DISCLAIMER

This Handbook is not a contract, expressed or implied. The contents herein are subject to change, revision, cancellation, or withdrawal without published notice and without liability. The nursing faculty reserves the right to make changes in policies, curriculum, course requirements, graduation requirements and any other matters related to the program. Course syllabi are controlling in matters of course and clinical performance evaluations. Students will be notified of changes in a timely manner to ensure the greatest likelihood of student success.
# STUDENT HANDBOOK TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accreditation Information</td>
<td>4</td>
</tr>
<tr>
<td>Licensure</td>
<td>5</td>
</tr>
<tr>
<td>Letter from RN Nursing Board</td>
<td>6</td>
</tr>
<tr>
<td>Nursing Faculty and Staff</td>
<td>8</td>
</tr>
<tr>
<td>Historical Overview</td>
<td>9</td>
</tr>
<tr>
<td>Mission</td>
<td>10</td>
</tr>
<tr>
<td>Core Ethical Values</td>
<td>11</td>
</tr>
<tr>
<td>Nursing Framework</td>
<td>11</td>
</tr>
<tr>
<td>American Nurses Association Code for Nursing</td>
<td>13</td>
</tr>
<tr>
<td>End of Program Student Learning Outcomes</td>
<td>14</td>
</tr>
<tr>
<td>Curriculum</td>
<td>15</td>
</tr>
<tr>
<td>Transfer Students</td>
<td>16</td>
</tr>
<tr>
<td>Core Performance Technical Standards</td>
<td>17</td>
</tr>
<tr>
<td>Clinical Readiness</td>
<td>20</td>
</tr>
<tr>
<td>CPR</td>
<td>20</td>
</tr>
<tr>
<td>Malpractice Liability Insurance</td>
<td>20</td>
</tr>
<tr>
<td>Blood Bourne Pathogen Policy</td>
<td>21</td>
</tr>
<tr>
<td>Program Curriculum – ADN</td>
<td>22</td>
</tr>
<tr>
<td>Program Curriculum – BSN</td>
<td>24</td>
</tr>
<tr>
<td>Program Curriculum – RN–BSN</td>
<td>28</td>
</tr>
<tr>
<td>Orientation</td>
<td>30</td>
</tr>
<tr>
<td>Adverse Weather Policy</td>
<td>30</td>
</tr>
<tr>
<td>Guidelines for Student Status</td>
<td>30</td>
</tr>
<tr>
<td>Nondiscrimination Statement</td>
<td>31</td>
</tr>
<tr>
<td>Policy for Students with Disabilities</td>
<td>31</td>
</tr>
<tr>
<td>Nursing Students Roles and Responsibilities</td>
<td>31</td>
</tr>
<tr>
<td>Attendance</td>
<td>32</td>
</tr>
<tr>
<td>Clinical/Lab/Simulation</td>
<td>32</td>
</tr>
<tr>
<td>Professional Dress</td>
<td>33</td>
</tr>
<tr>
<td>Student Workload Policy</td>
<td>34</td>
</tr>
<tr>
<td>Drug &amp; Alcohol Testing Policy</td>
<td>35</td>
</tr>
</tbody>
</table>
Social Media Policy .................................................................................................................. 37
Academic Advising .................................................................................................................. 38
Registration .............................................................................................................................. 38
Course Schedule Change ........................................................................................................ 40
Students Rights under FERPA for Postsecondary Institutions ................................................ 40
Evaluation of Student Performance ....................................................................................... 41
Grading Notification Policies .................................................................................................. 41
Testing Policy .......................................................................................................................... 42
Progression Policy ................................................................................................................... 43
Repeat of Nursing Courses ..................................................................................................... 44
Withdrawal from the Nursing Program ................................................................................... 45
Leave of Absence ..................................................................................................................... 45
Readmission to the Nursing Major .......................................................................................... 47
Classroom Audit Policy ........................................................................................................... 47
Course Hours and GPA ............................................................................................................. 48
Student Records ...................................................................................................................... 48
Academic Integrity ................................................................................................................... 49
Grievance Procedures ............................................................................................................. 56
Electronics in the Clinical Setting ............................................................................................ 56
Electronics in the Classroom ..................................................................................................... 57
Scholarships .............................................................................................................................. 57
Student Nurses Organizations ................................................................................................. 57
Student Class Representatives ................................................................................................. 58
Pinning Ceremony ..................................................................................................................... 59
Awards ....................................................................................................................................... 59
University Facilities and Services ............................................................................................ 60
Patient Safety Policy ................................................................................................................. 62
Student Responsibilities for Medication Administration .......................................................... 62
Incident Reports ....................................................................................................................... 62
ATI Policy .................................................................................................................................. 64
Glossary of Terms ...................................................................................................................... 72
ACCREDITATION INFORMATION

The University of Charleston is accredited by the Higher Learning Commission and the Bachelor of Science in Nursing (BSN) programs are fully accredited by the West Virginia Board of Examiners for Registered Professional Nurses (WV RN Board) and the Accreditation Commission for Education in Nursing (ACEN). The Associate Degree in Nursing (ADN) program has received Candidacy for Accreditation status from (ACEN). Contact information for the accrediting agencies is as follows:

Higher Learning Commission
230 South LaSalle Street, Suite 7-500
Chicago, IL 60604
Phone: 800-621-7440
www.hlcommission.org

West Virginia Board of Examiners for Registered Professional Nurses
90 MacCorkle Ave. SW, Suite 203
South Charleston, WV 25303
Phone: (304) 744-0900 or 1-877-743-NURS(6877)
Fax: (304) 744-0600
Web Address: www.wvrnboard.wv.gov
Email: rnboard@wv.gov

Accreditation Commission for Education in Nursing
3343 Peachtree Road NE, Suite 850
Atlanta, GA 30326
Phone: 404-975-5000
Fax: 404-975-5020
www.acen.org

ACCREDITATION COMMISSION FOR EDUCATION IN NURSING (ACEN)

The Accreditation Commission for Education in Nursing (ACEN) supports the interests of nursing education, nursing practice, and the public, by the functions of accreditation. “Accreditation is a voluntary, self-regulatory process by which non-governmental associations recognize educational institutions or programs that have been found to meet or exceed standards and criteria for educational quality” (ACEN, 2014). Accreditation also assists in the further improvement of the institution or its programs, as related to resources invested, processes followed, and results achieved. Students benefit from accreditation by qualifying to attend other accredited schools when pursuing higher degrees, and by also having a competitive edge in the job market.
Licensure
Graduates are qualified to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN). Graduates of the Nursing programs meet academic requirements to apply to take the licensing examination, however, the West Virginia Board of Examiners for Registered Professional Nurses (RN Board) may deny licensure to individuals convicted of a crime. Please refer to the letter to Prospective Nursing Applicants from the RN board on pages 6-7. Other states may have different criteria for licensure and students are advised to seek information regarding licensure eligibility directly from Boards of Nursing in states where the graduate anticipate licensure.
Date: June 27, 2017

To Prospective Nursing Applicant:

Individuals who are considering entering the nursing profession and who may have a criminal history often ask about potential barriers to licensure following successful completion of an approved nursing program. While it would be nice to know this prior to making a decision to enter the program, obtaining that information is not possible under current West Virginia law.

The West Virginia Board of Examiners for Registered Professional Nurses (Board) makes decisions about licensure based upon a number of questions on the application and on an individual basis. The application (or the background screening) that indicates a criminal history is considered a non-routine application and must be reviewed by the Board staff and possibly referred to the Board’s Disciplinary Review Committee (DRC).

Each application is reviewed on its own merits. The Board of Nursing has created guidelines for specific offenses to be approved in the Board office; however, the staff cannot make determinations in advance as laws and rules do change over time. Felony convictions, violent crimes, other more serious misdemeanors and repeat offenders are required to go before the DRC. Simple misdemeanors, such as some traffic violations, loitering and disturbing the peace can be approved by the disciplinary section of the Board. Any evidence of rehabilitation is important to the Board members when making a licensure decision.

Board applications require the applicant to provide the Board with an original certified copy of all court documents relative to a conviction. This means the applicant must go to the county or other appropriate authority where the conviction occurred and have the clerk of the court certify with a raised seal that the documents are a complete copy of the record. Applicants cannot pick and choose what documents are provided to the Board. A complete copy of the criminal record must be provided. The Board’s applications require the applicant to provide a letter of explanation as to the events surrounding the conviction. This means the applicant must write in his/her own words what happened to cause the conviction.

Board applications also require an applicant who has a drug or alcohol problem to provide to the Board a copy of all treatment records. The applicant must sign a release with the treatment provider and have the documents sent directly from the provider to the Board office. A letter of explanation from the
applicant must also be provided with this information. This letter should explain the applicant’s history of use/abuse of drugs and/or alcohol and his/her progress since treatment.

The Board may issue a license under probationary conditions, which could include direct supervision, random drug screens, employer reporting, counselor reporting and other necessary monitoring requirements. Further, the Board may deny licensure until certain requirements are met. The law allows the Board to require applicants to submit to a physical or psychological examination and to have the results of the examination provided directly to the Board. Refusal to submit to an examination when required will result in the application being denied. Applicants who qualify may be referred to the Board’s monitoring and recovery program West Virginia Restore.

Each school of nursing makes independent decisions about admissions into their program and may require criminal background screening as part of that process. It is important for schools of nursing to know the admissions policies that exist on their campuses relative to criminal convictions and drug and alcohol use/abuse. Administrators should know the policy and actively enforce it. For those nursing programs without crucial admissions policies, administrators need to lobby the campus leaders to create realistic policies that can guide the individual programs as they make admission decisions. The School’s general counsel should be contacted for assistance.

Clinical facilities may limit or prohibit students with criminal histories from participating in clinical experiences. Other options may not exist for the student to complete required clinical hours in order to obtain a nursing degree; thus, such a student may not be eligible for licensure in West Virginia.

As stated above, the license application requires disclosure of any criminal history and the disposition of all cases prior to Board review. Acceptance into a nursing education program is the decision of the school. Entering and staying in the nursing education program is the prospective student’s decision based upon the knowledge that he/she may, or may not, be granted a nursing license by West Virginia. However, every state has its own requirements, so an applicant may be licensed in another state even if West Virginia denies licensure. All of the above factors should be taken into consideration prior to making a decision about a nursing career.

For more information, obtain the West Virginia Nursing Code and Legislative Rules, by visiting www.wvrnboad.wv.gov.
# Capito Department of Nursing
## Nursing Faculty and Staff

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</tbody>
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### Historical Overview
#### Capito Department of Nursing

During the 1950’s and 1960’s, Charleston area hospitals offered nursing programs, including programs at Kanawha Valley Hospital, McMillan, Charleston General and St. Francis Hospitals. As these diploma programs began to close, area hospital administrators began to look to area colleges to open an alternative BSN Program and brought in Dr. Mildred Montag to the Charleston area as a consultant. Dr. Montag is credited with initiating ADN education in the United States. After negotiations with local state colleges failed, the administration of what was then Morris Harvey College, now the University of Charleston, agreed to institute an associate degree program in nursing. To assure financial stability, hospitals involved in the establishment of this program agreed to supply funding. Several area physicians and other benefactors, headed by Dr. Bert Bradford, agreed to assist in the initial funding of the program.

In February of 1964, an associate degree program in nursing was opened at Morris Harvey College. The first class graduated in 1966. During that same year, the family of a local physician, Dr. Gustavus B. Capito, MD (1878-1960) generously provided funding in his memory to support the nursing program. The program was named in his honor, the Gustavus B. Capito Memorial Nursing Program, today known as the Capito Nursing Program.

The Capito Nursing Program achieved accreditation in 1966 by the National League for Nursing, the national accrediting agency for professional nursing programs. Full, continuing accreditation was maintained by the program from 1966 until the associate degree nursing program closed in 2012.

During the mid1980’s the development of the Bachelor of Science in Nursing (BSN) program was initiated. The program, received approval for implementation by the West Virginia Board of Examiners for Registered Professional Nurses in 1986 and in the fall of 1987, students were admitted to the baccalaureate nursing program. The first class completed this program in May 1991 and the BSN program achieved initial accreditation by the National League for Nursing in spring of 1992. The nursing program has received continued accreditation by West Virginia Board of Examiners for Registered Professional Nursing and national nursing accreditation by the National League for Nursing, now the Accreditation Commission for Education in Nursing (ACEN).

Local hospitals in the Beckley area approached the University to start a non-traditional, weekend, hybrid associate degree nursing program in 2013 due to the need for Registered Professional Nurses. Hospitals in the Beckley area, along with foundations and gifts from private benefactors, provided funds to implement the program. The West Virginia Board of Examiners for Registered
Professional Nurses approved the development and implementation of the ADN program in October 2014. The first cohort was admitted in January 2015 and graduated in May 2016.

An online RN-BSN was developed and implemented in 2013. In 2010 a report from the Institute of Medicine recommended at least 80% of all nurses have a BSN degree by 2020. This program was designed to meet the need of working RN’s wanting to pursue the BSN degree. The first student graduated from the program in December 2015 and the program was accredited in the spring of 2016.

The nursing program faculty are diverse in experience and expertise. They have a vast history of professional nursing experience and the advanced education necessary for participation in contemporary nursing education. All nursing faculty hold unencumbered licenses to practice nursing in West Virginia.

University of Charleston nursing graduates make up a substantial portion of Registered Professional Nurses employed throughout West Virginia. Since the inception of the first nursing program, more than 3,000 graduates have entered professional nursing practice, many achieving leadership positions in administration, education, and advanced practice through graduate preparation.

**MISSION**

The mission of the Capito Department of Nursing is to provide quality, evidence-based academic and clinical education programs that prepares graduates for a career of productive work, enlightened living, and life-long learning as registered professional nurses who deliver safe, compassionate, and competent care to individuals and communities.

Modeled after, and congruent with, the mission, vision, and values of the University, the programs, through combined nursing and liberal arts education, prepare graduates in all three of UC’s mission-critical areas of productive work, enlightened living, and community involvement.

- Graduates are prepared for a life of productive work as registered professional nurses;
- The programs encourage enlightened living through emphasis on the need for life-long development of evidenced-based nursing practice, and embeds information literacy skills in courses delivering the UC Critical Thinking Liberal Learning Outcome (LLO); and
- Finally, the programs promote community engagement through various community service projects and promotes serving society in interactions as registered professional nurses.

The nursing programs provide a solid foundation for advanced education. Nursing programs are guided by the Accreditation Commission for Education in Nursing; the American Nurses Association (ANA) Standards and Scope of Practice; the National League for Nursing; (NLN); Quality and Safety Education for Nursing (QSEN); and the West Virginia Board of Examiners for Registered Professional Nurses (WV RN Board) Nurse Practice Act.
Core Ethical Values

The educational philosophy of the University of Charleston’s Nursing Programs is based on the National League for Nursing (NLN) Educational Competencies Model and incorporates the seven core values of the National League for Nursing Competencies Framework which includes caring, diversity, ethics, excellence, holism, integrity, and patient centeredness (NLN, 2010).

In congruence with the American Nurses Association (ANA) and the National Council State Boards of Nursing (NCSBN), the Capito Department of Nursing discourages any misappropriate use of social media, including but not limited to, postings on Facebook, Instagram, Twitter, etc.

As a Department of Nursing, we require nursing students to follow the American Nurses Association Fact Sheet – Navigating the World of Social Media which can be reviewed under the following link:


Also, as a Department of Nursing we require nursing students to have a thorough understanding of the National Council State Boards of Nursing (NCSBN) Social Media Guidelines for Nurses which can be accessed at the following web address:

https://www.ncsbn.org/347.htm

Please note the student will be held responsible for knowing and following the information found under these links – this includes videos, modules, and any other communications regarding social media conduct found therein. The student will acknowledge this information by signing a received and read copy of this handbook.

Nursing Framework

Seven core values of the National League for Nursing (NLN) are implicit in nursing's historic paradigm and are foundational for all nursing practice. They are shown at the root of the model, to indicate that each type of nursing program and each competency must be grounded in these fundamental values. (p. 8)

Emerging from the seven core values are six integrating concepts, context and environment; knowledge and science; personal and professional development; quality and safety; relationship-centered care; and teamwork. These concepts are shown as bands around the program types, illustrating progressive and multidimensional development in students during learning experiences. The critical feature of the bands is an enveloping feedback mechanism that acknowledges the ongoing advancement of nursing education, as new graduates return new learning, gleaned from multiple sources, to nursing practice through nursing education. In this way, nursing practice and nursing education remain perpetually relevant and accountable to the public and all those in need of nursing. (p. 8)
The nursing conceptual framework is based on the National League for Nursing (NLN) Educational Competencies Model and the components within it. Condensed into the 19 concepts listed above core values, integrating concepts, and program outcomes into behaviors sets which for ease of use can be traced across the curriculum in course organization, content, and evaluation strategies:

1. Safe care that is culturally and developmentally appropriate centered on building and sustaining positive, healthful, relationships with families and individuals. Integrating Concept: Quality and Safety; Core value: Integrity
2. Practicing within the legal, ethical and professional scope of registered professional nursing. Integrating Concept: Teamwork
3. Fostering human flourishing in clients, team members and self. Integrating Concept: Relationships Centered Care Core Value: Caring; Core Value: Patient Centeredness
4. Showing increasing ability to make clinical nursing judgments. Integrating Concept: Context and Environment; Core Value: Diversity; Core Value: Holism

The nursing faculty believe “all nurses should display integrity, respect diversity in all forms, uphold given legal and ethical responsibilities and strive for excellence while promoting caring, holistic, patient centered care” (NLN, 2010).

Integrating Concepts of the nursing program’s curriculum emerge from the seven core values identified by the National League for Nursing (2010). The six integrating concepts include:
• Context and environment
• Knowledge and science
• Personal and professional development
• Quality and safety
• Relationship-centered care
• Teamwork

Within the Conceptual Framework schematic, these concepts are shown as bands around the program types, illustrating their progressive and multidimensional development in students during their learning experiences. The critical feature of the bands is an enveloping feedback mechanism that acknowledges the ongoing advancement of nursing education, as new graduates return new learning, gleaned from multiple sources, to nursing practice through nursing education. In this way, nursing practice and nursing education remain perpetually relevant and accountable to the public and all those in need of nursing. (National League for Nursing, 2010, p.8.)

American Nurses Association Code for Nursing

The Code for Nurses is based on belief about the nature of individuals, nursing, health, and society. Recipients and providers of nursing services are viewed as individuals and groups who possess basic rights and responsibilities, and whose values and circumstances command respect at all times. Nursing encompasses the promotion and restoration of health, the prevention of illness, and the alleviation of suffering. The statements of the Code and their interpretation provide guidance for conduct and relations in carrying out nursing responsibilities consistent with the ethical obligations of the profession and quality in nursing care.

Code of Ethics for Nurses

1. **Provision 1:** Respect for Others. The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.
2. **Provision 2:** Commitment to the Patient. The nurse’s primary commitment is to the patient, whether an individual, family, group, community or population.
3. **Provision 3:** Advocacy for the Patient: The nurse promotes, advocates for, and protects the rights, health and safety of the patient.
4. **Provision 4:** Accountability and Responsibility for Practice. The nurse has authority, accountability, and responsibility for nursing practice; makes decisions, and takes action consistent with the obligation to promote health and to provide optimal care.
5. **Provision 5:** Duty to self and duty to others. The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence and continue personal and professional growth.
6. **Provision 6:** Contribution to healthcare environments. The nurse through individual and collective effort, establishes, maintains and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.
7. **Provision 7:** Advancement of the nursing profession. The nurse in all roles and settings advances the profession through research and scholarly inquiry, professional standards development, and generation of both nursing and health policy.

8. **Provision 8:** Promotion of community and world health. The nurse collaborates with other health professional and public, to promote human rights, health diplomacy and reduce health disparities.

9. **Provision 9:** Promotion of the nursing profession: The profession of nursing collectively though its professional organization, must articulate nursing values, maintain the integrity of the profession and integrate principals of social justice.

**End of Program Student Learning Outcomes**

The goals of nursing education for each type of nursing program can be summarized in four broad program outcomes. Nurses must use the skills and knowledge learned to enhance human flourishing for patients, communities, and self. The nurse should show sound nursing judgment and continually develop professional identity. Finally, nurses must approach all issues and problems in a spirit of inquiry. All essential program- specific core nursing practice competencies and course outcomes are assumed within these four general aims. (p. 9)

The ultimate goal of the nursing program is to graduate mature, expert learners. UC’s nursing programs uphold the core values of the National League for Nursing: caring, diversity, ethics, integrity, patient-centeredness, excellence, and holism as evidenced by the end of program student learning outcomes. Upon completion of the nursing program the graduate will be prepared to:

**Bachelor Science of Nursing (BSN)**

- **Human Flourishing:** Create a plan of care through collaboration with the patient or designee that respects the diversity of the patient’s individual values and needs.
- **Nursing Judgement:** Analyze judgments made in practice, substantiating them with evidence that uses the nursing process to integrate nursing science with the provision of safe, effective care.
- **Professional Identity:** Implement their role as a nurse in ways that reflect integrity, responsibility, and ethical practice.
- **Spirit of Inquiry:** Apply current best practices to plan, implement, and evaluate safe and effective patient care.

**Associate Degree of Nursing (ADN)**

- **Human Flourishing:** Advocate for patients and families in ways that promote his or her self-determination, integrity and ongoing growth as human beings.
- **Nursing Judgement:** Develop judgements in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care and promote the health of patients within a family and community context.
- **Professional Identity:** Implement one’s role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving identity as a nurse committed to evidence-
based practice, caring, advocacy, and safe quality care for diverse patients within a family and community context.

- **Spirit of Inquiry**: Examine the evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and offer new insights to improve the quality of care for patients, families, and communities.

**Curriculum**

Nursing program curricula is organized and logically sequenced from basic nursing concepts to complex health problems. The curriculum is guided by the American Nurses Association (ANA) Code of Ethics for Nurses (2015) and the ANA Scope and Standards of Practice (2010) as well as professional standards and competencies. Integral to these beliefs is a nursing program that respects scholarly endeavor, promotes learning and develops moral and ethical integrity throughout the program. Faculty develop, review, assess, and refine the curriculum for relevancy, currency, and academic rigor. Changes in the curriculum are based on theoretical research, review of the literature, current trends and issues, student and faculty feedback, and input from communities of interest. The curriculum is congruent with University policies, as well as state and national guidelines.

Each course and level in the nursing programs have syllabi which are specifically designed with readings, assignments, activities, and clinical experiences designed to assist the students in meeting the student learning outcomes. Outcomes are measured throughout the curriculum by multiple evaluative methods including University and program rubrics, clinical evaluations, exams, ATI Content Mastery Series and comprehensive exams, nursing student portfolios and senior capstone projects.

Student Learning Outcomes (SLO’s) are cumulative and become increasingly complex as students move throughout the three levels of the curriculum: foundational, midlevel and advanced. Using the revised version of Bloom’s Taxonomy of Learning Domains to describe progression through the levels, the curriculum communicates the amplification of knowledge, skills and behaviors necessary to accomplish the SLO’s at increasing levels of complexity. Analyses of student learning outcomes reflect established professional standards, guidelines and competencies. Teaching learning plans reference the Accreditation Commission for Education in Nursing; the American Nurses Association (ANA) Standards and Scope of Practice; the National League for Nursing; (NLN); Quality and Safety Education for Nursing (QSEN); and the West Virginia Board of Examiners for Registered Professional Nurses (WV RN Board) Nurse Code and Legislative Rules. SLO’s are leveled and incorporated throughout the curriculum.

A variety of clinical experiences are provided to the student throughout the curriculum. Clinical experiences are carefully selected and support the achievement of the SLO’s. Affiliation agreements are in place for all clinical agencies and are maintained by the programs Administrative Assistant. The learning activities and instructional methodologies have been developed in conjunction with the SLO’s, current standards, and best practices.

The nursing programs have an ongoing and dynamic systematic, comprehensive plan to evaluate student learning outcomes, role specific competencies, and ACEN Standards. The systematic
evaluation plan (SEP) is evaluated annually and revised, as appropriate. The faculty use these findings in aggregate to improve curricular and content changes for end of program student learning outcomes.

Several constituencies are given access to data. The advisory board is informed of trend data and provides input about changes. The University Curriculum Committee reviews major curricular changes and the University Assessment Committee reviews the assessment reports on a 3-year cycle. Annual reports are submitted to the ACEN and copied to the WV RN Board that includes assessment information. Data is provided for all groups about program completion, licensure passage rates, job placement rates, and graduate and employer satisfaction. The following benchmarks have been set and are evaluated on an annual basis:

- **Completion**: 75% of graduates will complete the nursing program within 150% of time of first entering the nursing course.
- **Licensure Passage Rates**: 80% of first time test takers will successfully complete the NCLEX-RN exam within 12 months after graduation.
- **Job placement**: 80% of graduates will be employed as Registered Professional Nurses within 6 months after graduation.
- **Graduate Satisfaction**: 70% of graduates will be satisfied with the program.
- **Employer Satisfaction**: 70% of employers will be satisfied with graduates hired.

**Transfer Students**

The Capito Department of Nursing accepts transfer students for the associate degree and bachelor degree programs. Students attempting to transfer to the Department of Nursing must first be accepted to the University of Charleston at which time the student must meet all requirements of the University admission office before applying to a nursing program.

In order to gain admission to the nursing program students must:

- **Have a cumulative Grade Point Average (GPA) of 2.50 or better**
  - Transcripts seven (7) years old or greater will be evaluated on an individual basis.
- **Have a score of 60% or higher on the TEAS ATI exam**
  - The TEAS ATI exam may be taken 3 times per calendar year
  - Waiting period between TEAS ATI exam must be 60 days between attempts
  - The highest score obtained will be used for admission consideration
- **Students applying to the ADN nursing program must have completed the following**
  - BIOL 212/212L Anatomy and Physiology with Lab
- **Students may transfer nursing courses where a ‘C’ or higher has been obtained.**
- **Individual consideration for course acceptance will be evaluated prior to transfer credit being confirmed**
- **Students who have taken combination courses that do not have evidence of individual course completion (example: Pediatrics, Obstetrics, and Mental Health) will be asked to test out of these courses**
  - Testing out includes using ATI Content Mastery exams (if a content mastery exam exists) or a course proficiency/exit exam.
Students who are testing out will be given two (2) opportunities to take the ATI Content Mastery exam or the course/proficiency exit exam.

Students will take the ATI Content Mastery Exam, must obtain a Level 2 or higher to receive credit for that course.

Where ATI Content Mastery Exams do not exist; the student must take a course proficiency/exit exam and the student must achieve an 80%.

For transferring students, consideration will be given for placement within the curriculum and evaluated by the Capito Department of Nursing Faculty course work from another nursing program. Students may be asked to test out of subject areas based upon evaluation of coursework being transferred.

In order to graduate from the University of Charleston the student must complete all graduation requirements outlined in the University of Charleston Student Handbook.

Core Performance Technical Standards

The nursing program at the University of Charleston is rigorous and has specific requirements and demands for the students who enroll. The purpose of the program is to prepare graduates to enter a variety of employment settings and render care to a wide spectrum of individuals requiring professional nursing care. Admission criteria do not discriminate against persons with disabling conditions. All students must meet minimum technical standards to function successfully as health care professionals.

Core performance technical standards have been developed by the nursing faculty. These standards establish the essential qualities considered necessary for students to achieve the knowledge, skills, attitudes, and competencies of the program. The following abilities have been identified as necessary to all students admitted and enrolled in the nursing program.

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Standards</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Abilities/</td>
<td>The functional use of the sense of:</td>
<td>Ability to:</td>
</tr>
<tr>
<td>Observational Ability</td>
<td>• Sight</td>
<td>• Observe clients and respond with appropriate treatments. Interpret</td>
</tr>
<tr>
<td></td>
<td>• Touch</td>
<td>written word</td>
</tr>
<tr>
<td></td>
<td>• Hearing</td>
<td>• Palpate during a physical assessment of a client. Sensitivity to heat</td>
</tr>
<tr>
<td></td>
<td>• Smell</td>
<td>and cold.</td>
</tr>
<tr>
<td></td>
<td>in order to assess, monitor and care safely for individuals in</td>
<td>• Hear and interpret alarms from equipment used to monitor clients.</td>
</tr>
<tr>
<td></td>
<td>potentially hazardous environments.</td>
<td>• Distinguish smells involved in particular disease processes.</td>
</tr>
<tr>
<td></td>
<td>A student must be able to recognize and treat pain in a client.</td>
<td></td>
</tr>
<tr>
<td>Requirements</td>
<td>Standards</td>
<td>Examples</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Requirements                         | Collection of subjective and objective data from patients                                                                                                                                                 | • Explain treatment procedures to clients.  
• Provide client education.  
• Documentation of client status, treatments, procedures, and nursing actions.                                                                 |
| Communication Ability                | The ability to communicate effectively and sensitively with clients and colleagues, including individuals from different cultural and social backgrounds. Students must be able to understand and speak the English language at a level consistent with competent professional practice.  
The ability to document assessment findings and treatment information clearly and accurately either written or electronically.  
Communication includes speech, reading and writing. |                                                                                                                                                                                                       |
| Motor Ability                        | Postural and neuromuscular control and coordination to perform appropriate assessments and treatments using accepted techniques to use equipment and materials safely and efficiently while caring for patients.                                                   | • Positioning of clients.  
• Cardiopulmonary resuscitation  
• Perform functions required for patient care.                                                                                                                                                    |
| Intellectual, Conceptual, and       | The mental capacities to assimilate, analyze, synthesize and integrate concepts and problem solve to formulate assessment and therapeutic judgments and to be able to distinguish commonly                                                                 | • Implementation of the nursing process.  
• Application of information learned in class to clinical.                                                                                                                                           |
<p>| Quantitative Abilities                |                                                                                                                                                                                                           |                                                                                                                                                                                                       |</p>
<table>
<thead>
<tr>
<th>Requirements</th>
<th>Standards</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>recurring deviations from the anticipated norms</td>
<td></td>
</tr>
<tr>
<td>Behavioral and Social Attributes</td>
<td>Display behavior and personal attributes that such as respect, care and</td>
<td>• Establish rapport with clients.</td>
</tr>
<tr>
<td></td>
<td>compassion that are conducive to developing effective relationships with</td>
<td>• Concern for others.</td>
</tr>
<tr>
<td></td>
<td>clients.</td>
<td></td>
</tr>
<tr>
<td>Ability to Manage Stressful</td>
<td>The capacity to maintain composure and continue to function well during</td>
<td>• Maintain professionalism during</td>
</tr>
<tr>
<td>Situations</td>
<td>periods of high stress. This includes the affective behaviors and</td>
<td>stressful times in class and in clinical.</td>
</tr>
<tr>
<td></td>
<td>appropriate demeanor and rapport that relate to professional education</td>
<td>• Cardiopulmonary resuscitation.</td>
</tr>
<tr>
<td></td>
<td>and quality patient care. Emotional stability and the ability to accept</td>
<td>• Display respect to faculty, peers and</td>
</tr>
<tr>
<td></td>
<td>responsibility and accountability in order to exercise judgment and</td>
<td>clients.</td>
</tr>
<tr>
<td></td>
<td>adjust to changing situations. The student must respond immediately and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>effectively to emergency situations that may arise during the care of</td>
<td></td>
</tr>
<tr>
<td></td>
<td>clients.</td>
<td></td>
</tr>
</tbody>
</table>
Clinical Readiness

Students formally admitted to the nursing programs must prove clinical readiness. According to the Center for Disease Control verification of clinical readiness documentation serves as protective safeguard for the benefit of both the student and the patient. The following Clinical Readiness documentation is required:

- Immunizations and blood titers following the Center for Disease Control Guidelines for vaccinations for health care workers: [www.cdc.gov/vaccines/adults/rec-vac/hcw.html](http://www.cdc.gov/vaccines/adults/rec-vac/hcw.html).
- A current American Heart Association Healthcare Provider CPR Certification Card. No other CPR certifications will be accepted.
- Background check from [www.castlebranch.com](http://www.castlebranch.com).
- Physical examination from a nurse practitioner, physician or physician’s assistant, stating the student is psychologically and physically able to participate in clinical rotations and provide direct patient care.
- 10-panel drug Screen from [www.castlebranch.com](http://www.castlebranch.com).
- Must attend the nursing orientation. Date, time and location will be announced.
- Students who do not meet these continuing responsibilities may not be eligible to participate in clinical/laboratory/simulation per the Capito Department of Nursing.

Once admitted to the nursing program contact information will be provided to the student. All documentation must be submitted to CastleBranch by the deadline date. Students failing to submit a complete health record portfolio will be dismissed from the nursing program.

The student health record portfolio for the nursing students is developed and maintained by CastleBranch. CastleBranch, one of the top 10 background screening and compliance tracking solutions companies in the nation, is an accredited member of the National Association of Professional Background Screeners (NAPBS). NAPBS holds CastleBranch to the highest standards in the industry - less than five percent of screening providers hold this accreditation.

All students will have a current criminal background check on file on the CastleBranch website. The criminal background check is a confidential process required for compliance with the hospitals accreditation agency.

Each student will have clinical laboratory practice in our contracting agencies. To comply with agency standards and University of Charleston contractual obligations to our clinical agencies, a satisfactory criminal background check is completed on each person who has patient contact.

**Malpractice (Liability) Insurance**

The University of Charleston provides malpractice/liability insurance for the student upon admission to the Capito Department of Nursing programs.
Blood-borne Pathogen Policy and Guidelines

The University of Charleston adopts recommendations of the Center for Disease Control (2017), [https://www.cdc.gov/niosh/topics/bbp/](https://www.cdc.gov/niosh/topics/bbp/) safety guidelines for the handling of blood and body fluids in teaching laboratories.

Nursing students in the clinical agencies are expected to follow the Universal Precautions as prescribed by agency procedures and protocols. In the event of exposure to the blood or body fluids of another individual in the clinical setting, the student and faculty member will complete the appropriate incident forms and seek evaluation and/or consultation with the Employee Health Service of the agency.
Program Curriculum

Associate of Arts in Nursing Program
Academic Plan 2019-2020
64 Credit Hours

The mission of the Associate of Arts in Nursing (ADN) program is to prepare students for a career as a registered professional nurse (RN). Registered professional nurses practice in a dynamic health care arena utilizing an informed body of knowledge that ensures all members of the public receive safe and quality care. The ADN program is committed to providing accessible, high-quality nursing education to meet the diverse and changing health-care needs of the community and beyond. Graduates of the pre-licensure programs are qualified to apply to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN). Students must complete the following prerequisite courses prior to entering the program: BIOL 212/212L Anatomy and Physiology Lab.

Associate Degree Nursing Program
Curriculum Sequence

<table>
<thead>
<tr>
<th>FRESHMAN</th>
<th>SEMESTER 1</th>
<th>Credits</th>
<th>SEMESTER 2</th>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 101</td>
<td>Freshman Writing I</td>
<td>3</td>
<td></td>
<td>COMM 102</td>
<td>Freshman Writing II</td>
<td>3</td>
</tr>
<tr>
<td>HSCI 105</td>
<td>Essential Concepts for Health Science Professionals</td>
<td>1</td>
<td>NURSA 125</td>
<td>Pathophysiology and Pharmacology I</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>NURSA 101</td>
<td>Fundamentals of Nursing</td>
<td>4</td>
<td>NURSA 110</td>
<td>Medical Surgical Nursing I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>NURSA 101L</td>
<td>Fundamentals of Nursing Clinical/Lab/Simulation</td>
<td>2</td>
<td>NURSA 110L</td>
<td>Medical Surgical Nursing I Clinical/Lab/ Simulation</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>NURSA 204</td>
<td>Health Assessment</td>
<td>3</td>
<td>NURSA 115</td>
<td>Mental Health Nursing</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>NURSA 204L</td>
<td>Health Assessment Lab</td>
<td>1</td>
<td>NURSA 115L</td>
<td>Mental Health Nursing Clinical/Lab/ Simulation</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>PSYC 212</td>
<td>Lifespan and Development</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please Note: Each semester, all courses must be completed with a grade of “C” or better prior to entering subsequent semester courses. Students must maintain a cumulative GPA of 2.50 or better in all courses to progress to the next semester.
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSCI 228</td>
<td>Introduction to Interprofessional Practice</td>
<td>1</td>
<td>NURSA 235</td>
<td>Medical Surgical Nursing III</td>
<td>4</td>
</tr>
<tr>
<td>NURSA 215</td>
<td>Pathophysiology and Pharmacology II</td>
<td>2</td>
<td>NURSA 235L</td>
<td>Medical Surgical Nursing III Clinical/Lab/ Simulation</td>
<td>2</td>
</tr>
<tr>
<td>NURSA 225</td>
<td>Medical Surgical Nursing II</td>
<td>4</td>
<td>NURSA 240</td>
<td>Pediatric Nursing</td>
<td>2</td>
</tr>
<tr>
<td>NURSA 225L</td>
<td>Medical Surgical Nursing II Clinical/Lab/ Simulation</td>
<td>2</td>
<td>NURSA 240L</td>
<td>Pediatric Nursing Clinical/Lab/ Simulation</td>
<td>1</td>
</tr>
<tr>
<td>NURSA 230</td>
<td>Obstetric Nursing</td>
<td>2</td>
<td>NURSA 250</td>
<td>Nursing Practicum</td>
<td>2</td>
</tr>
<tr>
<td>NURSA 230L</td>
<td>Obstetric Nursing Clinical/Lab/ Simulation</td>
<td>1</td>
<td>NURSA 250L</td>
<td>Nursing Practicum Clinical/Lab/ Simulation</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>NURSA 255</td>
<td>NCLEX-RN</td>
<td>2</td>
</tr>
</tbody>
</table>

Please Note: Successful completion of all courses listed for a semester is required for the student to enroll in courses for the following semester.
The Bachelor of Science in Nursing (BSN) consists of 121 credits, including 62 credits of nursing and 59 credits of non-nursing credits. The curriculum sequence is found below.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 171</td>
<td>Anatomy and Physiology I</td>
<td>3</td>
<td>BIOL 172</td>
<td>Anatomy and Physiology II</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 171L</td>
<td>Anatomy and Physiology I Lab</td>
<td>1</td>
<td>BIOL 172L</td>
<td>Anatomy and Physiology II Lab</td>
<td>1</td>
</tr>
<tr>
<td>COMM 101</td>
<td>Freshman Writing I</td>
<td>3*</td>
<td>COMM 102</td>
<td>Freshman Writing II</td>
<td>3*</td>
</tr>
<tr>
<td>HSCI 105</td>
<td>Essential Concepts for HSCI Professionals</td>
<td>1</td>
<td>HSCI 110</td>
<td>History of Health Science</td>
<td>3</td>
</tr>
<tr>
<td>HUMN 1XX</td>
<td>Humanities</td>
<td>3</td>
<td>MATH 121</td>
<td>College Algebra</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 212</td>
<td>Life Span Development</td>
<td>3</td>
<td>SPCH 103</td>
<td>Oral Communication Skills</td>
<td>3**</td>
</tr>
<tr>
<td>UNIV 101</td>
<td>Orientation to University</td>
<td>1</td>
<td>SSCI 1XX</td>
<td>Social Science</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>UNIV 102</td>
<td>The University Experience</td>
<td>2</td>
</tr>
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</tr>
</tbody>
</table>

12 + 3 = 15

15 + 6 = 21

*Embedded in HUMN 1XX and SSCI 1XX

**Embedded in UNIV 102

Please Note: Admission to the BSN program occurs by application during the spring semester of the freshman year. Applicants must score 60% or higher on the TEAS entrance exam and have a cumulative Grade Point Average (GPA) of 2.50 or higher. All courses listed for the freshman level must be completed with a grade of “C” or better prior to entering the sophomore level nursing courses. Students must also maintain a cumulative GPA of 2.50 or better in all courses.
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 127</td>
<td>Microbiology for Allied Health Majors</td>
<td>3</td>
<td>ENG 2XX</td>
<td>Literature</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 127L</td>
<td>Microbiology for Allied Health Majors Lab</td>
<td>1</td>
<td>HSCI 235</td>
<td>Interprofessional Evidence-Based Practicum</td>
<td>1</td>
</tr>
<tr>
<td>HSCI 228</td>
<td>Foundational Concepts for Interprofessional Practice</td>
<td>1</td>
<td>NURSB 210</td>
<td>Medical Surgical Nursing I</td>
<td>4</td>
</tr>
<tr>
<td>NURSB 201</td>
<td>Fundamentals of Nursing</td>
<td>4</td>
<td>NURSB 210L</td>
<td>Medical Surgical Nursing I Clinical/Lab/Simulation</td>
<td>2</td>
</tr>
<tr>
<td>NURSB 201L</td>
<td>Fundamentals of Nursing Clinical/Lab/Simulation</td>
<td>2</td>
<td>NURSB 215</td>
<td>Mental Health Nursing</td>
<td>2</td>
</tr>
<tr>
<td>NURSB 204</td>
<td>Health Assessment</td>
<td>3</td>
<td>NURSB 215L</td>
<td>Mental Health Nursing Clinical/Lab/Simulation</td>
<td>1</td>
</tr>
<tr>
<td>NURSB 204L</td>
<td>Health Assessment Lab</td>
<td>1</td>
<td>NURSB 225</td>
<td>Pathophysiology and Pharmacology I</td>
<td>2</td>
</tr>
</tbody>
</table>

**Please Note:** Progression from the sophomore level to the junior level requires completion of all course work listed for the sophomore level with a grade of “C” or better. Students must maintain a cumulative GPA of 2.50 or better.
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSCI 310</td>
<td>Introduction to Health Informatics</td>
<td>3</td>
<td>HSCI 312</td>
<td>Statistics for Evidence-Based Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURSB 315</td>
<td>Pathophysiology and Pharmacology II</td>
<td>2</td>
<td>HSCI 315</td>
<td>Innovation in Health Science Practicum</td>
<td>1</td>
</tr>
<tr>
<td>NURSB 325</td>
<td>Medical Surgical Nursing II</td>
<td>4</td>
<td>NURSB 335</td>
<td>Medical Surgical Nursing III</td>
<td>4</td>
</tr>
<tr>
<td>NURSB 325L</td>
<td>Medical Surgical Nursing II Clinical/Lab/Simulation</td>
<td>2</td>
<td>NURSB 335L</td>
<td>Medical Surgical Nursing III Clinical/Lab/Simulation</td>
<td>2</td>
</tr>
<tr>
<td>NURSB 330</td>
<td>Obstetrics Nursing</td>
<td>2</td>
<td>NURSB 340</td>
<td>Pediatric Nursing</td>
<td>2</td>
</tr>
<tr>
<td>NURSB 330L</td>
<td>Obstetrics Nursing Clinical/Lab/Simulation</td>
<td>1</td>
<td>NURSB 340L</td>
<td>Pediatric Nursing Clinical/Lab/Simulation</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>14</strong></td>
<td></td>
<td><strong>Total</strong></td>
<td><strong>13</strong></td>
</tr>
</tbody>
</table>

**Please Note:** Progression from the junior level to the senior level requires completion of all course work listed for the junior level with a grade of “C” or better. Students must maintain a cumulative GPA of 2.50 or better.
<table>
<thead>
<tr>
<th></th>
<th>FALL</th>
<th></th>
<th>SPRING</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Course</td>
<td>Title</td>
<td>Credits</td>
<td>Course</td>
<td>Title</td>
</tr>
<tr>
<td>NURSB 404</td>
<td>Nursing Research</td>
<td>3</td>
<td>NURSB 460</td>
<td>Nursing Practicum II</td>
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<tr>
<td>NURSB 450</td>
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<td>NURSB 450L</td>
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<td>NURSB 475</td>
<td>NCLEX-RN Review</td>
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<td>UNIV 459</td>
<td>University Capstone</td>
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<td></td>
<td><strong>16</strong></td>
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<td><strong>12</strong></td>
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</tbody>
</table>

**Please Note:** Students are required to complete all course work listed for the senior level with a grade of “C” or better and maintain a cumulative GPA of 2.50 or better. All students must complete the University Capstone course and successfully pass the ATI Comprehensive Exam.
RN-BSN Program  
Academic Plan 2019-2020  
120 Credit Hours

Credit Awarded for Current Unencumbered or  
Active Temporary RN License  
50 Credit Hours

Foundational Courses  
40 Credit Hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 212</td>
<td>Introduction to Human Anatomy and Physiology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 212L</td>
<td>Introduction to Human Anatomy and Physiology Lab</td>
<td>1</td>
</tr>
<tr>
<td>COMM 101</td>
<td>Freshman Writing I</td>
<td>3</td>
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<tr>
<td>COMM 102</td>
<td>Freshman Writing II</td>
<td>3</td>
</tr>
<tr>
<td>ENG 2XX</td>
<td>Literature</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 212</td>
<td>Life Span Development</td>
<td>3</td>
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<tr>
<td>SPCH 103</td>
<td>Oral Communications</td>
<td>3</td>
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<tr>
<td>Electives</td>
<td></td>
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</table>

Health Sciences Courses  
15 Credit Hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSCI 105</td>
<td>Essential Concepts for Health Science Professionals</td>
<td>1</td>
</tr>
<tr>
<td>HSCI 110</td>
<td>History of Health Sciences</td>
<td>3</td>
</tr>
<tr>
<td>HSCI 228</td>
<td>Foundational Concepts of Interprofessional Practice</td>
<td>1</td>
</tr>
<tr>
<td>HSCI 235</td>
<td>Interprofessional Evidence-Based Practice</td>
<td>1</td>
</tr>
<tr>
<td>HSCI 302</td>
<td>Health Ethics and Policy</td>
<td>3</td>
</tr>
<tr>
<td>HSCI 310</td>
<td>Introduction to Health Informatics</td>
<td>3</td>
</tr>
<tr>
<td>HSCI 312</td>
<td>Statistics for Evidence Based Practice</td>
<td>3</td>
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</tbody>
</table>

Nursing Courses  
15 Credit Hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURSR 302</td>
<td>Advanced Health Assessment for the RN</td>
<td>4</td>
</tr>
<tr>
<td>NURSR 402</td>
<td>Prevention and Population Health</td>
<td>4</td>
</tr>
<tr>
<td>NURSR 404</td>
<td>Nursing Research</td>
<td>3</td>
</tr>
<tr>
<td>NURSR 410</td>
<td>Leadership and Health Policy for the RN</td>
<td>4</td>
</tr>
</tbody>
</table>
*Students will receive 50 credit hours for a current, unencumbered license as a Registered Professional Nurse.

**Students may transfer in up to 40 credit hours, this includes the 50 credit hours awarded for an active, unencumbered RN license.

***Foundation (General Education) courses may be taken at any regionally accredited college or university and must be evaluated for transfer equivalency per University Registrar.

****No residency requirement.

*****The last 30 credit hours of the RN-BSN program **MUST** be taken at the University of Charleston.
Orientation

Orientation to the nursing program is **required** for all new and returning students.

Adverse Weather Policy

During adverse weather conditions please refer to the University of Charleston webpage [www.ucwv.edu](http://www.ucwv.edu). Notification of delays or closures will be posted on the website, on the UC Facebook page and on Twitter. Weather emergency notification and policies can be found in the *UC Academic Catalog* [http://www.ucwv.edu/academics/catalog/](http://www.ucwv.edu/academics/catalog/). The Capito Department of Nursing has specific clinical adverse weather guidelines as listed below. Please make sure you are signed up to receive alerts from the university emergency messaging system. This system will notify you via text message, phone call or email if an emergency were to happen on campus (Charleston or Beckley). You can sign-up to receive alerts via all three or pick a preference. This system will also be used to alert you of weather related cancelations or delays.

**Even if you have previously signed up the service we strongly urge you to check your account and make sure your information is correct.**

To log in or create an account for School Messenger, please visit: [https://asp.schoolmessenger.com/uofcwv/subscriber/](https://asp.schoolmessenger.com/uofcwv/subscriber/)

- Course and clinical cancellations will follow University policy.
- The Capito Department of Nursing reserves the right to cancel clinical based on weather conditions as reported by the National Weather Advisory Service.
- Students will be notified of clinical cancellations within four (4) hours of the clinical start time. Faculty will notify students of clinical cancellation via the eLearn and the University email system.
- If adverse weather occurs during the clinical experience students may be released per instructor discretion based on information from the National Weather Advisory Service.
- If the University has partially cancelled classes, then you are required to attend the remaining duration of that course time frame (e.g. if classes are cancelled before 9am, you are required to show up for the 9a-12p portion of the 8a-12p course).

Guidelines for Student Status

Full-Time Student

A student in the University of Charleston Nursing Program is considered a full-time student when registered for at least 12 credit hours per semester. Full-time students may be eligible for financial aid.
Part-Time Student

A student enrolled in 11 credit hours or less in the nursing program at the University of Charleston is considered a part-time student. Part-time students enrolled in six or more credit hours per semester may be eligible for financial aid.

Nondiscrimination Statement

The University of Charleston does not discriminate against any person because of race, color, religion, sex, national origin, age, disability, or veteran status in administration of its educational policies, scholarship and loan programs, admissions, employment, athletics, and other school-administered programs in accordance with the laws of the United States and the state of West Virginia.

Policy for Students with Disabilities

It is the policy of the University of Charleston to provide reasonable accommodations for qualified individuals with documented disabilities.

This college will adhere to all applicable federal, state, and local laws, regulations and guidelines with respect to providing reasonable accommodations as regards to affording equal educational opportunity. It is the student's responsibility to contact the disability coordinator and provide current documentation from appropriate credentialed persons. The disability coordinator will assist students and faculty in arranging appropriate accommodations. This is in accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act.

For further information please contact the Disability Coordinator at 302 Schoenbaum Library, Clay Tower Building: (304)347-6983.

Nursing Students Roles and Responsibilities

Nursing students are responsible for being aware of and adhering to all University of Charleston policies, all Capito Department of Nursing policies, course and clinical policies, and all legal, ethical, and professional standards and policies set forth by the West Virginia Board of Examiners for Registered Professional Nursing and American Nurses Association’s Scope and Standards of Practice, Code of Ethics for Nurses, and Social Policy Statement.

Legal, Ethical and Professional Standards

The nursing student is responsible for adhering to and following the policies and procedures of the nursing department and the University of Charleston. Students are required to abide by the standards for professional practice set forth by the American Nurses Association (ANA),
National Council State Boards for Nursing (NCSBN), the National League for Nurses (NLN), and the West Virginia Board of Examiners for Registered Professional Nurses.

**Attendance**

Attendance is required in all nursing courses. Methods for monitoring attendance and effects of absences/tardiness on course grades may vary among courses. Specific procedures will be explained in course syllabi and reviewed the first day of class.

Excused student absences are those identified in the UC Class Attendance Policy in the *UC Academic Catalog*. Legitimate reasons include illness of a student, attendance at a University approved function, and/or severe illness or death of an immediate member of the family. The individual course syllabi may also stipulate additional attendance policy requirements dependent upon the course requirements.

If there is to be an excused absence, it is the responsibility of the student to inform the instructor in advance, if possible. Students must supply documents verifying an excused absence such as a provider’s excuse for illness. The formal, written excuse must be signed by the provider and be on that clinic’s approved excuse form.

**Clinical/Lab/Simulation**

The Accreditation Commission for Education in Nursing (ACEN) and the West Virginia Board of Examiners for Registered Professional Nurses require nursing programs to implement standards for clinical rotations. Nursing programs must document specific clinical rotations which includes dates, times, facility, students, and assignments. Faculty must document any deviation in clinical rotations. Clinical/lab/simulation rotations are required for all students enrolled in the nursing program. Specific policies for clinicals/lab/simulation is addressed in the course syllabi. All students must meet the expectations of the course regarding clinical/lab/simulation and adhere to the policies of clinical facilities used for clinical rotations.

It is the student’s responsibility to be aware of and to follow the guidance of lab and clinical objectives. The clinical faculty is responsible to providing a copy of these objectives to students prior to each lab or clinical experience. Objectives are to be provided for on-campus, Simulation, observation, direct patient care, community and service learning labs or clinical experiences. Objectives will be posted at the site, posted on eLearn, and/or shared with preceptors, unit managers or charge nurses at the sites.

If the student has an emergency and must miss a clinical/lab/simulation rotation the faculty must be notified prior to the absence. All absences will be evaluated on a case-by-case basis by the faculty, in consultation with the Capito Department of Nursing Program Director. Documentation verifying the reason for the absence must be submitted to the faculty.
immediately upon returning to the missed clinical/lab/simulation rotation. If the absence is excused the student must make arrangements with the faculty member to make up the clinical/lab/simulation rotation. If the absence is determined to be unexcused the student will receive an unsatisfactory for the clinical/lab/simulation rotation and the student will not be able to make up the missed rotation.

Students who miss more than two clinical/lab/simulation rotations will receive a grade of “F” for the course. An unsatisfactory in more than two clinical/lab/simulation rotations will result in a grade of “F” for the course.

Clinical Dress

As representatives of the University of Charleston and the nursing profession, students are expected to maintain a well-groomed, professional appearance consistent with medical asepsis and the policies of the clinical facilities and on-campus labs. Failure to adhere to the specified guidelines can result in students not being permitted to participate in the clinical experience and will be counted as a laboratory absence.

The approved uniform consists of:

- The University of Charleston uniform approved scrubs
- Leather or simulated leather clinical black shoes and socks
- University of Charleston logo patch on left sleeve
- Student photo ID
- Uniform “warming jacket” is optional
- A white lab coat with the University of Charleston logo patch on the left sleeve
- Optional black long sleeve shirt may be permitted under uniform top

All students must have a:

- Watch with second hand
- Bandage scissors
- Stethoscope
- Goggles and CPR airway

Students are expected to present a neat, clean appearance in uniform. The uniform is to be worn only in the hospital and/or specified clinical settings. The lab coat is not to be worn over the uniform while having patient contact. When not in the clinical setting, the student must change to street clothes.

Students may wear engagement rings and/or wedding bands if they choose except in those situations where all jewelry is contraindicated (operating room, applying sterile gloves, etc.). Students are not permitted to wear rings or jewelry in the laboratory.
Students may wear, one small pair of inconspicuous post earrings only. For student safety, no dangling earrings permitted. Body piercings are not allowed including but not limited to tongue piercings, nose piercings, eyebrow piercings, etc. Tattoos must be covered. Flesh color gauged ear plugs must be inserted if ears have been gauged. Bandages are not appropriate coverings for tattoos or piercings since the patient can mistake the bandage for a sign that the student has an infection or open wound. Body alterations, modifications or mutilations are not permitted if they are visible or may be observed by the patient population.

Hair must be confined neatly out of your face. If the hair is longer than the uniform collar, it must be pinned up. Plain, inconspicuous barrettes may be worn. Beards and mustaches are permitted if kept clean, evenly trimmed, and well-groomed at all times.

Fingernails should be kept short and smoothly filed. No artificial nails, tips or polish are permitted.

Open wounds must be dressed and covered appropriately.

A skirt uniform may not be shorter than one inch above the knee.

Smoking is prohibited while in the clinical setting. Students who have a strong tobacco scent or odor will not be permitted to care for patients.

Chewing gum is not permitted during clinical experiences.

Lab coat and student name pin are worn over appropriate street clothes when researching assignments or at other designated times when you are representing the nursing program. No blue jeans, shorts, mini-skirts, low necklines, clothes that expose the waist or hips, or any open-toed shoes are to be worn to clinical experiences.

Do not wear nursing uniforms (or any other uniforms/scrubs) on campus anywhere outside of the clinical setting (i.e. shopping, eating at restaurants, etc.).

Students will be required to wear UC approved uniforms in the Assessment, Skills and Simulation Labs.

**Student Workload Policy**

A student enrolled in the nursing program is expected to give priority to the demands of the required classroom and clinical experiences. This includes adequate study and preparation time. Time spent working can interfere with the time needed for these requirements.

Therefore, the Capito Department of Nursing strongly discourages nursing students from working more than 20 hours per week when enrolled for 12 or more credit hours. As the number of enrolled credit hours increases above 12, the number of hours worked should decrease below 20. If a student chooses to work, the hours worked are not an excuse for failing to meet academic and clinical performance standards and schedules. **Students may not work a shift immediately prior to**
reporting for clinical rotations – as this action is not safe and the student will be dismissed from the clinical experience and will receive a 0% for the assigned clinical experience. Students are encouraged to take advantage of all opportunities for financial aid, including grants, scholarships, and educational loans, in order to reduce and/or eliminate the need to seek employment while enrolled in the nursing program.

Drug & Alcohol Testing Policy

The University of Charleston has a responsibility to maintain a safe environment for its students as well as maintaining safe conditions for patients. Any student under the influence of drugs or alcohol during a clinical experience may pose serious safety and health risks, not only to themselves, but to all those who work with them and to patients for whom they provide care. The unlawful possession, use, or sale of illegal drugs, prescription drugs, over the counter drugs, and/or alcohol in the clinical agency, poses an unacceptable risk for unsafe patient care.

Any registered nurse who is aware that another person has violated the WV Nursing Code and Legislative Rules 19-3-14, 14.1.b, is obligated to report the person to the WV Board of Examiners for Registered Professional Nurses for consideration of disciplinary action. Therefore, UC faculty, students, and agency RNs are required to report any suspicious behavior and arrange drug and alcohol testing.

1. Reasonable suspicion of substance abuse is considered when any student demonstrates unusual, unexplained behavior in the agency environment or during clinical experiences. Observable signs might include, but are not limited to:
   a. Slurred speech
   b. Odor of alcohol on breath or person
   c. Unsteady gait
   d. Disoriented or confused behavior
   e. Significant changes in work habits
   f. Observed behaviors indicative of hallucinations
   g. Unexplained accident or injury
   h. Sloppy, inappropriate clothing and/or appearance
   i. Physically assaultive, unduly talkative, exaggerated self-importance, making incoherent or irrelevant statements in the agency setting
   j. Excessive sick days, excessive tardiness when reporting for clinical or class
   k. Missed deadlines, careless mistakes, taking longer than customary to complete work
   l. Coordination (not normal, swaying, staggering, lack of coordination, grasping for support)
   m. Performance (unsafe practices, unsatisfactory work)
   n. Alertness (change in alertness, sleepy, confused)
   o. Demeanor (change in personality, fighting, excited, combative,
aggressive, violent, argumentative, indifferent, threatening, antagonistic)

p. Eyes (bloodshot, dilated)

q. Other clinical observations consistent with impairment

2. Drug testing may be required for any student who demonstrates behaviors of reasonable suspicion (1a-q) in the clinical environment.

3. Drug testing may be required for any student who demonstrates suspicion of impairment and who has access and/or direct responsibility for controlled substances if known drugs of abuse are missing or otherwise unaccounted for while in the clinical agency. This determination will be made on a case-by-case basis by the agency manager, faculty, and/or Program Director.

4. Informed consent will be obtained prior to testing. Fees associated with testing will be the responsibility of the student.

5. Noncompliance with requests for drug and alcohol screening from a student who demonstrates suspicion of impairment will be viewed as a violation of the Drug and Alcohol Testing Policy. The student may be subject to dismissal from the nursing program.

6. The collection site will be in a standard collection area laboratory or emergency department as per the agency protocol. Non-acceptable and Acceptable values for lab results will be determined according to the agency policies. Collection procedures will adhere to the required “chain of custody” protocol as indicated by the assigned clinical agency.

7. The student who is suspected of substance abuse impairment will be escorted to the collection site with the appropriate faculty member, assigned preceptor, or approved UC representative, who will remain at the collection site until the required specimens are obtained. Agency policy will be followed as required.

8. Following an incident that requires drug or alcohol testing, the student will be sent home by cab or responsible individual. Under no circumstances will the student be allowed to drive home. Arrangements will be made so that the student will be at home after the incident with another individual.

9. The student who is suspected of impairment will be suspended from all clinical activities until the case has been reviewed by the appropriate personnel of committees designated by the nursing faculty.

10. The student’s confidentiality will be strictly maintained. The test results will be communicated only to the student, the Director of the Nursing Programs, the physician reviewing the results with the student, the Dean of Health Sciences, and the WV RN Board.
11. Records will be maintained in a separate file by the nursing department in a secured area. Requests for information will require a court order or may be released by the student’s signed written consent and liability waiver.

12. Any violation of this policy by a student will result in disciplinary action including dismissal from the nursing program, along with reporting requirements to the WV RN Board.

13. Faculty recognizes that chemical dependency is an illness that can be treated. Assistance for students who are dependent on a chemical substance is available through UC as well as West Virginia Restore.

14. The student must provide written documentation from a health care provider of any change in medication to the nursing office.

**SOCIAL MEDIA POLICY**

Social networking is an effective way to communicate with colleagues. Instagram, Facebook, and Twitter have exceedingly grown in application and users are able to post content and share information virtually worldwide. Higher education and health care institutions are rapidly integrating the use of the social media into educational, outreach and marketing strategies.

This does indeed create opportunities for enhanced communication and collaboration. It also makes individuals and institutions more vulnerable and susceptible to potential harm, especially those involved in the healthcare field. Contingent on the privacy setting, any person with access to the internet can obtain profiles, photos, posted opinions, health care information and can share them anywhere and with anyone. The prospective impact on privacy, confidentiality, professional careers and on the health care profession is an important consideration. It is imperative, therefore, to develop a policy which addresses the social media and social networking.

This policy has been adopted to protect and maintain the privacy and confidentiality of students, patients, faculty and other parties connected to the University of Charleston. Nursing students must adhere to the following:

1. Please do not request the faculty and staff to connect with you on social media. Faculty and staff are prohibited from connecting with students on social media.
2. Nursing students may not disclose any confidential or proprietary information of or about UC or any clinical agency used by the nursing program.
3. Use of social media is prohibited in the classroom, clinical/lab/simulation rotation and while performing direct patient care activities or in unit work areas. Use of social media in hospitals and/or clinical facilities is discouraged during rest or meal breaks.
4. Identifiable patient information may not be used or disclosed on any social media venue. Patient privacy must be maintained in all communications. Do not disclose information that may be used to identify patients or their health condition. Any information may be recognized by patients, their families, or their employers. Information leaks, whether the individual is identified by name or not, will constitute a violation of the Health Insurance Portability and Accountability Act (HIPAA) and appropriate action will be taken.

**Academic Advising**

The purpose of academic advising is to assist the student in his/her academic progression. Advising is a central component of the nursing program. Students are to work very closely with their discipline advisor and mentor from the point of pre-enrollment through to graduation. The primary responsibility of an advisor is to assist students in understanding and implementing program procedures, in defining their educational and career goals, and in designing a course of study that meets the students’ goals and fulfills institutional requirements (Crow and Handley, 2004)

The student will be notified of the name of his/her advisor and is encouraged to contact this person to set up an initial advising meeting. Advisors are available by appointment and during scheduled office hours. Advisor’s schedules of office hours are posted on their doors and students should make appointments directly with their advisor. In the event of extraordinary circumstances, a student or faculty member may request a change of advisor. This request must be approved by the Capito Department of Nursing Director (refer to UC catalog for additional advising policy).

It is the students’ responsibility to meet with the academic advisor a minimum of twice a semester. During these required meetings, the student and advisor will:

1. Complete advising documentation prior to the second week of classes and review GPA.
2. Registration and/or pre-registration for classes during University scheduled registration dates.

The awareness of current GPA and academic standing is the responsibility of the student, including cumulative, nursing, and non-nursing required courses, and progression status in the program.

*A GPA of 2.50 in nursing and required non-nursing courses must be maintained by the student in order to progress to the next semester and to graduate from the program.*

**Registration**

All students must meet with their advisor to plan their educational program and to register for courses. Please contact your advisor during registration periods and for questions/concerns. Once enrolled in the nursing program students may not register with anyone except their
advisor. It is the student’s responsibility to schedule appointments with their advisor for the purpose of registration and keep these appointments. Students who register past the registration deadline cannot be guaranteed that sections requested will be open.
Course Schedule Change

At times, it may be necessary to change a course time offering due to faculty or clinical availability. Should this occur, student schedules will be adjusted. Students will be notified of any changes to the schedules in a timely manner.

All schedule changes must be approved by the academic advisor and the Director of the Nursing program. Advice from individuals or other departments regarding course schedules may be in error and may result in problems with course sequencing and/or graduation requirements. Do not register, drop or add any course without first contacting your nursing advisor.

The signature of the nursing advisor and Director is required on all forms. It is ultimately the student’s responsibility to ensure adherence to the nursing program course completion sequence.

RIGHTS AND PRIVACY ACT (FERPA) POLICY

The University of Charleston is committed to maintaining the confidentiality of student records and abides by the Family Educational Rights and Privacy Act (FERPA). The law ensures the confidentiality of student records, permits the student access to his or her records and prohibits the release of records except by permission of the student or by a court order, while permitting the continued release of “directory information” without specific permission of the student. Information determined to be part of a student’s educational record may be released according to the guidelines in this policy. Any other anecdotal information will not be released without the student’s express written consent and/or personal involvement.

In most cases, the University of Charleston will not disclose information from a student’s educational records without the written consent of the student. Normally, disclosure of educational records will occur only when the student or other eligible person makes an express request for such disclosure. All requests for information must be made in writing unless being made by an on-site University of Charleston official. The exceptions in which a student’s educational records may be disclosed without consent include:

- Requests from University of Charleston officials who have a legitimate educational interest in the records;
- Officials of another school in which a student seeks or intends to enroll;
- Requests from certain government officials;
- Appropriate parties in a health or safety emergency; and
- Requests from parents of an eligible student who is claimed as a dependent for income tax purposes. The University will assume students are independent until a written request is made and proof of dependency is show.

A student’s grades will only be mailed to the home address if he or she completes the “Release of Student Information” form in the Student Solutions Center allowing grades to be sent to parents.
Otherwise, grades are posted electronically only.

The University of Charleston will maintain a record of all requests for and/or disclosures of information from a student’s educational records, except for disclosure to University officials. The student may review this disclosure record in the Student Solutions Center.

_The University of Charleston will not disclose information over the telephone, nor will it initiate disclosure, except in cases of health or safety emergencies, serious crimes or to complete financial obligations to the University._

The University of Charleston designates the following items as Directory Information:

- Student name, address, and telephone number;
- E-mail address;
- Date and place of birth;
- Major field of study;
- Participation in officially recognized activities;
- Height and weight of athletic teams;
- Dates of attendance;
- Degrees, honors, and awards received (including Dean’s List) and date granted
- Most recent school attended; and
- Other similar information.

The University may disclose any of these items without prior written consent of the student unless the student has completed and filed in the Student Solutions Center a “Request to Prevent Disclosure of Directory Information” form.

Or you may contact them at the following address:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202-8520

**Evaluation of Student Performance**

**Grading Policies**

All course exams/quizzes will be weighted at 80% of cumulative course total; other assignments will be weighted at 20% of cumulative course total. All end of semester grades are final. If there is a grade dispute, the student is to follow the grade appeal policy as stated in the current _UC Academic Catalog_.


Grading Scale

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>93-100</td>
<td>A</td>
</tr>
<tr>
<td>86-92</td>
<td>B</td>
</tr>
<tr>
<td>80-85</td>
<td>C</td>
</tr>
<tr>
<td>73-79</td>
<td>D</td>
</tr>
<tr>
<td>72-below</td>
<td>F</td>
</tr>
</tbody>
</table>

Calculation Methods

Mid-term and final grades will be expressed as a percentage. Faculty in each course will determine the weight of various assignments and assessment methodologies as indicators of overall student learning. This information will be provided for students in the course syllabi. Course cumulative grade at 0.45% or greater will round up to the next whole percentage point.

Make-Up Exam Policy

Students unavoidably missing an examination due to an excused absence must:
- Directly notify their course instructor, by phone or email prior to the missed exam
- Failure to notify course instructor prior to the exam may result in a grade of ZERO
- Make-up exams must be taken within one week after the student returns to classes
- Make-up exams will cover the same content as the missed exam
- Alternate format of the exam may be given
- Please see the current UC Academic Catalog for a list of University excused absences
- If the absence is not a valid University excused absence, the grade may result in a grade of ZERO

Grading in Clinical Courses

Grading or evaluation of students in clinical components of nursing courses is based upon successful completion of designated criteria specified for each course. These criteria will be provided in the beginning of each nursing course. Criteria are based upon the stated objectives identified for each course. Students will receive a mid-term and a final grade in their clinical area. Final grades are non-negotiable. Students have the right to appeal a course grade in accordance with University Policy as published in the current UC Academic Catalog.

Testing Policy

Every nursing student should have opportunity to participate in constructive testing environments. Each student should have equivalent access to secure testing/assessment activities. Faculty and students have responsibility to contribute in as many ways as possible to this constructive environment.

Implementation of the policy
- A valid university-based absence or a medical provider excuse is required in order to take a missed exam.
During testing/assessment activities, no electronic devices, with the exception of University approved laptops, will be allowed.

All books, purses, coats, hats, papers, electronic devices, etc. are to be placed along the floor in the front of the room during testing.

Barring a medical emergency or a legitimate facility evacuation order, leaving the room during a test or assessment activity is not allowed.

Faculty professional judgment will be used to determine whether late arrivals may take the exam/assessment.

Faculty will not answer questions during tests.

Seating during a test or assessment activity will be determined by individual course faculty.

Group Exams
- Students may have the opportunity for group exams per course, if the faculty so elects to use this exam methodology.
- Students will be placed in groups by the instructor.
- Students who are not present in class during the scheduled exam time forfeit the right for a group exam and will follow make up exam policy.

Student access to exams is limited to the periods of testing and scheduled reviews in secure environments. Tests are *SECURE* materials and the property of the nursing program. It is illegal to reproduce these materials in any form, to have access to secure materials outside the classroom, or to release secure materials to students or any other individual or group.

*More specific exam policies are included in each course syllabus*

**Progression Policy**

All courses, nursing and required non-nursing, must be taken in the sequence published in the UC Academic Catalog. Students must receive a grade of “C” or higher and maintain a Grade Point Average (GPA) of 2.50 or higher to progress to the next semester in the curriculum or to be eligible for graduation.

The nursing curriculum has been intentionally developed to meet the complex demands of the clients. Non-nursing courses have been sequenced to provide the knowledge base to progress to the next semester. Students are cautioned that their successful performance in nursing courses is highly reliant upon content mastered in foundational/non-nursing courses. While students must earn a minimum grade of “C” in all courses, the faculty encourages students to earn the highest grade possible since the course content is an integral support to nursing. Successful completion of these courses supports the development of the knowledge and skill necessary for assuming the role of a registered professional nurse.

Nursing students are required to take the ATI Comprehensive Predictor exit exam during the last semester of the program. Students will be given two opportunities to take and pass the comprehensive exit exam. If a student does not pass the comprehensive exit exam a grade of
“F” will be awarded. The student will need to repeat the course associated with the ATI Comprehensive Predictor.

Repeat of Nursing Courses

If a student fails one component of a nursing course (either theory or clinical/lab/simulation) the student will receive a failing grade in both the nursing theory and clinical/lab/simulation courses. In order to progress to the next nursing courses, both components of the course will have to be repeated with achievement of a minimum of grade of “C” or higher and the student must have a Grade Point Average (GPA) of 2.50 or higher.

Only one nursing course, theory and clinical/lab/simulation, may be repeated. Students wishing to repeat a nursing course are required to audit co-requisite course(s) with the exception of lab components. The student must enroll in the failed nursing courses the next time offered by the University. Content mastery/clinical skills exams may be administered to prove competency prior to enrolling in the failed nursing course.

Failure of a second nursing course will result in dismissal from the nursing program. Students who fail two nursing courses may reapply to the nursing program, meet all admission requirements, and be required to start from the beginning of the curriculum upon admission to the University and nursing program.

Students who do not meet progression standards must request readmission to the nursing program. Readmission to the program is limited to one occurrence. Students requesting readmission to the nursing program must meet all program requirements for admission.

Capito Department of Nursing
Academic Probation Policy

The Capito Department of Nursing Programs recognize the Academic Probation and Academic Dismissal Policy as stated in the University of Charleston 2019-2020 Academic Catalog (p.66). Once a student is admitted to the nursing program, the policies and procedures of the Capito Department of Nursing will take precedence due to the required professional standards and academic rigor. An undergraduate student with a cumulative Grade Point Average (GPA) of 2.50 or higher is considered to be in “Good Academic Standing” within the Capito Department of Nursing. When a student does not obtain a cumulative GPA of 2.50 or higher, they are subject to a one-semester probationary period. The guidelines of the probationary period are as follows:

- A student with a cumulative GPA of 2.49 or below will be placed on academic probation for one semester;
- The student will be notified by his or her advisor regarding probationary status, and work with the advisor and/or Academic Success Center to diligently pursue coursework to increase the GPA to 2.50 or higher;
- A notification letter will be sent to the student from the Associate Program Director regarding probationary status;
The student may be placed on academic probation for only one semester; and, dismissal from the nursing program will result if the student does not attain a cumulative GPA of 2.50 or higher by the following semester. Once a student is academically dismissed from the nursing program, he or she may reapply to the nursing program on the following application cycle, provided all admission requirements set forth by the Capito Department of Nursing are fulfilled. However, students that are academically dismissed will need to start courses from the beginning of the curriculum upon readmission to the program.

Students admitted to the Capito Department of Nursing must complete the program within 150% of the first nursing course attended, as defined by the Accreditation for Education in Nursing (ACEN).

**Withdrawal from the Nursing Program**

A student who wishes to withdraw from the nursing program must complete the appropriate forms and submit the forms to the nursing program advisor in addition to scheduling a meeting with the Director of Nursing. The nursing program advisor will submit the completed forms to the Director of the Capito Department of Nursing. Completion of this process is necessary to facilitate accurate records in the event of future transfer or re-entry requests. Students withdrawing from the University are advised to follow University guidelines for the withdrawal process. Students must contact the Dean of Students when withdrawing from the University (304) 357-4987.

**Leave of Absence**

A leave of absence may be granted for documented medical or extreme personal circumstances. Students will be granted a leave of absence for one semester, provided a letter is submitted to the Director of the Capito Department of Nursing with appropriate documentation. The student will be required to meet with the Director of the Nursing program prior to the leave of absence being granted. If the leave of absence is granted it will not be considered as a withdrawal from the nursing program. A student requiring a leave of more than two semesters, must withdraw from the program and seek university and program re-admission prior to continuing study in the nursing program.

Upon returning from a leave of absence the student must have a grade of “C” or higher in all nursing and required non-nursing courses. The student must have a GPA of 2.50 or higher.

The University of Charleston strives to establish a community environment that is safe, orderly, and contributes toward the personal and intellectual growth of its students. Students enter the University with the understanding that they accept the University’s basic principles and standards of conduct. Consequently, the University reserves the right to require a medical leave of absence of any student, if the Dean of Students or his/her designee concludes that the student possesses a physical or psychological condition that:
• poses a significant danger of causing imminent harm to him/herself or to others;
• substantially impedes the learning opportunities or lawful activity of other members of the campus community;
• reasonably indicates that he/she is unable to meet minimal standards of academic performance and/or social requirements of the University.

University procedures regarding mandatory medical leave of absence are as follows:
1. The Dean of Students or his/her designee will, except in cases of emergencies, notify the student that he/she may be subject to a mandatory withdrawal from the University based upon his/her behavior.
2. The Dean of Students or his/her designee will determine the status of the student in relation to the University after meeting with all parties involved. In University reserves the right to notify the student’s parent, guardian, or appropriate relative in the case of an act of self-destructive behavior or an apparent threat of serious harm. Such cases will be handled on an individual basis.
3. If a medical leave of absence is required, the Dean of Students or his/her designee shall inform the student, in writing, of the reason for the University’s action, the terms and conditions of the medical leave of absence and the terms and conditions for readmission to the University.
4. If a medical leave of absence is required, the student will be given the opportunity to elect voluntary withdrawal.
5. In case of medical leave of absence, the student shall be eligible for a refund of tuition and room and board charges on a prorated basis as described by the University refund policy on student withdrawals as stated in the University’s academic catalog.
6. A request for readmission following a medical withdrawal for psychological reasons, whether voluntary or required, will require the student to submit a report of a psychologist or psychiatrist indicating diagnosis, prognosis and recommendations. This report, submitted to the Dean of Students or his/her designee, must indicate completion of recommended treatment and reasonable expectation of ability to continue with the student’s academic and social responsibilities at the University. The Dean of Students or his/her designee, in consultation with the counselor or physician, will decide upon the request for readmission.
7. A request for readmission following a medical withdrawal for physical reasons, whether voluntary or required, will require the student to submit a report of a physician indicating diagnosis, prognosis and recommendations. This report, submitted to the Dean of Students or his/her designee, must indicate reasonable expectation of ability to continue with the student's academic and social responsibilities at the University. The Dean of Students or his/her designee, in consultation with the physician, will decide upon the request for readmission. In some medical or psychological conditions, it is in the best interest of the student and the institution to take emergency action without delay. In such a circumstance, the student will be taken to a nearby medical or psychiatric emergency facility. Upon returning from a leave of absence the student must have a grade of “C” or higher in all nursing and required non-nursing courses. The student must have a GPA of 2.50 or higher.
**Readmission to the Nursing Major**

Any student who has withdrawn from the nursing program or been granted an approved leave of absence for more than one semester must apply for re-entry through the University Admissions Office and readmission to the nursing program. Readmission is a one-time occurrence.

Students must request readmission to the nursing program in writing via email to the Director of the Nursing program. The readmission request must include the following:

1. A description of the situation surrounding withdrawal;
2. An explanation of the steps which the student has taken or will take to change the situation, and the reasons readmission to the program is justified.

Decisions on applications for readmission depend upon availability of space in the program and requirements of the clinical facility availability. Readmission will depend on the student’s previous academic standing, current GPA, and grades in nursing and required non-nursing courses.

Students who are readmitted must meet current catalog and curriculum requirements. The student may be required to audit nursing courses and/or take content mastery/skills exams to verify competency.

**Classroom Audit Policy for Continued Program Progression**

Only non-clinical nursing courses and didactic portions of clinical nursing courses can be audited. Students must pay an auditing fee as determined by the University.

Students auditing a course for the purpose of program progression will be required to:

- Request the audit from the faculty.
- Adhere to class attendance policies.
- Participate in all course exams, quizzes and assignments (including ATI)
- Submit a letter from the course faculty addressed to the Director of the Nursing program stating that the student met the audit criteria and the faculty member recommends readmission into the next nursing course.

Failure to meet any of the requirements stated above will result in immediate dismissal from the nursing program.
Course Hours and GPA

Candidates for an ADN or BSN degree must complete the required number of credit hours and courses in order to graduate. In addition, students must have a GPA of 2.50 or higher and a grade of “C” or higher in all nursing and required non-nursing courses. ADN graduates must complete at least 15 credit hours at UC and BSN graduates must complete a minimum of 30 credit hours prior to graduation. All UC Liberal Learning Outcomes for the program must be met in order to graduate. Students must apply for graduation during the last semester of the program. Please check with your advisor or Student Solutions for application deadlines. Students must also pass the end of program content mastery exam.

Graduation Requirements

In order to ensure successful preparation for the NCLEX-RN exam, the faculty has developed minimal standards for progress and graduation from the nursing program. Graduation requirements include:

- The successful completion of all course work with a “C” or higher,
- Completion of University of Charleston Liberal Learning Outcomes,
- Comprehensive Predictor, and
- A cumulative GPA of 2.50 or higher.

Student Records

The educational records of students are protected by the provisions of the Federal Family Educational Rights and Privacy Act (FERPA). Congruent with that legislation, conversation with anyone other than the student or relevant educational personnel is prohibited without the expressed written permission of the student. While students are enrolled in program, the official records are kept in the Registrar’s Office and a copy of each student’s advising record is maintained in the nursing department.

Student records include the following documents:

1. Admission Application
2. Clinical Readiness Electronic Reports
3. Progression
4. Advising
5. ATI testing
6. Student work
7. Graduation
8. Miscellaneous records such as email communications and/or correspondence

Upon graduation, the student’s official records are retained in the Registrar’s Office and nursing department advising records are stored for 5 years, then shredded.
Any student wishing to review his/her record may do so using the following process:

- Make an appointment with the Director of the Capito Department of Nursing.
- Review the materials in the presence of the Director of the Nursing program or designated faculty member.

Please note, clinical readiness documents will not be released. Students are to maintain the original vaccination, titer, CPR, etc. records.

**ACADEMIC INTEGRITY**

For a community of learners to thrive, all members must engage in the educational process with honesty and integrity. The University of Charleston community holds firmly to the belief that all members of the community are responsible for promoting and protecting academic integrity. Cheating, plagiarism, fabrication, or facilitating academic dishonesty will not be tolerated.

It should be noted that a hearing involving academic dishonesty – discussed below – is an academic matter, and not a criminal or civil legal proceeding. Rather, it is a process unique to the community of scholars that comprise a university. It is designed to protect the rights of the students accused of violating integrity standards, to educate students, and to deter further violations. Faculty members may use evidence and their professional judgment to determine whether a student has violated academic integrity. The expectation is to follow the rules of “preponderance of evidence” rather than “evidence beyond a reasonable doubt” in the process described below.

The University of Charleston believes that students learn and develop greater knowledge of academic integrity as part of our educational process. The Academic Integrity process is designed to facilitate a student’s development of this understanding while requiring accountability for violation of the policy. The following is an outline of the levels of academic integrity infractions and sanctions:

**Academic Dishonesty Levels**

1) *Minor Infraction (Student lacks understanding)*
   a. Examples include but are not limited to:
      i. Improperly formatted citation(s) within a document
      ii. Improper in-text citation.
      iii. Partial paraphrase makes an attempt but lacks understanding
   b. Consequences
      i. First infraction - Training with Reference & Instruction Librarian and/or possible failure of assignment at the faculty member’s discretion. Failure to comply within one month of notification will result in the sanction being upgraded to a standard infraction and the student will receive an automatic F in the course.
ii. Second infraction - This becomes a Standard Academic Violation. See section 2-b-i.

2) Standard Academic Violations (Cheating, plagiarism, fabrication or facilitating academic dishonesty)
   a. Examples include but are not limited to:
      i. Second minor infraction
      ii. Cutting and pasting or manually copying another’s intellectual property w/o proper citation
      iii. Cheating on exam
      iv. Giving or receiving answers to a test or assignment
      v. False insertion of citation
      vi. Copying a classmate’s assignment and passing it off as your own work.
      vii. Collaborating inappropriately (anything not approved by your professor) while completing outside coursework.
   b. Consequences
      i. First infraction (or second minor infraction) – Failure of the course (F). An “F” indicates that the course can be repeated, and the grade can be replaced. Student must also complete training with the Reference & Instruction Librarian (See section1-b-i) If training is not completed the “F” will be change to an FX in the course. With an FX the student can repeat the course, but the grade will remain on the student’s transcript and will be calculated in their GPA. (See section 2-b-ii)
      ii. Second infraction - Failure of course with dishonor (FX). A student can repeat the course, but the grade will remain on the student’s transcript and will be calculated in their GPA. Student must also complete training with the Reference & Instruction Librarian (See section1-b-i) If training is not completed the FX will be considered egregious. (See section 3-b-i)
      iii. Third infraction – This becomes an Egregious Academic Violation. See section 3-b-i

3) Egregious Academic Violations (Above and beyond standard academic violations)
   a. Examples include but are not limited to:
      i. Third standard violation
      ii. Stealing and/or sharing exams or other work or documents
      iii. Buying or selling papers for the purpose of cheating
      iv. Impersonating another student or to have another person impersonate you in any academic work such as testing, papers or online assignments.
      v. Fabrication of research results or falsifying a report of research processes
   b. Consequences
      i. Failure of course with dishonor (FX) and expulsion from the university
NOTE: Students caught assisting other students with their coursework who are doing so in an unethical manner (cheating) and who are also not enrolled in the course with the student they are assisting will then be sent to the Office of Student Leadership and Engagement. The office will handle the case under the “Acts of Dishonesty” portion of the Student Handbook (pg. 82).

Procedure

If a faculty member has reason to believe that a student may have committed a violation of the Academic Integrity Policy, the faculty member will conduct and complete an investigation to confirm the violation. Once the investigation is completed, the faculty member must notify the student within two business days. The faculty member will send an “Initial Meeting Letter” to schedule a meeting with the student within two business days of the discovery (completion of the investigation.)

When the student meets with the faculty member, they may bring a support person from the UC community. The support person is present for moral and emotional support and may not speak during the meeting. Due to the educational nature of the Academic Integrity process, parents, lawyers, and other advocates are not permitted at any AI meeting or hearing. The student will be presented with the evidence of the violation, told the level of infraction and the sanction for that infraction. Finally, the faculty member should present the “Academic Integrity Violation Form”, request that the student review/sign the document and then provide a copy of the signed document to the student. The faculty member should inform the student of his/her right to appeal the decision. If the student should choose to appeal, he/she should notify the Chair of the Academic Integrity Review Board (AIRB) in writing within two (2) business days of the meeting. If the student does not appeal within two (2) business days, the decision will be upheld, and the infraction/sanction will be recorded. The Chair of the AIRB will then notify the Reference and Instruction librarian of the sanction within two (2) business days.

Appeal Process

During an appeal process, the student should continue to attend class until a decision is rendered. The Academic Integrity Review Board will oversee the appeal hearings for all undergraduate students and graduate students from the School of Business, the School of Arts and Sciences and the School of Health Sciences. The board will be made up an Academic Integrity Review Board Chair (non-voting member appointed by the Provost) along with six voting faculty members; two faculty from the School of Business (one undergraduate and one graduate faculty), two faculty from the School of Health Sciences (one undergraduate and one graduate faculty) and two faculty from the School of Arts and Sciences. The voting members will be appointed by the Dean of each school.

Eligibility for an Appeal

Students have the right to appeal an initial Academic Integrity sanction, if any of the following conditions are met:
• A material and prejudicial deviation from the procedures adopted by the Academic Integrity Policy;
• Sanctions that are disproportionately severe or inappropriate for the Academic Integrity Violation;
• Or new evidence is present that could change the violation or sanction.

Appeal Deadline

The request for an appeal must be filed in writing, to the Chair of the Academic Integrity Review Board within two (2) business days of the receipt of the administrative sanction letter. The appeal request should include:
• Name and student I.D. number
• Date of notification of Academic Integrity Sanction
• Circumstances which the student feels sanction should be reviewed

Review of Appeal

• The Chair of the Academic Integrity Review Board shall review the request and notify the student of the decision to hear or not hear the appeal. If the appeal will be heard, the Chair of the AIRB will notify the student and the AIRB Committee of the appeal date, time, and location to review the Academic Integrity case in question if one or more of the conditions have been met. The appeal shall take place within a reasonable time period, not to exceed ten (10) business days after the date of the student’s request for appeal.

• Following the appeal process, the Chair of the AIRB will notify the student of the Committee’s decision, and this decision will serve as the concluding administrative action regarding the violation, except when expulsion is warranted.

Appeal Hearing Procedure

The hearing shall be informal, and the chair shall provide reasonable opportunities for the witness(es) to be heard. The hearing shall be closed due to the educational nature of the Student Expectations and Accountability Standards, except that, with the consent of the student regarding his or her support person who is a member of the university community. Parents, guardians, lawyers, and other advocates are not permitted at any hearing. The Committee shall proceed as follows during the hearing:

1. The chairperson shall read the alleged Academic Integrity violation.
2. The chairperson shall inform the student of his or her rights.
3. The reporting faculty member or their designee shall present the University’s case.
4. The student shall present the student’s response.
5. The chairperson shall open the floor for Committee members to inquire information from either the student or the faculty member or designee who originated the Academic Integrity Violation.

6. At the conclusion of inquiry, student shall summarize his or her case.

7. The Committee shall meet alone to deliberate the case. The Committee shall vote on the issue of whether or not the student violated the Academic Integrity Policy.

8. Based on a majority vote, if the Committee finds the student in violation of the policy, the Committee will determine the appropriate sanction (the chairperson shall be a non-voting member of the Committee, except in the case where a majority vote cannot be achieved due to a voting tie).

9. The chairperson shall inform the student of the committee’s decision and sanction, if any, immediately following the appeal hearing.

10. Regardless of the decision, the Chair will notify the Reference and Instruction Librarian of this decision within two (2) business days.

Evidence
Legal rules of evidence shall not apply to any Academic Integrity hearing administered by the University. All decisions by the Committee shall be based on the preponderance of the evidence. The Committee shall exclude irrelevant, immaterial, and unduly repetitious evidence. Committee members may freely question witnesses; however, Committee members are not subject to questioning. The Committee shall start with the presumption no violation has occurred and will make its decision based on the preponderance of the evidence presented. All evidence shall be offered to the Committee during the hearing and made part of the hearing record.

Record
The hearing record shall include:
- A copy of the notice of appeal hearing.
- All documentation and other evidence offered or admitted at hearing.
- The Committee’s decision(s).

If the violation is a minor or standard infraction, three (3) out of six (6) voting members from the committee will meet with the student, review the appeal and decide whether or not to uphold the faculty member’s decision or to reverse the decision. The committee’s decision will be based upon the majority. The student will be notified of the decision by the chair of the Academic Integrity Board or his/her designee. If the minor decision is upheld, the infraction/sanction will be recorded into the student’s record. If the decision is reversed, the student’s record will reflect the reversal and the grade will be recorded by the faculty member as stated in the syllabus.
If the violation is an egregious infraction, all six (6) voting members from the committee will review the appeal and decide whether or not to uphold the faculty member’s decision or to reverse the decision. The committee’s decision will be based upon a majority. The student will be notified of the decision by the chair of the Academic Review Board or his/her designee. If the decision is upheld, the infraction will be recorded, the student will receive an “FX” in the course and the student will be recommended by the Academic Integrity Review Board for expulsion from the university. The chair of the committee will notify the Provost in writing and the final decision for expulsion will be made by the University of Charleston Provost and/or President. If the decision is reversed, the student’s record will reflect the reversal.

**Note on timing:** It is recognized that there may be times that, due to scheduled breaks, the precise schedules indicated in the preceding paragraphs may not be achievable. In such cases, all participants must make good faith efforts to come as close to the schedules as possible. Hearings for alleged integrity violations that occur at the end of the spring semester present special challenges. For returning students, the schedule in the preceding paragraphs will remain in effect. Students suspected of violating academic integrity must work with faculty to attempt to resolve the integrity issue within two (2) weeks of the last official day of the semester or wait until the beginning of the following semester to seek resolution. For a graduating senior suspected of violating academic integrity, he/she may walk at graduation if all other academic requirements have been met, but he/she will not receive a diploma until the integrity matter has been resolved.

**Student Rights**

The student has a right to consult with his/her academic advisor or faculty member of his/her choice regarding any violation of the Professional Conduct Policy, ANA Code of Ethics or the WV RN Board Professional Standards. The student has a right to appeal the sanction. Please refer to the UC Academic Catalog [http://www.ucwv.edu/Academics/Academic-Catalog/](http://www.ucwv.edu/Academics/Academic-Catalog/) section on Academic Integrity.

**Incident Form**

The incident and recommendation for follow up remediation shall be documented by the faculty member on the violation of ANA Code of Ethics or the WV RN Board Professional Standards of Professional Practice Incident Report Form. This form must be given to the student no later than the beginning of the next day of clinical/lab/simulation or theory course. The form shall be reviewed with the student by at least two faculty members. Students have the right to provide a written response to the violation. At the conclusion of the meeting the student and faculty members will sign and date the form. The student will be provided a copy of the completed violation form.

The Violation of the ANA Code of Ethics/West Virginia Board of Examiners for Registered Nurses Standards of Professional Conduct Incident Report Form will immediately be forwarded to the Director of the Nursing program.
Repeated minor student violations of standards, such as demonstration of incivility, may also warrant dismissal from the program. The Dean of the School of Health Science will check for previous student violations and if a pattern of behavior is detected the Director of the Nursing program will convene the faculty, the incidents will be discussed, and the faculty will vote upon the sanction.

It is the student’s responsibility to provide a written report to the faculty member who issued the violation following the time frame indicated on the incident report. The report should include follow-up activities completed based on faculty recommendations using the Student Follow-Up Report Form in response to those made on the Incident Report. The faculty member will forward the signed copies of the report to the Director of the Nursing Program.
Grievance Procedures

The grade appeal policy is outlined in the current *UC Academic Catalog* [http://www.ucwv.edu/Academics/Academic-Catalog/](http://www.ucwv.edu/Academics/Academic-Catalog/). Students in the nursing program must follow these guidelines for appealing grades. Individual test/assignment grade disputes rest with the course faculty member(s).

Appeals of policies related to admission, progression, and graduation are addressed within the nursing department. Waivers of these policies are made in rare circumstances and with the professional judgment of the Dean of Health Science, Director of the Nursing program and the faculty. These policies impact the program integrity, academic standards, and capacity of students to perform successfully on national licensure examinations.

Student Concern Process

A process to address concerns of the students has been developed by the nursing faculty. The process for addressing concerns is as follows:

When students have an issue or concern, please present issues and concerns to the class representative. Class representatives will discuss issues and concerns during regularly scheduled nursing faculty meetings.

Individual instructor issues or personal disputes will not be addressed during nursing faculty meetings to bring forth to the during nursing faculty meetings. Students must follow the chain of command in dealing with individual instructor issues or personal disputes. The chain of command is as follows:

1. Instructor
2. Director of Nursing
3. Associate Dean of Health Sciences
4. Dean of Health Sciences

Electronics in the Clinical Setting

Electronic devices are permitted in the clinical setting at the discretion of the faculty. The devices will be used for educational purposes only. No photographs are to be taken in any clinical facilities, for any reason.
Electronics in the Classroom

Electronic devices are permitted in the classroom setting at the discretion of the faculty. The devices will be used for educational purposes only. No photographs will be taken in any clinical facilities for any reason.

Taping of lectures is by instructor permission only. If the instructor permits taping of lectures the student will:
- Obtain permission to tape the lecture at the beginning of each class;
- Place the recording device on the desk in view of the instructor at all time;
- If the instructor believes the recording has become disruptive to the class activities the student will immediately cease recording; and
- Recording of any type is strictly prohibited in all clinical facilities.

Laptops are to be used for classroom assignments only. Students caught with open browsers will be immediately dismissed from the classroom and/or skills/simulation lab.

Transportation

Students are expected to provide their own transportation to and from the clinical facilities and other laboratory experiences.

Scholarships

The West Virginia Center for Nursing Offers Scholarships for eligible students. Please refer to the center’s webpage for more information: www.wvcenterfornursing.org/. Scholarships are available to all University students. See University catalog for information or contact the financial aid office.

Student Nurses Organizations

Capito Association of Nursing Students (CANS)

The purpose of the CANS is to assume responsibility for contributing to nursing education in order to provide for the highest quality health care, to provide programs representative of current nursing interests and concerns, and to aid in the development of not only the professional nursing role, but also the whole person.

Sigma Theta Tau International

Sigma Theta Tau International is dedicated to improving the health of people worldwide through increasing the scientific base of nursing practice. Its members are nursing scholars committed to the pursuit of excellence in clinical practice, education, research and leadership.
Xi Tau Chapter at the University of Charleston invites membership of students who have completed at least one-half of the nursing program with a minimum of a 3.0 GPA. A maximum of 33% of the students in each class can be inducted as members.

**Student Class Representatives**

One student from each level in the nursing program is elected to represent their class. Student representatives are expected to attend all faculty meetings at the appointed time on the agenda. At which time, students are to bring their concerns and issues and also provide input into faculty deliberations. Issues with individual faculty and/or courses should be thoroughly discussed with those involved before bringing them to the faculty meeting. Students have the right and responsibility to participate in the decision-making process.

Students have the opportunity to significantly impact faculty decisions and have been very helpful in bringing a variety of problems to the faculty's attention.
Pinning Ceremony

At the completion of the nursing program, a recognition ceremony is held to honor graduating students. The pinning ceremony symbolically represents the transition from the role of student to graduate and is highlighted by the "pinning" of graduates by faculty members who are selected by the graduating classes. This event provides opportunity for those having significant ties to the graduates to appropriately honor them and celebrate the completion of the nursing program. The pinning ceremony is not intended in any way to substitute for the University commencement and all nursing graduates are encouraged to participate in both events. Student representatives will work with faculty to coordinate planning of the pinning ceremony. Cost of the pin is the responsibility of the student.

Awards

No more than one award may be granted under each category except Outstanding Nursing Student Scholastic Award.

The Outstanding Nursing Student Scholastic Award will be presented to the nursing student who:

- maintains the highest cumulative GPA

The Outstanding Nursing Student Clinical Practice award will be presented to the nursing student who:

- maintains nursing GPA of 3.5
- demonstrates high standards of practice
- applies nursing process in depth and with increased breadth
- incorporates theory into practice
- demonstrates self-awareness, confidence, genuineness, and caring in interpersonal skills
- meets high standards in communicating in written and verbal form
- demonstrates initiative and has significant potential for contributions to the profession

The personal achievement award will be presented to the student who:

- Demonstrates significant growth in ability to relate to people
- Demonstrates visible growth in self-awareness and confidence
- Shows much improvement in scholastic achievement

The Capito Association of Nursing Students Award of the Year is presented to the student who:

- Is a member of the Capito Association of Nursing Students (CANS)
- Attends meetings regularly
- Is active in projects and activities sponsored by CANS
- Demonstrates enthusiasm and interest in the Association
- Demonstrates organizational and leadership skills.
Capito Department of Nursing Honors and Cords

- Students who are members of the National Student Nurses Association (NSNA) will receive cords upon graduation from the nursing program.
- Students who are members of the Capito Association of Nursing Students (CANS) will receive cords upon graduation from the nursing program.
- Students graduating with a cumulative GPA of 3.5 or higher will receive nursing Honors cords upon graduation from the nursing program.
- Students inducted into Xi Tau Chapter of Sigma Theta Tau will receive an Honors Stole upon graduation from the nursing program.

**University Facilities and Services**

**Personal Counseling**

Counseling Services are available through the University Office of Student Life. A full range of personal counseling services is offered to commuting as well as residential students. The intention of this program is to offer guidance and support to students as they face a number of problems, which may include emotional distress, peer pressure, substance abuse, or even family conflict. All conversations with Counseling Services are confidential. Change to the following contact info uc-counselor@ucwv.edu or 304-357-4862 Call 304-357-4745 (Student Life) for more information.

**Financial Counseling**

The University of Charleston offers a comprehensive financial aid program. Many students miss the opportunity for financial aid during their college years because they do not apply. Every student is encouraged to apply in order to determine eligibility. The Financial Aid Office coordinates all assistance awarded to students including academic scholarships, grants, loans, student employment, veteran benefits, vocational rehabilitation, and external scholarships (304-357-4944).

**Career Services**

Please refer to the University Catalog for a full listing of services.

**The Schoenbaum Library**

The Schoenbaum Library contains approximately 110,000 books and bound periodicals with materials in all areas of the curriculum for both two and four year programs, and three master degree programs. It occupies three floors of reading and stack space operated on an open stack basis. The library is open seven days a week. Consult the Library Web Page at http://www.uchaswv.edu/library/hours.html for specific hours of operation.

The Library provides access to a wide variety of resources in nursing as well as in the biological, chemical, environmental and medical sciences, psychology and other allied fields. In addition to the hard copy periodicals received by the Library, 221 full text journals (indexed
in CINAHL) are available through Health Reference Center Academic on Search-bank through the Library Web Page. Search bank also provides full text of several books such as Mosby's Medical, Nursing and Health Dictionary as well as more than 500 pamphlets from such places as the National Institutes of Health, the Public Health Service, various associations devoted to specific illnesses, and drug companies. Computerized search capability is available in the University Library and for those students needing assistance, Library staff is available to help during the regular Library hours. Contact the Health Science Librarian, Anna Hughes, annahughes@ucwv.edu, for library information.

**Academic Success Center (ASC)**

The Academic Success Center (ASC), a department of Learning Support Services, provides a variety of services designed to help students succeed in course work and achieve the Liberal Learning Outcomes identified for graduation from the University of Charleston. Faculty provide developmental and skill enhancement instruction in mathematics, reading, study skills, and English grammar and spelling. Computer based courses and tutorials are available for a number of subjects. A peer-tutoring program is in place to provide extra support for selected courses.

The ASC) works with other Learning Support Services and Student Life professionals to provide workshops and other learning experiences designed to promote academic success. Examples of such activities include workshops on library research, career exploration, and time management. [www.ucwv.edu/ASC/Tutoring/](http://www.ucwv.edu/ASC/Tutoring/)

Hours for tutoring and a schedule of workshops will be posted each semester on the Student Information menu of the Schoenbaum Library. [www.ucwv.edu/library/](http://www.ucwv.edu/library/)

Students with diagnosed learning disabilities will be provided with the necessary accommodations and counseling to help them achieve success in coursework and in meeting the Liberal Learning Outcomes. The student must provide documentation of the disability, validating the need for services based on an individual’s current level of functioning. Admission standards and graduation requirements are not altered in any way for qualified students. Tutoring services are also available. The Learning Center is located on the second floor of the library. [www.ucwv.edu/ASC/Tutoring/](http://www ucwv.edu/ASC/Tutoring/)

**Nursing Skills Lab**

A Skills Lab is provided to simulate the hospital setting permitting the student learning and practice time for clinical skills. The lab includes areas devoted to patient care, practice, assessment, and analysis of data with computer programs. Students may not bring unauthorized individuals to on campus nursing skills/assessment or simulation laboratory. While the setting only provides for simulation of nursing procedures, the students will find this to be an integral step toward developing competent nursing skills and confidence.
Patient Safety Policy

As guests to our clinical and community agencies students represent the University of Charleston and the nursing program. Professional behavior and dress is an expectation of all students while they are on-site at these agencies. Students not adhering to the policies of the University, nursing program and/or course will be dismissed from the clinical or course activity.

Patient safety and security is to be maintained at all times. Safe clinical practice is required for academic success in the nursing program. Any action by nursing students which compromise the safety and security of the patient may result in dismissal from the program.

Examples of unsafe clinical practice include, but are not all inclusive:

- Compromising the confidentiality of the patient by disclosing or exposing patient information;
- Attending the clinical site with non-University of Charleston nursing program persons such as family, friends, or personal acquaintance;
- Demonstrating behavior which is inappropriate in the clinical setting;
- Attendance in the clinical setting under the influence of any substance which alters the thought process and ability to demonstrate safe clinical judgment.
- Inability to develop and maintain appropriate, respectful, and trustworthy interpersonal relationships required for building and sustaining relationships with patients, their families and collaborating providers
- Actions evidencing values incongruent with those required for ethical practice as defined by the ANA Code of Ethics for Nurses and the WV Board of Examiners for Registered Professional Nurses.
- Any behavior demonstrated by the nursing student which is determined by the instructor or agency staff to be threatening or compromising the safety of others.
- Failure to come prepared to perform patient care;
- Failure to articulate theoretical knowledge necessary to perform safe patient care;
- Failure to demonstrate the ability to safely perform patient care procedures;

Students removed from practice because of unsafe clinical practice will be unable to pass courses with clinical components, as safe clinical practice is required for academic success in the nursing program.

Incident Reports

An incident is any event that is inconsistent with the routine operation of the health care institution or with quality patient care. An incident report must be completed when an event occurs that jeopardizes a patient's care, for example, a medication error. It may be an accident or a situation, which might result in an accident. Incidents may result in legal action against the institution, student, or faculty member, and adequate reporting is essential. Incident reports
must be completed by the student/faculty involved in the incident. The procedure of the agency where the incident occurs should be followed in filing the report in that agency.

The following procedures should be followed in reporting incidents:

Documentation of the incident should be done on the student advising form.
- Documentation of the incident should include:
  - Date, time, location, nursing personnel involved.
  - A summary of the incident.
  - Description of actions taken because of the incident.
  - Description of the remedial instruction interventions taken with the student.
  - The documentation of the incident becomes a part of the advising record, which is kept on file in the Department of Nursing.
  - In no instance, will the documentation retained in the student record violate HIPAA provisions.
Assessment Technologies Institute (ATI) Testing Policy

The University of Charleston (UC) requires that all graduates, regardless of major, demonstrate content mastery in the discipline. Please refer to the current Academic Catalog for more information. The Capito Department of Nursing at the University of Charleston currently uses the Comprehensive Assessment and Review Program by Assessment Technologies Institute, LLC (ATI) developed from the NCLEX-RN Test Plan as a resource for students to help them achieve content mastery in the discipline of nursing through formative and summative standardized testing.

Formative testing occurs throughout the program at prescribed intervals. Summative testing occurs during the last semester of the nursing program using the RN Comprehensive Predictor exam. The RN Comprehensive Predictor exam allows students to demonstrate content mastery of the material tested on the NCLEX-RN® licensure exam and serves as the nursing programs comprehensive exit exam for the major.

The purpose of ATI assessments and remediation assignments is to prepare students for the end of program comprehensive assessment and the NCLEX-RN licensure exam. Success on achieving benchmarks on standardized tests are an indicator of projected success for the NCLEX-RN examination. A variety of ATI assessments and remediation assignments will be used throughout the Nursing Program. Faculty reserve the right to add new assessments when available and to require remediation assignments when needed for identified student learning needs.

ATI Access

- Each student must sign on to ATI and get an entry password within one week of the beginning of the semester. The same log on and password must be used throughout the nursing program for data tracking purposes. If a student forgets his or her initial log on information, it is the student’s responsibility to contact the course instructor.
  - If you have difficulty with your ATI log on and password, you can reach ATI customer service at 1(800) 667-7531.
- If a transfer student has a previously created ATI username, it is the responsibility of the student to contact ATI to have his or her account transferred to the University of Charleston. The student is also responsible for contacting the course instructor for new product codes/IDs.
- A student who does not matriculate in his or her original ‘class’, also has the responsibility of contacting the course instructor for new product/IDs.
- All students who have previously taken the TEAS will use the same log in information to access their ATI resources as a student with the Capito Department of Nursing.

ATI Testing Procedures

- The NCLEX-RN is administered as an online proctored computer-based test. All ATI exams are administered as online-proctored computer-based assessments to provide
students practice experiences in computerized testing similar to the NCLEX-RN examination.

- Students who are not present at the scheduled exam date will receive a ‘zero’ for the missed attempt. Make-up dates cannot be scheduled for ATI exams.
  - If the student misses the first take, the student will earn ‘0’ points and will take the retest on the retest date. Students who miss the first take and sit for the second take cannot earn more than 8 points toward his or her score when following the Content Mastery Grading Rubric listed below.
  - If the student is required to retest because of the score on the first take and misses the retest, the score from the first take will be the ATI test score earned for the course.

**Student ATI Assessment and Review Policy**

The comprehensive ATI review program offers the following to students:

- An assessment-driven comprehensive review program designed to enhance student NCLEX success.
- Multiple assessment and remediation activities. These include assessment indicators for academic success, critical thinking, and learning styles. Additionally, online tutorials, online practice tests, and proctored tests are provided and span major content areas in nursing. These ATI tools. In combination with the nursing program content, assist students to prepare effectively, helping to increase his or her confidence and familiarity with nursing content.
- ATI Orientation resources, such as the ATI Plan that can be accessed from “My ATI” tab. It is highly recommended that students spend time navigating through these orientation materials.

**Review Modules/eBooks**

ATI provides Review Modules in eBook formats that include written and video materials in key content areas. Students are encouraged to use these modules to supplement course work and reading. Instructors may assign chapter reading either during a given course and/or as part of active learning/remediation following assessments.

**Tutorials**

ATI offers unique Tutorials that are designed to teach nursing students how to think like a nurse, how to take a nursing assessment, and how to make sound clinical decisions. Nurse Logic is an excellent way to learn the basics of how nurses think and make decisions. Learning System offers practice tests in specific nursing content areas that allow students to apply the valuable learning tools from Nurse Logic. Features such as a Hint Button, a Talking Glossary, and a Critical Thinking Guide are embedded throughout the Learning System tests to help students gain an understanding of the content.

**Assessments**

There are practice assessments available for students as well as standardized proctored assessments that may be scheduled during courses. These assessments will help the student to identify what they know as well as areas requiring remediation called Topics to Review.
• Practice Tests A and B are required to be completed prior to taking a Proctored CMS exam.
• Students will take each practice test that is make available a minimum of one time. Individual faculty members will determine the timeline for completion of the practice test attempts.
• The date at which the practice test(s) are made available will be determined by each individual faculty member.
• Online practice tests may be given in a proctored or non-proctored environment, depending on the individual faculty member’s discretion.
• Students may not work with each other or use any resource during the take of this practice exam. Any deviation will result in a breach of academic integrity and the student will be subject to disciplinary action in accordance to the University of Charleston’s Academic Integrity Policy.

**Focused Reviews/Active Learning/Remediation**

Active Learning/Remediation is a process of reviewing content in an area that was not learned or not fully understood (as determined on an ATI assessment). Remediation tools are intended to help the student review important information to be successful in courses and on the NCLEX®. The student’s individual assessment report will contain a listing of the Topics to Review. It is the policy of the nursing program that students remediate using the Focused Review after completion of any practice/proctored tests. The Focused Review contains links to ATI eBooks, media clips, and active learning templates. The instructor has online access to detailed information about the timing and duration of time spent in assessments, focused reviews, and tutorials by each student. Students can provide documentation that required ATI work was completed using the “My Transcript” feature under “My Results” of the ATI Student Home Page or by submitting written Remediation Templates as required.

• A completed remediation assignment is required to be completed on missed material on the FIRST attempt of each practice assessment.
• Guidelines for remediation include using the attached Remediation and Focused Review Template form. The student must use a minimum of two resources to develop critical points, one being the corresponding ATI text and the other being from the list of course references provided on the instructor’s course syllabus. If no sources are provided on the course syllabus, required textbooks used throughout the UC nursing program will be considered an approved source.
• Remediation assignments (ATI Assessment Report, Focused Review Transcript, and Handwritten Remediation) must be submitted to the proctor prior to entering the assessment.
• All remediation assignments must be legibly handwritten utilizing the ATI Remediation and Focused Review Template form unless otherwise stated by the faculty member.
• All deficiencies must be remediated, or the student will receive a zero.
• All focused review must be completed, or the student will receive a zero.
• All sources used must be cited. If a source cannot be verified, the student may be putting himself or herself at risk of an academic integrity policy violation.
“Three Critical Points”
Utilizing three critical points helps increase your knowledge and success on proctored ATI test scores. Quality remediation will prepare you for the ATI Proctored Assessments. Doing well (Level 2 Proficiency) on ATI proctored assessments means that you’re mastering the content well enough to likely pass that part of the NCLEX. Like most things in life, you get out of it what you put into it.
Remediation will increase your knowledge and your ability to think critically and make safe decisions about your patients. In today’s world of complex patients, you need to be proficient at making good clinical decisions.

<table>
<thead>
<tr>
<th>How to Use the ‘Three Critical Points’ Journal Method of Remediation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Take the assigned ATI Practice Assessment. This assessment should be taken in a test-like environment with minimal distractions, using only your knowledge, and not looking up answers.</td>
</tr>
<tr>
<td>Print your Assessment Report when you complete the assessment.</td>
</tr>
<tr>
<td>Find “Topics to Review” on your report.</td>
</tr>
<tr>
<td>• Review each missed item, following the links given in your ATI Review Modules (books). You can also access the ATI books online by creating a Focused Review. This will open the book to the chapter where you’ll review the missed content. It’s a quick way to speed things up. View the short videos on the Focused Review to learn how this topic fits into the NCLEX test plan, nursing process, or QSEN competencies for expanded knowledge.</td>
</tr>
<tr>
<td>• Reflect on what you’ve read about the missed topic. Use your textbook and class notes to look up missed items to gain more in-depth information about the topic.</td>
</tr>
<tr>
<td>• Decide upon the three most important things to know about that topic.</td>
</tr>
<tr>
<td>o Write these three important points to remember in a bulleted form, just like you’ll see in the ATI books. Keep it short, simple, and focused on just that item missed.</td>
</tr>
<tr>
<td>o Write your bulleted points for each missed item on the remediation template, noting the NCLEX Category of Client Need for each item missed. This is how you will be tested for NCLEX—according to the Test Blueprinting detailing content in each Category. State learning in a bulleted framework, as well-connecting the content to the content’s NCLEX Category.</td>
</tr>
</tbody>
</table>
Content Mastery Grading Rubric

(Using a combination of the CMS practice and proctored assessments to achieve 15% of the course grade.)

<table>
<thead>
<tr>
<th>PRACTICE ASSESSMENT</th>
<th>Standards Proctored Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Complete Practice Assessment A</strong></td>
<td><strong>Complete Practice Assessment B</strong></td>
</tr>
<tr>
<td>Remediation:</td>
<td>Remediation:</td>
</tr>
<tr>
<td>• Minimum of 1-hour Focused Review on initial attempt</td>
<td>• Minimum of 1-hour Focused Review on initial attempt</td>
</tr>
<tr>
<td>• For each topic missed, identify three critical points to remember **</td>
<td>• For each topic missed, identify three critical points to remember **</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>STANDARDIZE PROCTORED ASSESSMENT</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 3 = 4 points</strong></td>
<td><strong>Level 2 = 3 points</strong></td>
</tr>
<tr>
<td>Practice Assessment with Remediation = 4 points</td>
<td>Practice Assessment with Remediation = 4 points</td>
</tr>
<tr>
<td>Remediation of proctored exam = 2 points:</td>
<td>Remediation of proctored exam = 2 points:</td>
</tr>
<tr>
<td>Minimum 1-hour Focused Review For each topic missed, identify three critical points to remember **</td>
<td>Minimum 1-hour Focused Review For each topic missed, identify three critical points to remember **</td>
</tr>
<tr>
<td>10/10 points</td>
<td>9/10 points</td>
</tr>
<tr>
<td>e.g. 4+4+2=10</td>
<td>e.g. 3+4+2=9</td>
</tr>
</tbody>
</table>

**The student can earn a maximum score of 8/10 points on the retake exam. If a retake is required and the student chooses not to participate in the retake a grade of 0% is earned.**

**Handwritten Active Learning Templates and/or Three Critical Points are required.**
### Comprehensive Predictor Grading Rubric

(Using a combination of the practice and proctored assessment to achieve 15% of the course grade.)

<table>
<thead>
<tr>
<th>PRACTICE ASSESSMENT</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4 points Total (See Below Table)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complete Practice Assessment A</td>
<td>Remediation:</td>
<td>Complete Practice Assessment B</td>
</tr>
<tr>
<td>• Minimum of 1-hour Focused Review on initial attempt</td>
<td>• Minimum of 1-hour Focused Review on initial attempt</td>
<td>• For each topic missed, identify three critical points to remember **</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STANDARDIZE PROCTORED ASSESSMENT</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>95% or above Passing predictability = 4 points</td>
<td>90% or above passing predictability = 3 points</td>
<td>85% or above Passing predictability = 1 point</td>
<td>84% or below Passing predictability = 0 points</td>
<td></td>
</tr>
<tr>
<td>Practice Assessment with Remediation = 4 points</td>
<td>Practice Assessment with Remediation = 4 points</td>
<td>Practice Assessment with Remediation = 4 points</td>
<td>Practice Assessment with Remediation = 4 points</td>
<td></td>
</tr>
<tr>
<td>Remediation of proctored exam = 2 points:</td>
<td>Remediation of proctored exam = 2 points:</td>
<td>Remediation of proctored exam = 2 points:</td>
<td>Remediation of proctored exam = 2 points:</td>
<td></td>
</tr>
<tr>
<td>Minimum 1-hour Focused Review For each topic missed, identify three critical points to remember **</td>
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<td>Minimum 1-hour Focused Review For each topic missed, identify three critical points to remember **</td>
<td></td>
</tr>
<tr>
<td>10/10 points</td>
<td>9/10 points</td>
<td>7/10 points</td>
<td>6/10 points</td>
<td></td>
</tr>
<tr>
<td>e.g. 4+4+2=10</td>
<td>e.g. 3+4+2=9</td>
<td>e.g. 1+4+2=7</td>
<td>e.g. 1+4+2=6</td>
<td></td>
</tr>
<tr>
<td>Retake required</td>
<td>Retake required</td>
<td>Retake Required</td>
<td>Retake Required</td>
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</table>

- Students earning 7 points or below will be required to meet with the instructor of the course in order to develop a plan of remediation. Students will not have a degree conferred until the remediation plan is satisfied. Students will be given 90 days from the end of the course in order to complete the remediation plan. If the student does not
complete the remediation within 30 days of graduation the student will be deferred to the next graduation cycle. Failure to complete the remediation plan will result in failure of the NCLEX-RN Review course. If the student fails the course the student will need to follow the Capito Department of Nursing Policy regarding progression.

* If the program requires a retake of a Proctored Assessment and a student meets the program benchmark on the retake, that student will now earn an 8/10. (e.g. Level 2+ = 2 points, Practice Assessment = 4 points, Remediation = 2 points (2+4+2=8).

** Handwritten Active Learning Templates and/or Three Critical Points are required
**Remediation and Focused Review Documentation**

**Deficiency:**

Nursing Reference #1 and page:

Nursing Reference #2 and page:

<table>
<thead>
<tr>
<th>Critical Point 1:</th>
<th>Critical Point 2:</th>
<th>Critical Point 3:</th>
</tr>
</thead>
</table>
Glossary

**American Nurses Association (ANA) Code of Ethics** the central and necessary mark of the profession of nursing. It functions as the guide for the profession’s member and as a social contract with the public it serves (ANA, 2015).

**American Nurses Association (ANA) Standards of Practice** presets the framework and context of nursing practice and accompanies the standards of professional practice and their associated competencies that identify the evidence of the standard of care (ANA, 2015).

**Andragogy** refers to “man lead” rather than pedagogy which has the root *ped* meaning child (Smith, M, 1996).

**Associate Degree Nurse (ADN)** is a 16-month hybrid program offered every other weekend at the Beckley location. Graduates of the program are licensed as Registered Professional Nurses upon successful passing of the National Council Licensing Exam for Registered Nurses (NCLEX-RN).

**Bachelor of Science in Nursing (BSN)** is a traditional four-year program offered on the Charleston campus. Graduates of the program are licensed as Registered Professional Nurses upon successfully passing of the National Council Licensing Exam for Registered Nurses (NCLEX-RN).

**Caring means** "promoting health, healing, and hope in response to the human condition." (NLN, 2010b). "A culture of caring, as a fundamental part of the nursing profession, characterizes our concern and consideration for the whole person, our commitment to the common good, and our outreach to those who are vulnerable. All organizational activities are managed in a participative and person-centered way, demonstrating an ability to understand the needs of others and a commitment to act always in the best interests of all stakeholders” (NLN, 2007).

**Context and Environment**, in relation to organizations, refer to the conditions or social system within which the organization’s members act to achieve specific goals. Context and environment are a product of the organization’s human resources, and also the policies, procedures, rewards, leadership, supervision, and other attributes that influence interpersonal interactions. In health care, context and environment encompass organizational structure, leadership styles, patient characteristics, safety climate, ethical climate, teamwork, continuous quality improvement, and effectiveness.

**Core Competencies** are the discrete and measurable skills, essential for the practice of nursing, that are developed by faculty in schools of nursing to meet established program outcomes. These competencies increase in complexity both in content and practice during the program of study. The core competencies are applicable in varying degrees across all didactic and clinical courses and within all programs of study, role performance, and practice settings. They structure and clarify course expectations, content, and strategies, and guide the development of course outcomes. They are the foundation for clinical performance examinations and the validation of practice competence essential for patient safety and quality care.
**Course Outcomes** are expected culmination of all learning experiences for a particular course within the nursing program, including the mastery of essential core competencies relevant to that course. Courses should be designed to promote synergy and consistency across the curriculum and lead to the arraignment of program outcomes.

**Credentialing**

**Accreditation** – The voluntary, self-regulatory process by which non-governmental associations recognize educational institutions or programs that have been found to meet or exceeds standards and criteria for educational quality. Accreditation also assists in the further improvement of the institutions or programs as related to resources invested, processes followed, and results achieved.

**Approval** – The term generally referred to by most state regulatory agencies for nursing to describe authorization of nursing education programs meeting minimal standards as defined in the state nurse practice act and/or rules and regulations.

**Certification** - The process by which an organization, association, voluntary agency, or state regulatory agency grants recognition that an individual possesses predetermined knowledge and/or skills specified for practice in an area of specialization.

**Licensure** - The process by which a governmental agency gives affirmation to the public that the individuals engaged in an occupation or profession have minimal education, qualifications, and competence necessary to practice in a safe manner.

**Diversity** means recognizing differences among “persons, ideas, values and ethnicities,” while affirming the uniqueness of each,” within the context of nursing care (NLN, 2010b). “A culture of diversity embraces acceptance and respect. We understand that each individual is unique and recognize individual differences, which can be along the dimensions of race, ethnicity, gender, sexual orientation, socioeconomic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies. A culture of diversity is about understanding ourselves and each other and moving beyond simple tolerance to embracing and celebrating the richness of each individual. While diversity can be about individual differences, it also encompasses institutional and system-wide behavior patterns” (NLN, 2007).

**End of Program Student Learning Outcomes (SLO’s)** are statements of expectations written in measurable terms that express what a student will know, do or think at the end of a learning experience. SLO’s are the expected culmination of all learning experiences occurring during the program, including the mastery of essential core nursing practice competencies, built upon the seven core values and six integrating concepts.

**Excellence** means “creating and implementing transformative strategies with daring ingenuity.” “A culture of excellence reflects a commitment to continuous growth, improvement, and understanding. It is a culture where transformation is embraced, and the status quo and mediocrity are not tolerated” (NLN, 2010).
Ethics “involves reflective consideration of personal, societal, and professional values, principles, and codes that shape nursing practice. Ethical decision making requires applying an inclusive, holistic, systematic process for identifying and synthesizing moral issues in health care and nursing practice, and for acting as moral agents in caring for patients, families, communities, societies, populations, and organizations. Ethics in nursing integrates knowledge with human caring and compassion, while respecting the dignity, self-determination, and worth of all persons,” (NLN, 2010).

Holism “is the culture of human caring in nursing and health care that affirms the human person as the synergy of unique and complex attributes, values, and behaviors, influenced by that individual's environment, social norms, cultural values, physical characteristics, experiences, religious beliefs and practices, and moral and ethical constructs within the context of a wellness-illness continuum,” (NLN, 2010).

Human Flourishing can be loosely expressed as an effort to achieve self-actualization and fulfillment within the context of a larger community of individuals, each with the right to pursue his or her own such efforts. The process of achieving human flourishing is a lifelong existential journey of hope, regret, loss, illness, suffering, and achievement. Human flourishing encompasses the uniqueness, dignity, diversity, freedom, happiness, and holistic well-being of the individual within the larger family, community, and population. The nurse helps the individual in efforts to reclaim or develop new pathways toward human flourishing.

Integrity means "respecting the dignity and moral wholeness of every person without conditions or limitation," (NLN 2010). "A culture of integrity is evident when organizational principles of open communication, ethical decision making, and humility are encouraged, expected, and demonstrated consistently. Not only is doing the right thing simply how we do business, but our actions reveal our commitment to truth telling and to how we always were ourselves from the perspective of others in a larger community" (NLN, 2007).

Knowledge and Science refer to the foundations that serve as a basis for nursing practice, which, in turn, deepen, extend, and help generate new knowledge and new theories that continue to build the science and further the practice. Those foundations include (a) understanding and integrating knowledge from a variety of disciplines outside nursing that provide insight into the physical, psychological, social, spiritual, and cultural functioning of human beings; (b) understanding and integrating knowledge from nursing science to design and implement plans of patient-centered care for individuals, families, and communities; (c) understanding how knowledge and science develop; (d) understanding how all members of a discipline have responsibility for contributing to the development of that disciplines' evolving science; and (e) understanding the nature of evidence-based practice.

National League for Nursing (NLN) the oldest professional nursing organization in the United States. For more than 100 years the NLN has been the premier organization for nurse faculty, schools of nursing, and leaders in nursing education. NLN advances the field of nursing education through professional development, research, student exam services, nurse educator certification, public policy, and networking.

Nursing Judgment encompasses three processes; namely, critical thinking, clinical judgment, and integration of best evidence into practice. Nurses must employ these processes as they make decisions about clinical care, the development and application of research and the broader
dissemination of insights and research findings to the community, and management and resource allocation. Critical thinking means identifying, evaluating, and using evidence to guide decision making by means of logic and reasoning. Clinical judgment refers to a process of observing, interpreting, responding, and reflecting situated within and emerging from the nurse's knowledge and perspective (Tanner, 2006). Integration of best evidence ensures that clinical decisions are informed to the extent possible by current research (Craig & Smith, 2007).

Patient-Centeredness “is an orientation to care that incorporates and reflects the uniqueness of an individual patient’s background, personal preferences, culture, values, traditions, and family. A patient centered approach supports optimal health outcomes by involving patients and those close to them in decisions about their clinical care. Patient centeredness supports the respectful, efficient, safe, and well-coordinated transition of the patient through all levels of care,” (NLN, 2010).

Personal and Professional Development is a lifelong process of learning, refining, and integrating values and behaviors that (a) are consistent with the profession’s history, goals, and codes of ethics; (b) serve to distinguish the practice of nurses from that of other health care provider; and (c) give nurses the courage needed to continually improve the care of patients, families, and communities and to ensure the profession’s ongoing viability.

Professional Identity involves the internalization of core values and perspectives recognized as integral to the art and science of nursing. These core values become self-evident as the nurse learns, gains experience, and grows in the profession. The nurse embraces these fundamental values in every aspect of practice while working to improve patient outcomes and promote the ideals of the nursing profession. Professional identity is evident in the lived experience of the nurse, in his or her ways of “being”, “knowing,” and “doing.”

Program Completion Rate – Percentage of students who graduate within a defined period of time. The definition used by the ACEN for a nursing program completion rate is the number of students who complete the program in no more than 150% of the stated nursing program length, beginning with enrollment on the first day of the first nursing course, which can vary based upon a nursing program option. The expected level of achievement (ELA) for program completion rate is determined by the faculty based on student demographics, such as the population served by the governing organization and nursing education unit. Student demographics may include, but are not limited to, individual characteristics, such as age, sex, education, and income level, as well as considerations for admission status and peer program performance.

Quality and Safety is the degree to which health care services 1) are provided in a way consistent with current professional knowledge; 2) minimize the risk of harm to individuals, populations and providers; 3) increase the likelihood of desired health outcomes; and 4) are operationalized from an individual, unit, and systems perspective.

Quality and Safety Education for Nurses (QSEN) addresses the challenge of preparing future nurses with the knowledge, skills, and attitudes (KSAs) necessary to continuously improve the quality and safety of the healthcare systems in which they work.

Relationship Centered Care positions (a) caring; (b) therapeutic relationships with patients, families, and communities; and (c) professional relationships with members of the health care
team as the core of nursing practice. It integrates and reflects respect for the dignity and uniqueness of others, valuing diversity, integrity, humility, mutual trust, self-determination, empathy, civility, the capacity for grace, and empowerment.

**RN-BSN** a one-year online program for Registered Professional Nurses who want to obtain a Bachelor of Science (BSN) degree in nursing.

**Self-Directed Learning** is a process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating their learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes" (as cited in http://www.infed.org/thinkers/et-knowl.htm).

**Spirit of Inquiry** is a persistent sense of curiosity that informs both learning and practice. A nurse infused by a spirit of inquiry will raise questions, challenge traditional and existing practices, and seek creative approaches to problems. The spirit of inquiry suggests, to some degree, a child like sense of wonder. A spirit of inquiry in nursing engenders innovative thinking and extends possibilities for discovering novel solutions in ambiguous, uncertain, and unpredictable situations.

**Teamwork** means to function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision making to achieve quality patient care (National League for Nursing, 2010).

**West Virginia Board of Examiners for Registered Professional Nurses (WV RN Board)** was established to promote and protect public health, safety, and welfare through the regulation of registered professional nurses.

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REFERENCES


Accreditation Commission for Education in Nursing (ACEN)  http://www.acennursing.org

American Nurses Association (ANA)  http://www.nursingworld.org


National League for Nursing  http://www.nln.org/membership/overview

Quality and Safety Education for Nurses  http://www.qsen.org


West Virginia Board of Examiners for Registered Professional Nurses  http://www.wvrnboard.wv.gov