



UNIVERSITY OF
CHARLESTON

CAPITO DEPARTMENT OF NURSING

STUDENT HANDBOOK 2024 - 2025

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.

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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 Registered Nurse (RN) and the Accreditation Commission for Education in Nursing (ACEN). Contact information for the accrediting agencies is as follows:

Higher Learning Commission

230 South LaSalle Street, Suite 7-500

Chicago, IL 60604-1411

Phone: 800-621-7440

www.hlcommission.org

West Virginia RN Board

5001 MacCorkle Avenue SW

South Charleston, WV 25309

Phone: (304) 744-0900

Fax: (304) 744-0600

www.wvrnboard.wv.gov

Accreditation Commission for Education in Nursing

3390 Peachtree Road NE, Suite 1400

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 peer-review, 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. Accreditation also assists in the further improvement of the institution or its programs, as related to resources invested, processes followed, and results achieved. The monitoring of certificates, diploma, and degree offerings is tied closely to state examinations and licensing rules and to the oversight of preparation in work in the profession (ACEN, 2020).

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. 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.

Prospective Nursing Applicant

To Prospective Nursing Applicants:

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.

The West Virginia Board of Registered Nurses (Board) makes decisions about licensure based upon several questions on the application, results of the criminal background check 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. 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, West Virginia Code §30-1-24 "Use of Criminal Records as Disqualification from Authorization to Practice" states the following:

- (4) An individual with a criminal record who has not previously applied for licensure may petition the appropriate board at any time for a determination of whether the individual's criminal record will disqualify the individual from obtaining a license. This petition shall include sufficient details about the individual's criminal record to enable the board to identify the jurisdiction where the conviction occurred, the date of the conviction, and the specific nature of the conviction. The Board shall provide the determination within 60 days of receiving the petition from the applicant. The board may charge a fee to recoup its costs for each petition. You will need to request a paper application and complete the form and include any court documents and narrative to questions on the application as needed. The information provided will be evaluated to determine if your criminal record, available at this time, will disqualify you from licensure as a Registered Nurse upon graduation from a board-approved nursing education program.

Felony convictions, violent crimes, other more serious misdemeanors, and repeat offenders are required to go before the Disciplinary Review Committee. 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 substance use and/or mental health disorder 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 treatment for the condition(s) as well as any maintenance medications prescribed. Also, information as to the progress since treatment was completed.

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 Alternative to Discipline Program. Alternative-to discipline programs can help nurse licensees receive needed treatment and maintain an unencumbered professional nursing license. WV Restore is the WV Registered Nurses Board's Alternative to Discipline Program. Its goal is to protect the public by providing a monitoring and recovery program for registered professional nurses with a substance use disorder or a qualifying mental health condition. WV Restore offers services in many different fashions including but not limited to case management and monitoring, nurse health coaching, peer support and outreach education.

As stated above, the license application requires disclosure of any criminal history and the disposition of all cases prior to Board review. The Board can also aid its nurses through Nurse Health Coaching. The West Virginia Registered Nurses Board has sponsored Nurse Health Coach Training for 80+ Registered Nurses. The coaches have been educated to provide support, resources, advocacy, and accountability for health care professionals experiencing any difficulty that would affect the nurse's ability to practice safely.

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.

Each school of nursing makes independent decisions about admissions into their program and may require criminal background screening and/or other information as part of that process. 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 to obtain a nursing degree; thus, such a student may not be eligible for licensure in West Virginia.

All the above factors should be taken into consideration prior to deciding about a nursing career.

For more information or request a paper application, please contact the Board office at:

5001 MacCorkle Avenue
South Charleston, WV 25309
Phone: 304-744-0900
Web Address: www.wvrnboard.wv.gov
Email: rnboard@wv.gov

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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 Institutional Learning Outcomes (ILO); 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.

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 per the Capito Department of Nursing, the academic catalog, and the UC Student Handbook.

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:

[ANA Fact Sheet 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)



(National League for Nursing, 2010, 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 relationships 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, preservewholeness 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 through 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.

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:

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.

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.

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:

- **Program Completion:** 80% of graduates will complete the nursing program within 150% of time.
- **Licensure Passage Rates:** 80% of first-time test takers will successfully complete the NCLEX®.
- **Job placement:** 80% of graduates will be employed as Registered Professional Nurses.

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.

Requirements	Standards	Examples
General Abilities/ Observational Ability	<p>The functional use of the sense of:</p> <ul style="list-style-type: none"> • Sight • Touch • Hearing • Smell <p>in order to assess, monitor and care safely for individuals in potentially hazardous environments.</p> <p>A student must be able to recognize and treat pain in a client.</p>	<p>Ability to:</p> <ul style="list-style-type: none"> • Observe clients and respond with appropriate treatments. Interpret written word • Palpate during a physical assessment of a client. Sensitivity to heat and cold. • Hear and interpret alarms from equipment used to monitor clients. • Distinguish smells involved in particular disease processes. <p>Collection of subjective and objective data from patients</p>

<p>Communication Ability</p>	<p>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.</p> <p>The ability to document assessment findings and treatment information clearly and accurately either written or electronically.</p> <p>Communication includes speech, reading and writing.</p>	<ul style="list-style-type: none"> • Explain treatment procedures to clients. • Provide client education. • Documentation of client status, treatments, procedures, and nursing actions.
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Requirements	Standards	Examples
<p>Motor Ability</p>	<p>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.</p>	<ul style="list-style-type: none"> • Positioning of clients. • Cardiopulmonary resuscitation <p>Perform functions required for patient care.</p>
<p>Intellectual, Conceptual, and Quantitative Abilities</p>	<p>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 recurring deviations from the anticipated norms</p>	<ul style="list-style-type: none"> • Implementation of the nursing process. • Application of information learned in class to clinical.
<p>Behavioral and Social Attributes</p>	<p>Display behavior and personal attributes that such as respect, care and compassion that are conducive to developing effective relationships with clients.</p>	<ul style="list-style-type: none"> • Establish rapport with clients. • Concern for others.

<p>Ability to Manage Stressful Situations</p>	<p>The capacity to maintain composure and continue to function well during periods of high stress. This includes the affective behaviors and appropriate demeanor and rapport that relate to professional education and quality patient care. Emotional stability and the ability to accept responsibility and accountability in order to exercise judgment and adjust to changing situations. The student must respond immediately and effectively to emergency situations that may arise during the care of clients.</p>	<ul style="list-style-type: none"> • Maintain professionalism during stressful times in class and in clinical. • Cardiopulmonary resuscitation. • Display respect to faculty, peers and clients. • Provide safe patient care.
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Program Curriculums

Associate of Arts in Nursing Program Academic Plan 2024-2025 61 Credit Hours

The Associate Degree Nursing program consists of 61 credit hours with a 13 credit- hour pre-requisite requirement. Delivered in a hybrid format, this program combines traditional, face-to-face class time with online and out-of-class course work. In the ADN program hybrid courses replace face-to-face class time with 49% online or out-of-class work. Students must attend face-to-face classes at the location designated on the course schedule. Students will be required to complete on-campus activities as designated by his or her instructor. The mission of the Associate of Arts in Nursing (ADN) program is to prepare students for a career as a registered professional nurse (RN). A registered professional nurse 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).

Associate Degree Nursing Program

Semester 1		
Course	Title	Credits
HSCI 110	History of Health Sciences	3
HSCI 230	Interprofessional Collaboration	3
NURSA 101	Fundamentals of Nursing	4
NURSA 101L	Fundamentals of Nursing Clinical/Lab/Simulation	2
NURSA 102	Health Assessment	3
NURSA 102L	Health Assessment Clinical/Lab/Simulation	1
TOTAL		16

Please Note: Each semester, all courses in the program sequence must be completed with a grade of “C” or better prior to entering subsequent semester courses. Students must maintain a cumulative GPA of 2.00 or higher in all courses to progress to the next semester.

Semester 2		
Course	Title	Credits
HSCI 212	Drug and Dosage Calculations	3
NURSA 110	Medical Surgical Nursing I	4
NURSA 110L	Medical Surgical Nursing I Clinical/Lab/Simulation	2
NURSA 115	Mental Health Nursing	2
NURSA 115L	Mental Health Nursing Clinical/Lab/Simulation	1
NURSA 125	Pathophysiology and Pharmacology I	2
TOTAL		16

Please Note: Each semester, all courses in the program sequence must be completed with a grade of “C”

or better prior to entering subsequent semester courses. Students must maintain a cumulative GPA of 2.00 or higher in all courses to progress to the next semester.

Semester 3		
Course	Title	Credits
NURSA 215	Pathophysiology and Pharmacology II	2
NURSA 225	Medical Surgical Nursing II	4
NURSA 225L	Medical Surgical Nursing II Clinical/Lab/Simulation	2
NURSA 230 / NURSA 240	Obstetric Nursing Pediatric Nursing	2 / 2
NURSA 230L / NURSA 240L	Obstetric Nursing Clinical/Lab/Simulation Pediatric Nursing Clinical/Lab/Simulation	1 / 1
HSCI 302	Health Ethics and Policy	3
TOTAL		17

Please Note: Each semester, all courses in the program sequence must be completed with a grade of “C” or better prior to entering subsequent semester courses. Students must maintain a cumulative GPA of 2.00 or higher in all courses to progress to the next semester.

Semester 4		
Course	Title	Credits
NURSA 235	Medical Surgical Nursing III	4
NURSA 235L	Medical Surgical Nursing III Clinical/Lab/Simulation	2
NURSA 250	Nursing Practicum	2
NURSA 250L	Nursing Practicum Clinical/Lab/Simulation	4
NURSA 255	NCLEX-RN	2
TOTAL		14

Please Note: Each semester, all courses in the program sequence must be completed with a grade of “C” or better prior to entering subsequent semester courses. Students must maintain a cumulative GPA of 2.00 or higher in all courses to progress to the next semester

**Bachelor of Science in Nursing Program
Academic Plan 2024-2025
120 Credit Hours**

The Bachelor of Science in Nursing (BSN) consists of 120 credits, including 70 credits of nursing and 50 credits of non-nursing credits. The curriculum sequence is found below.

FRESHMAN					
FALL			SPRING		
Course	Title	Credits	Course	Title	Credits
BIOL 251	Anatomy and Physiology I	3	BIOL 252	Anatomy and Physiology II	3
BIOL 251L	Anatomy and Physiology I Lab	1	BIOL 252L	Anatomy and Physiology II Lab	1
ENGL 101	Freshman Writing I	3	ENGL 102	Freshman Writing II	3
SSCI FLEX	Social Sciences FLEX Course	3	MATH FLEX	STEM FLEX Course	3
HSCI 110	History of Health Sciences	3	SPCH 103*	Oral Communication Skills	3*
UNIV 104	Orientation to University	3	UNIV 105	The University Experience	3
Total Credit Hours		16		Total Credit Hours	16

*Embedded in UNIV 105

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 2.0 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 2.0 or better in all courses.

SOPHOMORE					
FALL			SPRING		
Course	Title	Credits	Course	Title	Credits
NURSB 201	Fundamentals Concepts for Interprofessional Practice	4	HSCI 230	Interprofessional Collaboration	3
NURSB 201L	Fundamentals of Nursing Lab/Clinical/Simulation	2	NURSB 225	Pathopharmacology I	2
NURSB 204	Health Assessment	3	NURSB 210	Medical Surgical Nursing I	4
NURSB 204L	Health Assessment Lab/Clinical/Simulation	1	NURSB 210L	Medical Surgical Nursing I Clinical/Lab/Simulation	2
HSCI 212	Drug and Dosage Calculations	3	NURSB 215	Mental Health Nursing	2
PSYCH 212	Lifespan and Development	3	NURSB 215L	Mental Health Nursing Clinical/Lab/Simulation	1
Total Credit Hours		16	Total Credit Hours		14

Please Note: Progression from the sophomore level to the junior level requires completion of all course work listed for the sophomore level progression sequence with a grade of "C" or better. Students must maintain a cumulative GPA of 2.0 or better.

JUNIOR					
FALL			SPRING		
Course	Title	Credits	Course	Title	Credits
HSCI 310	Introduction to Health Informatics	3	HSCI 312	Statistics for Evidence Based Practice	3
NURSB 315	Pathopharmacology II	2	ENGL 2XX	Literature	3
NURSB 325	Medical Surgical Nursing II	4	NURSB 335	Medical Surgical Nursing III	4
NURSB 325L	Medical Surgical Nursing II Clinical/Lab/Simulation	2	NURSB 335L	Medical Surgical Nursing III Clinical/Lab/Simulation	2
NURSB 330	Obstetrics Nursing	2	NURSB 340	Pediatric Nursing	2
NURSB 330L	Obstetrics Nursing Clinical/Lab/Simulation	1	NURSB 340L	Pediatric Nursing Clinical/Lab/Simulation	1
HUMN 1XX	Elective	3			
Total Credit Hours		17	Total Credit Hours		15

Please Note: Progression from the junior level to the senior level requires completion of all course work listed for the junior level progression sequence with a grade of "C" or better. Students must maintain a cumulative GPA of 2.0 or better.

SENIOR					
FALL			SPRING		
Course	Title	Credits	Course	Title	Credits
NURSB 404	Nursing Research	3	NURSB 460	Nursing Practicum II	2
NURSB 450	Nursing Practicum I	2	NURSB 460L	Nursing Practicum II Clinical	4
NURSB 450L	Nursing Practicum I Clinical	4	NURSB 470	Leadership and Health Policy	3
NURSB 455	Prevention and Population Health	3	NURSB 470L	Leadership and Health Policy Practicum	1
NURSB 455L	Prevention and Population Health Practicum	1	NURSB 475	NCLEX-RN	3
Total Credit Hours		13	Total Credit Hours		13

Please Note: Students are required to complete all course work listed for the senior level progression sequence with a grade of "C" or better and maintain a cumulative GPA of 2.0 or better. All students must complete the University Capstone course and successfully pass the ATI Comprehensive Exam.

**RN-BSN Program
Academic Plan 2024-2025
120 Credit Hours**

Course	Title	Credit Hours
BIOL 212	Introduction to Human Anatomy and Physiology	3
BIOL 212L	Introduction to Human Anatomy and Physiology Lab	1
ENGL 101	Freshman Writing I	3
ENGL 102	Freshman Writing II	3
PSYC 212	Life Span Development	3
SPCH 103	Oral Communications	3
	Electives	24

Health Sciences Courses: 15 Credit Hours

Course	Title	Credit Hours
HSCI 110	History of Health Sciences	3
HSCI 230	Interprofessional Collaboration	3
HSCI 302	Health Ethics and Policy	3
HSCI 310	Introduction to Health Informatics	3
HSCI 312	Statistics for Evidence Based Practice	3

Nursing Courses: 40 Credit Hours

Course	Title	Credit Hours
NURSR 302	Advanced Health Assessment for the RN	4
NURSR 402	Prevention and Population Health	4
NURSR 404	Nursing Research	3
NURSR 410	Leadership and Health Policy for the RN	4

- Program may be completed in 3 semesters of full-time study
- Part-time track available
- Students will receive up to 50 credit hours for a current, unencumbered license as a Registered Professional Nurse
- Students may transfer in up to 90 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.
- A minimum of 30 upper division credit hours must be taken at the University of Charleston in order to confer a BSN degree.
- Students are required to obtain an active, unencumbered RN license during the first semester in the RN to BSN program as a condition of admission. Failure to obtain an active, unencumbered RN license during the first semester in the RN to BSN Program will result in an academic hold placed on the student account until the active, unencumbered license is obtained.
- Students must have an active, unencumbered RN license to register for any NURSR course

University Facilities and Services

Counseling Services

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. Students who wish to contact the Counseling and Outreach Services Center should email uc-counselor@ucwv.edu or call 304-357-4862

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 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 [Schoenbaum Library](#) 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.

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. [Academic Success Center](#)

Hours for tutoring and a schedule of workshops will be posted each semester on the Student Information menu of the Schoenbaum 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. [Academic Success Center](#)

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.

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.

Study Hours

The nursing student is responsible and expected to dedicate study hours outside of the classroom environment. Nursing courses are defined as “high level” difficulty. The estimating study hours worksheet below will help you determine study time based on course difficulty (Balduf, 2009). **Example:** NURSA-101 Fundamentals of Nursing is a 4-credit hour course. Based off the calculation below the course is (4 credit hours) x (3 high-difficulty study hours) = 12 hours of study per week (e.g. readings, assignments, activities) for this one nursing course. **Students enrolled in the nursing program will be expected to accommodate a full-time study load through the semester.**

Estimating My Weekly Study Hours Worksheet

<u>Predict Course Difficulty</u>		<u>*Study Hours Based on Course Difficulty</u>			
High Difficulty Course		3 hours			
Medium Difficulty Course		2 hours			
Low Difficulty Course		1 hour			
Example		Multiply			
1	Your Semester Courses	2 Difficulty Level (High, Medium, or Low)	3 Hours in Class Each Week	4 Study Hours Based on Difficulty (*see Study Hours... above)	5 Needed Study Hours Per Week
	<i>Biology 1010</i>	<i>High</i>	<i>3</i>	x <i>3</i>	= <i>9</i>
	<i>Math 1010</i>	<i>High</i>	<i>3</i>	x <i>3</i>	= <i>9</i>
	<i>PSY 1730</i>	<i>Medium</i>	<i>3</i>	x <i>2</i>	= <i>6</i>
	<i>ENGL 1010</i>	<i>Medium</i>	<i>3</i>	x <i>2</i>	= <i>6</i>
	<i>PE 1605 (Skillng)</i>	<i>NA</i>	<i>2</i>	x <i>0</i>	= <i>0</i>
			x	x	=
Total Study Hours per Week					30

Classroom / Clinical Expectations

Students are expected to attend classroom and clinical as scheduled in the nursing programs. Associate Degree Nursing (ADN) students are expected to be available twelve (12) hours on designated ADN Friday, Saturday and Sunday classroom/clinical experiences in effort to meet hybrid learning experiences. ADN weekend rotations are subject to change under special circumstances (e.g., academic calendar, etc.). Students are also expected to check university email and eLearn and online resources (e.g., Evolve Resources, ATI , etc.) every twenty-four (24) hours for updates and announcements.

Special Classroom / Clinical Events

The student will be expected to attend special classroom / clinical / testing events (e.g., test, presentation, guest speaker, clinical out-rotation, etc.) outside of scheduled classroom time if designated by the course instructor. The course instructor must notify the student of special classroom / clinical / testing events which are outside of scheduled classroom time as soon as possible so that students can prepare in advance.

Attendance

Attendance is required in all nursing courses, didactic and clinical/lab/simulation. Students must be in attendance of the entirety of the nursing course class time unless arrangements have been made with the instructor. 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.

Adverse Weather Policy

During adverse weather conditions please refer to the University of Charleston webpage 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/>. 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 cancellations or delays.

****Even if you have previously signed up for 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/>

- 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 **two (2)** 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).

In congruency with the University of Charleston Student Handbook reflecting the “Inclement Weather Policy”, the Capito Department of Nursing acknowledges that as a residential campus, the University of Charleston does not close completely during extreme weather or other emergency situations.

When UC students are present, services must be provided regardless of the circumstances. When the University is “closed,” it means that “classes are cancelled.” Students and faculty do not have to be at UC. All administrators and staff, however, are to report to work. If an administrator or staff member cannot report to work due to inclement weather, he or she must contact his/her immediate supervisor as soon as possible

When the University is “delayed,” it means there will be no class meetings prior to the delayed time. This does not mean that the entire instructional day begins at a later time. For example, if we are on a “two-hour delay,” and the class normally begins at 8 am, that class will not meet on that particular day. If the class normally meets from 9-11 am, the class will begin at 10am and end at regular time.

UC does not necessarily follow the actions of the County School System. All decisions will be sent out via an emergency messaging system. All local media will also be made aware.

The Capito Department of Nursing requires clinical components as part of the curriculum completion for nursing programs. While the University and Capito Department of Nursing understands that you will use your best judgement during morning commutes to clinical sites, inclement weather is not recognized as an excused absence in the student handbook. Therefore, a missed clinical experience will result in a zero for the day. However, the student may be offered an alternate assignment.

The faculty member shall communicate the attendance policy in each syllabus. The instructor should communicate the policy to each class at the beginning of the semester and explain its application to his or her particular class.

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 Capito Department of Nursing uses CastleBranch as the company to provide documentation of immunization and other clinical readiness documentation. Information on registering for a CastleBranch account will be provided to you upon entering the program. 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.
- A current American Heart Association Healthcare Provider CPR Certification Card. No other CPR certifications will be accepted.
- Background check from [Quality Drug Testing & Workplace Readiness](#).
- 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.
- Drug Screen from [Quality Drug Testing & Workplace Readiness](#).
- 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 the program administrative assistant by the deadline date.

Students failing to submit a complete health record portfolio will be dismissed from the nursing program.

All students will have a current criminal background check on file. 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/> 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.

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.

Clinical/Lab/Simulation Sections

Student clinical section assignments are expected to change anytime **during** and **between** the semester as necessary at the discretion of the course instructor/program coordinator/program director. Clinical section assignments may rotate semester to semester in effort to facilitate the best clinical experiences. Students are not permitted a guaranteed clinical section.

Clinical/Lab/Simulation Absence

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 BSN (e.g., two six-hour clinical days) or more than one ADN (e.g., one twelve-hour clinical day (2 credit hour course) or one six-hour clinical day (1 credit hour course) clinical/lab/simulation rotation(s) will receive a grade of “F” for the course. An unsatisfactory in two clinical/lab/simulation rotations will result in a grade of “F” for the course. Students who are absent from a clinical experience must make-up the missed clinical hours if eligible per the University excused absence guidelines.

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 (black top/black pants)
- 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
- Protective Eye Wear (as needed)

Students are expected to present a neat, clean appearance in uniform. Student must abide by institutional dress code guidelines in the clinical setting. 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.

Body Alterations:

- Students will adhere to the clinical facility policy on body alterations, modifications or mutilations, etc. *Please refer the requirements of the facility clinicals are being performed.*

Chewing Gum:

- Chewing gum is not permitted during clinical experiences.

Fingernails:

- Fingernails should be kept short and smoothly filed. No artificial nails, tips or polish are permitted. *Please refer the requirements of the facility clinicals are being performed.*

Hair:

- Hair must be confined neatly out of face. Extreme hair colors and styles are prohibited. 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. *Please refer the requirements of the facility clinicals are being performed.*

Jewelry/Piercings:

- 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 or necklaces permitted. Body piercings are not allowed including but not limited to tongue piercings, nose piercings, eyebrow piercings, etc. Flesh color gauged ear plugs must be inserted if ears have been gauged.

Lab Coat:

- 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.

Skirt/Skorts:

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

Smoking:

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

Tattoos:

- Tattoos should be covered by uniform. *Please refer the requirements of the facility clinicals are being performed.*

Uniform for Skills/Simulation Lab:

- Students will be required to wear UC approved uniforms in the assessment, skills and simulation labs.

Uniform Outside of Clinical/Laboratory/Simulation:

- 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.).

Wounds:

- Open wounds must be dressed and covered appropriately.

Transportation

Students are expected to provide their own transportation to and from the clinical facilities and other laboratory experiences. Students are expected to prepare and have adequate transportation to attend all classroom and clinical experiences on time.

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 are expectations 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, collaborating providers, staff, faculty and peers;
- Actions evidencing values incongruent with those required for ethical practice as defined by the ANA Code of Ethics for Nurses and the WV RN Board;
- Any behavior demonstrated by the nursing student which is determined by the instructor and/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.

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 an “unsatisfactory” 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.

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 any protected class or characteristic including, but not limited to, a person’s race, color, religion, sex, sexual orientation, 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.

Services for Students with Disabilities

Services are provided in compliance with provisions of the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act Amendment of 2008. The Academic Success Center also provides special information for faculty.

Accommodations

Accommodations are adaptations and changes made to elements of a student’s post-secondary program that help to compensate for the student’s impairment(s) and provide equal access to students with disabilities. Here are the basics:

- Any student with a documented disability may be eligible to receive accommodations & services from the Academic Success Center.
- The purpose of accommodations and modifications is to reduce or eliminate any disadvantages that may exist because of an individual's disability.
- Accommodations are not a guarantee for success, but rather seek to promote non-discrimination and equal access opportunities.
- Accommodations are not student preferences; they are determined through an established review process based on documentation received regarding the student's disability.
- The law does not require institutions to waive specific courses or academic requirements considered essential to a program or degree. Rather, they are mandated to modify existing requirements on a case-by-case basis in order to ensure that individuals are not discriminated against on the basis of their disability.

Students requesting accommodations must submit documentation of their disabilities from an appropriate, licensed professional qualified in the appropriate specialty area. Some examples of such persons are physicians, psychiatrists, and psychologists.

In general, documentation should include a specific diagnosis and a rationale for each accommodation requested. In cases of LD or ADD/ADHD, raw test score data should be submitted.

To ensure that the accommodations supplied are appropriate for the student's current level of functioning, the documentation submitted must be less than three years old. Exceptions can be made for conditions that are permanent and are not developmentally related. Hearing or vision loss would be examples of such conditions.

Students must disclose and document their disability to the Academic Success Center/Disability Coordinator in order to receive appropriate accommodations. A Disability Coordinator acts as a liaison between students and faculty or staff, identifying appropriate accommodations for students with documented disabilities.

The goal of all concerned is to help students achieve their full academic potential. In some cases, our office will request an appointment to further discuss your request. You will be notified in writing (either e-mail or letter) regarding the outcome of our review and how to proceed. Most of our communication is done through University email. If you have any questions or concerns at any point regarding this procedure, please do not hesitate to contact us at 304-357-4776.

Once you are approved for accommodations, you will be provided with a letter outlining your specific accommodations. The letter will only outline accommodations; no specific information about a diagnosis will be shared. This letter will provide information for the faculty about accommodations, functional limitations and should serve as a catalyst for discussion with the student about how accommodations will be made.

Note, the choice to disclose the need for an accommodation is at the student's discretion. Students should discuss accommodations with faculty within the first week of class. Instructors will not be expected to accommodate students who do not disclose in a timely manner.

For more information please contact the Academic Success Center to receive additional information.

Below is a link to the required ADA Verification Form which needs to be completed and returned to the Office of Disability Services/Academic Success Center.

[ADA Disability Verification Form](#)

[Disability Documentation Guidelines](#)

Send Accommodation Requests to:

Fax: 304-357-4972

Mail:

Academic Success Center
C/O Disability Coordinator
University of Charleston
302 Schoenbaum Library, Clay Tower Bldg.
2300 MacCorkle Ave., S.E.
Charleston, WV 25304
Email: ASC@ucwv.edu

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 or suspicious substances on breath or person
 - c. Unsteady gait
 - d. Disoriented or confused behavior
 - e. Significant changes in work habits or behaviors

- 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.

Electronic Devices

Classroom Setting:

Recording of lectures is by instructor permission only. If the instructor permits recording 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
- Recording, taking photos, etc., 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.

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.

Social Media Policy

Social networking is an effective way to communicate with colleagues. Instagram, Facebook, Snapchat, TikTok, Twitter, etc., 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 important.

It is imperative, therefore, to develop a policy which addresses 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.

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.
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.

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 students 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 shown.

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*

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.

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 2.0 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 offered 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.

Students are not to register, drop or add any course without first contacting your academic

advisor(s).

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

Evaluation of Student Performance

Grading Policies

All course exams/quizzes will be weighted at a minimum of 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

93-100	A
86-92	B
80-85	C
73-79	D
72-below	F

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(s) 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 at the discretion of the course instructor
- 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 ZERO
- Please review the testing policy for further details

Late Assignments

Students who fail to submit assignments by the designated due date will receive the following non-negotiable academic penalty as a result. Exam/quiz tardiness penalty is different and is outlined separately in the testing policy.

- **1 minute – 24 Hours Late:** 10% grade reduction on assignment
- **25 hours – 48 Hours Late:** 20% grade reduction on assignment
- **Greater than 48 Hours Late:** Assignment grade

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. Failure of the clinical course will result in failure in the associated didactic course and vice-versa. Students have the right to appeal a course grade in accordance with University Policy as published in the current **UC Academic Catalog**.

Testing Policy

The Capito Department of Nursing may utilize a variety of exam/quiz formats for assessing knowledge as indicated below. Prior to the exams, students are encouraged as needed to seek clarification of the concepts from faculty, tutors and peers. It is the responsibility of the student to be prepared for all testing. Study guides and/or blueprints for exams/quizzes may be provided as courtesy but not required. Study guides and/or blueprints is a discretion of the course instructor. All exams are to be completed at the regularly scheduled time. A student may take any quiz, test, or exam one time only. Students taking quizzes and exams are required to work independently without the use of textbooks, notebooks, or audio, visual, or written input from themselves or others.

- **Exam Format:** The format of examinations in nursing courses may be delivered electronically (e.g., e-Learn, ATI, Exam-soft, etc.) and/or paper and is discretion of the course instructor. Any electronic exam/quiz must be administered on a locked browser. Open-book and take-home exam/quiz for nursing courses are prohibited.
- **Exam Location:** All exams and quizzes must be administered in-seat and monitored by the course instructor or designated faculty person. Students must be spaced at least 3 feet apart and may be assigned selective seating / privacy shields per the discretion of the course instructor.
- **Grading:** Nursing exams, quizzes and ATI exams must account for a minimum of 80% of the cumulative grade in nursing courses. The course instructor must post exam grades within two weeks (14 days) after the test/quiz is administered.
- **Personal Items:** All personal items must be stored away and placed in the front of the classroom including cell phones and smart wrist watches. A simple calculator will be provided by the faculty person (if applicable). Students may retrieve their personal items after the test/quiz has completed. Students may utilize traditional (non-electronic) ear plugs as needed.
- **Review:** All students are permitted to review test questions missed (or) topics missed within two weeks (14 days) after the test/quiz is administered. **The method of test review will be determined the instructor and student based on learning needs.**
- **Time:** All students are permitted no more or less than National Council of State Boards of Nursing (NCSBN) standards.

Exam Integrity: Students will not disclose or discuss information about the items or answers seen on exam/quiz unless it is during a formal test review with the course faculty. This includes posting or discussing questions on the internet and social media websites.

- Students may not copy or reconstruct exam items during or following the exam for any reason.
- Students may not remove exam/quiz items and/or responses (in any format) or notes about the exam/test/quiz from the testing room
- Students will comply with any investigation related to exam integrity that needs to be conducted.
- Students may not tamper with the computer or use it for any function during the exam/quiz.
- **Note:** If a student witnesses any of the above behavior, or any irregular behavior that is in

violation of the exam/test/quiz rules, the student is required to report it to the course instructor faculty member/program coordinator and/or program director and comply with any follow up investigation.

Absence: In the event of an unexpected situation that is beyond the student's control (serious illness, accident, death of an immediate family member, etc.), the student must notify the appropriate instructor to request an excused absence prior to the exam. A health care provider's documentation of the student's inability to complete an exam will be required for an excused absence based on student health. Failure to obtain an excused absence, to submit the appropriate documentation, or to complete the make-up exam **in collaboration with appropriate course instructor** will result in a grade of 0% for that exam.

If an excused absence is granted, the arrangements must be made on the date of return to any college class or clinical session. It is expected that the make-up exam date will be at the discretion of the course instructor. Make-up exams are scheduled outside of class time and must be administered in the same in-seat format. Students are expected to arrange their work and family schedules accordingly. Make-up exams administered must contain different test questions from the exam missed.

Tardiness: If a student is late, he/she will only be allowed the allotted time remaining to complete the exam unless a student has already completed the exam. If a student has completed the exam, then the tardy student will receive a 0% for the missed exam without an excuse. If the student has an excused tardy, the student can schedule a make-up exam based on the discretion of the course instructor.

Non-Compliance: A student who violates these procedures, or engages in irregular behavior, misconduct, and/or does not follow the faculty member's warning to discontinue inappropriate behavior will be followed up with after the exam. The results of the exam/test/quiz may be withheld or canceled, and the student may be dismissed from the program. Behaviors that are considered to constitute irregular behavior or misconduct include but are not limited to:

- Giving or receiving exam/quiz assistance of any kind to or from another student
- Using, accessing, or attempting to access any prohibited aids. Prohibited aids are any devices or materials that will be helpful in taking the exam/quiz. Examples of aids that are prohibited are electronic devices (e.g. cell/mobile/smart phones, tablets, smart watches, airpods, electronic ear plugs, etc.), conversion tables, dictionaries, etc.
- Bringing any study aids (textbooks, notebooks, classroom notes, etc.) to the classroom or accessing or attempting to access such study materials at any time after the start of the exam/test/quiz, including emergency breaks
- Failing to follow procedures or the instructions of the faculty member
- Creating a disturbance of any kind (**e.g., gestures after test completion, attempting to communication to a fellow student, computer browsing, etc.**)
- Tampering with the operation of the computer or attempting to use it for any function other than taking the exam/test/quiz.

ADA Accommodations: Any student requiring ADA accommodation must provide documentation from the Academic Success Center. In the event that a student requires accommodations in the semester, the faculty must be notified at least one week prior to an exam &/or quiz in order to arrange accommodation. Documentation received on the day of an exam or quiz will be not accepted. Documentation must be delivered to each theory course instructor via e-mail and copy the program coordinator and program director.

Extra Credit: No extra credit will be provided on exams/quizzes for students to raise a student grade in nursing program courses.

Progression Policy

All courses, nursing and required non-nursing, must be taken in the program sequence published in the UC Academic Catalog. Students must receive a grade of “C” or higher and maintain a Grade Point Average (GPA) of 2.0 or higher to progress to the next semester in the curriculum and 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 meet the set benchmark ATI Comprehensive Predictor. **If the student does not meet the set benchmark the ATI Comprehensive Predictor the student will not have a degree conferred.** The student will then be required to meet the stipulations of a learning contract on a specified timeline in order to have a degree conferred.

Repeat of Nursing Courses

If a student fails one component of a nursing course (either theory or clinical/laboratory/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.

Withdrawal from Nursing Course

First Withdrawal/Fail:

- A student may withdraw/fail nursing course(s) they are unsuccessful within the concurrent semester. This counts as a one withdrawal/fail occurrence.
- The student must enroll in the withdrawn/failed nursing course(s) in the next available offering by the University.
- Students who withdrawal/fails a nursing course in the **first** semester must reapply to the program during the next admission cycle for 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.

Second Withdrawal/Fail:

- A student who withdrawal/fails a second nursing course, **after their first withdrawal/fail**

occurrence, will be required to reapply to the nursing program and start the curricular sequence from the beginning. **Readmission to the program is limited to one occurrence.** Students requesting readmission to the nursing program must meet all program requirements for admission.

- Withdrawal/failure of a nursing course, **after readmittance** to the nursing program, will result in dismissal from the nursing program.

Withdrawal from the Nursing Program

A student who wishes to withdraw from the nursing program must schedule a meeting with their advisor who will discuss the best path forward. The advisor will then work with the Program Director of Nursing to approve the plan of action.

The student will then be referred to the Dean of Students if a Program/University withdrawal is needed to process the paperwork for approval. 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 one semester for a documented medical or extreme personal circumstance from the Capito Department of Nursing. The students would need to submit the appropriate paperwork for a medical or compassionate withdrawal to the Dean of Students who will work with the Program Director of the Capito Department of Nursing and the University Provost for approval.

If the leave of absence is approved, the student will be required to meet with the Program Director of the Capito Department of Nursing prior to the initiation leave of absence. 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 semester, must withdraw from the program and seek 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 2.0 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 two semesters 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. Students applying for readmission into the nursing program must start from the first nursing course and successfully progress through the curriculum sequence in accordance to program and ACEN guidelines.

Academic Probation

The Capito Department of Nursing recognizes and follows the **Academic Probation and Academic Dismissal Policy** as stated in the most current University of Charleston Academic Catalog. When the student does not obtain a cumulative GPA of 2.0 or higher, they are subject to the University's policy on Academic Probation and Dismissal.

Once a student is academically dismissed from the nursing program, they may reapply to the nursing program on the following application cycle, provided all admission requirements set forth by the Capito Department of Nursing are met. Students that are academically dismissed will need to start courses from the beginning of the curriculum upon readmission to the program.

If a student in the nursing program fails any first semester course, that student must reapply to the program at the next application cycle for a first semester re-entry.

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).

Transfer Students

The Capito Department of Nursing accepts transfer students for the associate degree and bachelor's 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 2.00 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 nursing program must have completed the required prerequisite courses as outlined in the curriculum of the nursing programs.
- Students may transfer nursing courses where a cumulative course grade **79.5%** 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 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 may be considered pending completion time and course description. Students may be asked to test out of subject areas based upon evaluation of coursework being transferred. If a student is currently admitted in the nursing program, either ADN or BSN, he or she may apply for transfer into another nursing program within the Capito Department of Nursing; however, he or she will be accepted based on current admission criteria and start from the beginning of the program progression plan. Students who have requested transfer from another nursing program and were unsuccessful in that program according grading policy standards, will need to start from the beginning of the UC nursing curricular sequence.

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

Classroom Audit Policy

Students who fail or withdrawal from a nursing course will have the option to audit the didactic nursing courses outlined in the curriculum sequence of that same semester in which the course(s) repeated. Classroom auditing is highly recommended to students who have failed or withdrawal from a nursing course, however, is not required.

Only non-clinical nursing courses can be audited if the student chooses to audit. Students must pay an auditing fee as determined by the University. Please contact the financial aid office for course fee advisement.

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

- Request the audit in writing from the faculty
- Adhere to class attendance policies
- Participate in all course exams, quizzes and assignments (including ATI)
- The course faculty of the audited course will 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(s)

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 2.0 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 Institutional Learning Outcome (ILOs) for the program must be met in order to graduate from either program. Students must apply for graduation prior to 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 otherwise referred to as ATI Comprehensive Predictor examination.

Graduation Requirements

In order to ensure successful preparation for the NCLEX-RN exam, the faculty have developed standards for progression 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 Institutional Learning Outcomes (ILOs)
- Meeting established benchmark for the Exit Level Assessment, as designated
- A cumulative GPA of 2.0 or higher

Degree Conferral

Upon successful completion of the nursing program, the student is highly encouraged to sit for NCLEX-RN exam in the State of West Virginia who is a participant on Nurse Licensure Compact (NLC). <https://www.ncsbn.org/nurse-licensure-compact.htm>. Degree conferral can take 2-4 weeks after the end of the semester. Authorization to test (ATT) will be provided from the West Virginia Board of Professional Examiners and must be approved by the Director of the Capito Department of Nursing.

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 Policy and Academic Dismissal Policy

An undergraduate student with a cumulative Grade Point Average (GPA) of 2.00 or higher is considered to be in “Good Academic Standing” with the University of Charleston. When a student does not obtain a cumulative GPA of 2.0 or higher they are subject to the University’s policy on Academic Probation and Dismissal.

Level I Probation – A student who obtains a cumulative GPA of less than 2.0 in a given semester:

- May not enroll in more than 16 credits in the following semester.
- Must meet with his/her major advisor every other week.

Level II Probation – A student who obtains a cumulative GPA of less than 2.0 for a second consecutive semester:

- May not enroll in more than 13 credits in the following semester;
- Must meet with his/her major advisor each week

Level III Probation – A student who obtains a cumulative GPA of less than 2.0 for a third consecutive semester:

- May not enroll in more than 13 credits in the following semester;
- May not register online for classes in the following semester;
- Must meet with his/her major advisor each week

Students on academic probation should consult with their faculty advisor, the financial aid office and, as appropriate, their athletic coach to discuss the consequences this may have for their ability to progress through their academic program and their eligibility for financial aid and athletics.

Dismissal: A student who does not obtain a cumulative GPA of 2.0 or more upon the completion of his/her Level III probationary semester will be dismissed from the University. Students who have been academically dismissed may be readmitted to the University after one year from the date of the dismissal by submitting a request, in writing, to the Registrar. If a student does not obtain a cumulative GPA of 2.0 or more upon the completion of his/her first semester after being readmitted the student will be subject to permanent dismissal from the University of Charleston

Grievance Procedures

The grade appeal policy is outlined in the most current **UC 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.

Chain of Command Process

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

- Students in a course who have an issue or concern, will present issues and concerns to the course instructor immediately in real time.
- Individual instructor issues or personal disputes will not be attempted to be resolved at the course instructor level; however, students may follow the chain of command in dealing with individual instructor issues or personal disputes. The chain of command is as follows:
 1. Instructor
 2. Program Coordinator / Clinical Coordinator
 3. Director of Nursing
 4. Dean of Health Sciences

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.

Class Representatives

Class representatives will be elected/appointed in each program cohort per each semester. Two representatives will be elected/appointed in each program cohort. A class representative may only serve as a representative for one semester or one term based on program type. Class representatives will be expected to represent classroom request among classroom instructors and/or faculty during designated nursing faculty meetings.

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. Sigma Tau Chapter at the University of Charleston invites membership of BSN 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.

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.

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 a minimum nursing GPA of 3.0
- 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:

- Active member of the Capito Association of Nursing Students (CANS)
- Attends meetings regularly
- 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 *and* active participants (attend all meetings and activities) of the National Student Nurses Association (NSNA) will receive cords upon graduation from the nursing program
- Students who are members *and* active participants (attend all meetings and activities 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 who are members *and* active participants (attend all meetings and activities Xi Tau Chapter of Sigma Theta Tau will receive an Honors Stole upon graduation from the nursing program.

Assessment Technologies Institute (ATI) 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 assist them in achieving content mastery in the discipline of nursing through both 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 purposes of ATI assessments and remediation assignments are 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 utilized 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 need.

ATI Access

- ATI Orientation resources, such as the ATI Plan, can be accessed from “My ATI” tab. It is highly recommended that students spend time navigating through these orientation materials.
- 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 previously created an 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 student practice experiences in computerized testing environments like 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.
- All students will test the ATI CMS Exam on the *same* day at the *same* time.
 - 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 Scoring Guideline 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-RN® 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.

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, take a nursing assessment, 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 made available a minimum of one time. Individual course instructor 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 the course instructor.
- Online practice tests may be given in a proctored or non-proctored environment, depending on the course instructor’s discretion.

- Students may not work with each other or use any resource(s) during the take of the practice exams.
- Any deviation will result in a breach of academic integrity and the student will be subject to disciplinary action in accordance with the University of Charleston's Academic Integrity Policy.

Remediation for Content Mastery Exams

1. Focused Reviews:

ATI Focused Review facilitates the post Content Mastery Series (CMS) and Comprehensive Assessment/ Predictor (CA/CP) assessment remediation experience for students. This personalized learning experience uses student performance on the practice and proctored assessments to drive focused student learning.

- **Within the student's Individual Performance Profile (IPP), there is a list of major content areas. The content areas listed here are the same as the Topics to Review on your Results report. Click the Focused Review button on each content area to the launch Focused Review for that specific content area.**
- **A minimum of 1-hour focused review is required for both Practice A and Practice B content assessments.**
- **Refer to the grading rubric for each CMS and Comprehensive assessment for focused review requirement.**

2. Active Learning Templates:

Active Learning Templates are designed to guide students in the learning and review of nursing knowledge. There are seven types of Active Learning Templates available to choose from: Basic Concept, Diagnostic Procedure, Growth and Development, Medication, Nursing Skill, System Disorder, and Therapeutic Procedure. Each section of the templates is labeled and indicates the type of information that should be added.

- **The templates are printed, and the student is to handwrite relevant content within the template boxes.**
- **An Active Learning Template (ALT) is to be completed for each topic missed for both Practice A and Practice B content assessments.**
- **Refer to the grading rubric for each CMS and Comprehensive assessment for ALT completion requirements.**

Remediation Assignment Submission

- ATI Assessment Report, Focused Review Transcript and Active Learning Template must be submitted to the proctor prior to entering the assessment.
- All ALT assignments must be legibly handwritten utilizing the ATI ALT template, unless otherwise stated by the course instructor.
- All focused review must be completed, or the student will receive a zero.
- If a student is required to retake a Content Mastery Series (CMS) exam, remediation for the retake exam is required be completed for the binder submission at that end of the program.

3. Assessment Achievement Expectations

Students will be expected to achieve a Level 2 proficiency or higher by the second attempt on the following proctored ATI Content Mastery Series exams:

- Pharmacology
- Medical-Surgical

OR

Achieve a cumulative exam average of 80.0% in the following courses:

- NURSA-215 Pathophysiology & Pharmacology II
- NURSA-235 Medical Surgical Nursing III
- NURSB-315 Pathophysiology & Pharmacology II
- NURSB-335 Medical Surgical Nursing III

Students who are unsuccessful in the above expectations, will receive a letter grade “F” in the stated nursing course. **CMS score of level 2 or higher does not guarantee a passing grade for the course.**

4. ATI exam weights:

- In nursing courses with required CMS assessments to be administered in the course, points accumulated from ATI Grading Rubric (practice assessments/remediation, CMS proctored assessments/remediation) will be **15%** of the 80% of the weighted exams/quizzes, per the grading policy.

CMS Grading Rubric

Fundamentals, Mental Health, Pharmacology, Nutrition, Medical Surgical, Leadership

(Combination of the practice and proctored assessments used to achieve rubric score)

PRACTICE ASSESSMENT A and B REMEDIATION SCORING	
Complete Practice Assessment A. Remediation: <ul style="list-style-type: none"> • Minimum 1-hour Focused Review on initial attempt • For each topic missed, complete an active learning template as part of the required remediation process. • Take Post Study Quiz (if available) 	Complete Practice Assessment B. Remediation: <ul style="list-style-type: none"> • Minimum 1-hour Focused Review on initial attempt • For each topic missed, complete an active learning template as part of the required remediation process. • Take Post Study Quiz (if available)
2 Points	2 Points
<i>Total Points = 4 points</i>	

PROCTORED CONTENT MASTERY EXAM			
<i>Level 3 = 4 points</i>	<i>Level 2 = 3 points</i>	<i>Level 1 = 1 point</i>	<i>Below Level 1 = 0 points</i>
<i>Remediation = 2 points:</i> • Minimum 1-hour Focused Review <ul style="list-style-type: none"> • No active learning templates required 	<i>Remediation = 2 points:</i> • Minimum 2-hour Focused Review <ul style="list-style-type: none"> • Complete 10 active learning templates as part of the required remediation process. 	<i>Remediation = 2 points:</i> • Minimum 3-hour Focused Review <ul style="list-style-type: none"> • Complete 20 active learning templates as part of the required remediation process. 	<i>Remediation = 2 points:</i> • Minimum 4-hour Focused Review <ul style="list-style-type: none"> • For each topic missed, complete an active learning template as part of the required remediation process.
10/10 Points	9/10 Points	7/10 Points Retake required	6/10 Points Retake Required
Practice Remediation – 4 pt Master Level 3 – 4 pt Post CMS Remediation – 2 pt 10/10 Points	Practice Remediation – 4 pt Master Level 2 – 3 pt Post CMS Remediation – 2 pt 9/10 Points	Practice Remediation – 4 pt Master Level 1 – 1 pt Post CMS Remediation – 2 pt 7/10 Points Retake required	Practice Remediation – 4 pt Master Level <1 – 0 pt Post CMS Remediation – 2 pt 6/10 Points Retake Required

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)).

CMS Grading Rubric

Maternal Newborn, Nursing Care of Children, Community

(Combination of the practice and proctored assessments used to achieve rubric score)

PRACTICE ASSESSMENT A and B REMEDIATION SCORING	
<p style="text-align: center;">Complete Practice Assessment A. Remediation:</p> <ul style="list-style-type: none"> Minimum 1-hour Focused Review on initial attempt For each topic missed, complete an active learning template as part of the required remediation process. Take Post Study Quiz (if available) 	<p style="text-align: center;">Complete Practice Assessment B. Remediation:</p> <ul style="list-style-type: none"> Minimum 1-hour Focused Review on initial attempt For each topic missed, complete an active learning template as part of the required remediation process. Take Post Study Quiz (if available)
2 Points	2 Points
<i>Total Points = 4 points</i>	

PROCTORED CONTENT MASTERY EXAM			
<i>Level 3 = 4 points</i>	<i>Level 2 = 3 points</i>	<i>Level 1 = 1 point</i>	<i>Below Level 1 = 0 points</i>
<p style="text-align: center;"><i>Remediation = 2 points:</i></p> <ul style="list-style-type: none"> Minimum 1-hour Focused Review No active learning templates required 	<p style="text-align: center;"><i>Remediation = 2 points:</i></p> <ul style="list-style-type: none"> Minimum 2-hour Focused Review Complete 6 active learning templates as part of the required remediation process. 	<p style="text-align: center;"><i>Remediation = 2 points:</i></p> <ul style="list-style-type: none"> Minimum 3-hour Focused Review Complete 9 active learning templates as part of the required remediation process. 	<p style="text-align: center;"><i>Remediation = 2 points:</i></p> <ul style="list-style-type: none"> Minimum 4-hour Focused Review Complete 12 active learning templates as part of the required remediation process.
10/10 Points	9/10 Points	7/10 Points Retake required	6/10 Points Retake Required
<p style="margin: 0;">Practice Remediation – 4 pt</p> <p style="margin: 0;">Master Level 3 – 4 pt</p> <p style="margin: 0;">Post CMS Remediation – 2 pt</p> <p style="margin: 0;">10/10 Points</p>	<p style="margin: 0;">Practice Remediation – 4 pt</p> <p style="margin: 0;">Master Level 2 – 3 pt</p> <p style="margin: 0;">Post CMS Remediation – 2 pt</p> <p style="margin: 0;">9/10 Points</p>	<p style="margin: 0;">Practice Remediation – 4 pt</p> <p style="margin: 0;">Master Level 1 – 1 pt</p> <p style="margin: 0;">Post CMS Remediation – 2 pt</p> <p style="margin: 0;">7/10 Points</p> <p style="margin: 0;">Retake required</p>	<p style="margin: 0;">Practice Remediation – 4 pt</p> <p style="margin: 0;">Master Level <1 – 0 pt</p> <p style="margin: 0;">Post CMS Remediation – 2 pt</p> <p style="margin: 0;">6/10 Points</p> <p style="margin: 0;">Retake Required</p>

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).

Comprehensive Predictor Scoring Rubric

(Combination of the practice and proctored assessments used to achieve rubric score)

PRACTICE ASSESSMENT A and B REMEDIATION SCORING	
Complete Practice Assessment A. Remediation: <ul style="list-style-type: none"> • Minimum 1-hour Focused Review on initial attempt • <u>For each topic missed</u>, complete an active learning template as part of the required remediation process. • Take Post Study Quiz (if available) 	Complete Practice Assessment B. Remediation: <ul style="list-style-type: none"> • Minimum 1-hour Focused Review on initial attempt • <u>For each topic missed</u>, complete an active learning template as part of the required remediation process. • Take Post Study Quiz (if available)
2 Points	2 Points
<i>Total Points = 4 Points</i>	

STANDARDIZE PROCTORED ASSESSMENT			
94% or above Passing predictability = <i>4 points</i>	92%-93% Passing predictability = <i>3 points</i>	90%-91% Passing predictability = <i>1 point</i>	89% or below Passing predictability = <i>0 points</i>
<i>Remediation = 2 points:</i> • Minimum 1-hour Focused Review <u>No</u> active learning templates required	<i>Remediation = 2 points:</i> • Minimum 2-hour Focused Review • Complete <u>15</u> active learning templates as part of the required remediation process.	<i>Remediation = 2 points:</i> • Minimum 3-hour Focused Review • Complete <u>30</u> active learning templates as part of the required remediation process.	<i>Remediation = 2 points:</i> • Minimum 4-hour Focused Review • <u>For each topic missed</u> , complete an active learning template as part of the required remediation process.
10/10 points	9/10 points	7/10 points <i>Retake required</i>	6/10 points <i>Retake Required</i>
Practice Remediation – 4 pt 94% or above predictability -4 pt Post CMS Remediation – 2 pt 10/10 points	Practice Remediation – 4 p 92%-93% predictability-3 pt Post CMS Remediation – 2 pt 9/10 points	Practice Remediation – 4 p 90%-91% predictability 1 pt Post CMS Remediation – 2 pt 7/10 points Retake required	Practice Remediation –4pt 89% or below predictability – 0 pt Post CMS Remediation – 2 pt 6/10 points Retake Required

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. benchmark+ = 2 points, PracticeAssessment = 4 points, Remediation = 2 points (2+4+2=8)).

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 will be kept in 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.

Incident Report Form

PROCEDURE		
1. Make sure the student is safe and receiving medical attention if necessary. 2. Contact the program director 3. Gather information about the incident. 4. Contact campus security. Call our main office during normal business hours (304) 357-4857. Call our Duty Carry Cell Phones (304) 859-2755 or (304) 859-2757. For emergencies dial 911		
REPORT INFORMATION		
Faculty Member Making Report:		
Contact Number:	Email:	
Nursing Program & Location:	Date of Report:	
STUDENTS INVOLVED		
Student Name:	Student ID Number:	
Student Name:	Student ID Number:	
Student Name:	Student ID Number:	
Current location/status of student(s) involved in the incident:		
Name of individual currently with the student(s) if not the faculty member:		
Contact information for this individual:		
CRITICAL INCIDENT BACKGROUND INFORMATION		
Location (include city and country):		
Date of Incident:	Time:	Place to Contact:
Individual to Contact:		
Nature of Incident:		
<input type="checkbox"/> Injury (specify): _____	<input type="checkbox"/> Death in Family	<input type="checkbox"/> Hospitalization
<input type="checkbox"/> Riot	<input type="checkbox"/> Sexual Assault	<input type="checkbox"/> Stalking
<input type="checkbox"/> Physical Assault/Mugging	<input type="checkbox"/> Hostage	<input type="checkbox"/> Drug/Alcohol Overdose
<input type="checkbox"/> Natural Disaster	<input type="checkbox"/> Suicide/Attempt	<input type="checkbox"/> Infectious Disease
<input type="checkbox"/> Accidental Death	<input type="checkbox"/> Missing Student	<input type="checkbox"/> Mental Health Crisis
<input type="checkbox"/> Other: _____		
Details of Incident: On a separate paper, describe what happened. Limit your observations to facts. Be sure to include witnesses, emergency personnel contacted, who helped with the situation, anyone else affected by the incident, student injuries, etc.		
FOLLOW-UP INFORMATION		
Be sure to maintain written record of the incident and the steps taken to address it. If the issue is being handled by several people, please include who is responsible for what.		
ACKNOWLEDGEMENT		
<input type="checkbox"/> During the course of my program no incidents were reported to me.		
_____		_____
Faculty Signature		Date

**Please notify program director immediately of incident and e-mail form to melissalayne@ucwv.edu*

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 is 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 discipline's 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 providers; 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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Acknowledgements

Capito Department of Nursing Student Handbook Acknowledgement

Initial all and sign below:

_____ I have read and acknowledge the **2024-2025** Capito Department of Nursing Student Handbook and agree to abide by all the guidelines in said handbook. I have been given the opportunity to ask questions and discuss concerns.

Date: _____

Student Name (Printed): _____

Student Signature: _____

ATI Policy Acknowledgement

Initial all and sign below:

_____ I have received a copy of and have read and understand the University of Charleston's ATI policy. I have been given the opportunity to ask questions and discuss concerns.

_____ I understand that it is my responsibility to utilize all the books/ebooks, tutorials and online resources available from ATI, as designated by the University of Charleston.

Date: _____

Student Name (Printed): _____

Student Signature: _____