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

The website is catalog.wvu.edu/graduate/

Revised July 2018
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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

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.

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

### MSN/MBA Program Goals and Corresponding MSN Essentials

<table>
<thead>
<tr>
<th>Number</th>
<th>MSN/MBA Program Goals</th>
<th>Upon completion of the MSN/MBA program the student will be able to:</th>
<th>MSN Essential</th>
</tr>
</thead>
</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 | |
| 6      | Integrates prior and current learning as a basis for growth and accountability in enacting the role of nurse leader:  
- Advocate for patients, families, caregivers, communities, and members of the healthcare team.  
- 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. | VII.1  
V.1-6  
IX.4 | |
<p>| | |</p>
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<tbody>
<tr>
<td>c.</td>
<td>• Value life-long learning and continued professional development.</td>
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<tr>
<td>7</td>
<td>Assume a leadership role in advocacy, ethical issues, and health care policy development:</td>
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<tr>
<td></td>
<td>a. • 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>
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<td></td>
<td>b. • 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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<td></td>
<td>c. • Demonstrates organizational and systems leadership that continually improves health outcomes and ensures patient safety.</td>
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<tr>
<td>8</td>
<td>• Integrates all the functional areas of business into management decisions in a global environment.</td>
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<tr>
<td></td>
<td>a. • Evaluate factors that influence the competitive behavior of the firm.</td>
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<tr>
<td></td>
<td>b. • Predict and anticipate company and market responses to external factors.</td>
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<tr>
<td></td>
<td>c. • Identify the risks and opportunities in global markets.</td>
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<tr>
<td>9</td>
<td>• Identify problems, collect appropriate data and analyze the data to make informed management decisions.</td>
</tr>
<tr>
<td></td>
<td>a. • Evaluate business reports to make meaningful decisions for the organization.</td>
</tr>
<tr>
<td></td>
<td>b. • Make data-driven, fact-based decisions using statistical techniques and principles.</td>
</tr>
<tr>
<td></td>
<td>c. • Take real world problems and express them in quantitative terms.</td>
</tr>
<tr>
<td>10</td>
<td>• Make management decisions in an ethically sensitive and socially responsible manner.</td>
</tr>
<tr>
<td></td>
<td>a. • Negotiate and control information ethically to meet organizational needs.</td>
</tr>
<tr>
<td></td>
<td>b. • Understand how to use and acquire information in an ethically sensitive manner.</td>
</tr>
<tr>
<td></td>
<td>c. • Synthesize various ethical theories and design a corporate code of ethics.</td>
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<tr>
<td>11</td>
<td>• Be effective team members in a virtual environment.</td>
</tr>
<tr>
<td></td>
<td>a. • Demonstrate the ability to work together in a supportive and effective manner.</td>
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<tr>
<td>12</td>
<td>• Be an effective leader who influences people towards the attainment of organizational goals.</td>
</tr>
<tr>
<td></td>
<td>a. • Recommend actions for leader effectiveness in a scenario case and apply a theory or framework to propose and defend their recommendations.</td>
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<tr>
<td></td>
<td>b. • Identify various leadership styles and their relative effectiveness, along with real-life examples.</td>
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<td></td>
<td>c. • 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>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>NSG 724 Statistics (3 CR)</td>
<td>NSG 707 EBP/Research (3 CR)</td>
<td>NSG 703 Theoretical Foundations of Nursing (3 CR)</td>
</tr>
<tr>
<td></td>
<td>NSG 702 Population Health Promotion (3 CR)</td>
<td>BADM 622: Financial Statement Analysis (3 CR)</td>
<td>NSG 709 Health Care Informatics (3 CR)</td>
</tr>
<tr>
<td></td>
<td>BADM 612 Managerial and Team Skills (Residency) (3 CR)</td>
<td>BADM 623: Business Strategy (Residency) (3 CR)</td>
<td>BADM 613 Macroeconomics (3 CR)</td>
</tr>
<tr>
<td></td>
<td>NSG 616 Role Seminar in Leadership (2 CR)</td>
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</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>11 CREDIT HOURS</strong></td>
<td><strong>9 CREDIT HOURS</strong></td>
<td><strong>9 CREDIT HOURS</strong></td>
</tr>
<tr>
<td>2</td>
<td>NSG 704 Health Care Leadership (3 CR)</td>
<td>BADM 631: Managerial Economics (3 CR)</td>
<td>BADM : Elective (3 CR)</td>
</tr>
<tr>
<td></td>
<td>BADM 652: Marketing Strategy (Residency) (3 CR)</td>
<td>BADM 632: Corporate Finance (3 CR)</td>
<td>BADM 644 Business Law and Ethics (3 CR)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NSG 611 Systems Based Decision Making (2 CR)</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>9 CREDIT HOURS</strong></td>
<td><strong>8 CREDIT HOURS</strong></td>
<td><strong>6 CREDIT HOURS</strong></td>
</tr>
<tr>
<td>3</td>
<td>BADM 661 Executive Project- Part 1 (1 CR)</td>
<td>BADM 653: Global Planning and Strategy (Residency) (3 CR)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BADM 662 Executive Project Part 2 (2 CR)</td>
<td>BADM 633: Leadership (3 CR)</td>
<td></td>
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<tr>
<td></td>
<td>NSG 617 Leadership Practicum 1 (3 CR)</td>
<td>NSG 618 Leadership Practicum 2 (3 CR)</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>6 CREDIT HOURS</strong></td>
<td><strong>9 CREDIT HOURS</strong></td>
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</table>

### MSN/MBA Part-Time Fall Start
<table>
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<tr>
<th>Year</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
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<tbody>
<tr>
<td>1</td>
<td>NSG 724 Statistics (3 CR)</td>
<td>NSG 707 EBP/Research (3 CR)</td>
<td>NSG 703 Theoretical Foundations of Nursing (3 CR)</td>
</tr>
<tr>
<td></td>
<td>BADM 612 Managerial and Team Skills (Residency) (3 CR)</td>
<td>BADM 622: Financial Statement Analysis (3 CR)</td>
<td>BADM 613 Macroeconomics (3 CR)</td>
</tr>
<tr>
<td></td>
<td>NSG 616 Role Seminar in Leadership (2 CR)</td>
<td>NSG 707 EBP/Research (3 CR)</td>
<td>NSG 703 Theoretical Foundations of Nursing (3 CR)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BADM 622: Financial Statement Analysis (3 CR)</td>
<td>BADM 613 Macroeconomics (3 CR)</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>8 CREDIT HOURS</strong></td>
<td><strong>6 CREDIT HOURS</strong></td>
<td><strong>6 CREDIT HOURS</strong></td>
</tr>
<tr>
<td>2</td>
<td>NSG 702 Population Health Promotion (3 CR)</td>
<td>BADM 631: Managerial Economics (3 CR)</td>
<td>BADM 644 Business Law and Ethics (3 CR)</td>
</tr>
<tr>
<td></td>
<td>BADM 623: Business Strategy (Residency) (3 CR)</td>
<td>BADM 652: Marketing Strategy (Residency) (3 CR)</td>
<td>NSG 709 Health Care Informatics (3 CR)</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>6 CREDIT HOURS</strong></td>
<td><strong>3 CREDIT HOURS</strong></td>
<td><strong>6 CREDIT HOURS</strong></td>
</tr>
<tr>
<td>3</td>
<td>NSG 704 Health Care Leadership (3 CR)</td>
<td>NSG 710 Health Policy &amp; Resource Management (3 CR)</td>
<td>BADM : Elective (3 CR)</td>
</tr>
<tr>
<td></td>
<td>BADM 633: Leadership (3 CR)</td>
<td>BADM 632: Corporate Finance (3 CR)</td>
<td>NSG 611 Systems Based Decision Making (2 CR)</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>6 CREDIT HOURS</strong></td>
<td><strong>6 CREDIT HOURS</strong></td>
<td><strong>5 CREDIT HOURS</strong></td>
</tr>
<tr>
<td>4</td>
<td>BADM 661 Executive Project- Part 1 (1 CR)</td>
<td>BADM 653: Global Planning and Strategy (Residency) (3 CR)</td>
<td>NSG 618 Leadership Practicum 2 (3 CR)</td>
</tr>
<tr>
<td></td>
<td>BADM 662 Executive Project Part 2 (2 CR)</td>
<td>BADM 653: Global Planning and Strategy (Residency) (3 CR)</td>
<td>NSG 618 Leadership Practicum 2 (3 CR)</td>
</tr>
<tr>
<td></td>
<td>NSG 617 Leadership Practicum 1 (3 CR)</td>
<td>NSG 618 Leadership Practicum 2 (3 CR)</td>
<td>NSG 618 Leadership Practicum 2 (3 CR)</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>6 CREDIT HOURS</strong></td>
<td><strong>6 CREDIT HOURS</strong></td>
<td><strong>6 CREDIT HOURS</strong></td>
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<tr>
<td>Course Title</td>
<td>Course Description</td>
<td>Course Objectives</td>
<td>Expected Learning Outcomes</td>
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<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------</td>
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<tr>
<td>N709 Health Care Informatics</td>
<td>Explore information technologies used in inpatient and outpatient health settings and describe methods of utilization of technology for practice improvement and patient outcomes management.</td>
<td>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.</td>
<td>•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.</td>
</tr>
<tr>
<td>N616 Role Seminar in Leadership</td>
<td>Exploration, analysis, and evaluation of the role of the master’s prepared nurse in leadership positions as guided by concepts, theories, and research.</td>
<td></td>
<td>•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. •Discuss major influences – IOM, Agency for Healthcare research and Quality (AHRQ), Institute for healthcare Improvement (IHI), Magnet, etc- in healthcare systems.</td>
</tr>
</tbody>
</table>
• 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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Course Description</th>
<th>Expected Outcomes</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>N724</td>
<td>Statistics for Evidence Based Practice</td>
<td>The study of statistical knowledge and skills needed for quantitative health research using SPSS.</td>
<td>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 regression, and logistic regression.</td>
<td>MSN - IV 1-6</td>
</tr>
</tbody>
</table>

• Use measurement techniques to assess outcomes.
• Calculate probabilities using contingency tables, the normal distribution, and the Central Limit Theorem.
• 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.
<p>| <strong>N702 Population Health Promotion</strong> | 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. | Explore the epidemiological, environmental, psychological, social, cultural, and gender as key factors that impact health across the lifespan. Explore health promotion concepts including health, wellness, disease, quality of life, health promotion and disease prevention interventions and factors that impede healthy lifestyle changes. Explore evidence-based interventions that address key lifespan health themes and facilitate evaluation and application of epidemiological, occupational, and environmental data analysis. Understand how to develop, implement, and evaluate programs of clinical prevention and population health for individuals, aggregates, and populations. | •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. •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 | MSN: I.6, II.3, II.5, III, III.2, III.3, III.4III.8, VIII.1-6 |</p>
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Course Description</th>
<th>Objectives</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>BADM612</td>
<td>Managerial and Team Skills</td>
<td>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.</td>
<td>•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. •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.</td>
<td>MSN: II</td>
</tr>
<tr>
<td>N707</td>
<td>Evidence Based Practice Methods</td>
<td>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.</td>
<td>•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</td>
<td>MSN - IV 1-6</td>
</tr>
<tr>
<td>BADM633 Leadership</td>
<td>disseminate and integrate new knowledge into evidence-based practice. Students will use analytical methods to critique existing literature and practices against national benchmarks, design, implement, and evaluate outcomes of practice, and apply relevant findings to improve practice guidelines and healthcare outcomes. 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. •Identify gaps in evidence for practice •Understand appropriate strategies for developing a research question. •Design evidence-based interventions.</td>
<td>•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</td>
<td>MSN: II.5, II.6, VII.4,6</td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Description</td>
<td>Desired Outcome</td>
<td>MSN:</td>
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<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, identity potential problems, and make informed decisions.</td>
<td>N703 Theoretical Foundations of Nursing</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.                                                                                                       | MSN - I, I.1, II.4, I.8 |
| **N704 Health Care Leadership** | 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.  
• 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 | MSNII II, II.1, II.3, I.7, II.2, II.6, II.7, III.1, III.2, III.4, III.6, VII.1-6 |
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.

• 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.

| BADM652 Marketing Strategy | 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, market segmentation and product positioning, product planning, promotion, distribution and pricing. Primary emphasis is placed on developing an understanding of central marketing concepts and applying them to "real world" problems. | • Identify and use marketing concepts to facilitate exchange.  
• Identify and describe the key components of a marketing strategy given a particular situation.  
• Demonstrate the market segmentation process and describe the basis for segmenting business and consumer markets, selecting target markets and positioning strategies.  
• Examine a marketing practice from several ethical perspectives.  
• Evaluate marketing estimates/forecasts.  
• Detail important components of a customer service and customer satisfaction program using consumer behavior principles.  
• Describe the basic differences in product vs. services marketing. |
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Objectives</th>
<th>Notes</th>
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<tr>
<td>N611</td>
<td>Systems Based Decision Making</td>
<td>Decision making grounded in an understanding of the organization as an open living system.</td>
<td>•Recognize the common channel structures and strategies, and the factors that influence their choice. •Identify the key pricing decisions to the individual firm and contrast individual pricing strategies. •Explain the roles, goals and tasks of promotion.</td>
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<td>N710</td>
<td>Health Policy and Resource Management</td>
<td>A foundation for leadership in health policy development, implementation, and evaluation, with a focus on advocacy for nursing, leadership, ethics, finance, and policy/program implementation.</td>
<td>•Examine organizations as open living systems. •Evaluate decision making in a variety of organizations. •Analyze identity, information interchange, and network of relationships in organizations.</td>
<td>MSN: I.4, VI.1-5</td>
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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.

The 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 the

•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.
| BADM631 Managerial Economics | 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. | • 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. | MSN: II, V.1 |
<p>| BADM623 Strategy | 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 confront top managers. | •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. •Formulate strategy concepts and techniques to virtually any business organization. •Develop a strategic manager’s perspective for resolving major business problems and issues, with the goal of improving organizational performance. •Assess the effect of government policy on business. | MSN: II, VI,3,5 |
| 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 | •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. | MSN: II, V, VI |</p>
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<th>Course Code</th>
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<th>Description</th>
<th>Prerequisites</th>
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<tr>
<td>BADM613</td>
<td>Macroeconomics</td>
<td>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.</td>
<td>•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. •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.</td>
<td>MSN: II,V,VI</td>
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<td>BADM661</td>
<td>Executive Project – Part 1</td>
<td>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 analyze your strategic thinking and decision-making skills.</td>
<td>•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 will be a detailed strategic plan.</td>
<td>MSN: II,V,VI, IX</td>
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demonstrate project management skills. If your tuition is partially or fully paid by your sponsoring organization, you may select a project that would have 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.

of the project is a completed project/business/consulting 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 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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<th>Course Code</th>
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<th>Objectives</th>
<th>Emphasis</th>
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<td>N617</td>
<td>Leadership Practicum 1</td>
<td>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.</td>
<td>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.</td>
<td>•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.</td>
<td>MN: IX</td>
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<tr>
<td>BADM653</td>
<td>Global Planning &amp; Strategy</td>
<td>This course explores the various strategic options available to companies in order to compete in the global marketplace. The course places emphasis on business integration, mission identification and objective setting, global strategic development, business</td>
<td>Course Emphasis: 1. Unstructured problem solving. Tolerance for ambiguity. Consideration of ethical issues when appropriate. Interaction with business professionals.</td>
<td>•Identify risks and opportunities in global markets. •Formulate strategies appropriate for global markets work within a team in a supportive and effective way analyze business opportunities and alternative strategies.</td>
<td>MN: II, V, VI</td>
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**BADM662 Executive Project Part 2**

| Teamwork. | •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. | **MSN: II,V,VI, IX** |

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 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

**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 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
<p>|               | plan of implementation consisting of milestones to be achieved by various dates. | 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. | N618 Leadership Practicum 2 | Supervised practicum designed to build on initial application of 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 continued application of health care leadership principles to a selected health agency site in an acute care, primary care, or 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. •Complete agency/department leadership project. •Demonstrate an understanding of the research related to this problem. •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 | MSN: IX |</p>
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<td>• Use “best practice” approach to planning, implementing and evaluating change in a specific health care setting.</td>
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<td>• Continue implementation of individual leadership development plan, evaluating achievement of proposed outcomes at semester end.</td>
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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 and APRN Certification
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 for Academics, 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 11. 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 recommends that students who are employed full-time (40 hours) enroll 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 or to the Student Services Office in Charleston. 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. For information on obtaining a photo ID call 304-293-2273. For a non-photo student ID email wvucard@mail.wvu.edu

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 a letter with instructions from the Program Director related to recording their completion of the course, and other pre-program requirements.

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 website.

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. The on-campus sessions for FNP students are offered in
Charleston for students in the southern half of the state and in Morgantown for students in the northern area. Students living out of state should attend on-campus sessions on the campus on which they are registered.

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, the admission letter, and letter from the program director. All students enrolled in the BSN-DNP program are required to attend an on-line orientation. The date will be sent to them in a letter from the program director mailed prior to the beginning of the semester.

**Criminal Background, Immunizations, 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.

**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/](http://studentinsurance.wvu.edu/).

**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 (Appendix 8).
- 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. The Purdue Online Writing Lab (Perdue OWL), [http://owl.english.purdue.edu/owl/](http://owl.english.purdue.edu/owl/). This includes online writing tutorials that can be used as needed.
  b. Drake University, *A Writing Tutorial for Graduate Students*,
Progression and Graduation Standards

Graduate Programs Progression Policy

To progress in the graduate curriculum, a student must meet the following performance standards. Failure to meet the criteria below and to progress will result in dismissal from the program.

1. Achieve and maintain an overall academic Grade Point Average of at least:
   a. 3.0 in all work attempted in the Graduate Practice Program. A student who falls below 3.0 on nine 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. Failure to raise the cumulative GPA to 3.0 in one semester will result in dismissal from the program.
   b. Post-Graduate Certificate students are required to take fewer credits than those in the degree programs. Therefore, a GPA lower than 3.0 will not be grounds for probation or dismissal. However, students earning two C grades, a D or an F will be dismissed from the Post-Graduate Certificate 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. Repeat only one nursing course and only one time.

4. 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.

5. If a student needs to withdraw from all courses in a semester, the student must meet with his or her advisor to request a Leave of Absence if he/she plans to return to course work.

6. Students at all times are expected to demonstrate professionalism, and respect for faculty, staff, preceptors, and student colleagues. If a student is dismissed from his or her clinical placement site for lack of professionalism or if the student's behavior compromises the school's relationship with the agency, the student is subject to failure in the course and subject to dismissal from the program.

Note: Any student who has been dismissed from the West Virginia University School of Nursing will not be readmitted to the program.

Appeals

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 catalog.wvu.edu/graduate/. Go to “Select a Major” and choose “Nursing”. For the specific appeal procedure for the School of Nursing, see Appendix 6. Students considering an appeal should begin by contacting their faculty and academic advisors 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 copy of this form.) This form requires the signature of the MSN/DNP Program Director.

• 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, including the WVU course it replaces or the requirement it meets. Courses for transfer will be evaluated for equivalency by the Program Director and appropriate graduate faculty.

• 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 DNP and or MSN clinical logs.

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 enrolled 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 friendlyapp portal.wvu.edu. You will need a user name and password.

All students are assigned a WVUID number, username, and account. 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
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 (Study, Observe, Learn, Engage) platform for course deliveries. Technologies used within SOLE include Blackboard Collaborate, Camtasia, and Mediasite Live webcast.

SOLE (Study, Observe, Learn, Engage)
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/ using your WVU MyID username and password. If you haven’t already activated your MyID account, go to https://login.wvu.edu/self-service and click on Claim 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/support-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/support-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 externalspeakers

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 Monday – Thursday 8:15 am – 10:00
Toll Free: 1-877-327-9260 Friday 8:15 am – 10:00 pm
Help Desk Email: OITHelp@mail.wvu.edu Saturday 10:00 am – 6:00 pm
OITHelp@mail.wvu.edu Sunday 4:00 pm – 12 midnight

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
It is an expectation that students 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 https://support.office.com/en-us/office-training-center?ms.officeurl=training 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.

**Financial Aid**
Financial aid may not be available every semester depending on the individual progression plan and number of credits taken. Financial aid is not available for certificate programs.

For information concerning forms of financial assistance available to students, and application forms contact:
HSC Financial Aid Office
Health Sciences North
PO Box 9810
Morgantown, WV 26506-9810 Telephone 304/293-3706

**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.

**Technical Standards**
Students admitted to the School of Nursing are expected to be able to complete curriculum requirements which include physical, cognitive and behavioral skills that are essential to the functions of the advanced practice professional nurse. Any candidate who thinks he/she does not possess one or more of the following skills should seek assistance from an academic counselor or faculty advisor and the WVU Office of Disability Services concerning any flexibility in program requirements, and possible accommodation through technical aids and assistance.
Candidates in the Graduate Program must have somatic sensation and the functional use of the senses of vision and hearing. Candidates’ assessment skills will be lessened without the functional use of the senses of equilibrium, smell and taste. Additionally, they must have sufficient exteroceptive sense (touch, pain, and temperature), sufficient proprioceptive sense (position, pressure, movement, stereognosis, and vibratory) and sufficient motor function to permit them to carry out the activities listed in the sections that follow.

Candidates for the MSN or DNP degree must have abilities and skills of five varieties including observation; communication; motor; conceptual, including integrative and quantitative; and behavioral and social. Technological compensation can be made for some disabilities in certain of these areas, but a candidate should be able to perform in a reasonably independent manner.

If any change occurs in the student’s ability to perform these skills, the Associate Dean for Academics must be notified. The student will be required to provide documentation from a health care provider noting any restrictions or necessary accommodations.

I. **Observation:**

The candidate must be able to observe demonstrations and experiments in the basic sciences, including but not limited to physiologic and pharmacologic demonstrations, microbiologic cultures, and microscopic studies of microorganisms and tissues in normal and pathologic states. A candidate must be able to observe a client accurately at a distance and close at hand. Observation necessitates the functional use of the sense of vision and somatic sensation. It is enhanced by the functional use of the sense of smell.

II. **Communication:**

A candidate should be able to speak, to hear, and to observe clients in order to elicit information, describe changes in mode, activity and posture, and perceive non-verbal communications. A candidate must be able to communicate effectively and sensitively with clients. Communication includes not only speech, but reading and writing. The candidate needs to be able to communicate effectively and efficiently in oral and written form with clients, families, peers, and other members of the health care team.

III. **Motor:**

Candidates should have sufficient motor function to elicit information from clients by palpation, auscultation, percussion, and other assessment maneuvers. A candidate should be able to execute motor movements reasonably required to perform general care and emergency treatment of clients. Examples of emergency treatment reasonably required are cardiopulmonary resuscitation, the administration of certain medications, and the manipulation of life support devices. Such actions require coordination of both gross and fine muscular movements, equilibrium, functional use of the senses of touch and vision, and the ability to think critically.

IV. **Intellectual-Conceptual, Integrative and Quantitative Abilities:**

These abilities include measurement, calculation, reasoning, analysis and synthesis. Critical thinking and problem solving skills demanded of nurses require all of these intellectual abilities.
V. Behavioral and Social Attributes:

A candidate must possess the emotional health required for full utilization of his/her prompt completion of all responsibilities attendant to the care of patients; and the development of mature, sensitive, and effective relationships with patients.

Social Media Policy

Students are personally responsible for the content they publish on blogs, wikis, social networks, forum boards, or any other form of user-generated media. Failure to maintain these responsibilities may result in dismissal from the program and infringements may be reportable to the State Board of Nursing, and may result in disciplinary action from the School of Nursing.

Remember that all content contributed on all platforms becomes immediately searchable and can be immediately shared. This content immediately leaves the contributing individual’s control forever and may be traced back to the individual after long periods of time.

Students enrolled in the WVU School of Nursing are required to follow the guidelines of the University, Health Science Center and the National Council of State Boards of Nursing (NCSBN) regarding social media and online social networking throughout their entire program of study until graduating or leaving the program. See Appendix 3 for the WVU School of Nursing Social Media Policy.

Precepted Clinical Practica for FNP and PNP Students

An essential component of any graduate practice program is a group of expert preceptors who can help students develop clinical expertise and transition to the advanced practice role. The role of the preceptor is complementary to that of the faculty member. The faculty member, student and preceptor must collaborate to assure that the student meets personal and program objectives.

Documentation below outlines assumptions about the role of each of these participants and guidelines for program implementation.

Note:

**Students must inform the program director, advisors, and Student Services, one year in advance of moving to another state. Some states have very prohibitive regulations about students in clinical rotations. We need to be aware of the individual state Board of Nursing requirements for students and faculty participating in a clinical rotation in another state. In some instances, alternate plans for a clinical site must be made. We will do whatever we can to accommodate students, but some states may have regulations that prohibit participation in a clinical rotation.**

Faculty Role

1. The ultimate responsibility for assuring that students have appropriate, individualized learning experiences lies with the course faculty.
2. The ultimate responsibility for evaluating student learning lies with the course faculty.
3. Evaluation of graduate student learning in the clinical areas includes, but is not limited to:
   a. Meaningful, periodic contact with students.
   b. Regular contact with clinical preceptors.
   c. On-site observation of clinical skills in students' clinical setting.
   d. Periodic on-site faculty, preceptor, and student discussion of student progress, accomplishments,
identified areas for improvement, and ability to meet needs in the clinical site.

Preceptor Role
1. The major roles of the preceptor are that of health care provider, role model and clinical teacher.
2. In order to fulfill this role, preceptors must:
   a. Have an understanding of students’ learning needs.
   b. Have information regarding students’ previous experiences and knowledge base.
   c. Have clarity regarding evaluation criteria.
3. Preceptors participate actively in the evaluation process with faculty and students.

Student Role
1. Students bring a common knowledge base from core courses to the clinical experience.
2. Students have different personal and professional experiences that enhance their knowledge base.
3. Students recognize their clinical areas of strength and the gaps in knowledge.
4. Students share their experiences and identified gaps in knowledge with faculty to facilitate planning for clinical placements.
5. Students participate actively in the evaluation process with faculty and preceptors.
6. Students maintain a current and complete online log of patient contacts.

Expectations
1. Students meet with the course faculty to identify appropriate, individualized learning experiences for the clinical courses. No family member or direct supervisor may serve as a preceptor for students in clinical sites. A signed affiliation agreement must be in place prior to any student rotation in a clinical site. Faculty will consider: past experiences, learning needs for role implementation, geographic area, and facility capabilities for offering appropriate preceptorship when planning clinical placements.
2. Course faculty contact clinical sites to arrange for appropriate preceptorship. Once appropriate preceptors have been identified, faculty provide in writing: course syllabi, evaluation criteria and tools, and contact numbers for preceptor and agency.
3. Faculty initiate contact with preceptors on a periodic basis, not less than two times per semester. This will serve as an opportunity to proactively problem solve, identify learning needs, and negotiate additional experiences.
4. Faculty initiate contact with students on a regular periodic basis, not less than two times per semester. This will serve as an opportunity to proactively problem solve, identify learning needs, and negotiate additional experiences. This can occur during clinical conference time.
5. Faculty visit students at their clinical site at times prearranged with the student and preceptor during the semester. This visit will serve to evaluate clinical practice as well as role transition. The faculty member may also use the visit as an opportunity for student development. Depending on the location of the site, face to face visits may not always be feasible. In that case, faculty, preceptors, and students may substitute using an electronic option for the visit, such as skype or face time.
6. Students participate in ongoing evaluation with the preceptor and faculty member. Thoughtful self-evaluation is an expectation.
7. Faculty identify deadlines, (in writing), for receipt of preceptor and student evaluations. No final grade will be recorded until preceptor, student, and faculty evaluations are completed.
8. After the semester is completed, faculty extend letters of appreciation to preceptors. In addition, preceptor feedback regarding the experience over the semester is sought.
Precepted DNP Clinical Immersion (Clinical Placement)

The DNP Clinical Immersion course will serve to provide an in-depth clinical experience for students. This advanced practicum will provide the opportunity to, for example, gain advanced clinical skills, link policy making with clinical systems, translate research into practice and/or serve as change agents for health care. Graduates must have completed at least 1000 hours of precepted post-BSN clinical experiences in their specialty area. Most MSN programs and Advanced Practice certifications require 500 hours.

Clinical Immersion course faculty will create an individualized clinical plan with each student to meet the goals and objectives of their clinical practica. The clinical experience will be facilitated by a faculty member (see below for additional information about clinical preceptors). The student must be licensed in the state in which the clinical site is located.

DNP Clinical Log

All clinical experiences must be recorded in a clinical log, which includes verification of clinical hours at particular sites with specific preceptors and the student’s meeting of all DNP Essentials. At graduation the student must have recorded all required clinical hours and all essentials. This log will become part of the student’s permanent file. The web address for the DNP log is https://secure.hsc.wvu.edu/DNPRotations/

In order to prepare the log, each student must request that his/her site and preceptor be added to the log database. The course coordinator of the Immersion course will enter the information into the log.

Following each semester in Clinical Immersion, each student must evaluate all sites and preceptors. The form to accomplish this evaluation is found at: https://www.surveymonkey.com/s/LMLH97D

Calculation of Post BSN Clinical Hours

Each student must document the number of precepted clinical hours completed in their MSN or post MSN program. For students who cannot document the number of clinical hours completed in their MSN or post MSN program, the minimum number of hours required by the certification body at the time of the student’s advanced practice certification will be used.

All students must complete the student section of the Verification Form: Precepted Post BSN Clinical Hours received with the DNP orientation letter. The student then forwards the form to the appropriate person from their MSN or post-MSN program for verification of precepted clinical hours. The form will then need to be returned to Jeffrey Wilson at the WVU SON (jfwilson@hsc.wvu.edu). This form must be received by Jeff by no later than December 1, of the year of admission. If students do not have this form completed by the deadline, documentation of clinical hours will not be accepted. Students will be required to complete the full 1000 clinical hours in the DNP program.

Each student will be awarded 100 hours of clinical credit for implementation of the DNP Final Project. Additional hours, to equal 1000 post-BSN precepted clinical hours, will be accumulated during the Clinical Immersion course. Students may spread those hours over as many semesters of work as needed, registering for the appropriate number of credits each semester. Clinical to clock hour ratios in the DNP program at WVUSON are 1:4. Therefore, if a student needs to complete 300 hours of clinical experience, their total credits of clinical required will equal 5 credits, which can be registered for over the course of as many semesters as the student wishes, once they have completed core coursework.

All WVUSON DNP students are required to complete a minimum of 300 hours of precepted clinical
practicum during the DNP program, even if they document 1000 hours or more of precepted clinical practicum in their MSN program, or post-MSN work. These 300 hours do not include the 100 hours allotted for the DNP Final project.

**Preceptors:** Each DNP student will select, with the input of their faculty member, a preceptor or preceptors for their clinical experience. The preceptor must be an expert in the area in which the DNP student wishes to develop expertise. While increasing at a steady rate, there are currently few nurses prepared at the DNP level who can serve as the clinical preceptor for DNP students. Therefore, the clinical preceptor will not necessarily be a DNP–prepared advanced practice nurse. Examples of persons who might fill the position of clinical preceptor include an advanced practice nurse or other professional with a doctoral degree; an advanced practice nurse with considerable experience and recognition as an expert in a particular clinical field; a physician with specialized training and experience; a nurse with a high level administrative position as the Director, Vice President, President, or CEO within a health care organization; a doctorally–prepared nurse educator; a nurse with an advanced business or other degree, etc. The clinical preceptor must hold a position in the organization where he/she can facilitate the DNP student’s access to clinical services, organizational information, decision makers, and other personnel in order to meet the DNP student’s clinical experience objectives and implement the final project (if applicable) during the practicum within the organization.

When possible and practical, the DNP student is encouraged to select a clinical preceptor outside of their current work setting. An exception may be in large organizations, for example, where the DNP student would be placed for the clinical course with a clinical preceptor outside the department or unit where they are employed. The line between current employment and clinical immersion hours and project(s) (if applicable) must be clear to the organization, the preceptor, faculty, the DNP Final Project Committee (as applicable), and the DNP student.

Students cannot be precepted by a person to whom they report or supervise in their workplace. Likewise, they cannot be precepted by a spouse or other family member. Failure to disclose this information will constitute academic dishonesty.

**Affiliation Agreements (Contracts) for Clinical Sites**

The School of Nursing has existing clinical contracts across West Virginia and other states. Students are also welcome to develop their own clinical sites from the area or outside of West Virginia. However, it may take 2-3 months to establish new contractual arrangements, so students should begin to work early with faculty to make those arrangements. Students may not participate in clinical practicum in any agency in which there is not a current affiliation agreement. A list of current affiliation agreements is available to DNP students.

**Faculty, Student, and Preceptor Roles**

An essential component of a DNP program is a group of expert preceptors who can help students develop clinical expertise and transition to the highest level of advanced nursing practice. The role of the preceptor is complementary to that of the faculty member. The triad of faculty member, student, and preceptor must collaborate to assure that the student meets personal and program objectives. Following are assumptions about the role of each of these participants and guidelines for program implementation.

**Faculty Role**

1. The ultimate responsibility for assuring that students have appropriate, individualized learning experiences lies with the course faculty.
2. The ultimate responsibility for evaluating student learning lies with the course faculty.
3. Evaluation of graduate student learning in the clinical areas includes, but is not limited to:
   a. Meaningful, periodic contact with students.
   b. Regular contact with clinical preceptors.
   c. Periodic faculty, preceptor, and student discussion of student progress, accomplishments, identified areas for improvement, and ability to meet needs in the clinical site.

Preceptor Role
1. The major roles of the preceptor are that of health care provider, role model and clinical teacher.
2. In order to fulfill this role, preceptors must:
   a. Have an understanding of student's learning needs.
   b. Have information regarding students' previous experiences and knowledge base.
   c. Have clarity regarding evaluation criteria.
3. Preceptors participate actively in the evaluation process with faculty and students.

Student Role
1. Students bring a common knowledge base from core courses and previous experience to the clinical experience.
2. Students have different personal and professional experiences that enhance their knowledge base.
3. Students recognize their clinical areas of strength and the gaps in knowledge.
4. Students share their experiences and identified gaps in knowledge with faculty to facilitate planning for clinical placements.
5. Students participate actively in the evaluation process with faculty and preceptors.

Expectations
1. Students meet with the course faculty to identify appropriate, individualized learning experiences for the clinical courses. Faculty will consider: past experiences, learning needs for role implementation, geographic area, and facility capabilities for offering appropriate preceptorship when planning clinical placements.
2. Course faculty and students will work together to identify and contact appropriate preceptors. No family member or direct supervisor may serve as a preceptor for students in clinical sites. A signed affiliation agreement must be in place prior to any student rotation in a clinical site. Faculty provide in writing to the preceptor the course syllabi, evaluation criteria, and tools. Preceptors are required to provide a CV or resume to be kept on file.
3. Faculty initiates contact with students and preceptors on a periodic basis. This will serve as an opportunity to proactively problem solve, identify learning needs, and negotiate additional experiences.
4. Students participate in ongoing evaluation with the preceptor and faculty member. Thoughtful self-evaluation is an expectation. Students document their clinical experiences in the electronic Clinical Log.
5. Faculty identify deadlines, (in writing), for receipt of preceptor and student self-evaluation. No final grade will be recorded until preceptor, student, and faculty evaluations are completed.
6. After the semester is completed, faculty extends letters of appreciation to preceptors.
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

*In distant and/or rural sites, the supervising faculty member and/or the Associate Dean of Academics at the SON must be notified and the student should be safely escorted to the nearest laboratory or emergency department for testing as per the agency protocol. If the agency does not have a protocol, they will be guided through the SON process.

(Updated July 2017)
## 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.

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Student No.:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course:</td>
<td>Section:</td>
</tr>
<tr>
<td>Student Rank (F, S, SI, SII):</td>
<td>Major:</td>
</tr>
<tr>
<td>Advisor:</td>
<td>Name(s) of textbook(s)</td>
</tr>
<tr>
<td>Instructor:</td>
<td></td>
</tr>
<tr>
<td>Course grade at this time:</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Street</th>
<th>Apt</th>
</tr>
</thead>
<tbody>
<tr>
<td>City</td>
<td>State</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Student's Signature:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor's Signature:</td>
<td>Date:</td>
</tr>
</tbody>
</table>

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**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: Social Media Policy

West Virginia University School of Nursing
Social Media Policy

Students are personally responsible for the content they publish on blogs, wikis, social networks, forum boards, or any other form of user-generated media. Failure to maintain these responsibilities may result in dismissal from the program and infringements may be reportable to the State Board of Nursing, and may result in disciplinary action from the School of Nursing.

Remember that all content contributed on all platforms becomes immediately searchable and can be immediately shared. This content immediately leaves the contributing individual’s control forever and may be traced back to the individual after long periods of time.

Students enrolled in the WVU School of Nursing are required to follow the guidelines of the University, Health Science Center and the National Council of State Boards of Nursing (NCSBN) regarding social media and online social networking throughout their entire program of study until graduating or leaving the program and must:

1. Be cognizant of the potential impact of each post made, with the understanding that patients, classmates, instructors, employers, and other personal or professional contacts may view an individual’s online activity as a reflection of the individual’s career as well as the nursing profession in general.
2. Stay informed about the privacy settings of the social media sites they utilize, as privacy settings often change.
3. Utilize social networking sites by actively maintaining an awareness of how their professionalism may be affected by friends’ and peers’ usage of the same sites.
4. If elected/appointed to an office within the student government or School of Nursing students should restrict their personal activity to family and friends, and maintain a second option for their “public face” for colleagues, classmates and peers while in office. This is also recommended for graduate nurses who want to maintain a separation of their personal lives from their professional lives.
5. Not share, post, or otherwise disseminate any information, that can identify a patient, or in any way violate a patient’s rights or privacy. Limiting access through privacy setting is not sufficient to ensure privacy of patients.
6. Never refer to anyone in a disparaging manner, even if the person cannot be identified with the information stated.
7. Never make threatening, harassing, sexually explicit, or derogatory statements regarding any person’s race, ethnicity, gender, age, citizenship, national origin, sexual orientation, disability, religious beliefs, political views, or educational choices.
8. Never make disparaging remarks about any college, university, or school of nursing, including the students, faculty members and staff within the WVU School of Nursing or University in general.
9. Not post content or otherwise speak on behalf of any college, university, school of nursing, or other student nurses association unless authorized to do so.
10. Remember that standards of professionalism are the same online as in any other circumstance.
11. Not share or post information or photos gained through the nurse-patient relationship.
12. Maintain professional boundaries in the use of electronic media. Online contact with patients blurs this boundary.
13. Never take, or post from others, any photos or videos of patients on personal devices, including cell phones.
14. Promptly report a breach of confidentiality or privacy to faculty as soon as discovered.
WVU, HSC, and NCSBN Social Networking Policies:

1. WVU Social Media Guidelines
   https://universityrelations.wvu.edu/digital-services/policies-and-guidelines/social-media-guidelines

2. HSC ITS Social Networking Sites, Blogs, & Instant Messaging Policy
   http://www.hsc.wvu.edu/resources/social-media/social-media-guidelines/

3. National Council State Boards of Nursing
   https://www.ncsbn.org/NCSBN_SocialMedia.pdf
   https://www.ncsbn.org/347.htm
Appendix 4: Application for Transfer of Graduate Credit to West Virginia University

***SAMPLE FORM - PLEASE GO TO [http://www.hsc.wvu.edu/resoff/graduate-education/policies-and-forms/forms/](http://www.hsc.wvu.edu/resoff/graduate-education/policies-and-forms/forms/) FOR THE ACTUAL FORM***

---

**APPLICATION FOR TRANSFER OF GRADUATE CREDIT TO WEST VIRGINIA UNIVERSITY**

Credit earned at other institutions of higher education can only be applied toward graduate degrees at WVU if the institution is accredited at the graduate level. The maximum transfer credit permitted is 12 semester hours. The student is responsible for having an official transcript sent to the Office of the University Registrar. Please attach a copy of your transcript to this form.

TO BE COMPLETED BY THE STUDENT (If bringing credit from more than one institution, fill out a separate form for each)

Student Name: ______________________

Name of Transfer Institution: ______________________

Address of Institution: ______________________

COURSE(S) TO BE TRANSFERRED

<table>
<thead>
<tr>
<th>Department &amp; Course #</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Equivalent WVU Courses (Subject Code &amp; Course #)</th>
<th>Semester &amp; Year Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

As the Chair or designate of this student’s graduate program, I approve the use of the above course(s) to fulfill requirements for a graduate degree.

To be completed by School/Dept:

(Signature of Chair/Designee)

(Date)

(Type or Print Name)

To Be Completed By HSCGP Office:


Note: Once committee and/or program director signatures (if applicable) have been obtained, please make one copy of this form for the student's permanent records and one copy for the program director prior to submitting to the Office of Research and Graduate Education. A final copy will be placed in the student's file in the graduate program's office and in the Office of Research and Graduate Education once all signatures have been obtained.

Office Use Only

<table>
<thead>
<tr>
<th>Date received</th>
<th>Initials</th>
<th>Entered in database</th>
<th>Date</th>
<th>Uploaded to S.O.E.</th>
<th>Date</th>
</tr>
</thead>
</table>

2272 HEALTH SCIENCES CENTER – SOUTH
PO Box 9024
MORGANTOWN, WV 26506-9024

Rev. 10/2017
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 Student Appeals

School of Nursing Appeal of Academic Penalties or Sanctions

General Information about the Student Appeals Process
The primary purpose of the appeal procedure is to allow review of a penalty or sanction in cases in which a student believes that due process was not followed or that the penalty or sanction was imposed unfairly or inconsistently with regard to course requirements and policies or with program and university standards and regulations. Students have the right to appeal a final grade, charge of academic dishonesty, or academic penalty that they believe reflects a capricious, arbitrary, or prejudiced academic evaluation or reflects discrimination based on race, gender, age, handicap, veteran status, religion or creed, sexual orientation, color, or national origin. Additional grounds for appeal may include: unreasonable severity of the penalty, demonstrable prejudice in the decision-making process, a belief that the evidence does not support the finding of responsibility (in the case of academic dishonesty) or the choice of penalty, or additional evidence or new information that was not considered in determining the penalty.

If a student does not appeal an academic penalty or fails to follow the appeal procedures described below, the academic penalty will be upheld. Penalties imposed for academic dishonesty must be reported on the WVU online academic dishonesty form. The complete policy and general procedures concerning academic standards and appeals is available in both the Undergraduate and Graduate/Professional Catalogs (http://catalog.wvu.edu/).

Student Appeals Procedure

Provided below are separate descriptions of the procedures for appeals of a final grade, appeals involving a charge of academic dishonesty, and appeals of other academic penalties (such as program suspension or dismissal).

Appeal of a Final Grade
- Students are informed of final grades for courses at the end of each academic term through the WVU Portal.
- Prior to filing an appeal, students are strongly encouraged (but not required) to contact the individual who reported the final grade to express their concerns and attempt to resolve the issue.

Level 1 Appeal
  - The student may begin an appeal by submitting a written appeal via WVU e-mail to the School of Nursing Associate Dean of Academics within 10 class days* of the receipt of the grade. The student’s appeal must include the documentation and evidence forming the basis of his or her appeal.
  - The course instructor/coordinator must provide all relevant documentation and criteria for determining the student’s final grade to the School of Nursing Associate Dean of Academics upon his or her request.
  - The School of Nursing Associate Dean of Academics assesses the available evidence and makes a decision about the appeal based on that evidence. Within 10 class days, the School of Nursing Associate Dean of Academics communicates the decision in writing via WVU e-mail to the student and the course instructor/coordinator.
  - Depending on the outcome of the appeal, the School of Nursing Associate Dean of Academics submits a grade modification.
  - If the student accepts the Level 1 appeal decision, the appeal is concluded.
Level 2 Appeal
- If the student does not accept the Level 1 appeal decision, the student may submit a written appeal via WVU e-mail to the School of Nursing Dean within 10 class days after the decision at Level 1.
  - The School of Nursing Associate Dean of Academics forwards all materials included in the appeal to the School of Nursing Dean. Both the student and the course instructor/coordinator may provide additional information if they wish.
  - The School of Nursing Dean assesses the available evidence and makes a decision about the appeal based on that evidence. Within 10 class days, the School of Nursing Dean communicates the decision in writing via WVU e-mail to the student, the course instructor/coordinator, and the School of Nursing Program Director.
- Depending on the outcome of the appeal, the Dean submits a grade modification.
- The appeal is concluded.

Appeal of a Charge and/or Penalty Based on Academic Dishonesty
- The individual or committee making a charge of academic dishonesty must notify the student in writing via WVU e-mail of the charge and/or penalty within 10 class days of discovering the infraction. If the student does not appeal the charge of academic dishonesty as outlined below, the individual or committee making the charge submits the Academic Dishonesty Form.
- Prior to filing an appeal, students are strongly encouraged (but not required) to contact the individual or committee that made the charge and/or imposed the penalty to express their concerns and attempt to resolve the issue.
- Students may appeal the charge, the penalty, or both.

Level 1 Appeal
- The student may begin an appeal by submitting a written appeal via WVU e-mail to the School of Nursing Committee on Academic and Professional Standards within 10 class days of notification of the charge and/or penalty. The student’s appeal must include the documentation and evidence forming the basis of his or her appeal.
- The individual or committee that made the charge and/or imposed the penalty must provide all relevant documentation concerning the charge and/or penalty to the School of Nursing Committee on Academic and Professional Standards upon their request.
- The School of Nursing Committee on Academic and Professional Standards assesses the available evidence and makes a decision about the appeal based on that evidence. Within 10 class days, the School of Nursing Committee on Academic and Professional Standards communicates the decision in writing via WVU e-mail to the student and the individual or committee that made the charge and/or imposed the penalty.
- If the charge and/or penalty are upheld, the School of Nursing Committee on Academic and Professional Standards completes and submits the Academic Dishonesty Form.
- If the student accepts the Level 1 appeal decision, the appeal is concluded.

Level 2 Appeal
- If the student does not accept the Level 1 appeal decision, the student may submit a written appeal via WVU e-mail to the School of Nursing Dean within 10 class days.
- The School of Nursing Committee on Academic and Professional Standards forwards all materials included in the appeal to the School of Nursing Dean. Both the student and the individual or committee that made the charge and/or imposed the penalty may provide additional information if they wish.
- The School of Nursing Dean assesses the available evidence and makes a decision about the appeal based on that evidence. Within 10 class days, the School of Nursing Dean

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communicates the decision in writing via WVU e-mail to the student, the individual or committee that made the charge and/or imposed the penalty, and the School of Nursing Committee on Academic and Professional Standards.

- If the charge and/or penalty is upheld, the School of Nursing Dean completes and submits the Academic Dishonesty Form.
- If the student accepts the Level 2 appeal decision, or the penalty does not include program suspension or dismissal, the appeal is concluded.

**Level 3 Appeal**

- If the penalty is suspension or dismissal from a program, the student may continue his or her appeal by submitting a written appeal via WVU e-mail to the Associate Provost for Undergraduate Academic Affairs (for undergraduate students) or the Associate Provost for Graduate Academic Affairs (for graduate students) within 10 class days.
- The School of Nursing Dean forwards all materials included in the appeal to the Associate Provost for Undergraduate Academic Affairs or the Associate Provost for Graduate Academic Affairs upon request. Both the student and the individual or committee that made the charge and/or imposed the penalty may provide additional information if they wish.
- The Associate Provost for Undergraduate Academic Affairs or the Associate Provost for Graduate Academic Affairs may appoint and convene a Student Academic Hearing Committee (SAHC) to hear the case and review the appeal. SAHC procedures follow.
  - Members are appointed to the SAHC at the discretion of the Associate Provost for Undergraduate Academic Affairs or the Associate Provost for Graduate Academic Affairs and shall comprise at least three faculty members. At least one SAHC member should be from the program offering the course or the student’s program; at least one should be from outside the program offering the course or the student’s program.
  - The SAHC holds a joint hearing with the student and any individuals involved in making the academic dishonesty charge or imposing the academic penalty and may also convene additional individual meetings or request additional materials to collect further evidence. The hearing is set outside of the student's scheduled classes; should the student choose not to appear, the meeting will proceed as scheduled.
  - The student may be accompanied to the hearing or meetings or be advised by a person of his or her choice from the institution. Likewise, the faculty member, academic officer, or committee recommending academic suspension (for academic dishonesty) or dismissal may have an advisor from the institution. Such advisors may consult with but may not speak on behalf of their advisees or otherwise participate directly in the proceedings unless they are given specific permission to do so by the individual or committee conducting the appeal.
  - The student may be accompanied to the hearing or meetings by an attorney, who may question witnesses and make arguments on behalf of the student.
  - Witnesses may be called by any of the parties involved.
  - A record of the SAHC hearing shall be prepared in the form of summary minutes and relevant attachments and will be provided to the student upon request.
- The Associate Provost for Undergraduate Academic Affairs or the Associate Provost for Graduate Academic Affairs assesses the available evidence, including the recommendation of the Student Academic Hearing Committee, and makes a decision about the appeal. The typical 10 class-day response period may be extended at the discretion of the Associate Provost for Undergraduate Academic Affairs or the Associate Provost for Graduate Academic Affairs. The Associate Provost for Undergraduate Academic Affairs or the Associate Provost for Graduate Academic Affairs communicates the decision in writing via WVU e-mail to the student, and other individuals or committees that have been involved in the charge, penalty, or appeal to that point, including the School of Nursing Committee on Academic and Professional Standards and the School of Nursing Dean.
Regardless of the outcome of the appeal, the Associate Provost for Undergraduate Academic Affairs or the Associate Provost for Graduate Academic Affairs completes and submits the Academic Dishonesty Form.

The appeal is concluded.

**Appeal of an Academic Penalty (Other Than a Final Grade and Not Based on Academic Dishonesty)**

- The individual or chair of the committee who imposed an academic penalty must notify the student in writing via WVU e-mail of the academic penalty.
- Prior to filing an appeal, students are strongly encouraged (but not required) to contact the individual or committee that imposed the penalty to express their concerns and attempt to resolve the issue.

**Level 1 Appeal**

- The student may begin an appeal by submitting a written appeal via WVU e-mail to the School of Nursing Committee on Academic and Professional Standards within 10 class days. The student’s appeal must include the documentation and evidence forming the basis of his or her appeal.
- The individual or committee that imposed the penalty must provide all relevant documentation concerning the penalty to the School of Nursing Committee on Academic and Professional Standards upon their request.
- The School of Nursing Committee on Academic and Professional Standards assesses the available evidence and makes a decision about the appeal. Within 10 class days, the School of Nursing Committee on Academic and Professional Standards communicates the decision in writing via WVU e-mail to the student and the individual or committee that imposed the penalty. The School of Nursing Committee on Academic and Professional Standards reports the outcome of the appeal via the University Academic Penalty and Appeal Repository.
- If the student accepts the Level 1 appeal decision, the appeal is concluded.

**Level 2 Appeal**

- If the student does not accept the Level 1 appeal decision, the student may continue his or her appeal by submitting a written appeal via WVU e-mail to the School of Nursing Dean within 10 class days.
- The School of Nursing Committee on Academic and Professional Standards forwards all materials included in the appeal to the School of Nursing Dean on request. Both the student and the individual or committee that imposed the penalty may provide additional information if they wish.
- The School of Nursing Dean assesses the available evidence and makes a decision about the appeal based on that evidence. Within 10 class days, the School of Nursing Dean communicates the decision in writing via WVU e-mail to the student, the individual or committee that imposed the penalty, and the School of Nursing Committee on Academic and Professional Standards. The School of Nursing Dean reports the outcome of the appeal via the University Academic Penalty and Appeal Repository.
- If the student accepts the Level 2 appeal decision, or the penalty is not program dismissal or suspension, the appeal is concluded.

**Level 3 Appeal**

- If the penalty is suspension or dismissal from a program, the student may continue his or her appeal by submitting a written appeal via WVU e-mail to the Associate Provost for Undergraduate Academic Affairs or the Associate Provost for Graduate Academic Affairs within 10 class days.
The School of Nursing Dean forwards all materials included in the appeal to the Associate Provost for Undergraduate Academic Affairs or the Associate Provost for Graduate Academic Affairs on request. Both the student and the individual or committee that imposed the penalty may provide additional information if they wish.

The Associate Provost for Undergraduate Academic Affairs or the Associate Provost for Graduate Academic Affairs may appoint and convene a Student Academic Hearing Committee (SAHC) to hear the case and review the appeal. SAHC procedures follow.

- Members are appointed to the SAHC at the discretion of the Associate Provost for Undergraduate Academic Affairs or the Associate Provost for Graduate Academic Affairs and shall comprise at least three faculty members. At least one SAHC member should be from the program offering the course or the student’s program; at least one should be from outside the program offering the course or the student’s program.
- The SAHC holds a joint hearing with the student and any individuals involved in making the academic dishonesty charge or imposing the academic penalty and may also convene additional individual meetings or request additional materials to collect further evidence. The hearing is set outside of the student’s scheduled classes; should the student choose not to appear, the meeting will proceed as scheduled.
- The student may be accompanied to the hearing or meetings or be advised by a person of his or her choice from the institution. Likewise, the faculty member, academic officer, or committee recommending academic suspension (for academic dishonesty) or dismissal may have an advisor from the institution. Such advisors may consult with but may not speak on behalf of their advisees or otherwise participate directly in the proceedings unless they are given specific permission to do so by the individual or committee conducting the appeal.
- Witnesses may be called by any of the parties involved.
- A record of the SAHC hearing shall be prepared in the form of summary minutes and relevant attachments and will be provided to the student upon request.

The Associate Provost for Undergraduate Academic Affairs or the Associate Provost for Graduate Academic Affairs assesses the available evidence, including the recommendation of the Student Academic Hearing Committee, when available, and makes a decision about the appeal. The typical 10-day response period may be extended at the discretion of the Associate Provost for Undergraduate Academic Affairs or the Associate Provost for Graduate Academic Affairs. The Associate Provost for Undergraduate Academic Affairs or the Associate Provost for Graduate Academic Affairs communicates the decision in writing via WVU e-mail to the student, and other individuals or committees that have been involved in the charge, penalty, or appeal to that point, including the School of Nursing Committee on Academic and Professional Standards and the School of Nursing Dean.

The appeal is concluded.

*Class days are defined as days during which the University is open and classes are officially in session. If classes are canceled for the University as a whole for part or most of a day, the day will not be deemed a class day.*
Appendix 7: DNP Final Project Process, Timeline, and Structure

The final project is a culmination of the knowledge gained in the DNP courses. The experience is designed to put to use the breadth and depth of knowledge and skills gained within the doctoral program in a specific practice area. The final project demonstrates identification and work toward resolution of a practice problem through the scholarship of application, rather than the scholarship of discovery associated with a PhD program of study. In other words, the final project is not intended to test new models, develop new theory, or test hypotheses; rather, it is the identification of a systems problem and implementation and evaluation of an evidence-based innovation aimed at solving the identified problem. Because the project involves innovation based on existing evidence, the objectives and evaluation generally focus on system change, rather than health outcomes. The rigor of the project process and evaluation should be different than, but comparable to the PhD dissertation.

The DNP final project must be used to demonstrate mastery of the DNP curricular content. The final project should demonstrate the student’s ability to identify a practice or system related problem through clinical immersion, synthesize and critically appraise the evidence related to addressing that practice problem, negotiate within the system to implement sustainable evidence-based change within an organization, implement that change, and systematically measure the results of the practice or system related change initiative. The DNP final project documents outcomes of the student’s educational experiences, and summarizes the student’s growth in knowledge and expertise. The DNP final project experience should serve as a foundation for leadership in future scholarly practice within the clinical setting. Students must comply with the WVU School of Nursing Responsible Conduct of Research (Appendix 2) through the final project process.

Preparing and Defending the Proposal

The final proposal is a formal paper outlining the background, significance, purpose, and plan for the proposed final project. All proposals must follow the DNP Project Proposal Outline when preparing the proposal. The proposal phase begins in the summer semester during NSG 760, DNP Project Proposal, and ends with formal approval of the final project proposal. Students begin to register for NSG 763: Final Project credits concurrently with NSG 760, DNP Project Proposal and continue to register for NSG 763 during each subsequent semester while working on the project.

Initial presentation of DNP project plan to the DNP faculty member(s) and peers occurs during the DNP Project Proposal course. The purpose of this presentation is peer and faculty feedback, and does not imply approval of the DNP project proposal.

During the DNP Project Proposal course, the DNP student prepares, in collaboration with the DNP committee chairperson, a written project proposal that conforms to APA style and adheres to the guidelines for WVU ETD submission. The chairperson must be integrally involved with the development of the proposal in a collaborative relationship with the student and course faculty, including week-by-week expectations.

At the beginning proposal phase, the committee chairperson will assist the student to select an appropriate committee, which should consist of the following:

1. **Chairperson**: A regular or associate member of the School of Nursing Graduate Faculty (Appendix 10).
2. **WVU School of Nursing faculty**: A faculty member at or above the Assistant Professor rank from any track.

3. **Content expert**: A recognized expert in the content area of the final project who can assist students with development of expertise in the area of the project focus. The content expert can be a WVU School of Nursing faculty member, or can be from outside of the School of Nursing, for example someone from the agency where the project is being implemented, or someone that the student has completed immersion hours with. They may be someone that the student has identified in the literature as an expert.

**Additional members might include:**

- **Statistician**: It is recommended that a statistician, preferably the School of Nursing statistician, be included as a committee member, or be consulted prior to the proposal approval. An alternative would be formal consultation with a WVU CTSI statistician. It is not acceptable to wait to consult a statistician after the proposal has been approved.

- **Project mentor**: An expert in the organization where the final project will be implemented, who can assist student within the organization. Examples of assistance may be in understanding of organizational culture, processes within the organization, successful change initiatives, potential champions for project, etc.

**Approval of Final Project Proposal**

**Plan of Study and Final Project Committee Approval Form**: completed at the end of the DNP Project Proposal course.

- The chairperson will follow the procedures for requesting and submitting the Plan of Study and Committee Approval Form as found in the DNP Faculty Handbook.

- When approved by the Health Sciences Graduate Programs Office, the Plan becomes a binding agreement for the student, the committee chair, and the Health Sciences Graduate Programs Office of WVU.

When the student has prepared a written project proposal to the satisfaction of the committee, a formal oral proposal defense occurs.

**Proposal Defense**

- The student will present a defense of the final project proposal to the committee
- The committee chairperson will return the signed *Project Proposal Approval* form to Jeff Wilson via email. Instructions for requesting and submitting the form are found in the DNP Faculty Handbook.
- After the committee approves the proposal, and the chairperson submits the appropriate paperwork, the student begins to prepare for IRB protocol submission.

**IRB Submission**

The student is not permitted to start official data collection and official work on the project until the project has been approved by the IRB. Most DNP projects will likely be considered “not human subjects research”, and therefore only require filing with the IRB for that designation. If the IRB deems the project to be human subject’s research, the student works with the DNP Final Project Committee Chairperson to fulfill the IRB requirements.

IRB protocol submission usually occurs at the beginning of the semester immediately following the
approval of the Final Project proposal. The committee chairperson serves as the primary investigator (PI) and must submit the protocol.

Prior to submitting the protocol to the IRB, the chair is encouraged to do the following. First, the chair needs to make sure all CITI training modules have been completed by all study personnel by reviewing the up-to-date training lists available at http://oric.research.wvu.edu. Second, the chair must clarify if the primary research site (place where the research will take place) has an IRB and if that IRB wants to serve as the lead institution. If so, you are encouraged to meet with and/or email the WVU IRB School of Nursing IRB representative to ensure proper steps are followed to obtain an IRB Authorization Agreement (IAA) between the research site IRB and WVU IRB. Early communication with the School of Nursing IRB representative will facilitate this procedure greatly. If the study is only occurring at WVU and/or the research site does not have an IRB, the protocol will only be submitted to WVU IRB for approval prior to any data collection. Third, prior to submitting a protocol for review the PI must also complete the School of Nursing Resource Form and attach it to the KC protocol once all signatures are obtained. This form documents resources required by the student and PI to successfully complete the project.

No research activities, including data collection, can occur before IRB approval. Depending on the focus/methodology of DNP projects most fall under the category of exempt or expedited. Contact with WVU IRB personnel at 304-293-7073 is encouraged to ensure correct submission of the protocol and to address any questions you may have throughout the process.

Project Implementation
Once the IRB approves the project, the student may begin the official project. The student registers for N763: Final Project during each semester that work on the project occurs. During the implementation phase, the student maintains frequent communication with the DNP Final Project committee chairperson. Communication with others on the committee are guided by need and final project committee chairperson advice (monthly updates at a minimum). The student must register for a minimum of 6 final project credits by the end of the program, but may accumulate more credits.

The final project should take no less than one calendar year to complete. Negotiation of the number of final project credits that the student should register for each term occurs with the chairperson and is based on the amount of work anticipated each semester. The student should remain continuously enrolled in final project credits each semester through graduation and must be enrolled in a course (not resolving an incomplete) during the semester of graduation. Below is an example of a schedule with expectations for time commitment.

Summer Semester
- Enrollment in DNP Project Proposal (3 credits)
- Enrollment in DNP Final Project for 1 credit (This translates to an expectation of 60 hours of student work on the draft proposal-including communication with the faculty)

Fall Semester
- Enrollment in Final Project for 2 credits. This translates to 120 hours of student time commitment and would include any final revisions on the draft proposal, presentation of the proposal to committee and submission to IRB. Also included would be any other time spent preparing materials while waiting for IRB response so that the project is ready for implementation as soon as IRB approval is granted.

Spring Semester
- Enrollment in Final Project for 3 credits. This translates to 180 hours of student work to implement and evaluate the project and finish writing the report.
Subsequent Semesters

- If the project is not complete, the student may continue to enroll in final project credits each subsequent semester.

Final Project Report and Oral Defense

*Submission of Formal Paper to the Chairperson for review: Six weeks prior to the published ETD deadline* (the deadline can be found at [http://thesis.wvu.edu/](http://thesis.wvu.edu/)). The paper must be written according to APA guidelines and must follow the outline in Appendix 9. The chairperson must have adequate time to review the paper and suggest revisions and the student must have enough time to make the revisions before submission to the entire committee.

**Shuttle Sheet Request:** The chairperson is responsible for the Shuttle Sheet process. Instructions for the chairperson are found in the DNP Faculty Handbook

*Submission of the Formal Paper to the Committee for review four weeks prior to the published ETD deadline* (2 weeks before the final project presentation) to allow the committee sufficient time to review the paper and suggest revisions. The student should complete suggested revisions before the oral defense.

At this time, all committee members who are WVU faculty will independently complete the Final Project Evaluation tool. The committee chairperson will submit the completed evaluation tools to Jeff Wilson.

Oral Defense

The student must be registered for Final Project credit during the semester that the oral defense is conducted. After the committee has reasonable time to review the final report and make recommendations for change, the chairperson will schedule a public oral defense of the project report. The defense must be scheduled one month (no less than two weeks) before the ETD submission deadline. During the oral defense, the student will present a short (15-20 minute) presentation of the project. Following the presentation, the committee members will each ask questions to examine the student’s mastery of various elements of the project, including, but not limited to, the significance of the project, the evidence base that supported it, and the evaluation measures that were used. After the committee questioning is complete, the public in attendance will be invited to question the student or comment on the project. The committee will then meet privately to determine whether the student successfully presented and defended the project. At that time, the committee will complete the necessary forms.

**Evaluation of the Final Project Report and Oral Defense**

When considering the written project report and the student’s conduct during the oral examination, the committee may give attention to the Essentials of DNP Education, adherence to the project outline (Appendix 9), the DNP Final Project evaluation form, the WVU Writing Rubric (Appendix 8), and the following:

- Is the student familiar with other work in the field and the evidence that supports the project?
- Does the project report approach the standards required for peer-reviewed publication in journals focusing on nursing practice?
- Does the project report form a coherent piece of work?
- Was appropriate methodology adopted for evaluating the project?
- Can the student interpret and defend the evaluation results?
- Is the project report presented in a style appropriate to the discipline and with a minimum of typographical
and grammatical errors?

- Are references up to date and complete?
- Can the student orally defend the project report through high-level scholarly discussion?

Upon completion and approval of both the written and oral presentation, the DNP student will be eligible for graduation, if all other program requirements are complete.

**ETD Submission**

WVU requires the electronic submission of all Final project reports. The student must access the WVU Electronic Theses and Dissertations (ETD) web pages at [http://www.wvu.edu/~thesis/](http://www.wvu.edu/~thesis/) to learn about the ETD process. The web page provides links to instructions about electronic formats, deadlines, etc. Students must meet the deadlines for submission of the completed and approved final project to the ETD system in the semester of graduation. No deadline extensions can be provided by the University. The student is solely responsible to complete ETD submission prior to the deadline.
# Appendix 8: WVU SON Writing Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Unacceptable</th>
<th>Poor</th>
<th>Satisfactory</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Paragraph structure (logic):</strong></td>
<td>There is no clear topic sentence. The paragraph does not build upon and support a single coherent idea. Sentences have no clear relationship. Transition words are inappropriate or absent.</td>
<td>The topic sentence is not the first sentence in the paragraph. The order in which ideas in the paragraph are presented is not coherent. Transition from sentence to sentence, or paragraph to paragraph is abrupt.</td>
<td>The topic sentence is the first sentence in the paragraph but the relationship of topic sentence to paragraph development is difficult to discern. Transition words are limited.</td>
<td>One idea is stated in each paragraph topic sentence (first sentence) but not adequately developed in the paragraph. Transition words are used inconsistently.</td>
<td>The topic sentence is the first sentence in each paragraph. One idea is stated in the paragraph topic sentence and developed logically in the paragraph. Transition words are used consistently to maintain the flow of thought.</td>
</tr>
<tr>
<td><strong>Sentence structure (syntax):</strong></td>
<td>Most sentences are flawed by errors in parallel construction, subject verb agreement, noun pronoun agreement, precision, and economy of expression.</td>
<td>Sentence structure is adversely affected by many errors in parallel construction, subject verb agreement, noun pronoun agreement, precision, and economy of expression.</td>
<td>Sentence structure is weakened by more than a few errors in parallel construction, subject verb agreement, noun pronoun agreement, precision, and economy of expression.</td>
<td>Sentence structure meets criteria except for occasional errors in parallel construction, subject verb agreement, noun pronoun agreement, precision, and economy of expression.</td>
<td>Sentence structure demonstrates correct use of parallel construction, subject verb agreement, noun pronoun agreement, precision, and economy of expression.</td>
</tr>
<tr>
<td><strong>Word choice:</strong></td>
<td>Poor word choice is very frequent and may include incorrect use for topic, audience and verb.</td>
<td>Poor word choice is frequent and may include incorrect use for topic, audience and verb.</td>
<td>Word choice does not meet criteria and may include incorrect use for topic, audience and verb.</td>
<td>Word choice meets criteria except for occasional errors in correct use for topic, audience and verb.</td>
<td>Word choice demonstrates correct use for topic, audience and verb tense. There is avoidance of errors.</td>
</tr>
<tr>
<td><strong>Appropriate word choice for topic and audience</strong></td>
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<tr>
<td><strong>Appropriate verb tense</strong></td>
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</tbody>
</table>
- Avoidance of jargon
- Avoidance of anthropomorphism
- Avoidance of gender bias
- Avoidance of errors with referents
- Avoidance of pretentious words

<table>
<thead>
<tr>
<th>Mechanics:</th>
<th>Errors in spelling and punctuation are very frequent.</th>
<th>Writing is adversely affected by errors in spelling and punctuation.</th>
<th>Writing is weakened by occurrence of errors in spelling and punctuation.</th>
<th>Writing demonstrates meeting the criteria except for minor errors in spelling and punctuation.</th>
<th>Writing demonstrates correct use of spelling and punctuation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Spelling</td>
<td>There is little to no evidence of an understanding of the APA style for citation in text, reference list headings, or paragraph length.</td>
<td>There is little evidence of an understanding of the APA style for citation in text, reference list headings, or paragraph length.</td>
<td>There are more than a few violations in APA style for citations in text, reference list, headings, and paragraph length.</td>
<td>There are few violations in APA style for citations in text, reference list, headings, and paragraph length.</td>
<td>APA style for citations in text, reference list, headings, and paragraph length are followed.</td>
</tr>
<tr>
<td>• Punctuation</td>
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<tr>
<td>• APA (Faculty should delete this from the rubric if APA style is not appropriate for a given assignment.)</td>
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</tbody>
</table>
Writing Rubric Definitions and Resources

- **Paragraph development**
  - Definition: A process resulting in the clear statement of a main idea and supporting details in multiple sentences.
  - Resource: http://owl.english.purdue.edu/owl/resource/606/01/

- **Paragraph coherence**
  - Definition: Singularity of focus in a paragraph. Ideas are linked through logical or verbal bridges.
  - Resource: http://owl.english.purdue.edu/owl/resource/561/04/

- **Paragraph clarity**
  - Definition: Each idea presented relates directly to the paragraph’s topic sentence.
  - Resource: http://owl.english.purdue.edu/owl/resource/600/01/

- **Parallel construction**
  - Definition: Using similar patterns of words to show that 2 or more words have the same importance.
  - Resource: http://owl.english.purdue.edu/owl/resource/623/1/

- **Subject verb agreement**
  - Definition: A singular subject takes a singular verb, while a plural subject takes a plural verb.
  - Resource: http://owl.english.purdue.edu/owl/resource/599/01/

- **Noun pronoun agreement**
  - Definition: Pronoun should be consistent with the noun it replaces.
  - Resource: http://owl.english.purdue.edu/owl/resource/595/01/

- **Precision**
  - Definition: Using the exact words needed and eliminating extraneous words.
  - Resource: http://owl.english.purdue.edu/owl/resource/572/01/

- **Economy of expression**
  - Definition: Limiting word usage to a clean, direct style that is most effective in expressing the idea.
  - Resource: http://owl.english.purdue.edu/owl/resource/601/1/

- **Word choice for topic and audience**
  - Definition: Selecting words that are appropriate for the age, culture, and education of the reader.
  - Resource: http://www.umuc.edu/writingcenter/onlineguide/chapter2-04.cfm

- **Verb tense**
  - Definition: Consistency of verb tense within the paragraph and paper.
  - Resource: http://owl.english.purdue.edu/owl/resource/601/1/

- **Jargon**
  - Definition: Language specific to one group or profession that might not be understandable to everyone.
  - Resource: http://owl.english.purdue.edu/owl/resource/608/01/

- **Anthropomorphism/personification**
  - Definition: Attributing human characteristics to anything other than a human being.
  - Resource: http://www.uwf.edu/edd/internal/Documents/Anthropomorphism.htm

- **Gender bias**
  - Definition: The use of gender-specific pronouns when referring to nouns that include both genders.
  - Resource: http://owl.english.purdue.edu/owl/resource/560/14/

- **Referent**
  - Definition: A clear connection between the pronoun and the noun that precedes it.
  - Reference: http://www.towson.edu/ows/proref.htm
- **Pretentious or flowery words**
  - Definition: Dramatic, flamboyant words that do not necessarily convey the desired meaning.
  - Resource: [http://www.uhv.edu/ac/newsletters/writing/grammartip2005.11.15.htm](http://www.uhv.edu/ac/newsletters/writing/grammartip2005.11.15.htm)

- **Punctuation**
  - Definition: Proper use of symbols to indicate structure and organization of thought, including commas, quotation marks, apostrophes, and hyphens.
  - Resource: [http://owl.english.purdue.edu/owl/section/1/6/](http://owl.english.purdue.edu/owl/section/1/6/)

- **Spelling**
  - Definition: The forming of words with letters in the correct sequence.
Appendix 11: Graduation Checklist

- Discussed graduation with academic advisor
- Registered for credit in the semester of graduation
- Submitted Application for Graduation and Diploma
- Submitted completed Alumni Data Request Sheet to Student & Alumni Services Office
- Final clinical practicum evaluations completed online if applicable
- ETD Submitted (DNP Final Project)