CAPITO DEPARTMENT OF NURSING

MASTER OF SCIENCE IN NURSING (MSN)
STUDENT HANDBOOK

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 Master of Science in Nursing (MSN) program works in cooperation with the West Virginia Board of Examiners for Registered Professional Nurses (WV RN Board) and is seeking initial accreditation with 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
Phone: 800-621-7440
www.hlcommission.org

West Virginia Higher Education Policy Commission
1018 Kanahwa Blvd., East Suite 700
Charleston, WV 25301
Phone: (304) 558-2101
Web Address: www.wvhepc.edu

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

Accreditation Commission for Education in Nursing (ACEN)

The Accreditation Commission for Education in Nursing (ACEN) supports the interests of nursing education, nursing practice, and the public, by the functions of accreditation. "Accreditation is a voluntary, self-regulatory process by which non-governmental associations recognize educational institutions or programs that have been found to meet or exceed standards and criteria for educational quality" (ACEN, 2014). Accreditation also assists in the further improvement of the institution or its programs, as related to resources invested, processes followed, and results achieved. Students benefit from accreditation by qualifying to attend other accredited schools when pursuing higher degrees, and by also having a competitive edge in the job market. Consistent with contemporary practice, the curriculum is congruent with established standards for master's/post-master's programs, including appropriate advanced nursing practice competencies, role-specific professional standards and guidelines including NONPFs Nurse Practitioner Core competencies: Scientific Foundation, Leadership, Quality, Practice Inquiry, Technology and Information Literacy, Policy, Health Delivery, Ethics, and Independent Practice Competencies. Core content in the curriculum is developed to support these competencies.

Family Nurse Practitioner Certification

Graduates are qualified to sit for the Family Nurses Practitioner national certification examinations through the American Academy of Nurse Practitioners Certification Board (AANPCB) and American Nurses Credentialing Center (ANCC). Graduates of the nursing program meet academic requirements to apply to take these certification examinations. However, the West Virginia Board of Examiners for Registered Professional Nurses (RN Board) may deny licensure to individuals convicted of a crime. Graduates must submit an official verification of national certification for the appropriate APRN national certification examination completion in the APRN role and population focus contingent with education preparation sent from the certifying body directly to the 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.

Graduate Nursing Faculty and Staff

Faculty and Staff	Office	Phone and Email
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Effective: 2022-2023

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.

In 2021 the Capito Department of Nursing initiated the MSN-FNP concentration with the first ten (10) students registering in Summer 2021 with anticipated graduation in Fall 2023. The second cohort will begin Fall 2021 followed by biannual cohorts each Spring and Fall. The cohorts consist of a variety of students from various locations and backgrounds.

The graduate 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 an active, unencumbered license as registered nurses and advanced practice registered nurses in West Virginia and other states to comply with relevant nurse practice act in that jurisdiction.

Pinning Ceremony and Meaning of the Pin

At the completion of the nursing program, a recognition ceremony is held to honor graduating family nurse practitioner (FNP) 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 graduate nursing program.

The pin of the University of Charleston's MSN FNP Program is to be designed for the first graduates of 2023. The pinning ceremony is not intended in any way to substitute for the University commencement and all graduate nursing graduates are encouraged to participate in both events. Student representatives will work with faculty to coordinate planning of the pinning ceremony. Cost of the pin is the responsibility of the student.

Mission Statement

The mission of the Master of Science in Nursing (MSN) program is to prepare ethical, safe, and effective advanced practitioners of professional nursing across the lifespan. Modeled after, and congruent with, the mission, vision, and values of the University, the program 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 advanced registered professional nurses.
- The program encourages enlightened living through emphasis on the need for life-long development of evidenced-based nursing practice, and embeds information literacy skills in courses delivering the UC Critical Thinking Liberal Learning Outcome (LLO); and
- Finally, the program promotes community engagement through various community service projects and promotes serving society in interactions as registered professional nurses.

Effective: 2022-2023

Nursing Framework

The Master's program provides a solid foundation for advanced nursing education. The Family Nurse Practitioner (FNP) program is aligned with the American Association of Colleges of Nursing (AACN)'s Essentials of Master's Education in Nursing (AACN,2011); National Organization of Nurse Practitioner Faculties (NONPF) and their National Task Force (NTF) on Quality Nurse Practitioner Education (NONPF, 2013); Quality and Safety Education for Nursing (QSEN) and various state boards of nursing from which the students practice in including the West Virginia Board of Examiners for Advanced Practice Registered Professional Nurses (WV RN Board) Nurse Practice Act.

MSN FNP Program Outcomes

The master's graduate should be able to:

1. Deliver safe, high quality, patient-centered and population care through an advanced understanding of nursing and relevant sciences through health promotion and preventative measures.

2. Implement the role of the advanced practice registered nurse through lifelong learning, reflective practice, and enlightened living informed by evidence and research.

3. Advocate for policies that lead to change in quality health outcomes through interprofessional collaboration in the delivery of primary care.

4. Integrate ethical, critical thinking and decision making in the leadership role to plan, implement, and evaluate primary care interventions with culturally and age diverse populations.

5. Apply patient healthcare technologies and informatics in practice within a systems framework to promote effective communication and to organize care.

Family / Across the Lifespan NP (Role Specific) Competencies

The National Organization of Nurse Practitioner Faculties (NONPF) in collaboration with the American Association of Colleges of Nursing (AACN), facilitated the development of the population specific competencies. Each entry-level nurse practitioner (NP) is expected to meet both the NP core competencies and the population-focused competencies in the area of educational preparation.

The graduate of a family nurse practitioner (FNP) program is prepared to care for individuals and families across the lifespan. The FNP role includes preventative healthcare, as well as the assessment, diagnosis and treatment of acute and chronic illness and preventative health care for individuals and families. Family nurse practitioners demonstrate a commitment to family–centered care and understand the relevance of the family's identified community in the delivery of family- centered care.

Each course relates to one or more of the following nine nursing core competencies:

Competency Area	
1.	Scientific Foundation Competencies
2.	Leadership Competencies
3.	Quality Competencies
4.	Practice Inquiry Competencies
5.	Technology and Information Literacy Competencies
6.	Policy Competencies
7.	Health Delivery System Competencies
8.	Ethics Competencies
9.	Independent Practice Competencies

End of Program Student Learning Outcomes

Family nurse practitioner student graduates are expected to be able to:

1. Synthesize principles of advanced nursing practice to deliver evidence-based care that ensures patient safety as well as socially relevant, culturally applicable, ethically appropriate and improves health outcomes.

2. Apply clinical reasoning and relevant sciences to provide patient-centered care and evaluate preventative interventions for diverse community populations across the lifespan.

3. Advocate for health care changes within a systems framework to influence safe practice, enhance patient safety, and promote health equity.

4. Demonstrate technological literacy, interprofessional collaboration, and advanced practice to improve clinical practice outcomes.

Effective: 2022-2023

Core Ethical Values

The University of Charleston's Graduate Nursing Programs incorporates the American Nurses Association (ANA) *Code of Ethics for Nurses with Interpretive Statements* (the Code). The Code establishes ethical standards for the profession and provides a guide for nurses to use in ethical analysis and decision-making (ANA, 2015).

American Nurses Association Code for Nursing

The Code of Ethics for Nurses with Interpretive Statements serves the following purposes:

- It is a succinct statement of the ethical values, obligations, duties, and professional ideals of nurses individually and collectively.
- It is the profession's non-negotiable ethical standard.
- It is an expression of nursing's own understanding of its commitment to society.

Provisions of the Code of Ethics for Nurses with Interpretive Statements

Provision 1 | The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.

Provision 2 | The nurse's primary commitment is to the patient, whether an individual, family, group, community, or population.

Provision 3 | The nurse promotes, advocate for, and protects the right, health, and safety of the patient.

Provision 4 | 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.

Provision 5 | The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.

Provision 6 | The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conductive safe, quality health care.

Provision 7 | The nurse, in all roles and settings, advanced the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.

Provision 8 | The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.

Provision 9 | The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social into nursing and health policy.

American Nurses Association. (2015). Code of ethics with interpretative statements. Silver Spring, MD: Author. Retrieved from http://www.nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses/Code-ofEthics-For-Nurses.html

University Admission Policies

Admission into the University of Charleston graduate nursing program is processed by the MSN FNP Program. Prospective students will work with admissions specialists who will help plan a path to an earned graduate degree. See specific program details for admissions listed below. A letter from University of Charleston verifies official acceptance, conditional admission, or denial. The student will be informed of their category of admission.

The Office of Admissions reserves the right to deny admission to the University for applicants whose scores fall below the stated minimums and/or for applicants who have documented behavioral or conduct incidence. UC reserves the right to withdraw an offer of admission when the admitted student's behaviors do not meet the University's expectations and requirements for students. See the University of Charleston: Student Handbook 2021-22 for conduct standards.

Categories of Admissions

Regular Admission: Full-Time/Part-Time
Students enrolled in graduate programs at the University of Charleston are considered to be full-time if they are enrolled for 5 credit hours or more in a given semester. To be eligible for federal loans, a graduate student will need to be enrolled in at least 3 credit hours going toward the completion of their major.

Students enrolled in 1 to 4 credit hours in the graduate nursing program at the University of Charleston are considered part-time in a given semester.

Conditional Admission
Students may be offered a conditional admission to the MSN FNP program per the discretion of the Program Director and faculty. The student will be permitted to register for courses during that term but may not progress further in the program if the following conditions are not met by the timeframe specified in the conditional admission letter sent to the student.
The student must submit:
- confirmation of BSN degree conferral via an official transcript noting degree conferral date.
- confirmation of successful completion of the NCLEX-RN exam.
- confirmation of an unencumbered RN license via a copy of the license with registration number.

It is the student's responsibility to submit appropriate documentation to admissions@ucwv.edu by the stated deadline in their letter. Failure to do so will result in the student being dismissed from the MSN-FNP program. Students dismissed from the program due to failing to complete the requirements of the conditional admission agreement must reapply if they wish to re-enroll and will not be eligible for a second conditional admission status.

MSN Program Admission Criteria

Admission to the nursing program is competitive and the number of students is limited by the number of faculty and clinical facilities available. Meeting the minimal requirements does NOT guarantee acceptance. When faculty-to-student ratio limits the acceptance of all qualified students, students will be granted admission according to their qualifications and the strength of their application packet.

To enter the program leading to the Master of Science in Nursing (MSN) degree with a concentration as a Family Nurse Practitioner (FNP), the student must first meet the requirements established by the University of Charleston. The prospective student should contact the University Admission Specialist or the Department of Nursing Graduate Program Director well in advance of the planned entry date.

Additionally, applicants should be aware of the following:
- The Family Nurse Practitioner (FNP) currently accepts applications every Fall and Spring of the academic year.

Applicants must:
1. **First**, submit an application to University of Charleston.
2. Possess a Bachelor of Science in Nursing (BSN) from an accredited college or university and nursing program.
3. Have a minimum undergraduate GPA of 2.50 on a 4.0 scale for the BSN degree.
4. Submit Official Transcripts
5. Have documentation of current Professional Nursing Licensure in their state of practice prior to entering the functional track
   a. Students intending to practice or satisfy clinical requirements within the state of West Virginia must also provide documentation of current Professional Nursing Licensure in West Virginia.
6. Submit Resume/CV
7. Submit two (2) professional letters of reference (such as one from a supervisor/manager, one from a professional such as a nurse educator, physician, or nurse practitioner).
8. Submit a Statement of Purpose (Discuss your intellectual interests, relevant clinical experience, and reasoning for pursuing an MSN degree at UC).

Following admission to the graduate nursing program, students must submit all required documentation prior to the course's pre-clinical deadline which must be COMPLETE without pending or rejected documents prior to approval to begin clinical hours.

Transfer Students
The Capito Department of Nursing accepts transfer students for the master's degree program.

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

- Have a cumulative Grade Point Average (GPA) of 2.50 or better
    - Transcripts seven (7) years old or greater will be evaluated on an individual basis.
- Transferred courses must have been taken for credit.
- Students may transfer nursing courses where a 'B' or higher has been obtained except any courses where APEA is used with standardized testing.
- Individual consideration for course acceptance will be evaluated prior to transfer credit being confirmed
- No more than 9 credits will be accepted for transfer.
- Credit for other graduate nursing courses earned more than five (5) years ago cannot be transferred.
- Course syllabi and transcripts are required for review by the program faculty in order to determine the number of possible transfer credits accepted. Course equivalency will be evaluated by the faculty currently teaching the UC version of the course. The designated faculty will make a recommendation to the Program Director regarding the substitution.

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

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

Effective: 2022-2023

Curriculum

Nursing program curricula is organized and logically sequenced from advanced nursing concepts to complex health problems. The curriculum is guided by the American Association of Colleges of Nursing (AACN)'s Essentials of Master's Education in Nursing (AACN,2011); National Organization of Nurse Practitioner Faculties (NONPF) and their National Task Force (NTF) on Quality Nurse Practitioner Education (NONPF,2013); Quality and Safety Education for Nursing (QSEN) 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 in the nursing program 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, APEA resources and exams, portfolios and capstone projects.

Student Learning Outcomes (SLOs) are cumulative and become increasingly complex as students move throughout the curriculum. 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 SLOs at increasing levels of complexity. Analyses of student learning outcomes reflect established professional standards, guidelines, and competencies.

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

The nursing programs have an ongoing and dynamic systematic, comprehensive plan to evaluate student learning outcomes, role-specific professional competencies, and ACEN Standards. The systematic plan of evaluation (SPE) 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 Graduate Curriculum Committee reviews major curricular changes. Annual reports are submitted to ACEN. Data is provided for all groups about program completion, certification passage rates, job placement rates, and graduate/ employer satisfaction. The following benchmarks have been set and are evaluated on an annual basis.

- **Completion**: 70% of all students will complete the program of study which begins on the first day of the first nursing course and ends with completion of the course required for degree conferral.
- **Certification Passage Rates**: 80% of first-time test takers will successfully complete the Family Nurse Practitioner national certification exam within the same 12-month period.
- **Job Placement**: 70% of graduates will be employed as Family Nurse Practitioners within 12 months after graduation.
- **Graduate Satisfaction**: 70% of graduates will be satisfied with the program.
- **Employer Satisfaction**: 70% of employers will be satisfied with graduates hired.

Program Curriculum
Masters of Science in Nursing Program
Family Nurse Practitioner Track
42 Credit Hours

Full-Time Program of Study – 5 Semesters

Semester 1		
NURSM 501	Advanced Practice Roles	3
NURSM 502	EBP Research	3
NURMS 510	Advanced Pathophysiology	3
	TOTAL	9

Semester 2		
NURSM 504	IT in Advanced Practice	3
NURSM 515	Advanced Pharmacology	3
NURSM 520	Advanced Assessment	3
	TOTAL	9

Semester 3		
NURSM 503	Advanced Leadership	3
NURSP 625	Primary Care I	5
	TOTAL	8

Semester 4		
NURSM 505	Healthcare Policy	3
NURSP 635	Primary Care II	5
	TOTAL	8

Semester 5		
NURSM 525	FNP Capstone	3
NURSP 645	Transitions: Advanced Nursing	5
	TOTAL	8

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Part-Time Program of Study-7 Semesters

Semester 1		
NURSM 501	Advanced Practice Roles	3
NURSP 502	EBP Research	3
	TOTAL	6

Semester 2		
NURSM 510	Advanced Pathophysiology	3
NURSM 504	IT in Practice	3
	TOTAL	6

Semester 3		
NURSM 503	Advanced Leadership	3
NURSM 510	Advanced Pharmacology	3
	TOTAL	6

Semester 4		
NURSM 505	Health Policy	3
NURSM 520	Advanced Assessment	3
	TOTAL	6

Semester 5		
NURSP 625	Primary Care I	5
	TOTAL	5

Semester 6		
NURSP 635	Primary Care II	5
	TOTAL	5

Semester 7		
NURSM 525	FNP Capstone	3
NURSP 645	Transitions: Advanced Nursing	5
	TOTAL	8

Satisfactory Academic Progress for Financial Aid

To receive federal and state need based funds administered by the Office of Financial Aid at the University of Charleston, students must be making measurable academic progress toward completion of an eligible degree. Federal regulations require evaluation of both qualitative and quantitative academic progress as well as completion of degree objective within 150% of normal time frame.

Federal Stafford Loans have a fixed interest rate, which is set by the federal government. Graduate students qualify for unsubsidized loans and the Graduate PLUS Loan program. The Grad PLUS Loan is a federal loan program for graduate students. The interest rate is currently fixed, and payments are deferred if the student is enrolled at least half-time. Students may borrow the total cost of attendance less other financial aid awarded.

Students who are pursuing second degrees may be considered for financial aid (this is not the same
situation as dual degrees). A second master's degree must be obtained within 36 credit hours. The attempted hour limitations for a second degree, i.e., 60 attempted credit hours, is measured from the point at which the student earned the initial degree.

Financial aid eligibility is limited to no more than two associate degrees, two undergraduate degrees, two master's degrees, and one Doctorate degree. Students who wish to pursue degrees beyond these may do so without federal financial assistance.

Satisfactory Academic Progress (SAP) standards are the same for all categories of students. All periods of
enrollment will be included in the measurement of satisfactory academic progress. Terms in which the student is enrolled but did not receive financial aid are included in the measurement.

150% of Normal time Frame
To receive funds administered by the Office of Financial Aid at the University of Charleston as a graduate nursing student; federal regulations require a completion of degree objective within 150% of normal time frame. Students who exceed the completion of the degree objective, will not be eligible for financial aid. Federal Financial Aid is not available after 7 semesters of graduate student (150% of Normal Time frame). For students electing to take one course per semester; once ineligible for financial aid, the student must self-pay.

DEGREE REQUIRMENTS

To earn the Master of Science in Nursing degree, a student must meet the criteria identified below:

- Attain a minimum 3.0 grade point average (GPA) calculated on all graduate work attempted, including any transfer credits approved in advance of enrollment in the program.
- Successful completion of all clinical hours within courses.
- Complete a minimum of 42 credit hours of prescribed curriculum coursework with an overall GPA of 3.00 or better.
- Complete all coursework within five years from date of program admission or enrollment in the first graduate-level clinical course, whichever is later.
- Complete the Capstone Project.

In order to ensure successful preparation for the Family Nurse Practitioner certification exam, the faculty have developed minimal standards for progress and graduation from the graduate nursing program. Graduation requirements include the completion of a Comprehensive Predictor.

Application for Degree

A student must complete a Graduation Application to receive a degree conferral. So that students may be appropriately advised, application deadlines are scheduled prior to registration for the expected final semester. Applications are available online and should be submitted to your Advisor for approval. Online students must send their graduation application to their advisor for approval. Their advisor will submit the approved application and program evaluation to the graduation email box. Specific deadlines will be published on the University Academic Calendar. If a student applies for graduation but does not graduate that semester, he/she needs to let the Registrars' Office know when they will be completing their degree. Your application will be moved to that semester at no additional charge. If the student fails to graduate in the new semester in which he/she was moved, then the application is voided. The student will be required to submit a new graduation application and pay the graduation fee again.

Commencement Participation

Students who have completed graduation requirements, submitted an August Graduation Application and are no more than eight (8) credit hours from degree completion may request to participate in the May commencement ceremony. Students must participate in the commencement ceremony at which their degree is conferred.

Post-Graduation Activities

Post-graduation, students are encouraged to participate in the following activities:

1. Join the University of Charleston (UC) Alumni Association.
2. Report professional and educational advancements in the field of nursing or any other field directly (via email, telephone, or social media) to the UC Alumni Association.
3. Keep up-to-date contact information on file with the UC Alumni Association and the Capito Department of Nursing.
4. Complete employer surveys 1-year post-graduation (and as necessary).

Effective: 2022-2023

Advisement and Registration

Academic Advising

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

The student will be notified of the name of his/her advisor and is encouraged to contact this person to set up an initial advising meeting. Advisors are available by appointment and during scheduled office hours. Students should make appointments directly with their advisor. During each advisement/registration session, the student and their advisor will:
1. Review and complete/revise the curriculum pattern and program of study.
2. Complete advising documentation prior to midterm and final week of classes.
3. Registration and/or pre-registration for classes during the University registration period.

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 graduate 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 Overload

The full-time course load for a graduate nursing student is nine (9) hours. Any credits attempted above this 9-hour load hours constitutes an overload and requires the approval of the Graduate Program Director and Dean of the Capito Department of Nursing. Under no circumstances shall overloads exceed 12 hours.

Evaluation of Student Performance

Grading Policies

Students are graded on class attendance and participation, required readings, written reports and papers, tests, oral presentations, other faculty designated activities and assessments. The student receives a final report of his or her level of achievement on academic work at the close of each semester. In addition, students enrolled in semester- length courses receive a midterm grade report so that he or she can obtain assistance if necessary. If there is a grade dispute, the student is to follow the grade appeal policy as stated in the current *UC Academic Catalog*.

University of Charleston's Master of Sciences in Nursing Family Nurse Practitioner students must maintain a B or greater and/or satisfactory completion of all clinical requirements in order to pass a course. If the student does not satisfactorily complete the clinical component for courses, the highest possible letter grade for the course will be C. If the student fails the clinical component, they must retake the course.

Grading Scale

The following is the grading scale for all graduate-level nursing courses:

A   90-100
B   80-89 (*minimum passing letter grade for graduate coursework*)
C   70-79
F   69-below

Grade Rounding

Grades of graduate-level nursing coursework are not rounded. For example, if a student earns a grade of 79.99, the grade entered will be "C," in compliance with the grading scale detailed above. A grade less than "B" is not accepted for any nursing course, and the course must be repeated if this is the student's first nursing course failure. A second course failure of a nursing course (whether "C", "F", "WF", or "U") constitutes grounds for immediate dismissal from the nursing program.

Progression Policy

All courses (non-clinical and clinical). must be taken in the sequence published in the University of Charleston Academic Catalog. Students must receive a grade of "B" or higher and maintain a Grade Point Average (GPA) of 3.00 or higher to progress to the next semester in the curriculum or to be eligible for graduation.

1. The student is responsible for adhering to all prerequisite and co-requisite requirements as stated in the Master of Science in Nursing Handbook and as described in the University of Charleston Academic Catalog.
2. Satisfactory performance in both the course – including a passing average of instructor made and standardized test(s) -- and in the clinical area (for courses with clinical components) is necessary for a passing grade and progression in the nursing program. A student who receives an unsatisfactory grade in a nursing course will be allowed to repeat the nursing course one time during the semester in which the course is regularly offered at the University of Charleston. Unsatisfactory completion of a course (typically

referring to course failures or withdrawals) will prevent progression in the nursing program until the course has been successfully repeated and any remediation required by the Graduate Department of Nursing is complete.

3. University of Charleston is committed to offering quality graduate programs. Graduate Nursing students are required to maintain a minimum 3.00 GPA. No grade below "C" (2.00) will be accepted as part of a program of study for a graduate nursing degree. For this reason, caution is exercised in retaining any student whose grades fall below acceptable academic standards for the graduate nursing program. When a graduate nursing course is repeated, the last grade received will be used in calculating the cumulative graduate average that is used for probation, dismissal, admission to candidacy, and graduation. All grades received for graduate courses taken at the University of Charleston will be used in the calculation of the cumulative grade point average.

REMEDIATION

The academic program reserves the right to place specific conditions and contingencies for any remediation deemed necessary by the Program Director. Currently, all graduate nursing students who experience interruption in the progression process resulting in non-completion of one or more nursing courses will be required to retake the course during the semester it is regularly offered. In order to continue progression through the program, students must meet all course and clinical objectives and requirements in order to pass any Incomplete (I) or Unsatisfactory (U) passed nursing course, including standardized comprehensive exam, if applicable.

Academic Probation

A graduate nursing student with regular status whose cumulative grade point average (GPA) falls below 3.00 or who fails to maintain the level of academic performance required by the degree program will be placed on academic probation. Failure to achieve a 3.0 cumulative GPA or meet the requirements of the degree program by the end of the next enrolled semester in which the course is repeated will result in academic dismissal.

Graduate nursing students may be dismissed by the department at the end of any semester if they have not made sufficient academic progress or maintained the professional dispositions as defined in accreditation, ethical, or professional standards of practice to warrant continuance of study. Termination of students will follow policies and procedures adopted by the department and reported to the University. The department must immediately notify the the Registrar and the Dean of Students of the dismissal. The student will be prevented from enrolling in future terms.

Dismissal by an academic department may be appealed to the Provost after all avenues of appeal have been exhausted at the department level. This should be completed within 5 calendar days of the decision resulting from an appeal to the department. When students are terminated by a department, but not simultaneously by the University, they may apply for admission to another graduate program; however, they may not apply for admission to the same department from which they were dismissed.

Academic Dismissal
1. A second failure of a graduate nursing course (whether a "C", "F", "WF", or "U") constitutes grounds for immediate dismissal from the nursing program.
2. Substantiated claims of cheating or violations of academic integrity constitutes grounds dismissal from the nursing program. (For more information, see Cheating Policy, UC academic catalog)
3. Gross misconduct, such as behaviors that endanger patient safety, patient confidentiality, or behaviors in direct opposition to the clinical preceptor and/or clinical institution, may result in immediate dismissal from the program.
4. If, in the judgement of the faculty or supervisory person in a contracted facility, there is reason to question the emotional or physical condition of a student or the safety or the quality of nursing care provided, the faculty has the responsibility to dismiss the student from the clinical or university laboratory. The plan for dismissal is as follows:
   a. When an incident first occurs, the faculty will request the student to leave the clinical site/laboratory immediately.
   b. The faculty will communicate to the appropriate hospital/supervisory personnel regarding the problem.
   c. The faculty will refer the student for the appropriate professional follow-up.
   d. The faculty will provide written documentation of the incident to the departmental Dean, Program Director, and student within 24 hours of the incident.
      i. The student has the right to appeal in writing to the Program Director (and then the Dean) if the decision is unacceptable to him/her, in accordance to the university policy.

A graduate nursing student is subject to termination for the following reasons:
1. Failure to achieve a 3.00 cumulative grade point average by the end of the next semester hours of enrollment following academic probation.
2. Failure to maintain other academic performance standards required by the department offering the degree program of study.
3. Failure to maintain professional dispositions required by the degree program offering the program of study.
4. Cheating and/or plagiarism.

Classroom Audit Policy for Continued Program Progression (Registrar)
Only non-clinical nursing courses and didactic portions of clinical nursing courses can be audited. Students must pay an auditing fee as determined by the University. Students auditing a course for the purpose of program progression will be required to:
- Request the audit from the faculty.
- Adhere to class attendance policies.
- Participate in all course exams, quizzes and assignments (including APEA)
- Submit a letter from the course faculty addressed to the Director of the Nursing program stating that the student met the audit criteria, and the faculty member recommends readmission into the next nursing course.

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

Withdrawal and Leave of Absence Policy

Withdrawal from the University

A student desiring to withdraw totally from the University of Charleston must obtain a "Complete Withdrawal" form from the Dean of Students and submit the completed form to appropriate offices. In order to complete the form, the student must consult with the Dean of Students.

    • Dean of Students – Phone 304-357-4987

Withdrawal will be granted when the completed form with proper signatures is presented to the Student Solutions Center. If a student withdraws before the last day to drop, a grade of "W" will be recorded on the student's record. If a student withdraws after the last day to drop a grade of "WF" will be posted. Withdrawal from the University also may require cancellation, refund or repayment of all or part of the student's financial aid package.

Medical Withdrawal from the University

A student must submit documentation from a health care provider stating that there is a medical reason for the withdrawal and that the student is under the care of a health care professional. Documentation is to be submitted to the Dean of Students and should consist of a letter/e-mail from the student formally requesting a withdrawal and a medical diagnosis/treatment plan signed by a qualified health professional on office stationary which explains why the student should be withdrawn from courses on the basis of medical considerations. Medical withdrawal requests are subject to approval by the Provost. Requests for a medical withdrawal must be submitted by the last scheduled day of classes for the semester or term in which the student is currently enrolled in classes, as specified in the academic calendar. If the withdrawal is granted the student will receive a "W" on their transcript for the courses in question. Withdrawal from the University also may require cancellation, refund or repayment of all or part of the student's financial aid package.

Leave of Absence

Any student requesting a leave of absence or compassionate withdrawal from the graduate level nursing program must first schedule a meeting with their nursing program advisor who will then discuss the best path forward for them. The nursing program advisor will then work with the Graduate Program Director to approve the plan of action. The student will then be referred to the Dean of Students if a Leave of Absence or 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 mentioned above. Students must contact the Dean of Students when withdrawing from the University (304) 357-4987.

Effective: 2022-2023

Compassionate Withdrawal

A leave of absence may be granted for two semesters 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 compassionate withdrawal to the Dean of Students who will work with the Graduate Program Director of the Capito Department of Nursing and the University Provost for approval.

Leave of Absence Procedures

The Dean of Students will work with the Graduate Program Director of the Capito Department of Nursing and the University Provost for approval.

This letter must include the reason for requesting the leave, the semester in which he/she intends to return to the program, a plan of action for program completion upon return, and any supplemental documentation that may be beneficial when evaluating the request. Additionally, the student must be aware of the following:

1. Each request will be handled individually according to the specific need, academic standing, and clinical performance of the student;
2. No leave of absence will be granted for unsatisfactory academic performance or for a period longer than one (1) calendar year.
3. Upon evaluation of the request, the Dean of Students and Provost will recommend granting or denial of the leave of absence;
4. The Program Director has the right to request a personal interview with the student requesting the leave before a final decision is made;
5. The student will be notified as to whether the leave request is granted or denied.
6. If the leave request is granted, the student will be informed of any conditions that must be satisfied prior to or following his/her return to the program.
7. At least one semester before returning to the graduate-level nursing program, the student must notify the program director in order to register for the appropriate coursework.

If the leave of absence is approved, the student will be required to meet with the Graduate Program Director of the Capito Department of Nursing prior to the leave of absence beginning. 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 three (2) semesters 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 "B" or higher in all nursing and required non-nursing courses. The student must have a GPA of 3.00 or higher.

Readmission/Progression After Absence From Program

Any student with a program of study interruption by more than two (2) semesters, is subject to the policies and procedures of the graduate nursing department in place at the time of the student's return to the program. It is the responsibility of the student to be aware of changes in requirements or policies for the department during his/her absence.

- Students who were enrolled under previous admission criteria must meet current admission requirements unless they continue through the program uninterrupted.
- Students who were enrolled under a discontinued/alternate curriculum pattern must adopt the most current curriculum pattern in use unless they continue through the program uninterrupted.

Students who were previously enrolled but—due to voluntary or involuntary reasons—have not been in attendance for two (2) or more semesters are required to file an "Application for Readmission" to the University by the deadline dates listed on the Admissions webpage. Likewise, this classification also applies to those who were dismissed from the program via academic dismissal procedures (for further clarification, see the appropriate sections in this handbook or the University Academic Catalog). Applications for readmission (and other related documentation) may be obtained from the Office of Admissions.

In addition to the Application for Readmission, students who experience any interruption in the progression process resulting in non-completion of one or more nursing courses but who wish to continue progression must submit a signed letter addressed to the Graduate Department of Nursing within 10 days of failure or withdrawal from the course(s) or program. The letter should detail the student's intent to continue in the program, the circumstances around why the progression interruption occurred, and measures taken to mitigate potential future interruptions, if appropriate.

Readmission is not guaranteed, and prior academic performance and professional conduct within the program will be considered in determining a student's eligibility for readmission. Upon readmission to the graduate program, the student must adhere to all graduate nursing policies, follow the current curriculum pattern, and meet the degree requirements that are in effect at the time of readmission. As such, the student must maintain a 3.00 GPA to progress in the graduate program and must receive at least a "B" in each course taken.

PROGRESSION OF INTERRUPTED CLINICAL COURSEWORK
Clinical Progression Policy
Once admitted in the graduate-level family nurse practitioner track, it is strongly advised that no more than one (1) year elapse between clinical courses. A graduate nursing student who has not enrolled in clinical graduate coursework for one (1) or more years may be required to take an independent study course and/or complete standardized exam over any previously taken clinical coursework. The student must satisfactorily pass both the exams and the directed student course with a "B" or better prior to progressing in the graduate nursing program.

Policies & Guidance

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

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

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

This is in accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. The Office of Disability and Accessibility Services is located in Room 302, the second floor of the Schoenebaum Library, Clay Tower Bldg. Inquires can be sent to asc@ucwv.edu or (304)347-6983.

*** All ADA requests will be processed as normal. Required ADA forms can be found on the ASC webpage ***

Attendance Policy

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

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

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

Attendance in online courses is verified in terms of participation, time spent in a particular unit or other part of online coursework, time spent in chats and online discussion, quality, and quantity of course work, test participation, and other considerations. Online courses at the University of Charleston are faculty-led classes, not independent study, or correspondence courses. Students are expected to engage in the course content, participate in student-teacher and student communication, and complete assignments and testing according to the requirements and schedule of the course faculty.

The eLearn course homepage will host a number of facilitated activities for the students, including the syllabus, required activities and assignments, course calendar, and a gradebook to track individual progress. Students are expected to visit the course homepage a minimum of three (3) times per week to check emails, announcements, download appropriate course material, and post required assignments. Your timely responses to weekly assignments and discussions will be used to validate your attendance. Failure to respond on-time weekly will be considered a missed class.

Failure to participate, communicate, or meet course requirements within the time frame required by the faculty may reduce the grade for the course or initiate faculty-withdrawal procedures as noted below.

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 graduate nursing students from working more than 40 hours per week when enrolled for eight (8) or more credit hours.

Students may not work a shift immediately prior to reporting for their clinical day – as this action is not safe and the student will be dismissed from the clinical experience and will receive zero (0) hours for the assigned clinical experience.

Student Email

Email is the main form of communication from faculty and colleagues to students. Students should check their UC email account daily.

Faculty Contact
The graduate nursing student is encouraged to maintain close contact with the Graduate Nursing Program Director and/or their assigned faculty advisor. Communication with faculty members is facilitated by scheduling appointments to discuss concerns via email. The student should notify the individual at least 1 hour in advance if he/she is unable to keep the appointment.

Note: University of Charleston email accounts should be used for academic purposes only.

Netiquette Guidelines

Netiquette or "network etiquette" is the term for the proper way we communicate and interact with each other online or via email. It helps define the guidelines of expected behavior, and aids in showing respect and consideration to others.

The Graduate Nursing Program has specified the following guidelines:

1. **Address your instructor properly**. Your instructor should note how they would like to be addressed in their introductory message. If they don't mention it, as a sign of respect, instructors should be addressed as Dr. if they have a terminal degree, and if not, Professor is the accepted norm. First names are only used if the instructor expressly wishes to be addressed this way.
2. **Include a subject line if one is not already provided**. This is applicable to both discussions and emails.
3. **Use appropriate language**, avoid coarse, rough, or rude language. Observe good grammar and spelling. Please use spell-check for all work. Use appropriate emoticons, emotion icons, to help convey meaning.
4. **Avoid flaming, online screaming, or sentences typed in all caps**. Remember that your schoolwork is considered scholarly, so please present it as such.
5. **Don't write anything that sounds angry or sarcastic, even as a joke**. We do not have our nonverbal cues to rely on in the written word, and your message may be misinterpreted in the online world.
6. **Respect the opinions of your classmates**. If you feel the need to disagree, do so respectfully, and acknowledge the valid points in your classmate's argument. Acknowledge that others are entitled to have their own perspective on the issue.

Rule of thumb, if you wouldn't do or say something in real life, don't do it online either

Guidelines for Written Assignments

All written assignments must adhere to the American Psychological Association (APA) style and current edition unless otherwise indicated by the course instructor. Written work should be presented in a concise, complete, and editorial correct format.

Students are required to submit a Certificate of Originality for all MSN assignments including their electronic signature which shall be considered equivalent to their written signature.

Turnitin Policy

The University's primary focus in using Turnitin is to provide a means whereby students may enhance their knowledge and understanding of plagiarism. The aim is to allow you to develop good academic practice in order to reference material correctly, thereby minimizing the risk of submitting plagiarized work in summative assessments. Turnitin may also be used to assist with plagiarism detection where there is concern that an assignment contains plagiarized material.

The UC MSN FNP program will link the *Turnitin* plagiarism checker to all discussion forums and written assignments. This will be reflected in the grading rubrics:

Discussion Forums
Once submitted, if the Turnitin report shows a similarity index of 25% or greater, there will be **a five-point deduction.**

Written Assignments
Students are strongly encouraged to submit their discussions and assignments ahead of time. Students will have the opportunity to submit multiple times in order to determine their similarity index. The similarity report will be immediately generated up to three times; after three resubmissions, the reports will generate after 24 hours. Students will be expected to plan accordingly.

Once the written assignment is submitted, if the Turnitin report shows a similarity index of 25% or greater, there will be a **five-point deduction**. Additionally, students will be required to revise and resubmit their assignment. All late points will be deducted per the late policy.

Late Assignment Policy

Late work is strongly discouraged. Turning in work late can impair your chances of success in a course. However, UC Graduate Nursing Program understands that life and emergencies do happen, and thus, we offer this late policy.

Students are expected to submit assignments when they are due. Assignments submitted after the due date will incur a penalty.

Late Assignment Penalty = 5% deduction per day (of total possible assignment points), up to 7 days. After 7 days late, a zero will be recorded for the assignment.

In the event of an emergent situation that prevents timely submission of an assignment, students may contact their instructor to request a waiver of the late submission penalty. The instructor will review the student's rationale for the request and consult with the Program Director to make a determination based on the merits of the student's request. Students should continue to attend class, actively participate, and complete other assignments while the request is pending.

Emergent situations may include, but are not limited to:
- hospitalization,
- serious illness,
- military service obligation,
- natural disaster, and
- death or serious injury/illness of an immediate family member.

All non-emergent situations will be subjected to the late assignment penalty outlined above and/or on the grading rubric.
- Non-emergent situations may include, but not limited to:
  - work and/or family obligations
  - vacations,
  - computer or internet problems or
  - other personal reasons that may interfere with the student's ability to submit assignments by the due date.

Note: Students are responsible for having a working computer and reliable internet access with a back-up plan should the computer or internet fail.

Late Discussion Assignments

In discussions, you, as a student, will interact with your faculty and peers to explore topics related to the content of each course. Discussions are a critical learning experience in the online classroom. Its use provides students with opportunities to contribute knowledge and experience to topics, that models professional and social interaction. Participation in all discussions is required. To receive credit for a week's discussion, post must be made Monday the start of the assigned week through Sunday the end of the assigned week.

Graduate nursing students are expected to meet the minimum participation required described in each course. Students will receive a point deduction in a graded discussion if a student fails to make the minimum number of post on at least two (2) different days during the assigned week.

Faculty Grading and Response Schedule

Grades for discussion will be posted five days (Friday) after the due date. Coursework that is submitted on time (written assignments, projects, etc.) grades will be posted by Friday night after the due date. An announcement will be posted if this deadline cannot be met.

Faculty will respond to students emails or questions in the Q&A Forum within 48 hours.

Concerns about faculty grading and responsiveness may be sent to the Graduate Program Director.

Testing Policies

Online Examinations- Proctorio- Proctored Testing on eLearn

The University of Charleston is committed to academic integrity in all courses. Beginning in the fall semester of 2018, eLearn-based tests and quizzes require online proctoring. The University has recently designated Proctorio as its official proctoring provider. Proctorio is an online proctoring tool that is built directly into eLearn that will verify your identity and monitor your test session. Your session will be electronically recorded via your webcam. Your test session and the recording can only be viewed by your instructor. Proctorio will also monitor and record computer keystrokes, activity in the room and web browser activity. A number of safeguards have been established to ensure your personal privacy and institutional compliance with federal FERPA regulations.

The Proctorio plugin solution- a Chrome web browser extension will be used by the Graduate Department of Nursing for all online quizzes and/or exams. To ensure a fair performance of the online environment and testing, certain restrictions on the use of your device are implemented. The restrictions are as follows:

- Only One Screen
- In Quiz Links Only
- Close Open Tabs
- Disable Printing
- Disable Clipboard
- Clear Cache
- Disable Right Click
- Re-entry with Agent

The record & review method is performed in real time by the Proctorio extension. Your identity, immediate surrounding environment and device are verified and recorded. Should an issue arise during the administration of the assessment (e.g., the quiz/exam freezes, the exam is exited or the "submit" button appears before the assessment has been completed), the student must contact the Proctorio Support Agent immediately in order to troubleshoot the issue in real-time. The Proctorio Support contact information is located in the Resources folder of the course as an Adobe PDF document. The student must contact the faculty **within 24 hours** of encountering the testing issue and request a review of the impacted assessment. Request presented later than 24 hours after the testing date **will not be accepted**. Each request for resetting a quiz/exam will be evaluated by the Program Director on a case-by-case basis, and the course faculty will be notified of the decision by the Program Director.

The software detects suspicious behavior but does not determine whether an academic integrity infarction has occurred. The risk score created by Proctorio will be logged and reviewed by the course faculty. If the faculty detects a potential infarction, a report will be compiled and submitted to the Graduate Program Director. The Program Director will conduct an investigation and assessment based on the report and the information recorded by Proctorio. The student will be notified and have an opportunity to comment prior to any referral to the Dean and or Provost.

Guidelines for Testing on eLearn
At the beginning of your first course within the graduate nursing program, we recommend you contact the University of Charleston's [Information Technology (IT) Help Desk](#) and/or [Proctorio Help Center](#) for support services and to determine whether your computer meets the requirements for testing. Failure to conduct computer

requirement checks prior quiz/exam may forfeit potential reset.

Prior to beginning an exam, ensure the minimum requirements are met. While there is no official requirement from eLearn regarding the type or speed of the internet connection a student should have, it is recommended that the student uses a **DSL** or **cable connection** to minimize potential connection interferences during the time of the test. It is recommended that students access the internet using **Google Chrome**. Do not use Internet Explorer. Refer to the Student Resource Guide posted in each course.

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

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

Test Taking Tips

Avoid taking an assessment at work, unless you have checked the firewalls and can take the assignment in a private area with no distractions. Please remember that testing is an individual activity. **Do not open an assessment (quiz/exam) until you are ready to test** as, once it has been opened, you are unable to close the quiz/exam and then reopen it.

Advanced Practice Education Associates (APEA) Testing Policy

The University of Charleston (UC) requires that all graduates, regardless of major, demonstrate content mastery in the discipline. Please refer to the current Academic Catalog for more information. The Capito Graduate Department of Nursing at the University of Charleston currently uses the Advanced Practice Education Associates (APEA) suite of products to assess student mastery of content and predict success on the certification exam through both formative and summative standardized testing.

Formative testing occurs throughout the program at prescribed intervals using the MyQBank. This product provides hundreds of questions with detailed rationales designed to increased knowledge and improve critical thinking and clinical reasoning. While in MyQBank, students can track scores, retrieve/review past test, and create five types of tests: body system-specific, random, practice, missed questions or new questions. Summative testing occurs during the last semester of the graduate nursing program using the APEA Predictor Exams. The APEA Predictor Exams identify student strengths and weaknesses before the certification exam. Detailed score results are reported by knowledge area, testing domain and diagnosis. Students may use this detailed score report to develop individualized study plans for the certification exam.

The purposes of APEA MyQBank and Exams are to prepare students for the end of program comprehensive assessments and the Family Nurse Practitioner Certification Exam. Success on achieving benchmarks on these exams predicts the likelihood of success on the certification exams. Three types of APEA exams will be used throughout the Graduate Nursing Program: *3P Exams* and *Predictor Exams*. Faculty reserve the right to add new assessments when available and to require remediation assignments when needed for identified student learning needs.

APEA Access
- APEA access, such as the APEA Exam results, can be accessed using Google Chrome, to www.apeaotc.com.
    - Students will enter the username and password provided by APEA in the exam instructions email. After the dashboard displays, click on "My Results," located on the left side of the page. Any active exams will be displayed there. After selecting which exam to review, click on Test Report on the far-right side of the page. The results page will be displayed. 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 APEA log on and password, you can reach APEA customer service at 1(800) 899-4502.

APEA Testing Procedures

The FNP Certification Exam is administered as an online proctored computer-based test. All APEA exams are administered as online-proctored computer-based assessments to provide student practice experiences in computerized testing environments similar to the FNP Certification examination.

- Students will take each APEA Exam that is made available a minimum of one time.
- The date at which the exam(s) are made available will be determined by each

individual faculty member.

- Online practice tests (MyQBank) may be given in a proctored or non-proctored environment, depending on the individual faculty member's discretion.
- Students may not work with each other or use any resource(s) during the take of the practice exam.
- Any deviation will result in a breach of academic integrity and the student will be subject to disciplinary action in accordance to the University of Charleston's Academic Integrity Policy.

Student APEA Exams and Review Policy

APEA offers an extensive selection of learning resources designed to enhance student understanding and retention of didactic content presented by faculty or to remediate students who require correction of knowledge deficits:

- MyQBank is a suite of questions banks: MyQBank Pathophysiology, MyQBank Assessment, MyQBank Prescribing, MyQBank Management, MyQBank Pediatrics Management. Together, the banks provide over 4,000 practice questions with detailed rationales. These products are utilized for student remediation and as an enhancement to faculty instruction. Faculty are allowed to monitor and view student performance in the question banks.
- APEA CE Center contains online video lecture modules that can be used as an enhancement to faculty didactic teaching or as a remediation tool. Students can follow along with the syllabus provided and test themselves using the post-lecture questions designed to improve retention of the content presented.

APEA Assessments

There are practice assessments (MyQBank) available for students as well as standardized proctored assessments (3P Exams and Predictor Exams) that may be scheduled during courses. These assessments will help the student to identify what they know as well as areas requiring remediation.

- **APEA 3P Exam**
  - The 3P Exam Summary allows the student to review exam name, date, time, number of questions answered, and overall exam score.
  - A score of 67% or greater indicates that the student has the minimum knowledge level to progress to the clinical setting. A score less than 67% indicates a lack of knowledge and should alert the student that remediation is warranted. Students should use the results report to create study plans that focus on weaknesses in knowledge areas and testing domains.
  - Percent correct by knowledge: Any score less than 67% indicates a lack of knowledge in that area. Remediation should be considered. The Student Exam Performance Breakdown table displays each knowledge area, the score received, the recommended score, and the total questions.
- **APEA Pre & University Predictor Exam**
  - The Pre-Predictor Exam is used to identify areas of weakness. It assists the student in preparing a study plan for remediation. APEA recommends that remediation planning involve input from faculty and/or preceptors. Remediation helps improve performance on the APEA University Predictor

Exam.
- o The University Predictor Exam is used to prepare the student for the certification exam and predicts likelihood of success on the exam. A score of 70% indicates that the student has a high likelihood of being successful on the certification exam. Scores of 65%-69% predict that the student is at risk and may or may not be successful. Scores of 64% or less predict that the student will be unsuccessful on the certification exam.

Make-Up Exam Policy

Course Exam Reschedule (Unexcused Absence)
The Course Exam Reschedule is an initiative that allows students an opportunity to partner with the course faculty to identify potential barriers to completing course examinations (excluding final exams) due to pre-existing commitments, work schedules, etc. Students are required to complete and submit the Course Exam Schedule Form to the course faculty.

Course Exam Make-Up (Excused Absence)
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 will result in a grade of ZERO unless there are unusual circumstances.
- Make-up exams must be taken within one week after the student returns to classes
- Make-up exams will cover the same content as the missed exam
- Alternate format of the exam may be given
- If the absence is not a valid University and/ or Program excused absence, the grade may result in a grade of ZERO

Effective: 2022-2023

SOCIAL MEDIA

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.

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

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

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. Graduate Nursing students may not disclose any confidential or proprietary information of or about UC or any clinical agency used by the nursing program. Use of social media is prohibited in the online classroom, clinical rotations, residency, and while performing direct patient care activities. Use of social media in hospitals and/or clinical facilities is discouraged during rest or meal breaks. Identifiable patient information may not be used or disclosed on any social media venue. Patient privacy must be maintained in all communications. Do not disclose information that may be used to identify patients or their health condition. Any information may be recognized by patients, their families, or their employers. Information leaks, whether the individual is identified by name or not, will constitute a violation of the Health Insurance Portability and Accountability Act (HIPAA) and appropriate action will be taken.

Academic Integrity Policy

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. The penalty for a violation is a "F" on the exam or assignment in question. If a student commits three violations, he/she will be subject to immediate expulsion from the University of Charleston and will be ineligible for readmission to the institution 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 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) for placement in the student's file.

Academic Integrity Violation Flowchart

```
                        ┌─────────────┐
                        │  Violation  │
                        └─────────────┘
                               │
                               ▼
                 ┌───────────────────────────┐
                 │  Instructor Investigation  │
                 └───────────────────────────┘
                               │
                               ▼
                    ┌────────────────────┐
                    │   Student Meeting   │
                    └────────────────────┘
                               │
                               ▼
          ┌────────────────────────────────────────┐
          │  Instructor Submits to Provost Office   │
          └────────────────────────────────────────┘
                               │
                               ▼
                    ┌────────────────────┐
                    │   Student Appeal    │
                    └────────────────────┘
                      /                 \
                     ▼                   ▼
                 ┌──────┐             ┌──────┐
                 │ Yes  │             │  No  │
                 └──────┘             └──────┘
                     │                   │
                     ▼                   ▼
         ┌──────────────────┐   ┌──────────────────────┐
         │   Permissible    │──▶│  No  │──▶│ PO records violation │
         │ grounds for appeal│  └──────┘   └──────────────────────┘
         └──────────────────┘
                     │
                     ▼
                 ┌──────┐
                 │ Yes  │
                 └──────┘
                     │
                     ▼
    ┌──────────────────┐   ┌───────────────┐   ┌──────────────────┐   ┌──────────────────────┐
    │ Notify Instructor │──▶│ Appeal Denied │──▶│  Notify Student, │──▶│ PO records violation │
    │ and Academic      │   └───────────────┘   │  Instructor, and │   └──────────────────────┘
    │ Integrity Board   │                       │  Provost         │
    └──────────────────┘                        └──────────────────┘
              │
              ▼
      ┌────────────────┐   ┌──────────────────┐
      │ Appeal Granted │──▶│  Notify Provost, │
      └────────────────┘   │  Student, and    │
                           │  Instructor      │
                           └──────────────────┘
```
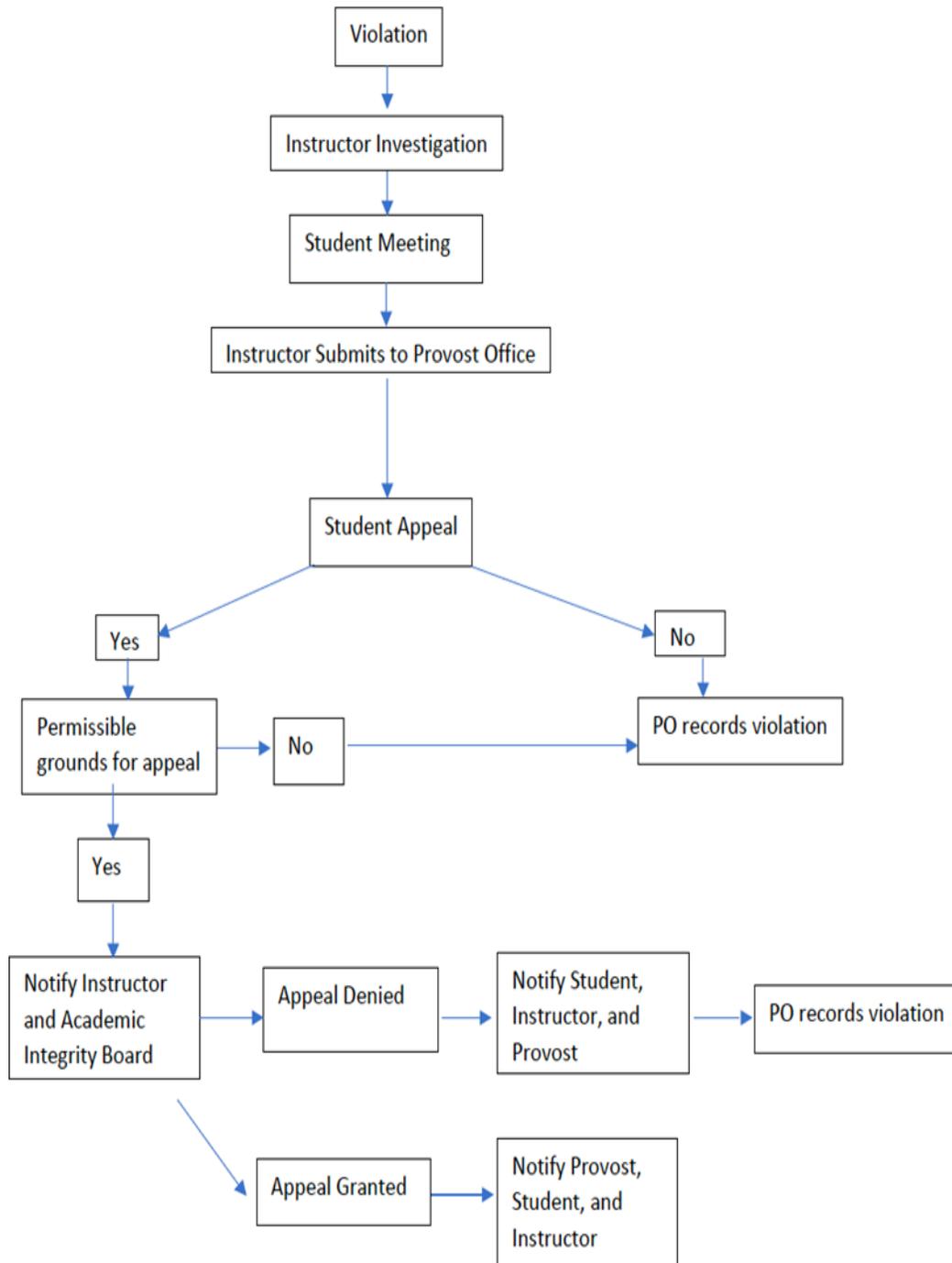
Rights and Privacy Act (FERPA) Policy

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

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

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

A student's grades 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.

Effective: 2022-2023

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

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 Evaluation Electronic Reports
3. Progression
4. Advising
5. APEA 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 and/or deleted.

Any student wishing to review his/her record may do so using the following process:

- Make an appointment with the Graduate Program Director of the Capito Department of Nursing.
- Review the materials in the presence of the Graduate Program 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.

Grievance Procedures

The grade appeal policy is outlined in the 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 graduate nursing department. Waivers of these policies are made in rare circumstances and with the professional judgment of the Dean of Health Science, Director of the Nursing program and the faculty. These policies impact the program integrity, academic standards, and capacity of students to perform successfully on national licensure examinations.

Student Concern Process

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

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

Individual instructor issues or personal disputes will not be addressed during nursing faculty meetings. Students must follow the chain of command in dealing with individual instructor issues or personal disputes. The chain of command is as follows:
1. Instructor
2. Graduate Program Director of Nursing
3. Dean of Health Sciences

Online Student Complaint Procedures

In compliance with the Higher Education Opportunities Act of 2008, the U.S. Department of Education (USDOE) conducted a Negotiated Rule Making Process in 2010 that requires institutions offering distance education to provide enrolled and prospective students with contact information for filing complaints with its accrediting agency and with the appropriate state agency for handling complaints in the student's state. The University of Charleston takes student complaints seriously. Most complaints can be resolved within the University itself. This can be done initially by engaging in open communication with the individual directly involved. If the issue is not satisfactorily resolved, the student should contact the individual's supervisor, department chair or School Dean for assistance in reaching a resolution. If this informal process is unsuccessful, the student is encouraged to complete the UC Student Complaints Form. This and more information can be found online at: https://www.ucwv.edu/wp-content/uploads/2019/10/Student-Complaints-Information.pdf

Scholarships

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

Student Nurses Organizations

Sigma Theta Tau International

Sigma Theta Tau International is dedicated to improving the health of people worldwide through increasing the scientific base of nursing practice. Its members are nursing scholars committed to the pursuit of excellence in clinical practice, education, research and leadership.

Xi Tau Chapter at the University of Charleston invites membership of students who have completed at least one-half of the nursing program with a minimum of a 3.0 GPA. A maximum of 33% of the students in each class can be inducted as members.

Student Class Representatives

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

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

University Facilities and Services

Personal Counseling

Counseling Services are available through the University Office of Student Life. A full range of personal counseling services is offered to commuting as well as residential students. The intention of this program is to offer guidance and support to students as they face a number of problems, which may include emotional distress, peer pressure, substance abuse, or even family conflict. All conversations with Counseling Services are confidential. 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 Schoenebaum Library

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

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

Academic Success Center (ASC)

The Academic Success Center (ASC), a department of Learning Support Services, provides a variety of services designed to help students succeed in course work and achieve the Liberal Learning Outcomes identified for graduation from the University of Charleston. Faculty

provide developmental and skill enhancement instruction in mathematics, reading, study skills, and English grammar and spelling. Computer based courses and tutorials are available for a number of subjects. A peer-tutoring program is in place to provide extra support for selected courses.

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

Hours for tutoring and a schedule of workshops will be posted each semester on the *Student Information* menu of the Schoenebaum Library. *www.ucwv.edu/library/*

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

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 go 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 advanced nursing skills and confidence.

Student Acknowledgement

Graduate nursing students are responsible for being aware of and adhering to all University of Charleston policies, all Graduate 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 Nursing.

Initial all and sign below:

_____I have received a copy of and have read and understand the University of Charleston's Graduate Nursing Student Handbook.

_____I understand that it is my responsibility to utilize all of the books, tutorials and online resources available from APEA, as designated by the University of Charleston.

Student Name (Print): _____ **Date:** _____

Student Signature: _____

Glossary

3P Exams assess student knowledge of pathophysiology, physical assessment, and pharmacology

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.

ACEN Accreditation Commission for Education in Nursing which conducts the evaluation of nursing education programs

American Academy of Nurse Practitioners Certification Board (AANPCB) is a nonprofit national nurse practitioner certification board that provides a valid and reliable program for the evaluation of individuals wishing to enter, continue, and/or advance in the nurse practitioner (NP) profession through the certification process.

American Association of Colleges of Nursing (AACN) Essentials are used to define quality in nursing education, the AACN Essentials outline the necessary curriculum content and expected competencies of graduates from baccalaureate, master's, and Doctor of Nursing Practice programs.

American Association of Colleges of Nursing (AACN) is a national organization of nurses in the United States that is dedicated to advancing nursing education.

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).

APEA refers to Advanced Practice Education Associates which was founded in 1997 to prepare graduating nurse practitioner students for their certification exams. This includes a suite of provides including question (QBank) banks, diagnostic and predictive exams, and reference books.

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.

Clinical experiences are direct, hands-on, planned learning activities with patients across the lifespan, interaction with the interprofessional team, and interaction with the patient's family and friends that are sufficient and appropriate to achieve the end-of-program student learning outcomes, program outcomes, and/or role-specific professional competencies, and are overseen by qualified faculty who provide feedback to students in support of their learning.

End-of-Program Student Learning Outcomes (SLOs) are statements of learner-oriented **practice-ready** expectations written in measurable terms that express the knowledge, skills, or behaviors that students should be able to demonstrate upon completion of the nursing program **regardless of the nursing program option.**

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).

Higher Learning Commission is an independent corporation that was founded in 1895 as one of six regional institutional accreditors in the United States. HLC accredits degree-granting post-secondary educational institutions in the United States.

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.

MyQBank is a question bank containing hundreds of questions with detailed rationales designed to increase knowledge and improve critical thinking and clinical reasoning.

National Organization of Nurse Practitioner Faculties (NONPF) is an organization specifically devoted to promoting high quality nurse practitioner (NP) education.

National Task Force on Quality Nurse Practitioner Education (NTF) is a multi-organizational collaboration, commits to maintaining the high quality of NP education through sustained efforts of review and updated to the Criteria for Evaluation of Nurse Practitioner Programs.

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.

Predictor Exams simulates the national certification exams and predicts likelihood of success.

Proctorio views each proctored exam, online or in-person, as a step closer to learners achieving their academic and career goals.

Program Completion Rate – Percentage of students who graduate within a defined period of time. The definition used by the ACEN for a nursing program expected level of achievement (ELA) is determined by the faculty and should be specific and measurable. Program completion rate calculation for students who complete the program of study onetime begins with calculating enrollment on the first day of the first nursing course and ends with completion of course required for conferral of a certificate, diploma, or degree.

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.

Role-specific professional competencies are expected, measurable levels of graduate level nursing performance that integrate knowledge, skills, and behaviors in the specialty area. Competencies may include (but are not limited to) specific knowledge areas, clinical judgments, and behaviors based upon the role and/or scope of practice of the master's- or doctoral-prepared nurse.

Standards are agreed-upon expectations to measure quantity, extent, value, and educational quality.

Systematic plan of evaluation (SPE) A written document emphasizing the ongoing, comprehensive assessment of the end-of-program student learning outcomes and program outcomes.

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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