

University of Charleston

2022-2023 Academic Catalog Addendum

January 2023

<http://www.ucwv.edu>

The Mission of the University of Charleston is to educate each student for a life of productive work, enlightened living, and community involvement.

Accredited by the Higher Learning Commission

<https://www.hlcommission.org/>

1-800-621-7440

Program Name: Academic Polices

Correction/Addition:

Graduation with Honors

Undergraduate Students: To graduate with honors an undergraduate student must complete a minimum of 50% of the total credits required for an associate or bachelor's degree while in residence at the University of Charleston with a cumulative, institutional G.P.A. of 3.50 or better. Hence, to be considered for honors, a bachelor's degree-seeking student must complete a minimum of 60 credit hours at UC; an associate degree-seeking student must complete a minimum of 30 credit hours in residence.

Graduate Students in the School of Business and Leadership: For a graduate student to graduate with honors from a master's or doctoral program the student must complete a minimum of 70% of the total credits required for the degree while in residence at the University of Charleston with a cumulative, institutional G.P.A. of 3.75 or better.

NOTE: Honors are based on all work completed at the University. Final grades must be officially entered for the course to be considered completed. Students who apply to graduate in August will NOT be recognized for honors in the May commencement ceremony. Honors will be denoted on the diploma and official transcript.

Graduation with Academic Distinction

Undergraduate students who are permitted to apply 60 or more transfer credits toward a bachelor's degree or 30 or more transfer credits toward an associate degree are eligible to graduate with Academic Distinction if they maintain a cumulative, institutional G.P.A. of 3.9 or better while in residence at the University of Charleston.

NOTE: Academic Distinction is based upon all work completed at the University. Final grades must be officially entered for the course to be considered completed. Students who apply to graduate in August will NOT be recognized for Academic Distinction in the May commencement ceremony. Academic Distinction will be denoted on a student's diploma and official transcript.

Program Name: Academic Polices

Correction/Addition:

Academic Integrity Policy

An academic integrity violation occurs when a student knowingly “cheats” on an exam or assignment in a deliberate attempt to receive credit he/she did not earn. In general, the penalty for a violation is a “F” on the exam or assignment in question. Also, if a student commits three violations, the student will be subject to immediate expulsion from the University of Charleston and will be ineligible for readmission to the institution.

Note: In the School of Pharmacy the penalty for an academic integrity policy violation is failure of the course (F). If a Pharmacy student is found guilty of committing two violations, the student will be subject to immediate expulsion from the University of Charleston School of Pharmacy and will be ineligible for readmission to the program.

For purposes of this policy, academic integrity violations include, but are not limited to, the following:

- Copying another student’s answers during an exam
- Using unapproved resources during an exam. For example, notes, cheat sheets, electronic devices such as cell phones, data storage devices, computers, internet, smart watches, headphones or other electronic devices unless expressly permitted by the instructor for the required coursework
- Giving or receiving answers with other students during an exam
- Sharing answers after an exam with students who have yet to take the exam
- Submitting an assignment that you submitted for a grade in another or subsequent course without the permission of the instructor in the your current course
- Having another person take an exam or complete an assignment on your behalf, or doing so for another student
- Impersonating another student in order to take that student’s exam or complete an assignment
- Stealing exams or sharing exam questions with other students prior to a exam
- Posting exam questions/answers via email or social media without permission of the instructor

- Buying research papers or any type of assignment and submitting it as your own work
- Copying a classmate's work and submitting it as your own work
- Copying and pasting of intellectual property (such as direct quotes, images, graphs, charts, etc.) from a source without providing proper citation
- Paraphrasing from a source without providing proper citation
- Fabricating or falsifying a citation
- Fabricating or falsifying research results and/or processes
- Completing quizzes/exams from a site other than the classroom without faculty approval to do so
- Engaging in any behavior specifically prohibited by a faculty member in the course syllabus or class discussion
- Providing others with information or answers regarding any assessment (e.g., exams, quizzes, OSCE, cases, etc.)
- Continuing to write after a timed exam or other graded assignment, such as a graded case, has ended

Note: If a violation involves a student who is not enrolled in the course in question that student shall be subject to the procedures and disciplinary measures specified in this policy except that the student will not be given a "F". In such cases the Provost will be responsible for contacting the student and adhering to the procedures outlined below. If found guilty of committing a violation the Provost's Office will record the violation as part of the student's permanent record.

It should be noted that the process for investigating and resolving an academic dishonesty allegation -- discussed below -- is an academic matter, and not a criminal or civil legal proceeding. Rather, it is a process unique to the community of scholars that comprise a university. It is designed to protect the rights of the students accused of violating integrity standards, to educate students, and to deter further violations. Faculty members are required to present evidence and utilize their professional judgment in determining whether a student has violated the academic integrity policy. The standard to be applied in all cases is the "preponderance of the evidence" standard rather than the "beyond a reasonable doubt" standard.

If an instructor has reason to believe that a student may have committed a violation of the academic integrity policy, the instructor will conduct an investigation to confirm and document the violation. As part of the investigation, the instructor should consult with his/her program director or department chair to ensure the evidence is sufficient to support the allegation. Once the investigation is completed, the instructor must schedule a meeting to discuss the alleged violation with the student within 5 business days. The

instructor also should invite his/her program director or department chair to attend the meeting as a witness.

At this meeting, the instructor will present the student with evidence of the alleged violation and review the penalty for the alleged violation. The instructor also will notify the student of his/her right to appeal, review the permissible grounds for submitting an appeal, and discuss the process for submitting an appeal. The instructor will present the student with a completed Academic Integrity Violation Form and request that the student review and sign the document. If the student declines to sign the form the instructor should note this on the form. The instructor also must provide the student with a copy of the signed document.

Once the instructor has met with the student and the Academic Integrity Violation Acknowledgement Form has been signed, the instructor must send a signed copy of the document, a summary of the incident and a copy of supporting evidence to the Provost's Office (provostoffice@ucwv.edu) as a single PDF.

If the student does not submit a written appeal to the Provost's Office within five business days of the date of the meeting with the instructor, the Provost's Office will record the violation as part of the student's permanent record. If the violation would result in the expulsion of the student from the University, the Provost also will notify the President.

If the student chooses to appeal, he/she must submit a written appeal to the Provost's Office within five business days of the date of the meeting with the instructor. The appeal must include: 1) the student's name and UC ID number, 2) a copy of the signed academic integrity violation form, 3) an explanation of the basis for the appeal and 4) a copy of the evidence in support of the appeal. Student appeals must be based upon evidence which supports one or both of the following claims:

- The evidence provided by the instructor is insufficient to support the alleged violation.
- New evidence can be presented which exonerates the student in regard to the alleged violation.

Upon receipt of the student's appeal, the Provost will review it to ensure that the appeal is based upon one of the permissible grounds for an appeal. If the Provost determines that the appeal is not based upon a permissible claim the Provost will notify the student, in writing. The Provost's Office will then notify administrative offices of the violation, as appropriate.

Note: If the student's appeal alleges that the instructor's decision was motivated by a non-academic factor (e.g. bias, as prohibited by the University's non-discrimination policy) the Provost will refer the case to the Title VI Compliance Coordinator. No further action will be taken in regard to the appeal until the Title VI Compliance

Coordinator certifies, in writing, to the Provost that the student's allegation is unsubstantiated.

If the Provost determines that the appeal is based upon a permissible claim, the Provost will notify the Chair of the Academic Integrity Review Board (AIRB) and provide the Chair with a copy of the materials submitted by the instructor and a copy of the student's appeal. The AIRB is empowered to hear appeals submitted by students enrolled in programs in any of the University's four academic schools: Arts & Science, Business & Leadership, Health Sciences and Pharmacy. The Provost also will notify the instructor that an appeal has been submitted and that implementation of the penalty should be deferred pending the outcome of the appeal.

Upon receipt of the Provost's notification the AIRB Chair will schedule a meeting of the AIRB within ten business days to consider the appeal. Due to scheduled University breaks, there may be times when it may not be possible for the AIRB to adhere to this requirement. In such cases, the AIRB will make a good faith effort to adhere as closely as possible to the schedule specified above. This principle also applies to student appeals that are received after the end of an academic semester. For a graduating senior who submits an appeal, he/she may walk at graduation if all other academic requirements have been met, but he/she will not receive a diploma until the appeal has been decided by the AIRB. During the appeal process, the student should continue to attend class until a decision is rendered.

The AIRB will review the documentation provided by both the student and the instructor to determine whether the student's appeal should be granted. At the AIRB's discretion, it may solicit additional information about the incident from the instructor, student or other individuals. The AIRB's decision is final and is not subject to further appeal by either the student or the instructor.

The AIRB secretary will produce a written record of the meeting. The record will include a clear and concise explanation of the considerations upon which the AIRB's decision was based. Once a decision has been reached, the AIRB Chair will notify the student, the instructor and the Provost's Office, in writing, within five business days of the date of the decision.

If the appeal is granted no further action is required by either the student or the instructor and the Provost's Office shall not record the alleged violation as part of the student's permanent record. If the appeal is denied the instructor's original decision will stand and the Provost's Office will record the violation as part of the student's permanent record. If the violation would result in the expulsion of the student from the University, the Provost also will notify the President.

Note: The term "academic dishonesty" is defined as plagiarism; cheating, dishonest practices in connection with examinations, papers, and/or projects, forgery, misrepresentation, or fraud as it relates to academic or educational matters. Examples

of academic dishonesty are provided below. This is not meant to be an exhaustive list, but instead to provide examples of dishonest acts that apply under this policy.

1. “Plagiarism”: Representing the words, research findings or ideas of another person as your own in any academic exercise [At their discretion, faculty may submit student work to plagiarism–detection software, such as Turnitin for review without prior notice to students.] Includes, but is not limited to:

- Using phrases from another source embedded into original material without proper citation (quilting and patchworking words and phrases)
- Copying of intellectual property (such as images, graphs, charts, etc.) without proper citation
- The use, by paraphrase or direct quote, of the work of another person without full and clear acknowledgement

2. “Cheating and dishonest practices in connection with examinations, papers, and/or projects” includes, but is not limited to:

- Copying answers from or looking at another student’s exam or quiz
- Allowing another person to copy one’s own work for a graded assignment
- Overtly or intentionally cutting and pasting or manually copying another’s intellectual property w/o proper citation
- False insertion of citation
- Accessing or possessing any material not permitted during an exam or quiz. For example, notes, cheat sheets, electronic devices such as cell phones, data storage devices, computers, internet, smart watches, headphones or other electronic devices unless expressly permitted by the instructor for the required coursework
- Having another person take an exam or complete an assignment for oneself.
- Taking an exam or completing an assignment for another student
- Continuing to write after a timed exam or other graded assignment, such as a graded case, has ended
- Possession of a test or test questions prior to when exam, quiz, or any other assignment is due for submission
- Submission of the same term paper, presentation or other work for more than one assignment, where no prior approval has been given (self-plagiarism)
- Completing quizzes/exams from a site other than the classroom
- Engaging in any behavior specifically prohibited by a faculty member in the course syllabus or class discussion.

- Providing others with information or answers regarding any assessment (e.g., exams, quizzes, OSCE, cases, etc.)

3. “Forgery, misrepresentation, or fraud as it relates to academic or educational matters” includes, but is not limited to:

- wrongfully altering, or causing to be altered, any records
- Receiving or providing papers/tests/projects for the purpose of cheating
- Submission of term papers/tests/projects completed by others (purchased or otherwise)
- use of University documents or instruments of identification with the intent to defraud (e.g. transcripts)
- presenting false data or information or intentionally misrepresenting records
- Furnishing or claiming the results of research projects or experiments for the inclusion in another’s work without permission and proper citation
- furnishing false statements in any University academic proceeding
- providing false or misleading information to gain an academic advantage

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Program Name: English and Professional Writing

Correction/Addition:

Under “Literature Electives (12 credit hours).....”

Add the following course to the list:

ENGL 309 Poetry of War 3 credits

Program Name: Education

Correction/Addition:

There are two program tracks that lead to a bachelor’s degree in Education:

Teacher Education Program (certification track):

- Elementary Education (K-6)
- Elementary Education (K-6)/Special Education (K-6)
- Elementary Education (K-6) Early Education (Pk-K)
- Secondary Special Education (5- Adult)

Teacher Education Majors and Certification Areas

- Elementary Education (K-6)
- Elementary Education/Special Education (both certifications K-6)
- Secondary Special Education (5-Adult)
- Elementary Education (K-6) Early Education (Pk-K)

Elementary Education (K-6) Early Education (Pk-K) Degree Plan (129 credits)

FIRST YEAR

Fall	
EDUC 100 Intro to Education	3
COMM 101 Freshman Writing	3
MATH 120 Inter. Algebra	3
NSCI 117 Why Sci. Matters	3
UNIV 104X College Motivation*	3
	15

Spring	
EDUC 203 Survey Stud. Except.	3
COMM 102 Writing II	3
SPCH 103 Oral Comm. Fund.	3
MATH 121 College Algebra	3
UNIV 105 Foundations of Character*	3
HIST 251 Am. Rep. OR HIST 252 Contemp. America	3
	18

* Transfer students take UNIV 203 University Transitions (3 credits)

SECOND YEAR

FALL

EDUC 32X Developmentally App. Practices	3
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SPRING

EDUC 250 Tech in Schools	3
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PSYC 212 Lifespan Dev.	3
NSCI 205 Issues in Physical Science	4
HIST 211 World Cultures I	3
EDUC 253 Elem. Physical Education	3
	16

EDUC 299 Theories of L and T	3
MATH 116 Survey of Math	3
EDUC 300 Children's Literature	3
MUSC 111 Music Skills for Elem. Classroom	3
	15

THIRD YEAR

FALL

EDUC 320 Integ. Methods	3
EDUC 311 Assessment and Diagnosis	3
GEOG 303 World Geography	3
SSCI 310 WV and Appalachian Region	3
ENGL XXX Lit. Elective	3
EDUC 31X Early Childhood Fundamentals	3
	18

SPRING

NSCI 206 Earth and Space Science	3
EDUC 372 Fundamentals of Reading Instruction	3
EDUC 374 Clinical Practice / Reading Diagnosis	3
EDUC 316 School Health	3
EDUC 33X Early Childhood Environments & Interactions	3
MATH 324 Fundamentals of Math Instruction	3
	18

FOURTH YEAR

FALL

EDUC 378 Elem. Methods	3
EDUC 34X Curriculum and Assessment for Young Children	3
ART 341 Art Education & Instruction	3
EDUC 4XX Residency I	6
	15

SPRING

EDUC 496 Residency Seminar	2
EDUC 4XX Residency II	12
	14

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Program Name: Biology Major

Correction/Addition:

Dr. Mark Watson, Program Director

Page: 202

Program Name: Herbert Jones School of Business and Leadership

Correction/Addition:

Dr. Melissa Farrish, Interim Dean

ASSOCIATE OF SCIENCE IN WORKFORCE LEADERSHIP

Dr. Sarah E. Hess, Program Director

Mission Statement

The mission of the Workforce Leadership program is to develop workforce-ready leaders who have knowledge, skills, and experience in leading small groups and teams in their communities and organizations by preparing adults who seek to enter the workforce or to enhance their employment opportunities through upskilling.

Program Description

The Workforce Leadership degree develops leadership, workforce readiness, soft and technical skills and provides career development experience for employment in high demand sectors. The program creates a foundation for those looking to enter the workforce or upskilling for current employees looking to improve employment opportunities by developing skills in high demand by today's employers.

Workforce Readiness courses focus on personal and professional development skills for communication, technology, and career development. Contemporary Leadership courses develop foundational and ethical leadership skills for teamwork and small group leadership. Workforce Transitions courses focus on soft skills and foundational technical knowledge in a selected career path and include an internship in a targeted career path.

The WKLD program, which employs the cohort-learning model, helps students develop a network for learning and collaborating professionally long after the students have finished the last class. The program is designed in a convenient format combining online meetings, facilitated weekly discussions, team projects, and individual assignments. The courses include dynamic "real world" applications and develop the personal and professional characteristics needed to be successful in any work environment.

Workforce Leadership Program Learning Outcomes

The graduate will:

1. Develop and employ a development plan and strategies for personal and professional development and apply self-leadership and career skills in personal, professional and community engagement.
2. Assess and apply theories, styles, and practices of communication, ethical leadership and management as they contribute to creating a positive workplace culture, motivation, teamwork, and functional areas of business & management in diverse organizations.
3. Demonstrate awareness and application of current skills and terminology for entry-level employment including leading projects and improvement initiatives and contributing to healthy and safe environments for employees' well-being in a selected career sector.
4. Diagnose workplace challenges and design ethical and innovative solutions in diverse environments through analysis and use of data.
5. Effectively use digital and improvement tools individually and in teams to address personal and workplace issues and productivity.

What You Will Study

The Workforce Leadership program is a 60-credit-hour Associate of Science degree program targeted to adults who seek to enter the workforce or to enhance their employment opportunities through upskilling

Students may transfer in up to 45 credit hours. Note: for an Associate degree, all students must complete at least 15 hours with the University of Charleston, 10 of which must be earned during the year of graduation.

The required 60 credit hours include 21 credit hours in Workforce Readiness, 21 credit hours in Contemporary Leadership, and 18 credit hours in Workforce Transitions. Development of the University's institutional competencies for Analytics, Communication, Technology, Innovation, Values, and Engagement (ACTIVE) is embedded in courses distributed across the program.

The Workforce Leadership degree requires completion or Transfer Equivalency of the following courses:

Workforce Readiness Courses	Cr Hr	Contemporary Leadership Courses	Cr Hr	Workforce Transitions Courses	Cr Hr
WKLD 120 Technology for Workforce Success	3	FLDR 150: Leadership Journeys	3	WKLD 290 Health, Well-being, and Safety in the Workplace	3
FLDR 240: Performance Improvement Initiatives	3	ORGL 150: Introduction to Professional Development	3	WKLD 298 Workforce Leadership Internship	3
ENGL 101 Freshman Writing I	3	FLDR 220: Growing Leaders	3	WKLD 285 Introduction to Project Management	3
WKLD 250 Personal Development	3	ORGL 302: Principles & Issues of Management	3	WKLD 298 Workforce Leadership Internship	3
ENGL 102 Freshmen Writing II	3	ORGL 307 Leadership	3	OLGB 300 Lean Six Sigma Green Belt	3
WKLD 280 Workforce Trends & Issues	3	ORGL 316: Ethics	3	WKLD 298 Workforce Leadership Internship	3
FINA 201 Financial Literacy	3	FLDR 260: Leading Project Teams	3		
Total Credits	21	Total Credits	21	Total Credits	18

Admission Requirements

Students must gain general admission to the University of Charleston. Students' transfer credit eligibility depends on each student's unique cadre of military, civilian college, and other training experiences.

Additional Requirements

Graduation requirements include a cumulative University of Charleston grade point average of 2.0 and demonstration of achievement of program outcomes.

Program Name: Doctor of Executive Leadership

Correction/Addition:

What You Will Study

The Doctor of Executive Leadership is a 58-credit-hour course of study that focuses on leadership in context across disciplines and boundaries in a global environment. The program sequence includes 27 leadership core credits, 12 research credits, 10 credits for pro-seminars and portfolio and 9 credits for the dissertation. Students are required to attend three residency sessions as scheduled for the course of study. Continuous enrollment is required to maintain doctoral candidacy, although a request for a leave of absence may be requested. The Dissertation Continuation course is 3 credits for the first semester enrollment and 1 credit each semester thereafter until degree completion. The program is delivered 100% online with an annual on campus Residency.

Correction: DEL 803 is an incorrect course number, it should be DEL 802.

Program Name: Capito Department of Nursing

Correction/Addition:

West Virginia Board of Examiners for Registered Professional Nurses changed to West Virginia RN Board.

P. 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307

2.5 GPA changed to 2.0

P. 306

NURSB 465 changed to NURSB 460 (typo)

NURSB 465L changed to NURSB 460L (typo)

P. 449

NURSB 465 Nursing Practicum II changed to NURSB 460 Nursing Practicum II (typo)

Corequisite: NURSB 465L changed to NURSB 460L (typo)

NURSB 465L Nursing Practicum II Clinical/Lab/Simulation changed to NURSB 460L Nursing Practicum II Clinical/Lab/Simulation (typo)

Corequisite: NURSB 456 changed to NURSB 460 (typo)

P. 450

NURSB 475 NCLEX-RN – removed NURSB 460 and 460L as pre-requisite courses because they are taken with NCLEX-RN course, not prior to.

NURSR-RN-BSN Courses

NURSR 302 Advanced Health Assessment for the RN – removed listed pre-requisite courses

P. 451

NURSR 402 Prevention and Population Health – removed listed pre-requisite courses

NURSR 404 Intro to Nursing Research – removed listed pre-requisite courses

NURSR 410 Leadership and Health Policy – removed pre-requisite courses

Program Name:

Bachelor of Occupational Science BSOS

Correction/Addition:

Additional Course: Second year, spring semester

Second Year, Spring Semester

OCSC 301 Occupations and Well Being

1 credit hour

SECOND YEAR			
FALL SEMESTER		SPRING SEMESTER	
PSYC 362 Abnormal Psychology	3	PSYC Elective (Recommend PSYC 359 Advanced Developmental Psychology)	3
SSCI 105 Issues in Social Science	3	PSYC Elective (Recommend PSYC 353 Physiological Psychology)	3
PSYC 212 Life-Span Development	3	PSYC Elective (Recommend PSYC 342 Social Psychology)	3
BIOL 301 Human Anatomy & Physiology for Majors I	3	BIOL 302 Human Anatomy & Physiology for Majors II	3
BIOL 301L Human Anatomy & Physiology for Majors I Lab	1	BIOL 302L Human Anatomy & Physiology for Majors II Lab	1
HUMN 110 Unheard Voices	3	HUMN Flex (Recommend ENGL 224 American Literature Survey II)	3
OCSC 300 Intro to Occupational Science	1	OCSC 301 Occupations and Well Being	1
	17		17

Updated Statement from Accreditation Body:

The Bachelor of Occupational Science is part of the entry-level occupational therapy master's degree program which has applied for accreditation by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its web address is www.acoteonline.org. The entry-level occupational therapy master's degree program has been granted Candidacy Status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy

Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its web address is www.acoteonline.org. The program must have a pre-accreditation review, complete an on-site evaluation, and be granted Accreditation Status before its graduates will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

Program Name: **MASTER OF SCIENCE – FAMILY NURSE PRACTITIONER**

Correction/Addition: Correction to prefix; updated credit hours; addition of new course

OLD / Current

SPRING SEMESTER	
NURSM 645 Transitions: Advanced Nursing	8
Total	8

CORRECTION / UPDATE

SPRING SEMESTER	
NURSP 645 Transitions: Advanced Nursing	5
NURSM 525 FNP Capstone	3
Total	8

OLD / Current

Additional Requirements

MSN FNP majors must meet all University of Charleston graduation requirements, complete all program and course assignments, and must take and pass a comprehensive examination during the final semester.

CORRECTION / UPDATE

Additional Requirements

MSN FNP majors must meet all University of Charleston graduation requirements and complete all program and course assignments.

Program Name: Master of Science – Family Nurse Practitioner

Correction/Addition: move word “required”

Under **Program Description**

Our degree enables graduates with the knowledge and skills required to sit for the FNP national certification board examination offered by the American Nurses Credentialing Center (ANCC) or the American Academy of Nurse Practitioners (AANP).

CORRECTION / UPDATE

Our degree enables graduates with the required knowledge and skills to sit for the FNP national certification board examination offered by the American Nurses Credentialing Center (ANCC) or the American Academy of Nurse Practitioners (AANP).

Program Name: Master of Science – Family Nurse Practitioner

Correction/Addition: ADDITION OF 6 APPROVED COURSES + course descriptions

NURSM 503 Advanced Leadership

3 Credits

This course expands students' knowledge of leadership, skills, characteristics, and qualities to contribute to profession of nursing in the advanced practice role. Principles of leadership are examined including ethics, negotiation, interprofessional teamwork, advocacy, problem-solving, managing diversity, interprofessional collaboration, and multi-agency partnerships, quality improvement and safety, and organizational behavior. Prerequisites: NURSM 501 Advanced Practice Roles, NURSM 502 EBP Research, NURSM 504 IT in Advanced Practice

NURSM 505 Healthcare Policy

3 Credits

This course guides students in the evaluation of healthcare policy issues and outcomes as it relates to advanced practice nursing. Students will examine policy issues such as the relationship between providers and patients, insurance policies, quality management, ethical decision making, and business plans. Students will analyze factors influencing healthcare. The course emphasizes strategies and processes that foster policy implementation, leadership, and change at local, state, national, and international levels. Prerequisites: NURSM 510 Advanced Pathophysiology, NURSM 515 Advanced Pharmacology, NURSM 520 Advanced Assessment, NURSM 501 Advanced Practice Roles, NURSM 502 EBP Research, NURSM 503 Advanced leadership, NURSM 504 IT in Advanced Practice

NURSM 525 FNP Capstone

3 Credits

This course includes the scholarly project which provides the opportunity to complete a culminating scholarly synthesis of their graduate education. Students focus on a scholarly project that fosters the development of and dissemination of evidence-based project findings. Students will complete a literature review, identify a theory or framework, work with IRB if applicable, and present their capstone as a presentation. Prerequisites: NURSM 510 Advanced Pathophysiology, NURSM 515 Advanced Pharmacology, NURSM 520 Advanced Assessment, and NURSP 625 Primary Care I, NURSP 635 Primary Care II

NURSP 625 Primary Care I**5 Credits**

This course focuses on the care of acute and episodic health conditions frequently encountered in the primary care of adults and health behaviors that effect health such as nutrition, exercise, smoking, sedentary lifestyles that are intrinsic to diseases. The course emphasizes the development of assessment, differential diagnoses, interventions, screening, evidence-based care, health promotion, and illness prevention. The goal is to focus on patient education, data collection, aggregation of patient data, and evaluation to develop a diagnosis and a plan of care. This course will include 200 hours of supervised clinical practicum. Prerequisites: NURSM 510 Advanced Pathophysiology; NURSM 515 Advanced Pharmacology; NURSM 520 Advanced Assessment; NURSM 501 Advanced Practice Roles; NURSM 502 EBP Research, NURSM 504 IT in Advanced Practice

NURSP 635 Primary Care II**5 Credits**

This course explores the care of women and pediatric patients with acute and chronic illnesses. The course emphasizes developmental differences related to screening, evidence-based care, health promotion and prevention. The goal is to focus on evaluation, intervention, patient education, treatment, differential diagnoses, and implementation of the plan of care. Students will apply the advanced practice nurse role when providing care to women and children. This course will include 250 hours of supervised clinical practicum. Prerequisites: NURSM 510 Advanced Pathophysiology, NURSM 515 Advanced Pharmacology, NURSM 520 Advanced Assessment, NURSM 501 Advanced Practice Roles, NURSM 502 EBP Research, NURSM 504 IT in Advanced Practice

NURSP 645 Transitions: Advanced Nursing**5 Credits**

This course examines the care of chronic and complex conditions of older adults with emphasis on quality of life, normal aging and health of chronic and complex conditions. The course will examine patients with multiple comorbidities. The goal is to focus on evaluation, intervention, patient education, evidence-based care, treatment, follow-up, referral, health promotion, and illness prevention. The course will assist with transition to practice as an advanced professional registered nurse by expanding the thinking of students and providing a sense of identity in their new practice role. This course will include 300 hours of supervised clinical practicum. Prerequisites: NURSM 501 Advanced Practice Roles, NURSM 502 EBP and Research, NURSM 503 Advanced Leadership, NURSM 504 IT in Advanced Practice, NURSM 504 IT in Advanced Practice, NURSM 505 Health Policy, NURSM 510 Advanced Pathophysiology, NURSM 515 Advanced Pharmacology, NURSM 520 Advanced Assessment, and NURSP 625 Primary Care I, NURSP 635 Primary Care II

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Program Name: School of Pharmacy

Correction/Addition: Dean needs updated to:

Kristy Lucas, Dean

Page: 509

Program Name: School of Pharmacy

Correction/Addition: Current PHAR course numbers are incorrect. Change to:

PHAR 505 / MBA 721. Healthcare Informatics **3 credits**

This course explores the role of information technology in the management of health information systems to improve healthcare outcomes. Topics include the terminology, storage, retrieval, and use of information in healthcare. This course is considered a concentration credit within the MBA program and an elective credit within the Pharm.D. program.

PHAR 507 / MBA 722 Healthcare Economics **3 credits**

This course applies principles of economics to the healthcare sector. The course analyzes medical care markets and public policy, recognizing the importance of scarcity and economic incentives, and allowing for differences peculiar to healthcare. Demand and supply of health and medical care are examined as they involve: consumer/patients, healthcare professionals, hospitals, health insurance providers, managed care plans, and public policy. This course is considered a concentration credit within the MBA program and an elective credit within the Pharm.D. program.

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Program Name: School of Pharmacy

Correction/Addition: Course name and credit hour change to:

PHAR 539. Prevention of Drug Diversion and Substance Use Disorder **2 credits**

This course will introduce the students to the how's and why's of drug diversion and

substance use disorder including: recognition of drug diversion and substance abuse, types of drugs abused, intervention, treatment considerations, implications to society, the profession and the law. Students will be required to complete several projects and participate in several activities outside of the classroom. (Elective)

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Program Name: School of Pharmacy

Correction/Addition: Course credit hour change to:

PHAR 546. History of Pharmacy

2 credits

The profession of pharmacy can trace its origins to prehistoric times. This elective course will focus on the evolution of the profession in the United States from 18th century to present time. Upon completion, the student will be familiar with the general chronology of the profession's development. Moreover, the students will understand that pharmacy development is part of a larger context of social, political and cultural development in the healthcare realm. Sequential development periods will be presented through readings, lectures and discussions. (Elective)

Page: 521

Program Name: School of Pharmacy

Correction/Addition: Course credit hour change to:

PHAR 729. Geriatric Pharmacotherapy and Pharmaceutical Care

2 credits

This course is designed to provide current information regarding pharmacotherapy and pharmacy care for the geriatric population. It is intended to build upon existing pharmacotherapy knowledge and prior course content. Case-based learning will be used to develop problem solving and critical thinking skills, particularly in regard to the selection and monitoring of medication therapies. Special emphasis will be placed on preventing and detecting medication-related problems and geriatric syndromes. This course will also emphasize the broader aspects of care for geriatric patients, including psychological, sociological, and financial elements that influence therapy management. The interdisciplinary team approach in caring for the geriatric population will be incorporated, along with the pharmacist's role in various care settings. (Elective)

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Program Name: School of Pharmacy

Correction/Addition: Course credit hour change to:

PHAR 738. Ambulatory Care Pharmacy

2 credits

By participating in this course, students will learn to apply problem solving, communication, and writing skills to patient cases, journal articles, and debate topics related to the outpatient setting. A team-based approach to learning will be utilized to provide students with an opportunity to discuss therapeutic problems as a group of healthcare professionals, as is seen in the “real-world” setting. Class sessions will consist of individual and group quizzes followed by a therapeutic topic presentation and case discussion. Students will work in groups during the class session to complete the assigned case and submit a group SOAP note. Active participation is expected throughout the class session and will be measured by quizzes and group peer evaluations. Course topics include, but are not limited to, pharmacist management of chronic disease states commonly encountered in the ambulatory setting (hypertension, diabetes, hyperlipidemia, heart failure, etc.), billing for pharmacy services, transitions of care, and health literacy. (Elective)

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Program Name: School of Pharmacy

Correction/Addition: Needs changed to:

School of Pharmacy (304) 357-4728

Kristy Lucas, *Dean and Professor*. PharmD, Campbell University School of Pharmacy. Residency in Clinical Pharmacy Practice, Charleston Area Medical Center.

Julie Testman, *Associate Dean for Academic Affairs and Professor of Pharmacy Practice*. PharmD, West Virginia University School of Pharmacy. Residency in Clinical Pharmacy Practice, Louis A. Johnson Veterans Affairs Medical Center

Page: 533

Program Name: Executive Administration – Human Resources and Payroll Offices
should be Human Resources

Correction/Addition:

Marsha Frye, Payroll Clerk should be removed from the Human Resources section of
the directory

Marsha Frye is properly included in the directory in the Business Office as Payroll
Manager