

Capital University

Student Handbook

Post Licensure Programs:
BSN Completion
Master of Science in Nursing

2016-2017

Student Handbook Website Location:
<http://www.capital.edu/nursing>
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Preface

Welcome to the Post-Licensure Programs in Nursing at Capital University. We are pleased that you have chosen to pursue your degree in Nursing with us and we are confident that your experience will be both professionally and personally rewarding.

Beginning new endeavors such as returning to college to complete your undergraduate education or graduate studies is challenging for all individuals. Access to the specific guidelines, policies, and procedures that are a part of the department(s) in which one is enrolled facilitates adjustment and adaptation to the graduate school role. This Department of Nursing Post-Licensure Student Handbook, along with the handbooks of the Graduate School of Management & Leadership, and the Law School will provide answers to many of your questions and facilitate your transition to the student role. If you have questions or concerns after reading this Department of Nursing Post-Licensure Student Handbook, please contact your adviser or any of the nursing faculty members or staff.

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Professor and Associate Dean of the Post-Licensure Nursing Programs
Bachelor of Science in Nursing Completion Program (BSN-C)
Nursing Graduate Program

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Section 1: Introduction

Purpose of the Handbook

The Capital University Undergraduate Bulletin provides information relative to the School of Natural Sciences, Nursing, and Health; the School of Management and Leadership; the School of Social Sciences and Education; the Conservatory of Music and School of Communication; and the School of Humanities. Separate publications are provided for the Law School, the Pre-Licensure Nursing Programs, the Post-Licensure Nursing Programs, the Master of Business Administration degree, the Master of Music in Music Education degree, and Summer School. The information in this Post-Licensure Nursing Student handbook applies to the 2016-2017 academic year. Capital University and the Department of Nursing reserve the right to make changes in offerings, requirements, and regulations subsequent to the publication of the bulletin.

About Capital University

With a foundation based in a history of academic excellence in the tradition of Lutheran higher education, Capital University's undergraduate and graduate programs are preparing students for lifelong learning and professional goals in the global environment of the 21st century. Founded in 1830 as a Lutheran seminary, and chartered as a university in 1850, Capital has been at the forefront of preparing students personally and professionally to achieve their vocational calling. Undergraduate students of all backgrounds and religious perspectives study a curriculum that focuses on a liberal arts foundation, strong major and professional programs, and the development of both a personal and societal ethos.

Capital University includes The College and the Law School. The university offers four undergraduate degrees with more than 70 majors, as well as 10 graduate degrees to its approximately 3,700 students. Graduate offerings provide opportunities for degrees in law and graduate tax programs, the Master of Business Administration, the Master of Science in Nursing, and the Master of Music in Music Education.

Academic opportunities are enhanced at Capital with the many opportunities for student involvement in co-curricular activities including student government, athletics, music, theatre, and cultural, political and social organizations.

Since Capital is in a metropolitan setting in the Columbus suburb of Bexley, students enjoy academic, cultural, recreational and social activities. Theatres, galleries, museums, shops, restaurants and sporting events are just minutes away from campus.

As the state capital and the largest city in Ohio, Columbus is the home to an increasing number of national corporations. The academic experience at Capital includes a rich variety of internships and educational opportunities for students in cooperation with these businesses, health and other non-profit agencies and governmental offices. In addition, the business community of Columbus is an important employer of Capital University graduates.

Identity

Knowing ourselves

Capital University is a comprehensive, independent university, grounded in the Lutheran tradition. It offers diverse undergraduate and graduate programs in the arts, sciences, and professions. It emphasizes excellence in teaching in a personalized, student-centered environment of robust academic challenge. It is committed to using multiple approaches to intellectual development in order to serve the lifelong learning of a heterogeneous population. It seeks to prepare individuals to live holistic lives of leadership and service.

Mission

Transforming lives through higher education

By drawing upon its Lutheran heritage of free inquiry, Capital University:

- Provides for personal growth by encouraging, enabling, and celebrating learning;
- Prepares individuals to be knowledgeable, independent, critical thinkers—educated for lives of leadership and service in an increasingly diverse society;
- Inspires individuals to be morally reflective, spiritually alive, and civically engaged through our Lutheran heritage of free inquiry.

University Learning Goals

Capital University prepares a diverse student body for life and work through undergraduate and graduate curricula that balance liberal studies with professional and career fields. Through an extensive curriculum and numerous student-centered activities, the effectiveness of which is assessed, Capital University students will develop skills in:

- thinking critically,
- reasoning logically and
- communicating clearly.

Students also will be encouraged to:

- develop their leadership and service potentials,
- become independent, lifelong learners,
- develop a sense of values that guides personal decision making and develop intercultural competencies and the ability to work in diverse groups.

Affiliation

Capital University is one of the oldest institutions of higher education of the Evangelical Lutheran Church in America.

Capital University is organized into five operating divisions: Academic Affairs, Planning and Strategy, Resource Management, Student Affairs, and University Advancement.

The University

The University's Academic Affairs division has two primary divisions, the College, under which all academic programs on the Bexley campus are organized, and the Law School, which provides legal and related studies on a separate campus located in downtown Columbus. Five schools comprise the College.

The College

1. **The School of Management and Leadership** offers Bachelor of Arts degrees in accounting, financial economics, leadership and management, and marketing. The Master in Business Administration (MBA) is offered through a flexible part-time evening program for working students. The MBA also can be earned as part of a joint program with the Capital University Law School (JD/MBA) or with the School of Natural Sciences, Nursing, and Health (MSN/MBA). Selected undergraduate degree programs for working students also are available through the Office of Adult and Graduate Education.

2. **The School of Social Sciences and Education** is composed of six academic departments, offering both Bachelor of Arts and Bachelor of Social Work degrees.

3. **The Conservatory of Music and School of Communication** is composed of two departments. It offers undergraduate degrees, the Bachelor of Music and the Bachelor of Arts, and a Master of Music degree in Music Education.

4. **The School of Humanities** is comprised of five academic departments and offers a Bachelor of Arts degree.

5. **The School of Natural Sciences, Nursing, and Health** is composed of five academic departments. Through the School of Natural Sciences, Nursing and Health, the university offers the Bachelor of Arts; Bachelor of Science in Nursing; and the Master of Science in Nursing degrees. The Department of Nursing was established in 1950 and the MSN graduate program was initiated in 1994.

The Bachelor of Science in Nursing is available through both the traditional four-year program of study and a degree-completion program for registered nurses in collaboration with the Adult and Graduate Education office. The MSN graduate program offers concentrates in Nursing Education, Nursing Administration, Theological Studies, Legal Studies and Adult-Gerontology Clinical Nurse Specialist. The following dual degrees are also available: MSN/MBA and MSN/JD. Nursing education post-master's certificate program and BSN to MSN fast-track options are available.

The Department of Nursing offers the Baccalaureate of Science in Nursing (BSN) degree to traditional students and to registered nurse (RN) students. Through the MSN graduate program, launched in 1994, students may earn a Master of Science in Nursing (MSN) degree or one of two dual degrees: an MSN/MBA (Master in Business Administration) and MSN/JD (Juris Doctorate). The programs of the Department of Nursing are approved by the Ohio Board of Nursing and accredited by the Commission for Collegiate Nursing Education (CCNE).

The Law School

Interim Dean- Rachel Janutis, J.D.

The Law School became part of the university in 1966. The Juris Doctor is awarded upon successful completion of 86 semester hours in the three-year, full-time day program, or the four-year, part-time evening program. A part-time day program began in fall 1999. The graduate programs were established in 1986.

The Law School offers many joint degree programs including the JD/MSN with the School of Natural Sciences, Nursing, and Health.

For more information on the Law School, visit law.capital.edu.

Accreditations and Memberships

- North Central Association/Higher Learning Commission; 1921-2013
- Ohio Board of Regents; 1969 to present
- National Association of Schools of Music; 1932 to present
- Commission of Collegiate Nursing Education; 1998 to present
- Ohio Board of Nursing (approved)
- American College Health Association
- American Association of Colleges of Nursing (member)
- League of Ohio Law Schools (charter member)
- American Bar Association; 1954 to present
- Association of American Law Schools (member since 1983)
- Accreditation Council for Business Schools and Programs; 1999 to present
- The Association to Advance Collegiate Schools of Business (member)
- American Chemical Society (approved); 1966 to present
- Council on Social Work Education; 1974 to present
- National Council for the Accreditation of Teacher Education; 1966 to present
- Ohio Board of Education
- Commission on Accreditation of Athletic Training Education; 1990 to present

Equal Opportunity Policy

Capital University admits qualified students regardless of race, sexual orientation, class, religion, gender, age, disability, or national or ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the university. It does not discriminate on the basis of race, sexual orientation, class, religion, gender, age, disability, or national or ethnic origin in admission, employment, programs, services or activities.

Students with Disabilities

Capital University welcomes students with disabilities to be an integral part of the educational community. The Disability Services Office (DSO) is charged with coordinating support services and accommodations for students with disabilities to ensure equal educational opportunities and equal access to university life. The DSO seeks to make reasonable accommodations for students with disabilities through appropriate modification of educational procedures and methods used to assess student performance.

Reasonable accommodations in course work or clinical experiences will be made for students with documented disabilities on an individual basis. Students who wish to receive accommodations are responsible for contacting the DSO and disclosing their disability to the DSO per the procedure detailed in the Undergraduate Student Bulletin. After reviewing the documentation of a student's disability, the DSO staff will determine appropriate academic services and accommodations depending on the disability. When students with disabilities are enrolled in nursing courses, they have the responsibility to discuss their needs with course faculty so that reasonable accommodations can be made in a timely manner. Nursing faculty and the DSO work together to determine appropriate accommodations that allow students to succeed in the program without jeopardizing the essential requirements of the program or the health and safety of patients or the student.

For more information on the Disability Services Office students can visit the DSO located in the Center for Health and Wellness or call the office at 614-236-6114.

Section 2: Communication

Students are responsible for providing notification of any changes in name, address, telephone number, and e-mail to the Adult & Graduate Education office. There are a number of ways to communicate with other students and with faculty.

Student Department Mail Folders

Every nursing student has a mail folder in the filing cabinets in the third floor lobby of Battelle Hall (BHSN). Nursing mail folders are arranged alphabetically by program. Communications from the Department of Nursing (DON) are placed in the student's mail file. Check your mail file at least weekly.

Student E-Mail

The Department of Nursing communicates with all Nursing students via their Capital e-mail accounts. It is the students' responsibility to check their e-mail frequently.

Faculty Mailboxes

Faculty mailboxes for the Department of Nursing are found inside the nursing suite in Battelle Hall 330 (copy room). The mailboxes for other faculty on campus are in the buildings where their offices are located.

Faculty E-Mail & Voice Mail

E-mail is the primary mode of communication to students. Check e-mails daily and use your Capital e-mail to communicate with faculty and staff. Faculty of courses may also communicate to students in a course via e-mail through the online course management system (iLearn). Faculty can also receive voice mail messages on their office telephones. Adjunct faculty may use other e-mail addresses or cell phones; be sure and check course syllabi for faculty e-mail preference.

Bulletin Boards

Bulletin boards are used for announcements of campus events and can be found in the Student Union, the third floor of Battelle Hall, and throughout campus.

Information, specifically for nursing students, is posted on the bulletin boards located on the third floor of Battelle Hall or e-mails are sent. Course notices, job opportunities, scholarships, and general information are posted on several bulletin boards in the hallway. The Nursing Honor Society, Sigma Theta Tau, and the Capital University Student Nurses Association also maintain bulletin boards on the third floor of Battelle Hall.

Section 3: Your Faculty Adviser

Each student is assigned a Nursing faculty member as an adviser. Advisers have a variety of teaching and committee responsibilities. Due to clinical commitments in health care agencies, faculty may not return to campus on some days. It is strongly suggested that students make arrangements ahead of time if they need to meet with their adviser. Once students begin progressing in their program, they may feel comfortable meeting with their adviser less often.

How to Contact Your Adviser

Students may contact their adviser by telephone, by leaving a message in their mailbox (in BHSN 330), or you may send them an e-mail.

What Your Adviser Does

Faculty advisors will: a) provide students with guidance in planning academic schedules, b) monitor progress through the program, c) facilitate solutions to academic problems, and d) be available for general advice.

The Post-Licensure Nursing Program has a philosophy of self-directedness and this is part of the advising process. Faculty advisers will assist students in completing their curriculum in a timely manner. However, the student is ultimately responsible for fulfilling all the curriculum requirements for their degree. Students should be reviewing their program evaluation through WebAdvisor each semester.

Course Registration

Registration is completed by the student through WebAdvisor following consultation with their faculty adviser. Course listings for scheduling are available on WebAdvisor approximately six to eight weeks before registration begins. Students should not wait for their faculty adviser to contact them regarding course registration. Students on financial hold will not be able to register for courses until the hold is lifted off their account.

Issues with course registration should be directed to the Nursing Administrative Assistant, Student Services located in BHSN 329 or to the Adult & Graduate Education Office.

Students in the BSN-C Program

Students in the BSN-C Program should contact their faculty adviser to update their curriculum plan. Please note that BSN-C courses will be offered with limited availability in the 2016-2017 academic year and beyond. To ensure students finish their program in a timely manner, students should work closely with their faculty adviser.

Faculty Advisers

Name	Office	Office Phone	E-Mail
Wendy Blakely PhD, RN Assistant Professor	BHSN 325	236-7632	wblakely@capital.edu
Mary Burkett, DNP, RN Assistant Professor	BHSN 331	326-6384	mburkett@capital.edu
Renee Dunnington, PhD, MSN, RN, Professor	BHSN 319	236-7221	rdunning@capital.edu
Heather Janiszewski Goodin, PhD, RN, AHN-BC, CPN Professor	BHSN 306	236-6380	hjanisze@capital.edu
Kathleen Lux, PhD, RN Associate Professor	BHSN 323	236-7232	klux@capital.edu
Pam Mahaffey, DNP, CNS, RN Assistant Professor	BHSN 324	236-6376	phahaffey@capital.edu
Ann Peden, PhD, RN Dean of Nursing	BHSN 326	236-6703	apeden@capital.edu
Deb Shields, PhD, RN, CCRN, QTTT, AHN-BC Associate Professor	BHSN 369C	236-6581	debshields@aol.com

Section 4: Department of Nursing

Faculty

Dean of Nursing: Peden

Professors: Janiszewski Goodin, Dunnington

Associate Professors: Blakely, Lux, Patterson, Deb Shields

Assistant Professors: Burkett, Janssen, Mahaffey, Flynn, Poellet, David Shields

Instructors: Hoag, Satre, Stevens

Introduction and History

The Nursing Program was established in 1950 as a department in the College of Arts and Sciences. In 1965, it became the Department of Nursing, an integral academic unit of the university. The undergraduate nursing curriculum provides students the opportunity to blend a strong liberal arts foundation with professional studies. The MSN graduate program was established in 1994 and provides the registered nurse the opportunity to advance through interdisciplinary education. The faculty members are skilled professionals as well as dedicated teachers. Student experiences in a wide variety of health care facilities throughout Columbus and Franklin County provide a broad base of knowledge and skill for professional practice.

Innovation

Over the years, innovation, creativity, and service have characterized the Department of Nursing. The Department pioneered the incorporation of nursing research at the undergraduate level, was in the forefront of the wellness movement in nursing education and in precepted learning experiences for students. At the height of the national interest in the space program, the Department, with the help of the United States Air Force, was the first in the free world to offer a number of its student's short-term study in aerospace nursing.

The Department has long demonstrated a strong commitment to the transcultural aspects of nursing with increasing emphasis within the curriculum. Off campus study opportunities that include clinical experiences are offered in Scotland and Sweden. Informatics education for nurses has been a cutting edge aspect of our Post-Licensure program for several years. Faculty and students regularly respond to requests for participation in studies from master and doctoral students from other institutions and conduct institutional and professional research consistent with the mission of the University.

Holistic Focus

Since its inception, the Department of Nursing has been committed to the practice of holistic nursing. Recognition of this commitment and excellence in the provision of holistic education is demonstrated through earning endorsement of all four nursing programs from the American Holistic Nurses Certification Corporation (AHNCC). As of this writing, Capital University is the only nursing program with all programs holding this endorsement.

Honorary Degrees

A desire to recognize and celebrate nursing's contributions to society has been operational through the nominations of outstanding nurses for honorary degrees from Capital University. To date, seven nurses have been so honored. They are:

- Pearl Tucker, Col., USAF, Retired
- Geraldine Price, Director of the Division of Nursing at the Ohio Department of Health
- Dorothy Cornelius, Executive Director of the Ohio Nurses Association, past ANA and ICN President
- Juanita Thiele, founder of the Department, a leader in nursing education & global service
- Mary Jane Sievwright, nursing leader in Jamaica and ICN
- Sister Roni Daniels, advocate for the homeless and health care provider in Washington, D.C., Haiti and the Dominican Republic
- Kevin Sowers, President, Duke University Hospital

Nursing Honorary

A chapter of Sigma Theta Tau International Honor Society of Nursing, Theta Theta, was chartered at Capital University in 1986. Capital's Theta Theta Chapter was subsequently recognized with a major award, the chapter Key Award, from the International Honor Society in 1991. This honor is impressive for so young a chapter since only 26 chapters in undergraduate nursing programs were selected from among the over 300 chapters worldwide.

Junior and senior traditional students, BSN Completion students, graduate students, and community nurse leaders are eligible by invitation for election to Theta Theta Chapter of Sigma Theta Tau International Honor Society of Nursing based on scholarship and leadership. The Chapter offers programs for the nursing community each year.

Facilities

Faculty offices, classrooms, assessment rooms, nursing skills, and computer laboratories are located in the Battelle Memorial Hall of Science and Nursing. The assessment rooms and laboratories are equipped to allow students to develop their skills in simulated clinical settings in preparation for actual practice in health care facilities. The Helene Fuld Health Trust Learning Resources Laboratory provides state-of-the-art microcomputers for student use.

Accreditation

The Department of Nursing is approved by the Ohio Board of Nursing to offer the pre-licensure BSN program. Both the undergraduate and graduate nursing programs are accredited by the Commission on Collegiate Nursing Education (CCNE). Capital University is a charter member of the American Association of Colleges of Nursing (AACN) and is a member of the North American Consortium of Nursing and Allied Health for International Cooperation (NAC-NAHIC). All Nursing programs have been endorsed by the American Holistic Nursing Credentialing Center (AHNCC).

Nursing Program Mission

Educating professional nurse leaders for lives of service promoting health and healing within our diverse community.

Philosophy

Capital University is a comprehensive, private, church-related university philosophically committed to providing a liberal arts education within a caring environment. Based on the University's fundamental commitment to its Lutheran heritage, the Department of Nursing encourages the development of the total person: intellectual, physical, psychosocial, moral, ethical, and spiritual. Recognizing the unique worth of each student, the faculty support individualized attention to assist students as they develop and work toward the attainment of their individual learning goals. Through collaborative experiences, students participate actively in the learning process in a caring culture that values self-care and learning.

The faculty of the Department of Nursing embraces the core values of holistic nursing as the fundamental tenets within the discipline of nursing. The goal of holistic nursing is whole person healing. Holistic nurses recognize the totality of the human being - the interconnectedness of body, mind, emotion, spirit, social/cultural, relationship, context, and environment. The holistic nurse is an instrument of healing and a facilitator in the healing process. Holistic nurses assist individuals and groups to obtain or maintain optimum levels of health using the clinical reasoning process. Professional nurses enter into therapeutic partnerships with individuals and groups and incorporate nursing roles such as clinician, educator, advocate, leader, consultant, and role model. Holistic nurses support people in finding balance, harmony, and peace throughout their experience.

Professional education is geared toward the attainment of a specialized body of knowledge pertaining to a discipline through commitment to the social, ethical, and scholarly standards of the profession. It fosters the acceptance of responsibility for critical thinking, clinical judgment, and decision making congruent with the level of practice. Nursing education develops students who provide culturally sensitive, evidence-based, ethically, and spiritually appropriate health care services. The practice of holistic nursing requires nurses to integrate self-care, self-responsibility, spirituality, and reflection in their own lives. The pre-licensure nursing programs provide opportunities for the development of creativity, maturity, and the growth of intellectual and cultural perspectives. The post-licensure graduate programs extend the development of these qualities in both depth and scope.

Nursing knowledge is acquired through empirical, personal, ethical, aesthetic, and social knowing. Education occurs in an environment of scholarly inquiry and is dedicated to preparing students to care about and for individuals through the lifespan. They also develop respect for the inherent worth of every human being, reflect upon personal values and attitudes, and demonstrate commitment to lifelong learning and to the profession. Preparation for baccalaureate professional nursing practice is based on a program of studies that includes nursing science, physical and behavioral sciences,

and the humanities. Synthesis of theories, principles, and research from nursing and related disciplines enhances nursing's specialized body of knowledge. Preparation for graduate professional nursing practice is based on a program of studies that includes the application of theories, research, and advanced clinical skills within a multidisciplinary context and develops awareness and the ability to provide leadership for the profession of nursing. Within nursing coursework, students become competent with a variety of skills, learn to make clinical judgments based on analysis of empiric data and the individual context for each patient. They also develop respect for the inherent worth of every human being, reflect upon personal values and attitudes, and demonstrate commitment to lifelong learning and to the profession. In addition to creatively using knowledge from the sciences and liberal arts, nurses produce knowledge that contributes to a distinctive science of nursing.

Section 5: Post-Licensure Admission Policies

BSN-C Program Admission Criteria

1. Be a graduate of an accredited School of Nursing
2. Hold a current license to practice professional nursing in Ohio
3. A minimum GPA of 2.5

*Please note that admission to the BSN-C Program has been suspended

BSN-C Program Graduation Requirements

Academic graduation requirements include the following:

1. Completion of 124 semester hours and all the required courses (the last 30 out of 36 semester hours must be taken at Capital). RNs must successfully complete both the general education and required nursing courses. Elective hours make up the remaining hours needed to graduate
2. Grade of C or better in all nursing courses, and
3. A cumulative grade point average of 2.25 or higher for all courses taken at Capital.

Fast Track Options: BSN to MSN and RN to MSN

The Fast Track, designed for students who plan to pursue graduate study, provides the opportunity to take graduate nursing courses while still completing the BSN. This option requires both a cumulative GPA of 3.5 or higher and an adviser recommendation. After reaching a specified point in the undergraduate nursing program, the qualified student can take up to three graduate nursing courses (9 semester hours) that can be used to fulfill selected undergraduate nursing course requirements.

Subsequent admission to the graduate program requires meeting current MSN admission standards plus a cumulative GPA of 3.0 or higher in the graduate nursing courses taken. After the student is granted full admission to the MSN program, the graduate courses taken in the Fast Track can be used to fulfill graduate requirements for the BSN.

MSN Graduate Program Admission

Admission to the Master of Science Program is open to nurses who are licensed in the state of Ohio and have graduated from a program of nursing academically accredited by two sources: 1) the National League for Nursing Accrediting Commission (NLNAC) or the Commission on Collegiate Nursing Education (CCNE); and 2) a higher learning commission Regional Accrediting body. Admission will not be denied on the basis of race, religion, age, sex, color, disability, sexual orientation, national or ethnic origin, or political affiliation. Applicants are requested to provide information pertaining to his/her academic, intellectual, and professional abilities through college transcripts, personal references, and a writing sample.

MSN Graduate Program Admission Criteria

- All official transcripts from previous undergraduate/graduate course work
- Current, unencumbered, unrestricted Ohio RN License
- Bachelor of Science Degree in Nursing* or Bachelor's Degree and an Associate Degree in Nursing**
- 3.0 undergraduate GPA on a 4.0 scale
- Undergraduate prerequisites: Statistics and research methods
- Submit a 1 to 2 page summary that addresses a specific vision for your future and how an advanced nursing degree will support your goals. Please incorporate 1) the strengths you currently bring to your practice, 2) a clinical situation you wish to improve, and 3) why you have chosen Capital University
- Current resume
- Three professional written references
- Clinical Nursing Specialist (CNS) applicants are required to schedule an interview with the Vice Chair of the Post-Licensure Programs as part of the admission process
- TOEFL score of 550 or above (for international students)

*Students who have a Bachelor of Science in Nursing begin taking 500 level coursework.

** Students who have a Bachelor degree in another field and an Associate degree in Nursing may be admitted directly to the MSN program and are required to take three transitional courses prior to or concurrent with 500 level course work. Courses include Nursing 315: Foundations and Contemporary Issues; Nursing 316: Nursing in a Multicultural Society; and Nursing 415: Nursing Care of Families.

MSN Graduate Program Application Procedure

Prospective students are encouraged to apply within 8 weeks of the beginning of the next term. The following activities are included in the application process:

- Complete the Application for Admission on the MSN website: www.capital.edu/msn/. Please contact the Adult and Graduate Education office at 236-6996 with any questions regarding the application procedure.
- Request official transcripts from all previous colleges and universities.
- Give 3 references that will be contacted by the Director of the Graduate Program.

Forward all admission materials to:

Capital University
ATTN: Adult and Graduate Education Office
1 College and Main
Columbus, OH 43209

MSN Graduate Program Acceptance of Admission

Once an admission file is completed, it is reviewed by the Post-Licensure Program Admissions Subcommittee.

Students will be notified in writing of their acceptance. Following notification the student is required to complete and return the Acceptance of Admission Form to the Adult and Graduate Education office within 10 days. Once a student has accepted admission they can schedule classes through the Adult and Graduate Education staff.

At the time of admission the student will be assigned a faculty adviser with whom they should meet with in the first semester of study to establish a curriculum plan. For information on the role of the faculty adviser, please see p.7.

MSN Graduate Program Provisional Acceptance

Candidates may be admitted provisionally until all entrance requirements are completed. The letter of admission status states the specific conditions that need to be completed and the time frame allowed. Upon completion of these conditions by the dates indicated, full admission is granted. Students are to return the acceptance of provisional admission form within 10 days. Upon receipt of this form, course registration is initiated by the Adult & Graduate Education staff.

Non-degree:

There are four categories of non-degree status:

- Students enrolled in the traditional program or BSN-completion program who have been accepted into the “RN to MSN” fast track.
- BSN graduates who are interested in enriching their professional practice with Graduate courses. These students can take up to 6 credits, which will count toward the MSN if they choose to apply for graduate study.
- Masters prepared nurses with an interest in a concentrate focus. These individuals complete one or more concentrates as post-masters study.
- BSN or MSN nurses who are enrolled in a certificate program offered by the Department of Nursing.

Dual Degree

Dual degree students must gain admission to and complete degree requirements for both programs. Since each school admits students separately, admission to one program does not guarantee admission to the other program.

A student choosing a dual degree option must complete the appropriate dual degree application as a notice of intention to seek the dual degree. For more information on the admission process, please contact the Adult & Graduate Education Office.

- **Undergraduate Fast Track to MSN:** Undergraduate nursing majors who hold a GPA of 3.5 in the last year of their baccalaureate curriculum may earn up to nine hours of credit by enrolling in any of the following graduate courses: NURS-500: Advanced Healthcare Statistics; NURS-510: Nursing Science and Theory; NURS-520: Advanced Nursing Research; NURS-530: Nursing Informatics. Registration in courses is limited to space availability.

After the student is granted admission to the MSN program, courses are then used to fulfill graduate requirements.

Audits

Students may audit a course on a space available basis. This requires completion of the Audit Request Form found online at the Registrar's webpage: www.capital.edu/registrar-forms. The form requires the appropriate instructor's signature and the signature the Associate Dean of the Post-Licensure Nursing Program. Candidates in the Nursing Program cannot audit any course required for degree credit. Normally, an auditor is not required to submit assignments or take examinations. The transcript does not reflect audited courses and no grade or credit is given. To audit a course at the Law School or Trinity Lutheran Seminary, please contact those schools directly.

Section 6: BSN-C Program Curriculum

Goals of the Traditional Undergraduate, Nursing Accelerated Program (CNAP), and BSN-C Curricula

In addition to the competencies of the General Education Goals of the University, the goals/outcomes/competencies of the pre-licensure programs are based on the philosophy and the conceptual framework of the undergraduate curriculum of the Capital University Department of Nursing. The curriculum concepts are designed to prepare entry-level generalist and professional practitioners in nursing, who practice from an evidence base and provide holistic, safe, quality care to individuals, families, groups, communities, and populations.

Health is the central concern of nursing and is the core concept of the conceptual framework. The conceptual framework is organized around six additional concepts. These concepts include four professional nursing practice concepts: Critical Thinking / Clinical Judgment, Caring, Communication, and Transitions. The framework also includes two concepts that comprise the context of nursing practice: Culture and Systems.

Graduates of the BSN-C nursing program will demonstrate standards of professional nursing practice while:

- **Using critical thinking and clinical judgment in the process of clinical reasoning to answer, impact, or resolve clinical problems, questions, or issues.**

Competencies demonstrating critical thinking/clinical judgment include the ability to:

- Apply relevant knowledge, theory, experience, standards, principles, or models from the liberal arts, biological, behavioral, and nursing sciences as a framework for interpretation.
- Utilize cognitive, empirical, intuitive, and reflective processes for clinical reasoning.
- Holistically collect and purposefully analyze data to identify clinical problems, questions, or issues among individuals, families, groups, and communities.
- Appraise and acknowledge salient factors to determine the level of health and well-being present.
- Develop a prioritized plan of care based on effective decision making and grounded in theory, experience, standards of care, and/or care bundles.
- Deliver safe, competent, and effective, holistic nursing care based on cognitive, psychomotor, and affective knowledge and skills with individuals, families, groups, communities, and populations.
- Analyze and apply levels of evidence to develop a professional practice that reflects best evidence based practices in patient care management.

- Evaluate the efficiency, effectiveness, and quality of the care provided in relation to expected patient outcomes or benchmarks.
- Explain how the interrelationships among individuals, families, groups, environment, and factors among professional nursing practice, and the healthcare context influence health and well-being as well as healthcare.

- **Demonstrating the holistic caring practice of professional nursing.**

Competencies demonstrating caring include the ability to:

- Use cognitive, psychomotor and/or affective therapeutic interpersonal processes to comfort, value, nurture, and facilitate health and well-being of individuals, families, groups, communities, and populations.
- Convey unconditional, positive regard, honor, intention, respect, and hope to clients, intraprofessional and interprofessional team members.
- Practice holistic caring behaviors that enhance both patient care and self-care.
- Provide safe, skilled, nursing care interventions in accordance with standards of practice.
- Incorporate complementary and alternative health modalities and holistic healing interventions in nursing practice.
- Provide patient-centered care in the context of holistic health promotion, disease prevention, risk reduction, holistic illness care, rehabilitation and palliation.

- **Communicating effectively to collaborate with clients, and inter/intra-professional teams.**

Competencies demonstrating effective communication include the ability to:

- Use appropriate written, verbal, and nonverbal communication skills.
- Develop and demonstrate the effective communication abilities of presence, intention, centering, professionalism, active listening, and interpersonal/transpersonal connection when working with clients, faculty, peers, and members of the healthcare team.
- Use principles of therapeutic communication in the delivery of nursing care.
- Acknowledge and use the contributions of clients and members of the health care delivery systems.
- Demonstrate communication behaviors that facilitate and maintain patient safety and quality care.
- Document nursing care according to current professional, ethical, and legal guidelines.
- Recognize and utilize standard nursing language systems.
- Delegate tasks to others in accordance with professional, ethical, and legal standards.
- Represent the Department of Nursing and affiliating agencies with respect and dignity.

- Advocate for safe, quality, nursing care.
- Demonstrate effective teaching/learning principles & strategies in the classroom and in the healthcare setting taking into consideration level of knowledge, literacy, culture, readiness, and ability.

- **Facilitating transitions for self and clients.**

Competencies demonstrating transitions include the ability to:

- Facilitate and advocate for clients through the life span and health continuum recognizing patterns and salience of transition indicators, facilitators and inhibitors,
- Incorporate the Patient Bill of Rights and Professional Organization Standards in client care situations.
- Demonstrate personal responsibility and accountability for professional behaviors.
- Transition to the professional role from classroom, lab, and theory to professional clinical practice.
- Transition from knowledge and practices of self - care to the care of individuals, to clients, clients and their families, to multiple individuals, and to the community and population arenas.
- Develop principles of leadership and professionalism during the transition to the role of the beginning professional nurse.
- Integrate principles of change theory while navigating transitional conditions in the education process and within healthcare environments.

- **Demonstrating cultural competence.**

Competencies demonstrating cultural competence include the ability to:

- Develop cultural awareness, knowledge, and skill, toward the desire to work holistically with clients from diverse backgrounds.
- Be sensitive to and respect the beliefs, values, norms, lifeways, and health care practices of individuals and groups from diverse backgrounds.
- Acquire knowledge about a client and/or cultural group and practice skills of cross-cultural communication, cultural assessment, cultural interpretation, and intervention when providing care.
- Engage effectively in cross-cultural encounters in the educational or healthcare setting.

- **Functioning within a variety of systems.**

Competencies demonstrating ability to function within healthcare systems include the ability to:

- Provide for care coordination and continuity across health care settings.
- Involve clients, their support systems, and other health care professionals when providing and managing nursing care in a variety of settings.
- Function effectively in intra/interprofessional collaboration and teamwork.
- Analyze safety and quality concerns in health care systems.
- Demonstrate competent skills with clinical information systems and clinical technologies with regard for human-machine interactions and latent effects.
- Adopt and comply with ethical and legal principles related to professional nursing practice.
- Recognize the influence of health policy and economics on the healthcare system and on health outcomes.

(Revised: 5/99, 6/03, 4/08, 4/10, 1/14)

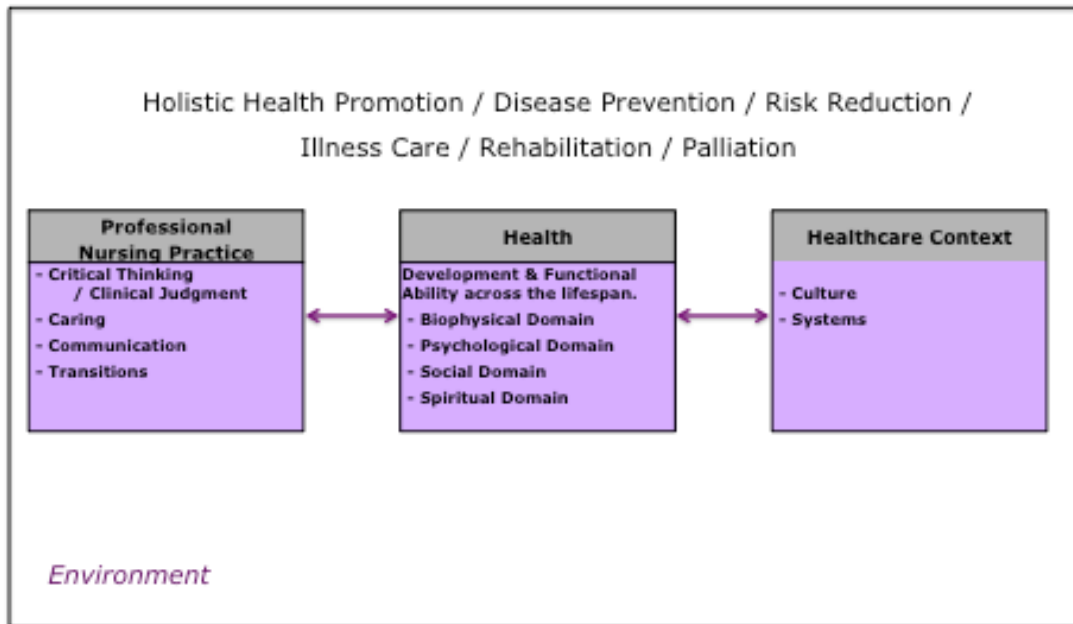
Curriculum Concepts

The vision of nursing held by the faculty serves as the organizing framework for the curriculum and this vision is expressed in the conceptual framework. Health is the overarching concept with a focus on health promotion, disease prevention and risk management. Faculty believes that six concepts are essential to nursing. The first three: caring, critical thinking, and communication are process concepts. The three remaining concepts offer a frame of reference for nursing practice and these concepts are culture, systems, and transition.

Conceptual Framework

Health is the central concern of nursing and therefore is the core concept of the conceptual framework for the curriculum of the Capital University Nursing Program. The conceptual framework is further organized around six additional concepts that guide professional nursing practice. Four concepts including critical thinking/clinical judgment, caring, communication, and transitions, are professional nursing practice concepts. The two remaining concepts, culture and systems, are referred to as healthcare context concepts because the professional nurse functions within a variety of healthcare systems and with diverse populations. These interrelated and interacting concepts are evident in the practice of professional nursing as it seeks to promote the optimal health of individuals, groups, families, communities, and populations. As students progress through the curriculum, they seek to master the abilities of critical thinking/clinical judgment, caring, communication and transitions by applying these abilities with self, individuals, groups, populations, interprofessional and/or intraprofessional teams to deliver patient centered nursing care to clients in the context of culture and healthcare systems.

Capital University Nursing Conceptual Model



The Capital University Conceptual Model provides a visualization of a conceptually based framework that is both dynamic and structured so as to adapt to varying and diverse situations in healthcare. The concepts in the model provide a structure to organize further sub-concepts for the content of the nursing curriculum. The ultimate purpose of the conceptual framework is to enable nurses to holistically facilitate health across the lifespan, through integrative nursing care practices in health promotion, disease prevention, risk reduction, care of illness, rehabilitation, and palliation. Ultimately, the essence of holistic nursing practice is seen in the unique blending of these concepts and patterns of nursing interactions with individuals, families, groups, communities and populations.

(Revised: 12/98, 2/08, 4/10, 8/10, 8/11, 1/14)

Core Concept

Health is a state of well-being that is culturally defined, valued, and practiced, encompassing the interconnected biophysical, psychological, social, and spiritual domains. As a state of well-being, health is not merely the absence of disease or infirmity (WHO 2012/1948). Health is also determined by the environment and situations as individuals, groups, families, and populations travel along a wellness continuum (Healthy People, 2020). The aim of nursing is to holistically facilitate health across the lifespan, through integrative practices in health promotion, disease prevention, care of illness, risk reduction, rehabilitation, and palliation.

Sub-concepts related to health include:

Biophysical Domain – Development & Functional Ability across the Lifespan

Homeostasis & Regulation

- Fluid & Electrolyte
- Acid/Base Balance
- Thermoregulation
- Glucose Regulation
- Cellular Regulation
- Intracranial Regulation
- Glucose Regulation
- Nutrition/Ingestion/Digestion
- Elimination
- Metabolism/Energy Balance
- Death & Dying

Oxygenation & Hemostasis

- Gas Exchange
- Perfusion
- Clotting

Protection

- Immunity
- Inflammation
- Infection
- Tissue Integrity

Sensation/Perception/Movement

- Sensory Perception
- Pain / Comfort
- Mobility

Sexuality & Reproduction

- Reproduction
- Sexual health

Psychological Domain – Development & Functional Ability across the Lifespan

- Stress/Coping
- Grief and Loss
- Mood and Affect
- Cognition
- Maladaptation

Social & Spiritual Domains – Development & Functional Ability across the Lifespan

- Family Dynamics
- Motivation
- Adherence
- Spirituality

Professional Nursing Practice Concepts

Caring is the “nursing activities that create a compassionate, supportive, and therapeutic environment for patients and staff, with the aim of promoting comfort and healing and preventing unnecessary suffering” (AACN, 2011). Caring is an essential dimension of nursing that embraces the art and science of transpersonal interaction with individuals, families, communities, and the world (Watson, 2007; 2012). Caring behaviors are demonstrated in actions such as those that comfort, nurture, and value the self and others, including, for example: openness to people’s experiences; unconditional, positive regard; respect for human dignity and wholeness; and sensitivity to diverse cultural and spiritual dimensions (Watson, 2007; 2012) as the professional nurse engages in care-giving interventions and complimentary/alternative healing modalities integrated with the use of self as an instrument of healing.

Nursing sub-concepts related to care-giving include:

- Self-care
- Patient Centered Care
- Complementary / Integrative Therapies
- Holistic nursing interventions of Health Promotion, Risk Reduction, Illness Care, Rehabilitation
- Palliation
- Therapeutic Environment
- Carative Factors / Behaviors
- Intention / Honor / Hope

Critical Thinking and **Clinical Judgment** are elements of the overall process of clinical reasoning in professional nursing practice. Critical thinking is a purposeful, cognitive, empirical, intuitive, and reflective process. The process is directed at identifying clinical problems, questions, or issues and at interpreting observations, experiences, data or evidence in order to answer, impact, or resolve clinical problems, questions, or issues. Critical thinking in nursing is situated in nursing science and is further characterized by the use of relevant theory, experience, standards, principles, or models from the liberal arts and the biologic and behavioral sciences as frameworks for interpretation and clinical judgment. The professional nurse engages in critical thinking, grounded in the context of the values and beliefs of particular individuals, families, communities, populations, and healthcare systems and directed at delivering safe, competent, and holistic care to impact and improve health. (Elders, 2005; Benner, Tanner, & Chesla, 2009; Benner, Sutchen, Leonard, & Day, 2010; Hawkins, Elder, & Paul, 2010).

Sub-concepts related to critical thinking and clinical judgment include:

- Holistic Assessment
- Clinical Judgment
- Expected Patient Outcomes
- Evidence-Based Practice
- Standards of Care
- Care Bundles

Communication is a verbal and physical interactive process. Through this process, information is exchanged and meaning is shared among individuals and groups through the use of symbols, signs, or behaviors. Holistic communication incorporates the process of therapeutic communication within a framework that acknowledges the infinite and spiritual nature of being. Holistic communication emphasizes deep listening, the importance of intention, self-knowledge, transcendent presence, and intuition in interactions (Dossey & Keegan, 2013). It is important for the professional nurse to engage in holistic communication to promote compassionate care. In professional nursing, six domains of communication are used: Intrapersonal, interpersonal, transpersonal, intra/interprofessional, small group and public. It is further recognized that in the healthcare context, inter/intraprofessional communication and patients' health literacy play a strong role in protecting the safety of patients and in promoting the quality of care (Joint Commission, 2007; IOM 2001;2004). It is also, then, the responsibility of the professional nurse to use standardized frameworks of professional communication and to use patient-centered communication approaches to promote safe and quality healthcare.

Nursing sub-concepts related to communication include:

- Intra/Inter Professional Communication (verbal, non-verbal, written, safety & handoff frameworks)
- Intra/Interpersonal and Transpersonal Communication
- Therapeutic Communication
- Standardized nursing language and classification systems
- Documentation
- Health Education: Teaching & Learning
- Health Literacy
- Delegation

Transitions are the passages or movements from one state, condition, or place to another that occur at the individual, family or organizational level. Universal properties of transitions are process, direction, and change in fundamental life patterns (Schumacher & Meleis, 1994). Transitions may be multiple or complex. Types of transitions include developmental, health and illness, situational and organizational (Meleis, Sawyer, Im, Messias, & Schumacher, 2000). Transitions between states may cause disharmony (Watson, 2012) disorientation, disruption (Kralik, Visentin & vanLoon, 2006) or instability within the health domains of individuals, families, groups, or organizational systems. The role of the professional nurse encompasses the holistic

facilitation of transitions among self, individuals, families, groups, populations, or organizational systems to promote optimum adaptation, change, growth, self-identity, health, and well-being. An essential component of transitions is also the valuing and the practice of life-long learning.

Sub-concepts related to transitions include:

- Professionalism
- Leadership
- Accountability
- Advocacy
- Ethics
- Change Management

Healthcare Context Concepts

Culture is the learned, shared, and transmitted values, beliefs, norms, and life ways of a particular group that guides their thinking, decisions, and actions in patterned ways. (Leininger, 1995). Cultural competency in relation to the professional nursing role is seen as a process or journey organized around the five inter-related cultural concepts (Campinha-Bacote, 1998; 2007).

Nursing sub-concepts related to culture include:

- Cultural awareness
- Cultural knowledge
- Cultural skill
- Cultural encounter
- Cultural desire

Systems are composed of interrelated, interacting, and interdependent parts. The whole is greater than the sum of the parts of the system. Systems occur at various levels. Biological and psychosocial systems may be open or closed and are in constant dynamic interaction with the environment (von Bertalanffy, 1968). The professional nurse functions in a variety of healthcare delivery systems. The professional nursing role within healthcare organizations includes attributes and behaviors that facilitate quality and safety in healthcare.

Sub-concepts related to the professional nursing role in healthcare delivery systems include:

- Populations
- Health Care Organizations
- Health Policies
- Healthcare Economics
- Collaboration and Teamwork
- Informatics & Technology
- Safety
- Healthcare Quality

Curriculum Requirements

The BSN Completion Program requires 124 semester hours of study.

Upon admission, an evaluation of students' transfer credits will be completed and sent to the Department of Nursing. The Adult & Graduate Education Office, along with faculty advisors, will indicate which courses students need to complete to fulfill curriculum requirements. Students may access their program evaluation via WebAdvisor at any time once they begin their program.

Course Descriptions

The following BSN Completion nursing courses are required unless a comparable course has been satisfactorily completed in another NLN or CCNE accredited BSN program. These courses must be completed by BSN Completion students at Capital University unless equivalent course(s) have been successfully completed in another BSN program.

NURS-315: Foundations and Contemporary Issues for RNs (4)

This course provides students with an introduction to theory as well as the conceptual framework of the curriculum. Students critically examine the role of the professional nurse within the context of the current status of the health care delivery system in the United States. The course considers the historical antecedents of modern nursing and health care delivery and the manner in which such issues affect and are affected by professional nursing practice. This course has an online component. Students will read critically and express ideas clearly in three major papers. All three papers require use of standard written English, APA 6th edition format, and library and Internet research skills. Furthermore, the papers require writing as a process of critiquing, revising, editing, and critical evaluation of the topic. Students will complete a group presentation on a current nursing issue, and an individual presentation on their issues paper. For the presentations students will demonstrate the ability to formulate speech purpose, assemble and effectively present an oral message. They will describe, analyze and develop critical listening skills.

NURS-316: Nursing in a Multicultural Society (4)

This course focuses on the challenges of nurses to provide culturally competent care to members of a multicultural society. Students will examine the effects of cultural beliefs and practices that influence both family health care practices as well as health care delivery. A variety of theoretical models of cultural competency and cultural assessment tools are examined as well as selected complementary and alternative healing methods. Selected cultural practices will be examined with more depth in student-facilitated seminars. The course will have an on-line component in which students will investigate specified topics and participate in discussion groups. This course has an on-line component.

NURS-380: Nursing Informatics (3)

This course examines professional, social, legal and ethical issues related to technology and informatics in health care. Access, application, evaluation and impact of clinical information systems/applications and technology that support data management, patient care, evidence based practice, research, education and administration are considered. Current and emerging health care technologies and software applications are explored.

NURS-411: Nursing Research for RN's (4)

This course involves the study of the historical development and current status of research in nursing. The course includes an in-depth examination of the research process. Students critique published research, the use of best evidence, the use of evidence based research in their practice, and implement nursing research utilization strategies.

NURS-415: Nursing of Families and Communities for RNs (6)

This course focuses on synthesizing nursing knowledge and public health principles as they relate to families, aggregates and communities. Within a framework of epidemiology, principles of health promotion and primary, secondary and tertiary prevention are emphasized. Clinical learning will include community experiences in a variety of community settings. The course includes a component focusing on global awareness; examining the effects of geographic, economic, political, social and cultural realities on global health. RN license is required.

NURS-425: Leadership and Management for RNs (6)

This evidence based clinical course for RN students is designed: (a) to provide the principles of nursing leadership and management (b) to apply and integrate previous learning, (c) to examine how holistic nursing practice impacts leadership in nursing, (d) to have enriching precepted experiences in a selected area of professional nursing practice, and (e) to demonstrate self-direction by developing and fulfilling a learning contract that reflects individual learning needs in the practice setting. Key concepts include self-directed learning, leadership and management skills, team work and collaboration, quality improvement, safety, time management, the image of professional nursing, holistic nursing leadership and dealing with diversity in the workplace. A project that requires scholarly inquiry and evidence-based practice is required.

General Education Courses

At Capital we have organized our General Education program around five central themes: Intellectual Skills, Living in the Contemporary World, Modes of Inquiry, Interpreting Texts and Images, and Ethical Thought. Our curriculum is developed and extends throughout the college experience.

Intellectual and Academic Skills

Goal 1: Reading & Writing Skills

UC-110: Reading and Writing in College (3)

Fosters critical reading of challenging material. Aims at teaching students to perform successfully the writing tasks that are an accepted part of college life.

Goal 2: Speaking and Listening Skills

UC-120: Oral Communication (3)

Fosters the competencies necessary for effective speaking and listening in both interpersonal and intra-personal forms. The student develops insight and skill sending and receiving factual, expressive, persuasive and problem-solving messages in small and large group settings with a focus on public speaking.

Goal 3: Quantitative Reasoning

Met through the Nursing Core requirements listed below.

Living in the Contemporary World

Goal 4: Global Awareness

UC-150: Global Awareness (3)

Focuses on the context of the economic interdependence of modern society, the geographic structure of the contemporary world, the cultural similarities and differences among people in different sectors of the world, and the political difference resulting from philosophy, ideology and resources. Course sections will focus on different regions (e.g., the Middle East) and different issues (e.g., war or hunger) to address the course goals.

Goal 5: Cultural Diversity

UC-200: Cultural Pluralism in American Society (3)

Analyzes the history, patterns, contemporary social costs of, and moral questions posed by, prejudice and discrimination in the United States against racial and ethnic minorities as well as women.

Modes of Inquiry

Goal 6: Fine Arts

ART-210: Visual Art (3)

Provides students with learning experiences focusing on art as a form of organization and communication. The course includes historical aspects of art forms along with a major emphasis on practice in art.

ENGL-204: Creative Writing (3)

A disciplined workshop in fiction, poetry and creative non-fiction.

FRNCH-410: French Theater (3)

An examination of the development of French theater from the classical theater of the 17th century and Corneille, Moliere and Racine through the Enlightenment, Romantic period and modern Theater of the Absurd. Scenes and acts from each play will be performed in class (no memorization); lectures, discussion, videos, group work and extensive reading in French; oral and written reports. Prerequisite(s): FRNCH 310 or FRNCH 311 ; and one other FRENCH class on the 300 or 400 level.

MUSIC-210: Introduction to Music (3)

This course provides a collegiate-level introduction to music within a particular musical style, such as Classical, World, Music, Jazz and Popular, Rock 'N' Roll, etc. The section number will be used to identify the styles being offered each semester. Students will be expected to experience music in a personal and practical manner in each section. Offered both semesters. Prerequisite(s): None.

TH-121: Introduction to Theatre (3)

A study of the various arts involved in a theatrical production. The phases of preparation, performance and evaluation are considered in terms of historical development and current practice. Special emphasis is given to theatre as a means of communication and as a collaborative art. Classroom performance.

Goal 7: Religion

UC-220: Religion Foundations and the Bible

Introduces the student to the general topic of religion in life and the biblical tradition in the Christian faith. The course will include treatment of parallels with other world religions. Religion Foundations and the Bible will also introduce students to historical and critical approaches to the Hebrew and Christian Bibles.

Goal 8 Social Science

Met through the Nursing Core requirements listed below.

Interpreting Texts & Images

Goal 9: Natural Science

Met through the Nursing Core requirements listed below.

Goal 10: Humanities

UC-310: Humanities: Classical, Medieval and Renaissance (3)

Requires students to examine in some depth selected works which illustrate the philosophic, artistic and historical concerns of Western culture. Traces shifts in cultural perspectives from the Classical world to the Renaissance. Prerequisite(s): UC-110; UC-210, ART-210, ENGL-204, FRNCH-410, MUSIC-223, MUSIC-225 or TH-121; UC-220 or RELIG-190.

UC-311: Humanities: Enlightenment to the Present

Requires students to examine in some depth selected works which illustrate the philosophic, artistic and historic concerns of Western culture. Traces shifts in cultural perspectives from the Enlightenment to the present.

Prerequisite(s): UC-110; UC-210, ART-210, ENGL-204, FRNCH-410, MUSIC-223, MUSIC-225 or TH-121; UC-220 or RELIG-190.

Goal 11: Ethical Thought

UC-410: Ethical Issues and Contemporary Religious Conviction

Students will achieve an understanding of basic moral issues, practice critical and constructive ethical reflection, and consider alternative patterns of moral grounding, including Judeo-Christian tradition. Prerequisite(s): UC-220 or RELIG-190 and 75 hours.

Nursing Core Requirements

PSYCH-120: Introduction of Psychology (4)

An introduction to psychology: biopsychology, sensation/perception, learning, memory, language, thought, motivation, personality, emotion, stress, development, social psychology and psychological disorders and therapies. Students will be exposed to and engage in psychological research and activities in order to emphasize the scientific nature of psychology. This course emphasizes a deeper and more comprehensive exposure to particular contemporary psychological topics and issues. This course is for psychology majors and minors and for non-majors. (Offered fall/spring.) Prerequisite(s): None

PSYCH-121: General Psychology (3)

An introduction to psychology: biopsychology, sensation/perception, learning, memory, language, thought, motivation, personality, emotion, stress, development, and social psychology and psychological disorders and therapies. This course is specifically designed for non-majors. Prerequisite(s): None

SOCSCI -210: Social Sciences Statistics (4)

A study of descriptive and inferential statistics, including correlation, regression, and hypothesis testing using the t, F, and chi square tests. Prerequisite: PSYCH 110 or SOC 110, and a college algebra course or its equivalent (MATH 110, 120, 130, 220, 230 or 231). Not open to students who have credit for MATH 215.

MATH-215: Elementary Statistics (3)

This course studies the statistical techniques used in decision-making. Topics covered include descriptive statistics, probability, confidence intervals, tests of hypotheses, analysis of variance, regression and correlation.

Science Courses

We accept the sciences (biology, anatomy, physiology and chemistry) that are taken as part of an associate degree or diploma program in nursing. No additional sciences are required.

Section 7: MSN Graduate Program Curriculum

The Graduate Program Focus

The organizing theme of the graduate curriculum is “leadership at the multidisciplinary frontier of health care.” The MSN graduate program is designed to build on the strengths of the Department of Nursing and university faculty, to offer students alternatives to practitioner programs, and to avoid duplication with the other graduate programs in Columbus. An initial needs assessment, faculty beliefs about knowledge and skills, literature reviews, and professional standards influenced curriculum design. Courses are reviewed annually and updated based upon on student need and feedback, community and national health care priorities, policy initiatives, and changes in accreditation standards.

Department of Nursing faculty members recognize that multidisciplinary nursing education and practice offer the potential for achieving the most efficient and effective health care outcomes if the strengths of each discipline can be integrated and implemented by individuals with a knowledge base in more than one discipline. Multidisciplinary education at the master’s level prepares students to assume leadership roles to effectively work with health care teams in acute and long-term health care settings, corporate settings and complex organizations, the community, and in independent practice.

Department faculty and the graduate curriculum emphasize the development of holistic practitioners who have the empiric and ethical-political knowledge and skills as well as the personal self-reflective ability and aesthetic appreciation to provide mindful leadership that empowers clients and co-workers.

Goals of the Graduate Program

Our nation is experiencing a crisis in health care—cost, access, and quality of care all demand urgent attention. America needs holistic practitioners who can think critically, reflect deeply and who can balance economic realities with the human need for compassion and service. Leadership in creating the health care system of the future necessitates commitment to holistic care and teamwork in order to solve human health problems in complex systems with declining resources. Self-responsibility and self-care are fundamental to the development of this leadership capacity and thus integral to program goals. Similarly, engagement in cultural and political advocacy is essential to holistic care.

At Capital University, the academic disciplines of nursing, business, and law are uniquely positioned to provide leadership at the multidisciplinary frontier of health care in addressing the pressing health needs of the community in the 21st century. Thus, this unique graduate program will blend the holistic perspective of nursing with the legal, business, ethical, educational and spiritually grounded expertise already present within the university community.

At the completion of MSN graduate program, the student will be prepared to accomplish the following behaviors and achieve the related outcomes:

Goal 1: Analyze the theoretical foundations of nursing and related science relevant to advanced holistic nursing practice / education / administration. Outcomes: Design direct care/ educational or other programming for individual and community populations based on social determinants of health, and sciences relevant to specific concentrate of study (caring, organizational, educational, other); and Apply appropriate theory and frameworks to guide practice.

Goal 2: Demonstrate leadership of Interprofessional teams to plan, implement and evaluate system initiatives that improve clinical, educational or organizational outcomes. Outcomes: Identify problems relevant to area of practice/ concentrate; Synthesize and communicate current research and practice evidence / knowledge related to identified problems; Use a team based approach to program development and implementation as appropriate; Apply leadership principles to implement changes that improve quality of clinical and educational outcomes; and Demonstrate behavior that is culturally responsive, safe, timely, effective, efficient, equitable, and patient / student centered.

Goal 3: Use the best available evidence to guide practice decisions. Outcomes: Actively and ethically participate in research to improve area of clinical / practice expertise; Address social determinants of health to plan and evaluate health care/ educational interventions as appropriate; Evaluate ethical implications of evidence based practice decisions for individual clients / aggregate populations and recommended program changes; Identify specific databases and current research relevant to a defined clinical / educational / organizational problem; Perform rigorous critique of current research and disseminate meaningful evidence to improve practice outcomes; and Apply holistic framework when evaluating research and clinical evidence to implement practice changes within concentrate of study.

Goal 4: Apply the concepts of information exchange, nursing informatics and systems theory to the advanced practice role. Outcomes: Analyze databases to answer clinical / educational / administrative questions; Identify ethical principles for health information management systems and practices; and Integrate and coordinate current and emerging technologies to improve patient care systems and health education as appropriate to concentrate.

Goal 5: Integrate health policy processes to promote safety and quality of health delivery systems and advocate for social issues of health disparity and equality. Outcomes: Participate in policy development at the institutional, local, state and/ or federal levels to improve health / educational outcomes related to discipline / practice of nursing and healthcare; Develop advocacy strategies to influence health care; Analyze how policies influence the structure and financing of health care practice and health outcomes; and Examine legal and regulatory processes related to individual and system practice that reflect ethics of caring.

Goal 6: Apply holistic philosophy to enact advanced practice role. Outcomes: Value unitary science as foundational to development of advanced practice role; Identify the ethics of caring and its contribution to unity of self, others, nature and life forces as central to holistic nursing; Integrate ethical, aesthetic, empiric and personal ways of knowing into practice and educational decision-making; Explore and adopt holistic self-care practices to achieve balance in personal wellbeing and professional life; Participate in reflective practice to improve clinical practice, clinical leadership, learning and personal wellbeing; and Use selected integrative therapies in current practice/ educational settings.

Learning Outcomes by Concentrate

Each concentrate has specific anticipated outcomes beyond the general outcomes for graduate study. By concentrate, these include:

Administration

The graduate will:

- Demonstrate basic knowledge of the business functions of marketing, accounting, finance, operations and human resources.
- Recognize the importance of organizational behavior in impacting the delivery of nursing care in health care systems.
- Stimulate and effectively cope with change in health care systems.
- Utilize analytical and critical thinking to address workforce issues.

Adult Gerontology Clinical Nurse Specialist

The graduate will:

- Assume the role of clinical nurse specialist for adults living with chronic illness through end of life transition.
- Incorporate standards of holistic care into clinical practice.
- Practice integrative interventions that improve quality of life and symptom management.
- Collaborate with others to design and implement system changes that improve practice.
- Demonstrate advanced professional behaviors reflective of autonomy, intellectual independence, accountability and commitment to a philosophy of holism.

Legal Studies

The graduate will:

- Understand the basic concepts of the legal system in the United States.
- Analyze the impact and influence of the legal system on health care and nursing policy and practice in the United States.
- Influence the development and implementation of health care policy and health care law.
- Facilitate an understanding of the law and health policy for individuals and organizations.

Nursing Education

The graduate will:

- Assume the role of professional nurse educator for academic settings, continuing education, or staff development.
- Apply selected teaching-learning theories for the preparation and continuing development of nurses.
- Implement a variety of teaching-learning strategies in diverse learning experiences.
- Evaluate the effectiveness of the teaching-learning process.
- Critically examine trends and issues in nursing education.

Theological Studies

The graduate will:

- Articulate a theological framework that describes the relationship between humans and God.
- Demonstrate an understanding of the spiritual needs of humans and signs of spiritual distress.
- Recognize God’s presence in the practice of nursing.
- Include spiritual care in nursing practice, incorporating prayer, worship and counseling.

Organization of the Graduate Curriculum

The curriculum content is arranged into four quadrants: the graduate core, the nursing core, the concentrate core, and synthesis and application work. The specific credit hour requirement varies depending upon the concentrate. Specialization comes through the courses and clinical work students select in the concentrate and in the student’s use of the acquired skills and knowledge in the application/synthesis work. (See Figure 1) Students progress through the nursing core and graduate core before beginning coursework in the area of concentration. The graduate core, the nursing core, and the concentrate should be completed before the synthesis and application work is begun. Full time students may enroll in concentrate and synthesis courses concurrently.

Basic Curriculum Plan for the MSN

Total Hours: 38-44 (Minimum hours vary by concentrate)

Graduate University Core 6-9 semester hours	Nursing Core 15-18 semester hours
Concentrate 10-19 semester hours	Synthesis & Application 7-10 semester hours

(Figure 1)

Graduate Core

Courses in the graduate core are designed to provide students the content and skills required for leadership in an advanced practice role and to engage the student in active learning to develop their critical thinking. The courses are conducted with an interdisciplinary focus to help students appreciate more fully the complexity of health care leadership. They focus on organizational behaviors (MBA-613), statistical applications for health care research and evidence based practice (NURS-500) and the ethical and political background to advocate for their clinical populations, nursing staff and nursing students (MBA-740, NURS-650, HTS-2512, HTS-2054, HTS-2511, HTS-2507, or HTS-2051). The graduate core courses are appropriate for any student doing graduate work in a discipline that requires knowledge of group behavior and cultural influences on behavior, statistical evaluation of health care research and ethical-political problem solving. These courses can be taken with nursing core courses.

Nursing Core

The nursing core is comprised of Nursing Science and Theory (NURS-510), Foundations of Holistic Practice (NURS-515), Advanced Nursing Research and Evidence Based Practice (NURS-520), and Nursing Informatics (NURS-530). These courses are designed to ground students in principles of holistic practice, introduce them to the use of theory and theoretical thinking related to their leadership development, conduct and apply research evidence to their clinical setting and understand the expanding use of informatics within the profession. These courses can be taken with graduate core courses.

The Department of Nursing faculty encourages students from the School of Management & Leadership, the Law School, and Trinity Lutheran Seminary who wish to focus on health care applications to cross-enroll in the graduate nursing core courses. The holistic perspective of nursing as a caregiving discipline enhances today's business, law, and seminary curricula. The learning experience and competency of graduate students with diverse backgrounds, expertise, interests, and goals is enriched through such interdisciplinary interaction.

Concentrate

The concentrate provides students with the opportunity to study in an area of their selected interest. The number of credit hours required in the concentrates varies, as do the degree of elective versus required courses and prerequisites. Students whose concentrate courses are provided by another unit outside of the Department of Nursing register with their academic adviser in the Department of Nursing and with guidance from their adviser in the respective concentrate area. The student is billed at the rate of the unit offering the course.

Synthesis, Application & Capstone

Clinical Nurse Specialist

Clinical Nurse Specialist students demonstrate mastery of their concentrate by completing NURS-780. This 2 hour seminar capstone course is designed to provide students with an opportunity to develop, implement, and evaluate an evidence-based change or program to improve clinical practice. Specific projects will be negotiated between the course faculty and the student clinical preceptor. Guidelines for the capstone are distributed as part of the course syllabus.

Administration, Education, Legal Studies, and Theology Coursework

Administration and Legal Studies students enroll in NURS-641 and Education students enroll in NURS-720 to allow students to apply specialized knowledge and skills in their respected fields. Theology students work closely with their adviser to develop a synthesis experience specific to their learning needs. Administration, Education, Legal Studies, and Theology student all enroll in NURS-722 Capstone Experience as their final course prior to graduation.

Learning Focus in Concentrates

The five concentrates address students' diverse career needs. A student may complete more than one concentrate.

MSN with a Concentrate in Administration

Offered in cooperation with the School of Management & Leadership, this concentrate prepares the student for a first or middle-management position in nursing administration. Concentrate courses support knowledge and skills in the areas of finance and accounting (management of \$2-3 million budgets), personnel (hiring, staff development, salary administration), ethical, legal and policy concerns (e.g., living wills, discharge against medical advice, controversial procedures) and organizational life (the policies of institutional life, interdisciplinary service, strategic planning). Upon completion of this concentrate, the student will have completed the requisite course work to take the certification examination for advanced nursing administration through the America Nurses Credentialing Center (ANCC).

In addition to taking one of the ethics course options (MBA-740, NURS-650), students take: Organizational Behavior (MBA-613) and either Applied Healthcare Statistics (NURS-500) or Analytical Methods for Managers (MBA-611) and Evidence Based Nursing Administration Part 1 (NURS-640). NURS-640 requires 120 hours of field experience. Concentrate requirements include a minimum of ten semester hours. MBA Essentials (MBA-500) is required as a prerequisite for all MBA courses for students enrolled in the MSN/MBA dual degree option. Other course options include: Economics for Managers (MBA-612), Managerial Accounting (MBA-614), Marketing Management (MBA-710), Financial Management (MBA-720) and MBA 800 Elective Courses. Evidence Based Nursing Administration Part 2 (NURS-641) is a required synthesis course and also has 120 hours of field experience.

Students must meet the prerequisites for each MBA course in the concentration as identified in the “Prerequisites” section of this handbook, as well as in the MBA Student Handbook.

MSN with a Concentrate in as an Adult-Gerontology Clinical Nurse Specialist

This concentrate prepares students for the advanced practice role of clinical nurse specialist for the adult and geriatric population. The coursework is designed to prepare students in all adult-gerontology clinical nurse specialist competencies as defined by the American Association of Colleges of Nursing. Upon completion of coursework, students will apply for and complete the Adult-Gerontology Clinical Nurse Specialty certification examination offered through the American Nurses Credentialing Corporation (ANCC). After obtaining advanced certification, students are eligible to apply for advanced practice privileges through the Ohio State Board of Nursing.

MSN with a Concentrate in Legal Studies

The concentrate in legal studies, offered in cooperation with the Law School, emphasizes the legal aspects of health care. Students may direct their career development toward work in quality assurance programs, risk management, peer review, and outcomes assessment. Preparation in advanced nursing science, which includes legal studies, enhances the graduate’s ability to contribute to interdisciplinary problem-solving teams in health care.

The legal studies concentrate consists of 10-12 semester credit hours of course work. NURS-670: Legal Concepts in Health Care, a three-hour foundation course covering torts, contracts, and constitutional law; NURS 640: Evidence Based Nursing Administration Part 1; and LAW-822: Health Law; are required courses. Students may chose 1 law elective to supplement their concentrate by selection one of the following courses: LAW- 730: Contemporary Medical Liability; LAW-755: Family Law; LAW-800: Administrative Law; LAW-902: Dispute Resolution; or LAW-980: Seminar in Health Care Antitrust Law.

The students who have completed the Capital University Law School Legal Nurse Consultant Program with a GPA of 3.0 or above are eligible to transfer up to 10 semester hours to fulfill the legal studies concentrate. However students are still required to take NURS-640 as it is a pre-requisite to a synthesis course (NURS-641). Students must meet all criteria for admission to the graduate program, and present official transcripts from the Law School. In order to complete the MSN with a concentrate in legal studies, the student must complete all remaining hours of course work in the MSN program.

MSN with a Concentrate in Nursing Education

This concentrate prepares the nurse for the role of educator in either the academic or clinical setting. Concentrate course work gives the student the necessary knowledge and skills to teach and develop curricular materials. In the synthesis core, students identify their preferred setting for teaching and have field placements accordingly. The nursing education concentrate consists of 19 hours of course work including NURS-525: Advanced Health Assessment; NURS-601: Advanced Pathophysiology; NURS-610: Clinical Pharmacology for Advanced Practices Nurses; NURS-607: Education Foundations; NURS-608: Teaching Strategies; and NURS-609: Evaluation: Individual to Program. NURS-720: Clinical and Laboratory Teaching is a synthesis course in the Education concentrate.

MSN with a Concentrate in Theological Studies

The concentration in theological studies, offered in cooperation with Trinity Lutheran Seminary, emphasizes pastoral and counseling activities in holistic nursing practice. Pastoral care offices and community service agencies are potential employment sites.

Students complete 10 semester credit hours, selecting concentrate courses appropriate to their interests from a variety of courses. HTS-2044: Systematic Theology; HTS-2802: Christian Theologies of Non-Christian Religions; MN-2051: The Care of Souls; and MN-2515: Death, Dying, Grief and Bereavement and The Influence of Culture among other courses. Adviser approval is required.

Multiple Concentrates of Study

A student establishes competencies in a selected concentration through the completion of a number of learning opportunities. Graduation with a dual concentrate of study requires:

- Completion of the designated courses in the secondary concentration.
- Completion of NURS-722 Capstone Practicum or a course equivalent with field experience in the practice area relevant to each concentration.

Students are permitted to take courses in a concentration other than the designated concentration if prerequisites for each course are met. This will be considered elective credit.

If a student wishes to complete more than one concentrate, in addition to the coursework in the additional concentrate, one hour of independent study must be taken with a faculty person from the Department of Nursing. This independent study should reflect a 50 hour field experience that provides opportunity for application of concentrate coursework and role development.

Dual Degree Programs

Students have the opportunity to pursue dual degrees in the Department of Nursing and Capital University Law School, Trinity Lutheran Seminary, or the Capital University School of Management & Leadership. In each case, the course work selected for the concentration is applied toward the course work required in the second degree. For

example, an MSN student who completes the legal studies concentrate is able to apply that course work as elective credit toward the Juris Doctorate degree in the Law School. Students pursuing a dual degree must complete a minimum of 53 semester hours for the MSN/MBA and 102 semester hours for the MSN/JD. (See Figure 2)

Basic Curriculum Plan for the Dual Degree

Total Hours: 53-102 hours (Minimum)

Graduate Core	Nursing Core
6-9 semester hours	15-18 semester hours
Second Degree	Synthesis & Application
MBA = 12 additional hours JD = 74 additional hours	7-10 semester hours (minimum)

(Figure 2)

See Appendix D: Dual Degree Program Statements (p. 88) for specific required courses and curriculum plan for each dual degree.

To pursue a dual degree, students must meet prerequisites and gain admission to each program. Each dual degree option provides students with the opportunity to complete both degrees with a substantial reduction in total credit hours. To obtain information about the application, admission, enrollment, the program of study, and definition and operation of a dual degree credit in each program, students should consult the Dual Degree Program Statements for the MSN/JD and MSN/MBA degrees included in the Appendix D: Dual Degree Program Statements (p.88). Descriptions of graduate courses offered by the Department of Nursing are listed in this handbook. Dual degree students should consult the MBA Student Handbook or the Law School Bulletin for complete descriptions of non-nursing courses identified in the dual degree curriculum plans.

Certificate Program: Nursing Education

The Nursing Education Certificate is offered for students who have a Master’s of Science in Nursing who want more formal coursework to prepare them specifically for classroom and clinical nursing education. The program consists of eight graduate-level courses for a total of 4 semester credits and is generally taken over a 16 month period. Students are generally not eligible for federal funding for this certificate. These courses include: NURS-525: Advanced Health Assessment; NURS-601: Advanced Pathophysiology; NURS-610: Clinical Pharmacology for Advanced Practices Nurses; NURS-607: Education Foundations; NURS-608: Teaching Strategies; and NURS-609: Evaluation: Individual to Program. NURS-720: Clinical and Laboratory Teaching and NURS-722: Capstone Practicum are the synthesis courses for the Education Certificate.

Course Descriptions of Nursing Courses in the Graduate Program

Graduate Core

NURS-500: Applied Healthcare Statistics (3): Emphasizes the use of statistics in data analysis; critical understanding of the meaning of statistical findings for utilization as a nurse in advanced practice; and use of the computer in data processing. Topics covered include descriptive statistics, probability, hypothesis testing, parametric and nonparametric statistics, reliability, and validity. (Applied Healthcare Statistics is one of two options that meet the Quantitative Methods requirement.)

MBA-613: Organizational Behavior (3): Focuses on understanding human behavior in organizations. Theory and experiential exercises combine to provide students with an understanding of individual and group behavior in various organizational settings. Students work individually and in teams to learn to effectively manage in the contemporary and global workplace.

Ethics

NURS-650: Ethical and Policy Issues in Contemporary Nursing (3): Nurses at the Master's level are particularly prepared to engage in holistic appraisal and development of policy in organizational, state, national, and global arenas. Integral to this participation is a fundamental understanding of health economics, policy, law, and ethics. This course is designed as a forum for students obtaining an advanced degree in nursing to discuss and critically analyze the complexity of health system policy and regulation from their perspective as advocates for patients and for the profession of nursing. The course will use case based learning as a means of engaging students in the professional process of examining current issues relevant to their practice using ethical decision making strategies and organization and governmental policy strategies. Students will gain an understanding of legal and financial implications of these issues. Learning strategies used in the course are designed to help students develop skills for advocacy; examine multiple perspectives on current topics in health care; engage in constructive, evidence based debate; and explore ethical decision making strategies in the face of complex systems with competing interests.

OR

MBA-740: Business Ethics and Social Responsibility (3): Now more than ever, companies are held accountable for developing responsible business policies and practices, and making them an integral part of their strategies and operations. Corporate Social Responsibility and Ethical Decision Making provides students with a laboratory for examination of these significant issues. The principal outcomes of this course are to understand important ethical constructs, to provide opportunities to apply ethical and responsible decision making in a variety of business situations and to facilitate a deeper understanding of the strategic complexities in managing these priorities across often competing needs. The class is structured around a rich set of challenging projects and case studies.

Nursing Core Courses

NURS-510: Advanced Nursing Science and Theory (3): Emphasizes the nature of the scientific theories; the reciprocal relationships among nursing theories, nursing research and nursing practice; models for theory analysis and critique; and the need for future theory development in nursing.

NURS-515: Foundations of Holistic Practice (3): This course examines the philosophical and theoretical foundations of holistic practice and provides the basic information needed to apply holistic practices to an area of study. Students learn specific attitudes, behaviors and skills that are essential to maintaining well-being of self and other and in strengthening the practice of compassionate caregiving. Use of local, national and international journals and websites dedicated to holistic practice and healing are introduced. Students will apply basic integrative practices for their own self-care and in the care of students, staff and clients they work with. Application of course content is made through age appropriate case studies across the lifespan, reflective journaling and other teaching strategies to develop empirical, personal, aesthetic and ethical knowledge.

NURS-520: Advanced Research and Evidence Based Practice (3): Examines the philosophical underpinnings of quantitative and qualitative research. Focuses on research designs, sampling, measurement, and techniques for data analysis and establishment of reliability and validity for both quantitative and qualitative research. Recommended pre- or co-requisite: NURS-500 or MBA-611.

NURS- 530: Nursing Informatics (3): Explores the application of systems theories and nursing informatics within the context of information science, computer science, nursing science and the delivery of health care through nursing practice, administration, research and education. In addition, legal, ethical and social implications are addressed. Prerequisite: basic computer literacy.

Adult-Gerontology Clinical Nurse Specialist Courses

NURS-525: Advanced Health Assessment (3): This advanced health assessment course provides students with essential holistic assessment and nursing diagnostic skill to work with the individual in context of the family, community and environment. The assessment process includes a comprehensive history and identification of patterns in all domains of health including physical / pathophysiologic, emotional, mental, spiritual, energetic, social / relational, and cultural. Emphasis is placed on developing a thorough understanding of the individual, differentiating normal and abnormal findings to determine a nursing diagnosis and synthesizing assessed health patterns to plan and evaluate care. The course includes classroom and laboratory components.

NURS-601: Advanced Pathophysiology (3): This course examines the scientific knowledge base of selected pathophysiological states from a framework of psychological, physiological and social/behavioral manifestations of stress and the psychophysiology of body-mind healing. The interrelationships between clinical pathophysiology, basic normal physiology, body-mind healing systems and signs and symptoms of various conditions are emphasized. Recent advances in the area of genetics and genomics is also included. The course builds on advanced health assessment skills and provides foundational information for clinical decision-making, diagnostic testing and the initiation of therapeutic regimens across the adult lifespan. Age specific and developmental alterations are correlated with clinical diagnosis and management of major health problems. Application is made through age appropriate case studies across the lifespan.

NURS-610: Clinical Pharmacology for Advanced Practice Nurses (3): This course is designed to prepare advanced practice nurses (APRN) to accurately describe, administer, and counsel patients regarding appropriate and safe medication regimens. In addition, the APRN will be prepared for medication prescriptive authority within their scope of practice. Therapeutic nursing interventions are fostered through exposure to prescriptive authority rules and regulations in advanced practice nursing. Critical thinking is applied as students explore various pharmacological aspects of disease management through case study analysis. Therapeutic agents are compared and contrasted for indications of efficacy, monitoring parameters, dosing principles, adverse effects and common drug interactions taking into consideration culture and diversity across the life span. Basic pharmacologic principles and the pharmacologic actions of the major drug classes will be discussed in relation to physiologic systems, with emphasis on the application of these agents. Herbs, supplements and other pharmacotherapeutic agents will be examined for use and integration into the patients' holistic plan of care.

NURS-620: Healthy Aging and Quality of Life in Adults (6): This course introduces foundational principles of holistic care in the promotion of health and wellbeing across the adult lifespan. Students will apply their knowledge of physiological, psychosocial, environmental and cultural dimensions of health and wellbeing to assess clients and develop intervention plans that promote health, prevent illness and help clients manage changes associated with aging. The role of the Clinical Nurse Specialist in the 21st century will be explored and students will continue to develop their Therapeutic Capacity as Advanced Practice Nurses using reflective practice. This course includes a 180 hour direct care clinical practicum where students have the opportunity to apply evidence-based practices to selected client populations.

NURS-630: Symptom Management in Chronic Illness and Palliative Care (6): This course guides students in the holistic management of common acute and chronic health issues across adolescent and the adult life-span. The patient population of adult gerontology CNS practice includes young adults (including late adolescent and emancipated minors), adults and older adults (including young-old, old, and old-old) in all contexts of care. The course builds on the concepts learned in Nursing 620. Pharmacologic and non-pharmacologic practices will be used to promote health, enhance comfort and minimize suffering for clients and their families. Emphasis on partnership with families for health and symptom management and importance of relationship among patients, families and nurse caregivers is emphasized. Students will conduct advanced practice assessment, implement targeted evidence-based interventions and evaluate outcomes. This course includes a 180-hour clinical practicum where students have the opportunity to apply advanced practice nursing concepts.

NURS-760: Comprehensive Patient Management (6): This clinical course is designed to provide students with a guided field experience to apply the Clinical Nurse Specialist practice in young adults (including late adolescent and emancipated minors), adults and older adults (including young-old, old, and old-old). Through 180 hours of clinical experiences, students refine skills in the roles of the Clinical Nurse Specialist as a member of the health care team. The focus of this course is comprehensive patient management including direct care of selected patients and implementation of evidence based practice protocols at the organizational level. Seminar discussions provide the opportunity for students to process clinical experiences as well as preparing for national certification examinations. This course will be taken in conjunction with at least one credit hour of NURS-780.

NURS-780: Capstone Seminar (2-4): Students will develop, implement and evaluate an evidence based project/ program for a selected clinical population during this clinical seminar course. The course may be taken over 2 semesters to provide time for significant clinical integration and application of CNS role responsibilities. A total of 60 clinical hours is required. Seminar discussions provide the opportunity for students to process clinical experiences.

Nursing Administration Concentrate Courses

NURS-640: Evidence Based Nursing Administration Part 1 (4): This four-hour clinical course is structured for nurses pursuing administrative career paths. Together with NURS-641 these courses are intended to provide students with the knowledge to successfully complete the certification process and continue the pursuit of Nursing Administration as a practice specialty. Grounded in Nursing Theory including Ray and Turkel's theories related to bureaucratic caring, the course will focus on essential knowledge and skills of the nurse executive. The course will be presented in a Hybrid Format using traditional classroom, synchronous and asynchronous on-line methods. A clinical component (120 hrs) complements the classroom learning opportunities.

Other courses included in the Administration concentrate are offered in the MBA program and include 2 or more of the following: MBA-500: MBA Essentials, MBA-612 Managerial Economics, MBA-614: Managerial Accounting, or MBA-843: Advanced Topics in Leadership.

Nursing Education Concentrate Courses

NURS-525: Advanced Health Assessment (3): This advanced health assessment course provides students with essential holistic assessment and nursing diagnostic skill to work with the individual in context of the family, community and environment. The assessment process includes a comprehensive history and identification of patterns in all domains of health including physical / pathophysiologic, emotional, mental, spiritual, energetic, social / relational, and cultural. Emphasis is placed on developing a thorough understanding of the individual, differentiating normal and abnormal findings to determine a nursing diagnosis and synthesizing assessed health patterns to plan and evaluate care. The course includes classroom and laboratory components.

NURS-601: Advanced Pathophysiology (3): This course examines the scientific knowledge base of selected pathophysiological states from a framework of psychological, physiological and social/behavioral manifestations of stress and the psychophysiology of body-mind healing. The interrelationships between clinical pathophysiology, basic normal physiology, body-mind healing systems and signs and symptoms of various conditions are emphasized. Recent advances in the area of genetics and genomics is also included. The course builds on advanced health assessment skills and provides foundational information for clinical decision-making, diagnostic testing and the initiation of therapeutic regimens across the adult lifespan. Age specific and developmental alterations are correlated with clinical diagnosis and management of major health problems. Application is made through age appropriate case studies across the lifespan.

NURS-610: Clinical Pharmacology for Advanced Practice Nurses (3): This course is designed to prepare advanced practice nurses (APRN) to accurately describe, administer, and counsel patients regarding appropriate and safe medication regimens. In addition, the APRN will be prepared for medication prescriptive authority within their scope of practice. Therapeutic nursing interventions are fostered through exposure to prescriptive authority rules and regulations in advanced practice nursing. Critical thinking is applied as students explore various pharmacological aspects of disease management through case study analysis. Therapeutic agents are compared and contrasted for indications of efficacy, monitoring parameters, dosing principles, adverse effects and common drug interactions taking into consideration culture and diversity across the life span. Basic pharmacologic principles and the pharmacologic actions of the major drug classes will be discussed in relation to physiologic systems, with emphasis on the application of these agents. Herbs, supplements and other pharmacotherapeutic agents will be examined for use and integration into the patients' holistic plan of care.

NURS-607: Education Foundations (3): This course will provide opportunities to examine educational theories of teaching, learning and curriculum design. This will include the development of personal teaching philosophy, course design and analysis of nursing curriculum. This course will also address emerging trends and issues in nursing education. This course is the pre-requisite for NURS-608, NURS-609, NURS-720, and NURS-722.

NURS-608: Teaching Strategies (4): This course focuses on providing opportunities to apply teaching and learning strategies to promote optimal learning in classroom and online settings. Learners will be immersed in the teaching role through the completion of 120 hours of field experience. Prerequisite: NURS-607.

NURS-609: Evaluation: Individual to Program (3): This course focuses on providing opportunities to learn assessment and evaluative techniques to apply in educational settings. Learners will design evaluation tools for classroom, online, clinical, and programs. The learners will also be guided through the process of educational program development for adult learners. Objective test development of higher learning test items such as NCLEX style or multiple choice questions will also be examined. Prerequisite: NURS-607.

Nursing Legal Studies Concentrate Courses

NURS-670: Legal Concepts in Healthcare (3): This Lecture course provides prerequisite knowledge for selected law courses in the legal concentrate and offers substantial legal foundation for students in the administration and other nursing concentrates in the Master's Program.

Synthesis Courses

For Administration and Legal Studies Students:

NURS-641: Evidence Based Nursing Administration Part 2 (4): This is a four hour course composed of two hours of didactic learning and two hours of clinical learning. Students may elect to have a clinical experience outside of their primary work experience or may elect to obtain the clinical experience at their primary work location. The hours must reflect additional hours outside of the work experience and must be supervised by a nurse (mentor nurse) with an advanced degree. The mentor nurse may be a qualified nurse within the clinical setting or may be one of the instructors for the course. The course is grounded in the American Association of Nurse Executives (AONE) 5 core competencies of executive leadership. This course builds upon Theory and Skills in the Evidence-Based Practice of Nursing Administration-Course 1 and prepares the student to sit for certification examination through either AONE or AACN as long as the student meets other certification criteria. Additional non-precepted clinical hours will be obtained through a self-analysis and synthesis of key course concepts to be presented in a scholarly paper and oral presentation. Students will engage in both independent and small group assignments. Key activities, in addition to clinical activities, will include journaling, meaningful additions to the student's e-portfolio, class presentations, discussions, and written assignments. The course will be taught in live classroom as well as a virtual classroom (on-line) setting.

For Education Students:

NURS-720: Clinical and Laboratory Teaching (4): This course will provide opportunities for learners to engage in clinical, laboratory, and simulation field experiences. Educational theories and standards of clinical, lab, and simulation teaching and learning will be examined. Learners will participate in both a clinical and laboratory teaching practicum. Learners will also develop, implement, and evaluate a scenario – based clinical simulation. Students will complete 120 hours of field experience in various simulation, lab, and clinical placements.

For Administration, Education, Legal Studies, and Theology Students:

NURS-722: Capstone Practicum (3): This course provides student the opportunity to synthesize their learning across the MSN curriculum. All MSN students are required to build and complete an electronic portfolio that is representative of their MSN course work. The portfolio is a presentation of elements of learning that have occurred over their educational experience. It allows students to highlight their learning outcomes in a meaningful way and demonstrates mastery of Department of Nursing MSN Program Goals (student learning outcomes) and the AACN Master's Essentials. Seminar content will be organized around the MSN Program Goals. Clinical hours are designed to provide students with the opportunity to complete Portfolio requirements. These may include direct patient care or be related to a specific role. This portfolio serves as the Master's comprehensive exam. This course is taken in the same semester as graduation and is the last course taken in

Prerequisites

The following is a summary of prerequisites for selected courses in the MSN Concentrates and Joint Degrees:

Program/Course	Prerequisite(s)*
MSN Program	Undergraduate nursing research Undergraduate statistics
Law Program	Refer to Law School Catalog
MBA Program	Refer to MBA Program materials
MBA-611: Analytical Methods for Managers	MBA-111: Calculus (2) and MBA-112: Statistics or PSYCH-220
MBA-612: Economics for Managers	MBA-500: Business Essentials
MBA-614: Managerial Accounting	MBA-500: Business Essentials
MBA-710: Marketing Management	MBA-500: Business Essentials
MBA-720: Financial Management	MBA-500: Business Essentials
MBA-730: Production & Operations Mgmt	MBA-611: MIS/ Analytical Tools (3)
MBA-800 level courses (electives)	Refer to MBA materials for specific prerequisites for specific courses
LAW-730: Contemporary Medical Liability	NURS-670: Legal Concepts of Health Care; LAW-610, 611
LAW-755: Family Law	
LAW-800: Administrative Law	
LAW-821: Public Health Law	
LAW-822: Health Law	
LAW-913: Health Care and Dispute Resolution	
LAW-980: Seminar in Health Care Antitrust	
NURS-520: Advanced Research	NURS-500: Adv Healthcare Statistics
NURS-609: Eval: Individual to Program	NURS-530 and NURS-607
NURS-700 level courses	Graduate Core, All Nursing Core, All Concentrate Courses. Full time students may enroll concurrently with Concentrate Courses.

*Prerequisites mean either the course listed above or its equivalent is required. Equivalency is determined by the adviser and/or Dean/Director of the program in which the course is taught. See Law School and MBA catalogs for specific prerequisites.

(Revised: 9/94; 7/98; 8/99; 12/00; 11/01; 8/06; 8/07; 7/10)

General Patterns of MSN Course Offerings
 Effective August 2016

Graduate Core

Fall	Spring	Summer
NURS-500: Statistics MBA-613 MBA-740	NURS-500: Statistics MBA-613 MBA-740	NURS-500: Statistics MBA-613 MBA-740 or NURS-650

Nursing Core

Fall	Spring	Summer
NURS-510: Science & Theory NURS-515: Foundations of Holistic Practice NURS-520: Advanced Research NURS-530: Informatics	NURS-510: Science & Theory NURS-520: Advanced Research NURS-530: Informatics	NURS-520: Advanced Research NURS-530: Informatics

Concentrates

Fall	Spring	Summer
NURS-601: Advanced Pathophysiology NURS-630: CNS Clinical II NURS-607: Education Foundations	NURS-525: Advanced Assessment NURS-608: Teaching Strategies NURS-640: Nurs Admin Pt 1	NURS-610: Pharmacology NURS-609: Evaluation: Individual to Program

Synthesis

Fall	Spring	Summer
NURS-641: Nurs Admin Pt 2 NURS-720: Clinical and Laboratory Teaching NURS-722: Capstone Practicum	NURS-722: Capstone Practicum NURS-760: CNS Clinical III NURS-780: CNS Capstone	

Elective courses in MSN, Law, and Theology meet the concentrate course requirements for those concentrates respectfully.

All course offerings are contingent on student enrollment. Consult with your academic adviser to develop an individual curriculum plan.

Section 8: Academic Policies and Procedures

Academic Year

The Post-Licensure Nursing Programs follow the same schedule as Capital University. The Law School and Trinity Lutheran Seminary follow different academic calendars. Please consult their respective course listings for specific dates.

Adding / Dropping Courses

Courses may be added through the end of the first week of class. Additions after the first week of classes require signatures of the instructor, faculty adviser, and the Dean of Nursing or the Associate Dean of the Post-Licensure Nursing Programs on the add/drop slip.

To add or drop a course after the semester begins students must complete the “Change of Registration” form available online through the Registrar’s Webpage at: www.capital.edu/registrar-forms. Students should submit completed forms to the Adult & Graduate Education office in Ruff Memorial Learning Center promptly.

Dual Degree graduate students who are adding or dropping a course in their dual program will need to follow the procedure for add/drops in the handbook of that school (MBA, JD, or Seminary).

When a course is dropped, the amount of tuition due to the University is determined by the date of the last class attended. Students should contact the Student Accounts office at 614-236-6123 to determine tuition owed. Any payment or credits that exceed the amount of charges and tuition due are refunded by the University within 30 days of the student’s written request to the Student Account Office. Otherwise, the student’s account is credited toward the next semester’s tuition fees.

Courses dropped through the 6th week of a full term and the 3rd week of a modular term appear as a withdrawal on the academic transcript and do not affect a student’s GPA.

Class Attendance

Professors keep class attendance records. The attendance policy for classes is determined by each professor. Validation of attendance is requested from various sponsoring agents such as the U.S. Armed Forces. Those who register, no longer attend but do not drop the class will be charged full tuition.

Course Load

Students may enroll full or part-time. Minimum full time enrollment in the Department of Nursing Post-Licensure Programs is six semester hours/term.

Grades

The following system of grading and point values applies to all credit courses in the Department of Nursing.

GRADE	QUALITY POINT
A 94-100	4.00
A- 92-93	3.67
B+ 90-91	3.33
B 86-89	3.00
B- 84-85	2.67
C+ 82-83	2.33
C 76-81	2.00
D 70-75	1.00
F BELOW 70	0.00
FX (Failure for insufficient attendance)	0.00
W (Withdrawal)	0.00
I	0.00

Graduation Ceremonies

Students can choose to participate in the graduation activities hosted by the Department of Nursing, including the Pinning Ceremony.

BSN and BSN Completion graduates may receive the Capital University Department of Nursing pin at this significant ceremony. Information regarding ordering a pin is sent to students in the semester they will be graduating. The Pinning Ceremony is held in May and December. The May Pinning Ceremony is typically the Friday evening before Commencement. The December Pinning Ceremony is typically the Friday of Finals Week.

MSN graduates will be invited to an evening celebration with their fellow graduates, students, and faculty. Details on this event will be sent the semester the student graduates.

Capital University hosts one Commencement Ceremony each academic year in May. At Commencement, you will receive your diploma for the Bachelor of Science in Nursing degree or Master of Science in Nursing degree. Please note that students who participate in a Post-Masters Certificate program are not invited to attend Commencement.

Graduation Preparation

When students register for the term prior to their last semester of classes, they need to complete an Application for Graduation on WebAdvisor. Students should continually check their degree audit throughout their time in the program to ensure they are on track for graduation. The degree audit is also found on WebAdvisor. Should your degree audit need updated after you apply for graduation, the Registrar's Office will contact you. Please contact the Administrative Assistant, Student Services to help with making the updates.

MSN Graduation Requirements

Formal graduation ceremonies are scheduled once a year, at the end of the spring semester. To qualify for graduation, candidates must have a cumulative GPA of at least 3.00. All candidates must complete an application for graduation during the semester BEFORE the one in which they plan to complete their course work.

The application for graduation will prompt a record review regarding eligibility for graduation. Details regarding the commencement exercises are sent to students in the early spring. Diplomas are awarded at the end of each semester, however formal graduation ceremonies are held only at the end of spring semester.

PLEASE NOTE: ONLY THOSE STUDENTS WHO HAVE COMPLETED ALL REQUIRED COURSE WORK AND SUCCESSFULLY PASSED THE CAPSTONE COURSE MAY PARTICIPATE IN THE GRADUATION CEREMONY.

The dual degree student may complete course requirements for both degrees the same term, or complete one degree ahead of the other. Since each school grants academic credit for some courses successfully completed in the other school:

- To be eligible to receive the JD or MBA degree, the dual MSN/JD or MSN/MBA degree student must successfully complete 18 credit hours in the Nursing program.
- To be eligible to receive the MSN degree, the dual MSN/JD student must successfully complete 12 credit hours in the law program.
- To be eligible to receive the MSN degree, the dual MSN/MBA degree student must successfully complete 18 credit hours in the MBA program.

Graduation with Honors

For the BSN candidate to be eligible for honors, the student **MUST** complete a minimum of 45 semester hours of letter-graded courses at Capital University. Honors are entered on the BSN student's academic record at the time of graduation in accordance with the following guidelines which are based on the grade point average earned at Capital.

Cum Laude	3.50 – 3.69
Magna Cum Laude	3.70 – 3.849
Summa Cum Laude	3.85 – 4.00

MSN students who graduate with a cumulative grade point average of 3.75 or above in their graduate course work at Capital University receive the designation of Graduation with Distinction. The MSN student with the highest grade point average of distinction among the graduating MSN students receives the designation of Highest Distinction.

Incompletes

A grade of Incomplete indicates that work has not been completed by the end of the semester or module **due to circumstances beyond the student's control. An Incomplete is student initiated.** If the professor thinks the situation warrants an Incomplete, an Incomplete form will be filed with the Registrar's Office. To remove the "I" grade, **the student must satisfy conditions set-up by the Professor within eight weeks** and a new grade must be submitted to the Registrar no later than eight weeks after the last day of the semester in which the student enrolled in a full term course (15 weeks) or three weeks after the conclusion of a modular course (7 weeks). If an Incomplete grade is not removed on or before these dates, the student will receive an "F" (Failing Grade) for the course.

Leave of Absence

A student may find that it is not possible to participate in course work. In such cases, a leave status form must be filed through the Adult & Graduate Education Office for **each term of leave including summer.** A student can be on leave for three consecutive terms without penalty if the appropriate forms have been completed and submitted to the Adult & Graduate Education Office. By filing this leave form, the student continues to receive communications. This leave of absence does not apply to students with non-degree status.

If a student remains on leave for a third consecutive term, or if no "leave status" form is filed, the student must be readmitted to the University and the Department of Nursing. The student readmitted to the University and Department of Nursing will reenter under the current policies and procedures which may differ from the original policies and procedures. Course work that is completed seven or more years previous to readmission must be evaluated by the faculty at the time of readmission. **Please note BSN-C students should meet with their faculty adviser prior to taking a LOA to ensure they will be on track to graduation when they return to Capital.**

Readmission to the Program

Candidates, who officially withdraw from the program or have been on official leave for more than two consecutive terms and subsequently wish to return or who fail to submit a leave form, must seek readmission through readmission procedures. If a candidate in the Post-Licensure Nursing Program does not register for any classes for three consecutive semesters, that candidate will be regarded as having withdrawn from the program. Readmission, after withdrawal, requires completion of a new application form, payment of the application fee and a current review as to whether the re-applicant meets current admissions standards. Thus, application for readmission does not guarantee acceptance.

Registration

After the initial registration following admission, students must initiate registration with their adviser. Students are encouraged to meet with advisers early in their program to design a curriculum plan. Curriculum plans for BSN-C and each MSN concentrate are included in Appendix: C: Post-Licensure Curriculum Plans (p. 82). Students are expected to maintain a copy of their curriculum plan and are to maintain their own degree audit sheets to monitor their progress. These degree audit or program evaluations are available through WebAdvisor and the Administrative Assistant, Student Services located in BHSN 329.

Students will register for classes online through WebAdvisor after consulting with their faculty adviser. Dual degree students register for nursing courses through their MSN adviser and for courses in their other degree through that adviser. Dual degree students need to check the handbook for registration procedures for other schools. If a student is registered in only one school for a period of time they should communicate periodically with the adviser from the other school. Students need to notify each school immediately of any changes in name, mailing address or telephone number. Students may discuss registration with their adviser via the telephone; however it is recommended that e-mail discussion between the student and faculty take place.

NOTE: The calendar for the School of Management & Leadership is the same as the Graduate Program in Nursing, but calendars for the Law School and Trinity Lutheran Seminary differ. Be sure to check calendar differences.

Research Review

Any research, which involves human subjects, must be reviewed by the Capital University Research Review Committee prior to contact with subjects and/or data collection. The student, in consultation with faculty, submits a Research Review Proposal to the Chair of the Research Review Committee. The Application form is available through the University web site: www.capital.edu/irb/

Student Academic Grievance Resolution

Students have the right to appeal grades, involuntary withdrawal action or other academic issues by filing a written request within one semester of the occurrence. The written appeal must include supporting data and go first to the course professor, the Associate Dean of the Post-Licensure Nursing Program, to the Dean of Nursing and then, if the student wishes, to the Provost of Capital University. In some cases, the Associate Dean of the Post-Licensure Nursing Program may ask the Nursing Faculty to review the appeal. Graduate students will follow the same appeal process as undergraduates. See Appendix A: Academic Grievance (p. 76).

Student Rights and Protection Statements

Capital University has developed a number of statements and policies protecting the rights and well-being of its students, staff, and faculty. These documents are included in the Appendices and include the following:

- Family Educational Rights and Privacy Act
- Human Dignity Policy
- Guidelines for Caring for Persons with Known Contagious Disease
- Exposure to Contaminated Fluids in the Skills Lab.
- Exposure Control Plan
- Occupational Health

Time Limit for Completing Degree

A candidate has five (5) years from the date of entry into the program to complete the graduate nursing degree or a dual degree program. In the event that a student requires more time, the student must petition the Graduate Program Committee in writing. With the request for an extension, the student, in consultation with the adviser, should submit a proposed schedule for degree completion.

Transfer of Credit

Students who apply with graduate credit from another institution will have their courses evaluated by the Adult & Graduate Education office during the admission process. Approval of courses will be determined by the Associate Dean of the Post-Licensure Nursing Program. Students may receive full or partial credit for a transfer course. If partial credit is granted, students are asked to take the components of the course lacking in the transferred course. This is usually arranged as an independent study.

In addition to evaluation and approval, the following standards apply to transfer credit:

- For a graduate course to be transferred, the grade must be a B or better. A course with a grade of C or better can be transferred for a prerequisite undergraduate course.
- **Nine semester hours are the maximum number of credits accepted in transfer credit.**

- A candidate seeking a dual degree must apply to each program for transfer credits. Each program determines how many transfer credits will be accepted from another institution and the minimum grade required. Each program makes the final decision for acceptance or denial of transfer credit.

Legal Nurse Consultant Program

The student who has completed the Capital University Law School Legal Nurse Consultant Program (LNC) is waived the ten hours of credit in the Legal Studies concentrate of study in the Master of Science in Nursing curriculum. The student must meet all criteria for admission to the graduate program, and present an official transcript from the Law School. In order to complete the MSN with a concentrate in legal studies the student must complete all remaining hours of course work in the legal studies concentrate; this includes a capstone practicum.

Transfers Out of the University

If you transfer from Capital University while you are enrolled in one or more courses, the Associate Dean of the Post-Licensure Nursing Program, your Adviser, and the course professor(s) must be notified immediately in writing. Depending on the degree of completion of course work and the accumulated credit hours in the program, arrangements may be made for you to complete the course requirements by the end of the term even though you are away from campus.

Transcripts

Following graduation, students may request one free transcript from each program (BSN, MSN, MBA, Law, Seminary) in which a degree was completed. Each additional transcript costs \$5.00. Transcript requests are made to the University Registrar in Yochum Hall at least one week before the document is needed. Requests for Law transcripts are made to the Law School Registrar. Seminary transcript requests are made to the Seminary Registrar. All accounts must be paid before a transcript will be issued.

Students enrolled in the dual degree programs will have two official transcripts, one from each program. In order to have a complete record, it is necessary to request both transcripts.

Transient Credit

A student who is enrolled or on official leave may take a course at another university to meet a Capital requirement. The student must obtain prior approval by completing the Transient Credit Form, available online at www.capital.edu/registrar-forms. Signatures are required from the adviser and the Associate Dean of the Post-Licensure Nursing Program or the designated administrator of the program housing the corresponding course.

Withdrawal from the University

To withdraw, students must complete a withdrawal form. The withdrawal form is found online at www.capital.edu/registrar-forms. Completed forms must be submitted to the Adult & Graduate Education Office. The date of withdrawal will be the date the forms are returned to the Adult & Graduate Education Office. The student should discuss withdrawal with their faculty adviser prior to taking this action. If withdrawal is requested, the student should complete an Exit Interview with the Associate Dean of the Post-Licensure Nursing Program.

Writing Competency Policy

Excellence in written work is an essential leadership skill and the Graduate Program is dedicated to support of student skill development over the course of the program. Writing is a reflection of thinking and students will learn to think and communicate more clearly as they continue to refine their written material. Students need to plan scheduled time to draft written assignments and then edit the work at least one or two times before submitting to the course instructor. All students must have access to the American Psychological Association style manual, 6th edition.

Writing Resources

Students are **required** to complete the online writing module and APA Resource module in iLearn (information will be provided to you in orientation). The Purdue University OWL online learning has a complete and up-to-date reference of APA 6th edition as well as a number of writing exercises to assist you with review of formal writing expectations.

The student's writing will be evaluated in each nursing course using the Nursing Writing Skills Rubric (see Appendix). Each student's writing progress will be monitored throughout the curriculum and writing interventions will be suggested or required for students to improve his/her writing skills by graduation.

For BSN-C students: at minimum, students must earn at least "Level 2 Developing" or better in all writing criteria as outlined in the Writing Rubric by NURS-425.

For MSN students: at minimum, students must earn at least "Level 3 Meeting" or better in all writing criteria as outlined in the Writing Rubric by NURS 722 Capstone Practicum or NURS 780 CNS Capstone.

Any student not meeting the minimum requirements for writing competency in final course may result in a failing grade for the course and will not be able to graduate.

Section 9: Academic Progression

Progression in the Post-Licensure Nursing Programs requires demonstration of capable and acceptable performance in nursing throughout the curriculum. Knowledge building is progressive and cumulative from initial through final course work. Students are accountable for knowledge that has been demonstrated earlier, both in coursework prior to coming to Capital and in classes at Capital. If academic assistance is needed, the student should contact their faculty adviser for information about academic resources.

Academic Probation

Please see the Undergraduate Academic Policies, Regulations and General Information page of the Undergraduate Bulletin found online at bulletin.capital.edu for additional information about University Academic Probation.

Program Progression Requirements

BSN-C Grading Requirements

Acceptable performance in BSN-C nursing courses means a grade of C or better. A student who receives a D or lower in a nursing course must repeat the course and earn a grade of C or better before progressing to the next level of nursing courses. Grades of C- and D+ are not given in nursing courses. A nursing course may be repeated only one time; no more than one (1) nursing course can be repeated.

MSN Grading Requirements

MSN grading requirements include:

1. A cumulative GPA of 3.0 or better is required for a student to remain in good academic standing. The first time a student's semester grade falls below 3.0, the student will be placed on academic probation. If a student has a second semester in which the semester GPA falls below 3.0, the student may be dismissed.
2. A minimum 3.0 GPA is required for graduation.
3. A minimum of C+ is required to pass an individual course (C is not acceptable).
4. Any grade below C+ requires that the course be repeated.
5. A maximum of one (1) graduate level course with a grade of C+ or below may be repeated in order to achieve the 3.0 GPA required for graduation.
6. A cumulative grade point average of 3.0 is required to register for 700 level courses.
7. Students not meeting requirements may be dismissed.

Repeating Courses

A nursing course may be repeated only one time; no more than one (1) nursing course can be repeated.

Exception to Academic Policy Petition

Should a student not meet progression criteria, the student may prepare a written petition to request exception to academic policy for review and a decision by the Nursing Academic Affairs Committee. The student should first seek guidance from their faculty adviser. The Nursing Academic Affairs Committee may consult with the adviser, course faculty, or college administrators. Course availability and staffing, as well as student performance, are aspects of the decision. The decision of the committee is final unless new information is presented.

Academic Integrity

All members of the Capital community, students, faculty, and staff, have a role in upholding academic integrity. The Academic Integrity Board and its Director, under the auspices of the Provost's office, oversees the academic integrity policy.

Falling into the category of breach of integrity would be such infractions as cheating, plagiarism, collusion, misrepresentation, and fabrication/falsification of records. Sanctions for an infraction of academic integrity may be noted on the student's academic record. Faculty members are responsible for awarding grades based on academic performance (up to an F in the course). The Academic Integrity Board is responsible for imposing sanctions for integrity violations. Sanctions can result in temporary or permanent "FI" (F given for a violation of academic integrity), disciplinary probation, suspension, or dismissal. (See the Capital University Student Handbook for further details.)

For students enrolled in the Department of Nursing, allegations of academic misconduct are heard by the Nursing Academic Affairs Committee. This body may decide to take no action, impose warning, probation or suspension, or recommend dismissal. Appeals of decisions (related to warning, probation, and suspension) can be made to the Executive Committee of the Department of Nursing. Appeals of dismissal decisions can be made to the Provost only on the basis of new information. (See Appendix B: Academic Integrity, p. 78)

Academic and Professional Behaviors / Misconduct

If a student has been identified by faculty as exhibiting behaviors at variance or minimally congruent with the Department of Nursing (DON) expectations or with specific course objectives, academic or professional policies, or policies of clinical agencies, the faculty will complete the report entitled, Responsibilities of Students: Variance Report. Faculty will follow the procedure outlined in the Variance Report form.

The DON expects behavioral characteristics of students that include, but are not limited to, accountability, safety in clinical practice, ethical conduct, responsibility for learning, professional appearance, attitude, communication, and adherence to academic, professional, and disciplinary policies. These behaviors are stipulated in, but not limited to, the DON Student Handbooks, the Capital University Bulletin, the Capital Student Handbook, Course Syllabi, and/or Policies of Affiliated Clinical Agencies. General faculty expectations can be found in Appendix P.

Students are also expected to notify faculty if they cannot complete the initial Nursing Health assessment form, Immunization form, Tuberculosis (PPD) screening, CPR certification, Liability Insurance, and background/fingerprinting requirements prior to entering a clinical agency. These forms and required documents need to be completed and on file with the DON by the date stipulated by the DON and by the date stipulated in the course syllabus. Tuberculosis screening, CPR certification, flu vaccine, and liability insurance need to be reviewed annually and on file with the DON prior to expiration dates. Students may not attend clinical without complying with these health requirements and will receive an unexcused absence if they are unable to attend clinical. Contractual compliance related to health requirements is mandated by Health Agencies; these agencies may demand proof from the DON at any time. Unexcused absences from clinical due to health requirements will result in a course withdrawal or failure.

If a student is in violation of the expected academic or professional behaviors, a Variance Report Form is initiated by faculty to alert the student that an area of concern has been identified and that improvement is necessary in expected behaviors. The faculty may also initiate a contract with the student for remediation and/or refer the variance report to the Nursing Academic Affairs Committee for a determination on the course of action as stipulated by policy.

The procedure outlined in the Variance Report located on p. 62 of this handbook will be followed. The Variance Report can be found in Appendix O.

Variance Reports are copied and sent to the student's faculty adviser, Nursing Academic Affairs Committee, Associate Dean of the Post-Licensure Nursing Program, Dean of Nursing, and the student. The original copy is filed in the student's advising file. The Nursing Academic Affairs Committee reviews all Variance Reports and may impose additional sanctions. Situations of Academic Misconduct may also be referred to the University Academic Integrity Board. The Academic Integrity Board to the University may impose additional University level sanctions.

If course faculty finds a student in a nursing course responsible for academic misconduct, the faculty is responsible for determining course grades based on academic performance and behavior (grades may be lowered to an F in the course for situations of misconduct).

The Nursing Academic Affairs Committee will review Variance Reports in relation to the total academic record of the student and circumstances in the Variance Report. The committee may ask the student and faculty member to discuss the matter and the student may request to speak to the committee. The committee may decide to impose additional sanctions in addition to the course faculty grade determination or recommendations(s).

The decision from the Nursing Academic Affairs Committee regarding termination / dismissal from the Nursing Program is sent to the Dean of Nursing for the final approval.

A student may appeal a decision on termination / dismissal from the Nursing Program to the DON Executive Committee only on the basis of new and compelling information.

Appeal of termination / dismissal decisions of the Executive Committee of the Department of Nursing can be made to the Provost only on the basis of new and compelling information. (3/2010)

Appeal of any action of the Nursing Academic Affairs Committee is directed to the Dean of Nursing and to the attention of the Department of Nursing Executive Committee. The appeal must be made in writing and the student should ask the academic adviser for assistance in drafting the appeal.

Academic and Disciplinary Sanctions

Both academic and professional integrity are expected of all students. Any and all forms of cheating are considered academic misconduct, i.e., copying or use of the work of other students; copying, reproducing, memorizing or photography of exams; plagiarism (using another's ideas or words without proper documentation); etc. Professional misconduct includes giving false information either verbally or in writing, committing acts which jeopardize the welfare of clients, or behaving in ways not consistent with professional standards. The penalty in a nursing course, for an individual responsible for academic and/or professional misconduct, may be failure of the course and/or sanctions by the Nursing Academic Affairs Committee. (See the University Undergraduate Student Bulletin and Handbook)

Situations involving academic or professional misconduct in a nursing or non-nursing course, as well as compromised quality of academic performance, are reviewed each term by the Academic Affairs Committee in regular or specially called meetings/votes.

The committee determines whether to place a student on:

Academic Warning: The student is notified that a pattern of low performance has been demonstrated and must be resolved in order to maintain good academic standing in the Department of Nursing.

Conditional Academic Status I: A student will be placed on Conditional Academic Status I (a probationary status in the nursing program) whenever their cumulative grade point average falls below the required GPA for progression. A student will also be placed on Conditional Academic Status I by reason of unsatisfactory course or clinical performance. Such action will be noted on the student's academic record. A student on Conditional Academic Status I (probationary status) may be limited on their course enrollment by the Dean of Nursing and is encouraged to seek assistance from their faculty adviser, the Office of Academic Success, and the Center for Health & Wellness.

Conditional Academic Status II: A student on Conditional Academic Status I (academic probation) who has not made progress toward the removal of probationary status will be, at the discretion of the Academic Affairs Committee, subject to a suspension (Conditional Academic Status II) from the department and/or school in which the student is enrolled and may be subject to dismissal from the University.

Academic Termination from Program: A student may be terminated / dismissed from the Nursing Program for failure to meet academic progression criteria as stipulated in the Capital University Undergraduate Bulletin and in this Post-Licensure Nursing Programs Student Handbook.

Disciplinary Warning: The student is notified that a behavior that violates the academic or professional integrity policy must be resolved and not repeated in order to maintain good standing in the Department of Nursing.

Conditional Disciplinary Status I: The student will be placed on Conditional Disciplinary Status I (a disciplinary probation in the nursing program) for a breach of academic or professional integrity, including, but not limited to, cheating, plagiarism, falsification of clinical data, commission of acts which jeopardize the welfare of clients, and/or behavior inconsistent with professional standards. Conditional Disciplinary Status I is a disciplinary probationary status in the nursing program and will be indicated on the student's record.

Conditional Disciplinary Status II: The student will be placed on Conditional Disciplinary Status II (a disciplinary suspension in the nursing program) for repeated or severe violations of academic or professional integrity; the student may be suspended from the Department of Nursing for one academic semester/trimester or for an entire academic year.

Disciplinary Termination from Program: A student may be terminated / dismissed from the Nursing Program when any of the following conditions exist:

- If a student is convicted of (or enters a plea of guilty or no contest to) a felony or serious misdemeanor;
- If, following suspension from and reinstatement to the University, the student continues to work at levels below those established by the Department of Nursing;
- If, following disciplinary suspension and reinstatement to the Department of Nursing, the student continues to demonstrate academic or professional misconduct;
- If the student displays a fundamental lack of ability or motivation to achieve a baccalaureate degree;
- If the Academic Affairs Committee makes a recommendation of termination / dismissal from program and the decision is referred to the Dean of Nursing for the final approval.

It is not necessary for the student to be placed on Sanctions (Warning, Conditional Academic Status I or II or Conditional Disciplinary Status I or II) prior to termination / dismissal from the Department of Nursing (DON). Decisions by the Academic Affairs Committee are binding. Decisions are sent to the Dean of Nursing for approval. Appeal of decisions (related to sanctions or terminations) of the DON Academic Affairs Committee can be made to the Executive Committee of the Department of Nursing on the basis of new and compelling information. Appeal of termination / dismissal

decisions of the Executive Committee of the Department of Nursing can be made to the Provost only on the basis of new and compelling information. Each independent appeal will stand on its own merit.

(Revised: 3/10, University Mandated Change on Sanction Terminology)

Variance Report

To support professional growth in the spirit of learning and to promote a culture of safety, the Department of Nursing (DON) faculty expect specific behavioral characteristics of the student that include but are not limited to accountability, safety in clinical practice, ethical behaviors, responsibility for learning, professional appearance, attitude, communication, and adherence to academic or disciplinary policies. If a student has been identified by faculty as exhibiting behaviors of variance or minimally congruent with the Department of Nursing expectations or with specific course objectives, academic or disciplinary policies, the faculty will complete the report entitled, Responsibilities of Students: Variance Report (Appendix O). The faculty member initiates the Variance Report to alert the student that an area of concern has been identified and that improvement is necessary in expected behaviors. The faculty may also initiate a contract with the student for remediation and/or refer the variance report to the Nursing Academic Affairs Committee for a determination on the course of action as stipulated by the policy.

The Procedure will be followed as stated on the Variance Report:

- A written description of the student behavior that is at variance with academic or professional responsibilities as stipulated in but not limited to the Department of Nursing Student Handbooks, the Capital University Bulletin, Course Syllabi, and/or Policies of Affiliated Clinical Agencies.
- A written description of ways (goals/interventions/remediation) that must be achieved to modify the behavior and a date by which the upgraded performance must be achieved.
- A verbal discussion between student and faculty, concerning the behavior at variance from expected responsibilities of students including the plan for goal/interventions/remediation and the achievement date. This is a conference time for clarification and questions.
- After the discussion, both student and faculty sign and date the Variance Report and a copy is given to the student; the faculty keeps the original for the student file.
- The student is then asked to respond to the Variance Report in writing by completing the student response part of the form within the timeframe stipulated. The student should describe factors that may have contributed to the behaviors, the potential or actual consequence of the behaviors, and ways to assure that the behavior does not reoccur.

- A date for a discussion of the student response is set at which time the student and faculty signature is required on the response form.
- The Variance Report and student response is then copied and sent to the student's faculty adviser, the Nursing Academic Affairs Committee, the Associate Dean of the Post-Licensure Nursing Program, the Dean of Nursing, and the student. The original copy is filed in the student's file in the Department of Nursing.
- After the date of achievement, faculty will document in writing the behavior, growth/progress or lack of progress and forward the report to the Chair of the Nursing Academic Affairs Committee and others listed above.
- Copies of the Variance Report will remain in the student's nursing file and be noted in the professional behavior area of the clinical folder.
- All Variance Reports are reviewed by the Nursing Academic Affairs Committee.

The Nursing Academic Affairs Committee reviews Variance Reports to track patterns in the Department of Nursing to assure safe and quality nursing care as well as adherence to policies, guidelines, standards, and procedures of the Department of Nursing, Capital University, and the State Board of Nursing. The DON Academic Affairs Committee may make recommendations regarding policies to the faculty of the Department of Nursing or the University based on review of Variance Reports.

For situations of academic or professional misconduct including, but not limited to, serious, severe or repeated breaches of academic or professional policies, guidelines, standards and procedures of the Department of Nursing, Clinical Agencies, Capital University or the State Board of Nursing, the Nursing Academic Affairs Committee may make a determination of sanctions. The Nursing Academic Affairs Committee's actions may include any of the Academic or Disciplinary Sanctions as approved by the Department of Nursing Faculty and outlined in the Department of Nursing Student Handbooks. The committee may meet with the student to discuss the situation and sanctions. Students have a right to meet with the committee prior to committee action and should consult with their adviser for assistance. Situations of serious, severe, or repeated violations of Faculty Expectations of Student Behavior, Department of Nursing Policies as defined in the Department of Nursing Student Handbooks, Course Policies defined in syllabi or in course orientations, Clinical Agency Policies defined in orientation to clinical sites or in Clinical Guides, patient safety violations or medication errors may result in sanctions or termination / dismissal from the nursing program. In these situations it is not required that students be provided an opportunity for remediation before a determination of sanctions.

Referral to Campus Student Services may be required as a remediation, which may include, but not be limited to, services and counseling through the Center for Health & Wellness, the Office of Academic Success, or Disabilities Services. Documentation of participation in these services is required.

The committee's actions will be documented in writing and a copy will be given to the student and the faculty member who has written the Variance Report, the student's adviser, the Dean of Nursing, the Associate Dean of the Post-Licensure Program, and a copy will be placed in the student's advising file. The committee's action on termination / dismissal will go to the Dean of Nursing for final approval. Appeal of the Nursing Academic Affairs Committee decisions (related to sanctions/termination) can be made to the Executive Committee of Nursing on the basis of new information. Appeal of termination / dismissal decisions from the Nursing Program can be made to the Provost only on the basis of new information.

The faculty member may consult with the student's adviser, the Chair of the Nursing Academic Affairs Committee, Associate Dean of Post-Licensure Program, Dean of Nursing, or other appropriate personnel concerning the situation regarding the Responsibilities of Students: Variance Report.

Section 10: Clinical Course / Field Experience Requirements

Uniform

When appropriate to the setting, students must wear a clean, long, white laboratory coat and a Capital University Department of Nursing name badge for clinical or field experience. When a laboratory coat is not appropriate, the name badge should be worn with appropriate attire. Name badges are ordered before the beginning of the semester prior to the start of a course that includes clinical / field experience. Additional name badges may be ordered from the Department of Nursing Administrative Assistant in BHSN 327.

Clinical Requirements

To comply with the clinical agencies, students are required to document the following requirements prior to the beginning courses that include clinical or field experience. Students who do not follow this policy will not be allowed to attend their clinical / field experience and this will be an unexcused absence.

Background Checks

Evidence of a satisfactory criminal record and background check is required. Conviction of (or plea of no contest to) a felony or serious misdemeanor may result in denial of admission or in dismissal from the nursing program. All background checks must be completed through CastleBranch (more information below).

Drug Screening

Routine, random, and for cause screenings were implemented in the fall of 2006. Students must submit to a drug screening prior to attending clinical / field experience. Initial drug screens must be completed through CastleBranch as well (more information below).

Health Assessment Form

Students are required to complete the immunizations on the Health Assessment form. See Appendix K: Immunization and Health Assessment Policy (p.109).

Specific Immunization Requirements

TDap Immunization

Generally a primary series of Diphtheria/Pertussis/Tetanus (TDap) is given during childhood provide months and years of primary immunizations. A tetanus booster with Pertussis (TDap) is required. You will need the TDap immunization, not the TD.

Measles, Mumps, Rubella (MMR)

- Rubella titer is required. If the titer is equivocal or negative a vaccine is required and a repeat titer may be required based on agency policy.
- Measles (Rubeola) and Mumps two (2) MMR immunizations must have been given, unless titers of each are submitted.
- If the student was born before 1957, they can submit a history of Rubeola and Mumps. Immunizations are needed if the individual has no documentation of illness or titers are not positive.

Hepatitis B

This immunization is given in three doses. The second dose is given 4 weeks after the first dose and the third dose is given 5-6 months after the first dose. The series must be completed prior to starting clinical rotations.

Varicella (Chicken Pox)

- A varicella titer is required.
- If the titer is negative or equivocal, the student must be vaccinated with a series of two immunizations, 4-8 weeks apart.
- A second varicella titer may be required, if the agency policy requires it.

Tuberculosis (TB)

Students must have documentation of PPD every 12 months. Use ONLY the 5 tuberculin unit TU preparation applied by the PPD Mantoux (intra-dermal technique). This test must be read 48-72 hours after injection.

A positive PPD will require a chest x-ray to rule out the disease and an annual Tuberculosis Questionnaire completed annually. A prior BCG Vaccination can be one cause of a false positive PPD. A prior disease will require treatment dates and clear chest x-rays. An annual Tuberculosis Questionnaire must be completed annually.

Flu Vaccine

Students must receive annual flu vaccines. All students must show proof by the third Monday in October.

CPR Documentation

Evidence of up to date CPRO certification through BLS for Healthcare Providers from the American Heart Association is required.

Professional Liability Insurance

Students may select liability insurance from any carrier. Professional liability insurance is required. Students should check with their employer liability insurance carrier to find out if their policy will protect them as a student in a clinical / field experience setting. Students looking for additional liability insurance policies will be referred to our preferred provider- Nurses Service Organization (NSO). The cost of liability insurance is the responsibility of the student.

To access NSO, please visit www.nso.com:

1. Select “Professional Liability Insurance”, “Nurse”, “Apply for Individual Prof. Liability Ins. Coverage”
2. Your coverage is for “RN (Coverage/N/A for Midwives)”
3. Limit of liability is \$1,000,000/\$6,000,000

NOTE: This is not to be confused with personal health insurance

-If you decide to use a different provider, we recommend that you receive coverage in the amount of \$1,000,000/\$6,000,000.

-If your employment requires you to hold additional liability insurance (i.e. patient care technician), this insurance does not cover you.

CastleBranch

The Department of Nursing uses CastleBranch, previously Certified Background / Certified Profile, (www.castlebranch.com) to keep track of our students’ clinical requirements including immunization records, background checks, and drug screenings. Students will receive information on CastleBranch the semester prior to their first clinical / field experience course. The purchase of the immunization tracker and the background check and drug screening is required and at the cost of the student. Background checks and drug screens from outside agencies will not be accepted. All immunization records must be uploaded to the student’s CastleBranch account. Paper or e-mail copies are not accepted.

Section 11: Academic Resources

Office of Academic Success

The Office of Academic Success provides tutoring, study strategies, counseling, writing assistance, and other academic support services that can be a valuable resource for students. The Office of Academic Success coordinates services that support academic achievement. Peer tutors are available for individual courses. Drop-in math and writing tutors are also available.

The Office of Academic Success is located on the second floor of Blackmore Library. Students may call 614-236-6327, e-mail at academicsuccess@capital.edu or stop by the offices on the second floor to set up an appointment or discuss services provided.

Students can also contact Bruce Epps, Director of Academic Success, at 614-236-6461 or tutor@capital.edu to schedule an individualized study consultation, or for additional information about Academic Success's academic support services

HELPFUL HINT: Don't delay in seeking academic assistance should you need it. It is more difficult and it may not be possible to rectify learning problems at the end of the term.

Fuld Computer Lab in the Department of Nursing

The Helene Fuld Computer Laboratory, with Internet access, located on the third floor of Battelle Hall, Room 366 is directed toward the needs of nursing students. There are IBM compatible computers with CD-ROM. Each computer is loaded with Microsoft Office. Numerous software packages are in the Fuld Lab for use by students. The lab is open Monday through Friday during the day and on selected evenings. The specific hours, which may vary from semester to semester, are posted on the door of the Fuld Lab. Refer to Appendix H for the policy related to the use of the Fuld Lab (p. 106).

The Fuld lab is being used for assessment exams and NCLEX Exit-RN exam testing in the Pre-Licensure Programs. The Fuld Lab may be closed for a portion of the day to accommodate these exams. A sign will be posted on the door of the lab if it is closed for testing.

The Library and Information Technology (IT)

The Blackmore Library, named for Capital's 12th president, Josiah H. Blackmore, supports classroom activities and independent learning by Capital University students.

The library website is the gateway to a robust collection of online resources available 24/7. These include hundreds of research databases that are accessible on campus and off campus. Library resources include e-books, e-journals, DVDs, and CDs as well as traditional library materials. Students will have the opportunity to become acquainted with the library during various nursing courses. The librarian can also assist in using the computer databases, library services, and collection.

The main area of the library is accessible 24/7 with a Capital ID.

Information Technology (IT) offers services at the main desk on the first floor of the Blackmore Library. The hours are the same as those of the Library. IT provides IBM compatible and Macintosh computers. These are available for individual student use except when they are scheduled for a class. There are public computers in the library as well as in various other locations across campus.

Section 12: Student Life and Services

Activities in the Department of Nursing

Students in the Post-Licensure Programs are encouraged to participate in campus and Department of Nursing activities as much as time and interest permit. Numerous activities including lectures, musical events, sporting events, and plays take place on campus. Many events are free to students with a Capital ID. Check bulletin boards and the campus newspaper for details.

Opportunity for Committee Representation

The Post-Licensure Program Committee is composed of faculty members who teach and/or advise students in the Post-Licensure Program. The function of this committee is to oversee all matters related to the Post-Licensure Program. Students are invited to sit on this committee each year. Our goal is to have one student from each Post-Licensure Program on the committee.

If you are interested in serving on a committee, contact the Associate Dean of the Post-Licensure Program.

Sigma Theta Tau International Nursing Honor Society

Academic achievement, leadership, and creativity of nursing students are recognized by invitation to membership in Theta Theta Chapter of Sigma Theta Tau International Honor Society of Nursing. Sigma Theta Tau is the international nursing honor society which recognizes leadership and superior achievement, fosters high professional standards, encourages creative work and strengthens commitment to the ideals and purposes of the nursing profession. Junior and senior traditional students, BSN Completion students, graduate students, and community nurse leaders are eligible by invitation for election to Theta Theta Chapter of Sigma Theta Tau International Honor Society of Nursing based on scholarship and leadership. Programs of the honor society are open to all nurses and students as a professional service. The goal of the honor society is to improve the knowledge base of nurses and thus improve the health of all people worldwide.

Student Union

The Harry C. Moores Student Union is a multipurpose university facility for members of the campus community and their guests. The Student Union is the focal point of many campus activities. The Capital Court main dining room, One Main Cafe snack bar, campus mail room, student mailboxes, bookstore, information desk, Schneider Lounge, satellite computer lab, design center, meeting rooms, and offices of several student organizations are located in this building. It also houses several administrative offices including Multicultural Affairs, Residential and Commuter Life, Student and Community Engagement, and Student Affairs. The director of Student and Community Engagement (236-6901) serves as the building manager.

Capital Center

The Capital Center is a state-of-the-art facility with a 2,200-seat performance arena, an indoor track, multipurpose forum, a fitness center, and classrooms. The adjacent Bernlohr Stadium has seating capacity for 3,400 people. The Capital Center hosts athletic events, commencement activities, convocations, rallies, concerts, and other gatherings of the Cap Family and the Bexley community.

The Capital Center provides opportunities for intramural activities and athletics including a track and field program for men and women.

Campus News

The campus newspaper, The Chimes, is published once a week. The new edition is available throughout campus each Thursday. You can also read the latest edition of The Chimes online at: cuchimes.com. The Chimes will keep you informed about campus-wide events and activities. Pick up a copy every Thursday, it's free!

Religious Life

As an institution of the Evangelical Lutheran Church in America, Capital University believes that the religious, social, racial, and ethnic diversity of the campus community is an ideal environment in which to celebrate with the implications of the Gospel of Jesus Christ.

While the tradition and heritage of the university is distinctively Lutheran, all religious programming is governed by the principle that different groups of believers will do everything together that they can, and respectfully do separately those things that their doctrines and traditions do not encourage them to do together.

In this spirit Capital offers Sunday worship, Wednesday chapel, Thursday evening worship, Biblical and life education opportunities, service opportunities and pastoral counseling in a cooperative, ecumenical way. There are also regular opportunities for distinctive experiences (Lutheran Eucharist, Catholic mass, etc.) Capital is committed to the development of the whole person and a whole community.

Section 13: Finances

Payment Procedure

Capital University has payment options available to students. **One option is full payment** of all tuition charges by the billing due date. **Another option is the tuition management system.** This option allows students to manage the cost of tuition just like you would manage other monthly bills. For more information on payment strategies, visit the Financial Aid Webpage at: www.capital.edu/Admission/Tuition-and-Financial-Aid/Payment-Strategies

Pre-Authorized Third Party Payment

Students who have received pre-authorization for full tuition reimbursement or a percentage of tuition reimbursement for a specific course or courses from the military, Bureau of Vocational Rehabilitation, or a particular employer tuition plan, must submit all forms and instructions to the Finance Office **prior to the billing due date.** Please note, however, that **in all** cases the student is ultimately responsible for the payment of their charges.

Tuition Waiver

The Department of Nursing issues tuition waiver certificates to affiliating agencies based on the annual number of undergraduate and graduate student contact hours in the agency. The agency then issues the tuition waivers to individuals at the agency's discretion. To learn of the availability of tuition waivers at your place of employment, contact the agency's Personnel Office. Once you have obtained a tuition waiver bring it to the Administrative Assistant located in BHSN 327. See Appendix N: Tuition Waiver Policies (p. 129).

Financial Aid

Financial Aid Office hours are as follows: Fall and Spring Semesters: M-F 8:30 a.m. – 5:00 p.m. Summer Semester: M-F 8:00 a.m. – 4:00p.m. The office is closed on weekends and holidays. Hours may vary during university breaks. You can reach the Financial Aid office at: 614-236-6511.

Law School students should contact the Capital University Law School Admissions Office.

Eligibility for Financial Aid

- United States citizen or permanent resident
- File the Free Application for Federal Student Aid (FAFSA)
- Not be in default on prior educational loans
- Maintain 3 or more hours per semester in MBA or MSN program
- Be registered with Selective Service if you are a male born after December 31, 1959

What you must do:

- You should file for aid early.
- Apply for a PIN with the U.S. Department of Education (USDE) to use various USDE online systems. You should apply for a PIN prior to completing the FAFSA online.
- File the FAFSA electronically to be eligible for federal, state, and Capital aid. You will need **Capital's Title IV School Code: 003023**. Please be sure to file as soon as possible after January 1 (income figures can be estimated).

Contact the Financial Aid Office if you have any questions regarding Financial Aid programs, procedures, or processes.

Employer Reimbursement

Many students who enroll in the Capital University MBA and MSN programs are eligible to receive assistance from their employer. These payments may be paid at the beginning of a term or after grades have been received. The timing depends on employer policy. Regardless of the payment policy, the Federal government requires that this resource must be considered when determining eligibility for Federal Stafford Loans. Students should notify the Financial Aid Office that they have tuition reimbursement and the amount of reimbursement.

We hope the information in this handbook has been helpful. If you have questions, please ask your faculty adviser, nursing course faculty, and/or nursing support staff.

Best wishes meeting your goals.

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Appendix A: Academic Grievance

Student Academic Grievance Procedure

The Academic Grievance Procedure must be initiated, by the student, within eight (8) weeks following the posting of the grade in Web Advisor. This time frame is the same for each spring, summer, and fall term.

The following section describes the formal process for addressing undergraduate student academic grievances. A student academic grievance exists when a student alleges that he/she has suffered a capricious or unfair application of university academic policies and regulations or has been unfairly or capriciously evaluated with respect to academic performance. Where procedural provisions in the following are inconsistent with provisions in the faculty, administrative, and staff handbooks governing the conduct of university employees, the provisions of those handbooks shall be controlling.

Resolution Process

Level I:

Student/Faculty/Staff Discussion Level- The student should begin at this level by contacting the faculty member in question to develop an informal discussion and reconciliation. A student grievance should be worked out at the first level for better understanding of all those concerned. If a solution cannot be obtained at this level, the student has the right to proceed to Level II.

Level II:

Student/Mediator/Faculty Discussion Level- The student must send a letter to the College Dean informing her/him of the nature of the grievance within three (3) academic days after the completion of the discussion at the student/faculty level (Level I) and the student's intention to proceed to Level II. A copy of this letter is to be forwarded to the Provost. The College Dean will appoint a mediator (faculty or staff) satisfactory to both the student and the faculty member to attempt to resolve the matter. If the grievance cannot be resolved through mediation, the student must contact the College Dean to discuss whether to proceed to Level III. If the faculty member is unable to participate, the appropriate Department Chair will serve or appoint a faculty member to serve in their place.

Level III:

Committee Level- A letter must be submitted by the student to the Provost within five (5) academic days requesting the formation of a grievance committee. This letter should state the grievance and inform the Provost that no resolution has been reached prior to this point and a grievance committee is requested. The Provost may reject the appeal, or if the Provost believes that there is potential merit to the student's case, a committee will be appointed to hear the case.

The Provost will appoint a committee consisting of three (3) faculty members from the school of the student and two (2) students. The Provost contacts the committee regarding the student's intent and calls the committee into session within a reasonable time of the receipt of the student's letter requesting the committee hearing. Both sides present their arguments and a decision is reached. The student and the faculty member have the right to be present throughout, and the hearing is not open to the public. If the committee believes, as a result of this review, that there is merit to the student's appeal, the committee may suggest to the faculty that some other action be taken.

It is the faculty member who makes the final decision as to the grade awarded.

The decision of the committee will be reported in writing to the student, the faculty member, the faculty's Assistant Dean, the College Dean, and the Provost.

Appeal Process

The committee's decision may be appealed to the Provost by either the student or the faculty member. The request for a new hearing must be made in writing by the student or faculty member to the Provost within five (5) academic days of the receipt of the original committee's decision. The Provost may affirm the committee's decision or determine that the hearing may have procedural errors or a misapplication or misinterpretation of university policies or procedures. The Provost may, after hearing the student's or faculty member's allegations and reviewing all factors involved, determine that the hearing at Level III involved unfair or capricious proceedings and request the Chair of the College Faculty to convene a new committee to evaluate the original grievance. The final decision of the new committee will be reported in writing to the student, the faculty member, the College Dean, and the Provost.

(Capital University Student Handbook, 2015-2016)

Appendix B: Academic Integrity

All members of the Capital community – students, faculty, and staff – have a role in upholding academic integrity. For undergraduate students, the Academic Integrity Policy is overseen by the Academic Integrity Board and its Director under the auspices of the Provost's office. The framework for Capital's academic integrity policy and the Academic Integrity Board were created by the Undergraduate Faculty. This policy balances the autonomy of the faculty and the consistency and fairness necessary for the student body.

The policy is academic in nature and thus encourages education on issues of academic integrity in addition to insuring that the policy is followed throughout the community. The Board's responsibilities include education, assistance, deterrence, and imposition of sanctions; however, the Board's ultimate goal is compliance, not punishment.

The sources of this policy and its procedures include: the Academic Integrity proposal passed by UGF on March 8, 2006; Capital's old academic integrity policy and judicial hearing process; information and examples provided by the Center for Academic Integrity; and the academic integrity policy of Quinnipiac University.

The Academic Integrity Board membership includes students and faculty representing all of the schools and colleges at Capital. Students make up the majority of the board membership, and there is a minimum of one faculty member from each school/division of the College. The director of the Board and the faculty will be appointed by the Provost in consultation with the Dean. Students will be appointed by the director in consultation with faculty and student representatives. A subset of the academic integrity board, the Academic Judiciary Panel, will hear cases of academic integrity violations (see Academic Judiciary Process below).

What is Academic Integrity?

"The National Center for Academic Integrity (CAI) defines academic integrity as a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behavior that enable academic communities to translate ideals into action." These values are encompassed in the mission of Capital University which works for "transforming lives through higher education, provides for personal growth by encouraging, enabling, and celebrating learning, (and) inspires individuals to be morally reflective, spiritually alive, and civically engaged through our Lutheran heritage of free inquiry." As the Center for Academic Integrity notes, "academic integrity policies and procedures, with faculty and student support, promote the learning process and the pursuit of truth. This also helps create a stronger civic culture for society as a whole."

Academic integrity engenders trust that the work that students submit to faculty or university personnel for academic evaluation will be his/her own. In many cases, students will utilize the intellectual ideas of others to support their academic work.

Capital students are expected to be honest in their interactions with university personnel and in their academic endeavors providing credit to the originator or author of any information utilized to support academic work. On occasion, faculty and instructors provide opportunities for certain types of collaboration. It is the expectation that faculty and instructors outline their class policy regarding collaboration in the course syllabus, in instructions for course assignments, or during introductions at the beginning of any course. A non- exhaustive list of behaviors that constitute academic misconduct and subject one to sanctions includes:

Academic Misconduct

A. Cheating: Using or attempting to use unauthorized assistance in any academic exercise, including:

- Deceiving/misrepresenting information submitted on a paper/test/project
- Copying from another's test or allowing another to copy your work
- Using materials/notes not permitted by the instructor during an examination
- Collaborating on a test/project when not authorized to do so by the instructor
- Receiving, giving or stealing parts of, or an entire test, or impeding the fair process of examination
- Substitution of one student for another during an examination

B. Collusion: Unauthorized collaboration with another person in preparing any academic work offered for credit

C. Fabrication/Falsification: Using "invented" information or falsifying research, data, or findings with the intent to deceive such as:

- Citing information not taken from the source indicated: misleading documentation of secondary source materials
- Listing sources in a bibliography not directly used in the academic exercise
- Submitting lab reports or clinical data which contain fictitious/falsified information; concealing/distorting the true nature, origin, function of such data

D. Misrepresentation: Misrepresenting or misusing one's relationship with the university, including:

- Falsifying, misusing, omitting, or tampering with information such as test scores, transcripts, or letters of recommendation
- Altering, changing, forging, or misusing academic records regarding oneself or others
- Failing to be fully cooperative and truthful if one has direct knowledge of an alleged violation of academic integrity
- Reporting an academic integrity violation known to be false

E. Plagiarism: Plagiarism occurs when you represent the work or ideas of another person as your own. Some examples of plagiarism include:

- Quoting verbatim another person's words (published or unpublished) without acknowledgement of the source.
- Paraphrasing another person's idea(s), opinions, or theory(ies) without giving reference.
- Including facts, statistics, or other illustrative materials that are not common knowledge, without acknowledgement of the source. Students are expected to clarify with their instructor appropriate criteria for "common knowledge."
- Submitting another person's term paper, essay test answer, computer program, and/or project as one's own.

F. Citing Sources: Capital University requires all students to cite or reference the source of any work or ideas being represented in their work to avoid being charged with academic misconduct.

The guiding principles of citing sources include:

- Honesty: Acknowledging that the words or ideas are not originally yours, as well as giving credit to the originator;
- Critical Thinking: To encourage students to clearly represent their thoughts, ideas, and opinions with supporting evidence from the recognized work of others.
- Evidence: To provide support from other sources for your thoughts; and
- Guidance: To enable the interested reader to locate the information in question.

Plagiarism occurs when a person neglects to cite sources. When any person fails to cite their sources, the person is taking credit for the original thoughts and ideas of another person (a type of fraud) and at the same time preventing the reader(s) from gaining access to the original sources. Many people either misunderstand or do not care to exercise the effort necessary to cite in their writing all quotations, paraphrases, informational claims, and concepts. While common knowledge does not have to be cited, you must be very careful about labeling something "common knowledge."

The requirement to cite each instance of each idea or informational claim entails that if you use a source with ideas or information on various pages (particularly if the information is not all in one continuous passage in the source), then she/he must include as many citations as there are passages to which you refer. Sources may include books, articles, pamphlets, films, television, radio programs, e-mail messages, conversations and/or the Internet. Conversations and information from lectures and textbooks must also be cited. Papers or other work prepared for previous courses are in fact sources and students should check with instructors about the use of such materials.

Citations can appear as follows:

- Footnotes: Appearing at the bottom of the page where the citation occurs;
- Endnotes: Appearing all together at the end of the paper; or Parenthetical format: Modern Language Association and American Psychological Association styles.

Students should check with their instructors to determine which style is required or preferred.

Academic Integrity Consequences

All members of the Capital community – students, faculty, and staff – have a role in upholding academic integrity, and may report a violation to the Director of the Academic Integrity Board. Faculty members are responsible for awarding grades for academic performance (up to a grade of F for the course) and shall report all cases of academic integrity violations to the Academic Integrity Board. The AI Board is responsible for imposing penalties for integrity violations.

Minor Unintentional Violations

A faculty member may choose to work directly with a student to re- solve what the faculty member believes is a minor unintentional integrity violation. However, the faculty member must still report such a violation to the Director of the Academic Integrity Board, using the AI Report Form. The report should provide: the name(s) of the student(s), the date and a description of the alleged violation, facts surrounding the alleged violation(s), and any documentation of the violation. The Director will review the records within 24 hours to insure that this is a first time offense.

If this is a first time offense, the faculty member will resolve the academic issue with the student and the Director will issue the student a warning for violation of the academic integrity policy. Such warning will provide written notice to the student that continuation or repetition of a violation of the academic integrity policy will result in more severe disciplinary action, and the student will be required to review the AI policy with the Director or attend an Academic Integrity seminar.

If this is not a first time offense, the faculty member may resolve the academic issue with the student and the Director will initiate the Academic Judiciary Process of the Board.

Substantial or Intentional Violations

All substantial and all intentional violations of the integrity policy must be reported to the Director of the Academic Integrity Board, using the AI Report Form.

The report should provide: the name(s) of the student(s), the date and a description of the alleged violation, detailed facts surrounding the alleged violation(s), the names of any witnesses (if available), and detailed factual information or documentation useful in determining the truth of the charge(s).

The Director will initiate the Academic Judiciary Process when a report of a substantial or intentional integrity violation is received.

(Capital University Student Handbook, 2015-2016)

Appendix C: Post-Licensure Curriculum Plans

BSN Completion Curriculum Plan*

Nursing Courses (27 Semester Hours)
NURS-315: Foundations and Contemporary Issues for RNs (4)
NURS-316: Nursing in a Multicultural Society (4)
NURS-380: Nursing Informatics (3)
NURS-411: Nursing Research (4)
NURS-415: Nursing of Families and Communities for RNs** (6)
NURS-425: Leadership and Management for RNs** (6)

General Education Requirements
Reading & Writing (UC-110)
Oral Communication (UC 120)
Global Awareness (UC-150)
Cultural Diversity (UC-200)
The Arts (UC-210)
Religious Foundations & the Bible (UC-220)
Humanities (UC-310)
Ethical Issues (UC-410)

Additional General Education
Statistics
Psychology
Sciences

Total Semester Hours: 27+
 (27 Nursing Hours + any General Education hours needed)

*Must complete 30 semester hours at Capital University

**Clinical Application

MSN Concentrate Curriculum Plans

Administration Concentrate

Nursing & University Core (21)
Statistics: NURS-500 or MBA-611 (3)
NURS-510: Advanced Nursing Science and Theory (3)
NURS-515: Foundations of Holistic Practice (3)
NURS-520: Advanced Research and Evidence Based Practice (3)
NURS-530: Nursing Informatics (3)
Ethics: MBA-740: Business Ethics and Social Responsibility (3) OR NURS-650: Ethical and Policy Issues in Contemporary Nursing (3)
MBA-613: Organizational Behavior (3)

Concentrate Core (10)
NURS-640: Evidence Based Nursing Administration, Part I (4)*
MBA-612: Managerial Economics (3)^
MBA-843: Advance Topics in Leadership (3)^

Synthesis (7)
NURS-641: Evidence Based Nursing Administration Part II (4)*
NURS-722: Capstone Practicum (3)*

Total Program Hours = 38 credit hours

*Up to 500 field experience hours (precepted and non-precepted)

^Take MBA 500: MBA Essentials (6) if considering MSN/MBA Dual Degree

(Revised: 2/94; 9/94; 5/96; 1/97; 3/98; 7/98; 7/25/98; 9/99; 10/00; 6/02; 6/06; 7/07; 8/10; 6/13; 5/16)

Adult Gerontology Clinical Nurse Specialist Concentrate

Prerequisite (3)
NURS-500: Applied Healthcare Statistics (3)

Nursing & University Core (18)
NURS-510: Advanced Nursing Science and Theory (3)
NURS-515: Foundations of Holistic Practice (3)
NURS-520: Advanced Research and Evidence Based Practice (3)
NURS-530: Nursing Informatics (3)
Ethics: MBA-600 or MBA-740 (3)
MBA-613: Organizational Behavior (3)

Concentrate Core (21)
NURS-525: Advanced Health Assessment (3)
NURS-601: Advance Pathophysiology (3)
NURS-610: Clinical Pharmacology for Advanced Practice Nurses (3)
NURS-620*: Healthy Aging and Quality of Life in Adults (6)
NURS-630*: Symptom Management in Chronic Illness and Palliative Care (6)

*Clinical Course: (180 clinical hours/each course)

Synthesis (8-10)
NURS-760**: Comprehensive Patient Management (6):
NURS-780***: Capstone Seminar (2)

**Clinical course: (120 clinical hours)

***Clinical course: (60 clinical hours)

Total Program Hours = 47 and 3 hour prerequisite

The minimum requirement for this degree is 47-49 semester hours. It must be completed within the degree completion guidelines of 5 years.

Total clinical 540 at 1:4 ratio.

(Revised: 8/12; 6/13; 7/14; 5/16)

Education Concentrate

Prerequisite (3)
NURS-500: Applied Healthcare Statistics (3)
Nursing & University Core (15)
NURS-510: Advanced Nursing Science and Theory (3)
NURS-515: Foundations of Holistic Practice (3)
NURS-520: Advanced Research and Evidence Based Practice (3)
NURS-530: Nursing Informatics (3)
Ethics: MBA-740: Ethics & Social Responsibility (3) OR NURS-650: Ethical & Policy Issues in Contemporary Nursing (3)
Concentrate Core (19)
NURS-525: Advanced Health Assessment (3)
NURS-601: Advanced Pathophysiology (3)
NURS-610: Clinical Pharmacology for Advanced Practice Nurses (3)
NURS-607: Educational Foundations (3)
NURS-608: Teaching Strategies (4) (120 hours of field experience)
NURS-609: Evaluation: Individual to Program (3)
Synthesis (7)
NURS-720: Clinical & Laboratory Teaching (4) (120 hours of field experience)
NURS-722: Capstone Practicum (3) (120 hours of field experience)

Total Program Hours = 41 credit hours and 3 credit hours prerequisite = 44 credit
 360-400 clinical practicum hours; evidence based clinical project; LACE standards

(Revised: 6/02; 10/02; 8/05; 8/06; 7/07; 8/10; 6/13; 5/16)

Legal Studies Concentrate

Prerequisite (3)
NURS-500: Applied Healthcare Statistics (3)

Nursing & University Core (18)
NURS-510: Advanced Nursing Science and Theory (3)
NURS-515: Foundations of Holistic Practice (3)
NURS-520: Advanced Research and Evidence Based Practice (3)
NURS-530: Nursing Informatics (3)
Ethics: MBA-740 (3) or NURS-650: Ethical & Policy Issues in Contemporary Nursing (3)
MBA-613: Organizational Behavior (3)

Concentrate Core (10-12)*
NURS-670: Legal Concepts in Healthcare (3)
NURS-640: Evidence Based Nursing Administration Part I (4) (Includes 120 hours of field experience)
LAW-822: Health Law (3)
Legal Studies Electives (2)**
Law Elective (2-3)
Law Elective (2-3)

*Legal Nurse Consultant coursework can be substituted for law courses

**Check Law School Course Bulletin

Synthesis (7)
NURS-641: Evidence Based Nursing Administration Part II (4) (Includes 120 hours of field experience)
NURS-722: Capstone Practicum (3) (Includes 120 hours of field experience)

Total Program Hours = 38-40 credit hours

Up to 500 field experience hours (precepted and non-precepted); evidence based clinical project

(Revised: 2/94; 9/94; 5/96; 1/97; 3/98; 7/98; 7/25/98; 9/99; 10/00; 6/02; 8/05; 2/06; 7/07; 8/10; 6/13; 5/16)

Theological Studies Concentrate

Prerequisite (3)
NURS-500: Applied Healthcare Statistics (3)

Nursing & University Core (17-18)
NURS-510: Advanced Nursing Science and Theory (3)
NURS-520: Advanced Research and Evidence Based Practice (3)
NURS-530: Nursing Informatics (3)
Ethics: MBA-740: Ethics & Social Responsibility (3), NURS-650: Ethical & Policy Issues in Contemporary Nursing (3), or an Ethics course offered at the Seminary (2)
MBA-613: Organizational Behavior (3)

Concentrate Core (10)
NURS-515: Foundations of Holistic Practice (3)
Theological Studies Electives (7)*
Seminary Elective (2-3)d
Seminary Elective (2-3)
Seminary Elective (2-3)
Seminary Elective (2-3)

*Check Trinity Lutheran Seminary for course offerings

Synthesis (9)
NURS-755: Role Development/Advanced Practice Nursing (3) or course equivalent
NURS-765: Program Development / Changing Health Care (3) or course equivalent
NURS-722: Capstone Practicum (3) (Includes 120 hours of field experience)

Total Program Hours = 37

The minimum requirement for this degree is 37 semester hours. It must be completed within the degree completion guidelines of 5 years.

(Revised: 2/94; 9/94; 5/96; 9/97; 3/98; 7/98; 7/25/98; 9/99; 10/00; 6/02; 8/05; 2/06; 7/07; 8/10; 6/13; 5/16)

Appendix D: Dual Degree Program Statements

MSN/MBA Dual Degree

Nursing Core (21)
Statistics: NURS-500 (3)
NURS-510: Advanced Nursing Science and Theory (3)
NURS-515: Foundations of Holistic Practice (3)
NURS-520: Advanced Research and Evidence Based Practice (3)
NURS-530: Nursing Informatics (3)
Ethics: MBA-740: Ethics & Social Responsibility (3) OR NURS-650: Ethical and Policy Issues in Contemporary Nursing (3)
MBA-613: Organizational Behavior (3)

Concentrate (13)
MBA-500: MBA Essentials (6)
MBA-612: Managerial Economics (3)
NURS-640: Evidence Based Nursing Administration, Part I (4)*

Additional MBA Courses (12)
MBA-614: Managerial Accounting (3)
MBA-710: Marketing Management (3)
MBA-720: Financial Management (3)
MBA-730: Production/Operations Management (3)

Synthesis (7)
NURS-641: Evidence Based Nursing Administration, Part II (4)*
MBA-900: Business Policy and Strategy (3)* (Pre-Requisites: MBA-710, 720, & 730)

Total Program Hours = 53 credit hours

*Up to 500 field experience hours (precepted and non-precepted)

Both degrees must be completed with the degree completion guidelines of 5 years.

(Revised: 2/94; 9/94; 5/96; 1/97; 3/98; 7/98; 7/25/98; 9/99; 10/00; 6/02; 2/06; 8/10; 5/16)

MSN/JD Dual Degree

Nursing Core (21)
Statistics: NURS-500 (3)
NURS-510: Advanced Nursing Science and Theory (3)
NURS-515: Foundations of Holistic Practice (3)
NURS-520: Advanced Research and Evidence Based Practice (3)
NURS-530: Nursing Informatics (3)
LAW-820: Bioethics and Law (3)
MBA-613: Organizational Behavior (3)
Concentrate & Synthesis (11)
NURS-640: Evidence Based Nursing Administration, Part I (4)
NURS-641: Evidence Based Nursing Administration, Part II (4)
NURS-722: Capstone Practicum (3) (Includes 120 hours of field experience)
JD Core (44)
LAW-600/601: Contracts I and II (6)
LAW-610/611: Torts I and II (5)
LAW-620/621: Property I and II (5)
LAW-630/631/632: Legal Writing I, II and III (4)
LAW-640: Criminal Law (3)
LAW-650/651: Constitutional Law I and II (6)
LAW-660: Civil Procedure: Rules (3)
LAW-661: Civil Procedure: Jurisdiction (3)
LAW-670: Evidence (4)
LAW-680: Federal Personal Income Tax (3)
LAW-690: Professional Responsibility (2)
JD Electives (34)*
Required: Perspective Course (3)
Select from the following subject areas: International Law or Jurisprudence, Legal History, Theory
Highly Recommended by Nursing: LAW-730: Medical Liability (3); LAW-820: Bioethics and Law (3); LAW-822: Health Law (3)
Recommended (Content on Bar Exam): LAW-700/701: Business Assoc. I & II (6); LAW-710: Secured Transactions (3); LAW-711: Commercial Paper (3); LAW-750: Decedents' Estates (2)
Other Recommended by Nursing: LAW-732: Products Liability (3); LAW-795: Juvenile Law (3); LAW-800: Administration Law (3); LAW-808: Antitrust Law & Trade Requisition (3); LAW-810: Labor Law (3); LAW-813: Labor Arbitration (2); LAW-913: Healthcare & Dispute Resolution (2)

*Upper Class Writing Requirement (No separate credit, see Law School Manual)

Total Program Hours = 102-105 credit hours
Up to 500 field experience hours (precepted and non-precepted)

The minimum requirement for both these degrees when taken together is 102-105 semester hours. Both degrees must be completed with the degree completion guidelines of 6 years. Students are required to complete a specific number of courses during their first year in the Law School. See the Law School Manual for guidelines.

The MSN/JD Dual Degree Program of the Department of Nursing and the Law School of Capital University

I. Introduction

In 1993, the faculties of the Capital University Department of Nursing and the Capital University Law School agreed to create a dual degree program to enable students to complete both degrees with a substantial reduction in total credit hours. Full participation in the program makes it possible for the student to complete the two degrees by taking (1) necessary prerequisite courses required by the Department of Nursing and (2) 102 credit hours of required and elective courses specified by the Department of Nursing and the Law School. Without the dual program, a student would have to complete prerequisite courses and at least 36 credit hours in the Department of Nursing and 86 credit hours in the Law School. Thus, through participation in the dual program the student's hourly requirement is decreased by 22 credit hours.

II. Advantages of the Dual MSN/JD Program

A graduate with a MSN/JD is exceptionally well prepared to address the needs of a health care system that is becoming increasingly complex in terms of the need for technical competence, compassionate care and public accountability. The knowledge and skills gained through simultaneous study in both nursing and law will provide an interdisciplinary base for the graduate to provide leadership and resolve problems in a rapidly changing health care delivery system. Since growing numbers of nurses currently seek a second degree in law, the added career flexibility will be attractive to many nurses.

III. Application for the Dual Degree MSN/JD Program

- a. Students enrolled in either the Department of Nursing or the Law School seeks the assistance of the program advisers on each faculty. Prospective students not yet enrolled at Capital University may request additional information about the dual degree program from either:

Capital University
Adult & Graduate Office
1 College & Main
Columbus, OH 43209
(614) 236-6996

Capital University Law School
Office of the Dean
303 E. Broad St.
Columbus, OH 43215
(614) 236-6383

- b. Persons who desire to enroll in the dual program should thoroughly read the material from both the Law School and the Department of Nursing prior to scheduling a conference with the dual program adviser in either school. A student, who is enrolled in one school, should first talk with that school's adviser.

Admission into the MSN program requires completion and filing of its admission application, plus the reported results of the Graduate Record Examination (GRE) with the Department of Nursing. Admission into the Law School requires completing and filing of its admissions application plus the reported results of the Law School Admission Test (LSAT) with the Law School.

- c. The LSAT examination, required by the Law School is administered several times each year. Prospective students should consult the admission office or Law School for further information.
 - i. The dual degree applicant must complete two applications, submit required standardized test scores, pay two application fees and file a dual degree application with each school.
 - ii. Because each school admits students separately, admission into either program does not indicate admission to the other.
- d. The prospective student not already enrolled in either school may apply to both schools at the same time and so indicate by filing a dual degree application with each school. However, the student must elect to start either the MSN or the JD program first and complete the basic required courses of that program prior to taking courses in the second program. The basic required courses of the MSN program are the nine credit hours of core nursing requirements; the basic requirements of the JD program are the 31 credit hours of the full-time first year Law School curriculum, which takes one year if enrolled as a full-time student or two years as a part-time student. The applicant is advised to start the law program first, unless first having begun the MSN program before entry into law school.
- e. A student enrolled in one program may apply for admission into the other program as outlined in the relevant admission materials of that school. A dual degree application must also be filed with the Registrar of each school.

In order to be admitted into the second program, the student must be in good academic standing in the first program and meet all admission requirements of the second program. A current student in either program may apply to be a dual student by notifying the faculty adviser and the Registrar of the school in which the student is enrolled, and then applying for admission to the other school.

- f. Occasionally, an applicant to the dual MSN/JD program seeks to apply, as transfer credit, course work taken at another law school or another MSN program. Each program determines how many transfer credits it will accept from another institution.

The Department of Nursing accepts up to nine credit hours of transfer credit from another accredited MSN program and the Law School accepts up to 43 credit hours of transfer credit from another accredited law program. However, a course taken at another institution and accepted for transfer credit by the Department of Nursing cannot be used to satisfy the nine credit hours that the Law School accepts from the Department of Nursing work for credit toward the JD degree. A course taken at another institution and accepted for transfer credit by the Law School cannot be used to satisfy the twelve credit hours that the Department of Nursing accepts from the Law School work for credit toward the MSN degree

The Law School requires all law students to complete a minimum of 43 credit hours at the Law School (exclusive of transfer credits or credits earned at other schools with which the Law School offers a dual degree program). Typically, this requirement only affects students wishing to transfer into the Law School from another law school. The Law School also requires students to meet a residency hour requirement of 72 hours. Full-time students earn up to 12 residence hours during the fall and spring semesters. Part-time students earn residence hours at the same rate as credit hours. Students enrolled in the summer session earn residence hours at the same rate as credit hours, up to a maximum of six hours.

- i. For work taken at another accredited law school and accepted by the Law School for transfer credit, residency hours will be calculated in the same manner as for all other transfer students.
- ii. For the nine credit hours taken in the Department of Nursing that receive Law School credit, residency credit will be earned at the same rate that it would be earned if the course work was taken in the Law School.

IV. Period of Enrollment

- a. Normally, the part-time dual degree candidate is able to complete both degrees within five and a half years. The candidate who completes law school as a day student can complete both programs in four years and three summers.
- b. The Law School requires that the student complete the JD program within six years from the term in which the student is first enrolled. Even the part-time student may easily complete the combined MSN/JD within six years. Therefore, there is no need to waive the requirement. Waivers rarely are granted by the Law School and then only because of extraordinary circumstances, and only for one year.

V. The Program of Study

- a. The Department of Nursing offers its MSN program on both a full and part-time basis during the late afternoons and early evenings. The Law School offers the JD degree either during the day or on a part-time basis. Thus,

the candidate can take the law courses either day or evening, but all courses for the MSN are taken during the evening.

- b. With permission from both advisers, a student may, on occasion, take both law and nursing courses during the same semester, provided that all basic requirements for both programs have been fulfilled. Simultaneous enrollment in the Department of Nursing and the Law School usually is permitted if all prerequisites have been completed.
 - i. This means that the student must have fulfilled: (1) the nine credit hours of nursing core requirements, and (2) the 31 credit hours of the full-time first year Law School curriculum, which takes one year if enrolled as a full-time student or two years as a part-time student, before the student may begin to take classes concurrently at both the Department of Nursing and the Law School.
 - ii. However, the full-time student may never take concurrently more than 16 credit hours in both programs in the same semester. The part-time law student, after completing the 31 hours noted above, may take courses concurrently in both schools, but is prohibited from taking concurrently more than 11 credit hours in both programs at any given time. During summer sessions, the dual degree candidate may not take more than eight credit hours concurrently as a full-time student or six credit hours as a part-time degree student, without the express written permission of the Associate Dean of the Law School for law courses and the Graduate Program Director of the Department of Nursing for nursing courses.
 - iii. A student who has completed the nine hours of nursing core requirements and has completed the part-time first year law program may take appropriate summer session courses in the nursing program, the law program, or both.
- c. Dual degree students registered only in one school should communicate periodically with the other school. Each school's Registrar automatically continues to mail registration materials to the dual degree candidate until it is determined that the candidate no longer wishes to receive them. It is the dual degree student's responsibility to notify both the Law School Registrar and the Registrar for the Department of Nursing Graduate Program of changes in either their permanent or local mailing address.
- d. The dual degree student may complete both program requirements together, or complete one ahead of the other. Because each school grants academic credit for some courses successfully completed in the other school:
 - i. To be eligible to receive the JD degree, the dual degree student must successfully complete 18 credit hours in the nursing program.

- ii. To be eligible to receive the MSN degree, the dual degree student must successfully complete 12 credit hours in the law program.

The dual degree student must notify the Registrar of each school at the appropriate time to receive the degree awarded by each. Degrees are presented at the respective commencements of the two schools.

VI. Definition and Operation of Dual Degree Credit

- a. The MSN program accepts 12 credit hours of law work for its 36 required credit hours to complete the MSN. The JD program accepts nine credit hours of nursing work for its 86 required credit hours to complete the JD. The courses in the Law School that can be used for credit toward the MSN are set out below. The courses in the Department of Nursing that can be used for credit toward the JD are also set out below.
- b. The academic retention rules of the MSN program and the Law School program may differ, and interested students are advised to consult with the appropriate adviser.
 - i. The law student must maintain a 2.00 cumulative grade point average to remain in the law program. Because a C grade or better is considered acceptable at the Law School, a C grade or better earned in a course at the Law School that satisfies the requirements for dual degree credit will be counted as indicated below for dual degree credit.
 - ii. The MSN student is required to maintain a cumulative grade point average of 3.00 to remain in the program. Because a C+ grade or better is considered acceptable at the Department of Nursing, a C+ grade or better earned in a course at the Department of Nursing that satisfies the requirements for dual degree credit will be counted as indicated below for dual credit.
- c. A student enrolled in the MSN/JD dual degree program will have two official transcripts, one from each program. In order to have a complete record; it will be necessary for a dual degree student to request both transcripts.
 - i. Credits earned in the law program that satisfy the requirements for dual degree credit, will appear on the Law School transcript by course title, semester hours of credit and letter grade. Those same credits, following an appropriate footnote, will be listed on the Department of Nursing transcript by course title and credit hour. The letter grades will not be averaged into the MSN cumulative grade average.
 - ii. Credits earned in the MSN program that satisfy the requirements for dual degree credit, will appear on the MSN transcript by course title, credit hours and letter grade. Those same credits, following an appropriate footnote, will be listed on the Law School transcript

by course title and credit hour. The letter grades will not be averaged into the Law School cumulative grade point average.

VII. The Bar Examination

To be admitted to the practice of law, most states require the successful completion of the state's bar examination. Bar examinations are usually given at least once, and often, as in Ohio, twice a year. A student should consult with the Supreme Court or the Board of Bar Examiners of the appropriate state about requirements to sit for that state's bar examination. Ohio allows a person to sit for the bar examination upon certification from the Law School Registrar that the student has completed all requirements for the degree.

Law School Courses That Will Serve as Dual Degree Courses for the Department of Nursing:

The Department of Nursing will accept credit hours of C grade or better work in the following Law School courses for credit toward the MSN degree.

Courses Highly Recommended by the Department of Nursing:

LAW-730: Medical Liability
LAW-820: Bioethics & Law
LAW-821: Public Health Law
LAW-822: Health Law

Other Approved Courses:

LAW-732: Products Liability
LAW-755: Family Law
LAW-795: Juvenile Law
LAW-800: Administrative Law
LAW-808: Antitrust & Trade Regulation
LAW-810: Labor Law
LAW-813: Labor Arbitration
LAW-913: Health Care and Dispute Resolution
LAW-950: Seminar in Health Care Antitrust Law

Other Law School courses may be approved on a course-by-course basis by the Graduate Program Director of the Department of Nursing, prior to enrollment in those courses.

Department of Nursing Courses That Will Serve as Dual Degree Courses for the Law School:

The Law School will accept 9 credit hours of B grade or better work in the following Department of Nursing courses for credit toward the JD degree.

NURS-510: Advanced Nursing Science & Theory
NURS-515: Foundations of Holistic Practice
NURS-520: Advanced Research and Evidence Based Practice
NURS-530: Nursing Informatics

Other courses taken in the MSN program may be approved on a course-by-course basis by the student's Law School adviser and the Associate Dean of the Law School, prior to enrollment in those courses.

The MSN/MBA Dual Degree Program of the Department of Nursing and the School of Management & Leadership of Capital University

I. Introduction

In 1992, the faculties of the Capital University Department of Nursing and the Capital University MBA Program in the School of Management & Leadership agreed to create a dual degree program which enables students enrolled in either school after 1994 to seek admission to the other school, and, if accepted, to complete both degrees with a substantial reduction in total credit hours. Full participation in the program enables the student to complete the two degrees by taking 53 credit hours of required and elective courses specified by the Department of Nursing and the School of Management & Leadership. Without the dual program, a student would have to complete 38 hours in the Department of Nursing and 36 hours in the School of Management & Leadership. Thus, the student's hourly requirement is decreased by 21 credit hours through participation in the dual program.

II. Advantages of the Dual MSN/MBA Program

A graduate with a MSN/MBA is exceptionally well prepared to address the needs of a health care system that is becoming increasingly complex in terms of the need for technical competence, compassionate care and public accountability. The knowledge and skills gained through simultaneous study in both nursing and business will provide an interdisciplinary base for the graduate to provide leadership and resolve problems in a rapidly changing health care delivery system. Since growing numbers of nurses currently seek a second degree in business, the added career flexibility will be attractive to many nurses.

- III. Application for the Dual MSN/MBA Program
- a. Students enrolled in either the Department of Nursing or the School of Management & Leadership should seek the assistance of the program advisers on each faculty. Prospective students not yet enrolled at Capital University may request additional information about the dual degree program from the Adult & Graduate Education office, 1 College and Main, Columbus OH 43209, phone (614) 236-6996, or email adult-grad@capital.edu.
 - b. Persons who desire to enroll in the dual program should thoroughly read the material from both the School of Management & Leadership and the Department of Nursing prior to scheduling a conference with the dual program adviser in either school. A student who is already enrolled in one school should first talk with that school's adviser.
 - c. Admission into the MSN program requires completion and filing of its admission application. Admission into the School of Management & Leadership requires completing and filing of its admission application.
 - i. The dual degree applicant must complete two applications and submit required application components for each program. Because each school admits students separately, admission into either program does not indicate admission to the other.
 - d. The prospective student not already enrolled in either school may apply to both schools at the same time.
 - e. A student enrolled in one program may apply for admission into the other program as outlined in the relevant admission materials of that school. In order to be admitted into the second program, the student must be in good academic standing in the first program and meet all admission requirements of the second program.
 - f. Occasionally, an applicant to the dual MSN/MBA program seeks to apply, as transfer credit, course work taken in another MBA or MSN program. Each program determines how many and what type of transfer credits it will accept from another institution.
 - i. The Department of Nursing accepts up to 9 credit hours of transfer credit from another accredited MSN program and the School of Management & Leadership accepts up to 9 credit hours of transfer credit from another accredited MBA program. However, a course taken at another institution and accepted for transfer credit by the Department of Nursing cannot be used to satisfy the 9 credit hours that the School of Management & Leadership accepts from the Department of Nursing work for credit toward the MBA degree. A course taken at another institution and accepted for transfer credit by the School of Management & Leadership cannot be used to

satisfy the 12 credit hours that the Department of Nursing accepts from the School of Management & Leadership work for credit toward the MSN degree.

- ii. The School of Management & Leadership requires all MBA students to complete a minimum of 27 credit hours at the School of Management & Leadership. Typically, this requirement only affects students wishing to transfer into the School of Management & Leadership from another MBA program.

IV. Period of Enrollment

The School of Management & Leadership requires that the student complete the MBA program within five (5) years from the term in which the student is first enrolled. Even the part-time student may easily complete the combined MSN/MBA within five (5) years. Therefore, there is no need to waive the requirement. Waivers rarely are granted by the School of Management & Leadership, and then only because of extraordinary circumstances, and only for one year.

V. The Program of Study

- a. The Department of Nursing offers its MSN program on both a full and part-time basis during the late afternoons and early evenings. The School of Management & Leadership offers the MBA on a part time evening basis.
- b. With permission of both advisers, a student may, on occasion, take both MBA and nursing courses during the same semester, providing all basic requirements for both programs have been fulfilled. Simultaneous enrollment in the Department of Nursing and the School of Management & Leadership usually is permitted if all prerequisites have been completed. However, the full time student may never take concurrently more than 16 credit hours in both programs in the same semester. The part time MBA student, after completing the 27 hours noted above, may take courses concurrently in both schools, but is prohibited from taking concurrently more than 11 credit hours in both programs at any given time. During summer sessions, the dual degree candidate may not take more than 8 credit hours concurrently as a full-time student or 6 credit hours as a part-time degree student, without the express written permission of the MBA Director of the School of Management & Leadership for MBA courses and the Associate Dean of the Post-Licensure Nursing Program of the Department of Nursing for nursing courses.
- c. Dual degree students registered only in one school should communicate periodically with the other school. Each school's Registrar automatically continues to mail registration materials to the dual degree candidate until it is determined that the candidate no longer wishes to receive them. It is the dual degree student's responsibility to notify the Adult and Graduate

Education department of changes in either their permanent or local mailing address.

- d. The dual degree student may complete both program requirements together, or complete one ahead of the other. The dual degree student must notify the Registrar of each school at the appropriate time to receive the degree awarded by each. Degrees are presented at the respective commencements of the two schools.

VI. Definition and Operation of Dual Degree Credit

- a. The MSN program counts up to 12 hours of MBA work for its 38 required hours to complete the MSN. The MBA program accepts 8 credit hours of nursing work for its 36 required credit hours to complete the MBA. The courses in the School of Management & Leadership that can be used for credit toward the MSN are set out below. The courses in the Department of Nursing that can be used for credit toward the MBA are also set out below.
- b. The academic retention rules of the MSN program and the MBA program may differ, and interested students are advised to consult with the appropriate adviser.
 - i. The MBA student must maintain a 3.00 cumulative grade point average to remain in the MBA program.
 - ii. The MSN student is required to maintain a cumulative grade point average of 3.00 to remain in the program. Because a C+ grade or better is considered acceptable at the Department of Nursing, a C+ grade or better earned in a course at the Department of Nursing that satisfies the requirements for dual degree credit will be counted as indicated below for dual credit.
- c. A student enrolled in the MSN/MBA dual degree program will have two official transcripts, one from each program. In order to have a complete record, it will be necessary for a dual degree student to request both transcripts.
 - i. Credits earned in the MBA program that satisfy the requirements for dual degree credit, will appear on the MBA transcript by course title, semester hours of credit and letter grade. Those same credits, following an appropriate footnote, will be listed on the Department of Nursing transcript by course title and credit hour. The letter grades will not be averaged into the MSN cumulative grade average.
 - ii. Credits earned in the MSN program that satisfy the requirements for dual degree credit, will appear on the MSN transcript by course title, credit hours and letter grade. Those same credits following an appropriate footnote will be listed on the MBA transcript by course

title and credit hour. The letter grades will not be averaged into the MBA cumulative grade point average.

School of Management and Leadership Courses That Will Serve as Dual Degree Courses for the Department of Nursing:

MBA-500: MBA Essentials
MBA-612: Managerial Economics
MBA-613: Organizational Behavior
MBA-614: Managerial Accounting
MBA-710: Marketing Management
MBA-720: Financial Management
MBA-730: Operations Management
MBA-740: Business Ethics and Social Responsibility
MBA 900: Strategy and Policy

Department of Nursing Courses That Will Serve as Dual Degree Courses for the School of Management & Leadership

NURS-500: Applied Healthcare Statistics
NURS-510: Nursing Science & Theory
NURS-515: Foundations of Holistic Practice
NURS-520: Advanced Research in Nursing
NURS-530: Nursing Informatics
NURS-640: Evidence Based Nursing Administration Part 1
NURS-641: Evidence Based Nursing Administration Part 2

Appendix E: Exposure Control Plan

The Capital University Department of Nursing (DON) is committed to protecting its students from harmful exposure to blood borne pathogens. It has, for this purpose, adopted rules and procedures through the Exposure Control Plan (Plan) in accordance with the Occupational Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) Guidelines. The DON is committed to educating its students on the basis of this plan.

Blood borne pathogens are microorganisms that are present in human blood and can cause disease in humans. These pathogens include, but are not limited to, the hepatitis B virus (HBV), the human immunodeficiency virus (HIV), the hepatitis C virus, and *Treponema palladium* (which causes syphilis).

Student and Faculty Roles in Exposure Control Plan

Students within the DON are not considered employees of the Department, therefore not mandated by OSHA requirements regarding the Exposure Control Plan or Program. It is the intent of the faculty and administration of the DON, however, to make every provision for student education within the plan. Initial Exposure Control Plan content is presented in NURS-221. Thereafter, clinical courses contract with clinical placement agencies (e.g., Riverside Hospital, Grant Hospital, Park Hospital, etc.) provide the content to students on an ongoing basis.

Plan Contents

Exposure Determination

All employees (including work-study students) whose duties place them at risk of exposure to blood or other potentially infectious materials will be identified. All students within the DON are considered to be at risk of exposure, but are not mandated to be covered by the Exposure Control Plan.

Designation of Biohazards

Red biohazard warning labels will be affixed to all containers, refrigerators/freezers and other pieces of equipment, which might become contaminated with blood or other potentially infectious materials. Red bags or red containers may also be used to designate biohazards.

Exposure Control Program

The program describes the precautions, engineering controls and work practice controls for protection from risk of exposure to blood or other potentially infectious materials. The program has six parts: 1) general exposure avoidance; 2) hand washing; 3) safe handling and disposal of sharps; 4) safe handling of specimens and decontamination of health care equipment; 5) use of personal protective equipment; and 6) safe housekeeping procedures (cleaning, proper disposal of regulated waste and proper cleaning and contaminated laundry).

Hepatitis B Vaccinations

Hepatitis B Vaccinations are required for all students in the DON. These vaccinations will be administered at student cost under the supervision of a licensed physician or other qualified health care professional.

Post-Exposure Evaluation and Follow-up

After an exposure incident, the Faculty Affairs contact person will document the incident and DON and/or the clinical agency will provide a confidential medical evaluation to the exposed student. The source individual will be identified if possible, with testing of the blood of the source individual and the exposed student. Confidential post-exposure prophylaxis and detailed testing information will be made available to the exposed student in a timely manner.

Medical Record Keeping

Accurate vaccination records/other health requirements on each student will be kept apart from the employee's personnel file or student's educational file. Records related to exposure incidents will be added to this file as needed.

Training Program for Students

Please refer to Student and Faculty Roles in the Exposure Control Plan above. In addition, any student is welcome to sit in the formal annual training of DON employees and/or review videos, handouts and the Exposure Control Notebook found in the Dean's Administrative Assistant's office.

Appendix F: Policy & Procedures on Exposure to Contaminated Fluids in the Skills Lab

Students, who in the course of lab practice are exposed to someone else's body fluids, will seek follow-up care from the Center for Health & Wellness or their own health care provider. In all instances, the individual will notify the lab manager and the appropriate faculty.

The current CDC (Center for Disease Control) guidelines will represent the standard of care.

The procedure follow-up in the Department of Nursing Handbook will then be implemented.

NOTE:

Any trash or waste product contaminated with body fluids will be disposed of in the appropriate receptacle, which is lined with a red trash bag and labeled "Biohazard". Waste Management of Ohio will dispose of the trash.

If any surface is exposed to contaminated fluid, the surface will be cleaned using the "Hep-Aid Bodily Fluid Disposal" kit using universal precautions. The "Hep-Aid" kit includes:

- 1 Clean-up Absorbent Pack
- 1 disposable apron
- 1 pr. disposable goggles
- 1 pr. disposable gloves
- 1 scoop
- 1 scraper
- 2 red plastic bags with twist ties
- 1 8-oz. pour bottle Chlorine Concentrate
- 3 disposable towels
- 2 Chlorhexidine towelettes
- 1 pr. disposable shoe covers
- 1 facemask

Adopted: Department of Nursing Faculty
1/18/93

Appendix G: Family Educational Rights and Privacy Act

What does FERPA mean anyway?

FERPA is the Family Educational Rights and Privacy Act which is also known as the Buckley Amendment which can be defined as:

A federal law designed to protect the privacy of education records, to establish the right of students to inspect and review their education records, and to provide guidelines for the correction of inaccurate and misleading data through informal and formal hearings

Consistent with the federal Family Education Rights and Privacy Act (FERPA), as amended, Capital University recognizes certain rights of the following regarding students' educational records:

1. Eligible students
2. Parents of dependent students as defined in the Internal Revenue Code
3. Parents of students under 18 years of age

What rights does FERPA provide students and eligible parents?

1. The right to inspect their own educational records. An educational record is any record maintained by the University that is directly related to the enrolled student.
2. To request in writing that the University correct educational records believed to be inaccurate or misleading.
3. Institutions may not disclose information about students nor permit inspection of their records without written permission, unless such action is covered by certain exceptions permitted in the Act

What is Directory Information?

Information designated by the University which reasonably would not be considered harmful or an invasion of privacy if disclosed is included in the University directory.

- Name, Address, email address, telephone listing
- Field of Study
- Weight and height of athletes
- Most recent previous school attended
- Photographs
- Date and place of birth
- Participation in officially recognized activities and sports
- Dates of attendance, degrees and awards

The following information is excluded from the University Directory information:

- Student identification numbers
- Social security numbers
- Ethnicity/race/nationality
- Gender

What is the rule of thumb when addressing student records, questions, and concerns?

Capital University believes in working closely with young adults to help them successfully transition from dependent to independent living. Therefore, all educational issues, including grades and billing, will be addressed with the enrolled student. In cases where students are nonresponsive, the Office of the Dean of Students will work with parents of dependent students as defined in the internal Revenue Code.

For a comprehensive view of the Capital University adaptation of FERPA policies and procedures, please visit the Registrar's webpage. On the Registrar page, click on Student Notification of Rights (PDF version) located under Forms and Documents.

Appendix H: Fuld Lab Policy

Policy on the use of the Helene Fuld Lab

1. The use of the Fuld Lab, as specified by the terms of the grant, which established the lab, is directed toward the needs of nursing students.
2. Non-nursing majors may use the lab on a space available basis.
3. When using the lab for the first time, see the lab staff for assistance in signing the log, getting software and using the computer.
4. The lab may be used only during posted hours when a lab assistant is present.
5. Sign in and out each time you use the lab.
6. No food or drink is permitted in the computer area of the Fuld Lab.
7. Maintain a quiet environment in respect to other students.
8. The telephone is not to be used for personal calls.
9. Resource books, CD ROMs, software and tapes are to be used in the lab. Return all materials to the shelves after use. Turn off all equipment you have used; leave the air conditioner running if operating. Leave work area clean.
10. No resource materials are to leave the Fuld Lab. No exceptions.

Appendix I: Guidelines for Caring for Persons with Known Contagious Diseases

The faculty of the Department of Nursing endorses the professional Code of Ethics, which states that all persons in need of care will receive nursing care.

Our objectives for students and faculty in the Department of Nursing are:

- Protection of the rights and welfare of students, faculty and clients.
- Continuation of the Department's mission to educate students comprehensively in the practice of nursing.
- Maintenance of the professional values and ethics of nursing to serve all persons needing care.

This principle will guide decision making with regard to students' cognitive, psychomotor, and affective learning experiences associated with contagious diseases. The Department will follow extant Center for Disease Control (CDC) guidelines and apply current knowledge about disease processes such as AIDS, hepatitis, tuberculosis, and other contagious conditions.

Implementation of the policy

CDC guidelines will be followed for lab and clinical components for all courses.

NURS-221 - Medical-surgical asepsis and standard precautions.

Level III & IV - Theory on pathophysiology, transmission and treatment of contagious diseases is presented. CDC guidelines and agency policies are adhered to whenever there is contact with patients with known contagious diseases and in the routine care of all patients.

MSN students - CDC guidelines and agency policies are adhered to whenever there is contact with patients with known contagious diseases and in the routine care of all patients.

The following parameters apply in determining clinical assignments for persons with known contagious diseases:

- The professional judgment of the faculty indicates that the student possesses the necessary cognitive, psychomotor and affective skills.
- The condition of the patient is appropriate to the cognitive, psychomotor, and affective skills of the student.
- The faculty member's workload allows sufficient time for appropriate clinical supervision.

It is the expectation of the faculty that students will care for patients with contagious diseases when assigned. Students have the right to discuss their clinical assignments with faculty. Unique or at risk aspects of a student's health status may preclude assignment to a patient with known contagious disease.

Adopted 4/18/88; SON
Revised 8/99; 8/30/99

Appendix J: Human Dignity Policy

Capital University is an institution committed to Christian values and to the development of individual potential. The members of our campus community must respect all persons regardless of race, ethnic origin, gender, age, religion, disability, or sexual orientation. While we realize that acts of intolerance may be the result of ignorance and that a significant part of our mission is to confront ignorance with education, we cannot allow these acts to harm another person. In the same sense that we are called to support the mission of Christian higher education, we are also called to commit our energies and resources to the continual task of combating both subtle and obvious intolerance.

Capital University regards as unacceptable conduct on the part of its students, faculty, and staff, words, or actions that are intended to be, or that are reasonably foreseeable to be, threatening, intimidating, or harassing to any member of the university community including students, faculty, staff, guests and contracted service employees on the basis of race, gender, sexual orientation, national or ethnic origin, age, religion or handicapping condition.

Complaints of such conduct shall be heard and disciplinary action taken consistent with the provisions of the Student Handbook, Faculty/Administrative Handbook, and Staff Handbook.

Human Dignity Resource Associates are trained members of the Capital Community who are available for conversations with students who have experienced an act of intolerance on the basis of race, gender, sexual orientation, national or ethnic origin, age, religion or handicapping condition. They are available to listen, offer support and provide information about options and available resources to members of the Capital University community.

A list of Human Dignity Resource Associates will be posted in all buildings, and be available from all Student Services offices and the Student Services web page.

NOTE: Human Dignity Resource Associates assist in a capacity in which they cannot guarantee confidentiality. The individuals volunteering in this role are representatives of the University engaged to provide supportive services, and are thus subject to applicable policies and procedures.

Reviewed: 8/10

Appendix K: Immunization and Health Assessment Policy

Documentation Requirements for Clinical Practice

Prior to beginning of your first clinical or field work course, students are responsible for documenting immunization status by completing the DON health assessment form and immunization form. Students are also required to provide documentation of their CPR Health Care Provider certification, liability insurance, background check, and drug screening. Ongoing enrollment in clinical courses requires annual renewal and verification of liability insurance, PPD screening, flu vaccines, and CPR certification (biennially). The student will provide the above documentation to CastleBranch for review. Information regarding creating and purchasing a CastleBranch account will be sent by the Administrative Assistant, Student Services the semester before a student's first clinical / field experience course. You are responsible in keeping all documentation up to date.

Specific Immunization Requirements

TDap Immunization

Generally a primary series of Diphtheria/Pertussis/Tetanus (TDap) is given during childhood provide months and years of primary immunizations. A tetanus booster with Pertussis (TDap) is required. You will need the TDap immunization, not the TD.

Measles, Mumps, Rubella (MMR)

- Rubella titer is required. If the titer is equivocal or negative a vaccine is required and a repeat titer may be required based on agency policy.
- Measles (Rubeola) and Mumps two (2) MMR immunizations must have been given, unless titers of each are submitted.
- If the student was born before 1957, they can submit a history of Rubeola and Mumps. Immunizations are needed if the individual has no documentation of illness or titers are not positive.

Hepatitis B

This immunization is given in three doses. The second dose is given 4 weeks after the first dose and the third does is given 5-6 months after the first dose. The series must be completed prior to starting clinical rotations.

Varicella (Chicken Pox)

- A varicella titer is required.
- If the titer is negative or equivocal, the student must be vaccinated with a series of two immunizations, 4-8 weeks apart.
- A second varicella titer may be required, if the agency policy requires it.

Tuberculosis (TB)

Students must have documentation of PPD every 12 months. Use ONLY the 5 tuberculin unit TU preparation applied by the PPD Mantoux (intra dermal technique). This test must be read 48-72 hours after injection.

A positive PPD will require a chest x-ray to rule out the disease and an annual Tuberculosis Questionnaire completed annually. A prior BCG Vaccination can be one cause of a false positive PPD. A prior disease will require treatment dates and clear chest x-rays. An annual Tuberculosis Questionnaire must be completed annually.

Flu Vaccine

Students must receive annual flu vaccines. All students must show proof by the third Monday in October.

Note

These immunization requirements are based on Ohio Department of Health recommendations for nursing students and on information from CDC (Center for Disease Control in Atlanta, Georgia). These guidelines provide protection from preventable or communicable disease for students and their families and patients and their families. These requirements are also based on agency requirements.

Agencies can deny entry to any student who does not comply.

CAUTION

Students who are pregnant, have an impaired immune system or are caring for an immunosuppressed person or have allergies should notify the clinic or physician prior to receiving immunizations. Occasionally Pediatricians may request parents to delay MMR vaccines until child is older. A waiver can be signed based on medical recommendations for the Department of Nursing.

Capital University
Department of Nursing

Tuberculosis Questionnaire for Students

Name: _____ ID#: _____

In the past twelve months, have you experienced any of the following symptoms?

Persistent cough (more than 3 weeks in duration)	yes	no
Cough producing bloody or brown sputum	yes	no
Fever or chills	yes	no
Night sweats	yes	no
Prolonged or excessive fatigue	yes	no
Loss of appetite	yes	no
Unintentional weight loss (greater than ten pounds)	yes	no

Explanation of "yes" responses: _____

I understand that the above symptoms are associated with active tuberculosis and hereby agree to notify _____ if I begin to experience any of these symptoms.

Signature: _____

Signature of witness: (physician) _____

Initial Screen Only (please check the appropriate response)

I have a past history of testing positive to the Mantoux tuberculin skin test.
Date(s): _____

I have completed a course of prophylactic tuberculosis medication.
Dates: _____ Number of months taken: _____

I am in the process of completing a course of prophylactic tuberculosis medication.
Date Started: _____

I have never taken prophylactic tuberculosis medication.

Date of last Negative Chest X-Ray: _____

Signature: _____ Date: _____

Capital University Department of Nursing: Immunization Form

TO BE COMPLETED BY THE STUDENT

Name: _____ Program: _____
 (Last), (First), (Middle Initial)
 Date of Birth: _____ Home Phone: (____) _____ Cell Phone (____) _____
 MM/DD/YYYY
 Address: _____ City, State, Zip: _____

TO BE COMPLETED AND SIGNED BY A HEALTH CARE PROVIDER (Dates must include Month & Year)

Tetanus-Diphtheria-Pertussis

	Month/ Year
Primary Series of (4) tetanus-diphtheria immunization completed	
TDap Booster(within the last 10 years)	

Rubella Titer*

	Month/ Year
Rubella Titer Results: (please circle) Positive Equivocal Negative	
If titer results are negative or equivocal, student must receive a Rubella vaccine	
4-6 weeks after Rubella vaccine, 2 nd Rubella Titer Results: (please circle) Positive Equivocal Negative	

*Copies of Titer Lab Reports are also required

M.M.R. (Measles, Mumps, Rubella)

	Month/ Year
Dose 1: Immunized at or after 12 months and before 5 years	
Dose 2: Immunized at 5 years or later	

Varicella (Chicken Pox)

	Month/ Year
History of Disease	
OR	
Dose 1: Varicella Vaccine	
Dose 2: Varicella Vaccine	

Varicella Titer*

	Month/ Year
Varicella Titer Results: (please circle) Positive Equivocal Negative	
If titer results are negative or equivocal, student must receive a Varicella booster	
4-6 weeks after Varicella booster, 2 nd Varicella Titer Results: (please circle) Positive Equivocal Negative	

*Copies of Titer Lab Reports are also required

Capital University Department of Nursing: Physical Examination Form

Name: _____ Age: _____ DOB: _____ Sex: _____

Current Health Conditions: _____

Current Medications: _____

Hospitalizations/Surgeries in past 5 years: _____

Last Dental Exam: _____ Eye Exam within 2 years: _____
Date Date

**TO BE COMPLETED BY HEALTH CARE PROVIDER
(M.D., D.O. OR N.P.)**

Height: _____ Weight: _____ BMI: _____ T: _____ P: _____ R: _____ BP: _____

Vision: OD: _____ OS: _____ OU: _____ With Correction: _____

Skin: _____ Hair: _____ Nails: _____

EENT: _____ Hearing: _____

Lungs: _____ Heart: _____

Abdomen: _____

Neck: _____ Spine: _____ Joints: _____

Muscles/Strength: _____ Neuro: _____

Mental or Emotional Condition: _____

Would any of these conditions/findings cause impairments or need for assistance in cognition, lifting, vision, or hearing? (Circle) Yes or No Any need for mobility aids? (Circle) Yes or No

Explain: _____

Name of Examiner, Credentials (Please Print) Date

Signature of Examiner, Credentials

Drug Testing Policy

Background

The Capital University Department of Nursing (DON) drug testing policy is established to meet contractual requirements established by clinical facilities used by the DON for clinical placements for both undergraduate and graduate students. Clinical facility policies universally require that schools of nursing using their clinical facilities develop and implement a drug testing policy to meet the requirements of the Joint Commission on Accreditation of Healthcare Organizations (JCAHO), which has mandated the need for such policy. As such, the policy applies to all students and personnel who have any current or potential future role in those clinical facilities.

The need for drug testing policies in health care facilities and health profession education programs is grounded in the evidence on the prevalence of chemical substance abuse and chemical dependency in health care providers. The facilities, with which the Nursing program holds clinical contracts, and the Nursing Program, are both committed to protecting the public. In addition, the faculty believes we have a commitment to students who are using chemical substances and who may be chemically dependent. Integral to that sense of commitment is the establishment of procedures that include identifying a student who may be chemically-dependent, suspending his/her ability to participate in patient care as a representative of the Nursing Program, and providing a route by which he/she may be reinstated. The intent of this policy is to achieve that end.

Testing protocol and rationale

Beginning in the fall of 2006 and with the adoption of this policy, students will submit to drug testing as a baseline measure.

Testing will occur:

- Prior to beginning clinical experiences
- Random; and
- For cause.

Random testing is done as a deterrent to misuse of drugs after students begin their clinical courses. This testing is in addition to the initial testing that is conducted by appointment. Approximately one tenth of the students who have begun clinical rotations per year will be asked to submit to random testing. "For cause" testing may be required if the Dean of Nursing or designee, in consultation with faculty, determines that the behavior of a student is reasonably suggestive of inappropriate use of chemical substances, including alcohol. Suspicious behavior includes, but is not limited to, the smell of alcohol on the breath, slurred speech, decreased coordination, pinpoint or dilated pupils, reddened eyes, forgetfulness, impaired judgment, difficulty concentrating, arriving late for clinical laboratory experience, memory problems, unprofessional appearance, inaccurate and/or sloppy charting, inability to focus on appropriate patient needs, and/or change in usual demeanor.

Capital University is an academic institution and as such, the provision of assessment and treatment is beyond the scope of the mission of the University.

Definitions

Chain of Custody refers to the ability to guarantee the identity and integrity of the specimen from collection through analysis and reporting of the test results.

Chemical Dependency refers to an illness that is treatable, chronic, and may be terminal if not treated. Chemical dependency has recognizable signs and symptoms characterized by physical and/or psychological dependence on mood-altering drugs including alcohol.

Chemical Substance Abuse is the personal use of any chemical substance—alcohol, non-prescribed drugs, over-the-counter drugs, illegal drugs and/or prescribed medications used in a manner for which they are not intended—that produces impairment in judgment.

Dilute urine sample is a sample of urine that the company identifies as dilute. If they are unable to analyze for drugs, a person may be asked to repeat the drug screen.

Drug testing is analysis of urine, blood, hair or breath that allows a determination to be made that non-prescribed drugs are being used by the person being tested. Students on prescription medications can identify the drug to the laboratory before the urine analysis is done. A form providing information about prescription medications is included at the

For Cause indicates that the person being evaluated has demonstrated behavior consistent with chemical substance abuse. Behaviors that would be regarded as suspicious include, but are not limited to, the following: slurred speech, decreased coordination, drowsiness, pinpoint or dilated pupils, reddened eyes, forgetfulness, difficulty concentrating, impaired judgment, sedation, decreased inhibitions, euphoria, incomplete, sloppy or inaccurate charting, or repeatedly being late to clinical area.

Impaired Nursing Practice is practice in which the nurse's ability to care for patients is diminished because of the misuse of chemicals which leads to impaired decision making, critical thinking and clinical judgments.

Random testing refers to drug testing that is done at an unscheduled time. The person being asked to have testing done is called and asked to provide a urine sample within a specified amount of time.

Self-reporting is acknowledgement by a person that they have been taking non-prescribed drugs prior to discovery by a formal drug test.

Treatment is a term to cover the steps that are necessary to provide a student with feedback about the impaired behavior, including referring the student for assessment and treatment and providing for follow-up monitoring.

The Policy on Drug Testing

- All students will be tested at the following times:
 - Prior to the first clinical rotation in the undergraduate programs
 - Prior to taking their first concentrate course in the MSN program
 - Randomly during enrollment in the DON as a student who has begun taking clinical courses
 - “For cause” if the Dean of Nursing or designee, in consultation with faculty, determines that behavior reasonably suggests the use of an illegal substance or abuse of alcohol.

- Refusal to be tested “for cause”
 - A student who reports to the laboratory or the clinical area and refuses to submit to drug testing within four hours of the request may be dismissed from the DON.

- Refusal of Random Testing
 - A student who is called randomly has twelve hours to report for testing. Failure to do so may result in the dismissal from the DON.
 - A student who is randomly called may appeal this sanction if data is supplied that made getting to a lab prohibitive, e.g., being out of town, illness. Being at work or at school and refusing testing within twelve hours are not valid excuses.

- Self-Reporting of Chemical Dependency
 - Undergraduate students (TUP, C-NAP, and BSN-C): A student who voluntarily self-reports a chemical dependency problem will be counseled by the appropriate resource person as facilitated by the Nursing Student Affairs Committee members in consultation with the Dean of Nursing or designee.
 - Pre-Licensure students (TUP, C-NAP): In addition, the student will be advised with regards to the Ohio Board of Nursing application to apply for licensure to practice as a registered nurse in Ohio.
 - Post-licensure students (BSN-C, MSN): In addition, the student will be advised with regards to available peer assistance programs and referred to applicable Ohio Board of Nursing statute and administrative rules.
 - Graduate Students (MSN). The graduate student will be required to consult with the Dean of Nursing or her designee and the Associate Dean of the Post-Licensure Nursing Program.
 - In all cases, the student will be expected to seek assessment, follow through with treatment recommendations and sign and comply with the “Contract to Return to Clinical Nursing”.

Procedure for Drug Testing

Scope of Drug Testing

The test is an observed urine test and consists of a 10-panel analysis which detects:

- Alcohol
- Amphetamines
- Barbiturates
- Benzodiazapines
- Cocaine
- Marijuana
- Methadone
- Opiates
- Phenecyclidine
- Propoxyphene

Initial testing

- Students in the Department of Nursing will be asked to sign an authorization form before submitting to drug testing, and a declaration of legal use of prescribed medication, if applicable.
- Initial testing will be conducted offsite through a certified testing service that will collect all urine specimens.
- The collection will be done according to standards set by the contracted laboratory.
- The laboratory will follow a chain of custody procedure assuring the accuracy of the specimen's identity.
- Results of the test will be sent to the Department of Nursing, usually within three working days from the time of testing.

Random and "for cause" testing (off site)

- Random and "for cause" testing will be done on-site or off-site at the testing center specified by the DON.
- Individuals selected for off-site testing will be responsible for getting to the laboratory.
- Results will be sent to the Department of Nursing.

Cost of Testing

- The cost for random student drug testing will be included in course fees.
- The cost of "for cause" drug testing will be borne by the student.

Action in the Event of a Positive Urine Drug Test

- The student who tests positive for a non-prescribed drug in the urine will be prohibited from engaging in clinical and/or laboratory practice.
- Following an initial positive urine test, a second random urine test will be required within three days.
- If both the initial and follow-up drug screens are found to be positive, the student will be withdrawn from clinical and laboratory nursing courses for one year from the start of the semester in which the drug test was positive (i.e. offense occurs in October, student may petition to return at the beginning of the next fall semester).
 - A contract with the student will be offered. The student must sign and comply with the stipulations in the contract if they want to apply for readmission to the nursing program.
 - All costs associated with laboratory fees, transportation to counseling or Alcoholics Anonymous (AA) meetings will be borne by the student.
- The student will be referred to faculty of the DON for possible dismissal, which requires a majority faculty vote.
- In addition, the urine drug testing data will be forwarded to the office of the Associate Dean/Director of Judicial Affairs. Any disciplinary action imposed by the Office of Judicial Affairs is separate from and in addition to the action of the DON.

Petition for Readmission to the DON

- One year following the positive drug screen, the student may make a written request to be readmitted to the DON. The letter of request shall at least include:
 - Documentation of contract compliance.
 - A recovery plan that the student will continue to follow until graduation.
 - Evidence of a drug test completed within seven days prior to the written request. The test must be done by a laboratory approved by the DON and must have been an observed urine and followed the customary chain of custody procedures.

Confidentiality

- A separate file for drug testing procedures and results will be maintained in a secure area in the Dean of Nursing's office.
- If action is required subsequent to positive drug testing, the information regarding drug testing results or treatment information will be treated as confidential and disclosed only to faculty or the student's adviser and other specifically designated university personnel who have a legitimate educational need to know in order to perform the responsibilities of their positions.
- However, if a student tests positive for any non-prescribed substance in the future, and is dismissed from the Department of Nursing, the drug test results and subsequent actions will be reported to the Capital University Office of Student Judicial Affairs. Post-licensure students will additionally be reported to the Ohio Board of Nursing.

**Drug Screening
Student Certification, Release and Authorization**

I, _____
(Student Name) (Student ID #)

hereby affirm that I have read and understand this Drug Testing policy for Students in the Department of Nursing, and that I have had an opportunity to ask responsible Department officials any questions I may have about the policy.

I hereby give my consent to any person, agency, or organization conducting any test or providing any treatment or other service pursuant to this policy to provide information on the results of such test, treatment or other service directly to the Dean of Nursing or the Dean's designated representative.

Student Signature **Date**

Witness Signature **Date**

Approved: SON Faculty Organization, 10/16/06

Declaration of Legal Use of Prescribed Medication

Date: _____

I, _____
(Student Name)

am currently taking the following medication prescribed for me by the Health Care
Provider noted below:

(Physician or Qualified Advanced Practice Nurse) (Phone number)

The medication is prescribed for _____
(Health Alteration)

and treatment will be completed on _____ .
(Date)

Student Signature / Date

Approved: SON Faculty Organization, 10/16/06

Contract to Return to Clinical Nursing Practice/Laboratory/Classroom

I, _____, as a student in the Department of Nursing, hereby agree to:

- Follow the Aftercare Contract that was developed as a result of an assessment for substance abuse. The contract was dated _____ and a copy is attached to this contract.
- Follow any additional requirements or conditions set forth by the Dean of Nursing that are related to problematic behavior.
- Have a urine test for drugs done one week prior to beginning a clinical module or semester. The test will be done at the laboratory that the Department of Nursing has identified.
- Have a drug test done within four hours “for cause” and 12 hours if random after being contacted. This can be a random screening or for cause. If I refuse to have testing done, I understand that I will be unable to attend class or clinical experiences.

This contract will be in effect from the initial signing until such time as I successfully complete the program in which I am enrolled in the Department of Nursing and graduate from Capital University. I understand that I will be responsible for all costs associated with laboratory fees, transportation to counseling or Alcoholics Anonymous (AA) meetings.

This contract does not replace the usual expectations of students in the nursing program nor does it replace student personnel policies and disciplinary policies of Capital University.

I understand that Capital University Department of Nursing will maintain the confidentiality of my information and documentation of my progress as outlined in the Drug Testing Policy for Students in the Department of Nursing so long as I remain in compliance with this contract. However, if I test positive for any non-prescribed substance in the future, I will be dismissed from the Department of Nursing and reported to the Capital University Office of Student Judicial Affairs and the Ohio Board of Nursing.

I have read the contract, it has been explained to me and I understand it. I voluntarily and knowingly enter into this contract. My signature is validation of this agreement.

_____	_____
Student	Date
_____	_____
Adviser	Date
_____	_____
Dean of Nursing	Date

Approved: SON Faculty Organization, 10/16/06

Minimum Sanction Guidelines for Specific Violations of the Student Code of Conduct

The following are minimum guidelines that will be used when determining sanctions for various violations of the Student Code of Conduct. Capital University reserves the right to impose disciplinary and other educational sanctions (essays, flyers, programs) as appropriate to the specific violation of the Student Code of Conduct.

Alcoholic Beverages/Drugs

Capital University's alcoholic beverage/drug policies are intended to foster the development of self-directed, responsible citizens, and to promote the university community's health, safety and respect for the law (see alcoholic beverages and other drug policy).

VIOLATION: Students under legal drinking age (under age 21)/in the presence of alcoholic beverages

- Minimum Recommended Sanction for the First Alcohol Violation
 - Required online alcohol education workshop
 - A written warning.

- Minimum Recommended Sanction for the Second Alcohol Violation
 - A written warning with parental notification for financially dependent students
 - Referral to counseling through the Center for Health & Wellness
 - Up to a \$100 fine

VIOLATION: Possession/consumption of alcoholic beverages

- Minimum Recommended Sanction for the First Alcohol Violation
 - Seizure and disposal of the beverage
 - Required online alcohol education workshop
 - Referral to counseling through the Center for Health & Wellness
 - A written warning with parental notification for financially dependent students
 - Ten community service hours
 - \$50 fine

- Minimum Recommended Sanction for the Second Alcohol Violation
 - Seizure and disposal of the beverage
 - Referral to counseling through the Center for Health & Wellness. Failure to comply with the screening and recommendations may result in removal from student housing program.
 - Disciplinary probation status
 - Capital aid review and parental notification for financially dependent students
 - 20 community service hours
 - \$100 fine

- Minimum Recommended Sanction for the Third Alcohol Violation
 - Seizure and disposal of the beverage
 - Continued participation in the minimum required alcohol counseling sessions, with documentation of completed intervention by a licensed clinician. Failure to document completion of an alcohol counseling program may result in suspension from the university for at least one semester.
 - Capital aid review and parental notification for financially dependent students
 - 40 community service hours
 - \$250 fine
 - Removal from residence halls/on-campus housing
 - Suspension or dismissal

VIOLATION: Illegal manufacture, possession or sale of illegal drugs or controlled substances and/or possession of drug paraphernalia

- Minimum Recommended Sanction for the First Violation (quantity of illegal substance/nature of offense corresponds with a misdemeanor in the legal system)
 - Seizure of contraband with transfer to legal authorities and filing of charges
 - Professional assessment with a licensed clinician, with documented follow-through and recommendation(s) Notification to the Financial Aid Office to ensure compliance with applicable federal/state laws if convicted of a drug crime
 - Parental notification for financially dependent students
 - Disciplinary probation or suspension
 - \$150 fine

- Minimum Recommended Sanction for the Second Violation (quantity of illegal substance/nature of offense corresponds with a misdemeanor in the legal system)
 - Seizure of contraband with transfer to legal authorities and filing of charges
 - \$300 fine
 - Parental notification for financially dependent students
 - Suspension or Dismissal from the university
 - Notification to the Financial Aid Office to ensure compliance with applicable federal/state laws if convicted of a drug crime

To be eligible for readmission, an individual found responsible for violating the Student Code of Conduct must obtain a professional assessment from a licensed clinician and document follow through of the counselor's recommendation.

- Minimum Recommended Sanction for the First Violation (quantity of illegal substance/nature of offense corresponds with a felony in the legal system)
 - Seizure of contraband with transfer to legal authorities and filing of charges
 - Parental notification for financially dependent students
 - Suspension from the university
 - to the Financial Aid Office to ensure compliance with applicable federal/state laws if convicted of a drug crime

To be eligible for readmission, an individual found responsible for violating the Student Code of Conduct must obtain a professional assessment from a licensed clinician and document follow through of the counselor's recommendation

Belligerent Behaviors

VIOLATION: Belligerent behaviors include aggressive, argumentative, quarrelsome, loud-mouthed, confrontational, cantankerous, foul and/or abusive language directed at University officials acting in the performance of their duties.

- First offense in an academic year
 - \$25 fine
 - Disciplinary probation
- Second offense in an academic year
 - \$50 fine
 - Disciplinary probation
 - Capital aid review
 - Parental notification for financially dependent students
- Third offense in an academic year
 - \$100 fine
 - Disciplinary probation
 - Capital aid review
 - Parental notification for financially dependent students
- Fourth offense in an academic year
 - Removal from the university housing
 - Capital aid review
 - Parental notification for financially dependent students

Biohazard Clean-Up/Bodily Fluids

VIOLATION: Improper disposal of hypodermic needles, syringes, and/or bodily fluids inappropriately appearing in public areas of residence halls

- Minimum Recommended Sanctions
 - First offense in an academic year
 - Educational Sanction
 - Written warning
 - Second offense in an academic year
 - \$25 fine
 - Disciplinary probation
 - Third offense in an academic year
 - \$50 fine
 - Disciplinary probation

Records of Disciplinary Action

A file containing records and information regarding a student's conduct and campus life, including disciplinary actions, is maintained by the Dean of Student Affairs Office in accordance with the university's records policy and applicable federal and state law.

Information other than "directory information" is not released to parties outside the university without the written permission of the student. Information from a student's file is shared with faculty and staff of the university only on an authorized, "need-to-know" basis. Students may review the contents of their files in the Dean of Student Affairs Office. Parents of financially-dependent students will be notified of repeated or serious violations of the code of conduct, and are authorized to review those files in the Dean of Student Affairs Office. The university reserves the right to appropriately inform the campus community about disciplinary decisions.

Please refer to the Drug Testing for Students for a definition of terms. Because it is a requirement of employment, the cost of the drug testing will be covered by the Department of Nursing. If a test must be done a second time because the first one was found to be positive, the potential faculty member will pay for the second test.

Suggested Undergraduate Bulletin Copy

The Capital University Department of Nursing has in place a Drug Testing Policy that affects all nursing students. Clinical facility policies universally require that Departments of nursing using their clinical facilities develop and implement a drug testing policy, to meet the requirements of the Joint Commission on Accreditation of Healthcare Organizations (JCAHO). The policy can be found on the Capital University Department of Nursing website.

Appendix L: Occupational Health: Policy & Guidelines

Occupational Health Policy and Guidelines

There are inherent risks and health hazards in all occupations and professions. Nursing is no exception. The Nursing Code of Ethics requires that we care for all needing our services, regardless of their health situation. The Department of Nursing takes responsibility for protection of its students and employees through education to assess and minimize exposure to health risks.

Policy

Content in undergraduate nursing courses will address known risks to the health practitioner and prevention techniques. Faculty and students will be accountable for following established practices for reducing occupational health risks. Examples of occupational health risks include back strain, stress, exposure to communicable disease, or other injury. Faculty and students are encouraged to keep detailed personal health histories and build positive health habits for health promotion and disease prevention.

Emergency care for injuries associated with clinical experience will be given in the clinical agency for both faculty and students, according to agency resources and policies. Follow-up care is available through Campus Health Services or a private practitioner of choice.

Guidelines

Faculty are responsible for notifying the Dean of Nursing should a health problem arise which could affect their safety and performance in the clinical area and seek appropriate follow-up care. Students are responsible for notifying their adviser or clinical faculty member should such a health problem arise.

DSE 9/26/90; Rev 3/98; 8/10
10/15/90
DON Faculty

Appendix M: Registration Instructions

Go to **webadvisor.capital.edu**

Select "Log In" and enter your User ID and Password

Select Students

Select Search and Register for Sections

Read "**Terms and Conditions of Financial Responsibility**"

Click the empty box below and click "Submit"

Select the desired term in the "Term" drop box.

(Example: "2014 Fall Semester")

Select Nursing for Subjects

Select the desired Graduate Level in the "**Course Level**" (optional)

Click "Submit"

A list of courses meeting your selection criteria will appear.

Click on the "Select" box of each class for which you wish to register.

Click "Submit" (at bottom of screen)

Recommended to select an individual action for one course at a time as "RG Register"

Click "Submit"

Wait until processed. If successful, you will receive a screen telling you what courses were processed and what courses you are currently registered for. If not successful, **scroll up to see your error message.**

Use the section number index below when needed.

Section number index:

Suffix letters following numbers:

"T1" or "T2": EX. (01T1, 01T2) These are track courses and meet every other week. Track one, T1 courses begin the first week of the semester and track two, T2 courses begin the second week of the semester.

"M1" or "M2": EX. (01M1, 01M2) These are module (mod) courses and meet 1/2 of the semester. Mod one, M1 courses meet the first half of the semester and Mod two, M2 courses meet the second half of the semester.

08/10; 06/13 ERS

Appendix N: Tuition Waivers

Tuition waiver certificates are issued annually at the close of the spring term to affiliating clinical agencies on the basis of one certificate (one course) for every 270 hours of undergraduate and graduate clinical experiences using the formula – hours per week x number of weeks x number of students = total hours divided by 270 = number of certificates.

- Any hours less than 270 remaining at the end of the year will carry over to the next academic year.
- Department of Nursing tuition waivers are valid for two (2) years from June 30th following the date of issue.
- Issuance of tuition waiver certificates to individuals occurs at the discretion of the affiliating clinical agency.
- Tuition waiver certificates may be used at the rate of one (1) certificate per individual per academic term.
- Tuition waiver certificates must be used by the certificate expiration date.
- Tuition waiver certificates must be submitted to the Finance Office within the academic term for which they are to be redeemed.

Directions for use of a Department of Nursing Tuition Waiver Certificate

The Department of Nursing issues tuition waiver certificates to affiliating clinical agencies.

The clinical agency assigns the tuition waiver certificate to the student by completing the “agency portion” of the Tuition Waiver Certificate.

The student brings the certificate to the Department of Nursing (BHSN 327) for validation. The Dean of Nursing validates certificates for all students. Registration has generally already occurred; the Dean will clarify the course for which the tuition waiver will apply.

If the requested course is closed, the student may select an alternate course with the approval of the Nursing Department Dean.

The student presents the validated tuition waiver certificate to the Finance Office (Yochum Hall, Room 103), and pays the \$50 service fee and any additional tuition charges and fees.

Questions about the use of this tuition waiver may be directed to the Dean Administrative Assistant (236-6638).

Appendix O: Variance Report

Responsibilities of Students

To support professional growth in the spirit of learning and to promote a culture of safety, the Department of Nursing (DON) faculty expect behavioral characteristics of the student that include but are not limited to, accountability, safety in clinical practice, ethical conduct, responsibility for learning, professional appearance, attitude, communication, and adherence to academic or professional and disciplinary policies. If a student has been identified by faculty as exhibiting behaviors at variance or minimally congruent with the DON expectations or with specific course objectives, academic, or professional policies, or policies of clinical agencies, the faculty will complete the report entitled, Responsibilities of Students: Variance Report. The faculty member initiates the Variance Report to alert the student that an area of concern has been identified and that improvement is necessary in expected behaviors. The faculty may also initiate a contract with the student for remediation and/or refer the variance report to the Nursing Academic Affairs Committee for a determination on the course of action as stipulated by policy.

This procedure will be followed:

- A written description of the student behavior that is at variance with academic or professional responsibilities as stipulated in but not limited to the Department of Nursing Student Handbooks, the Capital University Bulletin, Course Syllabi, and/or Policies of Affiliated Clinical Agencies.
- A written description of ways (goals/interventions/remediation) that must be achieved to modify the behavior and a date by which the upgraded performance must be achieved.
- A verbal discussion between student and faculty, concerning the behavior at variance from expected responsibilities of students including the plan for goal/interventions/ remediation and the achievement date. This is a conference time for clarification and questions.
- After the discussion, both student and faculty sign and date the Variance Report and a copy is given to the student; the faculty keeps the original for the student file.
- The student is then asked to respond to the Variance Report in writing by completing the student response part of the form within the timeframe stipulated. The student should describe factors that may have contributed to the behaviors, the potential or actual consequence of the behaviors, and ways to assure that the behavior does not reoccur.
- A date for a discussion of the student response is set at which time the student and faculty signature is required on the response form.
- The Variance Report and student response is then copied and sent to the student's adviser, the Nursing Academic Affairs Committee, the Associate Dean of the Post-Licensure Nursing Program, the Dean of Nursing, and the Student. The original copy is filed in the student's file in the Department of Nursing.

- After the date of achievement, faculty will document in writing the behavior, growth/progress or lack of progress and forward the report to the Chair of the Nursing Academic Affairs Committee.
- Copies of the Variance Report will remain in the Student's Nursing File and be noted in the professional behavior area of the clinical folder.
- All Variance Reports are reviewed by the Nursing Academic Affairs Committee.

The Nursing Academic Affairs Committee reviews Variance Reports to track patterns in the Department of Nursing to assure safe and quality nursing care as well as adherence to policies, guidelines, standards and procedures of the Department of Nursing, Capital University, and the State Board of Nursing. The Nursing Academic Affairs Committee may make recommendations regarding policies to the Faculty of the Department of Nursing or the University based on review of Variance Reports.

For situations of academic or professional misconduct including but not limited to, serious, severe, or repeated breaches of academic or professional policies, guidelines, standards and procedures of the Department of Nursing, Clinical Agencies, Capital University or the State Board of Nursing, the Nursing Academic Affairs may make a determination of sanctions. The Nursing Academic Affairs Committee's actions may include any of the Academic or Disciplinary Sanctions as approved by the Department of Nursing Faculty and outlined in the Department of Nursing Student Handbook. The committee may meet with the student to discuss the situation and sanctions. Students have a right to meet with the committee prior to committee action and should consult with their adviser for assistance. Situations of serious, severe, or repeated violations of Faculty Expectations of Student Behavior, Department of Nursing Policies as defined in the Department of Nursing Student Handbooks, Course Policies defined in syllabi or in course orientations, Clinical Agency Policies defined in orientation to clinical sites or in Clinical Guides, patient safety violations or medication errors may result in sanctions or termination (dismissal from the nursing program). In these situations, it is not required that students be provided an opportunity for remediation before a determination of sanctions.

Referral to On Campus Student Services may be required as remediation, which may include, but not be limited to, services offered by the Center for Health & Wellness, the Office of Academic Success, or Disabilities Services. Documentation of participation in these services is required.

The committee's actions will be documented in writing and a copy will be given to the student and the faculty member who has written the Variance Report, the student's adviser, the Associate Dean of the Post-Licensure Nursing Program, the Dean of Nursing, and a copy will be placed in the student's file. The committee's action on termination will go to the Dean of Nursing for final approval. Appeal of the Nursing Academic Affairs Committee decisions (related to sanctions/termination) can be made to the Executive Committee of Nursing on the basis of new information. Appeal of termination (dismissal) decisions from the Nursing Program can be made to the Provost only on the basis of new information.

The faculty member may consult with the Dean of Nursing, the Associate Dean of the Program, the Student's adviser or the Chair of the Nursing Academic Affairs Committee or other appropriate personnel concerning the situation regarding the Responsibilities of Students: Variance Report

Variance Report
Faculty Report
Page 1

A. Faculty's description of behavior at variance with the Responsibilities of Students outlined in policies, guidelines, standards or procedures of the Department of Nursing Student Handbook, Capital University Bulletin and Student Handbook, Clinical Agencies, Course Syllabus, and/or the State Board of Nursing:

B. Description of ways in which the student must improve/correct behavior:

C. Plan of Learning and Remediation:

D. Date by which remediation must be achieved: _____

Student Signature / Date

(This signature means that I have read this document and agree to complete the contract of learning and remediation by the date stipulated.)

Faculty Signature / Date

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Original: Student Dept. of Nursing File
cc: Dean, Associate Dean, Adviser, Student

Variance Report
Student Response
Page 2

1. Describe the behavior identified by the faculty that was at variance with the expected Responsibilities of Students as outlined in the policies, guidelines, standards or procedures of the Department of Nursing Student Handbook, Capital University Bulletin or Student Handbook, Clinical Agencies, Course Syllabus and/or the State Board of Nursing:

2. Describe the potential or actual consequences of the unacceptable performance/behavior identified by the faculty:

3. Identify factors that contributed to the behaviors that are at variance:

4. Describe your understanding of the learning contract for growth, progress or remediation plan as stipulated. List several ways to assure that the unacceptable behaviors do not reoccur.

Student Signature / Date

(This signature means that I have read this document and agree to complete the contract of learning and remediation by the date stipulated.)

Faculty Signature / Date

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Original: Student Dept. of Nursing File
cc: Dean, Associate Dean, Adviser, Student,
and Chair, Academic Affairs Committee

Variance Report
Page 3

Faculty Report on Resolution of Behavior at Variance with Expected
Responsibilities of Students

Faulty description of resolution of plan for growth, progress and/or remediation:

Student Signature / Date

(This signature means that I have read this document and agree to complete the contract of learning and remediation by the date stipulated.)

Faculty Signature / Date

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Original: Student Dept. of Nursing File
cc: Dean, Associate Dean, Adviser, Student,
and Chair, Academic Affairs Committee

Appendix P: Faculty Expectations of Student Behavior

For class, seminar, and laboratory sessions students are expected to demonstrate accountability by:

1. Attending and participating in all scheduled sessions.
2. Preparing for all sessions by completing all readings and other assignments prior to the session.
3. Reviewing and applying, when appropriate, knowledge and skill acquired in previous courses.
4. Being on time for all sessions and, if unavoidably late, notifying the faculty person.
5. Making prior arrangements for an anticipated absence.
6. Notifying faculty at the earliest opportunity of the reason for unanticipated absence.
7. Arranging with faculty to make up any material or experiences missed because of absence.
8. Meeting deadline dates for submission of papers and taking examinations on dates and times scheduled in course calendar.
9. Arranging ahead of time for an extension for paper submissions or rescheduling of examinations when there are extenuating circumstances. Note: Poor time management or more than one assignment due the same date is not considered extenuating circumstances.
10. Evaluating own learning progress throughout the module or semester.
11. Assuming responsibility for discussing with faculty concerns about learning experiences and own learning needs.
12. Completing and signing the evaluation forms for faculty and course evaluation at the end of module or semester.

For clinical learning experiences students are expected to demonstrate accountability by:

1. Attending and participating in all scheduled clinical experiences.
2. Preparing adequately for clinical experiences by:
 - a. knowing the essential information about client's health status;
 - b. knowing the name, action, dosage, side effects and nursing action for client's medications.
 - c. knowing and being able to describe client's treatments and procedures: reviewing and applying, when appropriate, previously acquired knowledge and skills.
3. Reporting to the clinical area prior to the time indicated and if unavoidably detained, notifying the instructor, appropriate staff person, and/or unit.
4. Making prior arrangements with faculty for an anticipated absence.
5. Following the outlined procedure for notifying faculty and clinical unit if unable to meet clinical assignment due to illness or emergency.
6. Reporting to the clinical area wearing appropriate attire with appropriate equipment and name badge.
7. Uniform/Name Tag: When appropriate to the setting, students wear a clean, long, white laboratory coat for the clinical/field experience. A Capital University Department of Nursing pin is worn in the clinical/field experience setting. When a laboratory coat is not appropriate, a Capital University Department of Nursing name pin should be worn with appropriate attire. Name pins may be ordered from the Department of Nursing Administrative Assistant in BHSN 327.
8. Maintaining their own physical and mental health status at a level which ensures safe functioning in the clinical areas.
9. Making arrangements with faculty to make up experiences missed because of absence.
10. Reporting errors or omissions to faculty and appropriate clinical staff.
11. Maintaining confidentiality and privacy of clients and families.
12. Assuming responsibility for discussing clinical learning needs and opportunities.
13. Evaluating their own clinical learning experiences, progress and performance, the module, the semester, and the program.
14. Participating in clinical evaluation conferences with the instructor, reading, commenting, if appropriate, and signing clinical evaluation forms.

Appendix Q: Nursing Writing Rubric

Name: _____ Course: _____ Date: _____

Name of the Assignment: _____ Instructor: _____

Criteria	Level 4 Exceeding	Level 3 Meeting	Level 2 Developing	Level 1 Emerging
Organization	<ul style="list-style-type: none"> • There is a strong introduction, body, & conclusion/summary • Introduction contains purpose, overview & plan for paper • Content is presented in logical manner • Paragraphs are unified, well developed, and logically structured • Transition sentences link paragraphs • Appropriate use of subheadings 	<ul style="list-style-type: none"> • Few errors in introduction, body & conclusion • Most essential elements found in Introduction • Content mostly presented in logical manner • Paragraphs are somewhat lacking in unity, development, or structure • Few errors with subheadings 	<ul style="list-style-type: none"> • Major flaws in introduction, body, or conclusion • Introduction under-developed or missing major components • Major flaws in organization of content • Major flaws in paragraph unity, development, or structure • Subheadings flawed 	<ul style="list-style-type: none"> • Missing introduction, body, and/or conclusion • Introduction missing or very under-developed • Content very disorganized • Paragraphs are not unified, developed, or structured • No use of subheadings
Literature Search And Content	<ul style="list-style-type: none"> • Effectively integrates critical and logical details from scholarly & peer reviewed literature • Literature relates recent and/or relevant information • Author citation used appropriately • Meets required number of references drawn from a variety of sources (journals, books, web sources) 	<ul style="list-style-type: none"> • Attempts to connect details supported from scholarly literature • Most references from literature are recent & relevant • infrequent errors in author citation • Mostly meets required number of references drawn from a variety of sources 	<ul style="list-style-type: none"> • Writing is sometimes vague or ambiguous • Ideas weakly supported from scholarly literature • Many references from literature are outdated or irrelevant • Frequent errors in author citation • Few required references used 	<ul style="list-style-type: none"> • Major flaws – details are missing • Details are irrelevant or inappropriate • Ideas not supported from scholarly literature • References are missing or from sources of unreliable quality • References used ineffectively, if at all

Knowledge Integration, Analysis & Synthesis	<ul style="list-style-type: none"> • Effectively applies knowledge relevant to course concepts • Compare & contrast pertinent literature • Analysis reflects original purpose of assignment • Reflects synthesis by integrating & presenting existing information in a new way • Demonstrates depth of thinking in paper • Proper use of paraphrases & quotations 	<ul style="list-style-type: none"> • Mostly applies knowledge to course concepts • Some evidence of compare & contrast • Analysis mostly reflects original purpose • Some synthesis evident in paper • Some depth in thinking • Mostly paraphrases & uses direct quotations appropriately 	<ul style="list-style-type: none"> • Little evidence of applied knowledge to course concepts • Little evidence of compare & contrast • Little analysis or synthesis is reflected in paper • Little depth of thinking reflected in paper • Uses too many direct quotations & little paraphrasing 	<ul style="list-style-type: none"> • No evidence of applied knowledge to course concepts • No evidence of compare & contrast • No analysis or synthesis evident in paper • Only surface level or factual thinking reflected in paper • Inadequately uses direct quotations and paraphrases
Criteria	Level 4 Exceeding	Level 3 Meeting	Level 2 Developing	Level 1 Emerging
Grammar and Punctuation	<ul style="list-style-type: none"> • No typos or spelling errors • Superior language control • Sentence construction is appropriate – no run-ons, sentence fragments, or comma splices • Very few if any punctuation errors • No informal language (eg. slang, colloquialisms, conversational language, hyperbole, poetic-metaphorical, lay terms) 	<ul style="list-style-type: none"> • Few spelling errors or typos • Solid language control • Few sentence errors • Several instances of punctuation errors • Few instances of using informal language 	<ul style="list-style-type: none"> • Somewhat frequent spelling errors or typos • Satisfactory language control • More than a few sentence errors • More than a few instances of informal language • Frequent punctuation errors 	<ul style="list-style-type: none"> • Numerous spelling errors or typos • Less than satisfactory language control • Frequent sentence errors • Overuse of informal language • Very frequent punctuation errors

APA Format	<ul style="list-style-type: none"> • No citation errors in paper or reference list • References are clearly keyed to text citations • Adheres to APA guidelines (eg. margin & font size, title page, page numbers, spacing, justification & other formatting) • Short & long quotations used appropriately • No errors in verb tense or subject verb agreement • No evidence of plagiarism 	<ul style="list-style-type: none"> • Few errors in citation or reference list • Few errors in APA guidelines <ul style="list-style-type: none"> - _____ - _____ • Few errors in use of short or long quotations • Few errors in verb tense or subject verb agreement • No evidence of plagiarism 	<ul style="list-style-type: none"> • Frequent errors in citation or reference list • More than a few errors in APA guidelines <ul style="list-style-type: none"> - _____ - _____ - _____ • More than a few errors in quotations • More than a few errors in verb tense or subject verb agreement • Some instances of incomplete, missing, or improper citation 	<ul style="list-style-type: none"> • Frequent serious errors in citation or reference list • Text citations not in reference list • Frequent serious errors in APA guidelines <ul style="list-style-type: none"> - _____ - _____ - _____ • Frequent serious errors when using quotations • Many errors in verb tense or agreement in subject & verb • Evidence of plagiarism and use of content without proper citations or permission
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Comments and Recommendations: