

Capital University  
School of Nursing

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## Student Handbook

### Graduate Programs

Master of Science in Nursing:

Administration

Education

Legal Studies

Quality and Safety

MSN/MBA

MSN/JD

2024-2025



# Welcome and Preface

Welcome to Capital University and to the School of Nursing! The faculty and staff of the School of Nursing are thrilled that you have chosen to pursue your master's degree in nursing with us and we are confident that your experience will be both professionally and personally rewarding.

There are busy and exciting years ahead! You are entering a program that is committed to providing you an education within a caring and supportive environment. Based on the University's fundamental commitment to its Lutheran heritage and our commitment to holistic nursing practice, the School of Nursing encourages the development of the total person, guiding knowledge building while supporting intellectual, physical, psychosocial, moral, ethical, and spiritual well-being.

As a holistically endorsed nursing program, the holistic health needs of individuals, families, communities, and populations are embraced. The goal of holistic nursing is whole person healing that honors the interconnectedness of body, mind, emotion, spirit, social/cultural, relationship, context, and environment. If you are returning to Capital's School of Nursing to continue your academic journey, welcome back, we are so excited to continue to explore your professional development alongside of you. If you are new to a holistically focused education, you will notice this approach not only in how we teach, but also in how we engage with you as learners.

Beginning new endeavors such as returning to college to complete your graduate studies is an adventure we hope you find fun, challenging and rewarding. The faculty and staff are here to support and guide you along the way so please reach out to us so we know how to best support your journey.

**The Purpose of this Handbook:** Access to the specific guidelines, policies, and procedures that are a part of the school in which you are enrolled facilitates adjustment and adaptation to graduate school. This handbook along with the [Masters of Business Administration Student Handbook](#) and the [Capital Law School Manual of Policies and Procedures](#). These three documents contain educational policies and general information that will provide answers to many of your questions and facilitate your transition to the student role.

To guide you through the curriculum, you will be assigned a faculty advisor from the School of Nursing. Please feel free to reach out to them often with any questions you may have. If you have questions or concerns after reading this student handbook, please contact me or any of the nursing faculty members or staff.

Welcome! We are glad you are here! You belong.

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Assistant Professor and Associate Dean of Graduate Programs



# Table of Contents

## Section 1: Introduction to Capital University's of the School of Nursing 6

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Equal Opportunity Policy	7
History of the School of Nursing	7
The Capital Law School	8
The School of Management and Leadership	8
Accreditation & Membership	8
Holistic Focus	9
Honorary Degrees	9
Nursing Honorary	9
School of Nursing Awards	9
School of Nursing Facilities	10

## Section 2: The Graduate Nursing Program 10

---

Graduate Nursing Program Concentrates	10
Capital University Mission, Vision and Values	11
Nursing Program Mission	11
Philosophy	11
Graduate Program Focus	12
Goals of the Graduate Program	13
Learning Outcomes by Concentrate	14
Admission Procedures	15
Expedited ABSN: Admission to MSN Graduate Program	15
MSN Graduate Program Admission Criteria	16
MSN Graduate Program Application Procedure	16
MSN Graduate Program Acceptance of Admission	16
MSN Graduate Program Provisional Acceptance	17
Enrollment in Graduate Courses: Non-degree Status Students	17
Dual Degree	17
Audits	17
Accessibility Services	18
Organization of the Graduate Curriculum	18
MSN Core	19
Advanced Nursing Core	19
Concentrate Core	19
Synthesis	20
General Guidelines for MSN Portfolio	20
Administrative Learning Focus in Concentrate	21
Education Learning Focus in Concentrate	21
Legal Studies Learning Focus in Concentrate	21
Quality and Safety Learning Focus in Concentrate	22
Multiple Concentrates of Study	22

## Section 3: Communication 23

---

Student Email and Mailboxes	23
Faculty Mailboxes	23

Faculty Email and Voicemail	23
Bulletin Boards	23
Social Media	23
Graduate Nursing Handbook	23
<a href="#"><u>Section 4: Faculty Adviser</u></a>	<a href="#"><u>24</u></a>
How to Contact Your Adviser	24
What Does an Adviser Do?	24
Course Registration & Scheduling	24
<a href="#"><u>Section 5: Activities &amp; Student Engagement</u></a>	<a href="#"><u>25</u></a>
Student Input in Program Planning and Evaluation Committees	25
Graduate School Orientation	25
Additional Student Contribution to Program Design & Evaluation	25
Arranging Course Schedules	25
<a href="#"><u>Section 6: Academic Progress</u></a>	<a href="#"><u>26</u></a>
Academic Probation	26
Academic and Professional Behaviors/Misconduct	26
Academic and Disciplinary Sanctions	27
Academic Progression Policies for Graduate Students	29
Academic Year	29
Adding/ Dropping Courses	30
Class Attendance	30
Course Load	30
Field Experiences/Clinical Hours	30
Grade Point Average Calculation	31
Grading Scale for Graduate School of Nursing	32
Grievance	32
Incompletes	32
Leave of Absence	32
Periodic Evaluation in Nursing Courses	33
Petitions for Exceptions to Rules on Progression	33
Readmission to the Program	33
Registration	33
Research Review	34
Student Rights and Protection Statements	34
Time Limit for Completing the MSN Degree	34
Transcripts	34
Transfer Course Nursing Credit	35
Transfer Out of the University	35
Transient Credit	35
Variance Report	35
Withdrawal from the University	
Writing Competency Policy	37
<a href="#"><u>Section 7: Campus Resources</u></a>	<a href="#"><u>38</u></a>
Course Resources: Syllabi	38
Academic Success	38
Accessibility Services	39

Campus Ministries: Religious and Spiritual Life	39
CAP Cupboard	40
Career Development	40
Center for Health and Wellness	40
Diversity and Inclusion	40
Student Success	41
Title IX- Sexual Harassment, Discrimination, and Misconduct	41
Information Technology	41
Blackmore Library	41
<b><u>Section 8: Clinical Course/Field Experience Requirements</u></b>	<b>42</b>
Uniform	42
Prerequisites for Clinical Experience	42
A. Health Requirements	42
B. Professional Liability Insurance	43
C. Background Check & Criminal Records	43
D. CPR Certification- BLS	43
E. Drug Testing	43
Travel to Clinical Settings	44
Clinical Orientation and Clinical Placements	44
Assuring Student Privacy	44
Tuition and Program Fees Associated with the Nursing Program	44
<b><u>Section 9: Finances, Honors and Off-Campus Study</u></b>	<b>44</b>
Payment Procedure	44
Pre-Authorized Third-Party Payments	45
Tuition Waivers	45
Eligibility for Financial Aid	45
Employer Reimbursement and Partnerships	45
Academic Distinction	45
Honors Convocation	46
International Nursing Honor Society	46
International and Off-Campus Study	46
Fast Track into MSN Program	47
<b><u>Section 10: Graduation Activities</u></b>	<b>47</b>
Graduation Ceremonies	47
Graduation Preparation	47
Graduation Requirements	47
Request for Letter of Reference	48
<b><u>Closing Remarks</u></b>	<b>49</b>
In Closing	49
<b><u>Appendices</u></b>	<b>50</b>
A. <u>Course Descriptions &amp; Curriculum Plans</u>	52
B. <u>Conceptual Framework &amp; Conceptual Definitions</u>	68
C. <u>Expectations of Student Behavior</u>	73
D. <u>Technology, Communication, and Mobile Device Policy</u>	78

E. <a href="#">Class Registration in MyCap</a>	82
F. <a href="#">Variance Report</a>	90
G. <a href="#">Policy on Student Complaints and Grievances</a>	95
H. <a href="#">Writing Policy and Rubric for Students</a>	98
I. <a href="#">Policy on the Use of Helene Fuld Laboratory</a>	101
J. <a href="#">Guidelines for Use of the Nursing Skills Laboratory</a>	102
K. <a href="#">Tuition Waivers</a>	103
L. <a href="#">Clinical Practice Documentation &amp; Drug Testing Policy</a>	104
M. <a href="#">Policy and Guidelines on Occupational Health</a>	117
N. <a href="#">Exposure Control Plan</a>	118
O. <a href="#">Guidelines for Caring for Persons with Known Contagious Diseases</a>	120
P. <a href="#">Policy and Procedures on Exposure to Contaminated Fluids in the Skills Lab</a>	126
Q. <a href="#">Family Education Rights and Privacy Act (FERPA)</a>	128
R. <a href="#">Dual MSN/MBA and MSN/JD Degree Overview</a>	134
S. <a href="#">MSN Portfolio Faculty Approval Form</a>	135
T. <a href="#">Human Dignity Policy</a>	136
U. <a href="#">Academic Integrity</a>	

# Section 1: Introduction to the Capital University's School of Nursing

## Purpose of the Handbook

This handbook provides information relative to the Graduate Nursing Programs. Separate publications are provided for the Law School and the Master of Business Administration Program. The information in this Graduate Nursing Student handbook applies to the 2024-2025 academic year. Capital University and the School of Nursing reserve the right to make changes in offerings, requirements, and regulations subsequent to the publication of the bulletin.

Capital University is a comprehensive, private university, centered in contemporary Lutheran values, offering undergraduate, graduate, and continuing education programs in the liberal arts, sciences, and professions. The University's Academic Affairs division has two primary divisions, the College, under which all academic programs on the Bexley campus are organized, and the Law School, which provides legal and related studies on a separate campus located in downtown Columbus. Five schools comprise the College.

## Equal Opportunity Policy

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

## History of the School of Nursing

Capital University was founded as a Lutheran Seminary in 1830, chartered as a university in 1850, and is the oldest comprehensive university in central Ohio. Trinity Lutheran Seminary, adjacent to Capital's campus, selected a separate Board of Trustees in 1959. In 2016, the Board of Trustees for both Capital University and Trinity Lutheran Seminary voted to reunite once again. Capital University also includes the College and Law School. The nursing program was established in 1950 as a department in the College of Arts and Sciences and became a School of Nursing in 1965. Capital University underwent a reorganization of schools within the College (2008) to include: the School of Natural Sciences, Nursing, and Health; the School of Management and Leadership; the School of Social Sciences and Education; the Conservatory of Music and School of Communication; and the School of Humanities. The Department of Nursing was restored to a School of Nursing in the Fall of 2019. Currently, the University offers four undergraduate degrees, six graduate degrees and more than 70 undergraduate majors to its approximate 3700 students. Capital University's Adult and Graduate Education office offers access to undergraduate degrees in the arts and sciences.

The School of Nursing offers a pre-licensure Bachelor of Science in Nursing (BSN) degree. There are four distinct nursing programs, three of which offer an undergraduate degree in nursing and one that offers a graduate degree. The three pre-licensure programs that offer the BSN degree are the Traditional Undergraduate Program (TUP), the Nursing Accelerated Program – (ABSN) and Nursing Accelerated Program – Hybrid track (ABSN-H). Through the Graduate Program in Nursing, launched in 1994, students may earn a Master of Science in Nursing (MSN) degree in four tracks, including Nursing

Administration, Nursing Education, Legal Studies, and Quality & Safety. Capital continues to explore the possibility of offering a Doctor of Nursing Practice (DNP) degree program.

The Capital Nursing Accelerated Bachelor of Science in Nursing Degree Programs (ABSN & ABSN-H) began their inaugural academic year in 2006-2007, and its first graduates completed the program in Spring, 2008. The initiation of the ABSN programs (previously known as C-NAP) were made possible through grants from the Osteopathic Heritage Foundation and the Department of Education/Columbus Chamber of Commerce.

### **Innovation in Practice**

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

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

### **The Capital Law School**

The Law School became part of the university in 1966. The Juris Doctor is awarded upon successful completion of 86 semester hours in the three-year, full-time day program, or the four-year, part-time evening program. A part-time day program began in fall 1999. The graduate programs were established in 1986. The Law School offers many joint degree programs including the JD/MSN with the School of Natural Sciences, Nursing, and Health. For more information on the Law School, visit <https://www.law.capital.edu/>

### **The School of Management and Leadership**

The School of Management and Leadership offers Bachelor of Arts degrees in accounting, financial economics, leadership and management, and marketing. The Master in Business Administration (MBA) is offered through a flexible part-time evening program for working students. The MBA also can be earned as part of a joint program with the Capital University Law School (JD/MBA) or with the School of Nursing (MSN/MBA). For more information on the MSN/MBA, visit <https://www.capital.edu/academics/majors-and-minors/mbamsn-dual-degree/>

### **Accreditation & Membership**

The pre-licensure program of the School of Nursing is approved by the Ohio Board of Nursing (2023-2028) and all programs of the School of Nursing are accredited by the Commission for Collegiate Nursing Education (CCNE) (2020-2030) and are endorsed by the American Nurses Holistic Certification Corporation (AHNCC) (2009-2025). The Law School is a charter member of the League of Ohio Law Schools. The Law School is also a member of the American Bar Association (1954-present) and the Association of American Law Schools (1983-present). The School of Management and Leadership is accredited through the Council of Business Schools and Programs (1999-present) and a member of the

Association to Advance Collegiate Schools of Business.

The nursing program is a charter member of the American Association of Colleges of Nursing (AACN), a member of the Commission of Collegiate Nursing Education (CCNE) and a member of the National Student Nurses Association.

## Holistic Focus

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

## Honorary Degrees

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

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

## Nursing Honorary

A chapter of Sigma, the International Honor Society of Nursing, Theta Theta, was chartered at Capital University in 1986. Capital's Theta Theta Chapter was subsequently recognized with a major award, the Chapter Key Award, from the International Honor Society in 1991 and again in 2017. This honor is impressive since only 26 chapters in undergraduate nursing programs were selected from among the over 300 chapters worldwide. The Chapter has mentored new honor societies founded in England and Sweden.

Eligible senior TUP, ABSN, and ABSN-H students, graduate students, and community nurse leaders are invited for induction into the Theta Theta Chapter of Sigma International Honor Society of Nursing based on scholarship and leadership annually in the spring. The Chapter offers programs for the nursing community each year and coordinates with other local chapters for special events.

## School of Nursing Awards

Through the generous support of donors, alumni, faculty, and friends of the nursing program, the School of Nursing (SON) recognizes nursing students that have demonstrated outstanding achievement in the areas of scholarship, leadership, holism, and clinical excellence. The following awards are presented annually to students at the Capital University Honors Convocation.

### **The Distinguished Nurse Leader Award (\$800)**

For outstanding achievement in nursing and best exemplification of the role of a professional nurse leader. Open to undergraduate, graduate, traditional, or adult nursing students. Donor: Dr. Elaine F. Haines

**The Josephine T. Hickey Award (\$500)**

For a junior-level nursing student who demonstrates Clinical Excellence in Nursing. Donor: Faculty of the School of Nursing.

**The Ruth S. Neikirk Award (\$1,500)**

In recognition of a junior or senior nursing student who demonstrates self-development and promotes the health and well-being of the total person from a Holistic Perspective. Donors: Alumnae, friends, and colleagues of Ruth S. Neikirk.

**School of Nursing Facilities**

Faculty offices, classrooms, assessment rooms, and nursing skills laboratory spaces are in the Battelle Memorial Hall of Science and Nursing. The assessment rooms and laboratories are equipped to allow students to develop their skills in simulated clinical settings in preparation for actual practice in healthcare agencies. The Helene Fuld Health Trust Learning Resources Laboratory provides state-of-the-art simulation and flexible learning space. A student lounge area is available, as well as a small kitchen area for food storage and preparation.

## Section 2: The Graduate Nursing Program

The Graduate nursing program requires 45 semester hours of study. Generally, students can expect that it will take six semesters of full-time study to complete the requirements of the program to earn the Master of Science in Nursing (MSN) Degree. Students will pursue the MSN within one of the following concentrates:

**Administration:** Is designed to build knowledge and expertise in nursing administration practices, which address current nursing workforce needs. The program offers a solid foundation in leadership knowledge and skills leaders will need to succeed in a rapidly changing healthcare environment.

**Education:** Is designed to provide students with a solid understanding of the methods and practices of academic teaching, coupled with hands-on experience to teach nursing in in-person and virtual settings. Students will work with mentors in academia and healthcare institutions who share their passion to teach.

**Legal Studies:** Matches students with mentors who will guide them in the legal aspects of healthcare, providing insight and perspective on the roles that nurses play in developing and implementing policies, regulation, and compliance.

**Quality and Safety:** Gives students the critical knowledge and hands-on experience to use data to examine trends in global health to lead change initiatives that will impact patient care and enhance healthcare.

The Philosophy and Goals of the School of Nursing provide both the foundation and the framework for the nursing program. They complement the mission, vision, values, and goals of Capital University.

**Capital University** is a comprehensive, private university, centered in contemporary Lutheran values,

offering undergraduate, graduate, and continuing education programs in the liberal arts, sciences, and professions.

**Mission** - Capital University transforms lives by empowering an inclusive community of learners through engaging academic, co-curricular, and professional experiences.

### **Vision**

Capital University is a vibrant and innovative leader in higher education. Our inclusive community supports access and ensures success for all.

Students engage in the relevant and collaborative experiences necessary to be knowledgeable, resilient, and ethical citizens. They leave Capital prepared to make meaningful contributions in their communities and advance the common good.

### **Values**

**Student Success** – We proactively support the academic, social, physical, mental, and spiritual development of every student as they pursue their academic and personal goals.

**Educational Excellence** – Expert faculty and staff use evidence-based best practices to create intellectually challenging and personally supportive learning experiences in and out of the classroom.

**Diversity, Equity, and Inclusion** – We respect all identities, cultures, and perspectives, promote equity in access and opportunity, and foster a sense of belonging for all members of our community.

**Integrity** – Through honesty, transparency, and hard work, we demonstrate our best selves and value the same in others.

### **Nursing Program Mission**

Educating professional nurse leaders to promote and enhance holistic health, healing, and well-being with diverse people in the world.

### **Philosophy**

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

Nursing incorporates the art and science of caring and focuses on the protection, promotion, and optimization of health and abilities; prevention of illness and injury; facilitation of healing; and alleviation of suffering through compassionate presence. Nursing is the diagnosis and treatment of human response, and advocacy in the care of individuals, families, groups, communities, and populations in recognition of the connection of all humanity (ANA, 2021). Nurses, as members of an interprofessional team, enter into therapeutic partnerships with care recipients in all spheres of care.

Through their professional roles e.g. clinician, educator, advocate, researcher, leader, consultant, and role model, nurses provide safe, quality holistic healthcare.

The faculty of the School of Nursing embrace the core values of holistic nursing as the fundamental tenets within the discipline. The goal of holistic nursing is whole person healing. Holistic nurses recognize the totality of the human being - the interconnectedness of body, mind, emotion, spirit, social/cultural, relationship, context, and the environment. The holistic nurse is an instrument of healing and facilitates individuals, families, groups, and populations to attain or maintain optimum levels of health and well-being throughout the lifespan and in all spheres of care.

Professional education focuses on the attainment of a specialized body of knowledge, skills, and attitudes pertaining to a discipline through commitment to the social, ethical, and scholarly standards of the profession. It fosters the professionals' acceptance of responsibility for critical thinking and clinical judgment congruent with the level of practice. Nursing education develops students who provide culturally sensitive, ethically grounded, and spiritually appropriate, evidence-informed/based health care. Inherent in holistic nursing education is attention to self-development. This requires nurses to integrate self-care, self-responsibility, spirituality, and reflection in their own lives. The pre-licensure nursing programs provide a foundation for the development of self, creativity, maturity, and the growth of intellectual, cultural, and leadership skills and perspectives. The graduate program extends the development of these qualities in both depth and scope.

Nursing knowledge is acquired through empirical, personal, ethical, aesthetic, and social knowing. Education occurs in an environment of scholarly inquiry and is dedicated to preparing students to care about and for care recipients across the lifespan. Nursing students also develop respect for the inherent worth of every human being, reflect upon personal values and attitudes, and demonstrate commitment to lifelong learning and to the profession. Preparation for baccalaureate professional nursing practice is based on a program of study that includes the art and science of nursing: human, physical, and behavioral sciences; and the university's signature learning courses - e.g. ethics, global awareness; fine arts, and humanities. Preparation for graduate professional nursing practice builds on the undergraduate foundation and is based on a program of study that includes the application of nursing knowledge, theories, research, and advanced clinical and leadership skills within an interprofessional context. Graduate nurses serve as leaders in healthcare and the profession of nursing. Synthesis of theories, principles, and research from nursing and related disciplines produces knowledge that contributes to a distinctive science of nursing.

Nursing is a career of significance for its impact on and value to society. Nurses make a difference in peoples' lives as they care for the whole, enhancing human health and wellness and enabling hope. Their presence is a constant, and nursing practice occurs whenever, wherever, and however a need is identified. Graduates of the Capital University School of Nursing are prepared in the art and science of human caring, respectful of their role in this significant profession.

### Graduate Program Focus

The organizing theme of the graduate curriculum is "leadership at the multidisciplinary frontier of health care." The MSN graduate program is designed to build on the strengths of the School of Nursing and university faculty, to offer students alternatives to practitioner programs, and to avoid duplication with the other graduate programs in Columbus. An initial needs assessment, faculty beliefs about knowledge and skills, literature reviews, and professional standards influenced

curriculum design. Courses are reviewed annually and updated based upon on student need and feedback, community and national health care priorities, policy initiatives, and changes in accreditation standards.

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

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

### Goals of the Graduate Program

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

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

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

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

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

### **MSN Outcome 3: Use the best available evidence to guide practice decisions.**

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

### **MSN Outcome 4: Apply the concepts of information exchange, nursing informatics and systems theory to the advanced practice role.**

Outcomes: Analyze databases to answer clinical / educational / administrative questions; Identify ethical principles for health information management systems and practices; and Integrate and coordinate current and emerging technologies to improve patient care systems and health education as appropriate to concentrate.

### **MSN Outcome 5: Integrate health policy processes to promote safety and quality of health delivery systems and advocate for social issues of health disparity and equality.**

Outcomes: Participate in policy development at the institutional, local, state and/ or federal levels to improve health / educational outcomes related to discipline / practice of nursing and healthcare; Develop advocacy strategies to influence health care; Analyze how policies influence the structure and financing of health care practice and health outcomes; and Examine legal and regulatory processes related to individual and system practice that reflect ethics of caring.

### **MSN Outcome 6: Apply holistic philosophy to enact advanced practice role.**

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

## **Learning Outcomes by Concentrate**

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

### **Nursing Administration Concentrate Outcomes**

- ❖ **ADM Outcome 1:** Demonstrate basic knowledge of the business functions of marketing, accounting, finance, operations and human resources.
- ❖ **ADM Outcome 2:** Recognize the importance of organizational behavior in impacting the delivery of nursing care in health care systems.
- ❖ **ADM Outcome 3:** Stimulate and effectively cope with change in health care systems.
- ❖ **ADM Outcome 4:** Utilize analytical and critical thinking to address workforce issues.

### **Nursing Education Concentrate Outcomes**

- ❖ **ED Outcome 1:** Assume the role of professional nurse educator for academic settings, continuing education, or staff development.
- ❖ **ED Outcome 2:** Apply selected teaching-learning theories for the preparation and continuing development of nurses.
- ❖ **ED Outcome 3:** Implement a variety of teaching-learning strategies in diverse learning experiences.
- ❖ **ED Outcome 4:** Evaluate the effectiveness of the teaching-learning process.
- ❖ **ED Outcome 5:** Critically examine trends and issues in nursing education.

### **Nursing Legal Concentrate Outcomes**

- ❖ **LEGAL Outcome 1:** Understand the basic concepts of the legal system in the United States.

- ❖ **LEGAL Outcome 2:**Analyze the impact and influence of the legal system on health care and nursing policy and practice in the United States.
- ❖ **LEGAL Outcome 3:**Influence the development and implementation of health care policy and health care law.
- ❖ **LEGAL Outcome 4:** Facilitate an understanding of the law and health policy for individuals and organizations.

### **Nursing Quality and Safety Concentrate Outcomes**

- ❖ **Q&S Outcome 1:** Lead the strategic integration of quality and safety into the structure, processes, and culture of the organization to achieve system level outcome objectives.
- ❖ **Q&S Outcome 2:** Participate in surveillance, improvement, evaluation, and reporting activities aimed at process and performance enhancement and compliance with internal and external policy, regulatory, and accreditation requirements.
- ❖ **Q&S Outcome 3:** Utilize data and advance the organization’s analytical environment to inform quality improvement decision-making, initiatives, and evaluation.
- ❖ **Q&S Outcome 4:** Collaborate and facilitate team effectiveness in the development, implementation, and evaluation of performance and process initiatives, methods, education and training directed towards quality and safety improvement across various settings and populations.
- ❖ **Q&S Outcome 5:** Cultivate a safe healthcare environment using risk management assessments and best practice strategies to detect, mitigate, or prevent harm.
- ❖ **Q&S Outcome 6:** Advance equitable health policies and regulations that reduce health risk, promote patient advocacy, and assure financial stewardship.

### **Admission Procedures**

Admission to the Master of Science in Nursing Program is open to nurses who are licensed in the state in which they will be completing their field experiences and have graduated from a program of nursing academically accredited by two sources:

- ❖ The National League for Nursing Accredited Commission (NLNAC) or the Commission on Collegiate Nursing Education (CCNE); **AND**
- ❖ A higher learning commission Regional Accrediting body.

Admission will not be denied on the basis of race, religion, age, sex, color, disability, sexual orientation, national or ethnic origin, or political affiliation. Applicants are required to provide information pertaining to their academic, intellectual, and professional abilities through college transcripts, personal references, and a writing sample.

### **Expedited ABSN (Accelerated Bachelor of Science in Nursing)**

#### **Admission to MSN Graduate Program**

ABSN graduates are eligible for an expedited MSN program admission to ABSN students who have a graduating GPA of 3.5 and are in good academic standing.

***ABSN students who have completed NURS 500, NURS 520, and NURS 530 within the last 5 years need to only complete an online MSN application, provide an updated resume, and write a letter of intent for MSN graduate studies.***

#### **MSN Graduate Program Admission Criteria**

- ❖ All official transcripts from all previous undergraduate/graduate course work

- ❖ Current, unencumbered, unrestricted Ohio RN License or RN License in the State field experiences will be completed.
- ❖ Bachelor of Science Degree in Nursing
- ❖ 3.0 undergraduate GPA on a 4.0 scale
- ❖ Undergraduate prerequisites: statistics and research methods
- ❖ Submit a 1-to-2-page summary that addresses a specific vision for your future and how an advanced nursing degree will support your goals. Please incorporate 1) the strengths you currently bring to your practice, 2) a clinical situation you wish to improve, and 3) why you have chosen Capital University
- ❖ Current resume
- ❖ Three professional written references
- ❖ TOEFL score of 550 or above (for international students)

### MSN Graduate Program Application Procedure

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

- ❖ Complete the Application for Admission on the MSN program: <https://apply.capital.edu/apply/>
- ❖ Please contact the Admissions office at 614-236-6996 with any questions regarding the application procedure.
- ❖ Request official transcripts from all previous colleges and universities.
- ❖ Give 3 references that will be contacted by the Associate Dean of the Graduate Program.

Upload all materials to: <https://apply.capital.edu/apply/>

Admission materials can also be mailed to:

Capital University ATTN:  
Admission Office 1 College  
and Main Columbus, OH  
43209

### MSN Graduate Program Acceptance of Admission

Once an admission file is completed, it is reviewed by the Associate Dean of the Graduate Program and Dean of the Nursing School.

Students will be notified in writing of their acceptance.

- ❖ Following notification, the student is required to complete and return the Acceptance of Admission Form to the Capital University Admission office within 10 days.
- ❖ Once a student has accepted admission they can schedule classes through the Capital University Admission staff.

At the time of admission, the student will be assigned a faculty adviser with whom they will meet with to establish a curriculum plan. Please review the section on the role of the faculty adviser.

### MSN Graduate Program Provisional Acceptance

Candidates may be admitted provisionally until all entrance requirements are completed. The letter of admission status states the specific conditions that need to be completed and the

time frame allowed. Upon completion of these conditions by the dates indicated, full admission is granted.

- ❖ Students are to return the acceptance of provisional admission form within 10 days.
- ❖ Upon receipt of this form, course registration is initiated by the Capital University Admission staff.

## Enrollment in Graduate Courses: Non-degree Status Students

There are four categories of non-degree status students:

- ❖ Students enrolled in the traditional program junior level status, 3.5 GPA or higher, and approval of the Graduate Associate Dean.
- ❖ BSN graduates who are interested in enriching their professional practice with Graduate courses. These students can take up to 6 credits, which will count toward the MSN if they choose to apply for graduate study.
- ❖ Masters prepared nurses with an interest in a concentrate focus. These individuals complete one or more concentrates as post-master's study.
- ❖ BSN or MSN nurses who are enrolled in a certificate program offered by the School of Nursing.

## Dual Degree

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

A student choosing a dual degree option must complete the appropriate dual degree application as a notice of intention to seek the dual degree. Please contact your adviser and/or the Admissions Office for more information.

- ❖ Undergraduate Fast Track to MSN: Undergraduate nursing majors who hold a GPA of 3.5 in the last year of their baccalaureate curriculum may earn up to nine hours of credit by enrolling in any of the following graduate courses: NURS-500: Advanced Healthcare Statistics; NURS-505: Philosophical and Theoretical Foundations to Nursing; NURS-520: Advanced Nursing Research; NURS-530: Healthcare Informatics and Technology. Registration in courses is limited to space availability. After the student is granted admission to the MSN program, courses are then used to fulfill graduate requirements.

## Audits

Students may audit a course on a space available basis. This requires completion of the Audit Request Form found online at the Registrar's webpage: <https://www.capital.edu/academics/office-of-the-registrar/registrar-forms/>

The form requires the appropriate instructor's signature and the signature the Associate Dean of the Graduate Nursing Program.

Candidates in the Nursing Program cannot audit any course required for degree credit. Normally, an auditor is not required to submit assignments or take examinations. The transcript does not reflect audited courses and no grade or credit is given. To audit a course at the Law School please contact the schools directly.

## Accessibilities Services

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

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

### **Procedures for Student Testing within the Testing Center**

- Students requiring accommodations of any kind must provide the course coordinator with a written letter from Accessibility Services by the end of the first week of class or within a week of the initial establishment of accommodations.
- Students needing testing accommodations are required to make an appointment with the testing center no less than 2 class days before an exam.
- It is recommended that appointments be made for all tests at the beginning of the semester to ensure space in the testing center.
- Failure to schedule an exam with the testing center during the scheduled exam time may result in an F for the exam. If the student chooses not to take an exam in the testing center, they will forfeit their right to accommodations when taking the exam in the classroom with the rest of the class.
- If students experience any difficulty while taking an exam while in the testing center, contact the Testing Center staff immediately. Students who leave the testing area without faculty notification and approval will result in submission of a completed exam which will not be restarted.

## Organization of the Graduate Curriculum

The curriculum content is arranged into four quadrants: the MSN core, the advanced nursing core, the concentrate core, and synthesis work. The specific credit hour requirement varies depending upon the concentrate. Specialization comes through the courses and clinical work students select in the concentrate and in the student's use of the acquired skills and knowledge in the application/synthesis work.

Students' progress through the MSN core and the advanced nursing core before beginning coursework in the area of concentration. The concentrate core should be completed before

the synthesis and application work is begun. Full time students may enroll in concentrate and synthesis courses concurrently.

### Course by Curriculum Content for the MSN

<b>Courses</b>	<b>Number of Credit Hours</b>
<b>MSN Core</b> NURS 500, NURS 505, NURS 520, NURS 530, MBA 613, NURS 650	18
<b>Advanced Nursing Core</b> NURS 525, NURS 601, NURS 610	9
<b>Concentrate Core</b> (courses vary, depending on the concentrate)	10
<b>Synthesis</b> NURS 722 plus one 4 credit hour course from concentrate	7
TOTAL	44
Clinical Hours	500

#### MSN Core

Courses in the MSN core are designed to provide students the content and skills required for leadership in an advanced practice role and to engage the student in active learning to develop their critical thinking. The courses are conducted with an interdisciplinary focus to help students appreciate more fully the complexity of health care leadership. NURS 500 examines statistical applications for health care research and evidence based practice, NURS 505 examines philosophical and theoretical foundations of nursing, NURS 520 studies advanced research and evidence based practice, NURS 530 examines healthcare technology and informatics, MBA 613 focuses on organization behavior and NURS 650 looks at ethical and policy issues in contemporary nursing.

#### Advanced Nursing Core

These three courses are often referred to as the “three Ps” and consist of: NURS 525 Advanced Health Assessment, NURS 601 Advanced Pathophysiology, and NURS 610 Clinical Pharmacology for Advanced Practice Nurses. These courses can be taken with MSN core courses. NURS 525 also has 50 clinical hours.

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

#### Concentrate Core

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

from their adviser in the respective concentrate area. The student is billed at the rate of the unit offering the course.

## Synthesis

Synthesis courses are completed at the end of the MSN curriculum and NURS 722 Capstone Practicum is completed in the final semester prior to graduation. All synthesis courses have a minimum of 150 clinical hours each.

## General Guidelines for MSN Portfolio

Through completion of the MSN Portfolio, students demonstrate their professional development, achievement of MSN Program Goals, and articulate their professional philosophy. It allows the students to define and highlight their own learning outcomes, and demonstrate achievement of MSN student learning outcomes and the AACN Master's Essentials.

Students develop the finished portfolio over time using examples of School of Nursing graduate coursework. During the last semester of MSN study, students enroll in *NURS 722 Capstone Practicum*. At the completion of this course, students will demonstrate synthesis of their learning across the MSN curriculum with a completed electronic portfolio. In courses in which students develop written products that could be included in their electronic portfolio, faculty will use a grading rubric to assess the work. This written product must also include an evaluation of Writing Competency using Nursing's Writing Competency Rubric. For inclusion in the electronic portfolio, a minimum Writing Rubric assessment at Level 3 on the paper is required. To include a course paper in the MSN Portfolio, students must receive faculty permission for inclusion. This is received at the time the student is enrolled in the course that produces a portfolio quality document.

The form, MSN Portfolio: Permission to Include Course Documents, is included in the Appendix. Students must retain a copy of this form in order to include the document in the MSN portfolio. A copy will also be archived in the student's MSN program file.

At the end of NURS 722, students will submit their completed portfolio for review by the course faculty and grading by two other faculty designated by the course coordinator. Using Capital's Portfolio Scoring Rubric, faculty will review and evaluate the portfolio. Portfolio evaluations scores range from 4 = *Exceptional* (or Excellent), 3 = *Proficient* (or Satisfactory), 2 = *Marginal* (or Just Below Satisfactory), to 1 = *Unacceptable* (or Unsatisfactory).

All students must earn either a score of 3 or 4 on each e-portfolio outcome. Students would have the opportunity to make revisions to no more than one e-portfolio outcome if it was graded as marginal or unacceptable.

- ***If the revised portfolio is not acceptable, the student will have to retake NURS 722.***

Decisions made by the two faculty who review the portfolio will be final. Differences in evaluation between the members of the portfolio review will be managed through appointment of a third School of Nursing graduate faculty member, who will be appointed by the Associate Dean of the Graduate Program.

## Learning Focus in Concentrates

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

## Administration

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

**Students take:** MBA 500: MBA Foundations; MBA 612 Managerial Economics or MBA 614 Managerial Accounting; and either NUR 640 Evidence Based Nursing Administration Part 1 and NUR 641 Evidence Based Nursing Administration II. Both NUR 640 and NUR 641 require 150 hours of field experience.

Required additional MBA courses for students enrolled in the MSN/MBA dual degree option include: Managerial Economics (MBA 612), Managerial Accounting (MBA 614), Marketing Management (MBA 710), Financial Management (MBA 720), Operations Management (MBA 730), and Business Policy and Strategy (MBA 900).

Students must meet the prerequisites for each MBA course in the concentration as identified in the "Prerequisites" section of this handbook, as well as in the MBA Student Handbook. Students interested in the MSN/MBA must apply to the MBA Program while enrolled in MBA 500. More information about the admission process can be found on the MBA website: <https://www.capital.edu/academics/majors-and-minors/master-of-business-administration/>

## Education

This concentrate prepares the nurse for the role of educator in either the academic or clinical setting. Concentrate course work gives the student the necessary knowledge and skills to teach and develop curricular materials. In the synthesis core, students identify their preferred setting for teaching and have field placements accordingly. The nursing education concentrate consists of NURS 607: Education Foundations; NURS 608: Teaching Strategies; and NURS 609: Evaluation: Individual to Program. NURS 720: Clinical and Laboratory Teaching is a synthesis course in the Education concentrate. Both NURS 608 and NURS 720 require 150 clinical hours each.

## Legal Studies

The concentrate in legal studies, offered in cooperation with the Law School, emphasizes the legal aspects of health care. Students may direct their career development toward work in quality assurance programs, risk management, peer review, and outcomes assessment.

Preparation in advanced nursing science, which includes legal studies, enhances the graduate's ability to contribute to interdisciplinary problem-solving teams in health care.

The legal studies concentrate consists of 10 semester credit hours of course work. NURS-670: Legal Concepts in Health Care, a three-hour foundation course covering torts, contracts, and constitutional law; NURS 640: Evidence Based Nursing Administration Part 1 or NURS 641 Evidence Based Nursing Administration Part 2; and LAW-822: Health Law; are required courses. Students may choose 1 law elective to supplement their concentrate.

### Quality and Safety

The quality and safety concentrate consists of three courses: NURS 655 Health Data Analytics, NURS 661 Performance Enhancement in Healthcare, and NURS 690 Leadership in Healthcare Quality. NURS 711 Health Quality and Safety Practicum is offered in the synthesis portion of the curriculum. NURS 690 and NURS 711 require 150 hours of field experience.

### Multiple Concentrates of Study

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

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

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

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

### Dual Degree Programs

Students have the opportunity to pursue dual degrees in the School of Nursing and Capital University Law School or the Capital University School of Management & Leadership. In each case, the course work selected for the concentration is applied toward the course work required in the second degree. For example, an MSN student who completes the legal studies concentrate is able to apply that course work as elective credit toward the Juris Doctorate degree in the Law School. Students pursuing a dual degree must complete additional course credits within the MBA program or Law School.

To pursue a dual degree, students must meet prerequisites and gain admission to each program. Each dual degree option provides students with the opportunity to complete both degrees with a substantial reduction in total credit hours.

Descriptions of graduate courses offered by the School of Nursing are listed in this handbook. Dual degree students should consult the MBA Student Handbook or the Law School Bulletin

for complete descriptions of non-nursing courses identified in the dual degree curriculum plans.

See Appendix R for additional information

## Section 3: Communication

Students are responsible for providing notification of any changes in name, address, telephone number, and personal email to the Registrar's Office. There are several ways to communicate with other students and with faculty within the School of Nursing.

### Student Email and Mailboxes

The School of Nursing communicates with all Nursing students via their Capital email accounts. It is the students' responsibility to check their Email frequently. It is also expected that students use their Capital email for all communication with faculty.

### Faculty Mailboxes

Faculty mailboxes for the SON are found inside the nursing suite in BH 330; the copier room. The mailboxes for faculty outside of the SON are in the buildings where their offices are located. Review course syllabi for faculty office location information.

### Faculty Email & Voicemail

Email is the primary mode of communication to students. Faculty may also communicate to students in a course via announcements functions through the online learning management system. Faculty can receive voicemail messages on their office telephones. Adjunct faculty may offer additional email addresses or cell phones. Check course syllabi for faculty communication preferences.

### Bulletin Boards

Bulletin boards are used for announcements of campus events and can be found in the Student Union, the third floor of Battelle Hall, and throughout campus. Job openings are posted on the bulletin board outside the Financial Aid Office in Yochum Hall and on the third floor of Battelle Hall.

Information specifically for nursing students is posted on the bulletin boards located on the third floor of Battelle Hall emails are sent to students by staff. Course notices, job opportunities, scholarships, and general information are posted on several bulletin boards in the hallway. The Sigma International Nursing Honor Society Chapter, Theta Theta, and the Capital University Student Nurses Association (CUSNA) also maintain bulletin boards on the third floor of Battelle Hall.

### Social Media

The School of Nursing maintains a social media presence on Facebook and X as @CapitalUNursing and on Instagram as @CapitalNursing.

### Graduate Nursing Handbook

The *Graduate Nursing Student Handbook* is published online at <https://www.capital.edu/academics/nursing/>. This handbook is updated on an annual basis.

Students are responsible for the information published in the current year. Therefore, students should review the handbook each year. If a change to this document is required, students will be notified in writing. Students will sign an attestation to indicate that they have received information on policy changes and the form will be archived in their advising folder.

## Section 4: Faculty Adviser

Each student is assigned a Nursing faculty member as an adviser. Advisers have a variety of teaching and committee responsibilities which may take them off campus. Therefore, it is strongly suggested that students make arrangements ahead of time if they need to meet with their adviser. Once students begin progressing in their program, they may feel comfortable meeting with their adviser less often.

### Adviser Assignment

Each student is assigned a Nursing faculty member as a mentor/adviser at the program's start.

### How to Contact Your Adviser

Students' adviser assignments are noted in [myCap](#). During the academic year, students may contact their adviser by telephone, email, leaving a message in their office mailbox (in BH 330), or coming directly to the adviser's office. A schedule for weekly office hours will be posted on the adviser's door. Advisers, as faculty, have a variety of teaching and committee responsibilities. Due to clinical commitments, faculty may not be on campus every weekday. It is strongly suggested that students make arrangements ahead of time if they need to see their adviser. If a student is unable to connect with their adviser, they may call the main nursing office number (614-236-6703) for assistance.

### What Does an Adviser Do?

Advisers for Graduate students will: 1) provide guidance in planning students' academic schedule; 2) monitor students' progress through the program; 3) facilitate solutions to academic problems; and 4) be available for general advice.

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

### Course Registration & Scheduling

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

Issues with course registration should be directed to Nursing's Student Services Administrative Assistant located in BHSN 329 or to the Office of the Registrar – [registrar@capital.edu](mailto:registrar@capital.edu) .

## Section 5: Activities & Student Engagement

Participation in campus activities is an important part of the college experience. Students are encouraged to serve on University and School of Nursing committees. Serving in Student Government, Faculty Governance, and School of Nursing Committees is one-way students may influence policy and decision-making.

### Student Input in Program Planning and Evaluation Committees

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

Student representation on SON Standing Committees is highly encouraged. The SON values student input in program policies, procedures, design, and evaluation through their representation on the Pre-Licensure Program Committee, the Pre-Licensure Curriculum Committee, the Instructional Technology Committee, and the Student Affairs Committee.

If students are interested in serving on a committee, communication to classmates and the Associate Dean of the Graduate Program should occur.

### Graduate School Orientation

The Associate Dean of Graduate Program will notify new students of the date for the graduate school orientation via email. Discussion these orientations will include SON Graduate progression policies and procedures, clinical prerequisites, library usage and committee membership opportunities. Orientation to the current Learning Management System (LMS) and end of program Portfolio platform will also be included. The orientation will be followed up with an email to students containing the presentation and any other relevant handouts.

### Additional Student Contribution to Program Design & Evaluation

Students are encouraged to participate in program design and evaluation through their representation on SON Standing Committees (see Committees above). In addition, students provide input through formalized evaluation surveys throughout their program including semester course evaluations, the Mid-curriculum Survey, and the End of Curriculum Survey. Other surveys may be used for evaluation of clinical agency sites and clinical faculty.

### Arranging Your Schedule

It is the student's responsibility to keep their adviser informed of any conflicts due to clinical practice and/or travel. When a conflict between class responsibilities and life, it is the student's responsibility to plan with the faculty member in the course involved. Generally, arrangements can be made to allow for other obligations without jeopardizing students' progress in a class and course of study.

Please note that it is the student's responsibility to plan ahead and make arrangements with either course faculty or the Associate Dean of the Graduate Program as far in advance as possible.

## Section 6: Academic Progress

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

### Academic Probation

Please see the Adult and Continuing Education Academic Policies, Regulations and General Information page of the Graduate Bulletin found online at [Adult and Continuing Education Bulletin](#) for additional information about University Academic Probation.

### Academic and Professional Behaviors / Misconduct

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

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

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

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

The procedure outlined in the Variance Report located in the Appendix of this handbook will be followed. The Variance Report can be found in Appendix F.

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

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

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

The decision from the Nursing Academic Affairs Committee regarding termination / dismissal from the Nursing Program is sent to the Dean of Nursing for the final approval. A student may appeal a decision on termination / dismissal from the Nursing Program to the SON Executive Committee only on the basis of new and compelling information.

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

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

### Academic and Disciplinary Sanctions

Both academic and professional integrity are expected of all students. All forms of cheating are considered academic misconduct i.e. copying or use of the work of other students; copying, reproducing, memorizing, or photographing exams; plagiarism (using another's ideas or words without proper documentation); etc. Professional misconduct includes giving false information either verbally or in writing, committing acts that jeopardize the welfare of patients, or behaving in ways not consistent with professional standards. The penalty in a nursing course for an individual responsible for academic and/or professional misconduct, may include failure of the course and/or sanctions by the SON Academic Affairs Committee. (See the [Adult and Continuing Education Bulletin](#) ).

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

The Nursing Academic Affairs committee determines whether to place a student on:

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

**Conditional Academic Status I:** A student will be placed on Conditional Academic Status I (a probationary status in the nursing program) whenever their cumulative grade point average falls below the required GPA for progression. A student will also be placed on Conditional Academic Status I by reason of unsatisfactory course or clinical performance. Such action will be noted on the student's academic record. A student on Conditional Academic Status I (probationary status) may be limited to a 12-hour course enrollment by the Dean of Nursing and is encouraged to seek assistance from their adviser, the Department of Academic Success, and the Center for Health & Wellness.

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

**Academic Termination from Program:** A student may be terminated/dismissed from the Nursing Program for failure to meet academic progression criteria as stipulated in the [Adult and Continuing Education Bulletin](#) and the Graduate Nursing Program Student Handbook.

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

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

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

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

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

It is not necessary for the student to be placed on Sanctions (Academic Warning, Conditional

Academic Status I or II, or Conditional Disciplinary Status I or II) before termination/dismissal from the School of Nursing (SON). Decisions by the Academic Affairs Committee are binding. Decisions are sent to the Dean of Nursing for approval. Appeal of decisions (related to sanctions or terminations) of the SON Academic Affairs Committee can be made to the Executive Committee of the School of Nursing based on new and compelling information. Appeal of termination/dismissal decisions of the Executive Committee of the School of Nursing can be made to the Provost only based on new and compelling information. Each independent appeal will stand on its own merit. (Revised: 3/10, University Mandated Change on Sanction Terminology)

## Academic Progression Policies for Graduate Students

These requirements apply to ALL courses taken to meet the requirements of the MSN degree and these include:

- A cumulative GPA of 3.0 or better is required for a student to remain in good academic standing. The first time a student's semester grade falls below 3.0, the student will be placed on academic probation. If a student has a second semester in which the semester GPA falls below 3.0, the student may be dismissed.
- Courses designated as prerequisite courses must be satisfactorily completed before participating in subsequent courses.
- A minimum 3.0 GPA is required for graduation.
- A minimum of a C+ (82%) is required to pass an individual course. A C is not considered a passing grade.
- A student who receives a grade below C+ (82%) in a required course must repeat the course and earn a grade of C+ or better before progressing to the next graduate course.
- A required nursing course may only be repeated once.
- A maximum of one (1) graduate level course with a grade of C+ or below may be repeated in order to achieve the 3.0 GPA required for graduation.
- A cumulative grade point average of 3.0 is required to register for 700 level courses.
- The current semester final grade report from the Registrar is the grade report used for the evaluation of grades and GPA for eligibility for progression.
- If the Academic Affairs Committee of the SON determines that a student will be dismissed from the Nursing Program based on academic progress, the decision will then be forwarded to the Dean of Nursing and the Associate Dean of the Pre-Licensure Nursing Program as well as to the University Associate Provost for Academic & Student Affairs. The decision of the Nursing Academic Affairs Committee regarding sanctions and termination from the SON is generally final. A student may appeal the decision only based on new compelling information provided to the Academic Affairs Committee in the School of Nursing. Each independent appeal will stand on its own merit.
- **Note:** For progression criteria based on GPA, the GPA calculated on the semester grade report will be utilized for progression determinations.

## Academic Year

The Graduate Nursing Programs follows the same schedule as Capital University. The Law School follows a different academic calendar. Please consult their respective course listings for specific dates.

## Adding / Dropping Courses

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

To add or drop a course after the semester begins students must complete the "Change of Registration" form available online through the Registrar's Webpage at:  
<https://www.capital.edu/academics/office-of-the-registrar/registrar-forms/>

Students should submit completed forms the Registrar via email to: [registrar@capital.edu](mailto:registrar@capital.edu)

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

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

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

## Class Attendance

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

## Course Load

Students may enroll full or part-time to best fit their goals and lives. Part-time is typically one course (3-4 credit hours) and full-time is two courses (6-8 credit hours) per semester.

## Field Experiences / Clinical Hours

Students are required to complete all field experience/clinical agency orientation assignments prior to field experience or clinical. Students are expected to be aware of and to comply with all School of Nursing and Clinical Agency policies. Clinical orientation may be provided by the course faculty and/or the clinical agency. Students are also expected to be responsible to check email for communications and login access to agency orientation assignments and agency onboarding.

Students are required to complete all ACEMAPPS and clinical agency requirements prior to beginning any field experience or clinical. This process may take several months to complete, so plan to begin this process the semester before starting a course with field experience requirements. Students who fail to submit all clinical requirements prior to field experiences will be dropped from the course.

Students are responsible for keeping track of their field experience/clinical hours in a spread sheet and submit those completed hours to course faculty at the end of the semester.

Students who complete field experiences outside the Central Ohio region and outside the state of Ohio are responsible for finding their own clinical agencies to complete field experiences. This process may take 3-6 months, so it is important for these students to work with the Associate Dean of the Graduate Program as the liaison between Capital University and outside agencies as soon as possible.

### Grade Point Average (GPA) Calculation

Grade point average (GPA) is the measure of a student's academic performance. University courses are graded on a 4-point scale.

- A = 4.00 points
- A- = 3.67 points
- B+ = 3.33 points
- B = 3.00 points
- B- = 2.67 points
- C+ = 2.33 points
- C = 2.00 points
- C- = 1.67 points
- D+ = 1.33 points
- D = 1.00 points
- F = 0.00 points

The GPA is determined by dividing the total quality points earned by the total hours attempted.

An example follows:

<b>Class</b>	<b>Credit Hours</b>	<b>Grade</b>	<b>Quality Points</b>
NURS 640	4 hours	B	12
NURS 690	4 hours	C	8
NURS 505	3 hours	A	12
NURS 530	3 hours	B	9
Elective	1 hour	A	4
<b>TOTAL:</b>	<b>15 hours</b>		<b>45 points = 3.0 GPA</b>

The GPA is cumulative and reflects overall performance. If the GPA falls below 3.00 (B average) the Registrar will place the student on academic probation and a notation is entered in the student's record. If a student earns a GPA of 3.50 or higher while carrying a full load of 12 hours or more of graded courses, the student will receive academic distinction honors. A list of academic distinction honors is found in Section 9 of this handbook.

## Grading Scale for Graduate School of Nursing

The student's academic progress will be monitored by the student with the assistance of their faculty adviser. In the Graduate School of Nursing, the following scale is used to determine course grades:

94-100%	A
92-93	A-
90-91	B+
86-89	B
84-85	B-
82-83	C+
76-81	C
70-75	D
69 or below	F

## Grievance

Students in the School of Nursing are students of Capital University. As such, for grievances related to course grades, any student may choose to use the grievance procedure outlined in the [Adult and Continuing Education Bulletin](#) located online through the University's website. Grade change requests related to error in calculation or recording error must be made no later than the last day of classes of the subsequent semester.

The initial step in resolving any conflict regarding course grading is to have a formal discussion between the student and course faculty. The student should ask their faculty adviser for assistance to prepare for this discussion. Most issues can be resolved at this level.

## Incompletes

A grade of Incomplete indicates that work has not been completed by the end of the semester or module **due to circumstances beyond the student's control**.

**An Incomplete is student initiated.** If the professor thinks the situation warrants an Incomplete, an Incomplete form will be filed with the Registrar's Office.

To remove the "I" grade, **the student must satisfy conditions set-up by the Professor within eight weeks** and a new grade must be submitted to the Registrar no later than eight weeks after the last day of the semester in which the student enrolled in a full-term course or three weeks after the conclusion of a modular course.

If an Incomplete grade is not removed on or before these dates, the student will receive an "F" (Failing Grade) for the course.

## Leave of Absence

A Leave of Absence may be granted to a student who wishes to interrupt but not permanently discontinue, enrollment at Capital University. A form must be filed through the Registrar for **each term of leave including summer**. A student can be on leave for three consecutive terms without penalty if the appropriate forms have been completed including transient work. By filing this leave

form, the student continues to receive communications. This leave of absence does not apply to students with non-degree status.

Requests must be approved by a University Dean and the Dean of the School of Nursing and submitted to the University Registrar. A Leave of Absence allows a student to return without the necessity of reapplying. A Leave of Absence greater than one year will require readmission into the Graduate program (see admission criteria previously outlined in this document).

See the current [Adult and Continuing Education Bulletin](#) for the complete Leave of Absence policy including, taking a leave after a semester begins, registration upon return, eligibility requirements, and withdrawal from the University.

### Periodic Evaluation in Nursing Courses

Students will receive periodic evaluation of progress in each nursing course ([OAC, 4723-5-12 \(A-11\) \[Feb, 2022\]](#)) following the Capital University procedures. Final grades are officially communicated to students on [myCap](#). Faculty in the School of Nursing may also publish periodic evaluation throughout the course in the gradebook of the course management system. Information related to evaluation of student progress in each nursing course is contained in course syllabi. It is the responsibility of the student to seek verification of progress in nursing courses.

### Petitions for Exceptions to Rules on Progression

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

### Readmission to the Program

Candidates, who officially withdraw from the program or have been on official leave for more than two consecutive terms and subsequently wish to return or who fail to submit a leave form, must seek readmission through readmission procedures. If a candidate in the Graduate Nursing Program does not register for any classes for three consecutive semesters, that candidate will be regarded as having withdrawn from the program.

Readmission, after withdrawal, requires completion of a new application form, payment of the application fee, and a current review as to whether the re-applicant meets current admissions standards. Thus, application for readmission does not guarantee acceptance.

### Registration

After admission, students must meet with their adviser to determine their curriculum plan. Students are encouraged to meet with their adviser often during their program to discuss their progress within their curriculum plan. Curriculum plans for each MSN concentrate are included in Appendix. Students are expected to monitor their curriculum plan in MyCap and are to maintain their own degree progress sheets to monitor their progression.

Students will register for classes online through MyCap after consulting with their faculty adviser. Dual degree students register for nursing courses through their MSN adviser and for courses in their other degree through that adviser. Dual degree students need to check the handbook for registration procedures for other school. If a student is registered in only one school for a period of time they should communicate periodically with the adviser from the other school. Students need to notify each school immediately of any changes in name, mailing address or telephone number. Students will facilitate discuss related to their registration with their adviser.

**NOTE:** The calendar for the School of Management & Leadership is the same as the Graduate Program in Nursing, but the calendar for the Law School differs. Be sure to check calendar differences.

## Research Review

Any research, which involves human subjects, must be reviewed by the Capital University Research Review Committee prior to contact with subjects and/or data collection. The student, in consultation with faculty, submits a Research Review Proposal to the Chair of the Research Review Committee. The Application form is available through the Associate Dean of the Nursing Graduate Program or the Chair of Capital University's Research Review Committee.

## Student Rights and Protection Statements

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

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

## Time Limit for Completing the MSN Degree

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

## Transcripts

All accounts must be paid before a transcript will be issued. Following graduation, students may request one free transcript from each program (BSN, MSN, MBA, Law) in which a degree was completed. Each additional electronic transcripts costs \$10 per transcript, and paper transcripts cost \$12 per transcript. Transcript requests are made through the Capital website at:

<https://www.law.capital.edu/academics/records-and-registration/transcript-services/>

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

### Transfer Course Nursing Credit

Students who apply with graduate credit from another institution will have their courses evaluated by the Associate Dean of the Graduate Program and faculty who are experts in the content area. Approval of courses will be determined by the Associate Dean of the Graduate Nursing Program. Students may receive full or partial credit for a transfer course. If partial credit is granted, students are asked to take the components of the course lacking in the transferred course. This is usually arranged as an independent study.

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

- For a graduate course to be transferred, the grade must be a B or better. A course with a grade of C or better can be transferred for a prerequisite undergraduate course.
- **Nine semester hours are the maximum number of credits accepted in transfer credit.**
- A candidate seeking a dual degree must apply to each program for transfer credits. Each program determines how many transfer credits will be accepted from another institution and the minimum grade required. Each program makes the final decision for acceptance or denial of transfer credit.

### Transfers Out of the University

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

### Transient Credit

A student who is enrolled or on official leave may take a course at another university to meet a Capital requirement. The student must obtain prior approval by completing the Transient Credit Form, available online at: <https://www.capital.edu/academics/office-of-the-registrar/registrar-forms/>

Signatures are required from the adviser and the Associate Dean of the Graduate Nursing Program or the designated administrator of the program housing the corresponding course. If you have further questions, contact the Office of the Registrar at [registrar@capital.edu](mailto:registrar@capital.edu).

### Variance Report

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

action as stipulated by the policy.

**The Procedure will be followed as stated in the Variance Report:**

- A written description of the student behavior that is at variance with academic or professional responsibilities as stipulated in, but not limited to, the *School of Nursing Student Handbooks*, the [Adult and Continuing Education Bulletin](#), Course Syllabi, and/or Policies of Affiliated Clinical Agencies.
- A written description of ways (goals/interventions/remediation) that must be achieved to modify the behavior and a date by which the upgraded performance must be achieved.
- A verbal discussion between student and faculty concerning the behavior at variance from expected responsibilities of students including the plan for goal/interventions/remediation and the achievement date. This is a conference time for clarification and questions.
- After the discussion, both student and faculty sign and date the Variance Report and a copy is given to the student; the faculty keeps the original for the student file.
- The student is then asked to respond to the Variance Report in writing by completing the student response part of the form within the timeframe stipulated. The student should describe factors that may have contributed to the behaviors, the potential or actual consequence of the behaviors, and ways to assure that the behavior does not reoccur.
- A date for a discussion of the student response is set at which time the student and faculty signatures are required on the response form.
- The Variance Report and student response is then copied and sent to the student's adviser, the SON Academic Affairs Committee, the Associate Dean of the Graduate Nursing Program, the Dean of Nursing, and the student. The original copy is filed in the student's file in the School of Nursing.
- After the date of achievement, faculty will document in writing the behavior, growth/progress or lack of progress and forward the report to the Chair of the SON Academic Affairs Committee and others listed above.
- Copies of the Variance Report will remain in the student's nursing file and be noted in the professional behavior area of the clinical folder.
- All Variance Reports are reviewed by the SON Academic Affairs Committee.

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

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

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

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

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

### Withdrawal from the University

To withdraw, students must complete a withdrawal form. The withdrawal form is found online at: <https://www.capital.edu/academics/office-of-the-registrar/registrar-forms/>

Completed forms must be emailed to the Office of the Registrar at [registrar@capital.edu](mailto:registrar@capital.edu). The date of withdrawal will be the date the forms are returned to the the Office of the Registrar. The student should discuss withdrawal with their faculty adviser prior to taking this action.

If withdrawal is requested, the student should complete an Exit Interview with the Associate Dean of the Graduate Nursing Program.

### Writing Competency Policy

Excellence in written work is an essential leadership skill. The Graduate Program is dedicated to supporting student skill development over the course of the program.

Students will learn to think and communicate more clearly as they continue to refine their written materials. All students must have access to the American Psychological Association style manual, 7th edition.

The student's writing will be evaluated in each nursing course using the Nursing Writing Skills Rubric. Each student's writing progress will be monitored throughout the curriculum and writing interventions will be suggested as needed.

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

## Section 7: Campus Resources

Everyone at Capital wants students to have a successful college experience. In addition to faculty, staff, advisers, and resources within the School of Nursing, there are several additional resources to help students on their way to success.

### **COURSE RESOURCES: SYLLABI**

There is a course syllabus for each course in which students are enrolled. These syllabi will provide specific information about each course, its content, and the required assignments. Review the syllabus and course materials carefully. Be sure to understand how the class will be conducted, what faculty expect, and what students might expect of faculty. If a student has questions, they are to ask the faculty teaching the course. Do not depend on other students for course information.

### **ACADEMIC SUCCESS**

Blackmore Library; 614-236-6327; [academicsuccess@capital.edu](mailto:academicsuccess@capital.edu)  
[www.capital.edu/academic-success](http://www.capital.edu/academic-success)

Academic Success provides a wide range of academic support services to complement and enhance students' efforts to become more skilled and confident independent learners. Free services include the following: one-on-one and small group Peer Tutoring to guide students in reviewing course material, developing a better understanding of key course content, preparing for exams, and developing more effective study strategies for courses; the Writing Center, which assists students with brainstorming and invention, drafting, development, and organization, revising, editing, grammar and punctuation, research writing, and proper documentation and formatting; Academic Coaching, which assists students with developing enhanced strategies for navigating online learning, time management, organization, test preparation, and test-taking strategies, and goal setting; and Supplemental Instruction (SI) for select courses, provides weekly, peer-facilitated opportunities for students to engage in activities that will not only help them master the material in challenging courses but will also help them become more effective learners. Students can schedule tutoring, writing, or coaching appointments through TracCloud ([tutortrac.capital.edu](http://tutortrac.capital.edu)) and view the current SI session schedule on the Academic Success website.

The Office of Academic Success offers tutoring for students who need assistance with writing skills. Students will be expected to write academic papers for many nursing courses. Nursing courses use the APA writing style and format. The policy and general guidelines for writing academic papers in nursing courses are contained in Appendix H.

The Math and Science Departments offer regular help sessions to assist students enrolled in science and math courses. The schedule is available at the Office of Academic Success, from department chairs, or course faculty.

**HELPFUL HINT: Do not delay in seeking academic assistance if you believe you may need it. It may not be possible to rectify learning challenges at the end of the term.**

## **ACCESSIBILITY SERVICES**

Ruff Learning Center; 614-236-6611; [accessibilityservices@capital.edu](mailto:accessibilityservices@capital.edu)  
<https://www.capital.edu/about/accessibility-services/>

Capital University welcomes individuals with disabilities. To ensure access, and in accordance with Title III of the Americans with Disabilities Act of 1990 (ADA), ADA Amendments Act of 2008 (ADAAA), and Section 504 of the Rehabilitation Act of 1973, Capital University provides reasonable accommodations and support services to qualified individuals with disabilities. Accessibility Services provides individualized services for students, employees, and community members with disabilities. Please refer to the above-linked webpage to learn more about requesting housing and academic accommodations, utilizing the Testing Center, securing an interpreter, and other services for individuals with a disability.

If you have a documented learning disability or believe you may have one, contact the Office of Accessibility Services (OAS) at the beginning of the semester if accommodations are necessary. This service can advise you regarding testing and the types of accommodations that can be arranged.

Faculty members need formal notification from the Office of Accessibility Services (OAS) to provide additional time or variations in testing environments for a documented learning accommodation. Please work with the Office of Accessibility Services to ensure proper documentation is submitted and approved. Faculty notification and communications about testing accommodation requirements will be coordinated through the virtual platform, Accommodate.

It is the student's responsibility to notify faculty and arrange for testing or other accommodations implemented through the testing center. Students should typically schedule the same day and same time as the regularly scheduled in-class testing session. Exceptions would be granted in cases where students need to adjust their start time to ensure they are not missing scheduled class sessions. Students should arrange testing several weeks before the accommodations are needed, though it is strongly recommended that students arrange for all testing appointments for the semester with the testing center the first week of the semester.

## **CAMPUS MINISTRIES: RELIGIOUS AND SPIRITUAL LIFE**

Trinity Lutheran Seminary; 614-236-7737; [cfl@capital.edu](mailto:cfl@capital.edu)  
<https://www.capital.edu/student-life/activities-and-organizations/religious-and-spiritual/>

The Office of Religious and Spiritual Life celebrates the divine dignity and God-given value of all people, of all abilities, of all races, and of all sexual and gender identities. Religious and Spiritual Life at Capital University includes various opportunities for worship and faith formation provided by Capital, as well as the many national organizations that have recognized student groups on Capital's campus.

This includes Embrace Ministries, the university-sponsored Christian campus ministry, as well as the Interfaith Student Organization, the university-sponsored interfaith ministry. You can also find opportunities with the Jewish Student Association, Muslim Student Association, Catholic Student Organization, Episcopal Student Fellowship, CCO, Cru, and Young Life. Each week, Embrace hosts Capital Worship on Wednesday at 10 a.m. in Gloria Dei Worship Center and Candlelight Worship on Thursday at 9:09 p.m., also in Gloria Dei. Meditation and mindfulness gatherings are every Monday at 4:30 p.m. in the Interfaith Prayer space. We provide interfaith prayer space, open to members of the Capital from every spiritual background for meditation, prayer, or quiet reflection. Religious and Spiritual Life offers retreats, Bible studies, faith coaching, pastoral care, service opportunities, internships, pre-seminary preparation, book groups, Spring Break immersion trips, and much more.

### **CAP CUPBOARD**

Student Union 007; 614-236-6901; [capcupboard@capital.edu](mailto:capcupboard@capital.edu)

The Cap Cupboard is an on-campus food and resource center that is available to all students at Capital University. Located in the lower level of the Student Union, the Cap Cupboard is staffed by student volunteers and professional staff members. The Cap Cupboard can also help students get connected with other resources, both on and off campus. During the academic year, the Cap Cupboard is open from 2 pm to 4 pm and 6 pm to 8 pm, Monday through Friday. Students can email [capcupboard@capital.edu](mailto:capcupboard@capital.edu) any time to set up a visit outside of these hours. Weekend Bags and Bags for Breaks are also available to students.

### **CAREER DEVELOPMENT**

Blackmore Library; 614-236-6606; [careerdevelopment@capital.edu](mailto:careerdevelopment@capital.edu)

<https://www.capital.edu/student-life/career-development/>

Career Development helps students identify and implement career goals that complement their learning, development, and success. Students get assistance with all aspects of their major and career planning, applying for internships and jobs, and applying for graduate and professional school. Much of the work with first-year students focuses on choosing and changing majors, exploring careers, and applying for part-time jobs. The office works intentionally with all Exploring major students.

### **CENTER FOR HEALTH AND WELLNESS**

Kline Health Center; 614-236-6114; [chw@capital.edu](mailto:chw@capital.edu)

<https://www.capital.edu/student-life/health-and-wellness/>

The Center for Health and Wellness provides a comprehensive array of medical and mental health services that will aid in the assessment, treatment, prevention, and promotion of health and wellness on campus.

### **DIVERSITY AND INCLUSION**

Student Union; 614-236-6181; [odi@capital.edu](mailto:odi@capital.edu)

<https://www.capital.edu/student-life/office-of-diversity-and-inclusion/>

Capital University wants to know you and cultivate a college experience that accepts respects, and celebrates you. Diversity and Inclusion provides educational and cultural leadership for university initiatives aimed at supporting and developing a diverse and inclusive community.

## **STUDENT SUCCESS**

Yochum Hall; 614-236-6871; [success@capital.edu](mailto:success@capital.edu)

<https://www.capital.edu/academics/academic-resources/office-of-student-success/>

The Student Success Office serves as your gateway to connection with all of Capital's resources. Whether you're figuring out how college works, seeking help with a specific concern, or looking to maximize your opportunities, our team is here to help. We also receive referrals from members of the Capital community and reach out to offer support when concerns arise. We work with you to overcome challenges, connect to resources, and access opportunities in pursuit of a transformative and successful college experience.

## **TITLE IX – SEXUAL HARASSMENT, DISCRIMINATION, AND MISCONDUCT**

Yochum Hall; 614-236-6904; [titleIX@capital.edu](mailto:titleIX@capital.edu)

<https://www.capital.edu/about/title-ix-and-sexual-harassment/>

Capital University is committed to ensuring a safe environment free of discrimination on the basis of sex, including sexual misconduct and harassment. If you have experienced an incident of sex or gender-based discrimination, harassment, or sexual misconduct, we encourage you to report it. Capital University faculty are committed to supporting students, and all University faculty are “responsible employees” of the University and must report incidents of sex- or gender-based discrimination, harassment, and sexual misconduct of the Title IX Coordinator, Deanna Wagner. Reporting options (including anonymous options), campus resources, confidential support contact information, supportive measures, and community resources can be found here: <https://www.capital.edu/about/title-ix-and-sexual-harassment/>.

Please contact [titleix@capital.edu](mailto:titleix@capital.edu) with any questions.

## **INFORMATION TECHNOLOGY**

Blackmore Library; 614-236-6508; [helpdesk@capital.edu](mailto:helpdesk@capital.edu)

<https://www.capital.edu/student-life/health-and-wellness/>

Information Technology provides technical support for university faculty, staff, and students. Support teams include the Client Services, which includes our Help Desk, Enterprise Applications, our Network, Telecom, and Server Administrator teams. Together, these teams work collaboratively to support the mission and initiatives of the university. Information Technology (IT) offers services at the main desk on the first floor of Blackmore Library. The hours are the same as those of the library. There are computers available for student use in the library as well as various other locations across campus. WIFI is available throughout campus. See the current [\*Capital University Undergraduate Bulletin\*](#) for other computer resources on campus.

## **BLACKMORE LIBRARY**

Blackmore Library; 614-236-6351; [refdesk@capital.edu](mailto:refdesk@capital.edu)

<https://www.capital.edu/academics/academic-resources/blackmore-library/>

Blackmore and Hamma libraries, our Bexley campus Library Services, are committed partners in supporting the research needs of our student and faculty scholars. Librarians and Student Research Assistants provide research help during those initial brainstorming topics, throughout the research planning phase, and during those final stretches finding, accessing, and evaluating resources. Librarians and library staff also manage and maintain the electronic and physical resources critical to the support of Capital's curriculum by providing access to 167 research databases, over 240,000 print books, nearly 200,000 e-books, and more than 68,000 online journals. Both Blackmore and Hamma Libraries offer group study rooms, computers, and plenty of space to meet, work, and study.

Students will have the opportunity to become acquainted with the library during first-year orientation as well as during various nursing courses. **PLEASE TAKE ADVANTAGE OF THIS OPPORTUNITY!** The librarian will assist students in using the computer databases, library services, and collections.

### For a complete list of Campus Resources

Visit: <https://www.capital.edu/current-students/resource-guide/>

## Section 8: Clinical Course/Field Experience Requirements

### Uniform

When appropriate to the setting, students must wear a clean, long, white laboratory coat and a Capital University School of Nursing name badge for clinical or field experience.

When a laboratory coat is not appropriate, the name badge should be worn with appropriate attire. Name badges are ordered before the beginning of the semester prior to the start of a course that includes clinical / field experience. Additional name badges may be ordered from the School of Nursing Administrative Assistant in BHSN 327.

### Prerequisites for Clinical Experiences

Students are required to have a physical examination, documented immunizations, professional liability insurance, a completed background and criminal records check, a drug screening, and current CPR certification before their first clinical experience students. Students must continue to maintain an active, unincumbered nursing license for the state in which clinical experiences will be completed. In addition, students must also renew professional liability insurance annually, receive an annual TB screening and flu vaccine, and renew their CPR certification and COVID-19 vaccination as needed, as noted in sections A-E immediately in this section. See Appendix L for complete policy, procedures, and forms. Health insurance coverage is also highly encouraged.

Students who do not follow any required aspect of this policy related to clinical experience prerequisites will not be allowed to attend clinical experiences, which are required elements of nursing course completion and objective achievement. Students and the SON must comply with agency policies for the use of clinical units. Any absences related to noncompliance with this policy are unexcused and will require course withdrawal or failure in the course based on the length of absence and previous unexcused absences.

### A. Health Requirements

A health assessment examination and documentation of required information is mandatory. A medical history and physical examination are required before enrolling in the first clinical course. Health assessment and immunization forms can be found in the Appendix. Read these forms carefully. The immunization form includes tests, titers, and immunizations that are required by agencies to protect both the student and the patient. **Immunization requirements include:** Hepatitis B vaccine series, T-Dap, MMR, COVID-19, and flu vaccines along with Rubella and Varicella titers. Waivers may be accepted for religious (COVID only) or medical reasons.

Hep-B, Rubella, and Varicella titers are required even if immunizations are current. If a student has a negative titer, re-immunization, and repeat titer is required for that disease.

Annual TB screens and flu vaccines are required. **Flu vaccines are due by October 20<sup>th</sup> each fall.** Annual TB screening documentation is due before the first day of the clinical course. It is the student's responsibility to ensure that these requirements are met. Completion of COVID-19 vaccination is required. COVID-19 booster vaccinations will be required according to University and clinical agency policies and CDC guidelines. Proof of vaccination must be uploaded to ACEMAPPS.

Students are highly encouraged to be enrolled in a health insurance policy during enrollment in all clinical courses. Students are encouraged to carry personal health insurance to ensure coverage in the event of accidental illness or injury at a cooperating clinical agency.

### **B. Professional Liability Insurance**

Students are required to maintain professional liability insurance coverage throughout clinical courses. Students must submit documentation of renewal by providing a copy of the policy certificate. Students will not be allowed in the clinical areas with an outdated liability insurance policy and this absence is unexcused. Nurses Service Organization (NSO) is one insurance company that students may use; apply online [at www.nso.com](http://www.nso.com). Please note this insurance is NOT health insurance. Professional liability insurance protects the student against financial liability while in a clinical setting working with patients.

### **C. Background Check and Criminal Records**

Clinical agencies require evidence of satisfactory background checks and a clear criminal record as a condition for clinical practice by students in clinical courses or practicums. Therefore, all graduate students will need to submit a federal and state-level criminal background check before beginning clinical experiences.

**Conviction of or a plea of “guilty” or “no contest” to a felony or misdemeanor may result in denial of admission or dismissal from the nursing program.**

NOTE: Background checks are also required to sit for the NCLEX-RN licensure exam. Students will need to submit a separate background check during the application process for the NCLEX-RN licensure exam. Information is available on the [Ohio Board of Nursing](http://www.ohio.gov) website.

### **D. CPR Certification- BLS**

Students are required to complete the **American Heart Association BLS (Basic Life Support) CPR course for Health Care Providers**. This certification includes infant, child, and adult CPR, one and two rescuer techniques, use of automated defibrillators, choking, and various other health care provider information. Certification is good for two years and must be renewed before expiration. **Other courses that provide CPR are not accepted.** Students may attend a CPR class offered in the community, place of employment, or may sign up for CPR classes on Capital's campus for a fee. Spring and fall dates for on-campus training may be offered through the Department of HSPTS. Email notification of dates and times will be sent to students as soon as they have been arranged.

Students are responsible for renewing BLS certification and will not be allowed in clinical agencies without a current certification card on file.

### **E. Drug Testing**

Routine, random, and for-cause screenings were implemented in the Fall of 2006. Students

must submit to a drug screening prior to attending clinical / field experience. The full policy is in Appendix L.

### Travel to Clinical Settings

Students will have clinical experiences in a variety of different agencies in the Columbus area in the program. Students are responsible for providing their own transportation to clinical agencies. Students may use public transportation, drive their own vehicle, or arrange a carpool. COTA bus passes are available to support student transportation through the [Educational Pass Program](#). Those who drive personal vehicles must have appropriate insurance and remain unimpaired.

### Clinical Orientation and Clinical Placements

Students are required to complete all clinical agency orientation assignments before clinical experiences. Students are also expected to be aware of and to comply with all School of Nursing and Clinical Agency policies related to clinical. Clinical orientation may be provided by the course faculty and/or the clinical agency. Students are also expected to be responsible for checking email for communications related to clinical agency orientation, including login access, training assignments, and agency onboarding. Onboarding may occur 8 weeks or more before the clinical course. Students should be prompt in addressing any communications related to clinical onboarding from the clinical agency or the SON clinical liaison. **Note: Clinical agencies may cancel student clinical placements for students who do not complete agency onboarding and/or orientation requirements in the allotted timeframe. If the agency cancels a student's clinical placement for failure to access online onboarding or orientation assignments, the student will need to drop the course and take the course in the next semester offered.** The School of Nursing and/or Course Faculty will make every effort to announce scheduled onboarding and orientations and will provide email reminders of agency online onboarding timeframes; however, it is ultimately the student's responsibility to check email and to access online onboarding and orientation assignments.

### Assuring Student Privacy

Capital University complies with the [Family Education Rights and Privacy Act](#) (See Appendix Q). Faculty and staff will not discuss information about a student's academic record with their friends and/or family members. A student must give their written consent for any release of information beforehand to discuss academic progress with others.

### Tuition and Fees Associated with Clinical Courses and Field Experience Requirements

Tuition and program fees are determined annually by the administration of Capital University and are approved by the Board of Trustees of Capital University. Graduate tuition and fees are published on the University website at [www.capital.edu/Tuition-and-Fees](http://www.capital.edu/Tuition-and-Fees)

## Section 9: Finances, Honors, & Off-Campus Opportunities

### Payment Procedure

Capital University has payment options available to students. **One option is full payment** of all tuition charges by the billing due date. **Another option is the tuition management system.** This option allows students to manage the cost of tuition just like you would manage other monthly bills. For more information on payment strategies, visit the [Office of Financial Aid Website](#)

## Pre-Authorized Third-Party Payment

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

## Tuition Waiver

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

## Financial Aid

Contact the Office of Financial Aid with any questions regarding Financial Aid programs, procedures or processes. Law School students should contact the Capital University Law School Admissions Office.

## Eligibility for Financial Aid

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

### What you must do:

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

## Employer Reimbursement and Partnerships

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

## Academic Distinction

Degree-seeking students who earn sufficiently high grade point averages during a given semester are

accorded a special honor by being placed on the Dean's List, Provost's List, or President's List. A notation of this honor appears on the student's academic record. To be eligible for any of these honors, the student must be a degree-seeking candidate. The student's average must be based on a minimum of 12 semester hours taken on a graded basis (A, B, C, etc.). Pass/Fail credit is not counted in the 12-semester hour requirement. The grade point averages required for each level are as follows:

- 3.50 - 3.69: Dean's List
- 3.70 - 3.849: Provost's List
- 3.85 - 4.00: President's List

## Honors Convocation

The annual University Honors Convocation is held in April each year. On this day, special awards are given to students whose performance is noteworthy. Some special awards are made to nursing students, including The Distinguished Nursing Leader Award, The Josephine T. Hickey Award, and the Ruth S. Neikirk Award. These and other awards are described in the "Additional Awards/Prizes/Scholarships" section in the [\*Capital University Undergraduate Bulletin\*](#).

## International Nursing Honor Society

Academic achievement, leadership, and creativity of nursing students are recognized by invitation to membership in the Theta Theta Chapter of Sigma, the International Honor Society of Nursing. Sigma fosters high professional standards, encourages creative work, and strengthens commitment to the ideals and purposes of the nursing profession. Each year the chapter's Governance Committee reviews the records of junior and senior traditional undergraduate nursing students and accelerated BSN nursing students in their second year of study whose GPA is 3.0 or higher. Those who meet the criteria of leadership and scholarship are elected. Individuals not elected to membership as undergraduates may be invited during graduate school or as a community leader in subsequent years. Programs of the honor society are open to all nurses and students as a professional service. The goal of the honor society is to improve the knowledge base of nurses and thus improve the health of all people worldwide.

## International and Off-Campus Study

International and off-campus study began in 1991 when nursing students traveled to Kingston, Jamaica to study pediatric nursing and community health nursing and participated in travel to Washington, DC to care for the homeless. Capital's School of Nursing has a rich history of offering both international and off-campus study opportunities. These offerings are illustrative of a commitment in the SON to enhance students' appreciation for cultural diversity and expand their understanding of global healthcare systems.

Nursing students have traveled with nursing faculty over break to Mexico and South Dakota to serve in local health clinics. In addition to these off-campus activities, nursing students have participated in service-learning activities in Costa Rica, Nicaragua, the Dominican Republic, and Panamá. All these activities have enriched nursing students' lives and added to the curriculum's focus on cultural competence.

International and off-campus study augments the curriculum and does not lengthen the program. Nursing faculty continue to seek other off-campus and international study opportunities. Students who travel are invited to make a presentation to the SON and at the Spring Symposium on

Undergraduate Research. Arrangements are coordinated through the Off-Campus Study Committee in the School of Nursing and the International Education Department of the University.

### Fast Track into MSN Program

Students who have completed the first semester of their junior year with a GPA >3.5 may enroll in select graduate courses provided there is space available. An adviser recommendation and signature are required to enroll.

## Section 10: Graduation Activities

### Graduation Ceremonies

Students can choose to participate in the graduation activities hosted by the School of Nursing.

MSN graduates will be invited to the Evening of Scholarship with their fellow graduates, family/friends and faculty. They will have the opportunity to disseminate your scholarly project completed during NURS 722 during the event. Details on this event will be sent the semester the student graduates.

Capital University hosts one Commencement Ceremony each academic year in May. Graduates who have graduated the December before or have applied to graduate the August following the Ceremony are also eligible to participate in the May Ceremony. At Commencement, students receive their diploma for the Master of Science in Nursing degree. Please note that students who participate in a Post-Masters Certificate program are not invited to attend Commencement but can attend School of Nursing festivities such as the Evening of Scholarship.

### Graduation Preparation

All candidates must complete an application for graduation during the semester BEFORE the one in which they plan to complete their course work. The application is found in MyCap (Application for Graduation). Students should continually check their degree progress throughout their time in the program to ensure they are on track for graduation. The degree progress is also found on MyCap. The Registrar's Office will contact students should their degree progress need updated before graduation. Please contact the Registrar's office to help with making the updates.

### Graduation Requirements

Formal graduation ceremonies are scheduled once a year, at the end of the spring semester. To qualify for graduation, candidates must have a cumulative GPA of at least 3.0. All candidates must complete an application for graduation during the semester BEFORE the one in which they plan to complete their course work.

The application for graduation will prompt a record review regarding eligibility for graduation. Details regarding the commencement exercises are sent to students in the early Spring. Diplomas are awarded at the end of each semester; however formal graduation ceremonies are held only at the end of Spring semester. Graduates who have graduated the December before or have applied to graduate the August following the Ceremony are also eligible to participate in the May Ceremony. Students who anticipate graduation the Summer will receive notice of eligibility to participate.

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

- To be eligible to receive the JD or MBA degree, the dual MSN/JD or MSN/MBA degree student must successfully complete the requirements of both programs.

### Request for Letter of Reference

Students often request letters of reference from faculty for jobs as well as internships and scholarships. Students should request a letter from nursing faculty who are familiar with their academic or clinical work.

The faculty can best serve students if they:

1. Make a request for a letter of reference at least 10-14 days in advance of the deadline. When a request is made, students should provide the faculty a copy of their resume.
2. Supply all identifying information, including the name of the contact person and their title, along with the complete address/email.
3. Alert the faculty to any special information that may be needed in the reference letter. This may include special skills, professional experiences, personal attributes, or position requirements.

## Closing Remarks

In closing,

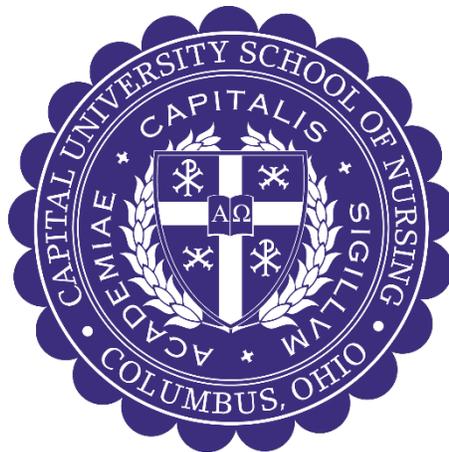
As you move through this transformative journey, we hope this handbook serves as a valuable resource to guide you through the challenges and accomplishments ahead. We are confident that the experiences and education you gain in the holistically grounded program at Capital University will equip you with the skills and resilience needed to make a meaningful impact in the lives of individuals, families, and communities you serve.

We encourage you to embrace every opportunity for growth, to seek support when needed, and to contribute positively to the community around you. With perseverance and a commitment to excellence, you will emerge as a competent, compassionate nurse leader.

We wish you all the best in your academic and professional endeavors. Your success is our legacy. We look forward to witnessing your achievements as a supportive learning community. If you have questions please ask your faculty adviser, your nursing course faculty, the nursing leadership team, and/or the School of Nursing administrative staff.

With warm regards and best wishes in achieving all your professional goals,

*The Faculty and Staff of the  
Capital University School of Nursing*



# Appendices Index

Appendices	50
A. <a href="#">Course Descriptions &amp; Curriculum Plans</a>	52
B. <a href="#">Conceptual Framework &amp; Conceptual Definitions</a>	68
C. <a href="#">Expectations of Student Behavior</a>	73
D. <a href="#">Technology, Communication, and Mobile Device Policy</a>	78
E. <a href="#">Class Registration in MyCap</a>	82
F. <a href="#">Variance Report</a>	90
G. <a href="#">Policy on Student Complaints and Grievances</a>	95
H. <a href="#">Writing Policy and Rubric for Students</a>	98
I. <a href="#">Policy on the Use of Helene Fuld Laboratory</a>	101
J. <a href="#">Guidelines for Use of the Nursing Skills Laboratory</a>	102
K. <a href="#">Tuition Waivers</a>	103
L. <a href="#">Clinical Practice Documentation &amp; Drug Testing Policy</a>	104
M. <a href="#">Policy and Guidelines on Occupational Health</a>	117
N. <a href="#">Exposure Control Plan</a>	118
O. <a href="#">Guidelines for Caring for Persons with Known Contagious Diseases</a>	120
P. <a href="#">Policy and Procedures on Exposure to Contaminated Fluids in the Skills Lab</a>	126
Q. <a href="#">Family Education Rights and Privacy Act (FERPA)</a>	127
R. Dual MSN/MBA and MSN/JD Degree Overview	128
S. <a href="#">MSN Portfolio Faculty Approval Form</a>	134
T. <a href="#">Human Dignity Policy</a>	135
U. <a href="#">Academic Integrity</a>	136



# Appendix A: Course Descriptions & Curriculum Plans

## Course Descriptions

### **MSN Core**

#### **NURS-500: Applied Healthcare Statistics (3)**

This course emphasizes the use of statistics and data analysis; critical understanding of the meaning of statistical findings for utilization as a nurse in advanced practice; and the use of computer and data processing. Topics include descriptive statistics, probability, hypothesis testing, parametric and non-parametric statistics, reliability and validity. Pre-requisites include successful completion of an undergraduate statistics course. (3 hours lecture per 15 weeks).

#### **NURS-505: Philosophical and Theoretical Foundations of Nursing (3)**

This course examines the philosophical and theoretical foundations of nursing. Learners will focus on the analysis of various philosophies, concepts, models, and theories and the relationship between theory, research, and nursing practice. Emphasis is placed on the philosophy of holism and holistic oriented nursing theories or models. Values, attitudes, and behaviors essential to holistic and caring nursing practice and integrative practices of self-care are applied. Learners will develop a theory analysis through the lens of a holistic philosophy in relation to an identified population. Learners will also integrate reflective and self-care practices to support well-being in their profession and their lives. No Prerequisites.

#### **NURS-520: Advanced Nursing Research (3)**

This course examines the philosophical underpinnings of quantitative and qualitative research. Focuses on research designs, sampling, and measurement, techniques for data analysis, and establishment of reliability and validity for both quantitative and qualitative research. This course also examines evidenced-based practice (EBP) and provides opportunities for students to develop EBP skills (3 hours lecture per 15 weeks). Prerequisite: NURS500 highly recommended

#### **NURS-530: Healthcare Informatics and Technology (3)**

This course introduces concepts, issues, trends and theories concerning informatics and technology in healthcare. Various health information systems, applications and technologies are examined. The role of informatics for promoting quality and safety in healthcare is emphasized. The culture of technology in healthcare, impact of technology on patients and providers, and human factors interactions are explored. Usability testing frameworks, informatics standards and standardized languages are also introduced. Prerequisite: basic computer literacy; NURS500 highly recommended

#### **MBA 613: Organizational Behavior (3)**

Success depends on a clear understanding of yourself, organizational dynamics, and how to influence the actions of both individuals and groups. This course focuses on understanding human behavior in organizations. We combine theory and experiential exercises to provide you with the tools and language you need to better understand and influence behavior in a variety of settings. You will work individually and in groups as you explore the difficulty of effectively managing, and how best to organize, manage and motivate people. Students will endeavor to discover their personal strengths and management styles, learn to solve organizational problems, and consider how to influence the actions of individuals, groups, and organizations.

#### **NURS 650: Ethical and Policy Issues in Contemporary Nursing (3):**

Nurses at the Master's level are particularly prepared to engage in holistic appraisal and development of policy in organizational, state, national, and global arenas. Integral to this participation is a fundamental understanding of health economics, policy, law, and ethics. This course is designed as a forum for students obtaining an advanced degree in nursing to discuss and critically analyze the complexity of health system policy and regulation from their perspective as advocates for patients and for the profession of nursing. The course will use case based learning as a means of engaging students in the professional process of examining current issues relevant to their practice using

ethical decision making strategies and organization and governmental policy strategies. Students will gain an understanding of legal and financial implications of these issues. Learning strategies used in the course are designed to help students develop skills for advocacy; examine multiple perspectives on current topics in health care; engage in constructive, evidence based debate; and explore ethical decision making strategies in the face of complex systems with competing interests.

## ***Advanced Nursing Core Courses***

### **NURS 525: Advanced Health Assessment (3)**

This advanced health assessment course provides students with essential holistic assessment and advanced nursing diagnostic skill to work with the individual in context of the family, community and environment. The assessment process includes a comprehensive history and identification of patterns in all domains of health including physical / pathophysiologic, emotional, mental, spiritual, energetic, social / relational, and cultural. Emphasis is placed on developing a thorough understanding of the individual, differentiating normal and abnormal findings to determine a differential diagnosis and synthesizing assessed health patterns to plan and evaluate care. The course includes classroom and clinical components. No Prerequisites.

### **NURS 601: Advanced Pathophysiology (3):**

This course examines the scientific knowledge base of selected pathophysiological states from a framework of psychological, physiological and social/behavioral manifestations of stress and the psychophysiology of body-mind healing. The interrelationships between clinical pathophysiology, basic normal physiology, body-mind healing systems and signs and symptoms of various conditions are emphasized. Recent advances in the area of genetics and genomics is also included. The course builds on advanced health assessment skills and provides foundational information for clinical decision-making, diagnostic testing and the initiation of therapeutic regimens across the adult lifespan. Age specific and developmental alterations are correlated with clinical diagnosis and management of major health problems. Application is made through age-appropriate case studies across the lifespan. No Prerequisites.

### **NURS 610: Clinical Pharmacology for Advanced Practice Nurses (3):**

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

## ***Nursing Administration Concentrate Courses***

**MBA 500: Foundations (3):** This course is a rigorous overview of accounting, economics, finance, strategy, marketing, operations, and statistics, while building the students' self-awareness and skills in quantitative methods, use of information technology, written and verbal communications, leadership and motivation, and problem solving.

**MBA 612 Analytical Methods (3):** Local, national, and global economics have a profound influence on all organizations. When making decisions, managers must consider how the aggregate economy and business cycles will affect the firm. Managerial Economics provides students with the conceptual tools they need and then uses those tools to analyze decisions, events, and policies. Students learn the art of forecasting and economic determinants of consumer demand, firm supply, and industry behavior. An economic framework is applied to a wide variety of individual, business, and governmental decisions.

### **NURS 640: Evidence Based Nursing Administration Part 1 (4):**

This four hour clinical course is structured for nurses pursuing administrative career paths. Together with NURS-641 these courses are intended to provide students with the knowledge to successfully complete the certification process

and continue the pursuit of Nursing Administration as a practice specialty. Grounded in Nursing Theory including Ray and Turkel's theories related to bureaucratic caring, the course will focus on essential knowledge and skills of the nurse executive. The course will be presented in a Hybrid Format using online classroom with synchronous and asynchronous methods. A clinical component (150 hrs) complements the classroom learning opportunities. Other courses included in the Administration concentrate are offered in the MBA program and include 2 or more of the following: MBA-500: MBA Essentials, MBA-612 Managerial Economics, MBA-614: Managerial Accounting, or MBA-843: Advanced Topics in Leadership.

## ***Nursing Education Concentrate Courses***

### **NURS 607: Education Foundations (3):**

This course will provide opportunities to examine educational theories of teaching, learning and curriculum design. This will include the development of personal teaching philosophy, course design and analysis of nursing curriculum. This course will also address emerging trends and issues in nursing education. This course is the pre-requisite for NURS 608 Teaching Strategies, NURS 609 Evaluation: Individual to Program, NURS 720 Clinical and Laboratory Teaching, and NURS 722 Capstone Practicum.

### **NURS 608: Teaching Strategies (4):**

This course focuses on providing opportunities to apply teaching and learning strategies to promote optimal learning in the classroom and online settings. Learners will be immersed in the teaching role through the completion of 150 clinical hours of teaching face-to-face and/or online. Pre-requisites: NURS 607 must be completed prior to taking this course.

### **NURS 609: Evaluation: Individual to Program (3):**

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

## ***Nursing Legal Studies Concentrate Courses***

### **NURS 670: Legal Concepts in Healthcare (3):**

This lecture course provides prerequisite knowledge for selected law courses in the legal concentrate and offers a legal foundation for students in the administration and other nursing concentrates in the Master's program. It provides students with an overview of the legal issues facing the health care industry and basic working knowledge of health care law and ethics. It includes a comprehensive and inclusive review of various health care legal issues, realistic knowledge of health law and its applicability to the real world.

### **LAW 822: Health Law (3):**

An analysis of the health care industry, its financing and cost problems, its mix of public and private decision-making, and the various mechanisms by which resources are or might be allocated to health care uses. Specific topics include: 1) tensions of health policy--the health care sector and its special problems; access to health care--legal entitlements and obligations; professionalism; 2) mechanisms of quality assurance--credentialing and regulation of health care personnel; the quality of care in institutions; 3) controlling health care costs--regulatory approaches to cost containment; cost controls in government programs; privately initiated reforms.

### **NURS 640: Evidence Based Nursing Administration Part 1 (4):**

This four hour clinical course is structured for nurses pursuing administrative career paths. Together with NURS-641 these courses are intended to provide students with the knowledge to successfully complete the certification process and continue the pursuit of Nursing Administration as a practice specialty. Grounded in Nursing Theory including Ray and Turkel's theories related to bureaucratic caring, the course will focus on essential knowledge and skills of the nurse executive. The course will be presented in a Hybrid Format using online classroom with synchronous and asynchronous methods. A clinical component (150 hrs) complements the classroom learning opportunities.

## ***Nursing Quality and Safety Concentrate Courses***

### **NURS 655: Health Data Analytics (3):**

This course is an introduction to healthcare analytics including frameworks, concepts, methods, and tools. Students will examine how to generate, structure, aggregate, analyze, and display data to support decision-making. Theoretical foundations of database systems with emphasis on the relational data model will be introduced. Procedures for the practical implementation and query of database systems using Entity-Relationship Model and SQL language will also be applied. Students will also use data visualization tools and techniques for data display. Upon course completion, students will have the foundational skills and values to contribute to performance improvement and the ability to support healthcare organizations to achieve regulation, accreditation, and quality standards.

### **NURS 661: Performance Enhancement in Healthcare (3):**

This course examines perspectives on quality and safety in healthcare organizations. Students will learn how to develop a process and performance improvement (PPI) program by examining a variety of models, strategies, tools, and metrics. Patient safety, safety culture, and risk management concepts and activities will also be discussed. Lastly, students will gain an appreciation for the contribution of interdisciplinary teamwork and group process, to support quality and safety performance enhancement.

### **NURS 690: Leadership in Healthcare Quality (4):**

This course examines leadership frameworks, models, and practices related to promoting quality and safety in complex healthcare systems. Students will explore accreditation, regulation, certification, and external influences on quality and safety in healthcare organizations. Organizational communication skills and education and training principles supporting healthcare quality will be considered. Students will identify a quality or safety problem and design a quality improvement project. Upon completion of the course, students will have completed 150 clinical/practicum hours. Prerequisites: NURS-600, NURS-605 and MBA-613.

## ***Synthesis Courses***

### **FOR ADMINISTRATION AND LEGAL STUDIES STUDENTS:**

#### **NURS-641: Evidence Based Nursing Administration Part 2 (4):**

This is a four-hour course composed of two hours of didactic learning and two hours of clinical learning (150 clinical hours). Students may elect to have a clinical experience outside of their primary work experience or may elect to obtain the clinical experience at their primary work location. The hours must reflect additional hours outside of the work experience and must be supervised by a nurse (mentor nurse) with an advanced degree. The mentor nurse may be a qualified nurse within the clinical setting or maybe one of the instructors for the course. The course is grounded in the American Association of Nurse Executives (AONE) 5 core competencies of executive leadership. This course builds upon Theory and Skills in the Evidence-Based Practice of Nursing Administration-Course 1 and prepares the student to sit for certification examination through either AONE or AACN as long as the student meets other certification criteria. Additional non-precepted clinical hours will be obtained through self-analysis and synthesis of key course concepts to be presented in a scholarly paper and oral presentation. Students will engage in both independent and small group assignments. Key activities, in addition to clinical activities, will include journaling, meaningful additions to the student's e-portfolio, class presentations, discussions, and written assignments. The course will be taught in a live classroom as well as a virtual classroom (on-line) setting.

### **FOR EDUCATION STUDENTS:**

#### **NURS 720: Clinical and Laboratory Teaching (4):**

This course will provide opportunities for learners to engage in clinical, laboratory, and simulation field experiences. Educational theories and standards of clinical, lab, and simulation teaching and learning will be examined. Learners will participate in both a clinical and laboratory teaching practicum. Learners will also develop, implement, and evaluate a scenario-based clinical simulation. Students will complete 150 clinical hours in various simulation, lab, and clinical placements.

**FOR QUALITY AND SAFETY STUDENTS:**

**NURS 711: Healthcare Quality and Safety Practicum (4):**

This practicum experience provides students the opportunity to integrate, synthesize, and apply knowledge and skills acquired throughout their quality and safety coursework. Students will participate as a member on an interdisciplinary team in a functional role to improve a quality, safety or performance outcome in a healthcare organization. Students will lead and participate in seminars on selected issues and topics pertaining to quality, safety and performance enhancement. Students will also prepare for the Certification in Healthcare Quality. Upon completion of the course, students will have completed 150 clinical/practicum hours.

**FOR ALL CONCENTRATES:**

**NURS 722: Capstone Practicum (3):**

This course provides student the opportunity to synthesize their learning across the MSN curriculum. All MSN students are required to build and complete an electronic portfolio that is representative of their MSN course work. The portfolio is a presentation of elements of learning that have occurred over their educational experience. It allows students to highlight their learning outcomes in a meaningful way and demonstrates mastery of School of Nursing MSN Program Goals (student learning outcomes) and the AACN Master's Essentials. Seminar content will be organized around the MSN Program Goals. The 150 clinical hours are designed to provide students with the opportunity to complete Portfolio requirements. These may include direct patient care or be related to a specific role. This portfolio serves as the Master's comprehensive exam. This course is taken in the same semester as graduation and is the last course taken in the program.

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

**General Patterns of MSN Course Offerings Effective August 2024**

**MSN Core**

Fall	Spring	Summer
NURS 500: Statistics NURS 520 Adv Research NURS 530 HC Informatics	NURS 500: Statistics NURS 505 Adv Philo/Theory NURS 520 Adv Research NURS 530 HC Informatics NURS 650 Policy & Ethics MBA 613 Org Beh	NURS 500: Statistics (MOD1) NURS 530 HC Informatics NURS 650 Policy & Ethics

**Advanced Nursing Core**

Fall	Spring	Summer
NURS 601: Advanced Pathophysiology	NURS 525: Advanced Assessment	NURS 610: Pharmacology

**Concentrates**

Fall	Spring	Summer
NURS 608: Teaching Strategies NURS 655: Health Data Analytics LAW 822: Health Law MBA 500: Foundations MBA 612: Manage Econ or MBA 614: Manage Accounting	NURS 640: Nurs Admin Pt 1 NURS 661: Perform Enhance MBA 500: Foundations MBA 612: Manage Econ or MBA 614: Manage Accounting	NURS 607: Education Foundations NURS 609: Evaluation: Individual to Program NURS 670: Legal Concepts in Healthcare NURS 690: Leadership in HC Qual

## Synthesis

Fall	Spring	Summer
NURS 641: Nurs Admin Pt 2 NURS 711 Q&S Practicum NURS 722: Capstone Practicum	NURS 720: Clinical and Laboratory Teaching NURS 722: Capstone Practicum	NURS 722: Capstone Practicum (please check adviser if offered)

These are general historic patterns of course offerings subject to change based on enrollment, faculty availability or other factors. Consult with your academic adviser to develop an individual curriculum plan.

Elective courses from the MBA and Law school meet the concentrate course requirements for those concentrates.

# Capital University: Nursing Graduate Program Curriculum Plan

Name:

Adviser:

ID#:

Start Date:

Core Courses		Credit Hours T/L/E Credits	Clock Hours T/L/E Hours	Notes
Applied Healthcare Statistics	NURS 500	3 = 3/0/0	45/0/0	
Philosophical and Theoretical Foundations of Nursing	NURS 505	3 = 3/0/0	45/0/0	
Advanced Research and Evidence Based Practice	NURS 520	3 = 3/0/0	45/0/0	
Healthcare Informatics & Technology	NURS 530	3 = 3/0/0	45/0/0	
Organizational Behavior	MBA 613	3 = 3/0/0	45/0/0	
Ethical and Policy Issues in Contemporary Nursing	NURS 650	3 = 3/0/0	45/0/0	
<b>Total Core Courses Credit Hours</b>		<b>18 cr. hr. =18/0/0</b>	<b>270/0/0</b>	

Advanced Nursing Core		Credit Hours T/L/E Credits	Clock Hours T/L/E Hours	Notes
Advanced Health Assessment	NURS 525	3 = 2/0.5/0.5	30/15/30	
Advanced Pathophysiology	NURS 601	3 = 3/0/0	45/0/0	
Clinical Pharmacology for Advanced Practice Nurses	NURS 610	3 = 3/0/0	45/0/0	
<b>Total Advanced Nursing Core Credit Hours</b>		<b>9 cr. hr. = 8/0.5/0.5</b>	<b>120/15/30</b>	

MSN Concentrate Focused Courses		Credit Hours T/L/E Credits	Clock Hours T/L/E Hours	Notes
<b>Nursing Administration Concentrate Courses</b>				
MBA 500: Foundations		3 = 3/0/0	45/0/0	
MBA 612 Analytical Methods		3 = 3/0/0	45/0/0	
NURS 640: Evidence Based Nursing Administration Part 1 (150 clinical hours)		4=1.5/0/2.5	22.5/0/150	
<b>Total Nursing Administration Concentrate Focused Credit Hours</b>		<b>10 cr. hr. = 7.5/0/2.5</b>	<b>112.5/0/150</b>	
<b>Nursing Education Concentrate Courses</b>				
NURS 607: Education Foundations [M]		3 = 3/0/0	45/0/0	
NURS 608: Teaching Strategies (150 clinical hours)		4= 1.5/0/2.5	22.5/0/150	
NURS 609: Evaluation: Individual to Program [M]		3 = 3/0/0	45/0/0	
<b>Total Nursing Education Concentrate Focused Credit Hours</b>		<b>10 cr. hr. = 7.5/0/2.5</b>	<b>112.5/0/150</b>	
<b>Nursing Legal Studies Concentrate Courses</b>				
NURS 670: Legal Concepts in Healthcare		3 = 3/0/0	45/0/0	
LAW 822: Health Law		3 = 3/0/0	45/0/0	
NURS 640: Evidence Based Nursing Administration Part 1 (150 clinical hours)		4 =1.5/0/2.5	22.5/0/150	

<b>Total Nursing Legal Studies Concentrate Focused Credit Hours</b>	<b>10 cr. hr. = 7.5/0/2.5</b>	<b>112.5/0/150</b>	
<b>Nursing Quality and Safety Concentrate</b>			
NURS 655: Health Data Analytics	3 = 3/0/0	45/0/0	
NURS 661: Performance Enhancement in Healthcare	3 = 3/0/0	45/0/0	
NURS 690: Leadership in Healthcare Quality (150 clinical hours)	4= 1.5/0/2.5	22.5/0/150	
<b>Total Nursing Quality and Safety Concentrate Focused Credit Hours</b>	<b>10 cr. hr.= 7.5/0/2.5</b>	<b>112.5/0/150</b>	

<b>Synthesis Courses</b>	<b>Credit Hours T/L/E Credits</b>	<b>Clock Hours T/L/E Hours</b>	<b>Notes</b>
<b>Administrative and Legal Studies Concentrate</b>			
NURS-641: Evidence Based Nursing Administration Part 2 (150 clinical hours)	4= 1.5/0/2.5	22.5/0/150	
<b>Nursing Education Concentrate</b>			
NURS 720: Clinical and Laboratory Teaching (150 clinical hours)	4= 1.5/0/2.5	22.5/0/150	
<b>Quality and Safety Concentrate</b>			
NURS 711: Healthcare Quality and Safety Practicum (150 clinical hours)	4= 1.5/0/2.5	22.5/0/150	
<b>ALL CONCENTRATES</b>			
NURS 722: Capstone Practicum (150 clinical hours)	4= 1.5/0/2.5	22.5/0/150	

<b>Totals By Concentrate</b>	<b>Credit Hours T/L/E Credits</b>	<b>Clock Hours T/L/E Hours</b>	<b>Notes</b>
<b>Administrative and Legal Studies Concentrate</b>			
<b>Total Nursing Administration Concentrate Credit Hours</b>	45=36.5/0.5/8	527.5/15/500	
<b>Nursing Education Concentrate</b>			
<b>Total Nursing Education Concentrate Credit Hours</b>	45=36.5/0.5/8	527.5/15/500	
<b>Quality and Safety Concentrate</b>			
<b>Total Nursing Legal Studies Concentrate Credit Hours</b>	45=36.5/0.5/8	527.5/15/500	
<b>ALL CONCENTRATES</b>			
<b>Total Nursing Quality and Safety Concentrate Credit Hours</b>	45=36.5/0.5/8	527.5/15/500	

Credit/clock hours are equated to total theory (T), lab (L), and clinical experience (E) hours: T/L/E

**General Notes:**

*See Law School and MBA catalogs for specific related to dual degree credit hours.*

## Capital Graduate Nursing: Nursing Administration Sample Program of Study: Full-Time (6-7 credits a semester)

First Semester Fall	Second Semester Spring	Third Semester Summer
<p><b>N500</b> Statistics ( 3 cr.)</p> <p><b>N601</b> Adv. Pathophysiology ( 3 cr.)</p> <p><b>6 credits</b></p>	<p><b>N525</b> Adv. Health Assessment ( 3 cr.) (50 hours of field experience)</p> <p><b>N505</b> Holistic Theory &amp; Philosophy ( 3 cr.)</p> <p><b>6 credits</b></p>	<p><b>N610</b> Adv. Pharmacology ( 3 cr.)</p> <p><b>3 credits</b></p>
Fourth Semester Fall	Fifth Semester Spring	Sixth Semester Summer
<p><b>N520</b> Adv. Research &amp; EBP ( 3 cr.)</p> <p><b>MBA 500:</b> Foundations ( 3 cr.)</p> <p><b>6 credits</b></p>	<p><b>MBA 613:</b> Org. Behaviors ( 3 cr.)</p> <p><b>N640</b> Nursing Admin Pt 1 ( 4 cr.) (150 hours of field experience)</p> <p><b>7 credits</b></p>	<p><b>N530</b> Nursing Informatics ( 3 cr.)</p> <p><b>3 credits</b></p>
Seventh Semester Fall	Eight Semester Spring	
<p><b>MBA 614:</b> Manage Accounting ( 3 cr.)</p> <p><b>N641</b> Nursing Admin Pt 2 ( 4 cr.) (150 hours of field experience)</p> <p><b>7 credits</b></p>	<p><b>N650</b> Policy &amp; Ethics ( 3 cr.)</p> <p><b>N722</b> Capstone ( 3 cr.) (150 hours of field experience)</p> <p><b>6 credits</b></p>	<p><b>For MSN/MBA Completion Courses</b> (taken after completion of the MSN program)</p> <ul style="list-style-type: none"> <li>• <b>MBA 612</b> Managerial Economics</li> <li>• <b>MBA 710</b> Marketing Management</li> <li>• <b>MBA 720</b> Financial Management</li> <li>• <b>MBA 730</b> Production/Operations Management</li> <li>• <b>MBA 900</b> Business Policy and Strategy</li> </ul> <p><b>If the schedule allows students may add these course in while completing the MSN curriculum</b></p>

[M]= designates modular course taken over 1/2 of the semester

## Capital Graduate Nursing: Nursing Administration Sample Program of Study: Part-Time (3-4 credits a semester)

First Semester Fall	Second Semester Spring	Third Semester Summer
<b>N500</b> Statistics ( 3 cr.)  <b>3 credits</b>	<b>N525</b> Adv. Health Assessment ( 3 cr.) (50 hours of field experience)  <b>3 credits</b>	<b>N610</b> Adv. Pharmacology ( 3 cr.)  <b>3 credits</b>
Fourth Semester Fall	Fifth Semester Spring	Sixth Semester Summer
<b>N601</b> Adv. Pathophysiology ( 3 cr.)  <b>3 credits</b>	<b>N505</b> Holistic Theory & Philosophy ( 3 cr.)  <b>3 credits</b>	<b>N530</b> Nursing Informatics ( 3 cr.)  <b>3 credits</b>
Seventh Semester Fall	Eight Semester Spring	Ninth Semester Summer
<b>N520</b> Adv. Research & EBP ( 3 cr.)  <b>3 credits</b>	<b>MBA 613:</b> Org. Behaviors ( 3 cr.)  <b>3 credits</b>	<b>N650</b> Policy & Ethics ( 3 cr.)  <b>3 credits</b>
Tenth Semester Fall	Eleventh Semester Spring	Twelfth Semester Summer
<b>MBA 500:</b> Foundations ( 3 cr.)  <b>3 credits</b>	<b>N640</b> Nursing Admin Pt 1 ( 4 cr.) (150 hours of field experience)  <b>4 credits</b>	<b>N641</b> Nursing Admin Pt 2 ( 4 cr.) (150 hours of field experience)  <b>4 credits</b>
Thirteenth Semester Fall	Fourteenth Semester Spring	
<b>MBA 614:</b> Manage Accounting ( 3 cr.)  <b>3 credits</b>	<b>N722</b> Capstone ( 3 cr.) (150 hours of field experience)  <b>3 credits</b>	<b>See Full-time Sample Program of Study for additional course work if completing a due MSN/MBA degree</b>

[M]= designates modular course taken over ½ of the semester

## Capital Graduate Nursing: Nursing Education Sample Program of Study: Full-Time (6-7 credits a semester)

First Semester Fall	Second Semester Spring	Third Semester Summer
<p><b>N500</b> Statistics ( 3 cr.)</p> <p><b>N601</b> Adv. Pathophysiology ( 3 cr.)</p> <p><b>6 credits</b></p>	<p><b>N525</b> Adv. Health Assessment ( 3 cr.) (50 hours of field experience)</p> <p><b>N505</b> Holistic Theory &amp; Philosophy ( 3 cr.)</p> <p><b>6 credits</b></p>	<p><b>N607</b> Educational Foundations ( 3 cr.) [M]</p> <p><b>N609</b> Evaluation: Indiv. To Program ( 3 cr.) [M]</p> <p><b>6 credits</b></p>
Fourth Semester Fall	Fifth Semester Spring	Sixth Semester Summer
<p><b>N520</b> Adv. Research &amp; EBP ( 3 cr.)</p> <p><b>N608</b> Teaching Strategies ( 4 cr.) (150 hours of field experience)</p> <p><b>7 credits</b></p>	<p><b>MBA 613:</b> Org. Behaviors (3 cr.)</p> <p><b>N720</b> Clinical and Lab Teaching ( 4 cr.) (150 hours of field experience)</p> <p><b>7 credits</b></p>	<p><b>N610</b> Adv. Pharmacology ( 3 cr.)</p> <p><b>N650</b> Policy &amp; Ethics ( 3 cr.)</p> <p><b>6 credits</b></p>
Seventh Semester Fall	<p><b>For MSN/MBA Completion Courses (taken after completion of the MSN program)</b></p> <ul style="list-style-type: none"> <li>• <b>MBA 500</b> Foundations</li> <li>• <b>MBA 612</b> Managerial Economics</li> <li>• <b>MBA 614</b> Managerial Accounting</li> <li>• <b>MBA 710</b> Marketing Management</li> <li>• <b>MBA 720</b> Financial Management</li> <li>• <b>MBA 730</b> Production/Operations Management</li> <li>• <b>MBA 900</b> Business Policy and Strategy</li> </ul> <p><b>If the schedule allows students may add these course in while completing the MSN curriculum</b></p>	

[M]= designates modular course taken over ½ of the semester

## Capital Graduate Nursing: Nursing Education Sample Program of Study: Part-Time (3-4 credits a semester)

First Semester Fall	Second Semester Spring	Third Semester Summer
<b>N500</b> Statistics ( 3 cr.)  <b>3 credits</b>	<b>N525</b> Adv. Health Assessment ( 3 cr.) (50 hours of field experience)  <b>3 credits</b>	<b>N610</b> Adv. Pharmacology ( 3 cr.)  <b>3 credits</b>
Fourth Semester Fall	Fifth Semester Spring	Sixth Semester Summer
<b>N601</b> Adv. Pathophysiology ( 3 cr.)  <b>3 credits</b>	<b>N505</b> Holistic Theory & Philosophy ( 3 cr.)  <b>3 credits</b>	<b>N650</b> Policy & Ethics ( 3 cr.)  <b>3 credits</b>
Seventh Semester Fall	Eight Semester Spring	Ninth Semester Summer
<b>N520</b> Adv. Research & EBP ( 3 cr.)  <b>3 credits</b>	<b>MBA 613:</b> Org. Behaviors ( 3 cr.)  <b>3 credits</b>	<b>N607</b> Educational Foundations ( 3 cr.) [M]  <b>3 credits</b>
Tenth Semester Fall	Eleventh Semester Spring	Twelfth Semester Summer
<b>N608</b> Teaching Strategies ( 4 cr.) (150 hours of field experience)  <b>4 credits</b>	<b>N720</b> Clinical and Lab Teaching ( 4 cr.) (150 hours of field experience)  <b>4 credits</b>	<b>N609</b> Evaluation: Indiv. To Program ( 3 cr.) [M]  <b>3 credits</b>
Thirteenth Semester Fall	Fourteenth Semester Spring	
<b>N530</b> Nursing Informatics ( 3 cr.)  <b>3 credits</b>	<b>N722</b> Capstone ( 3 cr.) (150 hours of field experience)  <b>3 credits</b>	<b>See Full-time Sample Program of Study for additional course work if completing a due MSN/MBA degree</b>

[M]= designates modular course taken over ½ of the semester

## Capital Graduate Nursing: Nursing Legal Studies Sample Program of Study: Full-Time (6-7 credits a semester)

First Semester Fall	Second Semester Spring	Third Semester Summer
<p><b>N500</b> Statistics ( 3 cr.)</p> <p><b>N601</b> Adv. Pathophysiology ( 3 cr.)</p> <p><b>6 credits</b></p>	<p><b>N525</b> Adv. Health Assessment ( 3 cr.) (50 hours of field experience)</p> <p><b>N505</b> Holistic Theory &amp; Philosophy ( 3 cr.)</p> <p><b>6 credits</b></p>	<p><b>N610</b> Adv. Pharmacology ( 3 cr.)</p> <p><b>3 credits</b></p>
Fourth Semester Fall	Fifth Semester Spring	Sixth Semester Summer
<p><b>N520</b> Adv. Research &amp; EBP ( 3 cr.)</p> <p><b>LAW 822</b> Health Law ( 3 cr.)</p> <p><b>6 credits</b></p>	<p><b>MBA 613:</b> Org. Behaviors ( 3 cr.)</p> <p><b>N640</b> Nursing Admin Pt 1 (4 cr.) (150 hours of field experience)</p> <p><b>7 credits</b></p>	<p><b>N650</b> Policy &amp; Ethics ( 3 cr.)</p> <p><b>N670</b> Legal Concepts in Healthcare ( 3 cr.)</p> <p><b>6 credits</b></p>
Seventh Semester Fall	Eight Semester Spring	
<p><b>N530</b> Nursing Informatics ( 3 cr.)</p> <p><b>N641</b> Nursing Admin Pt 2 ( 4 cr.) (150 hours of field experience)</p> <p><b>7 credits</b></p>	<p><b>N722</b> Capstone ( 3 cr.) (150 hours of field experience)</p> <p><b>3 credits</b></p>	<p><b>For MSN/MBA Completion Courses</b> (taken after completion of the MSN program)</p> <ul style="list-style-type: none"> <li>• <b>MBA 500</b> Foundations</li> <li>• <b>MBA 612</b> Managerial Economics</li> <li>• <b>MBA 614</b> Managerial Accounting</li> <li>• <b>MBA 710</b> Marketing Management</li> <li>• <b>MBA 720</b> Financial Management</li> <li>• <b>MBA 730</b> Production/Operations Management</li> <li>• <b>MBA 900</b> Business Policy and Strategy</li> </ul> <p><b>If the schedule allows students may add these course in while completing the MSN curriculum</b></p>

[M]= designates modular course taken over ½ of the semester

## Capital Graduate Nursing: Nursing Legal Studies Sample Program of Study: Part-Time (3-4 credits a semester)

First Semester Fall	Second Semester Spring	Third Semester Summer
<b>N500</b> Statistics ( 3 cr.)  <b>3 credits</b>	<b>N525</b> Adv. Health Assessment ( 3 cr.) (50 hours of field experience)  <b>3 credits</b>	<b>N610</b> Adv. Pharmacology ( 3 cr.)  <b>3 credits</b>
Fourth Semester Fall	Fifth Semester Spring	Sixth Semester Summer
<b>N601</b> Adv. Pathophysiology ( 3 cr.)  <b>3 credits</b>	<b>N505</b> Holistic Theory & Philosophy ( 3 cr.)  <b>3 credits</b>	<b>N530</b> Nursing Informatics ( 3 cr.)  <b>3 credits</b>
Seventh Semester Fall	Eight Semester Spring	Ninth Semester Summer
<b>N520</b> Adv. Research & EBP ( 3 cr.)  <b>3 credits</b>	<b>MBA 613:</b> Org. Behaviors ( 3 cr.)  <b>3 credits</b>	<b>N650</b> Policy & Ethics ( 3 cr.)  <b>3 credits</b>
Tenth Semester Fall	Eleventh Semester Spring	Twelfth Semester Summer
<b>LAW 822</b> Health Law ( 3 cr.)  <b>3 credits</b>	<b>N640</b> Nursing Admin Pt 1 ( 4 cr.) (150 hours of field experience)  <b>4credits</b>	<b>N670</b> Legal Concepts in Healthcare ( 3 cr.)  <b>4 credits</b>
Thirteenth Semester Fall	Fourteenth Semester Spring	
<b>N641</b> Nursing Admin Pt 2 ( 4 cr.) (150 hours of field experience)  <b>3 credits</b>	<b>N722</b> Capstone ( 3 cr.) (150 hours of field experience)  <b>3 credits</b>	<b>See Full-time Sample Program of Study for additional course work if completing a due MSN/MBA degree</b>

[M]= designates modular course taken over ½ of the semester

## Capital Graduate Nursing: Nursing Quality and Safety Sample Program of Study: Full-Time (6-7 credits a semester)

First Semester Fall	Second Semester Spring	Third Semester Summer
<p><b>N500</b> Statistics ( 3 cr.)</p> <p><b>N601</b> Adv. Pathophysiology (3 cr.)</p> <p><b>6 credits</b></p>	<p><b>N525</b> Adv. Health Assessment (3 cr.) (50 hours of field experience)</p> <p><b>N505</b> Holistic Theory &amp; Philosophy ( 3 cr.)</p> <p><b>6 credits</b></p>	<p><b>N610</b> Adv. Pharmacology ( 3 cr.)</p> <p><b>3 credits</b></p>
Fourth Semester Fall	Fifth Semester Spring	Sixth Semester Summer
<p><b>N520</b> Adv. Research &amp; EBP ( 3 cr.)</p> <p><b>N655</b> Health Data Analytics ( 3 cr.)</p> <p><b>6 credits</b></p>	<p><b>MBA 613:</b> Org. Behaviors (3 cr.)</p> <p><b>N661</b> Performance Enhance in HC (3 cr.)</p> <p><b>6 credits</b></p>	<p><b>N650</b> Policy &amp; Ethics ( 3 cr.)</p> <p><b>N690</b> Leadership in HC Qual ( 4 cr.) (150 hours of filed experience)</p> <p><b>6 credits</b></p>
Seventh Semester Fall	Eight Semester Spring	
<p><b>N530</b> Nursing Informatics ( 3 cr.)</p> <p><b>N711</b> Healthcare Quality and Safety Practicum (4 cr. ) (150 hours of filed experience)</p> <p><b>7 credits</b></p>	<p><b>N722</b> Capstone ( 3 cr.) (150 hours of field experience)</p> <p><b>3 credits</b></p>	<p><b>For MSN/MBA Completion Courses</b> (taken after completion of the MSN program)</p> <ul style="list-style-type: none"> <li>• <b>MBA 500</b> Foundations</li> <li>• <b>MBA 612</b> Managerial Economics</li> <li>• <b>MBA 614</b> Managerial Accounting</li> <li>• <b>MBA 710</b> Marketing Management</li> <li>• <b>MBA 720</b> Financial Management</li> <li>• <b>MBA 730</b> Production/Operations Management</li> <li>• <b>MBA 900</b> Business Policy and Strategy</li> </ul> <p><b>If the schedule allows students may add these course in while completing the MSN curriculum</b></p>

[M]= designates modular course taken over ½ of the semester

## Capital Graduate Nursing: Nursing Quality and Safety Sample Program of Study: Part-Time (3-4 credits a semester)

First Semester Fall	Second Semester Spring	Third Semester Summer
<b>N500</b> Statistics ( 3 cr.)  <b>3 credits</b>	<b>N525</b> Adv. Health Assessment ( 3 cr.) (50 hours of field experience)  <b>3 credits</b>	<b>N610</b> Adv. Pharmacology ( 3 cr.)  <b>3 credits</b>
Fourth Semester Fall	Fifth Semester Spring	Sixth Semester Summer
<b>N601</b> Adv. Pathophysiology ( 3 cr.)  <b>3 credits</b>	<b>N505</b> Holistic Theory & Philosophy ( 3 cr.)  <b>3 credits</b>	<b>N530</b> Nursing Informatics ( 3 cr.)  <b>3 credits</b>
Seventh Semester Fall	Eight Semester Spring	Ninth Semester Summer
<b>N520</b> Adv. Research & EBP ( 3 cr.)  <b>3 credits</b>	<b>MBA 613:</b> Org. Behaviors ( 3 cr.)  <b>3 credits</b>	<b>N650</b> Policy & Ethics ( 3 cr.)  <b>3 credits</b>
Tenth Semester Fall	Eleventh Semester Spring	Twelfth Semester Summer
<b>N655</b> Health Data Analytics ( 3 cr.)  <b>3 credits</b>	<b>N661</b> Performance Enhance in HC (3 cr.)  <b>3 credits</b>	<b>N690</b> Leadership in HC Qual ( 4 cr.) (150 hours of field experience)  <b>4 credits</b>
Thirteenth Semester Fall	Fourteenth Semester Spring	
<b>N711</b> Healthcare Quality and Safety Practicum (4 cr. ) (150 hours of field experience)  <b>4 credits</b>	<b>N722</b> Capstone ( 3 cr.) (150 hours of field experience)  <b>3 credits</b>	<b>See Full-time Sample Program of Study for additional course work if completing a due MSN/MBA degree</b>

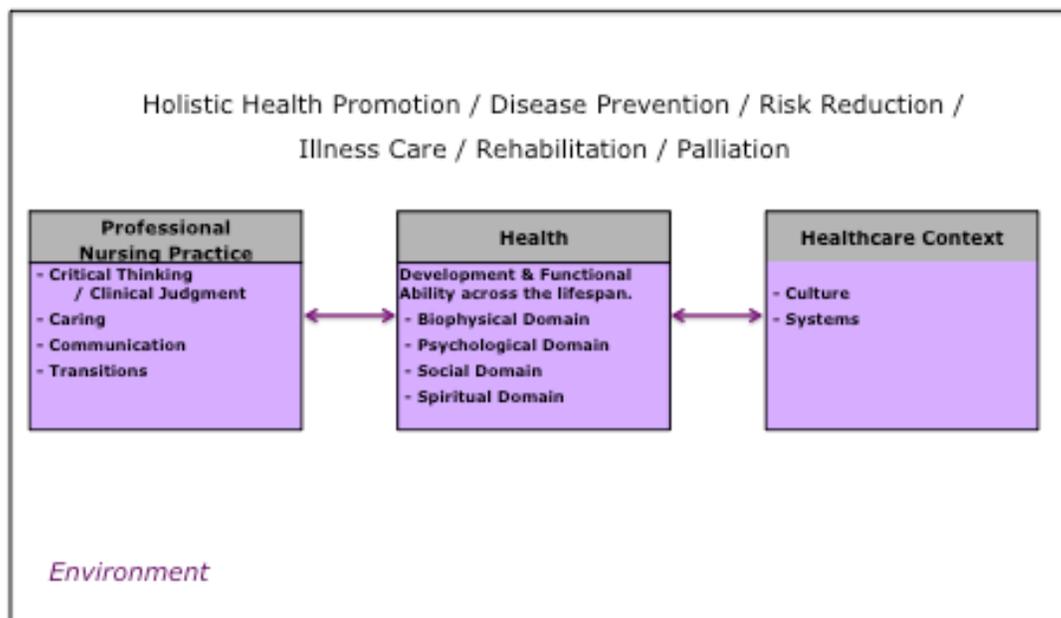
[M]= designates modular course taken over ½ of the semester

## Appendix B: Conceptual Framework & Conceptual Definitions

### Conceptual Framework

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

Capital University Nursing Conceptual Model



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

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

### **Core Concept**

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

Sub-concepts related to health include:

### **Biophysical Domain – Development & Functional Ability across the Lifespan**

#### Homeostasis & Regulation

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

#### Oxygenation & Hemostasis

- Gas Exchange
- Perfusion
- Clotting

#### Protection

- Immunity
- Inflammation
- Infection
- Tissue Integrity

### Sensation/Perception/Movement

- Sensory Perception
- Pain / Comfort
- Mobility

### Sexuality & Reproduction

- Reproduction
- Sexual health

### **Psychological Domain – Development & Functional Ability across the Lifespan**

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

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

- Family Dynamics
- Motivation
- Adherence
- Spirituality

### **Professional Nursing Practice Concepts**

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

Nursing sub-concepts related to caregiving include:

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

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

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

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

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

Nursing sub-concepts related to communication include:

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

**Transitions** are the passages or movements from one state, condition, or place to another that occur at the individual, family, or organizational level. Universal properties of transitions are process,

direction, and change in fundamental life patterns (Schumacher & Meleis, 1994). Transitions may be multiple or complex. Types of transitions include developmental, health and illness, situational and organizational (Meleis, Sawyer, Im, Messias, & Schumacher, 2000). Transitions between states may cause disharmony (Watson, 2012) disorientation, disruption (Kralik, Visentin & vanLoon, 2006) or instability within the health domains of individuals, families, groups, or organizational systems. The role of the professional nurse encompasses the holistic facilitation of transitions among self, individuals, families, groups, populations, or organizational systems to promote optimum adaptation, change, growth, self-identity, health, and well-being. An essential component of transitions is also the valuing and the practice of life-long learning.

Sub-concepts related to transitions include:

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

### **Healthcare Context Concepts**

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

Nursing sub-concepts related to culture include:

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

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

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

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

## Appendix C: Expectations of Student Behavior

### Expectations of Student Behavior

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

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

1. For clinical courses students are expected to demonstrate accountability by:

- Completing all course and clinical agency orientation assignments before scheduled clinical practice experiences. See “Clinical Orientation” in the “Clinical Course Requirements” section of this document for more information.
- Attending and participating in all scheduled labs and clinical experiences.
- Preparing adequately for clinical experiences by:

- knowing the essential information about patient health status,
  - knowing the name, action, dosage, side effects, and nursing action(s) for patient medications,
  - knowing and being able to describe patient laboratory tests, treatments, and procedures,
  - reviewing and applying, when appropriate, previously acquired knowledge and skills.
- Reporting to the clinical area before the time indicated and if unavoidably detained, notifying the instructor, appropriate staff person, and/or unit. Follow the outlined procedure for notifying faculty and clinical unit if unable to meet the clinical assignment due to illness or emergency.
  - Reporting to the clinical area wearing appropriate attire with appropriate equipment and name badge.
  - Making arrangements with faculty to make up experiences missed because of uncontrolled absence.
  - Assuming responsibility for discussing clinical learning needs and opportunities.
  - Evaluating own clinical learning experiences, progress, and performance, during the module, the semester, and the program.
  - Participating in clinical evaluation conferences with the instructor, reading, commenting, if appropriate, and signing clinical evaluation forms.
  - Maintaining physical and mental health status at a level that ensures safe functioning in the clinical areas.
  - Not being in patient care areas without direct supervision and/or knowledge of course faculty or preceptor.
  - Conducting behavior in the clinical setting in per rules set forth by the Ohio Board of Nursing, [Rule 4723 of the Ohio Administrative Code](#), and rules adopted under that chapter (below).
  - Not communicating any information in any form regarding patients or clinical experiences on any personal and/or internet-enabled communication, imaging or information device or application (see Appendix D: Technology Communication and Mobile Device Policy).
  - Assuming responsibility for maintaining proof of current health requirements, CPR, and liability insurance.

In addition to the policies required above, the program administrator and faculty shall implement policies related to student conduct that incorporate the standards for safe nursing care outlined in [Chapter 4723-01 \(Feb 2023\) of the Ohio Revised Code](#) and [Chapter 4723-5-12 \[C, 1-26\], \(Feb 2022\) of the Ohio Administrative Code](#) and the rules adopted there under, including, but not limited to the following:

- A student shall, in a complete, accurate, and timely manner, report, and document nursing

assessments or observations, care provided by the student, and the patient's response to that care.

- A student shall, in an accurate and timely manner, report to the appropriate practitioner errors in or deviations from the current valid order.
- A student shall not falsify any patient record or any other document prepared or utilized in the course of, or in conjunction with, nursing practice. This includes, but is not limited to, case management documents or reports, time records or reports, and other documents related to billing for nursing services.
- A student shall implement measures to promote a safe environment for each patient.
- A student shall delineate, establish, and maintain professional boundaries with each patient.
- At all times when a student is providing direct nursing care to a patient the student shall:
  - Provide privacy during examination or treatment and in the care of personal or bodily needs; and
  - Treat each patient with courtesy, respect, and full recognition of dignity and individuality.
- A student shall practice within the appropriate scope of practice as set forth in division (B) of section [4723.01](#) and division (B)(20) of section [4723.28](#) of the Revised Code for a registered nurse.
- A student shall use universal and standard precautions established by Chapter [4723-20](#) of the Administrative Code.
- A student shall not:
  - Engage in behavior that causes or may cause physical, verbal, mental, or emotional abuse to a patient;
  - Engage in behavior toward a patient that may reasonably be interpreted as physical, verbal, mental, or emotional abuse.
- A student shall not misappropriate a patient's property or:
  - Engage in behavior to seek or obtain personal gain at the patient's expense;
  - Engage in behavior that may reasonably be interpreted as behavior to seek or obtain personal gain at the patient's expense;
  - Engage in behavior that constitutes inappropriate involvement in the patient's personal relationships; or
  - Engage in behavior that may reasonably be interpreted as inappropriate involvement in the patient's personal relationships.

For the purpose of this paragraph, the patient is always presumed incapable of giving free, full, or informed consent to the behaviors by the student set forth in this paragraph.

- A student shall not:
  - Engage in sexual conduct with a patient;
  - Engage in conduct in the course of practice that may reasonably be interpreted as sexual;
  - Engage in any verbal behavior that is seductive or sexually demeaning to a patient;
  - Engage in verbal behavior that may reasonably be interpreted as seductive, or sexually demeaning to a patient.

For the purpose of this paragraph, the patient is always presumed incapable of giving free, full, or informed consent to sexual activity with the student.

- A student shall not, regardless of whether the contact or verbal behavior is consensual, engage with a patient other than the spouse of the student in any of the following:
  - Sexual contact, as defined in section [2907.01](#) of the Revised Code;
  - Verbal behavior that is sexually demeaning to the patient or may be reasonably interpreted by the patient as sexually demeaning.
- A student shall not self-administer or otherwise take into the body any dangerous drug, as defined in section [4729.01](#) of the Revised Code, in any way not in accordance with a legal, valid prescription issued for the student, or self-administer or otherwise take into the body any drug that is a schedule I controlled substance.
- A student shall not habitually or excessively use controlled substances, other habit-forming drugs, or alcohol or other chemical substances to an extent that impairs ability to practice.
- A student shall not have impairment of the ability to practice according to acceptable and prevailing standards of safe nursing care because of the use of drugs, alcohol, or other chemical substances.
- A student shall not have impairment of the ability to practice according to acceptable and prevailing standards of safe nursing care because of a physical or mental disability.
- A student shall not assault or cause harm to a patient or deprive a patient of the means to summon assistance.
- A student shall not misappropriate or attempt to misappropriate money or anything of value by intentional misrepresentation or material deception in the course of practice.
- A student shall not have been adjudicated by a probate court of being mentally ill or mentally incompetent, unless restored to competency by the court.
- A student shall not aid and abet a person in that person's practice of nursing without a license, practice as a dialysis technician without a certificate issued by the board, or administration of medications as a medication aide without a certificate issued by the board.

- A student shall not prescribe any drug or device to perform or induce an abortion, or otherwise perform or induce an abortion.
- A student shall not assist suicide as defined in section [3795.01](#) of the Revised Code.
- A student shall not submit or cause to be submitted any false, misleading or deceptive statements, information, or document to the nursing program, its administrators, faculty, teaching assistants, preceptors, or to the board.
- A student shall maintain the confidentiality of patient information. The student shall communicate patient information with other members of the health care team for health care purposes only, shall access patient information only for purposes of patient care or for otherwise fulfilling the student's assigned clinical responsibilities, and shall not disseminate patient information for purposes other than patient care or for otherwise fulfilling the student's assigned clinical responsibilities through social media, texting, emailing or any other form of communication.
- To the maximum extent feasible, identifiable patient health care information shall not be disclosed by a student unless the patient has consented to the disclosure of identifiable patient health care information. A student shall report individually identifiable patient information without written consent in limited circumstances only and in accordance with an authorized law, rule, or other recognized legal authority.
- A student shall not use social media, texting, emailing, or other forms of communication with, or about a patient, for non-healthcare purposes or for purposes other than fulfilling the student's assigned clinical responsibilities. ([OAC 4723-5-12, \[C, 1-26\], Feb 2022](#))
- Students are not permitted in patient care areas without direct supervision and/or knowledge of their course faculty, clinical faculty, and/or preceptor.
- A student shall not submit or cause to be submitted any false, misleading, or deceptive statements, information, or document to the nursing program, faculty, or preceptors, or to the Board of Nursing.

In addition, a student shall adhere to the [ANA Code of Ethics for Nurses](#), as it applies to moral self-respect and preservation of integrity and professional behavior with members of the intra-professional and inter-professional team member and faculty:

- A student shall delineate, establish, and maintain professional boundaries.
- A student shall not:
  - Engage in behavior that causes or may cause physical, verbal, mental, or emotional harm;
  - Engage in behavior that may reasonably be interpreted as physical, verbal, mental, or emotional abuse;
  - Engage in behaviors that are disrespectful.

# Appendix D: Technology, Communication, and Mobile Devices Policy

## Overview

Capital University School of Nursing will follow the [ANA's Principles of Social Networking](#) (2018) which states:

*Social networks and the Internet provide unparalleled opportunities for rapid knowledge exchange and dissemination among many people. At the same time, information contained on a social network has the capacity to propagate itself, taking on a life of its own in cyberspace. Inaccuracies become "fact" by mere repetition, creating confusion that is particularly dangerous in discussions regarding the public's health needs. Nurses must be aware that social networking venues are shared by their patients and colleagues...Employers and educational institutions may also monitor social networking sites and make judgments—positive or negative—about a nurse's professional suitability... Despite the common perception that personal comments, videos, photos, or other online materials are short-lived or confined to a designated group of viewers, the nature of the Internet is that such materials are public and permanent. Just about anyone can, with a little effort, view these postings. Thus, although nurses certainly deserve a life apart from their professional duties, it is essential to understand that one's conduct on social networks is a public act that can be scrutinized and judged in the same way as any other public act (ANA, 2018).*

Students are expected to maintain professional standards regarding communications, imaging, and information technology. Mobile devices such as smartphones, cellphones, iPads, iTouch, tablets, pagers, computers, and other electronic devices are not to be used for texting, emailing, photography/imaging, or social networking during class, lab, or clinical. This includes but is not limited to the use of Facebook, X, Instagram, Pinterest, podcasts, and other applications not relating to the assigned nursing class material.

During clinical course orientation, faculty will have students watch the following videos related to social media and professional boundaries.

*Social media guidelines for nurses* [Film]. NCSBN Regulatory Innovations Department. <https://www.ncsbn.org/347.htm> (5.44 minutes in length). (2011).

*Professional boundaries in nursing* [Film]. NCSBN Regulatory Innovations Department <https://www.ncsbn.org/464.htm> (9.12 minutes in length). (2014)

The use of social media carries with it much responsibility. Please be aware of your responsibilities and professional obligations and how its use may impact you.

1. Remember that standards of professionalism are the same online as in any other circumstance.
2. Do not share or post information or photos gained through the nurse-patient relationship.
3. Maintain professional boundaries in the use of electronic media. Online contact with patients blurs this boundary.
4. Do not make disparaging remarks about patients, the university, clinical sites, or their employees, even if they are not identified.

5. Do not take photos or videos of patients on personal devices, including cell phones.
6. Promptly report a breach of confidentiality or privacy.

### **Use of Mobile Devices in the Classroom**

- During exams, quizzes, or exam reviews, no cellphone can be accessed. Mobile devices must be stored in a bag or backpack. Backpacks and bags must be placed in a designated area and students are not allowed to reach into the bag/pack during the exam, quiz, or review. No pictures are allowed of quizzes or exams.
- The focus for students in the classroom is learning designed by the faculty. Students should be respectful to their classroom instructor and refrain from using social media or any type of technology for personal use that may negatively affect their learning or the learning of others. During class, mobile devices are to be silenced and stored away unless the student is taking notes or using the device for classroom assignments. If the student is expecting an urgent phone call during class time, the student should discuss that prior to the class with the instructor. During class, students must be respectful of each other and not be disruptive of the classroom learning environment.

### **Use of Mobile Devices in the Clinical Setting**

In accordance with legal and professional standards, regarding patient rights of privacy and confidentiality as defined under HIPAA, the Nurse Practice Act under the Ohio Revised Code and the American Nurses Association, students are strictly prohibited from communicating any information in any form regarding patients or clinical experiences on any personal and/or internet-enabled communication, imaging or information device or application.

- Devices are to be turned off or silenced when in class, lab, or clinical areas unless part of the education process.
- If students have an emergency situation in which a device needs to be turned on, discuss this situation with faculty prior to turning on the device.
- Mobile devices are to be silenced and stored in student's uniform pocket when in a clinical setting. Devices cannot be used in any patient areas, medication preparation areas, or in public halls. Technology devices may be used to retrieve clinical and drug information only in designated areas.
- No pictures are to be taken in the clinical setting, including but not limited to pictures of clients/families, chart forms, or client test/lab reports.
- Devices should be retrieved with clean hands.
- All agency policies governing use of technology must be followed.
- Personal cell phone numbers, email addresses, or other social media access contact information, including but not limited to X, Facebook, Instant Messaging, Instagram, and Tic Tok or similar, are not to be given to clients, families, or visitors, or used during clinical.
- All patient-related agency forms must stay in the agency or should be placed in the shredder bins prior to leaving the agency.
- No social media, gaming, or emails are permitted in clinical facilities.
- A student shall delineate, establish, and maintain professional boundaries with each patient ([OAC 4723-4-06 \[I\], Feb, 2021](#)).
- A student shall not engage in behavior that constitutes inappropriate involvement in the patient's personal relationship or in behavior that may reasonably be interpreted as inappropriate involvement in the patient's personal relationship ([OAC 4723-4-06 \[L3,L4\], Feb, 2021](#)).
- Per [OAC 4723-04-06 \[Q\], Feb 2021](#), the student shall not use social media, texting, emailing,

or other forms of communication with or about a patient, for non-healthcare purposes or for purposes other than fulfilling the nurse's assigned job responsibilities.

### **Professional Use of Technology and Mobile Devices**

- A student shall not submit or cause to be submitted any false, misleading or deceptive statements, information, or documents to the nursing program, faculty or preceptors, or to the Board of Nursing. A student shall not falsify, or conceal by any method, any patient record or any other document prepared or utilized in the course of, or in conjunction with, nursing practice ([OAC 4723-4-06 \[G\], Feb 2021](#))
- A student shall adhere to the [ANA Code of Ethics for Nurses](#), as it applies to moral self-respect and preservation of integrity and professional behavior with members of the intra-professional and inter-professional team member and faculty. We expect students to treat all people with respect and dignity so use extra caution with social media as it can easily be misunderstood.
- A student shall delineate, establish, and maintain professional boundaries including when using technology including social media.
- A student shall maintain the confidentiality of patient information. The student shall communicate patient information with other members of the health care team for health care purposes only, shall access patient information only for purposes of patient care, or for otherwise fulfilling the assigned job responsibilities, and shall not disseminate patient information for purposes other than patient care, or for otherwise fulfilling the assigned job responsibilities, through social media, texting, emailing or any other form of communication ([OAC 4723-4-03 \[H\], Feb 2021](#)).
- To the maximum extent feasible, identifiable patient healthcare information shall not be disclosed by a student unless the patient has consented to the disclosure of identifiable information. A student shall report individually identifiable patient information without written consent in limited circumstances only and in accordance with an authorized law, rule, or other recognizable legal authority ([OAC 4723-4-03 \[I\], Feb 2021](#)).
- At all times when a student is engaged in nursing practice and interacting with the patient, or health care providers on behalf of the patient, through any form of telecommunication the student shall identify to each patient or health care provider their title or credentials ([OAC 4723-4-06 \[C\], Feb 2021](#)).
- A student shall not engage in behavior that:
  - Causes or may cause physical, verbal, mental, or emotional harm,
  - May reasonably be interpreted as physical, verbal, mental, or emotional abuse,
  - Is disrespectful to (but not limited to) the following: patients, peers, instructors, the nursing program, the clinical agency, or Capital University.

### **Use of Technology in the Online Classroom**

1. During synchronous online face-to-face meetings, students are expected to dress professionally in casual academic dress and to follow standards of professional behavior for online communications. Avoid transmission of all forms of distraction during synchronous online class meetings (i.e. background sounds, visuals, activities, or use of cell phone or other media unrelated to class activities.)

2. **Technology:** Students may use their own internet-enabled personal laptop, desktop computer, or tablet or any campus computer with web-camera and audio microphone capability. The online meeting platform performs best if a laptop or desktop computer rather than a tablet or other mobile device is used. If the computer used in the online classroom is

not equipped with a webcam or mic, student will gain access to a webcam and mic plug in equipment. Plug in equipment and/or laptops or desktops with web-camera and mic are available in the Capital library if needed.

**3. Online: Presence and Etiquette:** During online synchronous course meetings it is important to be fully present. This is a professional and social courtesy to the others in attendance at the meeting and assures the integrity of the online learning environment. To be fully present means that the individual is attentively listening and contributing as the only activity during the meeting. A quiet room and location is recommended for online meetings. Please avoid background noise including music, television, or background conversation from others. Please also avoid contributing distraction from texting, cell phone use, interruptions from other individuals or pets in the environment during the meeting.

### **Use of Artificial Intelligence in Course Assignments**

Unless specified as permissible for assignment completion by course faculty, Artificial Intelligence (AI) tools are not permitted for any stage or phase of student assignment completion. Use of these tools would be considered academically dishonest and a violation of academic honesty policies unless otherwise instructed.

**The latest edition of Capital University School of Nursing Student Code of Conduct, titled *Faculty Expectations of Students* should be used to guide student use of technology.**

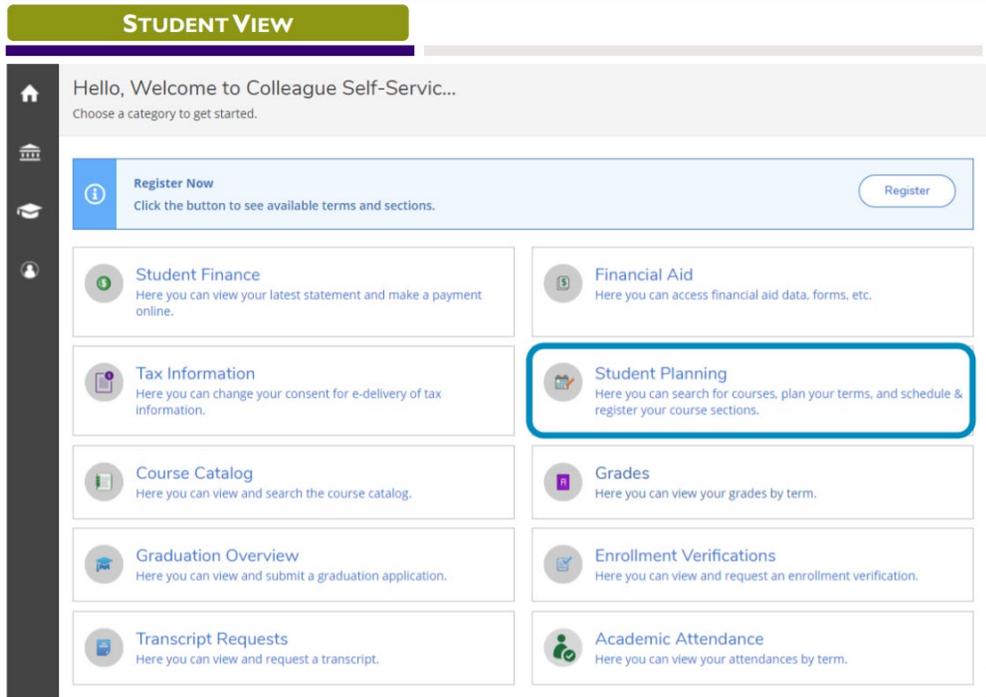
Draft - Jasm, KF, LL February 1, 2019. Draft revision of policy revised 3/3/19; 3/29/19 Approved by FO 4/1/19 Revised 4/2020; 8/2021; 8/2024 CZ.

# Appendix E: Class Registration in MyCap

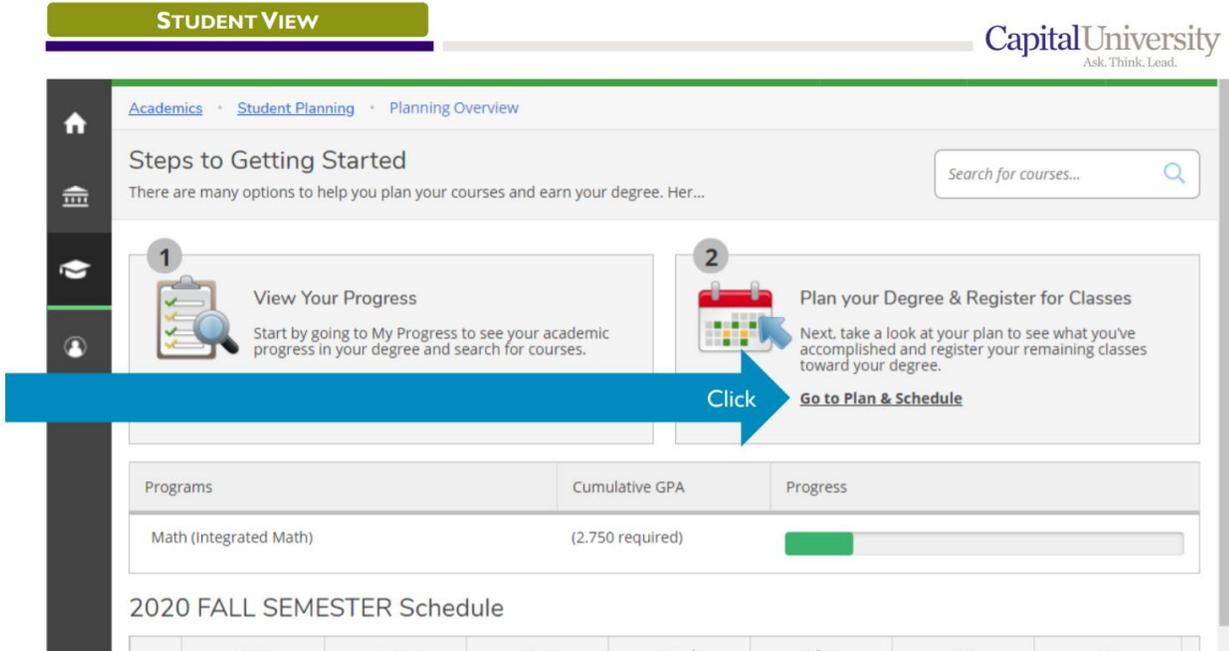
## Directions to Review/Plan Schedule

Follow these directions to plan your proposed schedule for Spring.

1. Go to MyCap and click below:



2. Then click on “Planning your Degree & Registering for Classes”

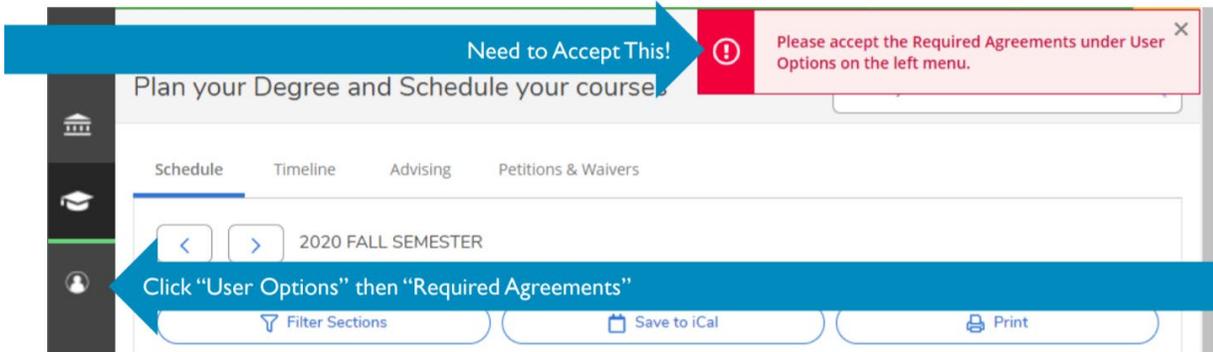


- You will need to accept the financial agreements prior to being able to begin to plan your schedule.

**STUDENT VIEW** CapitalUniversity

## BEFORE YOU DO ANYTHING ELSE:

Students have a financial agreement that they need to authorize before registering.



- When it first opens it will show the current semester schedule. You must click to change to the semester you are scheduling for (Example: Spring 2022)

**STUDENT VIEW** CapitalUniversity  
Ask. Think. Lead.

Academics > Student Planning > Plan & Schedule

Plan your Degree and Schedule your courses Search for courses...

Schedule | Timeline | Advising | Petitions & Waivers

< > 2020 FALL **Change to 2022 SPRING SEMESTER!**

Filter Sections | Save to iCal | Print

Planned: 3 Credits | Enrolled: 15 Credits | Waitlisted: 0 Credits

[MATH-121-02: Trjg. & Analytic Geometry](#)

✓ Registered

Credits: 3 Credits  
Grading: Graded  
Instructor: Massarelli, S  
8/24/2020 to 12/10/2020

Meeting Information

	Sun	Mon	Tue	Wed	Thu	Fri	Sat
7am							
8am			PSYCH-121-01		PSYCH-121-01		
9am		UC-120-02	UC-100-07 X	UC-120-02	UC-100-07 X	UC-120-02	
10am							
11am		UC-170-02		UC-170-02		UC-170-02	

- Using the program plan that is also attached enter the course number of the course you are wanting to enroll in and click enter:

**STUDENT VIEW**

Capital University  
Ask. Think. Lead.

Academics · Student Planning · Plan & Schedule

Type Course Number and Click Enter PHIL 170

Schedule Timeline Advising Petitions & Waivers

2022 SPRING SEMESTER

Filter Sections Save to iCal Print

Planned: 0 Credits Enrolled: 0 Credits Waitlisted: 0 Credits

No Courses Selected For This Term

	Sun	Mon	Tue	Wed	Thu	Fri	Sat
8am							
9am							
10am							

- It will come up showing you the course description. You need to then click on the correct semester (Example: Spring 2022).

Search for Courses and Course Sectio...

Search for courses...

Back to Plan & Schedule

Filter Results

Hide

Availability

Open and Waitlisted Sections  
 Open Sections Only

Subjects

Biology (1)  
 Computer Science (1)  
 Philosophy (17)  
 Political Science (2)  
 Religion (1)  
[Show All Subjects](#)

Terms

2020 FALL SEMESTER (10)  
 2022 SPRING SEMESTER (9)  
 2020 SUMMER TERM (1)

Filters Applied: None

PHIL-170 Classical Greek Philosophy (3 Credits) [Add Course to Plan](#)

An introduction to philosophical inquiry by means of the study of the philosophical work of Socrates, Plato and Aristotle in their historical context.

**Requisites:** None  
**Locations:** Main Campus

PHIL-204 Phil & the Arts (3 Credits) [Add Course to Plan](#)

A study of philosophical questions raised by the arts, including: Why are the arts important? Are there any general criteria for artistic excellence? What do the arts have in common?

**Requisites:** None  
**Locations:** Main Campus

[View Available Sections for PHIL-204](#)

Click 2022 SPRING SEMESTER!

7. If that course is not being offered that semester it will come up with a warning like this:

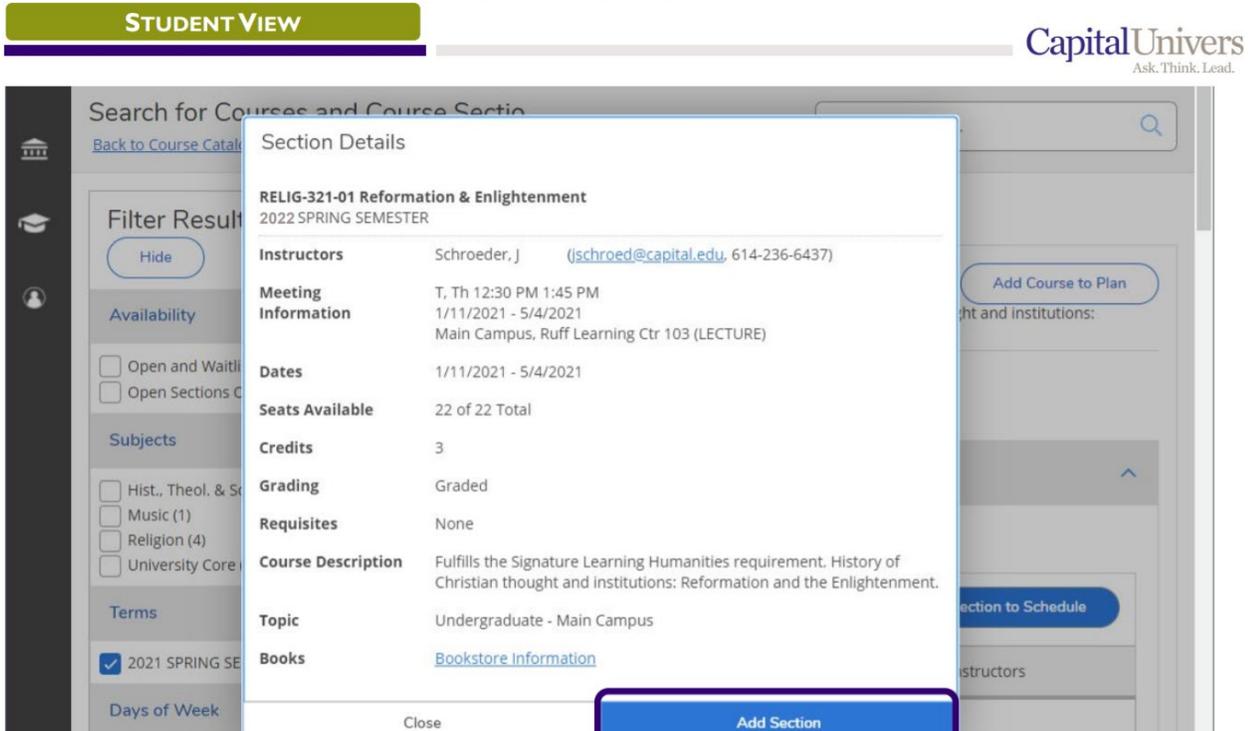
The screenshot shows the 'STUDENT VIEW' interface on the Capital University website. A search bar at the top right contains 'RELIG 321'. A blue arrow points to the search bar with the text 'Type Course Number and Click Enter'. On the left, a 'Filter Results' sidebar shows '2022 SPRING SEMESTER (9)' selected. The main content area displays course results for '2022 SPRING SEMESTER'. The first result is 'PHIL-209 Phil.&Pol.II-Modern&Contemp. (3 Credits)'. A yellow callout box with a purple background and white text says: 'No PHIL 170 sections available for this semester. Choose another class.' Below the course description, there is a button labeled 'View Available Sections for PHIL-209'.

8. If that course is available for the semester you are scheduling for it will come up looking like this:

The screenshot shows the 'STUDENT VIEW' interface on the Capital University website. A search bar at the top right contains 'Search for courses...'. A blue arrow points to the search bar with the text 'View Available Sections'. On the left, a 'Filter Results' sidebar shows '2022 SPRING SEMESTER (8)' selected. The main content area displays course results for '2022 SPRING SEMESTER'. The first result is 'RELIG-321 Reformation & Enlightenment (3 Credits)'. Below the course description, there is a button labeled 'View Available Sections for RELIG-321'. Underneath, the '2021 SPRING SEMESTER' section is visible, showing a table with columns for 'Seats', 'Times', 'Locations', and 'Instructors'. A button labeled 'Add Section to Schedule' is next to the 'RELIG-321-01' entry.

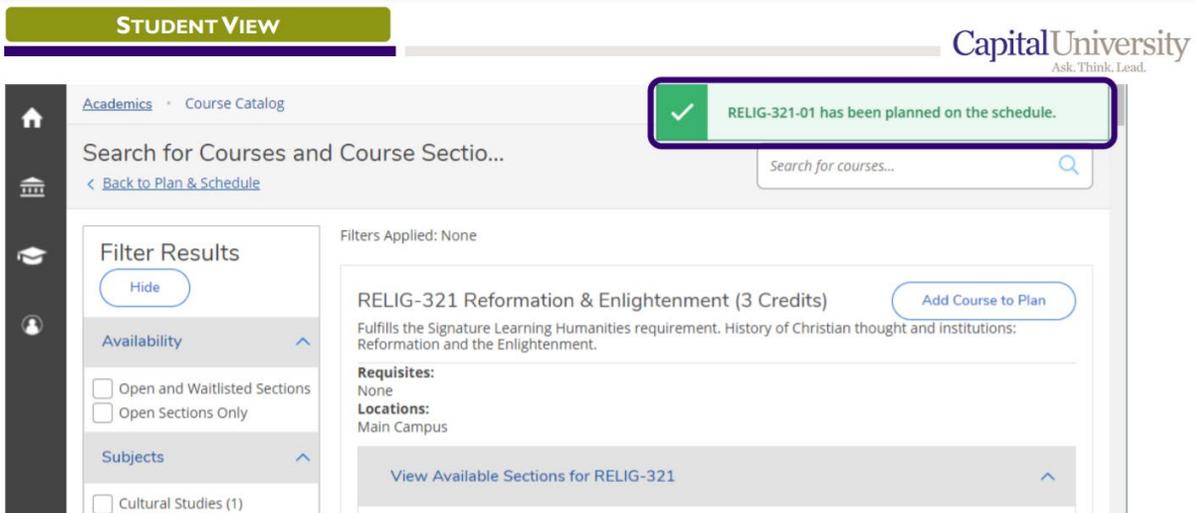
You should then click on "View Available Sections".

9. A box that looks like this will come up showing the possible sections:



Once you identify the section you would like, you click on "Add Section" at the bottom.

10. It will show that you have added that course to your schedule:



11. If you then click on the graduation cap to the left of your screen (circled in pink). From there you will be able to view a blocked out schedule of the classes you have registered for:

The screenshot shows the 'STUDENT VIEW' interface for planning a degree. The 'Advising' tab is selected and circled in purple. A graduation cap icon in the left sidebar is circled in pink. A course card for 'RELIG-321-01: Reformation & Enlightenment' is highlighted with a purple box. The schedule grid shows two instances of 'RELIG-321-01' on Tuesday and Thursday at 1pm, also highlighted with a purple box.

The click on “Advising” circled in purple above. You will note the classes are colored in sandstone as they are planned classes.

12. You will then click on “Request a Review”. Once you have done this I will receive an email and I will know you are prepared for our meeting.

The screenshot shows the 'STUDENT VIEW' interface for requesting a review. A blue arrow points from the text "Student clicks 'Request Review'. Email sent to Academic Advisors." to the "Request Review" button. Below the button, a note is composed.

Academics > Student Planning > Plan & Schedule

Plan your Degree and Schedule your courses

Schedule Timeline **Advising** Petitions & Waivers

Student clicks "Request Review". Email sent to Academic Advisors. **Request Review**

Compose a Note

Save Note

View Note History

Last review requested on 10/9/2020  
Course Plan last reviewed on 10/9/2020 by Hemmingsen, Jens M.

13. Once we have met I will clear you to register. When your window opens you will be able to register. Once you have registered the course will turn green indicating you are registered for that section of the course.

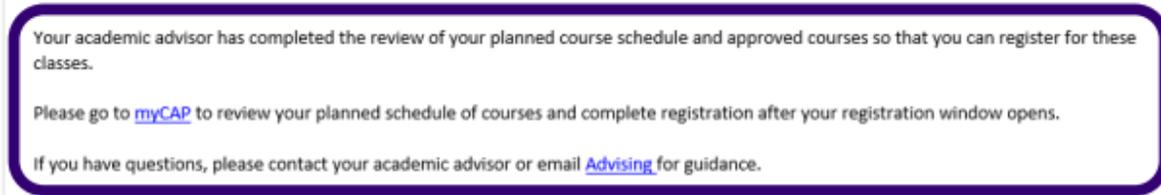
	Sun	Mon	Tue	Wed	Thu	Fri	Sat
11am		BIOL-170-01		BIOL-170-01		BIOL-170-01	
12pm			UC-120-13		UC-120-13		
1pm		MATH-215-03		MATH-215-03		MATH-215-03	
2pm		PSYCH-121-04		PSYCH-121-04		PSYCH-121-04	
3pm			RELIG-382-01	BIOL-170L-02		RELIG-382-01	
4pm							

Registered classes are GREEN

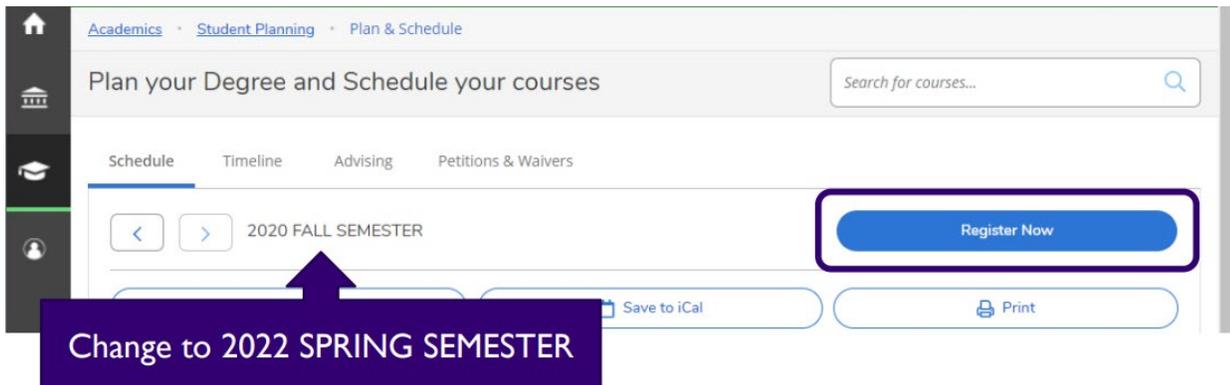
Planned classes are SANDSTONE

## Directions to Finalize Registration

1. You will receive an email like the one noted below:



2. Once your registration window opens (You should have received the date via email). You will go into MyCap to complete registering for the sections of the courses you have chosen. Make sure to change it to the correct semester. Then click on "Register Now"



3. Remember that classes you are registered for will show up in green.

	Sun	Mon	Tue	Wed	Thu	Fri	Sat
11am		BIOL-170-01		BIOL-170-01		BIOL-170-01	
12pm			UC-120-13		UC-120-13		
1pm		MATH-215-03		MATH-215-03		MATH-215-03	
2pm		PSYCH-121-04		PSYCH-121-04		PSYCH-121-04	
3pm				BIOL-170L-02			
4pm			RELIG-382-01		RELIG-382-01		
5pm							

Registered classes are GREEN

Planned classes are SANDSTONE

4. If you are closed out of a section it will show up like this:\

ART-120-01: Found. in Studio Art

✓ **Planned**

Credits: 4 Credits  
Grading: Graded  
Instructor: Rucker, E  
8/24/2020 to 12/10/2020  
Waitlisted: 0

Meeting Information

❗ Conflicting section with PSYCH-120-01

❗ This section is full

View other sections

5. If that occurs identify alternative sections of the same course and attempt to enroll in those courses. It is important that you do not dramatically change the course you are enrolled in as it could impact your progression in the nursing program.

6. If you have any last minute advising questions and you are not able to get ahold of me quickly enough email: [advising@capital.edu](mailto:advising@capital.edu)

## Appendix F: Variance Report

### Responsibilities of Students

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

### **This procedure will be followed:**

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

The Nursing Academic Affairs Committee reviews the Variance Reports to track patterns in the School of Nursing to assure safe and quality nursing care as well as adherence to policies,

guidelines, standards and procedures of the School of Nursing, Capital University, and the State Board of Nursing. The Nursing Academic Affairs Committee may make recommendations regarding policies to the Faculty of the School of Nursing or the University based on review of Variance Reports.

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

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

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

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

Capital University School of Nursing  
Variance Report  
Faculty Report Page 1

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

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

C. Plan of Learning and Remediation:

D. Date by which remediation must be achieved: \_\_\_\_\_

---

**Student Signature / Date**

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

---

**Faculty Signature / Date**

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

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School of Nursing  
10/18//93; Rev, 5/00; Rev. 12/10  
May not use without permission

Capital University School of Nursing  
Variance Report  
Student Response Page 2

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

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

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

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

---

**Student Signature / Date**

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

---

**Faculty Signature / Date**

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School of Nursing  
10/18//93; Rev, 5/00; Rev. 12/10  
May not use without permission

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

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

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

---

**Student Signature / Date**

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

---

**Faculty Signature / Date**

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School of Nursing  
10/18//93; Rev, 5/00; Rev. 12/10  
May not use without permission

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

# Appendix G: Policy on Student Complaints and Grievances

## Policy on Student Complaints and Grievances

- I. Capital University School of Nursing has a formal process for addressing and resolving student complaints and grievances emerging from alleged violations of School policies, procedures, or established practices on the part of a School faculty or staff member.
- II. When registering complaints, students must follow appropriate procedures. If a student has any questions about the proper procedure to follow, they may contact the Dean or Associate Dean of Nursing.
- III. This policy addresses student complaints and grievances not otherwise covered by another University policy or procedure. If the complaint involves Student Grade Grievances, Academic Appeals, Student Conduct violations, or situations covered under the University's policies on Human Dignity, Non-Discrimination, Title IX (Sexual Harassment and Gender Discrimination), Disabilities policies, Accreditation Standards or other Capital University Policies should be initiated and follow the policies and procedures listed in the [Adult and Continuing Education Bulletin](#) References to these policies are available at <https://www.capital.edu/contact/complaints/>
- IV. **Informal Resolution:** Students are encouraged to address complaints and grievances directly with the involved faculty or staff member. Faculty and staff are also encouraged to resolve complaints through this process, whenever possible. The general procedure to be followed:
  - a. Students should request a meeting with the involved faculty or staff member. The meeting may occur either in person or via telephone. If this discussion does not result in resolution of the student's concern, the student may request a meeting with next most senior supervisor or administrator responsible for the program involved.
    - For example, for a non-academic issue not resolved through a discussion with the involved faculty member, the student may next contact the Associate Dean who oversees the student's educational program. If the student's complaint or concern is not resolved at this level, the student may then submit a written request. This will initiate the Formal Resolution process outlined below.
- V. **Formal Resolution:** When student complaints or grievances have not been resolved through informal methods, a Formal Resolution process is available. A formal grievance can be submitted in writing directly to the Dean of Nursing.
- VI. **Formal Resolution Process:** All students complaints and grievances submitted for Formal Resolution will follow this process:

- A. **Step 1:** The written complaint should be submitted and/or referred to the appropriate Associate Dean of Nursing who oversees the student's area of study. The Associate Dean will investigate the student's complaint by speaking with the student, communicating with others involved in the complaint, and by gathering other information and data as necessary. Typically, a written response will be provided to the student (either in person or via email) within ten (10) business days from the date of the complaint. If additional time is needed, the Associate Dean will notify the student before the end of this same 10 day period.
- i. If the formal complaint pertains to the Associate Deans or the Dean of the School of Nursing, then the complaint should be referred to the Provost of Capital University for resolution. The Provost, or his/her designee, will investigate the student's complaint by speaking with the student, communicating with others involved in the complaint, and by gathering other information and data as necessary. Typically, a written response will be provided to the student (either in person or via email) within ten (10) business days from the date of the complaint. If additional time is needed, the Provost will notify the student before the end of this same 10 day period. Decisions by the Provost, or his/her designee, are final as to the decision in question.
- B. **Step 2:** Decisions made by the Associate Deans involving students are final, except that decisions having a material adverse impact on students may be appealed, in writing, to the School of Nursing Dean within ten (10) business days of the written decision being provided to the student. The Dean will issue his or her decision within twenty (20) business days of receiving the student's appeal. The Dean's review of the decision is a limited appeal. The Dean will review the decision only to determine whether the Associate Dean abused his or her discretion and whether there was a material adverse impact on students. Example of decisions not having a material adverse impact includes, but are not limited to: parking fines, late fees, computer lab charges, and library fees. If the Dean finds that the decision was an abuse of discretion, the Dean may, at the Dean's discretion do any of the following: remand the decision to the Associate Dean for action consistent with the Dean's determination; reverse or modify the decision; make the appropriate referral of the matter to another appropriate university office. The Dean may confine the review to written materials submitted by the student and written materials submitted by the Associate Dean. The determination by the Dean hereunder is final, as to the decision in question.
- i. The Dean of Nursing will also refer the complaint decision to the Executive Committee of the School of Nursing for review in terms of the relevant Bylaws and Policies of the Nursing Faculty Handbook, Policies in the School of Nursing Student Handbooks, and Policies of Capital University, Standards of Practice, and/or Agency Contracts. This review should assist the School in assessing the effectiveness of its policies and determining whether the policies and practices of the School should be clarified. The Executive Committee will report the complaint, decision/remedy to the Faculty Organization Committee at its next meeting.

- VII. **Recording of Complaints:** The School will keep a record of complaints submitted through the Formal Resolution process, including the appeals (if any) and the resolutions, on file in the administrative offices of the Dean for the School of Nursing.

Approved FO 1/2020

[\(OAC 4723-5-12\[A-9\], Feb 2022\)](#)

## Appendix H: Writing Policy and Rubric for Students

### Academic Writing Policy

Excellence in written work is an essential leadership skill. The Graduate Program is dedicated to supporting student skill development over the course of the program. Students will learn to think and communicate more clearly as they continue to refine their written materials.

The School of Nursing requires that all papers written for nursing courses conform to the writing style shown in the Publication Manual of the American Psychological Association, 7th ed. It is the responsibility of each student to have access to or own a personal copy of this book, which is available in the Capital University Bookstore.

Faculty members reserve the right to return papers to be redone and/or to lower course grades if proper writing or formal paper APA guidelines are not followed. Writing deficiencies will be noted on student evaluations and documented in the skills folder.

The student's writing will be evaluated in each nursing course using the Nursing Writing Skills Rubric. Each student's writing progress will be monitored throughout the curriculum and writing interventions will be suggested as needed.

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

# Capital University Graduate School of Nursing Writing Rubric

Name: \_\_\_\_\_ Course: \_\_\_\_\_ Date: \_\_\_\_\_

Name of the Assignment: \_\_\_\_\_ Instructor: \_\_\_\_\_

Criteria	Level 1 Emerging	Level 2 Developing	Level 3 Meeting	Level 4 Exceeding
<b>Organization</b>	<ul style="list-style-type: none"> <li>• Missing introduction, body, and/or conclusion</li> <li>• Introduction missing or very under-developed</li> <li>• Content very disorganized</li> <li>• Paragraphs are not unified, developed, or structured</li> <li>• No use of subheadings</li> </ul>	<ul style="list-style-type: none"> <li>• Major flaws in introduction, body, or conclusion</li> <li>• Introduction under-developed or missing major components</li> <li>• Major flaws in organization of content</li> <li>• Major flaws in paragraph unity, development, or structure</li> <li>• Subheadings flawed</li> </ul>	<ul style="list-style-type: none"> <li>• Few errors in introduction, body &amp; conclusion</li> <li>• Most essential elements found in Introduction</li> <li>• Content mostly presented in logical manner</li> <li>• Paragraphs are somewhat lacking in unity, development, or structure</li> <li>• Few errors with subheadings</li> </ul>	<ul style="list-style-type: none"> <li>• There is a strong introduction, body, &amp; conclusion/ summary</li> <li>• Introduction contains purpose, overview &amp; plan for paper</li> <li>• Content is presented in logical manner</li> <li>• Paragraphs are unified, well developed, and logically structured</li> <li>• Transition sentences link paragraphs</li> <li>• Appropriate use of subheadings</li> </ul>
<b>Literature Search And Content</b>	<ul style="list-style-type: none"> <li>• Major flaws – details are missing</li> <li>• Details are irrelevant or inappropriate</li> <li>• Ideas not supported from scholarly literature</li> <li>• References are missing or from sources of unreliable quality</li> <li>• References used ineffectively, if at all</li> </ul>	<ul style="list-style-type: none"> <li>• Writing is sometimes vague or ambiguous</li> <li>• Ideas weakly supported from scholarly literature</li> <li>• Many references from literature are outdated or irrelevant</li> <li>• Frequent errors in author citation</li> <li>• Few required references used</li> </ul>	<ul style="list-style-type: none"> <li>• Attempts to connect details supported from scholarly literature</li> <li>• Most references from literature are recent &amp; relevant</li> <li>• infrequent errors in author citation</li> <li>• Mostly meets required number of references drawn from a variety of sources</li> </ul>	<ul style="list-style-type: none"> <li>• Effectively integrates critical and logical details from scholarly &amp; peer reviewed literature</li> <li>• Literature relates recent and/or relevant information</li> <li>• Author citation used appropriately</li> <li>• Meets required number of references drawn from a variety of sources (journals, books, web sources)</li> </ul>
<b>Knowledge Integration, Analysis &amp; Synthesis</b>	<ul style="list-style-type: none"> <li>• No evidence of applied knowledge to course concepts</li> <li>• No evidence of compare &amp; contrast</li> <li>• No analysis or synthesis evident in paper</li> <li>• Only surface level or factual thinking reflected in paper</li> </ul>	<ul style="list-style-type: none"> <li>• Little evidence of applied knowledge to course concepts</li> <li>• Little evidence of compare &amp; contrast</li> <li>• Little analysis or synthesis is reflected in paper</li> <li>• Little depth of thinking reflected in paper</li> <li>• Uses too many direct quotations &amp; little paraphrasing</li> </ul>	<ul style="list-style-type: none"> <li>• Mostly applies knowledge to course concepts</li> <li>• Some evidence of compare &amp; contrast</li> <li>• Analysis mostly reflects original purpose</li> <li>• Some synthesis evident in paper</li> <li>• Some depth in thinking</li> <li>• Mostly paraphrases &amp; uses direct quotations</li> <li>• appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Effectively applies knowledge relevant to course concepts</li> <li>• Compare &amp; contrast pertinent literature</li> <li>• Analysis reflects original purpose of assignment</li> <li>• Reflects synthesis by integrating &amp; presenting existing information in a new way</li> <li>• Demonstrates depth of thinking in paper</li> </ul>

				• Proper use of paraphrases & quotations
<b>Criteria</b>	<b>Level 1 Emerging</b>	<b>Level 2 Developing</b>	<b>Level 3 Meeting</b>	<b>Level 4 Exceeding</b>
<b>Grammar and Punctuation</b>	<ul style="list-style-type: none"> <li>• Inadequately uses direct quotations and paraphrases</li> <li>• Numerous spelling errors or typos</li> <li>• Less than satisfactory language control</li> <li>• Frequent sentence errors</li> <li>• Overuse of informal language</li> <li>• Very frequent punctuation errors</li> </ul>	<ul style="list-style-type: none"> <li>• Somewhat frequent spelling errors or typos</li> <li>• Satisfactory language control</li> <li>• More than a few sentence errors</li> <li>• More than a few instances of informal language</li> <li>• Frequent punctuation errors</li> </ul>	<ul style="list-style-type: none"> <li>• Few spelling errors or typos</li> <li>• Solid language control</li> <li>• Few sentence errors</li> <li>• Several instances of punctuation errors</li> <li>• Few instances of using informal language</li> </ul>	<ul style="list-style-type: none"> <li>• No typos or spelling errors</li> <li>• Superior language control</li> <li>• Sentence construction is appropriate – no run-ons, sentence fragments, or comma splices</li> <li>• Very few if any punctuation errors</li> <li>• No informal language (e.g., slang, colloquialisms, conversational language, hyperbole, poetic-metaphorical, lay terms)</li> </ul>
<b>APA Format</b>	<ul style="list-style-type: none"> <li>• Frequent serious errors in citation or reference list</li> <li>• Text citations not in reference list</li> <li>• Frequent serious errors in APA guidelines</li> <li>• Frequent serious errors when using quotations</li> <li>• Many errors in verb tense or agreement in subject &amp; verb</li> <li>• Evidence of plagiarism and use of content without proper citations or permission</li> </ul>	<ul style="list-style-type: none"> <li>• Frequent errors in citation or reference list</li> <li>• More than a few errors in APA guidelines</li> <li>• More than a few errors in quotations</li> <li>• More than a few errors in verb tense or subject verb agreement</li> <li>• Some instances of incomplete, missing, or improper citation</li> </ul>	<ul style="list-style-type: none"> <li>• Few errors in citation or reference list</li> <li>• Few errors in APA guidelines</li> <li>• Few errors in use of short or long quotations</li> <li>• Few errors in verb tense or subject verb agreement</li> <li>• No evidence of plagiarism</li> </ul>	<ul style="list-style-type: none"> <li>• No citation errors in paper or reference list</li> <li>• References are clearly keyed to text citations</li> <li>• Adheres to APA guidelines (e.g., margin &amp; font size, title page, page numbers, spacing, justification &amp; other formatting)</li> <li>• Short &amp; long quotations used appropriately</li> <li>• No errors in verb tense or subject verb agreement</li> <li>• No evidence of plagiarism</li> </ul>

Comments and Recommendations:

SON: 1993  
Rev. 2001; 2017, 2021

## Appendix I: Policy on the Use of the Helene Fuld Laboratory

### The Helene Fuld Health Trust Learning Resources Laboratory

- The use of the Fuld Lab, as specified by the terms of the grant that established the lab, is directed toward the needs of nursing students.
- No food or drink is permitted in the computer area of the Fuld Lab.
- Maintain a safe, respectful environment for self and other students.
- Resources and simulation equipment housed in the Fuld lab are to be used in the lab space and are not to be removed. Return all materials to the applicable space after use. Turn off all equipment and leave the air conditioner running if operating. Leave the work area clean.
- No resource materials are to leave the Fuld Lab. No exceptions.

DSE 8/93; 6/98; Rev. 9/99, 8/21, 8/24

## Appendix J: Guidelines for the Use of the Nursing Skills Laboratory

## Nursing Skills Laboratory Usage Guidelines

The nursing skills lab is a vital part of many nursing courses and is therefore in use by many students throughout the semester. To help all students make the best use of the lab, students are expected to respect the working environment and abide by the following guidelines:

- Come to each lab session prepared for the work at hand, i.e., bring a stethoscope, sphygmomanometer, scissors, hemostat, or any other assigned equipment as directed. Students should not expect a lab partner or other party to be responsible for supplying needed materials.
- Return the lab to proper order after completing the required work. Beds are to be left flat, in the low position, with the sheets and pillows in neat order. Over-bed tables are to be in low position and chairs placed at the bedside in an orderly manner. Soiled linen is to be placed in linen hampers and all items to be thrown away is to be placed in the trash containers. If examining tables in the assessment rooms were used, students will change the paper on them before leaving. Other equipment is to be cleaned, if necessary, and returned to its designated place in the lab.
- Borrowing of lab equipment for practice purposes is encouraged and expected. Some items may be borrowed for a limited time only. All items must be returned by the last week of class each semester. Borrowed equipment is the responsibility of the borrower and lost or otherwise unaccounted for items will be replaced at the borrower's expense.
- To borrow equipment, contact the lab manager or course faculty to obtain the needed item(s). Sign out for the material(s) in the lab record book. When the material(s) are due to be returned, do so promptly and indicate the return in the record book. Returns must be countersigned by either the lab manager or course faculty.
- Failure to comply with the process outlined in the fourth bulleted item may result in the student being held responsible for replacement should the item(s) borrowed be missing later. If replacement is necessary, students must make prompt arrangements to do so through the lab manager. Failure to meet this obligation may result in the withholding of the final course grade (for the course in which the lab was used) until equipment replacement has been made.
- Use of the lab for independent practice is welcome and encouraged. Arrange for such use by contacting the lab manager or course faculty. Students are responsible for the safekeeping of any equipment used and leaving the lab in proper order upon completion of the practice session.

Adopted by Faculty 1/9/89. Reviewed 8/2024

## Appendix K: Tuition Waivers

Tuition waiver certificates are issued annually at the close of the spring term to affiliating clinical agencies on the basis of one certificate (one course) for every 270 hours of undergraduate and

graduate clinical experiences using the formula – hours per week x number of weeks x number of students = total hours divided by 270 = number of certificates.

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

### ***Directions for use of a School of Nursing Tuition Waiver Certificate***

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

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

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

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

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

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

## **Appendix L: Clinical Practice Documentation and Drug Testing Policies**

### **Documentation Requirements for Clinical Practice**

Before beginning their first clinical or fieldwork course, students are responsible for documenting immunization status, a completed SON health assessment form, immunization form with required titers, Tuberculosis (PPD) screening, American Heart Association CPR: BLS for Health Care Provider certification, professional liability insurance, and background/fingerprinting requirements. Ongoing enrollment in clinical courses requires annual renewal and verification of liability insurance, PPD screening, flu vaccines, COVID-

19 vaccines if necessary, and CPR certification (biennial). The student is expected to provide proof of compliance. Maintenance of these standards are an aspect of professional responsibility.

### **Details of immunizations, health assessment requirements, PPD, CPR certification, fingerprinting and liability insurance are outlined below:**

- Students should review the immunization form and health requirements. Review requirements and have the health assessment form completed by a healthcare provider. Submit proof of immunizations and titers, health assessment form, and health requirements prior to the first clinical course. Students will need to begin Hepatitis B immunizations at least 6 months prior to the first clinical course to complete the three-immunization series. Yearly PPD screenings are required; students must leave 3 days for results to be read on these PPD screenings. If a Rubella or Varicella titer is not positive, students will be required to complete the immunization series again and may be required to repeat the titer if indicated.
- Completion of COVID-19 vaccination is required. Waivers for immunizations may be accepted for religious (COVID only) or medical reasons. Students may request forms for medical or religious exemptions from the SON Student Services Administrator. Medical exemptions require a physician's verification and documentation of a specific long-term medical contraindication. Students who are exempted from the COVID-19 vaccination may be required to undergo weekly testing and wear a mask while inside the University and clinical agencies if directed by public health, university, or clinical agency guidelines.
- CPR classes are available on campus periodically, but students are ultimately responsible for ensuring CPR certification remains up to date.
- **Students must submit documentation of all requirements prior to the first day of any course requiring clinical.** Agencies will not allow students into their agencies without compliance. There may be a waiver for allergies; however, education on risks is generally required.
- Course coordinators will be notified of non-compliant student records and cannot allow students to go to clinical without required health clearance. Proof of clinical health requirements or waivers must be on file. Students will not be allowed in clinical agencies without proof of the health requirement on file. **Absences due to non-compliance will be unexcused and unexcused clinical absences will result in a withdrawal or unsatisfactory clinical grade based on length of noncompliance** and previous unexcused absences. Agencies can mandate proof of health requirements, liability insurance, or CPR certification at any time.
- The student is responsible to arrange for appropriate compliance and documentation.

## Specific Immunization Requirements

### **TDap Immunization**

A primary series of Diphtheria/Pertussis/Tetanus (TDap) is typically administered during childhood. A tetanus booster with Pertussis (TDap) is required.

### **Measles, Mumps, Rubella (MMR)**

- A student must show a history of receiving two (2) MMR immunizations. If a history of these immunizations cannot be found, a student can provide titers to show immunity.
- **A Rubella titer is required.** If the titer is equivocal or negative, a Rubella vaccine is required, and a repeat titer is required.

## **Hepatitis B Series**

This immunization is given in two doses (Heplisav-B) or three doses (Engerix-B and Recombivax HB). The second dose of Heplisav-B is due 1 month after the first dose. The second dose of either Engerix-B or Recombivax-HB is given 4 weeks after the first dose and the third dose is given 5-6 months after the first dose. The series must be completed prior to starting clinical rotations.

## **Varicella (Chicken Pox)**

A varicella titer is required. If the titer is negative or equivocal, a series of two immunizations, 4-8 weeks apart, must be completed. A second varicella titer is required.

## **Tuberculosis (TB)**

Students must have documentation of a TB test every 12 months. Use ONLY the 5-tuberculin unit TU preparation applied by the PPD Mantoux (intra-dermal technique) or the QuantiFERON-TB Gold test. The Mantoux test must be read 48-72 hours after injection. A positive PPD will require a chest x-ray to rule out the disease and completion of an annual Tuberculosis Questionnaire. A prior BCG Vaccination can be one cause of a false positive PPD. A prior disease will require treatment dates and clear chest x-rays. A Tuberculosis Questionnaire must be completed annually by students who have tested positive for TB in the past.

## **Flu Vaccine**

Students must receive annual flu vaccines. **All students must submit documentation by October 20th.** ABSN students starting their program in the fall will need a current flu vaccine to attend clinical.

## **COVID-19 Vaccine**

The COVID-19 vaccination and any subsequent boosters are required. Students who are approved for an exemption for the COVID-19 vaccination may be required to undergo weekly testing and wear a mask at all times while indoors at the University and in the clinical agency.

## **Rationale for Immunization Requirements**

These immunization requirements are based on Ohio Department of Health recommendations for nursing students and on information from CDC (Center for Disease Control in Atlanta, Georgia). These guidelines provide protection from preventable or communicable disease for students and their families and patients and their families. These requirements are also based on agency requirements. Agencies can deny entry to any student who does not comply.

## **CAUTION**

Students who are pregnant, have an impaired immune system or are caring for an immunosuppressed person or have allergies should notify the clinician or physician prior to receiving immunizations. Occasionally pediatricians may request parents to delay MMR vaccines until child is older.

# Capital University School of Nursing

## Tuberculosis Questionnaire for Students

Name: \_\_\_\_\_ ID#: \_\_\_\_\_

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

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

Explanation of "yes" responses: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

Signature: \_\_\_\_\_

Signature of witness: (physician) \_\_\_\_\_

### Initial Screen Only (please check the appropriate response)

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

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

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

I have never taken prophylactic tuberculosis medication.

Date of last Negative Chest X-ray: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Capital University School of Nursing Immunization Form

## TO BE COMPLETED BY THE STUDENT

Name: \_\_\_\_\_ Program: \_\_\_\_\_  
 (Last) (First) (Middle Initial)

Date of Birth: \_\_\_\_\_ Home Phone: (\_\_\_\_) \_\_\_\_\_ Cell Phone: (\_\_\_\_) \_\_\_\_\_  
 MM/DD/YYYY

Address: \_\_\_\_\_ City, State, Zip: \_\_\_\_\_

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

### Tetanus-Diphtheria-Pertussis

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

### Rubella Titer\*

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

\*Copies of Titer Lab Reports are also required

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

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

### Varicella (Chicken Pox)

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

### Varicella Titer\*

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

\*Copies of Titer Lab Reports are also required

### Tuberculosis

	Results	MM/DD/YY
PPD (Mantoux) test within the past year (Tine or Monovac is NOT acceptable)		
OR		
QuantiFERON Gold Blood Test within the past year		

### Positive TB Results OR History of TB OR History of BCG Vaccine

	MM/DD/YY
TB Treatment Started*	
TB Treatment Completed	
OR	
History of BCG Vaccine	
History of TB Booster	
Clear Chest X-Ray**	

\*Physician must attach a written clearance for clinical entry if the student has not completed treatment  
\*\*Copies of Chest X-ray reports are also required

### Hepatitis B Series

	Month/ Year	
Vaccination Series: Dose #1		
Vaccination Series: Dose #2		
Vaccination Series: Dose #3		
OR		
	Results	Month/ Year
Hepatitis B Titer Results*: (please circle)	Positive      Equivocal      Negative	
<b>Note: If the titer results are negative, the student must repeat the series.</b>		
<b>Note: If titer results are equivocal, the student must receive a booster.</b>		

\*Copies of Titer Lab Reports are also required

### Seasonal Flu Vaccine

	Month/ Year
Flu Vaccine	

### COVID-19 Vaccine (and booster(s) if required)

	Month/ Year
Covid-19 Vaccine Initial Series	
Covid-19 Booster(s)	

Health Care Provider Name Printed (M.D., D.O., N.P., etc)

Address

Signature

Phone

Revised: 2/10; 8/10; 2/11 JKM; 7/12 TDF/JKM; 12/13 JKM/ERS;8/24 LAM

# Capital University School of Nursing

## Physical Examination Form

### TO BE COMPLETED BY THE STUDENT

Name: \_\_\_\_\_ Age: \_\_\_\_\_ DOB: \_\_\_\_\_ Sex: \_\_\_\_\_

Current Health Conditions: \_\_\_\_\_

Current Medications: \_\_\_\_\_

Hospitalizations/Surgeries in the past 5 years: \_\_\_\_\_

Last Dental Exam: \_\_\_\_\_ Date \_\_\_\_\_ Eye Exam within 2 years: \_\_\_\_\_ Date \_\_\_\_\_

### TO BE COMPLETED AND SIGNED BY A HEALTH CARE PROVIDER (MD, DO, PA or NP) (Dates must include Month & Year)

Height: \_\_\_\_\_ Weight: \_\_\_\_\_ BMI: \_\_\_\_\_ T: \_\_\_\_\_ P: \_\_\_\_\_ R: \_\_\_\_\_ BP: \_\_\_\_\_

Vision: OD: \_\_\_\_\_ OS: \_\_\_\_\_ OU: \_\_\_\_\_ With Correction: \_\_\_\_\_

Skin: \_\_\_\_\_ Hair: \_\_\_\_\_ Nails: \_\_\_\_\_

EENT: \_\_\_\_\_ Hearing: \_\_\_\_\_

Lungs: \_\_\_\_\_ Heart: \_\_\_\_\_

Abdomen: \_\_\_\_\_

Neck: \_\_\_\_\_ Spine: \_\_\_\_\_ Joints: \_\_\_\_\_

Muscles/Strength: \_\_\_\_\_ Neuro: \_\_\_\_\_

Mental or Emotional Condition: \_\_\_\_\_

Would any of these conditions/findings cause impairments or need for assistance in cognition, lifting, vision, or hearing?

(Circle) Yes or No

Any need for mobility aids? (Circle) Yes or No

Explain: \_\_\_\_\_

\_\_\_\_\_  
Name of Examiner, Credentials (Please Print)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Examiner, Credentials

11/12: JKM revised 8/21dcp/rd

# Drug Testing Policy

## Background

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

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

## Testing protocol and rationale

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

Testing will occur:

- Before beginning clinical experiences
- Random; and
- For cause.

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

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

## Definitions

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

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

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

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

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

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

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

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

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

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

## **The Policy on Drug Testing**

- All students will be tested at the following times:
  - Prior to the first clinical rotation in the undergraduate programs
  - Prior to taking their first concentrate course in the MSN program
  - Randomly during enrollment in the SON as a student who has begun taking clinical courses.
  - “For cause” if the Dean of Nursing or designee, in consultation with faculty, determines that behavior reasonably suggests the use of an illegal substance or abuse of alcohol.
- Refusal to be tested “for cause”
  - A student who reports to the laboratory or the clinical area and refuses to submit to drug testing within four hours of the request may be dismissed from the SON.
- Refusal of Random Testing
  - A student who is called randomly has twelve hours to report for testing. Failure to do so may result in the dismissal from the SON.
  - A student who is randomly called may appeal this sanction if data is supplied that made getting to a lab prohibitive, e.g., being out of town, illness. Being at work or at school and refusing testing within twelve hours are not valid excuses.
- Self-Reporting of Chemical Dependency
  - Undergraduate students (TUP and ABSN): A student who voluntarily self-reports a chemical dependency problem will be counseled by the appropriate resource person as

facilitated by the Nursing Student Affairs Committee members in consultation with the Dean of Nursing or designee.

- Pre-Licensure students (TUP and ABSN): In addition, the student will be advised with regards to the Ohio Board of Nursing application to apply for licensure to practice as a registered nurse in Ohio.
- Post-licensure students (MSN): In addition, the student will be advised with regards to available peer assistance programs and referred to applicable Ohio Board of Nursing statute and administrative rules.
- Graduate Students (MSN). The graduate student will be required to consult with the Dean of Nursing or her designee and the Associate Dean of the Graduate Nursing Program.
- In all cases, the student will be expected to seek assessment, follow through with treatment recommendations and sign and comply with the “Contract to Return to Clinical Nursing”.

## Procedure for Drug Testing

### Scope of Drug Testing

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

- Alcohol
- Amphetamines
- Barbiturates
- Benzodiazepines
- Cocaine
- Marijuana
- Methadone
- Opiates
- Phencyclidine
- Propoxyphene

### Initial testing

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

### Random and “for cause” testing (off-site)

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

## **Cost of Testing**

- The cost for regularly scheduled and random student drug testing will be included in course fees.
- The cost of “for cause” drug testing will be borne by the student.

## **Action in the Event of a Positive Urine Drug Test**

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

## **Petition for Readmission to the SON**

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

## **Confidentiality**

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

Approved DON Faculty, 10/16/06, Dilute urine added in 7/13; Reviewed 8/2024

Drug Screening  
Student Certification, Release and Authorization

I, \_\_\_\_\_  
(Student Name) (Student ID #)

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

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

\_\_\_\_\_  
**Student Signature** **Date**

\_\_\_\_\_  
**Witness Signature** **Date**

Approved: SON Faculty Organization, 10/16/06

## Declaration of Legal Use of Prescribed Medication

Date: \_\_\_\_\_

I, \_\_\_\_\_  
(Student Name)

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

---

---

---

---

\_\_\_\_\_  
(Physician or Qualified Advanced Practice Nurse)

\_\_\_\_\_  
(Phone number)

The medication is prescribed for \_\_\_\_\_  
(Health Alteration)

and treatment will be completed on \_\_\_\_\_.  
(Date)

\_\_\_\_\_  
Student Signature / Date

Approved: SON Faculty Organization, 10/16/06

## Contract to Return to Clinical Nursing Practice/Laboratory/Classroom

I, \_\_\_\_\_, as a student in the School of Nursing, hereby agree to:

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

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

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

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

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

---

Student \_\_\_\_\_ Date \_\_\_\_\_

---

Adviser \_\_\_\_\_ Date \_\_\_\_\_

---

Dean of Nursing \_\_\_\_\_ Date \_\_\_\_\_

Approved: SON Faculty Organization, 10/16/06

## Appendix M: Policy and Guidelines on Occupational Health

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

### Policy

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

Emergency care for injuries associated with clinical experience will be given in the clinical agency for both students and employees, according to agency resources and policies. Follow-up care is available through occupational health or a private practitioner of choice. Student health insurance specifies the nature of covered services in the Center for Health & Wellness.

### Guidelines

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

9/26/90 DSE, 10/15/90 SON Faculty Revisions Adopted 3/16/98  
Reviewed 6/08, 8/24

## Appendix N: Exposure Control Plan

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

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

### Student and Faculty Roles in Exposure Control Plan

Students within the SON are not considered employees of the School, and therefore are not mandated by OSHA requirements regarding the Exposure Control Plan or Program. It is the intent of the faculty and administration of the SON, however, to make every provision for student education within the plan. Initial Exposure Control Plan content is presented in NURS-300. Thereafter, clinical courses contracted with clinical placement agencies (e.g., OhioHealth, OSU, Mount Carmel, Nationwide Childrens, etc.) who provide content to students on an ongoing basis.

### Plan Contents

#### **Exposure Determination**

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

#### **Designation of Biohazards**

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

#### **Exposure Control Program**

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

#### **Hepatitis B Vaccinations**

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

#### **Post-Exposure Evaluation and Follow-up**

After an exposure incident, the Faculty Affairs contact person will document the incident and SON and/or the clinical agency will provide a confidential medical evaluation to the exposed student. The

source individual will be identified if possible, with testing of the blood of the source individual and the exposed student. Confidential post-exposure prophylaxis and detailed testing information will be made available to the exposed student in a timely manner.

### **Medical Record Keeping**

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

### **Training Program for Students**

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

Reviewed 8/2024

# Appendix O: Guidelines for Caring for Persons with Known Contagious Diseases

## Caring for Persons with Known Contagious Diseases

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

### **Our objectives for students and faculty in the School of Nursing are:**

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

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

### Implementation of the policy:

CDC guidelines will be followed for lab and clinical components for all courses. Prior to every clinical course, students are responsible for reading on their own, the **Care and Maintenance of Masks, Face Shields, and Uniform/shoes** and watching the videos linked within. Upon completion, the student will submit a written attestation to their course coordinator prior to starting clinical.

NURS-300- Medical-surgical asepsis and standard precautions.

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

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

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

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

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

## Care and Maintenance of Masks, Face Shields, and Uniform/Shoes

As a nursing community, we have a professional responsibility to protect ourselves and our patients from the spread of communicable diseases such as COVID-19. Students and faculty are required to set the example of wearing masks and other forms of PPE as a condition of clinical practice in all of our agencies. Each clinical agency may have additional guidelines for PPE which students and faculty are expected to follow. These agency specific guidelines are communicated during hospital orientation on-boarding for your individual clinical placement. Below are the minimum standard guidelines set forth by the Center for Disease Control (CDC, 2020) for cleaning and decontaminating masks, face shields, uniforms, and shoes. Please read these guidelines carefully. In addition, please view the required instructional video on how to don and doff PPE found at:

<https://www.youtube.com/watch?v=bG6zISnenPg&feature=youtu.be>

**Once you have completed reading and viewing the required information, complete the attestation at the end of this document. When complete, return a copy of this signed form to your course coordinator before the first day of clinical in your course.**

### 1. Cleaning and decontaminating cloth face masks

- Cloth face masks should be washed frequently. It is recommended that they be wash **after each use or daily**.
- Cloth masks should be laundered using detergent with hot water and then dried on a hot cycle to kill bacteria and microbes. Hot soapy water is the key. Soap is able to break down the protein coat of the virus and is very effective.
- If you must re-use your mask before you are able to wash it, it is recommended to wash your hands immediately after putting it back on and to avoid touching your face.

### Guidelines for cloth masks

- The material should cover both the nose and mouth.
- Ideally, face coverings should be washed after each use. Dirty masks should be placed in a dedicated laundry bag or bin.
- Be sure your mask is comfortable; you don't want to have to keep adjusting the mask, because that means touching your face.
- Wash your hands, or use hand sanitizer, before and after touching your face or face coverings.

### Discard or get rid of cloth face coverings that:

- No longer cover the nose and mouth
- Have stretched out or damaged ties or straps
- Cannot stay on the face
- Have holes or tears in the fabric

The CDC has the following [recommendations](#) for limited reuse of non-washable masks (surgical style, N95, KN95 masks):

- *The facemask should be removed and discarded if soiled, damaged, or hard to breathe through.*
- *Not all facemasks can be reused.*
- *Facemasks that fasten to the provider via ties may not be able to be undone without tearing and should be considered only for extended use, rather than re-use.*
- *Facemasks with elastic ear hooks may be more suitable for reuse.*
- *HCP should leave the patient care area if they need to remove the facemask.*

- *Facemasks should be carefully folded so that the outer surface is held inward and against itself to reduce contact with the outer surface during storage. The folded mask can be stored between uses in a clean sealable paper bag or breathable container.*
- If you notice any deterioration of your mask, it should be discarded. You should thoroughly inspect the mask after each use and cleaning. Pay special attention to how well the mask is fitting—if your mask straps begin to lose elasticity it will no longer cover your face effectively and should be discarded.

A full list of CDC recommendations can be found at:

[https://www.cdc.gov/niosh/healthcare/?CDC\\_AAref\\_Val=https://www.cdc.gov/niosh/topics/hcwcontrols/recommendedguidanceextuse.html](https://www.cdc.gov/niosh/healthcare/?CDC_AAref_Val=https://www.cdc.gov/niosh/topics/hcwcontrols/recommendedguidanceextuse.html)

## 2. Basic cleaning and disinfecting of face shields

- To avoid creating surface scratches, submerge the face shield in warm water to dislodge particulate matter.
- Adding a mild liquid dish, like Dawn, reduces surface tension, and allows the soapy water to evenly disperse across the surface.
- A soft cloth or sponge can be used to gently clean the shield.
- Rinse the shield in clear water and dry it with a soft cotton towel or a microfiber cloth.

Some clinicians also wish to use a surface disinfectant wipe or spray, but these products can leave a visible residue, which then needs to be removed. Time also matters when it comes to disinfectant solutions. Strictly follow the specific product directions for use to ensure complete disinfection. While a quick wipe may seem efficient, the contact time must be followed. The required wet contact time can range from thirty seconds to as long as four minutes. A 70% alcohol wipe will also disinfect and keep plastic surfaces clear, but it is critical to remove the bioburden before disinfecting.

- **Adhere to recommended manufacturer instructions for cleaning and disinfection.** However, when manufacturer instructions for cleaning and disinfection are unavailable, such as for single-use disposable face shields, consider:
  - While wearing gloves, carefully wipe the *inside*, followed by the *outside* of the face shield or goggles using a clean cloth saturated with neutral detergent solution or cleaner wipe.
  - Carefully wipe the *outside* of the face shield or goggles using a wipe or clean cloth saturated with EPA-registered hospital disinfectant solution.
  - Wipe the outside of face shield or goggles with clean water or alcohol to remove residue.
  - Fully dry (air dry or use clean absorbent towels).
  - Remove gloves and perform hand hygiene.

A full list of CDC recommendations can be found at:

[https://www.cdc.gov/covid/?CDC\\_AAref\\_Val=https://www.cdc.gov/coronavirus/2019-ncov/hcp/ppe-strategy/eye-protection.html](https://www.cdc.gov/covid/?CDC_AAref_Val=https://www.cdc.gov/coronavirus/2019-ncov/hcp/ppe-strategy/eye-protection.html)

## 3. Care of shoes and uniforms

**Shoes should be left outside of personal living spaces (i.e. in your car, or contained within a bag). Wash your hands immediately after donning or doffing your shoes.**

If your hospital does not provide laundering for uniforms/scrub apparel, the Association for Linen Management (ALM) provides the following steps for healthcare personnel to launder personal work apparel at home to provide clean uniforms/scrubs for reuse while best protecting their families from COVID-19.

1. It is ideal for healthcare personnel to change from their uniform/scrub apparel while at the hospital, before beginning their commute home. Place the worn garments in a bag to bring them into the house.
2. Do not shake these garments during handling. While the virus that causes COVID-19 has not been proven to be an airborne virus, unnecessarily manipulating the garments could distribute lint and pathogens from patients into the air.
3. Wash the uniform/scrub apparel separately from any family textile products.
4. Use appropriate detergents and bleach based on the apparel manufacturer's label instructions. Both chlorine-based bleach and oxygen-based bleach products can be effective in the wash process for inactivating viruses.
5. Wash on the hottest water temperature setting recommended by the garment manufacturer and avoid short/rapid cycles.
6. After closing the washer, clean and disinfect according to directions of your chosen EPA-certified disinfectant product. Wipe down the machine door, handles, and buttons, as well as doorknobs and other surface areas you may have touched in the laundry room during the process. If the bag used to bring the apparel items home is disposable, discard the bag. If the bag is not disposable, wipe the bag handle/straps and interior with an appropriate detergent-disinfectant.
7. Immediately wash your hands or use an alcohol-based hand sanitizer.
8. After the wash cycle is completed, remove the garments from the washer and place immediately into the dryer. Dry the load completely on the warmest cycle recommended by the garment manufacturer.

A full list of CDC recommendations can be found at:

[https://cdn.ymaws.com/www.almnet.org/resource/resmgr/document\\_library/ALMCOVID19HomeWashGuidance.pdf](https://cdn.ymaws.com/www.almnet.org/resource/resmgr/document_library/ALMCOVID19HomeWashGuidance.pdf)

**ATTESTATION:**

I \_\_\_\_\_ (print name), have read and understand the policies and care of PPE as outlined above and will comply with these and the assigned clinical agency's guidelines for safe clinical practice.

Signature \_\_\_\_\_

Date \_\_\_\_\_

Adopted 4/18/88; SON Revised 8/99; 8/30/99; 8/21; 8/24

Capital University School of Nursing  
PPE Video Attestation Form

Course \_\_\_\_\_

Term \_\_\_\_\_

I have viewed the linked video

<https://www.youtube.com/watch?v=bG6zISnenPg&feature=youtu.be>

and understand the safety principles within. My questions about PPE, donning and doffing, and handwashing have been answered.

Student Name (print) \_\_\_\_\_

Student  
Signature \_\_\_\_\_

Date \_\_\_\_\_

## Appendix P: Policy and Procedures on Exposure to Contaminated Fluids in the Nursing Skills Lab

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

The current CDC (Center for Disease Control) guidelines will represent the standard of care. The procedure follow-up in the *School of Nursing Handbooks* will then be implemented.

**NOTE:**

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

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

The "Hep-Aid" kit includes:

- 1 ea. - Clean-up Absorbent Pack
- 1 ea. - Disposable Apron
- 1 pr. - Disposable Goggles, with top & side shields
- 1 ea. - Latex Disposable Gloves, medical grade
- 1 ea. - Scoop, waterproof Michelman coated
- 1 ea. - Scraper, waterproof Michelman coated
- 2 ea. - Biohazard Red Plastic Bags with Twist Ties
- 1 ea. - 8 oz. Pour Bottle of Chlorine Concentrate
- 3 ea. - Disposable Towels
- 2 ea. - Chlorhexidine Towelettes
- 1 pr. - Disposable Apparel & Accessories > Shoe Accessories > Shoe Covers
- 1 ea. - Disposable High Performance Splash Protector Face Mask, with 99% filtration
- 1 ea. - Picture Instruction Sheet
- 1 ea. - Exposure Report Form

Adopted: School of Nursing Faculty 1/18/93; Reviewed & updated 8/2024 LAM

# Appendix Q: Family Education Rights and Privacy Act (FERPA)

## Capital University Notification of Student Rights under FERPA

### **What does FERPA mean anyway?**

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

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

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

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

### **What rights does FERPA provide students and eligible parents?**

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

### **What is Directory Information?**

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

- Name, Address, email address, telephone numbers, email address
- Enrollment type
- Place and date of birth
- Field of Study
- Participation in officially recognized activities and sports
- Dates of attendance, degrees and awards at Capital University
- Most recent educational agency or institution attended by students
- Weight and height of members of athletic teams
- Photograph
- High school of students
- Greek affiliation
- Class rank of students
- Student identification number may be displayed on the Student ID card

The following information is excluded from the University Directory information:

- Student identification numbers
- Social Security numbers

- Ethnicity/race/nationality
- Gender

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

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

For a comprehensive view of the Capital University adaptation of FERPA policies and procedures, please visit the Registrar's webpage. On the Registrar page, click on [Student Notification of Rights](#).

Reviewed and updated 8/2024, LAM

## Appendix R: Dual MSN/MBA and MSN/JD Degree Overview

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

#### I. Introduction

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

#### II. Advantages of the Dual MSN/JD Program

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

#### III. Application for the Dual Degree MSN/JD Program

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

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

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

***For more information related to this dual degree contact the Capital University Law School***

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

I. Introduction

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

II. Advantages of the Dual MSN/MBA Program

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

III. Application for the Dual MSN/MBA Program

- a. Students enrolled in either the School of Nursing or the School of Management & Leadership should seek the assistance of the program advisers on each faculty. Prospective students not yet enrolled at Capital University may request additional information about the dual degree program from the Adult & Graduate Education office, 1 College and Main, Columbus OH 43209, phone (614) 236-6996, or email [adult-grad@capital.edu](mailto:adult-grad@capital.edu).

- b. Persons who desire to enroll in the dual program should thoroughly read the material from both the School of Management & Leadership and the School of Nursing prior to scheduling a conference with the dual program adviser in either school. A student who is already enrolled in one school should first talk with that school's adviser.
- c. Admission into the MSN program requires completion and filing of its admission application. Admission into the School of Management & Leadership requires completing and filing of its admission application.
  - i. The dual degree applicant must complete two applications and submit required application components for each program. Because each school admits students separately, admission into either program does not indicate admission to the other.
- d. The prospective student not already enrolled in either school may apply to both schools at the same time.
- e. A student enrolled in one program may apply for admission into the other program as outlined in the relevant admission materials of that school. In order to be admitted into the second program, the student must be in good academic standing in the first program and meet all admission requirements of the second program.
- f. Occasionally, an applicant to the dual MSN/MBA program seeks to apply, as transfer credit, course work taken in another MBA or MSN program. Each program determines how many and what type of transfer credits it will accept from another institution.
  - i. The School of Nursing accepts up to 9 credit hours of transfer credit from another accredited MSN program and the School of Management & Leadership accepts up to 9 credit hours of transfer credit from another accredited MBA program. However, a course taken at another institution and accepted for transfer credit by the School of Nursing cannot be used to satisfy the 9 credit hours that the School of Management & Leadership accepts from the School of Nursing work for credit toward the MBA degree. A course taken at another institution and accepted for transfer credit by the School of Management & Leadership cannot be used to satisfy the 12 credit hours that the School of Nursing accepts from the School of Management & Leadership work for credit toward the MSN degree.
  - ii. The School of Management & Leadership requires all MBA students to complete a minimum of 27 credit hours at the School of Management & Leadership. Typically, this requirement only affects students wishing to transfer into the School of Management &

## Leadership from another MBA program.

### IV. Period of Enrollment

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

### V. The Program of Study

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

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

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

MBA-500: MBA Essentials  
MBA-612: Managerial Economics  
MBA-613: Organizational Behavior  
MBA-614: Managerial Accounting  
MBA-710: Marketing Management

MBA-720: Financial Management  
MBA-730: Operations Management  
MBA-740: Business Ethics and Social Responsibility  
MBA-900: Strategy and Policy

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

NURS-500: Applied Healthcare Statistics  
NURS-505: Philosophical and Theoretical Foundations of Nursing  
NURS-520: Advanced Research in Nursing  
NURS-530: Healthcare Informatics and Technology  
NURS-640: Evidence Based Nursing Administration Part 1  
NURS-641: Evidence Based Nursing Administration Part 2  
NURS-650: Ethical & Policy Issues in Contemporary Nursing

## Appendix S: MSN Portfolio Faculty Approval Form



1 College and Main  
Columbus, Ohio 43209-2394

### **MSN Portfolio: Permission to Include Course Documents**

Student's Name:

Course Number and Name:

Semester Course Completed:

Document (or Documents) to be included in Portfolio:

This is to confirm that I have reviewed this course document and give permission for \_\_\_\_\_, a Master's Student, to include this work in their MSN Portfolio.

---

Faculty Signature and Date

## Appendix T: Human Dignity Policy

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

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

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

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

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

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

Reviewed: 8/10

## Appendix U: Academic Integrity

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

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

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

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

### ***What is Academic Integrity?***

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

Academic integrity engenders trust that the work that students submit to faculty or university personnel for academic evaluation will be his/her own. In many cases, students will utilize the intellectual ideas of others to support their academic work. Capital students are expected to be honest in their interactions with university personnel and in their academic endeavors providing credit to the originator or author of any information utilized to support academic work. On occasion, faculty and instructors provide opportunities for certain types of collaboration. It is the expectation that faculty and instructors outline their class policy regarding collaboration in the course syllabus, in instructions for course assignments, or during introductions at the beginning of any course. A non- exhaustive list of behaviors that constitute academic misconduct and subject one to sanctions includes:

## **Academic Misconduct**

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

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

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

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

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

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

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

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

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

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

The guiding principles of citing sources include:

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

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

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

*Citations can appear as follows:*

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

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

### **Academic Integrity Consequences**

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

### **Minor Unintentional Violations**

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

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

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

### **Substantial or Intentional Violations**

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

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

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

(Capital University Student Handbook, 2015-2016)