PROGRAM HANDBOOK

MSN/MBA

Academic Year 2017-18

WEST VIRGINIA UNIVERSITY SCHOOL OF NURSING

The WVU Health Sciences Catalog is the official reference for all program and course information.

The website is http://catalog.wvu.edu/
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Welcome from the Dean

Welcome to the WVU School of Nursing! You are joining us at one of the most exciting times in the field nursing. With an expanded scope of practice, enhanced focus on nurse leadership and increased demand for skilled nurses, the profession plays a vital role in delivering healthcare. Additionally, nursing research continues to be integral in addressing a host of healthcare issues, including healthcare policy and chronic illness.

The WVU School of Nursing remains focused on academic excellence. Our undergraduate and graduate programs provide our students and faculty with a learning environment that encourages innovation, leadership and critical thinking. We prepare our students to address healthcare delivery, improve quality of life for patients, achieve optimal health and provide excellent care to rural communities in West Virginia and to people all over the world.

The field of nursing is ever-changing. During the past few years, we have enhanced our academic offerings to include graduate programs like the dual degree MSN/MBA and BSN to DNP programs to address the need for nurse leaders, as well as enhance the knowledge and skills of our advanced practice nurses. Additionally, we continue to look at opportunities to extend our outreach efforts through programs like the faith community nursing program.

It truly is one of the most exciting (and challenging) times in the history of nursing, but we remain committed to providing you with unique learning opportunities that expand knowledge, develop critical skillsets and promote research that changes lives.

Congratulations on taking this important step in furthering your nursing education. I wish you much success and look forward to meeting you – virtually or in person!

Let’s Go!

Tara Hulsey, RN, PhD, CNE, FAAN
Dean and E. Jane Martin Endowed Professor
WVU School of Nursing

Welcome from the Program Director

I am pleased to welcome you into the inaugural cohort of the WVU MSN/MBA dual degree program. As future nursing leaders, we believe this program will prepare you to excel in many roles of leadership, from hospital administration, executive leadership in public and private enterprises to entrepreneurial endeavors. As a collaboration between the WVU School of Nursing and the WVU College of Business and Economics, this program will bring you the strength of faculty expertise and opportunities in the arenas of business and healthcare. Best wishes as you embark on this exciting journey.

Dr. Rebecca Smeltzer DNP, MBA, RN.
Mission

The mission of the WVU School of Nursing is to lead in improving health in West Virginia and the broader society through excellence in student-centered educational programs, research and scholarship, the compassionate practice of nursing, and service to the public and the profession.

Accreditation

The School of Nursing's graduate and undergraduate programs are accredited by the Commission on Collegiate Nursing Education. In Fall of 2008, the School of Nursing was visited by the Commission on Collegiate Nursing Education (CCNE), and in the Spring of 2009, the School received full accreditation. An additional 2013 CCNE visit focused on the DNP program. Accreditation will be effective until 2019 for the BSN and MSN programs and until 2024 for the DNP program. CCNE accreditation applies to all WVU School of Nursing programs regardless of the campus on which the programs are offered.
MSN/MBA 2017-2018

MSN/MBA Dual Degree Program

Program Description

The online Dual MSN/MBA program is designed for nurse professionals seeking a comprehensive understanding of advanced nursing practice and the critical thinking skills needed to solve problems, identify opportunities and make dependable decisions within health settings using the business concepts embodied in the disciplines of finance, economics, operations, marketing and management.

The program offers a curriculum that allows students to enroll on a part-time or full-time basis. Throughout the curriculum, students are guided in the process of self-development aimed at pursuing excellence in scholarly and professional endeavors.

Students are admitted to a specific progression plan. Changes to the progression plan are only allowed based on space available. If for any reason a student must leave the program, his or her ability to return to the program will be based on space available at the time of request and is not guaranteed.

The combined MSN/MBA curriculum meets the Essentials of Master’s Education in Nursing, the American Organization of Nurse Executive Competencies, and the expectations of the Association to Advance Collegiate Schools of Business.

The 67 credit hour program can be completed in 8 semesters of full-time study, including summer sessions. Graduates of the program will be eligible to sit for Nurse Executive, Advanced certification (ANCC) or the Certification in Executive Nursing Practice (AONE) exams after having held a nursing administration position for at least 2 years.

The program is offered by faculty located at the University main campus in Morgantown. Courses are offered via web-based modalities. Students will be required to attend specific residencies several times through the progression as indicated in certain courses. During semesters involving nursing practice hours, monthly meetings are held on-line. Dates of the special sessions are made available by faculty in charge of the course in advance so students can plan their schedules in order to attend.

Due to the nature of the dual degree program, it is important that students understand the requirement of meeting the expectations of both programs. Please read the handbook and information distributed from both the School of Nursing and the College of Business & Economics. Policies, procedures, and graduation requirements from both schools must be maintained in order to ensure program progression. Please contact your faculty advisor, Dr. Rebecca Smeltzer with any questions.

Graduate students are strongly recommended to limit their credit load if they are also involved in full-time work. It is University Policy that students employed in full-time work are strongly suggested to enroll for no more than six hours of master’s level course work in any one term.
### MSN/MBA Program Goals and Corresponding MSN Essentials

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<tr>
<th>Number</th>
<th>MSN/MBA Program Goals</th>
<th>Corresponding MSN Essentials</th>
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</table>
| 1      | Synthesizes theories, research findings, and broad-based perspectives for application in the advanced practice of nursing or nursing leadership:  
• Integrate nursing and related sciences into the delivery of advanced nursing care to diverse populations.  
• Synthesize evidence for practice to determine appropriate application of interventions across diverse populations.  
• Utilize nursing and related science evidence to analyze, design, implement and evaluate nursing care delivery systems. | I  
I.1  
I.5  
I.6-I.7 |
| 2      | Utilizes systematic inquiry and refined analytical skills in the provision of health care services and leadership:  
• Integrate organizational science and informatics to make changes in the care environment to improve health outcomes.  
• Assume a leadership role in the management of human, fiscal, and physical healthcare resources.  
• Critically appraise existing literature to identify best practices, apply knowledge to improve and facilitate systems of care in order to improve patient outcomes.  
• Disseminate results through translational scholarship. | II  
V.1-V.2  
II.2  
IV.1, IV.3, IV.4  
IV.6 |
| 3      | • Demonstrate safe, effective assessment, planning, implementation and evaluation skills in managing the care of individuals and groups while working in interprofessional collaborative relationships.  
• Creates a relationship with clients and healthcare organizations that builds and maintains supportive and caring relationships.  
• Analyze best practice evidence to implement effective quality improvement initiatives with measurable results.  
• Advocates for patients, families, caregivers, communities and members of the healthcare team. | III. 1-8  
VII.4, VII.6  
III.3, III.4  
IX.1-IX.2  
VII.1  
IX.3 |
| 4      | • Articulates viewpoints and positions in order to improve the quality of health care delivery and outcomes of successful care.  
• Assume a leadership role in effectively implementing patient safety and quality improvement initiatives within the context of the interprofessional team using effective communication skills.  
• Examine the effect of legal and regulatory processes on nursing practice, healthcare delivery, and outcomes.  
• Use ethical decision making to promote the well-being of individuals, families, and health care professionals in local, national & international communities. | VI  
VII.6  
III.1  
IX.8 |
| 5      | Consults and collaborates in interdisciplinary and interagency endeavors to advance culturally sensitive health care to clients, families, groups, and communities:  
• Synthesize broad ecological, global and social determinants of health; principles of genetics and genomics; and epidemiologic data to design and deliver evidence-based, culturally relevant clinical preventions interventions and strategies. | VIII  
VIII.1 |
<p>| 6      | Integrates prior and current learning as a basis for growth and accountability in |</p>
<table>
<thead>
<tr>
<th>Enacting the role of nurse leader:</th>
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<tbody>
<tr>
<td>• Advocate for patients, families, caregivers, communities, and members of the healthcare team.</td>
</tr>
<tr>
<td>• Use information and communication technologies to advance patient education, enhance accessibility of care, analyze practice patterns, and improve health care outcomes, including nurse sensitive outcomes.</td>
</tr>
<tr>
<td>• Value life-long learning and continued professional development.</td>
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<tr>
<th>Assume a leadership role in advocacy, ethical issues, and health care policy development:</th>
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<tbody>
<tr>
<td>• Apply leadership skills and decision making in the provision of culturally responsive, high-quality nursing care, healthcare team coordination, and the oversight and accountability for care delivery and outcomes.</td>
</tr>
<tr>
<td>• Function as a leader and change agent in nursing and in health care delivery systems particularly to insure quality care for vulnerable and underserved populations.</td>
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<tr>
<td>• Demonstrates organizational and systems leadership that continually improves health outcomes and ensures patient safety.</td>
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<tr>
<th>Integrates all the functional areas of business into management decisions in a global environment.</th>
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<tr>
<td>• Evaluate factors that influence the competitive behavior of the firm.</td>
</tr>
<tr>
<td>• Predict and anticipate company and market responses to external factors.</td>
</tr>
<tr>
<td>• Identify the risks and opportunities in global markets.</td>
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<table>
<thead>
<tr>
<th>Identify problems, collect appropriate data and analyze the data to make informed management decisions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Evaluate business reports to make meaningful decisions for the organization.</td>
</tr>
<tr>
<td>• Make data-driven, fact-based decisions using statistical techniques and principles.</td>
</tr>
<tr>
<td>• Take real world problems and express them in quantitative terms.</td>
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<table>
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<tr>
<th>Make management decisions in an ethically sensitive and socially responsible manner.</th>
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<tr>
<td>• Negotiate and control information ethically to meet organizational needs.</td>
</tr>
<tr>
<td>• Understand how to use and acquire information in an ethically sensitive manner.</td>
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<tr>
<td>• Synthesize various ethical theories and design a corporate code of ethics.</td>
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<tr>
<th>Be effective team members in a virtual environment.</th>
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<tr>
<td>• Demonstrate the ability to work together in a supportive and effective manner.</td>
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<tr>
<th>Be an effective leader who influences people towards the attainment of organizational goals.</th>
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<tr>
<td>• Recommend actions for leader effectiveness in a scenario case and apply a theory or framework to propose and defend their recommendations.</td>
</tr>
<tr>
<td>• Identify various leadership styles and their relative effectiveness, along with real-life examples.</td>
</tr>
<tr>
<td>• Evaluate, in a case setting, the processes through which goals are set and accomplished in organizations.</td>
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### MSN/MBA Progression Plans

#### MSN/MBA Full-Time Fall Start

<table>
<thead>
<tr>
<th>Year</th>
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<th>Spring</th>
<th>Summer</th>
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<td><strong>NSG 724 Statistics (3 CR)</strong></td>
<td><strong>NSG 707 EBP/Research (3 CR)</strong></td>
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<td><strong>BADM 613 Macroeconomics (3 CR)</strong></td>
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<td><strong>BADM 644 Business Law and Ethics (3 CR)</strong></td>
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<tr>
<td><strong>TOTAL</strong></td>
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<td><strong>TOTAL</strong></td>
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## MSN/MBA Part-Time Fall Start

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## MSN/MBA Full-Time Spring Start

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**TOTAL CREDIT HOURS:**
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- Year 2: 9 CREDIT HOURS
- Year 3: 9 CREDIT HOURS
- Year 4: 8 CREDIT HOURS
- Total: 9 CREDIT HOURS
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<th>Year</th>
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<td>BADM 654 Business Law and Ethics (3 CR)</td>
<td>BADM 655: Global Planning and Strategy (Residency) (3 CR)</td>
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<td></td>
<td>NSG 618 Leadership Practicum 2 (3 CR)</td>
<td>NSG 611 Systems Based Decision Making (2 CR)</td>
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<tr>
<td>TOTAL</td>
<td>6 CREDIT HOURS</td>
<td>6 CREDIT HOURS</td>
<td>3 CREDIT HOURS</td>
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</table>
## MSN/MBA Dual Degree Core Courses

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course Description</th>
<th>Course Objectives</th>
<th>Expected Learning Outcomes</th>
<th>MSN Essentials</th>
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</thead>
</table>
| N709 Health Care Informatics       | Explore information technologies used in inpatient and outpatient health settings and describe methods of utilization of technology for practice improvement and patient outcomes management                                                                 | The objectives for this course focus on health care information technology in the clinical setting. Roles of the advanced nursing practice leader in planning, designing, selecting and implementing information technology will be explored. The use of information obtained through technology in improving health care practices and evaluating patient care outcomes will be studied. | • Examine scientific and theoretical foundations of health care informatics.  
• Analyze current technology and computer-based programs used to document and evaluate patient care.  
• Evaluate the role of the advanced practice nurse in planning, design, selection and implementation of information technology within the healthcare system.  
• Utilize data to evaluate patient care outcomes and guide clinical decision making to improve care utilization, quality and safety.  
• Analyze professional trends and issues related to health care informatics and outcomes management in the clinical setting. | MSN: V, V.2, V.3, V.4, V.6, V.1 |
| N616 Role Seminar in Leadership    | Exploration, analysis, and evaluation of the role of the master’s prepared nurse in leadership positions as guided by concepts, theories, and research.                                                                 |                                                                                                                                                                                                                     | • Describe the role of the Master’s prepared nurse in leadership.  
• Understand the characteristics and components of personal leadership in a profession.  
• Enumerate the behaviors and practices of the contemporary nurse leader and the skills necessary to support them. | MSN: I.1, 8; II. 3; III.1, 5; V.5, 6 |
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<tr>
<th>Course</th>
<th>Description</th>
<th>Objectives</th>
<th>Requisite</th>
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| N724 Statistics for Evidence Based Practice | The study of statistical knowledge and skills needed for quantitative health research using SPSS. | • Discuss major influences – IOM, Agency for Healthcare research and Quality (AHRQ), Institute for healthcare Improvement (IHI), Magnet, etc-in healthcare systems.  
• Assess components of the American Organization of Nurse Executives competencies.  
• Formulate a personal framework for a nurse executive leadership role.  
• Understand how nursing and basic science integrate to form the basis for nursing at the highest level of practice.  
• Describe how to guide, mentor, and support other nurses as a component of the nurse in leadership role.  
• Understand the characteristics and components of membership in a profession.  
• Describe the professional and ethical foundations of membership in a profession and the obligation to demonstrate these ethics in practice behaviors. | MSN - IV 1-6 |

This course provides development of statistical knowledge and skills needed for quantitative health research using SPSS. Topics include descriptive statistics, probability, hypothesis testing, analysis of variance, chi-square testing, linear
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<th>Course</th>
<th>Description</th>
<th>Objectives</th>
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| N702 Population Health Promotion | In-depth study and analysis of clinical prevention and population health for individuals, aggregates, and populations utilizing advanced nursing practice strategies for the promotion of health and prevention of disease across the lifespan. | • Generate descriptive and graphical summaries of health research data using SPSS.  
• Conduct hypothesis tests on health research data using SPSS.  
• Perform analysis of variance procedures on health research data using SPSS.  
• Instruct linear regression models and logistic regression models for health research data using SPSS.  
• Interpret statistical results in the context of a given health research scenario.  
• Explore evidence-based health promotion strategies for current key health problems.  
• Evaluate epidemiologic, environmental, psychological, and social determinants of the health status of individuals, aggregates and populations.  
• Synthesize concepts, including psychosocial dimensions and cultural diversity, related to clinical prevention and population health in developing and evaluating interventions to address health promotion/disease prevention.  
• Describe advanced anticipatory guidance and counseling principles appropriate to client populations, with consideration of a wide range of cultural, racial, ethnic, age, and gender groups. | MSN: I.6, II.3, II.5, III, III.2, III.3, III.4, III.8, VIII.1-6 |
<table>
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<th>MSN/MBA 2017-2018</th>
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</table>
| **BADM612 Managerial and Team Skills** | This course introduces, develops and enhances managerial skills for complex organizations. The class will explore managerial philosophies, personal managerial styles, and the dynamics of working in groups. | •Evaluate epidemiological, biostatistical, environmental, and other appropriate scientific data related to individuals, aggregates, and populations utilizing large data sets to examine, predict, and explain population health.  
•Analyze interventions and describe evaluation of those interventions to improve health status and to address gaps in the care of individuals, aggregates, and populations.  
•Evaluate care delivery models and/or strategies using concepts related to community, environmental, and occupational health, and cultural and socioeconomic dimensions of health. | •Demonstrate an understanding of important organizational behavior (OB) topics at the individual, group, and organizational levels. These topics include team dynamics, individual differences, leadership, strategy, organizational culture, organizational change, and innovation and creativity.  
•Critically analyze situations faced by business leaders such as those related to ethical issues, corporate responsibility, organizational change, and enabling innovation. | MSN: II |
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<tr>
<th>Course</th>
<th>Description</th>
<th>Objectives</th>
<th>Notes</th>
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</table>
| N707 Evidence Based Practice Methods | This course provides an overview of research methods, evidence, and epidemiologic measures for understanding the translation of research into practice and the design of interventions to promote change in a variety of settings.                                                                                      | • Analyze data and apply the concepts discussed in this course to practical situations.  
• Deliver professionally written reports on organizational behavior topics of relevance to business leaders.  
• Discuss the value of research methodology in the advancement of nursing knowledge and practice.  
• Discuss the value of research methodology in the advancement of nursing knowledge and practice.  
• Use strategies to locate and critically appraise existing literature and other evidence for determining the best evidence for practice.  
• Apply processes to evaluate outcomes of practice, practice patterns, and systems of care within the practice setting against national benchmarks to determine variances in practice outcomes and population trends.  
• Using EBP models, apply relevant findings to the evaluation of practice guidelines to improve practice and the practice environment.  
• Use information technology and/or research methods appropriately to:  
• Collect data to generate evidence for nursing practice. | MSN - IV 1-6 |
| BADM633 Leadership | This course includes topics about leadership concepts and practices designed to motivate and support an organization’s workforce with particular emphasis upon leadership skills, ethics, and effective communications. | • Identify gaps in evidence for practice  
• Understand appropriate strategies for developing a research question.  
• Design evidence-based interventions.  

• Describe the principles of effective leadership at all levels in business organizations.  
• Critically analyze situations faced by business leaders such as those related to designing organizations, implementing organizational changes, building organizational culture, enabling innovation, and leading corporate mergers.  
• Evaluate various motivational tools available to business leaders in getting the best performance from individual employees, teams, and the organization as a whole. | MSN: II.5, II.6, VII.4,6 |
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Objectives</th>
<th>MSN Codes</th>
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<tbody>
<tr>
<td>BADM622</td>
<td>Financial Statement Analysis</td>
<td>BADM 622 is concerned with the production and analysis of financial information, information used by external stakeholders for planning, control, and decision making.</td>
<td>• Participants will be able to examine and read financial statements, recognize how business transactions affect financial statements, compare and consider how accepted accounting choices affect the numbers presented in financial statements, and analyze financial statements as a basis for decision making, including the impact on company valuation. In short, students will be able to identify appropriate financial data, analyze the data, identify potential problems, and make informed decisions.</td>
<td>II.3</td>
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| N703        | Theoretical Foundations of Nursing | Elaboration and integration of theories from nursing, the sciences, and the humanities to build a foundation for the highest level of nursing practice.                                                                                                             | • Integrate scientific and theoretical knowledge of ethics, biophysical, psychosocial, analytic, and organizational sciences to guide the advanced practice of nursing.  
• Use science-based theories and concepts to interpret health and health care delivery phenomena.  
• Evaluate the foundations of theory-guided practice models for the highest level of nursing practice.  
• Explicate the dynamic nature of the theoretical foundations and complexities of practice at the doctoral level.                                                                 | - I, I.1, II.4, I.8 |
| Course Title | Critical analysis of leadership in an organizational setting, with development of skills needed to enact the leadership role. | This course focuses on the role of doctorally prepared nurses in providing organizational and systems leadership. Leadership theories and frameworks serve as the foundation for situational analysis and development of a plan to lead change. | • Articulate modern leadership theories and demonstrate an understanding of change theory, social change theory, systems theory, complexity science, communication theory, and conflict theory in the context of leadership.  
• Critically analyze the complexities of leadership in a variety of situations using leadership theories and theories from related disciplines.  
• Appraise one’s own leadership style, communication skills, and sensitivity to diverse organizational cultures and populations and develop a plan to strengthen one’s own skills according to an identified leadership framework.  
• Analyze an organizational leadership problem, identifying system factors, organizational culture, barriers to action, and need for change or quality improvement.  
• Propose a leadership plan to address the identified organizational problem based on scientific findings in nursing, as well as organizational, political, and economic sciences. | MSN II, II.1, II.3, II.7, II.2, II.6, II.7, III.1, III.2, III.4, III.6, VII.1-6 |
• Explain leadership issues specific to nursing including the implementation of professional practice models; evaluation of patient-care delivery systems; quality and safety; budget and cost effectiveness; and management of ethical dilemmas inherent in patient care, health care organizations, and research.
• Demonstrate an understanding of the elements of team leadership, including collaboration, interprofessionalism, and relationship-building. Articulate modern leadership theories and demonstrate an understanding of change theory, social change theory, systems theory, complexity science, communication theory, and conflict theory in the context of leadership.
• Critically analyze the complexities of leadership in a variety of situations using leadership theories and theories from related disciplines.
• Appraise one’s own leadership style, communication skills, and sensitivity to diverse organizational cultures and populations and develop a plan to strengthen one’s own skills according to an identified leadership framework.
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<th>Description</th>
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<tr>
<td>BADM652</td>
<td>Marketing Strategy</td>
<td>This course provides you with an overview of the marketing discipline and applies/extends this understanding through the creation of a marketing plan for a client. Specific emphasis is placed on gaining an understanding of marketing strategy, consumer behavior, and market segmentation.</td>
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</table>

- Analyze an organizational leadership problem, identifying system factors, organizational culture, barriers to action, and need for change or quality improvement.
- Propose a leadership plan to address the identified organizational problem based on scientific findings in nursing, as well as organizational, political, and economic sciences.
- Explain leadership issues specific to nursing including the implementation of professional practice models; evaluation of patient-care delivery systems; quality and safety; budget and cost effectiveness; and management of ethical dilemmas inherent in patient care, health care organizations, and research.
- Demonstrate an understanding of the elements of team leadership, including collaboration, interprofessionalism, and relationship-building.
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<th>Course</th>
<th>Description</th>
<th>Objectives</th>
<th>MSN:</th>
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<tbody>
<tr>
<td>N611 Systems Based Decision Making</td>
<td>Decision making grounded in an understanding of the organization as an open living system.</td>
<td>The objectives of this course are to examine organizations from an open living system perspective and to evaluate decision making in the context of system identity, information interchange and a network of relationships. Decision making in a variety of settings including hospitals, primary care, community agencies, and educational settings will be explored.</td>
<td>IV. 3,4,5&amp;6, V. 2, 5, 6</td>
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</table>
| Course: N710 Health Policy and Resource Management | Objectives of this course are to prepare students who will perform at the highest levels of nursing practice. This course will examine the roles of the advanced practice and doctorally prepared nurse leaders in influencing policy development and implementation at a variety of levels (both macro and micro), considering the needs of multiple stakeholders, finance, regulation, and the need for social justice, equity, and quality of care. Ethical principles and personal values that shape professional practice and influence decision making will be expounded through the discussion of contemporary issues to allow critical analysis of the interaction between practice, research, and policy. | • Critically analyze health policies and policy development from multiple perspectives, including that of health care consumers, nurses and other health professionals, and other stakeholders.  
• Develop leadership skills in the formulation and evaluation of health policy at multiple levels, including individual institutions, state, national, and/or international policy.  
• Influence policy makers regarding nursing practice, health policy, and patient health outcomes.  
• Advocate for the nursing profession, social justice, equity, and quality of patient care within the policy arena and in health care communities.  
• Analyze financial/resource management frameworks for health care services and organizations.  
• Analyze financial implications of care delivery and reimbursement changes and program/policy implementation.  
• Develop or revise an existing budget to reflect a change in program services, policies, or implementation of a new practice/program initiative. | MSN: I.4, VI.1-5 |
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>MSN:</th>
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<tbody>
<tr>
<td>BADM631</td>
<td>Managerial Economics</td>
<td>Managerial Economics is the application of economic theory and the tools of analysis of the decision sciences to examine how an organization or decision-maker can achieve its aims or objectives efficiently. This course provides a solid foundation of economic understanding for use in managerial decision-making. As is seen below, topics covered include supply, demand, markets, pricing practices, and firm strategies in contestable markets.</td>
<td>II, V.1</td>
</tr>
<tr>
<td>BADM623</td>
<td>Strategy</td>
<td>This course focuses on the following: Utilize the concept of strategic management and focus on factors that influence competitive behaviors and performance of the firm. Describe, analyze, explain, and apply strategy concepts and techniques to virtually any business organization. Think logically about actual strategic situations that</td>
<td>II, VI.3,5</td>
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|             |                           | • Predict and anticipate company and market responses to external shocks.  
|             |                           | • Predict and anticipate company and market responses to various forms of government regulation and policy.  
|             |                           | • Predict and anticipate rival company responses to your company’s actions in areas as diverse as pricing, advertising and research development.  
|             |                           | • Apply the basic principles of optimization and constrained optimization to company and personal situations.  
|             |                           | • Analyze market data for market structure and its consequent impact on company pricing, output and advertising decision.  
|             |                           | • Apply sound economic analyses to multi-period problems.  
|             |                           | • Make economically defensible decisions regarding company and/or personal choice sets.  
|             |                           | • Combine all of the major components and key concepts of the undergraduate business administration curriculum.  
|             |                           | • Critically analyze a wide variety of current business problems and issues.  
|             |                           | • Analyze factors that influence the competitive behavior and performance of the firm.  |
### MSN/MBA 2017-2018

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Objectives</th>
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</table>
| BADM632     | Corporate Finance    | In this course we will examine the capital decisions of the firm. The foundation for corporate decisions is formed through principles developed in microeconomic theory, using the accounting principles underlying financial statements to organize relevant information. The analysis includes a practical consideration of the operation of financial markets, considerations for the inter-temporal comparisons of opportunities, and the elements of the decision-making criteria for the financial manager. | • Demonstrate your ability to interpret financial statements.  
• Translate values across time.  
• Extend and explain the basic economic decision-making criteria to decisions that have an impact across time periods.  
• Value common stock, bonds, and preferred stock.  
• Determine the cost of capital.  
• Make business decisions using a discounted cash flow model.  
• Evaluate potential business projects and make economically feasible recommendations. |
| BADM613     | Macroeconomics       | This course provides students with an understanding of how macroeconomic performance is measured, how monetary and fiscal policies influence macroeconomic performance, and how these relate to everyday business decisions. | • Be able to understand the three agents’ (individuals, businesses, and the government) economic way of thinking.  
• Be able to define economic terms such as gross domestic product, inflation, unemployment, and recession, among others. |
| BADM661 Executive Project – Part 1 | Positioned near the end of the EMBA curriculum (in both content and timing) this course directly contributes to the core mission of the EMBA program-fostering an executive mindset. The course offers you an opportunity to develop and demonstrate project management skills. If your tuition is partially or fully paid by your sponsoring organization, you may select a project that would have | • Be able to find and use macroeconomic data to understand macroeconomic performance.  
• Be able to discuss the causes of economic growth, recessions, and economic booms.  
• Be able to describe how the Federal Reserve and the federal government attempt to influence the economy through monetary and fiscal policy, respectively.  
• Be able to analyze the implications of such economic events as the Federal Reserve announcing a change in the target federal funds rate or the federal government passing an economic stimulus plan.  
• Be able to analyze changes in macroeconomic performance and relate them to everyday business decisions. | • Students will be able to integrate all the functional areas of business into management decisions in a global environment.  
• Presumably, your project focus will be broad enough that multiple functional areas of business will be addressed. Since the primary output of the project is a completed project/business/consulting implementation plan, one would expect to see, at a minimum, | MSN: II, V, VI, IX |
| potential benefit to your employer. We suggest this as a way for you to, in one way, "pay back the organization" for their investment in your personal development | staffing, resource and financial implications. Obviously, if the project focused on a new business idea than virtually all of the functional areas would be addressed and integrated into the plan.  
• Students will be able to identify problems, collect appropriate data, and analyze the data to make informed management decisions. As a fundamental requirement you are expected to identify a business problem or opportunity outside your area of job responsibility and develop a feasibility analysis of a proposed plan that addresses this problem or opportunity. To do so correctly, you must be able to collect appropriate data, analyze it, and make a recommendation on how the problem or opportunity should be addressed.  
• Students will be able to articulate a succinct business analysis and make recommendations. The output of the first part of this two-course sequence is a feasibility analysis. The output of the second part of this two-course sequence is a complete project/business/consulting implementation plan. Both parts serve this learning outcome. |
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Course Emphasis</th>
<th>Course Emphasis</th>
<th>MSN Code</th>
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</table>
| N617 Leadership Practicum 1 | Supervised practicum designed to apply health care leadership principles to practice. Students participate in nursing leadership and administrative activities in a selected health care setting. | The objectives of this course focus on application of health care leadership principles to a selected health agency site in either acute care, primary care, or community healthcare agencies. Mentored leadership experiences provide the opportunity to demonstrate core competencies of leadership identified by the American Organization of Nurse Executives. | • Develop and implement a plan for personal leadership development in the healthcare agency setting.  
• Participate in or lead a healthcare team, documenting substantial work toward achievement of desired team outcomes.  
• Utilize data to evaluate patient care outcomes, analyze budgetary issues and track agency/department productivity.  
• Design and begin implementation of agency/department leadership project, attending to needs and perceptions of patients, stakeholders, employees, and administrators.  
• Demonstrate an understanding of the research related to this problem.  
• Develop a budget for the proposed leadership project, obtaining approval from agency/department for necessary expenditures.  
• Analyze the decision-making process at an identified agency.  
• Conduct a case analysis of a leadership issue encountered in the practicum setting, according to a selected leadership framework. | • Develop and implement a plan for personal leadership development in the healthcare agency setting.  
• Participate in or lead a healthcare team, documenting substantial work toward achievement of desired team outcomes.  
• Utilize data to evaluate patient care outcomes, analyze budgetary issues and track agency/department productivity.  
• Design and begin implementation of agency/department leadership project, attending to needs and perceptions of patients, stakeholders, employees, and administrators.  
• Demonstrate an understanding of the research related to this problem.  
• Develop a budget for the proposed leadership project, obtaining approval from agency/department for necessary expenditures.  
• Analyze the decision-making process at an identified agency.  
• Conduct a case analysis of a leadership issue encountered in the practicum setting, according to a selected leadership framework. | MSN: IX |
| BADM653 Global Planning & Strategy | This course explores the various strategic options available to companies in order to compete in global markets. | Course Emphasis:  
1. Unstructured problem solving.  
2. Structured problem solving.  
3. Financial management.  
4. Market research.  
5. International business. | • Identify risks and opportunities in global markets. | MSN: II, V, VI |
the global marketplace. The course places emphasis on business integration, mission identification and objective setting, global strategic development, business growth, business plan creation and venture capital financing.

| Tolerance / appreciation for ambiguity. Consideration of ethical issues when appropriate. Interaction with business professionals. Teamwork. | • Formulate strategies appropriate for global markets work within a team in a supportive and effective way analyze business opportunities and alternative strategies. • Evaluate company performance with a goal of making subsequent decisions to achieve competitive advantage. • Develop a cross discipline understanding of business, including operations, marketing, production, distribution, finance and accounting. • Develop a business plan and present this plan to venture capitalists in an effort to acquire funding for future expansion. |

| **BADM662 Executive Project Part 2** | The second part of the project course launched last spring comprises the remaining 2 units of academic credit associated with the Executive Project. This past spring, many of you completed a feasibility analysis of a project either for your sponsoring organization, or for some other organization of interest. For this fall, your task is to complete the project- producing a full business or project plan that addresses the business issue you selected. The second part, valued at two credit hours, should result in a | • Students will be able to integrate all the functional areas of business into management decisions in a global environment. Presumably, your project focus will be broad enough that multiple functional areas of business will be addressed. Since the primary output of the project is a completed project and implementation plan, one would expect to see, at a minimum, staffing, resource and financial implications. Obviously, if the project focused on a new business idea than virtually all of the | **MSN: II, V, VI, IX** |
completed project/business implementation plan, consisting of an executive summary, a vision or mission statement detailing what the project plan will address, the business/industry profile context addressed by the project, the benefits to be achieved, the resources required, and a detailed plan of implementation consisting of milestones to be achieved by various dates.

- Students will be able to identify problems, collect appropriate data, and analyze the data to make informed management decisions. As a fundamental requirement you are expected to identify a business problem or opportunity outside your area of job responsibility and develop a feasibility analysis of a proposed plan that addresses this problem or opportunity. To do so correctly, you must be able to collect appropriate data, analyze it, and make a recommendation on how the problem or opportunity should be addressed.
- Students will be able to articulate a succinct business analysis and make recommendations.

The objectives of this course focus on continued application of health care leadership principles to a selected health agency site in an acute care, primary care, or functional areas would be addressed and integrated into the plan.

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<tr>
<th>N618 Leadership Practicum 2</th>
<th>Supervised practicum designed to build on initial application of health care leadership principles to practice. Students participate in nursing leadership and</th>
<th>The objectives of this course focus on continued application of health care leadership principles to a selected health agency site in an acute care, primary care, or</th>
<th>• Complete agency/department leadership project. • Demonstrate an understanding of the research related to this problem.</th>
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</thead>
</table>
| Administrative activities in a selected health care setting | Community health care agency. Mentored leadership experiences provide the opportunity to build on core competencies of leadership as identified by the American Organization of Nurse Executives. | • Critically analyze the problem current knowledge and evidence.  
• Evaluate personal performance related to the leadership project attainment of project goal perceived benefit of the project the agency/department and project budget analysis.  
• Develop, implement and evaluate a plan for development, reward/recognition, or constructive counseling of agency/department staff.  
• Develop a strategy using leadership and change agent skills for the incorporation of the research into the management of the issue.  
• Use “best practice” approach to planning, implementing and evaluating change in a specific health care setting.  
• Continue implementation of individual leadership development plan, evaluating achievement of proposed outcomes at semester end. |
Academic Advising
Students in the MSN/MBA dual degree program will have two advisors in the School of Nursing: a faculty advisor, Dr. Rebecca Smeltzer, who is also the program director, and an academic advisor, Brandy Toothman. Brandy Toothman (btoothman@hsc.wvu.edu), will assist with many of the technical details encountered, such as course registration, dropping courses, filing forms, and so forth. If there are problems with registration, contact Brandy. Contact should be initiated with your faculty and academic advisors each semester prior to registration, and at any time there is need of advice regarding academic plans.

Any changes in the Progression Plan must be processed with the Academic Advisor and sent to the Program Director. Changes in the progression plan will only be approved if space is available. Students are expected to contact their academic advisor each semester before registering for courses. It is expected that students will phone or e-mail the advisor in advance to set up appointments. Every effort is made by the faculty to accommodate students’ schedules.

Students must be sure that a correct home and work phone number as well as address are on record with both the Advisor and the Office of Student Services. If such information changes, the student must notify the Advisor, Office of Student Services, and the Office of the University Registrar immediately.

Maintenance of RN Licensure
All MSN/MBA students are required to maintain continuous RN licensure while enrolled in the program. If a student’s RN license is renewed during the program, the student should provide documentation of this renewal to the advisor. If the student’s RN license lapses or becomes encumbered due to a disciplinary action, the student can be dismissed from the program.

Incomplete Grades
The grade of Incomplete (I) is given when the instructor believes that the course work is unavoidably incomplete because of a personal emergency or other urgent situation that interfered with completing the course work. A contract to remove the grade I (see Appendix 1 for copy of form) should be completed by the student and instructor before a grade of I is given, or during the first two weeks following the term during which the I was given. The contract should clearly explicate the work necessary to remove the grade of I, the date for completion, and the grade to be given if the work is not complete. The student, the Associate Dean, the student's advisor and the faculty should receive a copy of the contract.

Only the instructor who recorded the incomplete may initiate either of these actions. If the instructor is no longer at WVU, the chairperson of the unit in which the course was given may initiate the actions. When a student receives a grade of incomplete and later removes that grade, the grade point average is recalculated on the basis of the new grade. If the I grade is not removed within the next semester in which the student is enrolled, the grade of I is converted to an F (failure). The Program Director may allow for postponement of removal of the incomplete grade if a delay can be justified. In the case of withdrawal from the University, a student with a grade of I should discuss that grade with the appropriate instructor. At that time the student may apply for a permanent I. Grade changes other than I to a letter grade must be accompanied by an explanatory memo.

Graduation
A checklist of requirements for graduation can be found in Appendix 10. It is essential that students meet with their Academic Advisor each semester throughout the Program to discuss progression and graduation requirements so that at the time of graduation all requirements will have been met.
Credit Loads
Graduate students must limit their course credit load if they are also employed. University policy restricts students who are employed full-time (40 hours) to enrollment in no more than six credits in any one term. Those in half-time employment (20 hours) are advised to enroll for no more than 12 credit hours.

Graduate students should plan for a minimum of one classroom hour per registered credit per week and three outside hours of preparation per registered credit per week (e.g. 5 credits = 5 classroom hours/week, 15 outside hours/week = 20 hours/week). This rule should be taken into consideration when planning work and school time.

WVU Student ID Card
Students who wish to obtain a WVU Student Identification card must have paid the special fees included in their tuition and fees invoice. To get the ID card, take a copy of the paid invoice to the Student ID Office in the Mountainair. The personnel there will validate the invoice and take a picture. The cards are usually ready in five to seven working days. Students must have a valid photo ID when picking up the card.

HIPAA Requirements
All students are required to provide verification of HIPAA training from place of employment. If you have not had HIPAA training, you must complete the training prior to the first week of nursing classes. All students enrolled in the West Virginia University School of Nursing Graduate Program are required to provide verification or complete training on the Federal Law – Health Insurance Portability and Accountability Act (HIPAA).

Responsible Conduct of Research
All graduate students are responsible for completing the Responsible Conduct of Research course at WVU within 30 days of matriculation into graduate coursework. Students will receive instructions from the Program Director related to recording their completion of the course. Students should follow the procedure found in Appendix 2 to complete the course in the first month of their program.

Registering for Courses
Registration for courses MUST be done only after consulting with the advisor. Course offerings are listed in the Schedule of Courses, which is published each semester, typically near the middle of the term. The Schedule of Courses is available on the WVU Office of the University Registrar page: http://courses.wvu.edu/ Keep in mind that the most current information about course offerings and times is available on the WVU Office of the University Registrar Web-site.

Be advised that there may be days on which students are expected to come to campus for group activities related to enrolled courses. Students are notified of these dates and times on or before the first day of class by the course instructor.

Students should make and keep their own copies of all forms, documents, letters, etc. that relate to progression or academic standing in the program. Examples include: registration forms, grade reports, and grade modification forms.
Criminal Background, Immunization, and Drug Testing

Clinical facilities require that students are fit for duty in their facilities. To that end, all students are required to complete the Immunization and Criminal Background check forms online. The results of these must be requested and received by the School of Nursing by the semester prior to enrolling in the first practicum course. Felony convictions and some serious misdemeanors may preclude participation in clinical rotations. This could, in turn, prevent the completion of clinical course requirements and completion of the MSN program. Students must also report immunizations. Information about submitting criminal background checks and immunizations will be sent to students prior to starting the first practicum course.

Procedure for Criminal Background Checks

1. Students in the MSN program will have a criminal background check before beginning clinical practicum courses. Faculty and advisors will work with students to assure that checks are done one semester prior to entering the practicum course.

2. Students will be directed to the Certified Background Check website to complete the required criminal background check. Details about obtaining the background check will be provided at the time of the background check. Results of the background check must be available to the coordinator of the student’s program before the student may participate in clinical experiences.

3. The School of Nursing does not require drug tests as part of the background check. However, students are advised that drug testing may be required by particular clinical agencies. Drug testing is offered by the same company that completes the background check. See below for the WVU policy on drug and alcohol testing.

4. If the background check indicates a criminal history, the Associate Dean will meet with the student to plan a course of action that may include notifying Boards of Nursing and clinical agencies.

5. If the student is unable to participate in clinical experiences, the student will not be able to complete clinical course requirements, and, therefore, will not be able to meet requirements to complete the MSN program.

6. Students who have been charged with or convicted of a crime may be subject to suspension or dismissal from nursing courses.

Student Health Insurance and Responsibility for Medical Expenses

Students must have health insurance while they are enrolled in the WVU School of Nursing. Health insurance is available through the Student Health for students who are enrolled in 6 or more credits. Students who have private health insurance can apply for a waiver of insurance coverage through WVU. The waiver application to show proof of insurance and opt-out of the WVU sponsored health insurance plan is available at http://studentinsurance.wvu.edu/.

Students are required to electronically submit a waiver before they can participate in clinical nursing courses, stating that they are responsible for any medical expenses incurred during enrollment at the University, and that the University and any clinical agency where they have clinical practice as part of enrollment will not be responsible for any medical expenses. See Appendix 3 for information.
**Writing Expectations**

Graduate education requires high level writing skills. WVU School of Nursing adopted a writing plan for all graduate programs below:

- All faculty will refuse to accept poor writing and will actively promote good writing.
- Students’ writing skills will be reinforced from course to course over the curriculum.
- One writing assignment will be required in every course.
- A standard rubric to evaluate writing will be used in all courses.
- Two books will be the standard writing resources for every course:
- Faculty will not allow re-writes of final submitted papers.
- If a teacher decides to accept drafts, he or she must incorporate in the syllabus expectations for the drafts and the final submissions.
- All students are encouraged to have a non-peer proof reader, who is willing to critically analyze writing.
- Standard writing resources will be used to improve students’ writing as follows:
  a. *Writing in the Sciences,* a course produced by Stanford University. This course will be required for all students entering doctoral programs. It can be found at https://www.coursera.org/course/sciwrite. The course is archived, so students will listen to lectures, but will not complete activities or quizzes.
  b. The Purdue Online Writing Lab (Purdue OWL), http://owl.english.purdue.edu/owl/. This includes online writing tutorials that can be used as needed.
  c. Drake University, *A Writing Tutorial for Graduate Students,* http://www.educ.drake.edu/aded/tutorial.htm. This is a clearinghouse of writing resources that can be used as needed.

**Progression and Graduation Standards**

**Progression Policy**

In order to progress in the graduate curriculum, a student must meet the following performance standards:

1. Achieve an overall academic Grade Point Average of at least 3.0 in all work attempted in the Master's Program.
2. Carry forward only one C grade in a nursing course. A second C in a nursing course will result in dismissal from the program.
3. Maintain a 3.0 GPA. A student who falls below 3.0 on 9 or more credit hours will be placed on academic probation and has only one semester to bring up the GPA to the 3.0 requirement.
4. Repeat only one nursing course and only one time.
5. Earn a letter grade (A, B, C) on all required courses. A grade of D or F in any course results in dismissal from the program.

Appeal processes for the graduate program follow the West Virginia University guidelines and can be found in the WVU Graduate Catalog. To access the Catalog please go to http://coursecatalog.wvu.edu. Go to “Select a Major” and choose “Nursing”. For the specific appeal procedure for the School of Nursing, see Appendix 8. Students considering an appeal should begin by contacting their academic advisor first.
Transfer of Course Work
Twelve semester credits of course work with a grade of B or better may be transferred from institutions accredited at the graduate level with permission of the Associate Dean for Graduate Practice Programs.

• A student wishing to transfer credit from another institution must confer with his or her academic advisor and obtain a transfer of graduate credit form from the Office of Student Services. (See Appendix 4 for a sample of this form.) This form requires the signature of the Associate Dean.

• The student should provide information about the course for transfer including the name of the institution with address and zip code, the course number and the name, and the course descriptions and syllabi as published by that institution. Also include the WVU course it replaces or the requirement it meets. Courses for transfer will be evaluated for equivalency by the Associate Dean and appropriate graduate faculty. Final approval of coursework for transfer is granted by the Associate Dean.

• The student must have an official transcript from the other institution sent to the Office of the University Registrar. Failure to submit an original transcript will result in nullification of the transfer of credit.

Degree Requirements
The following requirements must be met:

• Remove all provisions.
• Complete all required semester credit hours.
• Remove all conditions, deficiencies, and incomplete grades.
• Register for course work during the semester graduating. This does not include completion of request to remove a grade of incomplete.
• Complete and document all clinical hours in the MSN clinical courses.
Technology Requirements for Delivering Graduate Program Courses

The graduate programs at WVU makes use of the latest in technological advances. You will need to have access to appropriate hardware, software, and systems to be successful. The following is a guide and recommendations for technology.

WVU Student Email System
All students in the University have access to email through the Mobile Friendly App portal.wvu.edu. There you will find information about the Mountaineer Information Express (MIX) system. You must use this email system for all graduate program coursework and any WVU SON communication. No other email addresses will be used by faculty or administrators to contact you or to notify you of course related or program related information. You can access MIX from any computer where you have internet access or from the mobile friendly app portal.wvu.edu. You will need to claim your WVUID Account in order to get your user name and password/PIN. You must obtain your WVUID prior to claiming your account. If you previously attended WVU, your WVUID and username will be the same, but you will still need to reclaim your account if it has not recently been active. Please follow the steps below to find your WVUID and claim your username and account:

Find your WVUID
1. Go to https://login.wvu.edu/self-service/dist/index.html#/lookup/auth
2. Under Alternate WVUID Lookup, enter your date of birth, then select “Social Security Number” from the ID Type drop down box and enter your SS#.
3. Click Look Up.
4. Write down your WVUID number and memorize it! (Or at least keep it where you will be able to easily find it again.)

Claim Your Account/Check Account Status/Change Password
1. Go to https://login.wvu.edu and click the Claim Account button
2. Enter your name and date of birth
3. In the ID Type drop-down field, select WVUID and enter your 9-digit WVU ID number found on your admission letter
4. Answer the validation question
5. Read and accept the Annual Security Responsibility Statement
6. Choose if you would like to extend your password from 90 to 180 days and complete the instructions listed
7. Select three different security questions
8. Create a password
9. Write down and memorize your username and password. You will use this for all WVU logins unless otherwise instructed.

You should access MIX as soon as possible. The SON and faculty will send you important information through this account, and request that you check your account daily. You will be accountable for any information found in your MIX email. The MIX homepage has a great tutorial that you should complete before your classes begin. Use MIX to your best advantage during your program!
Distance Course Delivery

The courses you will take in the graduate program will be delivered via distance education technologies using the SOLE (Secure OnLine Environment) platform for course deliveries. Technologies used within SOLE include Blackboard Collaborate, Camtasia, and Mediasite Live webcast.

SOLE (Secure OnLine Environment)
SOLE is the WVU Health Sciences Center's portal for online education and information. It is a web-based tool for students to access courses and for instructors to build and maintain those courses. SOLE was developed by HSC Information Technology Services as an open-ended system for online course development and management with a single-login and user-friendly environment. Login to SOLE at https://sole.hsc.wvu.edu/login?ReturnUrl=/ using your WVU MyID username and password. If you haven’t already activated your MyID account, go to https://myid.wvu.edu/ and click on Activate Account and complete the requested information. You are expected to check your SOLE courses and mix e-mail on at least a daily basis. If you need assistance with SOLE, please go to the SOLE information page at http://soleportal.com/help/sole-help/about-sole-help/supported-browsers/

Blackboard Collaborate
Blackboard Collaborate delivers synchronous real-time online classes. When you log into SOLE, on the home page of each course you will see links to the Collaborate sessions. You will be an active participant in the Collaborate sessions, discussing issues using your microphone or answering live poll questions. Because exchange of ideas is an important function of University education, you are required to be present for these real-time Collaborate sessions, unless otherwise instructed by faculty. You need to be sure your computer meets the following requirements to participate in Collaborate:

Computer/ Internet Information

Computer Specifications
Supported Browsers and Operating system for SOLE and Collaborate are available at http://soleportal.com/help/sole-help/about-sole-help/supported-browsers/

OIT has recommended computer specifications for PC, MAC, hardware, software, modem, Ethernet adapter, and other devices also at http://soleportal.com/help/sole-help/about-sole-help/supported-browsers/

We have found that students prefer PCs over MACs. Students who use MAC computers have reported problems engaging in the learning environment.

Internet Standards
• A wireless internet connection is not recommended. Collaborate works best with a wired internet connection.
• Soundcard with microphone and speakers.
• Collaborate requires using headsets instead of external speakers
You must complete the Audio Wizard as soon as possible to be sure that your computer supports Collaborate. You should complete the wizard on every computer that you will use to access coursework. You may need to repeat the audio wizard each time you access Collaborate. You will need to have high speed internet access through a cable modem, DSL, or satellite.

Please be advised that when you purchase your high speed internet access there is usually an additional cost for the fastest connectivity. Consult your internet service providers regarding your connection speed for your membership. It is in your best interest to purchase the fastest speed your internet service provider offers. We understand that DSL and high-speed cable are not available in some rural areas and students must resort to high-speed satellite internet service. Dial-up connections do not work with this technology. If dial-up is the only access you have from home, we recommend looking for alternate sites to attend class where you can get high speed connection.

Microsoft Office (includes Word, Excel, Power Point, and Outlook) is required for all School of Nursing coursework.

**Webcast**

Webcast technology is used for many of the asynchronous lectures that you will be watching in your home, place of employment (when off-duty), or local library. Webcast uses web-based streaming video and synchronized multimedia presentation. The West Virginia University School of Nursing has adopted webcast technology to deliver some core graduate nursing content.

**Computer Help Desk Fall & Spring Help Desk Hours:**

**Phone:** 304-293-4444/811-327-9260

**Website:** [http://its.wvu.edu](http://its.wvu.edu)

**Help Desk Email:** OITHelp@mail.wvu.edu

<table>
<thead>
<tr>
<th>Day</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Monday – Thursday</td>
<td>8:15 am – 10:00 pm</td>
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<td>Friday</td>
<td>8:15 am – 10:00 pm</td>
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<tr>
<td>Saturday</td>
<td>10:00 am – 6:00 pm</td>
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<tr>
<td>Sunday</td>
<td>4:00 pm – 12 midnight</td>
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If you encounter problems any time during online coursework, the Help Desk should be able to assist you. You should not call the instructor for help with technical problems. Before you call the help desk, please determine what version of Internet Explorer and Microsoft media player you are running, and which online delivery system you are using (i.e. Collaborate, webcast). At times the HELP desk may direct you to the main Collaborate Support service number at 1-877-382-2293.

**Computer skills**

You are expected to be familiar with operating and using electronic technology. The skills of word processing on Microsoft Word, database utilization, internet competence, and email knowhow, including the use of attachments, are essential to course work in the graduate program. It is an expectation that you are proficient with these computer skills. We recommend you visit [http://office.microsoft.com/en-us/support/training-FX101782702.aspx?redir=0](http://office.microsoft.com/en-us/support/training-FX101782702.aspx?redir=0) for online tutorials to help with Microsoft Office product use. If you need to update your general computer skills, you may want to obtain the following book: Joos, I., Nelson, R., and Smith, M., (2010) Introduction to Computers for Health Care Professionals 5th Edition. MA: Jones and Bartlett Learning.
Computer Labs

Morgantown Computer Lab
The Health Sciences Center Computer Based Learning Center (CBLC) offers a computer lab on the 2nd floor of Health Sciences Center South. The lab contains both PC and Macintosh computers. The computers are supported by a local area network that provides Internet access.

Charleston Computer Lab
The Charleston Division offers computer access for students in the HSC Library (1st Floor). Library computers have access to Microsoft Office, Internet Explorer, Cochrane Library, and Nursing Primary care programs.

There may also be computer labs available at your place of employment, local or community college, or public library.

Student Participation in Online Courses

Students in online courses have the professional responsibility to devote their full attention to the class while it is in session, just as they would in a traditional classroom setting. Students may not engage in patient care in the workplace while attending an online class session. If a student is permitted by an employer to participate in an online course during working hours, he or she must do so away from the clinical setting and only after being completely relieved of patient responsibilities. Students will not be permitted to make up course work or testing that is missed if called back to the workplace.

ANA Position on Incivility, Bullying, and Workplace Violence

ANA’s Code of Ethics for Nurses with Interpretive Statements states that nurses are required to “create an ethical environment and culture of civility and kindness, treating colleagues, co-workers, employees, students, and others with dignity and respect.” Similarly, nurses must be afforded the same level of respect and dignity as others (ANA, 2015a). Thus, the nursing profession will no longer tolerate violence of any kind from any source. All registered nurses and employers in all settings, including practice, academia, and research must collaborate to create a culture of respect, free of incivility, bullying, and workplace violence. Best practice strategies based on evidence must be implemented to prevent and mitigate incivility, bullying, and workplace violence; to promote the health, safety, and wellness of registered nurses; and to ensure optimal outcomes across the health care continuum. This position statement, although written specifically for registered nurses and employers, is also relevant to other health care professionals and stakeholders who collaborate to create and sustain a safe and healthy interprofessional work environment. Stakeholders who have a relationship with the worksite have a responsibility to address incivility, bullying, and workplace violence.

You may view the position statement in its entirety at:

Academic Integrity

In accordance with the WVU Graduate Catalog, academic integrity is expected of all members of the WVU community. Academic dishonesty is condemned at all levels of life, indicating an inability to meet and face issues and creating an atmosphere of mistrust, disrespect, and insecurity. Academic dishonesty, includes, but is not limited to, plagiarism, cheating and dishonest practices, forgery, misrepresentation or fraud. Academic integrity is expected in all activities, including those that occur online. At the discretion of the faculty, academic dishonesty can result in exclusion from the course, a lower grade and/or an unforgivable F in the course. The Dean may also impose additional penalties. Academic dishonesty will also be reported by faculty to the WV Board of Examiners for Registered Professional Nurses for their consideration relative to disciplinary action against the student’s RN license.

School of Nursing Financial Aid

Scholarship Opportunities
Scholarship opportunities for WVU School of Nursing students are listed on our website at http://nursing.hsc.wvu.edu/students/current-students/scholarship-opportunities/.

Other Forms of Financial Aid
Information concerning other forms of financial assistance available to students, and application forms should contact:

HSC Financial Aid Office
Health Sciences North PO
Box 9810
Morgantown, WV 26506-9810
Telephone 304/293-3706
Website: http://financialaid.wvu.edu/students/professional-hsc

Tuition and Transportation

Students pay tuition and fees shown in the WVU Health Sciences Center Catalog, plus special fees and deposits as required. Fees are subject to change without notice. Students' expenses vary widely according to their individual course of study. Students are expected to provide their own transportation, equipment, and instruments for the clinical courses. Specific immunizations, including hepatitis B, are required. Some clinical experiences require the student to travel in a multi-county area. Students are responsible for providing their own transportation to all clinical experiences.
WVU School of Nursing Drug and Alcohol Testing Policy

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

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

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

4. Drug testing may be required for any student who demonstrates behaviors of reasonable suspicion (3a-q) in the clinical environment.
5. Drug testing may be required for any student who demonstrates suspicion of substance abuse impairment and who has access and/or direct responsibility for controlled substances if known drugs of abuse are missing or otherwise unaccounted for while in the clinical agency. This determination will be made on a case-by-case basis by the agency manager or administrator and the Dean of WVUSON, or the Dean’s representative.

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

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

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

9. The student who is suspected of substance abuse impairment will be escorted to the collection site with the appropriate faculty member or assigned preceptor and an agency staff member. All will remain at the collection site until the required specimens are obtained. Agency policy will be followed as required.

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

11. The student’s confidentiality will be strictly maintained. The test results will be communicated only to the student, the appropriate Associate Dean, the physician reviewing the results with the student, and the WVUSON Dean.

12. Records will be maintained in a separate file by the WVUSON in a secured area. Requests for information will require a court order or may be released by the student’s signed written consent and liability waiver.

13. Any violation of this policy by a student will result in disciplinary action including dismissal from the nursing program.

14. WVUSON recognizes that chemical dependency is an illness that can be treated. Assistance for students who are dependent on a chemical substance is available through WVU.

11/29/04
**Directions for Faculty**

Reasonable suspicion of substance abuse impairment is considered when any student demonstrates unusual, unexplained behavior in the agency environment or during clinical experiences. Observable signs might include, but are not limited to:

1. The faculty member or assigned preceptor will have another faculty member or agency staff member to confirm that the suspicious behavior is a result of substance abuse impairment.
   a. Slurred speech
   b. Odor of alcohol on breath or person
   c. Unsteady gait
   d. Disoriented or confused behavior
   e. Significant changes in work habits
   f. Observed behaviors indicative of hallucinations
   g. Unexplained accident or injury
   h. Sloppy, inappropriate clothing and/or appearance
   i. Physically assaultive, unduly talkative, exaggerated self-importance, making incoherent or irrelevant statements in the agency setting
   j. Excessive sick days, excessive tardiness when reporting for clinical or class
   k. Missed deadlines, careless mistakes, taking longer than customary to complete work
   l. Coordination (not normal, swaying, staggering, lack of coordination, grasping for support)
   m. Performance (unsafe practices, unsatisfactory work)
   n. Alertness (change in alertness, sleepy, confused)
   o. Demeanor (change in personality, fighting, excited, combative, aggressive, violent, argumentative, indifferent, threatening, antagonistic)
   p. Eyes (bloodshot, dilated)
   q. Other clinical observations consistent with impairment

2. The student who is suspected of substance abuse impairment will be asked to leave the area and go with a faculty member/assigned preceptor, and a witness (agency staff member) to discuss the situation in a location ensuring privacy and confidentiality. The discussion will be documented, and the decision to drug test will be made.

3. Faculty will contact WVUSON Student Services office, if possible, to assist with accompaniment of student to lab and during testing. The student will be accompanied to testing site by WVUSON faculty/assigned preceptor and agency staff. Agency policy will be followed as required.

4. The student who is suspected of substance abuse impairment will submit appropriate laboratory specimens in accordance with the Drug & Alcohol Testing Policy and related clinical agency policies.
5. Informed consent will be obtained by the faculty prior to testing. Fees associated with testing will be the responsibility of the student.

6. The student who is suspected of substance abuse impairment will be suspended from all clinical activities until the case has been reviewed by the appropriate personnel or committees, as designated by the WVUSON.

7. If the laboratory test is negative, the student will be allowed to return to clinical activities without penalty. Arrangements to make up missed work must be initiated by the student on the first day back to class or clinical (whichever comes first).

8. If any laboratory test is positive for substances, the decision may be any of the following: warning, referral for medical evaluation, or immediate dismissal from the program.

9. Student confidentiality will be maintained at all times.

11/29/04

Requirements for Faculty Reporting “Reasonable Suspicion” of Drug/Alcohol Use

1. State date and time you contacted Student Services office (include name of contact), if possible.

2. Write Violation of Safe Standards of Clinical Practice Incident Report and include student name, date, and time of observations.

3. Include any behavioral, visual, olfactory or auditory observations that constitute reasonable suspicion. Observable signs might include, but are not limited to:
   a. Slurred speech
   b. Odor of alcohol on breath or person
   c. Unsteady gait
   d. Disoriented or confused behavior
   e. Significant changes in work habits
   f. Observed behaviors indicative of hallucinations
   g. Unexplained accident or injury
   h. Sloppy, inappropriate clothing and/or appearance
   i. Physically assaultive, unduly talkative, exaggerated self-importance, making incoherent or irrelevant statements in the agency setting
   j. Excessive sick days, excessive tardiness when reporting for clinical or class
   k. Missed deadlines, careless mistakes, taking longer than customary to complete work
   l. Coordination (not normal, swaying, staggering, lack of coordination, grasping for support)
   m. Performance (unsafe practices, unsatisfactory work)
   n. Alertness (change in alertness, sleepy, confused)
   o. Demeanor (change in personality, fighting, excited, combative, aggressive, violent, argumentative, indifferent, threatening, antagonistic)
   p. Eyes (bloodshot, dilated)
   q. Other clinical observations consistent with impairment
4. List unexplained absences or tardiness.
5. Include if student admitted to use of drugs/alcohol.
6. Describe if drugs/alcohol were discovered on student and provide detailed listing.
7. List reports of complaints of student behavior from nursing personnel, patients/family, or other students.
8. List witnesses to behavior and witness that accompanied faculty and student to private location. (See #2 under Directions to Faculty.)
10. Sign and date report.
11. Send copy of report to Associate Dean for Academics within 24 hours of incident.
12. Forward any recommendations of discipline to Student Services office.

11/29/04
Appendix 1: Contract to Remove Grade of Incomplete

Department:

A Contract to Remove Grade of I should be completed before a grade of I is given or during the first two weeks following the term during which the I was given.

Student Name: Student No.:

Course: Section: Semester: Year:

Student Rank (F, S, SI, SII): Major:

Advisor: Name(s) of textbook(s)

Instructor:

Course grade at this time:

If the student will not be enrolled as a full-time student when the course is completed, give mailing address:

Street

City

State Zip

Reason for grade of I: Work was unavoidably incomplete

An additional examination is justified

Work necessary to remove the I:

Date by which course must be completed:

Grade to be assigned if the incomplete work is not completed:

I understand that the course work must be completed by the date indicated above; otherwise the grade for the course will be as specified above.

Student's Signature: Date:

Instructor's Signature: Date:

copy: Student

Department (Office where course offered) Student's Advisor

Instructor
Appendix 2: Responsible Conduct of Research Graduate Student Guide

As a graduate student at West Virginia University, you are required to meet particular federal and University-wide standards regarding the responsible conduct of research (RCR). To meet these standards, you must complete an online RCR course offered by the Collaborative Institutional Training Initiative (CITI). You can take the course any time after receipt of your acceptance but it must be completed within 30 days of the beginning of your initial semester. Failure to do so may affect your status within the College and the University in general.

To complete the CITI RCR course (please note that you do not yet have to be enrolled at WVU to register with CITI and complete the necessary training), please follow the steps below:

1. Navigate your browser to http://www.citiprogram.org
2. Click on the “Register Here” link
3. For registration question one, enter West Virginia University into “Participating Institutions” and go to question two, leaving all other fields blank
4. Enter your desired username and password (please make record of both, but if you forget these, they can be e-mailed to you if you contact the Office of Research Integrity and Compliance), then go to question three
5. For registration question three, select a security question and enter a security answer, then go to question four
6. Enter your first name and last name, then go to question five
7. Enter a primary and secondary (optional) e-mail address, then go to question six
8. For registration question six, indicate “No” and your professional affiliation as “none,” then go to question seven
9. Read the question and enter your response, then go to question eight
10. Enter your response to the question about completing a course survey
11. Click the “Submit” button
12. On the page that follows, enter your language preference, your institutional e-mail address (this can be any e-mail address), your department, and your expected role in research you may be conducting in the future, along with any other fields you would like to fill in, then click the “Submit” button
13. On the next page, under Question 1, indicate which RCR course you would like to take. Please note that you should choose the one that best matches your field. For example, Dentistry students will need to take either the Biomedical Responsible Conduct of Research Course if you intend on collecting any biological samples or performing any medical procedures in the future or the Social and Behavioral Responsible Conduct of Research Course if you do not intend on doing so but instead intend on conducting surveys, interviews, questionnaires, or non-medical observations. If you are not sure which you will do, complete the Biomedical RCR Course.
14. Leave all other selections on this page blank and scroll down to click the “Submit” button
15. On the next page, click the “No” button
16. You will then be taken to your CITI Main Menu. Here, you will need to click “Enter” next to the RCR course you selected, then click on “The Integrity Assurance Statement” to begin your course
17. You must complete all Elective modules (the first listing shown) with an 80% score or higher to complete the course, but you may close your browser and complete each module at your leisure.

Once you have completed the course, the Office of Research Integrity and Compliance (ORIC) will be immediately notified. You do not need to submit any paperwork to ORIC. If you have any questions about the RCR requirements or would like advice on which RCR course to complete, please call the ORIC at 304-293-7073 and you will be transferred to someone who can help you.
Appendix 3: WVU Health Insurance Requirement

All domestic students at West Virginia University enrolled in 6 or more credit hours, and international students enrolled in 1 or more credit hour, are required to carry health insurance coverage. Eligible students who do not have an approved waiver on file for the academic year are automatically enrolled in the WVU-sponsored Aetna student health insurance plan at a cost of $912 assessed to your student account per term.

The insurance waiver for the 2017-2018 academic year is due by July 26, 2017 and can be found on the Student Insurance Office website: http://studentinsurance.wvu.edu/

If at any time you are enrolled in 6 or more hours (1 or more if international) and do NOT submit the insurance waiver, you will be automatically enrolled in the WVU-sponsored Aetna student health insurance plan at a cost of $912 assessed to your student account.

You must submit the insurance waiver every year to avoid automatic enrollment.
Appendix 4: Application for Transfer of Graduate Credit to West Virginia University

**This is a sample of the form. The form can be found on the Registrar’s website at: http://registrar.wvu.edu/files/d/57e6fece-0571-44d4-8863-7813dc39ec20/transfer-of-graduate-credit.pdf

APPLICATION FOR TRANSFER OF GRADUATE CREDIT TO WEST VIRGINIA UNIVERSITY

INSTRUCTIONS:
Credit earned at other institutions of higher education can only be credited toward graduate degrees at WVU if the Institution is accredited at the graduate level. The maximum transfer credit permitted is 12 semester hours in the Master's program requiring 30 to 41 semester hours. Transfer credit is not restricted for doctoral students as doctoral degrees are not credit hour accumulation degrees. The student is responsible for having an official transcript sent to the Office of the University Registrar. Transfer of credit is applicable for active students pursuing a Master's or Doctoral degree ONLY.

Return completed form to the Office of the University Registrar

TO BE COMPLETED BY STUDENT (One form per institution required)

Name:

Student ID:

Address:

Currently Enrolled (WVU) Yes __ No __

Degree Program:   Master's ____   Doctoral ____   Major __________

Name of Transfer Institution Attended: ____________________________________________

COURSE(S) TO BE COMPLETED: (Translation to WVU equivalent required for processing)

<table>
<thead>
<tr>
<th>Transfer Subject</th>
<th>Transfer Course #</th>
<th>Semester Hrs.</th>
<th>Equivalent WVU Courses</th>
<th>Semester &amp; Year (To be completed)</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

If transfer of credit exceeds the maximum hours, indicate the hours required for degree program.

Signature of Chairperson or Advisor

Date

Dean's Signature

Date

College/Department
Appendix 5: Consent Form for Alcohol, Drug, and Substance Testing

I hereby consent for the agency’s laboratory to collect blood, urine, or saliva samples from me to conduct necessary medical tests to determine the presence or use of alcohol, drugs, or controlled substances. Further, I give my consent for the release of the test result(s) and other relevant medical information to the WVUSON Dean. I also understand that if I refuse to consent, I may be subject to disciplinary action which could include dismissal from the nursing program.

AGREED TO:

_________________________________________________________________________ Student __________________________ Date

_________________________________________________________________________ Witness __________________________ Date

REFUSED:

_________________________________________________________________________ Student __________________________ Date

_________________________________________________________________________ Witness __________________________ Date

Reason for Refusal: __________________________________________________________

Copies of completed form to:

Student
Faculty/Preceptor
Agency
WVUSON Student Services

11/29/04
Appendix 6: Process for Final Grade Appeals

STEP 1
1. Student receives written notice of the final course grade. Within 20 business days of the receipt of the grade, the student meets with the instructor to resolve the issue. This may occur via exchange of emails. If the Instructor agrees to change the grade, a grade modification is submitted by the instructor and the issue is resolved.
2. If the instructor does not respond or does not change the grade, the student has the right to proceed to Step 2.

STEP 2
1. Within 5 business days after the decision at step 1, the student may formally appeal the grade (in writing) to the Program Director (BSN, MSN/DNP, or PhD), in lieu of the department chair. In the appeal, the student must provide all documentation and evidence forming the basis of the appeal. The course instructor must provide all criteria for determining grades.
2. Within 5 business days of receiving the appeal, the Program Director reviews the appeal, makes a decision to uphold or change the grade, and informs the student and instructor.
3. If the appeal is resolved, the case is closed. If the student is dissatisfied with the decision, he or she may proceed to Step 3.

STEP 3
1. Within 5 business days of the Program Director’s decision, the student may formally appeal the decision (in writing) to the committee for Academic & Professional Standards (CAPS), through notification of the Associate Dean of Academics (Dean’s designee).
2. The Associate Dean of Academics appoints a representative committee from the CAPS of 3 or more faculty members to review the case and make a recommendation within 10 business days.
3. If the appeal is resolved, the case is closed. If the student is dissatisfied with the decision, he or she may proceed to Step 4.

STEP 4
1. Within 5 business days of the CAPS decision at step 3, the student may formally appeal the decision (in writing) to the Associate Dean of Academics (Dean’s designee).
2. The Associate Dean of Academics reviews the student appeal and any submitted information from the course instructor and makes a final decision, and notifies the student, instructor, and Program Director of the final decision within 10 business days. The case is then closed.

*** Note: Students are allowed to continue progression within the undergraduate or graduate program (continue enrollment in the following semester courses) during the time that a course final grade or program dismissal appeal is being processed and a final decision made. However, students who are unsuccessful in their appeal will be withdrawn from current classes within the School of Nursing consistent with University deadlines and policies. In addition, the refund of tuition and fees depends on the student’s particular situation, the semester, the date of the withdrawal from a course or courses, etc. In order to determine what, if any, refund of tuition, you may be eligible to receive, you will be asked to review the WVU website that illustrates the Reduction (Refund) Schedule: http://studentaccounts.wvu.edu/refunds/reduction_schedule
The student will be required to sign an acknowledgement form (available in Student Services) indicating understanding of this policy prior to beginning the new semester while appealing a grade from the prior semester. If the student must withdraw from a course in the new semester because of an unsupported appeal of a failing grade (D/F) in the prior semester, the withdrawal will not result in dismissal from the program (according to progression standards, students are dismissed if they must repeat more than 1 course).
Appendix 7: Process for Appeal of Program Dismissals

STEP 1
1. The student receives written notice of dismissal from the program from the Associate Dean of Academics (or designee).

STEP 2
1. Within 30 days of notification of dismissal, the student may formally appeal the dismissal (in writing) to the School of Nursing Dean. In the appeal, the student must provide all documentation and evidence forming the basis of the appeal. The Dean may also request additional documentation from faculty that supports either the appeal or the dismissal.
2. The Dean appoints a representative committee of 3 or more faculty members from the CAPS committee to review the case and make a recommendation within 10 business days. The student may elect to meet with the committee to present his/her perspective related to the dismissal.
3. The Dean reviews the committee’s recommendation, makes a final decision, and notifies the student and the Associate Dean of the decision to uphold or overturn the dismissal within 10 business days.
4. If the appeal is resolved, the case is closed. If the student is dissatisfied with the decision, he or she may proceed to Step 3.

STEP 3
1. Within 5 business days of the Dean’s decision, the student may formally appeal the decision (in writing) to the Associate Vice President for Academic Affairs in Health Sciences.
2. The Associate Vice President reviews the case, makes a final decision, and informs the student and the School of Nursing Dean in writing within 10 business days.
3. If the appeal is resolved, the case is closed. If the student is not satisfied with the Dean’s decision, he or she may proceed to Step 4.

STEP 4
1. The student may formally appeal in writing to the Associate Provost for Undergraduate Academic Affairs or the Associate Provost for Graduate Academic Affairs, as the Designee of the University Provost, the Associate Vice President’s decision within 5 business days.
2. The Provost’s Designee reviews the case and makes a final decision within 30 business days of his/her receipt of the appeal. The Provost’s decision is final.

*** Note: Students are allowed to continue progression within the undergraduate or graduate program (continue enrollment in the following semester courses) during the time that a course final grade or program dismissal appeal is being processed and a final decision made. However, students who are unsuccessful in their appeal will be withdrawn from current classes within the School of Nursing consistent with University deadlines and policies. In addition, the refund of tuition and fees depends on the student’s particular situation, the semester, the date of the withdrawal from a course or courses, etc. In order to determine what, if any, refund of tuition, you may be eligible to receive, you will be asked to review the WVU website that illustrates the Reduction (Refund) Schedule:

http://studentaccounts.wvu.edu/refunds/reduction_schedule

The student will be required to sign an acknowledgement form (available in Student Services) indicating understanding of this policy prior to beginning the new semester while appealing a grade from the prior semester.
Appendix 8: Memorandum of Understanding Related to Course Progression During Appeal Process after the Dean has rendered an Academic Decision

Students are allowed to continue progression within the undergraduate or graduate program (continue enrollment in the following semester courses) during the time that a course final grade or program dismissal appeal is being processed and a final decision made. However, students who are unsuccessful in their appeal must withdraw from current classes within the School of Nursing consistent with University deadlines and policies. In addition, the refund of tuition and fees depends on the student’s particular situation, the semester, the date of the withdrawal from a course or courses, etc. In order to determine what, if any, refund of tuition, you may be eligible to receive, you will be asked to review the WVU website that illustrates the Reduction (Refund) Schedule:
http://studentaccounts.wvu.edu/refunds/reduction_schedule

I ____________________ have elected to maintain enrollment and progression in the School of __________________________ according to my originally planned program progression plan for the upcoming ________________ (term) while a decision related to my appeal of ______________________________ is being finalized. I acknowledge that if my appeal is denied, I will not be able to continue my progression as planned. I agree to withdraw from the course(s) in which I am not able to progress, and I will immediately stop participating in these courses after the final decision to deny the appeal is made. I also acknowledge that upon withdrawal from the course(s) in which I am enrolled, my tuition and fees as well as documentation of withdrawals will be consistent with the current University deadlines and policies in place at the time.

______________________________
Student Signature

______________________________
Student Services Representative
## Appendix 9: School of Nursing Graduate Faculty

<table>
<thead>
<tr>
<th>Name</th>
<th>Rank</th>
<th>Membership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barnes, Emily, DNP</td>
<td>Clinical Associate Professor</td>
<td>Associate</td>
</tr>
<tr>
<td>Buck, Katherine Joy, PhD</td>
<td>Professor</td>
<td>Regular</td>
</tr>
<tr>
<td>Carpenter, Roger, PhD</td>
<td>Assistant Professor</td>
<td>Associate</td>
</tr>
<tr>
<td>Sandra Cotton, DNP</td>
<td>Clinical Associate Professor</td>
<td>Associate</td>
</tr>
<tr>
<td>Maiocco, Gina, PhD</td>
<td>Clinical Associate Professor</td>
<td>Regular</td>
</tr>
<tr>
<td>Mallow, Jennifer, PhD</td>
<td>Assistant Professor</td>
<td>Regular</td>
</tr>
<tr>
<td>McCrone, Susan, PhD</td>
<td>Professor</td>
<td>Regular</td>
</tr>
<tr>
<td>Narsavage, Georgia, PhD</td>
<td>Professor</td>
<td>Regular</td>
</tr>
<tr>
<td>Nathaniel, Alvita, PhD</td>
<td>Professor</td>
<td>Regular</td>
</tr>
<tr>
<td>Rowlands, Aletha, PhD</td>
<td>Assistant Professor</td>
<td>Associate</td>
</tr>
<tr>
<td>Sand-Jecklin, Kari, EdD</td>
<td>Associate Professor</td>
<td>Regular</td>
</tr>
<tr>
<td>Smith, Marilyn, PhD</td>
<td>Clinical Professor</td>
<td>Regular</td>
</tr>
<tr>
<td>Smith, Mary Jane, PhD</td>
<td>Professor</td>
<td>Regular</td>
</tr>
<tr>
<td>Theeke, Laurie, PhD</td>
<td>Associate Professor</td>
<td>Regular</td>
</tr>
</tbody>
</table>
Appendix 10: Graduation Checklist

______Discussed graduation with academic advisor

______Registered for credit in the semester of graduation

______Submitted Application for Graduate and Diploma

______Submitted completed Alumni Data Request Sheet to Student & Alumni Services Office

______Final clinical practicum evaluations completed online if applicable