Student Handbook

Post Licensure Program

Graduate

2014-2015

Student Handbook Website Location:
http://www.capital.edu/nursing-accepted/
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Preface

Welcome to the Graduate Program in Nursing at Capital University. We are pleased that you have chosen to pursue your Master’s Degree in Nursing with us and we are confident that your experience will be both professionally and personally rewarding. The Department of Nursing offers the Master of Science in Nursing (MSN) degree in administration, legal studies, theological studies, and nursing education in cooperation with the School of Management & Leadership, Law School, and Trinity Lutheran Seminary. An advanced practice Adult-Gerontology Clinical Nurse Specialist is also available. Dual degrees are available in nursing and administration (MSN/MBA) and nursing and law (MSN/JD).

Beginning new endeavors such as graduate studies is challenging for all individuals. Access to the specific guidelines, policies, and procedures that are a part of the department(s) in which one is enrolled facilitates adjustment and adaptation to the graduate school role. This Department of Nursing Graduate Handbook, along with the handbooks of the Graduate School of Management & Leadership, Law School, and Trinity Lutheran Seminary, will provide answers to many of your questions and facilitate your transition to the graduate student role. If you have questions or concerns after reading this Department of Nursing Graduate Handbook, please contact your adviser or any of the graduate nursing faculty members or staff.

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Battelle Hall, Room 326

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Section 1 Introduction

Purpose of the Handbook
The Capital University Undergraduate Bulletin provides information relative to the School of Natural Sciences, Nursing and Health; the School of Management and Leadership; the School of Social Sciences and Education; the Conservatory of Music and School of Communication; and the School of Humanities. Separate publications are provided for the Law School, the Master of Science in Nursing degree, the Master of Business Administration degree, the Master of Music in Music Education degree, and Summer School. The information in the handbook applies to the 2014-2015 academic year. Capital University reserves the right to make changes in offerings, requirements, and regulations subsequent to the publication of the bulletin.

Directory of Offices
The post office address of the university is:
Capital University
1 College and Main Street
Columbus, Ohio 43209-2394.

The switchboard number is: 614-236-6011.

Depending upon the nature of the inquiry, letters and phone calls to the university should be directed as follows:

- Academic Success: 614-236-6327
- Adult and Graduate Education: Admissions are managed through the Adult and Graduate Education office. Application requests, program and degree information, registration, course withdrawal or leave of absence, 614-236-6996
- Bookstore: 614-236-6116
- Career Development: 614-236-6606
- Department of Nursing, general inquiries: 614-236-6703
- Department of Nursing, student support services, assistance with solving problems: 614-236-6345
- Finance Office: student financial accounts, payment plans and general financial information, 614-236-6385
- Financial Aid: financial assistance, including scholarships, grants, loans and part-time employment, 614-236-6511
- International Education: program information about study abroad and admission information for overseas students, 614-236-7102
- Law School: program, admissions, degree information, catalog requests
  - 614-236-6500
- Media Relations and Communication: 614-236-6945
- Multicultural Affairs: 614-236-6181
- President’s Office: general interest of the university, 614-236-6908
About Capital University

With a foundation based in a history of academic excellence in the tradition of Lutheran higher education, Capital University’s undergraduate and graduate programs are preparing students for lifelong learning and professional goals in the global environment of the 21st century. Founded in 1830 as a Lutheran seminary, and chartered as a university in 1850, Capital has been at the forefront of preparing students personally and professionally to achieve their vocational calling. Undergraduate students of all backgrounds and religious perspectives study a curriculum that focuses on a liberal arts foundation, strong major and professional programs, and the development of both a personal and societal ethos.

Capital University includes The College and the Law School. The university offers four undergraduate degrees with more than 70 majors, as well as 10 graduate degrees to its approximately 3,700 students. Graduate offerings provide opportunities for degrees in law and graduate tax programs, the Master of Business Administration, the Master of Science in nursing, and the Master of Music in Music Education.

Academic opportunities are enhanced at Capital with the many opportunities for student involvement in co-curricular activities including student government, athletics, music, theatre, and cultural, political and social organizations.

Since Capital is in a metropolitan setting in the Columbus suburb of Bexley, students enjoy academic, cultural, recreational and social activities. Theatres, galleries, museums, shops, restaurants and sporting events are just minutes away from campus.

As the state capital and the largest city in Ohio, Columbus is the home to an increasing number of national corporations. The academic experience at Capital includes a rich variety of internships and educational opportunities for students in cooperation with these businesses, health and other non-profit agencies and governmental offices. In addition, the business community of Columbus is an important employer of Capital University graduates.
Identity

Knowing ourselves
Capital University is a comprehensive, independent university, grounded in the Lutheran tradition. It offers diverse undergraduate and graduate programs in the arts, sciences, and professions. It emphasizes excellence in teaching in a personalized, student-centered environment of robust academic challenge. It is committed to using multiple approaches to intellectual development in order to serve the lifelong learning of a heterogeneous population. It seeks to prepare individuals to live holistic lives of leadership and service.

Mission

Transforming lives through higher education
By drawing upon its Lutheran heritage of free inquiry, Capital University:

- Provides for personal growth by encouraging, enabling, and celebrating learning;
- Prepares individuals to be knowledgeable, independent, critical thinkers—educated for lives of leadership and service in an increasingly diverse society;
- Inspires individuals to be morally reflective, spiritually alive, and civically engaged through our Lutheran heritage of free inquiry.

University Learning Goals
Capital University prepares a diverse student body for life and work through undergraduate and graduate curricula that balance liberal studies with professional and career fields. Through an extensive curriculum and numerous student-centered activities, the effectiveness of which is assessed, Capital University students will develop skills in:

- thinking critically,
- reasoning logically and
- communicating clearly.

Students also will be encouraged to:

- develop their leadership and service potentials,
- become independent, lifelong learners,
- develop a sense of values that guides personal decision making and develop intercultural competencies and the ability to work in diverse groups.

Affiliation
Capital University is one of the oldest institutions of higher education of the Evangelical Lutheran Church in America.

Capital University is organized into five operating divisions: Academic Affairs, Planning and Strategy, Resource Management, Student Affairs, and University Advancement.
The University
The University's Academic Affairs division has two primary divisions, the College, under which all academic programs on the Bexley campus are organized, and the Law School, which provides legal and related studies on a separate campus located in downtown Columbus. Five schools comprise the College.

The College
Dean- Cedric Adderley, D.M.A.

1. **The School of Natural Sciences, Nursing, and Health** is composed of five academic departments. Through the School of Natural Sciences, Nursing and Health, the university offers the Bachelor of Arts; Bachelor of Science in Nursing; and the Master of Science in Nursing degree. The Department of Nursing was established in 1950 and the graduate program was initiated in 1994.

The Bachelor of Science in Nursing is available through both the traditional four-year program of study and a degree-completion program for registered nurses in collaboration with the Office of Adult and Graduate Education. The MSN Program offers concentrations in Nursing Education, Nursing Administration, Theological Studies, Legal Studies and Adult-Gerontology Clinical Nurse Specialist. The following dual degrees are also available: MSN/MBA and MSN/JD. Nursing education post-master's certificate program and BSN to MSN fast-track options are available.

2. **The School of Management and Leadership** offers Bachelor of Arts degrees in accounting, financial economics, leadership and management, and marketing. The Master in Business Administration (MBA) is offered through a flexible part-time evening program for working students. The MBA also can be earned as part of a joint program with the Capital University Law School (JD/MBA) or with the School of Natural Sciences, Nursing, and Health (MSN/MBA). Selected undergraduate degree programs for working students also are available through the Office of Adult and Graduate Education.

3. **The School of Social Sciences and Education** is composed of six academic departments, offering both Bachelor of Arts and Bachelor of Social Work degrees.

4. **The Conservatory of Music and School of Communication** is composed of two departments. It offers undergraduate degrees, the Bachelor of Music and the Bachelor of Arts, and a Master of Music degree in Music Education.

5. **The School of Humanities** is comprised of five academic departments and offers a Bachelor of Arts degree.
The Law School
Interim Dean- Rachel Janutis, J.D.

The Law School became part of the university in 1966. The Juris Doctor degree is awarded upon successful completion of 86 semester hours in either the three-year, full-time day program or the four-year, part-time evening program. A part-time day program began in fall 1999. The graduate programs were established in 1986. These programs include a Master of Laws in Taxation for attorneys; a Master of Taxation for accountants; a Master of Laws in Business and Taxation for attorneys, and a Master of Laws in Business.

The Law School offers four joint degree programs. In cooperation with Ohio University, students may earn a Juris Doctor and a Master's of Sports Administration. Also offered is a joint JD/MSN with the School of Natural Sciences, Nursing, and Health and a joint JD/MBA with the School of Management and Leadership. A joint degree with a Juris Doctor and a Master of Theological Studies is offered in partnership with Trinity Lutheran Seminary. A Juris Doctor student may earn both a Juris Doctor and one of the master's degrees in three and a half years under the combined degree program.

For a viewbook, application and further information, write to Admissions, Capital University Law School, 303 E. Broad St., Columbus, OH 43215-3201; call 614-236-6310; send an e-mail to admissions@law.capital.edu; or visit www.law.capital.edu.

The Adult and Graduate Education Program is dedicated to serving Capital University’s Adult learners. The Office offers the Bachelor of Arts and the Bachelor of Arts in Social Work. In addition, registered nurses can earn a Bachelor of Science in Nursing degree through a degree-completion program. Additional information on Adult and Continuing Education is available in the Capital University Bulletin.

Accreditations and Memberships
- North Central Association/Higher Learning Commission; 1921-2013
- Ohio Board of Regents; 1969 to present
- National Association of Schools of Music; 1932 to present
- Commission of Collegiate Nursing Education; 1998 to present
- Ohio Board of Nursing (approved)
- American College Health Association
- American Association of Colleges of Nursing (member)
- League of Ohio Law Schools (charter member)
- American Bar Association; 1954 to present
- Association of American Law Schools (member since 1983)
- Accreditation Council for Business Schools and Programs; 1999 to present
- The Association to Advance Collegiate Schools of Business (member)
- American Chemical Society (approved); 1966 to present
- Council on Social Work Education; 1974 to present
- National Council for the Accreditation of Teacher Education; 1966 to present
- Ohio Board of Education
- Commission on Accreditation of Athletic Training Education; 1990 to present
Equal Opportunity Policy
Capital University admits qualified students regardless of race, sexual orientation, class, religion, gender, age, disability, or national or ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the university. It does not discriminate on the basis of race, sexual orientation, class, religion, gender, age, disability, or national or ethnic origin in admission, employment, programs, services or activities.

Students with Disabilities
Capital University welcomes students with disabilities to be an integral part of the educational community. Our mission is to coordinate support services and accommodations for students with disabilities to ensure equal educational opportunities and equal access to university life. The Office of Disability Services (ODS) seeks to make reasonable accommodations for students with disabilities through appropriate modification of educational procedures and methods used to assess student performance. Students with disabilities who wish to receive assistance from the ODS are responsible for disclosing their disability to the ODS. Students should use the following steps as a guideline for requesting services: (a) complete the Student Request for Accommodations form; (b) submit a Certificate of Professional Authority completed by a qualified evaluator, accompanied by supporting records; and (c) arrange an appointment with the Disability Services Coordinator.

The aforementioned forms can be located in the Office of Disability Services or online at www.capital.edu/disability-students/. The ODS is located in the Center for Health and Wellness. For additional information, please contact the ODS by telephone (614-236-6114) or by e-mail (disabilityservices@capital.edu).
Section 2

Department of Nursing

Faculty
Department Chair: Peden
Professors: Macke, Parker, Stout-Shaffer, Janiszewski Goodin
Associate Professors: Blakely, Dunnington, Lux, Patterson, Deb Shields
Assistant Professors: Hutcheson, Janssen, David Shields
Instructors: Farmer, Stevens, Kosik

Introduction and History
The Nursing Program was established in 1950 as a department in the College of Arts and Sciences. In 1965, it became the Department of Nursing, an integral academic unit of the university. The undergraduate nursing curriculum provides students the opportunity to blend a strong liberal arts foundation with professional studies. The Graduate program was established in 1994 and provides the registered nurse the opportunity to advance through interdisciplinary education. The faculty members are skilled professionals as well as dedicated teachers. Student experiences in a wide variety of health care facilities throughout Columbus and Franklin County provide a broad base of knowledge and skill for professional practice.

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

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

Holistic Focus
Since its inception, the Department of Nursing has been committed to the practice of holistic nursing. Recognition of this commitment and excellence in the provision of holistic education is demonstrated through earning endorsement of all four nursing programs from the American Holistic Nurses Certification Corporation (AHNCC). As of this writing, Capital University is the only nursing program with all programs holding this endorsement.
Honorary Degrees
A desire to recognize and celebrate nursing’s contributions to society has been operational through the nominations of outstanding nurses for honorary degrees from Capital University. To date, seven nurses have been so honored. They are:

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

Facilities
Faculty offices, classrooms, assessment rooms, nursing skills, and computer laboratories are located in the Battelle Memorial Hall of Science and Nursing. The assessment rooms and laboratories are equipped to allow students to develop their skills in simulated clinical settings in preparation for actual practice in health care facilities. The Helene Fuld Health Trust Learning Resources Laboratory provides state-of-the-art microcomputers for student use.

Accreditation
The Department of Nursing is approved by the Ohio Board of Nursing to offer the pre-licensure BSN program. Both the undergraduate and graduate nursing programs are accredited by the Commission on Collegiate Nursing Education (CCNE). Capital University is a charter member of the American Association of Colleges of Nursing (AACN) and is a member of the North American Consortium of Nursing and Allied Health for International Cooperation (NAC-NAHIC). All Nursing programs have been endorsed by the American Holistic Nursing Credentialing Center (AHNCC).

Mission
Educating professional nurse leaders for lives of service promoting health and healing within our diverse community.

Philosophy and Foundations
Capital University is a comprehensive, private, church-related university philosophically committed to providing a liberal arts education within a caring environment. Based on the University’s fundamental commitment to its Lutheran heritage, the Department of Nursing encourages the development of the total person: intellectual, physical, psychosocial, moral, ethical, and spiritual. Recognizing the unique worth of each student, the faculty support individualized attention to assist students as they develop and work toward the attainment of their individual goals. Through collaborative experiences, students participate actively in the learning process in a caring culture that values self-care and learning.
The faculty of the Department of Nursing embraces the core values of holistic nursing as the fundamental tenets within the discipline of nursing. The goal of holistic nursing is whole person healing. Holistic nurses recognize the totality of the human being - the interconnectedness of body, mind, emotion, spirit, social/cultural, relationship, context, and environment. The holistic nurse is an instrument of healing and a facilitator in the healing process. Holistic nurses assist individuals and groups to obtain or maintain optimum levels of health using the clinical reasoning process. Professional nurses enter into therapeutic partnerships with individuals and groups and incorporate nursing roles such as clinician, educator, advocate, leader, consultant, role model. Holistic nurses support people in finding balance, harmony, and peace throughout their experience.

Professional education is geared toward the attainment of a specialized body of knowledge pertaining to a discipline through commitment to the social, ethical, and scholarly standards of the profession. It fosters the acceptance of responsibility for critical thinking, clinical judgment, and decision making congruent with the level of practice. Nursing education develops students who provide culturally sensitive, evidence-based, ethical, and spiritually appropriate health care services. The practice of holistic nursing requires nurses to integrate self-care, self-responsibility, spirituality, and reflection in their own lives. The pre-licensure programs provide opportunities for the development of creativity, maturity, and the growth of intellectual and cultural perspectives. The post-licensure graduate programs extend the development of these qualities in both depth and scope.

Nursing knowledge is acquired through empirical, personal, ethical, aesthetic, and social knowing. Education occurs in an environment of scholarly inquiry and is dedicated to preparing students to care about and for individuals through the lifespan. They also develop respect for the inherent worth of every human being, reflect upon personal values and attitudes, and demonstrate commitment to lifelong learning and to the profession. Preparation for baccalaureate professional nursing practice is based on a program of studies that includes nursing science, physical and behavioral sciences, and the humanities. Synthesis of theories, principles, and research from nursing and related disciplines enhances nursing’s specialized body of knowledge. Preparation for graduate professional nursing practice is based on a program of studies that includes the application of theories, research, and advanced clinical skills within a multidisciplinary context and develops awareness and the ability to provide leadership for the profession of nursing. Within nursing coursework, students become competent with a variety of skills, learn to make clinical judgments based on analysis of empiric data and the individual context for each patient. They also develop respect for the inherent worth of every human being, reflect upon personal values and attitudes, and demonstrate commitment to lifelong learning and to the profession. In addition to creatively using knowledge from the sciences and liberal arts, nurses produce knowledge that contributes to a distinctive science of nursing.
Section 3: Communication

Several mechanisms are in place for the dissemination of University and Department of Nursing information. It is important that students refer to this at regular intervals to gather relevant information.

Student Mail Folders
Every graduate student in nursing is assigned a hanging folder in the file cabinet in the lobby area by the elevator on the third floor of Battelle Hall of Science and Nursing (BHSN). These mail folders are used to distribute information and items of general interest as well as to return papers. Students are encouraged to communicate with one another using mail folders. Dual degree students have a mailbox or folder in the other school where they are pursuing their second degree.

Faculty Mailboxes
Each faculty member on campus has a mailbox. Faculty mailboxes for the Department of Nursing are found in the copier room (BHSN330) inside the Nursing Suite. The mailboxes for other faculty on campus are located in the buildings where their offices are located.

Bulletin Boards
A graduate nursing student bulletin board is located in the hallway between the Nursing Skills Laboratory and BHSN 366. Faculty, staff and peers can leave pertinent messages for students. Announcements about courses, scholarships, job opportunities, social events, and opportunities to serve on Department of Nursing committees within the Department of Nursing will be posted on this bulletin board.

E-Mail
All faculty and students have active e-mail accounts. In order to use Webadvisor or iLearn, students must have a Capital e-mail address. E-mail is a quick and convenient way to communicate with faculty and peers. Students are strongly encouraged to check their Capital e-mail accounts on a regular and frequent schedule. All e-mails related to course work and university business will be sent only to university e-mail addresses.

Voice Mail
All full-time faculty have office voice-mail, which they can access, on site or remotely. If you leave a message, please speak slowly and leave a number where you can be reached (including area code).
Section 4  The Graduate Curriculum

The Graduate Program Focus
The organizing theme of the graduate curriculum is “leadership at the multidisciplinary frontier of health care.” The Graduate program is designed to build on the strengths of the Department of Nursing and university faculty, to offer students alternatives to practitioner programs, and to avoid duplication with the other graduate programs in Columbus. An initial needs assessment, faculty beliefs about knowledge and skills, literature reviews, and professional standards influenced curriculum design. Courses are reviewed annually and updated based upon on student need and feedback, community and national health care priorities, policy initiatives and changes in accreditation standards.

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

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

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

At Capital University, the academic disciplines of nursing, business, and law—partnered with Trinity Lutheran Seminary—are uniquely positioned to provide leadership at the multidisciplinary frontier of health care in addressing the pressing health needs of the community in the 21st century. Thus, this unique graduate program will blend the holistic perspective of nursing with the legal, business, ethical, educational and spiritually grounded expertise already present within the university community.
At the completion of the Master of Science in Nursing program, the student will be prepared to accomplish the following behaviors and achieve the related outcomes:

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

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

**Goal 3: Use the best available evidence to guide practice decisions.**
Outcomes: Actively and ethically participate in research to improve area of clinical / practice expertise; Address social determinants of health to plan and evaluate health care/ educational interventions as appropriate; Evaluate ethical implications of evidence based practice decisions for individual clients / aggregate populations and recommended program changes; Identify specific databases and current research relevant to a defined clinical / educational / organizational problem; Perform rigorous critique of current research and disseminate meaningful evidence to improve practice outcomes; and Apply holistic framework when evaluating research and clinical evidence to implement practice changes within concentrate of study.

**Goal 4: Apply the concepts of information exchange, nursing informatics and systems theory to the advanced practice role.**
Outcomes: Analyze databases to answer clinical / educational / administrative questions; Identify ethical principles for health information management systems and practices; and Integrate and coordinate current and emerging technologies to improve patient care systems and health education as appropriate to concentrate.

**Goal 5: Integrate health policy processes to promote safety and quality of health delivery systems and advocate for social issues of health disparity and equality.**
Outcomes: Participate in policy development at the institutional, local, state and/ or federal levels to improve health / educational outcomes related to discipline / practice of nursing and healthcare; Develop advocacy strategies to influence health care; Analyze how policies influence the structure and financing of health care practice and health outcomes; and Examine legal and regulatory processes related to individual and system practice that reflect ethics of caring.

**Goal 6: Apply holistic philosophy to enact advanced practice role.**
Outcomes: Value unitary science as foundational to development of advanced practice role; Identify the ethics of caring and its contribution to unity of self, others, nature and life forces as central to holistic nursing; Integrate ethical, aesthetic, empiric and personal ways of knowing into practice and educational decision-making; Explore and adopt holistic self-care practices to achieve balance in personal wellbeing and professional life; Participate in reflective practice to improve clinical practice, clinical leadership, learning and personal wellbeing; and Use selected integrative therapies in current practice/ educational settings.
Learning Outcomes by Concentrate
Each concentrate has specific anticipated outcomes beyond the general outcomes for graduate study. By concentrate, these include:

**Administration**
The graduate will:
- Demonstrate basic knowledge of the business functions of marketing, accounting, finance, operations and human resources.
- Recognize the importance of organizational behavior in impacting the delivery of nursing care in health care systems.
- Stimulate and effectively cope with change in health care systems.
- Utilize analytical and critical thinking to address workforce issues.

**Adult Gerontology Clinical Nurse Specialist**
The graduate will:
- Assume the role of clinical nurse specialist for adults living with chronic illness through end of life transition.
- Incorporate standards of holistic care into clinical practice.
- Practice integrative interventions that improve quality of life and symptom management.
- Collaborate with others to design and implement system changes that improve practice.
- Demonstrate advanced professional behaviors reflective of autonomy, intellectual independence, accountability and commitment to a philosophy of holism.

**Legal Studies**
The graduate will:
- Understand the basic concepts of the legal system in the United States.
- Analyze the impact and influence of the legal system on health care and nursing policy and practice in the United States.
- Influence the development and implementation of health care policy and health care law.
- Facilitate an understanding of the law and health policy for individuals and organizations.

**Nursing Education**
The graduate will:
- Assume the role of professional nurse educator for academic settings, continuing education, or staff development.
- Apply selected teaching-learning theories for the preparation and continuing development of nurses.
- Implement a variety of teaching-learning strategies in diverse learning experiences.
- Evaluate the effectiveness of the teaching-learning process.
- Critically examine trends and issues in nursing education.
Theological Studies
The graduate will:

- Articulate a theological framework that describes the relationship between humans and God.
- Demonstrate an understanding of the spiritual needs of humans and signs of spiritual distress.
- Recognize God’s presence in the practice of nursing.
- Include spiritual care in nursing practice, incorporating prayer, worship and counseling.

Organization of the Graduate Curriculum
The curriculum content is arranged into four quadrants: the graduate core, the nursing core, the concentrate core, and synthesis and application work. The specific credit hour requirements varies depending upon the concentrate. Specialization comes through the courses and clinical work students select in the concentrate and in the student’s use of the acquired skills and knowledge in the application/synthesis work. (See Figure 1). Students progress through the nursing core and graduate core before beginning coursework in the area of concentration. The graduate core, the nursing core, and the concentrate should be completed before the synthesis and application work is begun. Full time students may enroll in concentrate and synthesis courses concurrently.

Basic Curriculum Plan for the MSN- 36 hours
(minimum hours vary by concentrate)

<table>
<thead>
<tr>
<th>Graduate Core</th>
<th>Nursing Core</th>
</tr>
</thead>
<tbody>
<tr>
<td>8-9 semester hours</td>
<td>9 – 12 semester hours</td>
</tr>
<tr>
<td>Concentrate</td>
<td>Synthesis &amp; Application</td>
</tr>
<tr>
<td>12-21 semester hours</td>
<td>7-10 semester hours</td>
</tr>
</tbody>
</table>

(Figure 1)
Graduate Core
Courses in the graduate core are designed to provide students the content and skills required for leadership in an advanced practice role and to engage the student in active learning to develop their critical thinking. The courses are conducted with an interdisciplinary focus to help students appreciate more fully the complexity of health care leadership. They focus on organizational behaviors (MBA-613), statistical applications for health care research and evidence based practice (NURS-500) and the ethical and political background to advocate for their clinical populations, nursing staff and nursing students (MBA-600, IDS-693, HTS-2512, HTS-2054, HTS-2511, HTS-2507 or HTS-2051). The graduate core courses are appropriate for any student doing graduate work in a discipline that requires knowledge of group behavior and cultural influences on behavior, statistical evaluation of health care research and ethical-political problem solving. These courses can be taken with nursing core courses.

Nursing Core
The nursing core is comprised of Nursing Science and Theory (NURS-510), Advanced Nursing Research (NURS-520) and Nursing Informatics (NURS-530). These courses are designed to ground students in principles of holistic practice, introduce them to the use of theory and theoretical thinking related to their leadership development, conduct and apply research evidence to their clinical setting and understand the expanding use of informatics within the profession. These courses can be taken with graduate core courses.

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

CORE CNS PROGRAM (2012-2013 REVISION): Clinical Nurse Specialist students admitted beginning fall semester 2012 will have a revised core that includes Statistics as a prerequisite and Foundations of Holistic Health (NURS-515) in addition to the courses outlined above. Students beginning classes spring semester 2012 that are in the Education, Administration and Legal Studies concentrates are highly encouraged to complete NURS-515 in addition to other core requirements.

Concentrate
The concentrate provides students with the opportunity to study in an area of their selected interest. The number of credit hours required in the concentrates varies, as do the degree of elective versus required courses and prerequisites. Students whose concentrate courses are provided by another unit outside of the Department of Nursing register with their academic adviser in the Department of Nursing and with guidance from their adviser in the respective concentrate area. The student is billed at the rate of the unit offering the course.
Synthesis, Application & Capstone

**Clinical Nurse Specialist**

Clinical Nurse Specialist students demonstrate mastery of their concentrate by completing NURS-780. This 2 hour seminar capstone course is designed to provide students with an opportunity to develop, implement, and evaluate an evidence-based change or program to improve clinical practice. Specific projects will be negotiated between the course faculty and the student clinical preceptor. Guidelines for the capstone are distributed as part of the course syllabus.

**Administration, Education, Legal Studies, and Theology Coursework**

Two synthesis courses (NURS-755 and NURS-765) build on students’ previous coursework throughout the curriculum. The class discussion and field experiences in NURS-755 and NURS-765 allow students to apply the specialized knowledge and skills gained in their concentrates.

**Comprehensive Examination:** Each student fulfills program requirements with completion of a comprehensive exam. NURS-772 is designed to prepare each student for their comprehensive examination and students must register for NURS-773, a 1 credit hour course, in order to sit for the examination. Beginning fall 2011, the comprehensive exam has been offered in a take-home format.

**Thesis Option:** Some students may elect to complete a formal research study with a faculty adviser as an alternative to the comprehensive examination. Students who elect the thesis option can work with their adviser or the program director to identify a thesis chair. To complete the thesis option students must: 1) negotiate a research protocol with a department faculty member; 2) obtain approval for the topic and timeframe from the Post-Licensure Program committee and 3) meet all requirements as indicated in the thesis guidelines. A student will need a total of 4 NURS-770 credit hours and will need to be enrolled the semester they plan to graduate. These hours may be repeated within the degree completion guidelines of five years. Specific guidelines for completing a thesis and petition forms for the Post-Licensure committee approval can be obtained from your academic adviser or from the student services office, BHSN 329.

Together, the graduate core, the nursing core, the concentrate, and the synthesis and application courses provide a degree completion plan of no fewer than 36 semester hours.

**Project option:** Students enrolled in the program before fall 2008 have an option to complete a project in place of a thesis; they must petition the graduate program committee with the support of their adviser in order to be approved for this option. Petition forms can be obtained from your academic adviser.
Learning Focus in Concentrates
The five concentrates address students’ diverse career needs. A student may complete more than one concentrate.

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

In addition to taking one of the ethics course options (MBA-600, IDS-693), students take: Organizational Behavior (MBA 613) and either Applied Healthcare Statistics (NURS-500) or Analytical Methods for Managers (MBA-611). Concentrate requirements include a minimum of ten semester hours. MBA Essentials (MBA-500) is required as a prerequisite for all MBA courses. Other course options include: Economics for Managers (MBA-612), Managerial Accounting (MBA-614), Marketing Management (MBA-710), Financial Management (MBA-720) and MBA 800 Elective Courses, and NURS-670: Legal Concepts in Health Care.

Students must meet the prerequisites for each MBA course in the concentration as identified in the “Prerequisites” section of this handbook, as well as in the MBA Student Handbook.

**MSN with a Concentrate in as an Adult-Gerontology Clinical Nurse Specialist**
This concentrate prepares students for the advanced practice role of clinical nurse specialist for the adult and geriatric population. The coursework is designed to prepare students in all adult-gerontology clinical nurse specialist competencies as defined by the American Association of Colleges of Nursing. Upon completion of coursework, students will apply for and complete the Adult-Gerontology Clinical Nurse Specialty certification examination offered through the American Nurses Credentialing Corporation (ANCC). After obtaining advanced certification, students are eligible to apply for advanced practice privileges through the Ohio State Board of Nursing.

**MSN with a Concentrate in Legal Studies**
The concentrate in legal studies, offered in cooperation with the Law School, emphasizes the legal aspects of health care. Students may direct their career development toward work in quality assurance programs, risk management, peer review and outcomes assessment. Preparation in advanced nursing science, which includes legal studies, enhances the graduate’s ability to contribute to interdisciplinary problem-solving teams in health care.
The legal studies concentrate consists of 11 semester credit hours of course work. NURS-670: Legal Concepts in Health Care, a three-hour foundation course covering torts, contracts and constitutional law, is a prerequisite for the other two courses in the Legal Studies concentrate: LAW-822: Health Law and one of the following courses-LAW-730: Contemporary Medical Liability; LAW-755: Family Law; LAW-800: Administrative Law; LAW-902: Dispute Resolution; or LAW-980: Seminar in Health Care Antitrust Law.

The students who have completed the Capital University Law School Legal Nurse Consultant Program with a GPA of 3.0 or above are eligible to transfer up to 10 semester hours to fulfill the legal studies concentrate. Students must meet all criteria for admission to the graduate program, and present official transcripts from the Law School. In order to complete the MSN with a concentrate in legal studies, the student must complete all remaining 28 hours of course work in the MSN program.

**MSN with a Concentrate in Nursing Education**

Students entering the program prior to Fall Semester, 2014: This concentrate prepares the nurse for the role of educator in either the academic or clinical setting. Concentrate course work gives the student the necessary knowledge and skills to teach and develop curricular materials. In the synthesis core, students identify their preferred setting for teaching and have field placements accordingly. The nursing education concentrate consists of 9 hours of course work including NURS-637: Course and Curriculum Design, NURS-638: Teaching-Learning Strategies and Evaluation, and NURS-639: Technology in Education.

**Curriculum Revision:** Students enrolling in the MSN concentrate beginning Fall, 2014 will be on a new curriculum plan. Please refer to the Adult and Graduate Education department/ the MSN program director to review the curriculum revisions.

**MSN with a Concentrate in Theological Studies**

The concentration in theological studies, offered in cooperation with Trinity Lutheran Seminary, emphasizes pastoral and counseling activities in holistic nursing practice. Pastoral care offices and community service agencies are potential employment sites.

Students complete a minimum of nine semester credit hours, selecting concentrate courses appropriate to their interests from a variety of courses. HTS-2044: Systematic Theology; HTS-2802: Christian Theologies of Non-Christian Religions; MN-2051: The Care of Souls; and MN-2515: Death, Dying, Grief and Bereavement and The Influence of Culture among other courses. Adviser approval is required.

**Multiple Concentrates of Study**

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

- Completion of the designated courses in the secondary concentration.
- Completion of NURS-755 Role Development with field experience in the practice area relevant to each concentration.

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

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

**Dual Degree Programs**

Students have the opportunity to pursue dual degrees in the Department of Nursing and Capital University Law School, Trinity Lutheran Seminary or the Capital University School of Management & Leadership. In each case the coursework selected for the concentration is applied toward the course work required in the second degree. For example, an MSN student who completes the legal studies concentrate is able to apply that coursework as elective credit toward the Juris Doctorate degree in the Law School. Students pursuing a dual degree must complete a minimum of 50 semester hours for the MSN/MBA (not including prerequisites) and 102 semester hours for the MSN/JD. (See Figure 2).

**Basic Curricular Plan for the Dual Degree**

50-102 hours (minimum)

<table>
<thead>
<tr>
<th>Graduate Core</th>
<th>Nursing Core</th>
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<tbody>
<tr>
<td>8-9 semester hours</td>
<td>9 semester hours</td>
</tr>
<tr>
<td><strong>Second Degree</strong></td>
<td><strong>Synthesis &amp; Application</strong></td>
</tr>
<tr>
<td>MBA = 24 additional hours *</td>
<td>10-13 semester hours</td>
</tr>
<tr>
<td>JD = 74 additional hours</td>
<td>(minimum)</td>
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</tbody>
</table>

(Figure 2)

* The MBA Program requires up to 20 semester hours of prerequisite courses, depending on the applicant’s undergraduate preparation.

See Appendix entitled Dual Degree Curriculum Template for specific required courses and curriculum plan for each dual degree.

To pursue a dual degree, students must meet prerequisites and gain admission to each program. Each dual degree option provides students with the opportunity to complete both degrees with a substantial reduction in total credit hours. To obtain information about application, admission, enrollment, the program of study, and definition and
operation of a dual degree credit in each program, students should consult the Dual Degree Program Statements for the MSN/JD and MSN/MBA degrees included in the Appendix entitled Dual Degree Program Statements. Descriptions of graduate courses offered by the Department of Nursing are listed in this handbook. Dual degree students should consult the MBA Student Handbook or the Law School Bulletin for complete descriptions of non-nursing courses identified in the dual degree curriculum plans.

Certificate Program: Nursing Education
The Nursing Education Certificate is offered for students who have a Master’s of Science in Nursing who want more formal coursework to prepare them specifically for classroom and clinical nursing education. The program consists of four graduate-level courses for a total of 12 semester credits and is generally taken over a 16 month period. Students are generally not eligible for federal funding for this certificate.

- **Course Curriculum and Design (NURS-637), 3 credits:** This course surveys theories and strategies for teaching, learning, and evaluation in relationship to learning styles, learning environment, cultural considerations, legal, and ethical issues.

- **Teaching-Learning Strategies and Evaluation (NURS-638), 3 credits:** This course focuses on the design of teaching and learning experiences that are congruent with mission, philosophy, and goals. Components of the course include: curriculum frameworks, lesson plans, learning objectives, measurement of learning outcomes and curriculum evaluation. Students will demonstrate the ability to implement teaching/learning strategies from a list of approved field activities.

- **Technology in Education (NURS-639), 3 credits:** This course addresses the use of technology in nursing education and builds on an understanding of computer informatics. Components of the course include: course management systems, distance learning, on-line learning, interactive television, criteria for selecting and using various forms of media, and the legal and ethical issues related to the use of technology.

- **Role Development in Advanced-Practice Nursing (NURS-755), 3 credits:** Emphasizes the development and implementation of advanced nursing roles in complex, varied, and dynamic organizations. Includes a precepted practicum experience in the practice area of the student’s concentrate. You will get 100 hours of field experience in nursing education in association with an expert nursing faculty member.
Course Descriptions of Nursing Courses in the Graduate Program offered in Nursing

Graduate Core

**NURS-500: Applied Healthcare Statistics (3):** Emphasizes the use of statistics in data analysis; critical understanding of the meaning of statistical findings for utilization as a nurse in advanced practice; and use of the computer in data processing. Topics covered include descriptive statistics, probability, hypothesis testing, parametric and nonparametric statistics, reliability, and validity. (Applied Healthcare Statistics is one of two options that meet the Quantitative Methods requirement.)

**MBA-600: Business Ethics and Social Responsibility (3):** Now more than ever, companies are held accountable for developing responsible business policies and practices, and making them an integral part of their strategies and operations. Corporate Social Responsibility and Ethical Decision Making provides students with a laboratory for examination of these significant issues. The principal outcomes of this course are to understand important ethical constructs, to provide opportunities to apply ethical and responsible decision making in a variety of business situations and to facilitate a deeper understanding of the strategic complexities in managing these priorities across often competing needs. The class is structured around a rich set of challenging projects and case studies.

**MBA-613: Organizational Behavior (3):** Focuses on understanding human behavior in organizations. Theory and experiential exercises combine to provide students with an understanding of individual and group behavior in various organizational settings. Students work individually and in teams to learn to effectively manage in the contemporary and global workplace.

Nursing Core Courses

**NURS-510: Advanced Nursing Science and Theory (3):** Emphasizes the nature of the scientific theories; the reciprocal relationships among nursing theories, nursing research and nursing practice; models for theory analysis and critique; and the need for future theory development in nursing.

**NURS-515: Foundations of Holistic Practice (3):** This course examines the philosophical and theoretical foundations of holistic practice and provides the basic information needed to apply holistic practices to an area of study. Students learn specific attitudes, behaviors and skills that are essential to maintaining well-being of self and other and in strengthening the practice of compassionate caregiving. Use of local, national and international journals and websites dedicated to holistic practice and healing are introduced. Students will apply basic integrative practices for their own self-care and in the care of students, staff and clients they work with. Application of course content is made through age appropriate case studies across the lifespan, reflective journaling and other teaching strategies to develop empirical, personal, aesthetic and ethical knowledge.
**NURS-520: Advanced Nursing Research (3):** Examines the philosophical underpinnings of quantitative and qualitative research. Focuses on research designs, sampling, measurement, and techniques for data analysis and establishment of reliability and validity for both quantitative and qualitative research. Recommended pre- or co-requisite: NURS-500 or MBA-611.

**NURS-530: Nursing Informatics (3):** Explores the application of systems theories and nursing informatics within the context of information science, computer science, nursing science and the delivery of health care through nursing practice, administration, research and education. In addition, legal, ethical and social implications are addressed. Prerequisite: basic computer literacy.

**Adult-Gerontology Clinical Nurse Specialist Courses**

**NURS-525: Advanced Health Assessment (3):** This advanced health assessment course provides students with essential holistic assessment and nursing diagnostic skill to work with the individual in context of the family, community and environment. The assessment process includes a comprehensive history and identification of patterns in all domains of health including physical / pathophysiologic, emotional, mental, spiritual, energetic, social / relational, and cultural. Emphasis is placed on developing a thorough understanding of the individual, differentiating normal and abnormal findings to determine a nursing diagnosis and synthesizing assessed health patterns to plan and evaluate care. The course includes classroom and laboratory components.

**NURS-601: Pathophysiology (3):** This course examines the scientific knowledge base of selected pathophysiological states from a framework of psychological, physiological and social/behavioral manifestations of stress and the psychophysiology of bodymind healing. The interrelationships between clinical pathophysiology, basic normal physiology, bodymind healing systems and signs and symptoms of various conditions are emphasized. Recent advances in the area of genetics and genomics is also included. The course builds on advanced health assessment skills and provides foundational information for clinical decision-making, diagnostic testing and the initiation of therapeutic regimens across the adult lifespan. Age specific and developmental alterations are correlated with clinical diagnosis and management of major health problems. Application is made through age appropriate case studies across the lifespan.

**NURS-610: Clinical Pharmacology for Advanced Practice Nurses (3):** This course is designed to prepare advanced practice nurses (APRN) to accurately describe, administer, and counsel patients regarding appropriate and safe medication regimens. In addition, the APRN will be prepared for medication prescriptive authority within their scope of practice. Therapeutic nursing interventions are fostered through exposure to prescriptive authority rules and regulations in advanced practice nursing. Critical thinking is applied as students explore various pharmacological aspects of disease management through case study analysis. Therapeutic agents are compared and contrasted for indications of efficacy, monitoring parameters, dosing principles, adverse effects and common drug interactions taking into consideration culture and diversity.
across the life span. Basic pharmacologic principles and the pharmacologic actions of the major drug classes will be discussed in relation to physiologic systems, with emphasis on the application of these agents. Herbs, supplements and other pharmacotherapeutic agents will be examined for use and integration into the patients’ holistic plan of care.

**NURS-620: Healthy Aging and Quality of Life in Adults (6):** This course introduces foundational principles of holistic care in the promotion of health and wellbeing across the adult lifespan. Students will apply their knowledge of physiological, psychosocial, environmental and cultural dimensions of health and wellbeing to assess clients and develop intervention plans that promote health, prevent illness and help clients manage changes associated with aging. The role of the Clinical Nurse Specialist in the 21st century will be explored and students will continue to develop their Therapeutic Capacity as Advanced Practice Nurses using reflective practice. This course includes a 180 hour direct care clinical practicum where students have the opportunity to apply evidence-based practices to selected client populations.

**NURS-630: Symptom Management in Chronic Illness and Palliative Care (6):** This course guides students in the holistic management of common acute and chronic health issues across adolescent and the adult life-span. The patient population of adult gerontology CNS practice includes young adults (including late adolescent and emancipated minors), adults and older adults (including young-old, old, and old-old) in all contexts of care. The course builds on the concepts learned in Nursing 620. Pharmacologic and non-pharmacologic practices will be used to promote health, enhance comfort and minimize suffering for clients and their families. Emphasis on partnership with families for health and symptom management and importance of relationship among patients, families and nurse caregivers is emphasized. Students will conduct advanced practice assessment, implement targeted evidence-based interventions and evaluate outcomes. This course includes a 180-hour clinical practicum where students have the opportunity to apply advanced practice nursing concepts.

**NURS-760: Comprehensive Patient Management (6):** This clinical course is designed to provide students with a guided field experience to apply the Clinical Nurse Specialist practice in young adults (including late adolescent and emancipated minors), adults and older adults (including young-old, old, and old-old). Through 180 hours of clinical experiences, students refine skills in the roles of the Clinical Nurse Specialist as a member of the health care team. The focus of this course is comprehensive patient management including direct care of selected patients and implementation of evidence based practice protocols at the organizational level. Seminar discussions provide the opportunity for students to process clinical experiences as well as preparing for national certification examinations. This course will be taken in conjunction with at least one credit hour of NURS-780.
NURS-780: Capstone Seminar (2-4): Students will develop, implement and evaluate an evidence based project/program for a selected clinical population during this clinical seminar course. The course may be taken over 2 semesters to provide time for significant clinical integration and application of CNS role responsibilities. A total of 60 clinical hours is required. Seminar discussions provide the opportunity for students to process clinical experiences.

Nursing Education Concentrate Courses

NURS-637: Course and Curriculum Design (3): This course will provide opportunities to examine educational theories of teaching, learning and curriculum design. This will include the development of personal teaching philosophy, course design and analysis of nursing curriculum. This course will also address emerging trends and issues in nursing education. Prerequisites for MSN: Nursing Core Courses, Graduate Core Courses. Prerequisites for Certificate: None.

NURS-638: Teaching-Learning Strategies and Evaluation (3): This course focuses on providing opportunities to apply teaching and learning strategies to promote optimal learning in classroom and clinical settings. This includes methods of test construction and learner evaluation. Prerequisites: Nursing Core Courses, Graduate Core Courses. Prerequisites for Certificate: NURS-637.

NURS-639: Technology in Education (3): This course addresses the use of technology in nursing education; and builds on an understanding of computer informatics. Components of the course include: course management systems, distance learning, on-line learning, interactive television, criteria for selecting and using various forms of media, and the legal and ethical issues related to the use of technology. Prerequisites for MSN: Nursing Core Courses, Graduate Core Courses. Prerequisites for Certificate: NURS-530 and NURS-637.

NURS-670: Legal Concepts in Healthcare (3): This Lecture course provides prerequisite knowledge for selected law courses in the legal concentrate and offers substantial legal foundation for students in the administration and other nursing concentrates in the Master’s Program. Prerequisites: Nursing Core Courses, Graduate Core Courses.

Synthesis, Application and Capstone Courses

NURS-755: Role Development in Advanced-Practice Nursing (3): Students will assess and analyze models, processes and skills required to develop and implement advanced nursing roles in complex, dynamic organizations. Clinical field experience is designed to assist the student to develop and implement leadership, competencies and interpersonal skills required for success in advanced nursing roles. Includes a 100 hour precepted practicum experience in the practice area of the student’s concentrate. Prerequisites: All graduate and nursing core courses. Full time students may take NURS-755 prior to completion of concentrate or dual-degree courses. (This is a clinical course.)
**NURS-765: Program Development in a Changing Health Care System (3):** As the U.S. Health care system moves to a wider base of delivery, nurses in advanced practice will be active participants in program planning within organizations and communities. In this course, students will develop abilities to define, develop, implement and evaluate a program related to health and health care delivery. Conceptual frameworks that support program planning and implementation will be explored in the classroom and applied in the field. Prerequisites: All graduate and nursing core courses. Full time students may take NURS-765 prior to completion of concentrate or dual-degree courses. (This is a clinical course.)

**NURS-770: Thesis or NURS-785: Project (4 hours minimum):** Applies the principles of scientific inquiry to scholarly investigation of a topic (NUR 770) or synthesis of research evidence and plan/program to implement research evidence for practice improvement. Prerequisites: All graduate and nursing core courses. Adviser approval required to take NURS-770 or NURS-785 prior to completion of concentrate or dual-degree courses. Project hours (NURS-785) available to students admitted prior to fall 2008.

**NURS-772: Synthesis and Integration (3):** This course is designed as a student-led colloquium. Students will be asked to review, integrate, synthesize, and present information from previously completed masters' level courses as preparation for the comprehensive examination.

**NURS-773: Comprehensive Examination (1):** The actual written examination is designed to be taken either concurrently with, or following successful completion of NURS-772. The written examination may be taken only one time – it is not repeatable.
Prerequisites
The following is a summary of prerequisites for selected courses in the MSN Concentrates and Joint Degrees:

<table>
<thead>
<tr>
<th>Program/Course</th>
<th>Prerequisite(s)*</th>
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<tbody>
<tr>
<td>MSN Program</td>
<td>Undergraduate nursing research</td>
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<tr>
<td></td>
<td>Undergraduate statistics</td>
</tr>
<tr>
<td>Law Program</td>
<td>Refer to Law School Catalog</td>
</tr>
<tr>
<td>MBA Program</td>
<td>Refer to MBA Program materials</td>
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<tr>
<td>MBA-611: Analytical Methods for Managers</td>
<td>MBA-111: Calculus (2) and</td>
</tr>
<tr>
<td></td>
<td>MBA-112: Statistics or PSYCH-220</td>
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<tr>
<td>MBA-612: Economics for Managers</td>
<td>MBA-500: Business Essentials</td>
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<td>MBA-614: Managerial Accounting</td>
<td>MBA-500: Business Essentials</td>
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<tr>
<td>MBA-710: Marketing Management</td>
<td>MBA-500: Business Essentials</td>
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<tr>
<td>MBA-730: Production &amp; Operations Mgmt</td>
<td>MBA-611: MIS/ Analytical Tools (3)</td>
</tr>
<tr>
<td>MBA-800 level courses (electives)</td>
<td>Refer to MBA materials for specific prerequisites for specific courses</td>
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<td>LAW-730: Contemporary Medical Liability</td>
<td>NURS-670: Legal Concepts of Health Care; LAW-610, 611</td>
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<td>LAW-755: Family Law</td>
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<td>LAW-800: Administrative Law</td>
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<td>LAW-821: Public Health Law</td>
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<td>LAW-822: Health Law</td>
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<td>LAW-913: Health Care and Dispute Resolution</td>
<td>NURS-500: Advanced Healthcare Statistics</td>
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<td>LAW-980: Seminar in Health Care Antitrust</td>
<td>NURS-530 and NURS-637</td>
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<td>NURS-520: Advanced Research</td>
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<tr>
<td>NURS-639: Technology in Education</td>
<td>NURS-500: Advanced Healthcare Statistics</td>
</tr>
<tr>
<td>NURS-700 level courses</td>
<td>Graduate Core, All Nursing Core, All Concentrate Courses. Full time students may enroll concurrently with Concentrate Courses.</td>
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</tbody>
</table>

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

(Revised: 9/94; 7/98; 8/99; 12/00; 11/01; 8/06; 8/07; 7/10)
General Patterns of Course Offerings  
Effective August 2014

<table>
<thead>
<tr>
<th>Graduate Core</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
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<tr>
<td></td>
<td>MBA-613</td>
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<thead>
<tr>
<th>Nursing Core</th>
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<td>NURS-530: Informatics</td>
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<td>NURS-630: CNS Clinical II</td>
<td>NURS-638: Teaching/Learning</td>
<td>NURS-639: Technology in Education</td>
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<td></td>
<td>NURS-637: Course &amp; Curriculum Design</td>
<td>NURS-620: CNS Clinical I</td>
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<th>Synthesis</th>
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<th>Summer</th>
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<td></td>
<td>NURS-755: Role Development</td>
<td>NURS-765: Program Development</td>
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<td></td>
<td>NURS-772: Synthesis &amp; Integration</td>
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<td>NURS-773: Comprehensive Examination</td>
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<td>NURS-760: CNS Clinical III</td>
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<td></td>
<td>NURS-780: CNS Capstone</td>
<td>NURS-780: CNS Capstone</td>
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</table>

Elective courses in MSN, Law and Theology meet the concentrate course requirements for those concentrates respectfully.

All course offerings are contingent on student enrollment. Consult with your academic adviser to develop an individual curriculum plan.
Academic Year
The Graduate program in the Department of Nursing follows the same schedule as Capital University. The Law School and Trinity Lutheran Seminary follow different academic calendars. Please consult their respective course listings for specific dates.

Capstone and Comprehensive Examination Requirement
All students are required to complete a comprehensive examination or CNS capstone project. Students in the Education, Administration, and Legal concentrations have an option to complete a Master’s thesis in place of the comprehensive examination.

Through completion of the Capstone or Comprehensive Examination, the student demonstrates the ability to assess, synthesize, evaluate and respond to complex situations presented in their area of concentration. Additional information about both options can be found in the course descriptions for synthesis courses on page 25 of this handbook.
Adding / Dropping Courses

To add or drop a course, you must complete the “Change of Registration” form, available from the Adult and Graduate Education office or the Nursing Department’s Program Coordinator, BHSN 329. The form must be signed by you, your adviser, and the Dean or Program Director. If the semester has begun, the signature of the professor of the course you are dropping, as well as the last date you attended class are also needed. When the form is completed, please return it to the Adult and Graduate Education office in Ruff Memorial Learning Center promptly.

If you are a Dual Degree student and you are adding/dropping a course in your other Degree, you will need to follow the procedure for add/drops in the handbook of the other school.

When a course is dropped, the amount of tuition due to the University is determined by the date of the last class attended. **Note:** The refund schedule for MSN, MBA and Law, which changes every term, is posted on the MSN Bulletin Board and online. See the Trinity Lutheran Seminary handbook for the Seminary’s refund schedule.

Any payment or credits that exceed the amount of charges and tuition due are refunded by the University within 30 days of the student’s written request to the Finance Office. Otherwise, the student’s account is credited toward the next semester’s tuition fees.

Courses may be added through the end of the first week of class. Additions after the first week of classes require signatures of the Professor, your Adviser, and the Dean or the Director of the Program on the add/drop slip.

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

All questions about adding/dropping courses should be directed to the Adult and Graduate Education office (236-6996 or 236-6998).

All financial questions about tuition and fees should be directed to the Director of Student Accounts in the Finance Office in Yochum Hall (236-6216).
Admission
Admission to the Master of Science Program is open to nurses who are licensed in the state of Ohio and have graduated from a program of nursing academically accredited by two sources: 1) the National League for Nursing Accrediting Commission (NLNAC) or the Commission on Collegiate Nursing Education (CCNE); and 2) a higher learning commission Regional Accrediting body. Admission will not be denied on the basis of race, religion, age, sex, color, disability, sexual orientation, national or ethnic origin, or political affiliation. Applicants are requested to provide information pertaining to his/her academic, intellectual, and professional abilities through college transcripts, personal references, and a writing sample.

Admission Criteria
- All official transcripts from previous undergraduate/graduate course work
- Current, unencumbered, unrestricted Ohio RN License
- Bachelor of Science Degree in Nursing* or Bachelor's Degree and an Associate Degree in Nursing**
- 3.0 undergraduate GPA on a 4.0 scale
- Undergraduate prerequisites: Statistics and research methods
- Submit a 1 to 2 page summary that addresses a specific vision for your future and how an advanced nursing degree will support your goals. Please incorporate 1) the strengths you currently bring to your practice, 2) a clinical situation you wish to improve, and 3) why you have chosen Capital University
- Current resume
- Three professional written references
- Clinical Nursing Specialist (CNS) applicants are required to schedule an interview with the Vice Chair of the Post-Licensure Programs as part of the admission process
- TOEFL score of 550 or above (for international students)

*Students who have a Bachelor of Science in Nursing begin taking 500 level coursework.

** Students who have a Bachelor degree in another field and an Associate degree in Nursing may be admitted directly to the MSN program and are required to take three transitional courses prior to or concurrent with 500 level course work. Courses include Nursing 315: Foundations and Contemporary Issues; Nursing 316: Nursing in a Multicultural Society; and Nursing 415: Nursing Care of Families.
Application Procedure
Prospective students are encouraged to apply within 8 weeks of the beginning of the next term. The following activities are included in the application process:

- Complete the Application for Admission on the MSN website: www.capital.edu/msn/. Please contact the Adult and Graduate Education office at 236-6996 with any questions regarding the application procedure.
- Request official transcripts from all previous colleges and universities.
- Give 3 references that will be contacted by the Director of the Graduate Program.

Forward all admission materials to:
Capital University
ATTN: Adult and Graduate Education Office
1 College and Main
Columbus, OH  43209

Acceptance of Admission
Once an admission file is completed, it is reviewed by the Post-Licensure Program Committee Admissions Subcommittee.

Students will be notified in writing of their acceptance. Following notification the student is required to complete and return the Acceptance of Admission Form to the Adult and Graduate Education office within 10 days. Once a student has accepted admission they can schedule classes through the Adult and Graduate Education staff.

Once a student has accepted admission, the Adult and Graduate Education Office will submit a copy of all application and acceptance documents to the Department of Nursing Program Coordinator.

At the time of admission the student will be assigned an academic adviser with whom he/she should meet to establish a curriculum plan.
Provisional Status
Candidates may be admitted provisionally until all entrance requirements are completed. The letter of admission status states the specific conditions that need to be completed and the time frame allowed. Upon completion of these conditions by the dates indicated, Full Admission is granted. Students are to return the acceptance of provisional admission form within 10 days. Upon receipt of this form, course registration is initiated by the Adult and Graduate Education staff. Health forms must be completed and returned to the nursing Student Services Coordinator, BHSN 329, prior to enrolling in a clinical course.

Non-degree:
There are four categories of non-degree status:
- Students enrolled in the traditional program or BSN-completion program who have been accepted into the “RN to MSN” fast track.
- BSN graduates who are interested in enriching their professional practice with Graduate courses. These students can take up to 6 credits, which will count toward the MSN if they choose to apply for graduate study.
- Masters prepared nurses with an interest in a concentrate focus. These individuals complete one or more concentrates as post-masters study.
- BSN or MSN nurses who are enrolled in a certificate program offered by the Department of Nursing.

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

A student choosing a dual degree option must complete the appropriate dual degree application as a notice of intention to seek the dual degree. These applications can be obtained from the Registrar.

Admission without the BSN
Recognizing the variety of career pathways to advanced nursing, Capital University provides several entry points into the MSN program:

- **BSN-Completion Fast Track to MSN**: Students enrolled in the BSN-Completion program that hold a GPA of 3.5 or above may apply to his/her advisor for the Fast Track option. If the adviser approves this option, the student may enroll in Advanced Statistics (NURS-500) and Advanced Nursing Research (NURS-520) to meet BSN-Completion credit as well as fulfilling two MSN course requirements. Students must have completed NURS-315 and NURS-316 before enrolling in MSN courses. Registration in courses is limited to space availability.
• **Undergraduate Fast Track to MSN:** Undergraduate nursing majors who hold a GPA of 3.5 in the last year of their baccalaureate curriculum may earn up to nine hours of credit by enrolling in any of the following graduate courses: NURS-500: Advanced Healthcare Statistics; NURS-510: Nursing Science and Theory; NURS-520: Advanced Nursing Research; NURS-530: Nursing Informatics. Registration in courses is limited to space availability.

After the student is granted admission to the MSN program, courses are then used to fulfill graduate requirements.

• **Associate Degree to Masters of Science Degree track:** Students with an earned Bachelor’s in a field other than nursing who have an Associate Degree in Nursing may apply directly to the Master’s program if they meet the MSN admission criteria. Students selecting this pathway will take NURS-315, NURS-316, and NURS-415 prior to or concurrent with 500 level masters core courses. Thus, the AD to MSN track adds three additional courses above the standard MSN coursework.

**Audits**
Students may audit a course on a space available basis. This requires completion of the Audit Request Form, available in the Program Coordinator’s Office, BHSN 329. The form requires the appropriate instructor’s signature and the signature the MSN Program Director. Candidates in the Nursing Program cannot audit any course required for degree credit. Normally, an auditor is not required to submit assignments or take examinations. The transcript does not reflect audited courses and no grade or credit is given. Tuition for audited courses in Nursing is $75 per credit hour. To audit a course at the Law School or Trinity Lutheran Seminary, please contact those schools directly.

**Class Attendance**
Professors keep class attendance records. The attendance policy for classes is determined by each professor. Validation of attendance is requested from various sponsoring agents such as the U.S. Armed Forces. Those who register, no longer attend but do not drop the class will be charged full tuition.

**Course Load**
Students may enroll full or part-time. Minimum full time enrollment in the Department of Nursing Graduate Program is six semester hours/term.
Dismissals
The Graduate Department of Nursing reserves the right to dismiss any student at any time for good cause. Notification of dismissal is sent in writing from the Office of the Department Chair.

Academic Probation and Dismissal: A cumulative GPA of 3.0 or better is required for a student to remain in good academic standing. The first time a student's semester grade falls below 3.0, the student will be placed on academic probation. If a student has a second semester in which the semester GPA falls below 3.0, the student may be dismissed. The Academic Affairs Committee will review the students file with the adviser and make a recommendation to the Post-Licensure Program Committee.

Breach of Academic Integrity: Graduate nursing students are expected to be honest in their academic endeavors and submit their own work for academic evaluation. Students may be dismissed for a breach of academic or professional integrity, including but not limited to cheating, plagiarism, falsification of data, commission of acts which jeopardize the welfare of clients and behavior inconsistent with professional standards. Plagiarism is defined as meeting any academic requirements in part or in full by presenting the work, ideas, or writing of another as one's own. For students enrolled in the Department of Nursing, allegations of academic misconduct are heard by the Graduate Program Committee of the Department of Nursing. This body may decide to take no action, impose warning, probation or suspension, or recommend dismissal to the full faculty of the Department of Nursing. Appeals of decisions (related to warning, probation and suspension) can be made to the Executive Committee of the Department of Nursing. Appeals of dismissal decisions can be made to the Provost/VPAA only on the basis of new information. (See Appendix: Academic Integrity)

Grades
The following system of grading and point values applies to all credit courses in the Department of Nursing.

<table>
<thead>
<tr>
<th>GRADE</th>
<th>QUALITY POINT</th>
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<tbody>
<tr>
<td>A</td>
<td>94-100</td>
</tr>
<tr>
<td>A-</td>
<td>92-93</td>
</tr>
<tr>
<td>B+</td>
<td>90-91</td>
</tr>
<tr>
<td>B</td>
<td>86-89</td>
</tr>
<tr>
<td>B-</td>
<td>84-85</td>
</tr>
<tr>
<td>C+</td>
<td>82-83</td>
</tr>
<tr>
<td>C</td>
<td>76-81</td>
</tr>
<tr>
<td>D</td>
<td>70-75</td>
</tr>
<tr>
<td>F</td>
<td>BELOW 70</td>
</tr>
<tr>
<td>FX</td>
<td>(Failure for insufficient attendance)</td>
</tr>
<tr>
<td>W</td>
<td>(Withdrawal)</td>
</tr>
<tr>
<td>I</td>
<td></td>
</tr>
</tbody>
</table>
Grading Requirements

Grading requirements include:

1. A minimum 3.0 GPA is required for graduation.
2. A minimum of C+ is required to pass an individual course (C is not acceptable).
3. Any grade below C+ requires that the course be repeated.
4. A maximum of one (1) graduate level course with a grade of C+ or below may be repeated in order to achieve the 3.0 GPA required for graduation.
5. A cumulative grade point average of 3.0 is required to register for 700 level courses.
6. Students not meeting requirements may be dismissed.

Grades for undergraduate prerequisite courses are not calculated in the cumulative grade point average (GPA). The cumulative GPA is determined by dividing the total number of quality points by the number of credit hours completed.

Thesis hours and comprehensive exam grades are graded P (pass) or F (fail) rather than a letter grade. An incomplete (I) will not be given for thesis or project hours unless approved by the Program Director. An Incomplete (I) may be given for the written comprehensive exam if approved by the graduate committee.

Graduation Requirements

Formal graduation ceremonies are scheduled once a year, at the end of the spring semester. To qualify for graduation, candidates must have a cumulative GPA of at least 3.00. All candidates must complete an application for graduation, available online from the Registrar’s Office during the semester BEFORE the one in which they plan to complete their course work.

The application for graduation will prompt a record review regarding eligibility for graduation. Details regarding the commencement exercises are sent to students in the early spring. Diplomas are awarded at the end of each semester, however formal graduation ceremonies are held only at the end of spring semester.

PLEASE NOTE: ONLY THOSE STUDENTS WHO HAVE COMPLETED ALL REQUIRED COURSE WORK AND SUCCESSFULLY PASSED THE COMPREHENSIVE EXAMINATION OR CAPSTONE REQUIREMENTS MAY PARTICIPATE IN THE GRADUATION CEREMONY. A STUDENT COMPLETING THE THESIS MUST SUCCESSFULLY DEFEND THE THESIS BY THE DEFENSE DEADLINE IN ORDER TO PARTICIPATE IN THE GRADUATION CEREMONY.

If the student has successfully defended but the Committee has not signed the final draft, or if a student receives an incomplete on the Comprehensive Exam, the student is required to register for an additional thesis/project hour and postpone graduation until the following semester. They are eligible to participate in the May graduation ceremony the following year.
The dual degree student may complete course requirements for both degrees the same term, or complete one degree ahead of the other. Since each school grants academic credit for some courses successfully completed in the other school:

- To be eligible to receive the JD or MBA degree, the dual MSN/JD or MSN/MBA degree student must successfully complete 18 credit hours in the Nursing program.

- To be eligible to receive the MSN degree, the dual MSN/JD student must successfully complete 12 credit hours in the law program.

- To be eligible to receive the MSN degree, the dual MSN/MBA degree student must successfully complete 18 credit hours in the MBA program.

Graduation with Honors
MSN students who graduate with a cumulative grade point average of 3.75 or above in their graduate course work at Capital University receive the designation of Graduation with Distinction. The MSN student with the highest grade point average of distinction among the graduating MSN students receives the designation of Highest Distinction.

Incompletes
A grade of Incomplete indicates that work has not been completed by the end of the semester or module due to circumstances beyond the student’s control. An Incomplete is student initiated. If the professor thinks the situation warrants an Incomplete, an Incomplete form will be filed with the Registrar’s Office. To remove the “I” grade, the student must satisfy conditions set-up by the Professor within eight weeks and a new grade must be submitted to the Registrar no later than eight weeks after the last day of the semester in which the student enrolled in a full term course (15 weeks) or three weeks after the conclusion of a modular course (7 weeks). If an Incomplete grade is not removed on or before these dates, the student will receive an “F” (Failing Grade) for the course.

Leave of Absence
A student may find that it is not possible to participate in graduate course work. In such cases, a leave status form must be filed through the Adult and Graduate Education Office for each term of leave including summer. A student can be on leave for two consecutive terms without penalty if the appropriate forms have been completed and submitted to their adviser. By filing this leave form, the student continues to receive communications. This leave of absence does not apply to students with non-degree status.

If a student remains on leave for a third consecutive term, or if no “leave status” form is filed, the student must be readmitted to the University and the Department of Nursing. The student readmitted to the University and Department of Nursing will reenter under the current policies and procedures which may differ from the original
policies and procedures. Course work that is completed seven or more years previous to readmission must be evaluated by the faculty at the time of readmission.

Privacy Act

Readmission to the Program
Candidates, who officially withdraw from the program or have been on official leave for more than two consecutive terms and subsequently wish to return or who fail to submit a leave form, must seek readmission through normal admission procedures. If a candidate in the a Graduate nursing program does not register for any classes for three consecutive semesters, that candidate will be regarded as having withdrawn from the program, unless good cause can be shown. Readmission, after withdrawal, requires completion of a new application form, payment of the application fee and a current review as to whether the re-applicant meets current admissions standards. Thus, application for readmission does not guarantee acceptance.

Registration
After the initial registration following admission, students must initiate registration with their adviser. Students are encouraged to meet with advisers early in their program to design a curriculum plan. A guide for curriculum planning is included in Appendix: Concentrate Curriculum Templates. A cumulative GPA of 3.0 or better is required to register for 700 level courses. Students are expected to maintain a copy of their curriculum plan and are to maintain their own curriculum audit sheets to monitor their progress. These audits are available through WebAdvisor and the Program Coordinator’s office, BHSN 329.

Complete directions for registration can be found in Appendix: Registration Instructions. Students will register for classes online through WebAdvisor after consulting with their academic adviser. Dual degree students register for nursing courses through their MSN adviser and for courses in their other degree through that adviser. Dual degree students need to check the handbook for registration procedures for other schools. If a student is registered in only one school for a period of time he/she should communicate periodically with the adviser from the other school. Students need to notify each school immediately of any changes in name, mailing address or telephone number. Students may discuss registration with their adviser via the telephone; however it is recommended that e-mail discussion between the student and faculty take place.

NOTE: The calendar for the School of Management & Leadership is the same as the Graduate Program in Nursing, but calendars for the Law School and Trinity Lutheran Seminary differ. Be sure to check calendar differences.
Repeating Courses
Only one course in which a grade is less than C+ can be repeated. If a student is not able to meet course requirements, withdrawal should be initiated early in the semester or module.

Research Review
Any research, which involves human subjects, must be reviewed by the Capital University Research Review Committee prior to contact with subjects and/or data collection. The graduate student, in consultation with the thesis or project committee, submits a Research Review Proposal to the Chair of the Research Review Committee. The Application form is available through the University web site: www.capital.edu/irb/

Student Academic Grievance Resolution
Students have the right to appeal grades, involuntary withdrawal action or other academic issues by filing a written request within one semester of the occurrence. The written appeal must include supporting data and go first to the course professor, the Chair of the Graduate Program Committee, to the Department Chair and then, if the student wishes, to the Vice President of Academic Affairs/Provost of Capital University. In some cases, the Program Director may ask the Nursing Faculty to review the appeal. Graduate students will follow the same appeal process as undergraduates. See Appendix: Academic Grievance.

Student Rights and Protection Statements
Capital University has developed a number of statements and policies protecting the rights and well-being of its students, staff, and faculty. These documents are included in the Appendices and include the following:
- Family Educational Rights and Privacy Act
- Human Dignity Policy
- Sexual Assault Policy
- Guidelines For Caring For Persons With Known Contagious Disease
- Exposure To Contaminated Fluids In The Skills Lab.
- Exposure Control Plan
- Occupational Health

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

Students must apply for transfer of credit from another institution and provide a bulletin course description from the year in which the course was taken as well as a copy of the course syllabus. The Application for Transfer Credit Form is available from the Adult and Graduate Education Office. The Director of the Graduate Program must approve the transfer of credit. Candidates who follow the procedure outlined below may be granted a total of up to nine semester hours of transfer credit.

Students may receive full or partial credit for a transfer course. If partial credit is granted, students are asked to take the components of the course lacking in the transferred course. This is usually arranged as an independent study.

Accepted transfer credits in quarter hour units are converted to Capital University's semester credit hour system. Thus, three quarter hour credits become two semester hour credits. The ratio for converting quarter hours to semester hours is three to two.

<table>
<thead>
<tr>
<th>Quarter hours</th>
<th>To Semester Hours</th>
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<tbody>
<tr>
<td>6 hours</td>
<td>4.00 hours</td>
</tr>
<tr>
<td>5 hours</td>
<td>3.33 hours</td>
</tr>
<tr>
<td>4 hours</td>
<td>2.67 hours</td>
</tr>
<tr>
<td>3 hours</td>
<td>2.00 hours</td>
</tr>
<tr>
<td>2 hours</td>
<td>1.33 hours</td>
</tr>
<tr>
<td>1 hour</td>
<td>0.67 hours</td>
</tr>
</tbody>
</table>

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

- For a graduate course to be transferred, the grade must be a B or better. A course with a grade of C or better can be transferred for a prerequisite undergraduate course.

- Nine semester hours are the maximum number of credits accepted in transfer credit.

- A candidate seeking a dual degree must apply to each program for transfer credits. Each program determines how many transfer credits will be accepted from another institution and the minimum grade required. Each program makes the final decision for acceptance or denial of transfer credit.
Legal Nurse Consultant Program
The student who has completed the Capital University Law School Legal Nurse Consultant Program (LNC) is waived the ten hours of credit in a concentrate of study in the Master of Science in Nursing curriculum. The LNC course work will constitute the concentration in legal studies. The student must meet all criteria for admission to the graduate program, and present an official transcript from the Law School. In order to complete the MSN with a concentrate in legal studies the student must complete all remaining hours of course work in the legal studies concentrate; this includes a successful thesis, project or comprehensive exam.

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

Transcripts
Following graduation, students may request one free transcript from each program (MSN, MBA, Law, Seminary) in which a degree was completed. Each additional transcript costs $5.00. Transcript requests for the MSN and MBA programs are made to the University Registrar in Yochum Hall at least one week before the document is needed. Requests for Law transcripts are made to the Law School Registrar. Seminary transcript requests are made to the Seminary Registrar. All accounts must be paid before a transcript will be issued.

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

Transient Credit
A student who is enrolled or on official leave may take a course at another university to meet a Capital requirement. The student must obtain prior approval by completing the Transient Credit Form, available through the Adult and Graduate Education Office. Signatures are required from the adviser and the Director of the Graduate Program or the designated administrator of the program housing the corresponding course.

Withdrawal from the University
To withdraw, students must file two signed forms: a change of registration card and a withdrawal form. Both forms are obtained from the Adult and Graduate Education Office. The date of withdrawal will be the date the forms are returned to the Adult and Graduate Education Office. The student should discuss withdrawal with their academic adviser prior to taking this action. If withdrawal is requested, the student should complete an Exit Interview with the Graduate Program Director.
Writing Competency Policy
Excellence in written work is an essential leadership skill and the Graduate Program is dedicated to support of student skill development over the course of the program. Writing is a reflection of thinking and students will learn to think and communicate more clearly as they continue to refine their written material. Students need to plan scheduled time to draft written assignments and then edit the work at least one or two times before submitting to the course instructor. All students must have access to the American Psychological Association style manual, 6th edition.

Writing Workshop
Students are required to attend a writing workshop at the beginning of their first semester. If you cannot accommodate your schedule to attend, you must notify your adviser and schedule the workshop for the following semester.

APA Resource for Nursing Students: The Purdue University OWL online learning has a complete and up-to-date reference of APA 6th edition as well as a number of writing exercises to assist you with review of formal writing expectations.

Each student is expected to demonstrate that she/he has achieved the graduate level writing criteria during one of the nursing core courses (NURS-510, NURS-520, and NURS-530). A “WC” (writing competency) will be awarded to indicate successful completion of the competency criteria and a record of achievement and the paper that was evaluated will be maintained in the permanent student file. Each student must notify the course faculty at the beginning of the semester that they intend to submit for their writing competency.

Students must earn a “WC” by the end of the third nursing core course (NURS-510, NURS-520, and NURS-530) in order to continue in the nursing program. Successful completion of the writing competency will appear on the transcript as credit for NURS-599. Students are strongly encouraged to seek writing assistance from the Office of Academic Success, their professors, their adviser, or private tutoring.

Failure to achieve the “WC” within the three core nursing courses will result in dismissal from the Graduate Program. Students who wish to re-apply to the graduate program are encouraged to talk with their advisers about appropriate remedial course work. Following completion of the remedial work, students may apply for provisional re-admission to the program. The “WC” must be obtained in the next nursing course taken or the student will be dismissed from the program. Once the “WC” has been awarded it does not negate the need to maintain competency standards in subsequent courses. See Appendix: Writing Competency Criteria.

Once the WC has been given, students are expected to meet the standards outlined in the WC criteria on all future papers.
Uniform
When appropriate to the setting, students must wear a clean, long, white laboratory coat and a Capital University Department of Nursing name pin for clinical/field experience. When a laboratory coat is not appropriate, the name pin should be worn with appropriate attire. Name pins may be ordered from the Department of Nursing Administrative Assistant in BHSN 327.

Clinical Requirements
To comply with the clinical agencies, students are required to document the following requirements prior to the beginning of clinical courses. Students who do not follow this policy will not be allowed to attend clinical and this will be an unexcused absence. Students will need to update professional liability insurance annually, maintain current CPR, and have up-to-date immunizations (including yearly TB screening and flu vaccine).

Background Checks
Evidence of a satisfactory criminal record and background check is required. Conviction of (or plea of no contest to) a felony or serious misdemeanor may result in denial of admission or in dismissal from the nursing program. All background checks must be completed through Certified Background (more information below).

CPR Documentation
Evidence of CPR certification must be maintained current throughout matriculation at Capital University. If you have already been certified for Health Care Provider CPR (American Heart Association), or CPR for the Professional Rescuer (Red Cross), the certification must be current. You can obtain certification on your own in the community by visiting www.americanheart.org. Select “Local Info”, “Your State”, “Closest Largest City to you”, “CPR Classes”, enter zip code, select BLS for Health Care Provider, and contact a listed training center for information.

Drug Screening
Routine, random, and for cause screenings were implemented in the fall of 2006. You must submit to a drug screening prior to attending clinical. Drug screens must be completed through Certified Background as well.

Immunizations- Health Assessment Form
Students are required to complete the immunizations on the Health Assessment form. See Appendix: Immunization and Health Assessment Policy.
Professional Liability Insurance
The student selects the liability insurance from any carrier. Professional liability insurance is required. Our preferred provider is Nurses Service Organization (NSO). The cost of liability insurance is the responsibility of the student.

To access NSO, please visit www.nso.com:
2. Your coverage is for “RN (Coverage/N/A for Midwives)”
3. Limit of liability is $1,000,000/$6,000,000

Apply and provide certificate of insurance (not confirmation of payment) to the Program Coordinator (if forwarding certificate in an e-mail, please provide your zip code so your certificate can be accessed).

NOTE: This is not to be confused with personal health insurance

-If you decide to use a different provider, we recommend that you receive coverage in the amount of $1,000,000/$6,000,000.

-If your employment requires you to hold additional liability insurance (i.e. patient care technician), this insurance does not cover you.

Certified Background
The Department of Nursing uses Certified Background (www.certifiedbackground.com) to keep track of our students’ clinical requirements including immunization records, background checks, and drug screenings. Students will receive information on Certified Background the semester prior to their first clinical course. The purchase of the immunization tracker and the background check and drug screening is required and at the cost of the student.
Section 7

Academic Resources

Office of Academic Success
The Office of Academic Success (formerly the Center for Excellence in Learning and Teaching) provides valuable academic support resources for students as they study and work to complete assignments. Regularly scheduled Writing Center hours begin the third week of fall semester and the second week of spring semester. It is best to schedule an appointment ahead of time by calling Academic Success at 236-6327, e-mailing academicsuccess@capital.edu, or stopping by Academic Success’ location on the second floor of Blackmore Library. Students can contact Academic Services Coordinator Bruce Epps at 236-6461 or tutor@capital.edu to schedule an individualized study strategies consultation, or for additional information about Academic Success programs and services.

Bookstore
The University bookstore, located on the first floor of the Campus Center, sells all required textbooks and most academic supplies, personal care products, greeting cards, souvenir t-shirts and other gift items. Visa and MasterCard are honored. Regular Hours are:
 Monday – Friday
 Fall, Winter, Spring Hours: 8:30 a.m. – 5:00 p.m.
 Summer Hours (closed Monday): 8:00 a.m. – 4:00 p.m.

The bookstore is closed on weekends and holidays. Hours vary during breaks and at the beginning of each semester. Call 614-236-6116 to confirm hours if you want to use the bookstore outside of regular hours. There are also additional hours at the beginning of each semester. For the textbook return policy, please visit the bookstore page located on the Current Students tab of the Capital University website: www.capital.edu.

Faculty Advisers
Each student in the Graduate Program in Nursing is assigned a faculty academic adviser who will guide the student in planning his or her academic schedule, monitor progress in the program, assist with solutions to academic problems, and be available for general advice. The faculty adviser and student meet to develop the student’s curriculum plan, which the adviser will document. Dual degree students will have two advisers: a Department of Nursing faculty adviser and an adviser in the School of Management & Leadership, Law School, or Trinity Lutheran Seminary.

In the graduate program, the philosophy of self-directedness is part of the advising process. The adviser will assist the student; however, it is the student’s responsibility to make sure that all the curriculum requirements for the MSN degree or dual MSN/MBA or MSN/JD degree are being fulfilled.
Since faculty advisers have a variety of teaching and committee responsibilities, they may not be readily available at all times. Therefore, it is strongly suggested that the student make an appointment with the adviser. The student may leave a voicemail message or a message in the adviser’s mailbox located in BHSN 330, come directly to the adviser’s office, leave a note on the faculty door, send an e-mail message, or send a fax (614) 236-6157. To be most helpful to each student, the adviser must be aware of the student’s questions and concerns. Dual degree students should ask their adviser in the other program about the best way to contact them when they have questions, concerns, or need to schedule an appointment.

Students pursuing the MSN degree do all scheduling, dropping and adding of prerequisite and graduate courses through their nursing adviser. Before meeting with their advisers, students should prepare a tentative schedule after reviewing the course offerings and times, as well as applicable MBA, Law, and Seminary course schedules. All scheduling will be completed online using WebAdvisor by the student following consultation with the academic adviser. See Appendix: Registration Instructions.

Dual degree students meet with their nursing adviser when registering for nursing courses and with their respective adviser in MBA or Law when registering for courses in their other degree program of study.

### Faculty/Advisers

<table>
<thead>
<tr>
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Fuld Computer Lab in the Department of Nursing
The Helene Fuld Computer Laboratory on the third floor in Battelle Hall, Room 366, is available for graduate student use. The computers, which provide access to the Internet as well as OhioLink, have programs for word processing, spreadsheets, writing resumes, anatomy and physiology review, nursing research, and statistical packages. The lab also houses a single copy of each completed Thesis and Project. These may be reviewed onsite but are not available for checkout. A duplicate set of theses and projects are in Blackmore Library and may be checked out. The lab is open Monday through Friday typically from 10 a.m. – 6:00 p.m. Lab hours, which may vary from semester to semester, are posted on the door of the Fuld Lab. See Appendix: Fuld Lab Policy.

Library and Information Technology
The Blackmore Library, named for Capital’s 12th president, Josiah H. Blackmore, supports classroom activities and independent learning by Capital University students.

The staff of Blackmore Library is committed to the academic success of all Capital students. The library demonstrates this commitment with a wide range of services and resources. Library instruction is provided in various formats, including in-class sessions, personalized appointments and streaming video tutorials available on the library web page. The Reference Desk is staffed by professional librarians and questions may be submitted via email to refdesk@capital.edu, by telephone 614-236-6351 and in person. The library website is the gateway to a robust collection of online resources available 24/7. These include hundreds of research databases that are accessible on campus and off campus. Library resources include e-books, e-journals, DVDs, and CDs as well as traditional library materials.

Blackmore Library is an information commons style library. Students can locate books, articles, and then write their papers on the library computers. Food and Drink is permitted in all areas of the library, and there are vending machines in the 24 hour study area for snacks and beverages.

The Library is open Monday through Thursday, 7:30 a.m. to midnight; Friday, 7:30 a.m. to 6:00 p.m.; Saturday, 1:00 p.m. to 5:00 p.m.; and Sunday, 1:00 p.m. to 11:00 p.m. Please check the website for holiday, summer and special hours.

The Office of Information Technology is located on the first floor of Blackmore Library. I.T. provides services involving telecommunications, computer labs, service desk, instructional technology and academic support, ID services, website management/development, classroom/multimedia support, network/user account administration, and security and incident response. All computer, telephone questions or requests should be directed to the I.T. Service Desk by phone: 614-236-6508 or by email at servicedesk@capital.edu.
Capital University has three I.T.-run computer labs on campus located in Blackmore Library, the Campus Center, and Battelle Hall. In addition, there are satellite computer labs located in each of the four residence halls, which are open 24 hours a day. The computer equipment located in the computer labs is networked and uses integrated software. This allows students direct access to e-mail, the Internet, and various software applications, such as word processing, spreadsheets and presentation software.

E-mail accounts are available for all students. Students needing an e-mail account may request one form the I.T. Help Desk at 236-6508. Web accounts are automatically created when an e-mail account is assigned. Therefore, students have the opportunity to create their own webpage using the Capital University Web server.

Writing Assistance
Graduate students who require help with writing or assistance to successfully achieve the writing competency should contact Bruce Epps, Director of Academic Success, at 236-6461.
Activities in the Department of Nursing
Graduate students in nursing are encouraged to participate in campus and Department of Nursing activities as much as time and interest permit. Numerous activities including lectures, musical events, sporting events and plays take place on campus. Attendance at these events will help you feel a part of the University. Check bulletin boards and the campus newspaper for details.

Graduate Program Committee
Serving on faculty governance in the Department of Nursing is a way graduate students in nursing influence policy and decision making. Within the Department of Nursing two graduate students serve on the Graduate Program Committee, which is responsible for the MSN curriculum and MSN student affairs, including hooding, recommendations for acquisition of educational resources and student progression. To serve on this committee, contact the Graduate Program Director at 236-6703.

Sigma Theta Tau International Nursing Honor Society
Academic achievement, leadership and creativity of nursing students are recognized by invitation to membership in Theta Theta Chapter of Sigma Theta Tau International Honor Society of Nursing. Sigma Theta Tau is the international nursing honor society which recognizes leadership and superior achievement, fosters high professional standards, encourages creative work and strengthens commitment to the ideals and purposes of the nursing profession. Each year the Eligibility Committee reviews the records of junior and senior traditional, adult degree program (ADP) students and graduate students. Those who meet the GPA requirements and criteria of leadership and scholarship are elected. Graduate students must have a 3.0 GPA after 9 hours of graduate course work. Programs of the honor society are open to all nurses and students as a professional service. The goal of the honor society is to improve the knowledge base of nurses and thus improve the health of all people worldwide.

Campus Center
The Harry C. Moores Campus Center is a multipurpose university facility for members of the campus community and their guests. The Campus Center is the focal point of many campus activities. The Capital Court main dining room, Crusader Club snack bar, mezzanine dining room, campus mail room, student mailboxes, bookstore, information desk, Schneider Lounge, satellite computer lab, design center, meeting rooms, and offices of several student organizations are located in this building. It also houses several administrative offices including Multicultural Affairs, Residential and Commuter Life, Student and Community Engagement and Student Affairs. The regular hours of the Campus Center are 7 a.m. – 11 p.m., seven days a week. The director of Student and Community Engagement (236-6901) serves as the building manager.
Capital Center
The Capital Center is a state-of-the-art facility with a 2,200-seat performance arena, an indoor track, multipurpose forum, a fitness center, and classrooms. The adjacent Bernlohr Stadium has seating capacity for 3,400 people. The Capital Center hosts athletic events, commencement activities, convocations, rallies, concerts and other gatherings of the Cap Family and the Bexley community.

The Capital Center provides opportunities for intramural activities and athletics including a track and field program for men and women.

Campus News
The campus newspaper, The Chimes, is published once a week. The new edition is available throughout campus each Thursday. You can also read the latest edition of The Chimes online at: cuchimes.com. The Chimes will keep you informed about campus-wide events and activities. Pick up a copy every Thursday, it’s free!

Disability
Please see page 6 for Office of Disability Services information.

Religious Life
As an institution of the Evangelical Lutheran Church in America, Capital University believes that the religious, social, racial and ethnic diversity of the campus community is an ideal environment in which to celebrate with the implications of the Gospel of Jesus Christ.

While the tradition and heritage of the university is distinctively Lutheran, all religious programming is governed by the principle that different groups of believers will do everything together that they can, and respectfully do separately those things that their doctrines and traditions do not encourage them to do together.

In this spirit Capital offers Sunday worship, Wednesday chapel, Thursday evening worship, Biblical and life education opportunities, service opportunities and pastoral counseling in a cooperative, ecumenical way. There are also regular opportunities for distinctive experiences (Lutheran Eucharist, Catholic mass, etc). Capital is committed to the development of the whole person and a whole community.
Payment Procedure
Capital University has two payment options available to graduate students. **The first option is full payment** of all tuition charges by the billing due date, which is the first day of each term. **The second option is the deferred payment plan.** With this plan, one-third of the tuition balance plus a $25.00 deferral fee is due by the billing due date. The remaining two-thirds are due approximately thirty (30) days and sixty (60) days after the initial payment. To enroll in the plan, complete the “deferred payment form” which accompanies each term’s bill. **Any student who fails to meet a specified payment due date will be subject to a $75.00 late payment fee.**

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

Tuition Waiver
The Department of Nursing issues tuition waiver certificates to affiliating agencies based on the annual number of undergraduate and graduate student contact hours in the agency. The agency then issues the tuition waivers to individuals **at the agency’s discretion.** To learn of the availability of tuition waivers at your place of employment, contact the agency’s Personnel Office. Once you have obtained a tuition waiver bring it to the Office of the Program Director for validation. See Appendix: Tuition Waiver Policies.

Financial Aid
Financial Aid Office hours are as follows: Fall and Spring Semesters: M-F 8:30 a.m. – 5:00 p.m. Summer Semester: M-F 8:00 a.m. – 4:00 p.m. The office is closed on weekends and holidays. Hours may vary during university breaks. You can reach the Financial Aid office at: 614-236-6511.

Graduate students enrolled in the Capital University Master's Programs are eligible to participate in the Federal Stafford Loan Program. Students should anticipate 6-10 weeks for loan processing and must be enrolled when eligibility is determined.

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

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

Federal Stafford Loan Program
The Federal Stafford Loan Program is available to students who are either a U.S. citizen or an eligible non-citizen. Students must be registered for at least six (6) credit hours in order to apply for a Stafford Loan. Application for the Stafford Loan must be made through the institution from which you are receiving your degree and should be completed 6-10 weeks prior to the payment due date. Those students who have not returned their loan application to the Financial Aid office in Yochum Hall prior to the due date must join the deferred payment plan and pay 1/3 of their tuition charges before being permitted to start classes. If loan proceeds will not be released by the payment due date, written notification of the current loan status must be sent to the Finance Office.

Your Financial Aid Award letter will indicate the maximum loan amount available to you. If you are a continuing student at Capital and have a Master Promissory Note on file, and Great Lakes Higher Education Corp. (GLHEC) is your guarantee agency, you will automatically receive a disclosure statement from GLHEC indicating exact loan amount(s) and scheduled disbursement dates.

Application Process
The Free Application for Federal Student Aid (FAFSA) is required from all applicants applying for a Federal Stafford Loan(s). This form is available in the Financial Aid Office, or online at www.fafsa.ed.gov. This application process is free; you are not required to pay a fee to have your data processed. Once the FAFSA is received and processed by the federal government, you will receive a Student Aid Report (SAR) usually within 3-4 weeks. Please review the SAR, being sure Capital University is indicated in “Step Six” on this form and also be sure all data is correct. We will receive this data electronically, and if Verification is not required (see section on Quality Assurance/Verification), we will send a Financial Aid Award to your home advising you of your loan eligibility.
If you are a new student borrower at Capital, for online completion of a Master
Promissory Note visit Capital’s web site at: www.capital.edu/financial-aid-entrance/.

Visit Capital web site for more information about loans at:
www.capital.edu/graduate-aid/

Expense Periods
An expense period represents the academic period a student wishes to have covered
by the loan application. The most common period is April-April, as most graduate
students are enrolled throughout the year.

Loan Disbursements
Federal Stafford funds are electronically transmitted from GLHEC to Capital University.
The Capital University Finance Office will notify you when a disbursement has been
received. In the few instances of disbursement by check, the Finance Office will contact
you for appropriate procedures.

Capital will attempt to deliver all loan proceeds as soon as possible; however, students
should not assume these funds will be available before the second week of classes. All
students should have sufficient personal funds to cover non-billed costs such as books
and living expenses each term until excess loan funds can be made available.

All students who are receiving funds in excess of institution charges must request
receipt of these funds by completing a Refund Request Form (available through the
Finance Office). Forms are available the first official day of each term.

Quality Assurance/Verification
Capital University is responsible for assuring accuracy of data reported by you and/or
your family. If selected, you will need to provide additional information.

If selected for Verification, you must complete this process prior to receiving any
notification of aid eligibility. If a term has started and Verification has not been
completed, enrollment should not be attempted unless adequate resources are
available from your own personal funds to pay for that term’s tuition, fees, and books.

Employer Reimbursement
Many students who enroll in the Capital University MBA and MSN programs are eligible
to receive assistance from their employer. These payments may be paid at the
beginning of a term or after grades have been received. The timing depends on
employer policy. Regardless of the payment policy, the Federal government requires
that this resource must be considered when determining eligibility for Federal Stafford
Loans. Students should notify the Financial Aid Office in writing that they have tuition
reimbursement and the amount of reimbursement.
Alternative Student Loans
Additional loan assistance may be available for students who need extra financing. Terms are often similar to the Federal Loans; but because they aren’t guaranteed by the government, interest, and guarantee fees may be higher. Review the Alternative Student Loan Page at www.capital.edu/alternative-loans/ for more information about these loans.

Feel free to contact the Financial Aid Office should you have any questions regarding Financial Aid programs, procedures, or processes.
Appendix

Academic Grievance

Student Academic Grievance Procedure
The Student Code of Conduct printed in the online student handbook outlines the rights and responsibilities of undergraduate and graduate students attending the university. The objective of the procedures delineated in the following is to encourage prompt and informal resolution of complaints and to provide recourse, when necessary, to formal and orderly procedures for the satisfactory adjustment of academic grievances. Where procedural provisions in the following are inconsistent with provisions in the faculty, administrative and staff handbooks governing the conduct of university employees, the provisions of those handbooks shall be controlling.

What is an Academic Grievance?
A student academic grievance exists when a student alleges that he/she has suffered a capricious or unfair application of University academic policies and regulations or has been unfairly or capriciously evaluated with respect to academic performance.

Student Academic Grievance Resolution
Level I- Student/Faculty/Staff Discussion Level: A student grievance should be worked out at the first level for better understanding of all those concerned. The student should begin at this level by contacting the faculty member whom the grievance is against for information discussion and reconciliation. If a solution cannot be obtained at this level, the student has the right to proceed to Level II.

Level II- Student/Mediator/Faculty Discussion Level: Normally, within three academic days after the completion of the discussion at the student/faculty level (Level I), the student must send a letter to the program director and department chair informing her/him of the nature of the grievance and the student’s intention to proceed with Level II. A copy of this letter is to be forwarded to the Provost/Vice President for Academic Affairs (VPAA).

The department chair will appoint a mediator (faculty or staff) satisfactory to both the student and the faculty member to attempt to resolve the matter. If the grievance cannot be resolved through mediation, the student must contact the department chair to discuss whether to proceed to Level III.

Level III- Committee Level: A letter must be submitted by the student to the Provost/VPAA normally within five academic days requesting the formation of a grievance committee. This letter should state the grievance and inform the Provost/VPAA that no resolution has been reached prior to this point and a grievance committee is needed. The Provost/VPAA may reject the appeal, or if the Provost/VPAA believes there is potentially merit in the student’s case, a committee will be appointed to hear the case. The Provost/VPAA will appoint a committee consisting of three faculty
members and two students from the college of the student. The Provost/VPAA contacts the committee regarding the student’s intent and calls the committee into session, normally within a reasonable time of the receipt of the student’s letter requesting the committee hearing. Both sides present their arguments and a decision is reached. The student and the faculty member have the right to be present throughout but the hearing is not open to the public. If the committee believes, as a result of this review, that there is merit in the student’s appeal, the committee may suggest to the instructor that some other action be taken. It is the instructor who makes the final decision as to the grade awarded. The decision of the committee will be reported in writing to the student, the instructor, the instructor’s academic chair, and the Provost/VPAA. (The students and faculty members will receive the committee’s decision in writing.)

**APPEAL:** Any grievance involving unfair or capricious proceedings by the committee shall be handled by the Provost/VPAA who may, after hearing the student’s allegations and reviewing all the factors involved, determine that the hearing at Level III is null and void and request the chairperson of the College Faculty to convene a new committee to rehear the original grievance. The student must make the request for a new hearing in writing to the Provost/VPAA within five academic days of the receipt of the original committee’s decision.

The committee’s decision may be appealed to the Provost/VPAA by either the student or the faculty member. The Provost/VPAA may affirm or reverse the committee’s decision, or order a new hearing. Any appeal should be requested in writing within five academic days after the decision is mailed to the person appealing.
Academic Integrity

What is academic integrity?
Academic integrity refers to the fact that all Capital students are expected to be honest in their academic endeavors, and that the work one submits for academic evaluation must be his/her own, unless an instructor expressly permits certain types of collaboration. Instructors are expected to make their class policy in this regard known, preferably in their syllabus, at the beginning of a course.

A non-exhaustive list of behaviors, which constitute academic misconduct and subject one to sanction(s), includes (in part adapted from The University of Delaware and The University of North Dakota):

**Cheating**
Deceiving/misrepresenting information submitted on a paper/project such as:
- Copying from another’s test or allowing another to copy your work.
- Using materials/notes not permitted by the instructor during an examination.
- Collaborating on a test/project when not authorized to do so by the instructor.
- Receiving, giving or stealing parts of, or an entire test, which has not yet been administered.
- Substitution of one student for another during an examination.

**Collusion**
Unauthorized collaboration with another person in preparing any academic work offered for credit.

**Fabrication/Falsification**
Using invented information or falsifying research, data, or other findings with the intent to deceive such as:
- Citing information not taken from the source indicated; misleading documentation of secondary source materials.
- Listing sources in a bibliography not directly used in the academic exercise.
- Submitted lab reports or clinical data which contain fictitious/falsified information; concealing/distorting the true nature, origin, function of such data.
Plagiarism
Submitting work that is not one’s own such as quoting verbatim another person’s words (published or unpublished) without acknowledgment of the source:
- Paraphrasing another person’s idea(s), opinion(s), or theory(ies) without giving reference.
- Including facts, statistics, or other illustrative materials that are not common knowledge, without acknowledgment of the source. Students are expected to clarify with their instructor appropriate criteria for a common knowledge.
- Submitting another’s term paper, essay test answers, computer program, project as one’s own.

Citing Sources
The citing of sources has several justifications. They are:
- Honesty: to acknowledge that the words or ideas are not originally yours as well as to give credit where it is due;
- Guidance: to enable the interested reader to locate the information in question.
- Evidence: to provide support from other sources for your thoughts; and
- Critical thinking: to encourage students to recognize the sources of their opinions.

One commits plagiarism when one neglects to cite. By so doing, the person makes it seem that someone else’s words or ideas are one’s own (a type of fraud) and at the same time prevents readers from gaining access to the original sources. Many people either misunderstand or do not care to exercise the effort necessary to cite in their writing all quotations, paraphrases, informational claims and concepts. While common knowledge does not have to be cited, one must be very careful about labeling something as common knowledge.

The requirement to cite each instance of each idea or informational claim entails that, if one uses a source with ideas or information on various pages (particularly if the information is not all in one continuous passage in the source), then she/he must include as many citations as there are passages referred to. Sources may include books, articles, pamphlets, films, television, radio programs, e-mail messages, conversations, or Internet. Conversations and information from lectures and textbooks must be cited as well. Papers or other work prepared for previous courses are in fact sources and students should check with instructors about the use of such materials.

Citations can be footnotes (appearing at the bottom on the page where the citation occurs), endnotes (all together at the end of the paper), or in parenthetical format (such as the Modern Language Association and American Psychological Association styles). Students should check with their instructors to determine which style is required or preferred.
What are the consequences of academic misconduct?
Students as well as faculty, have a role in upholding academic integrity. Any student who believes that the academic integrity of a class is being violated by another student’s actions should bring this to the attention of the faculty member in charge of the class. The faculty member will then investigate the allegation. A report will not be filed with the academic chair unless the investigation leads to a penalty being imposed.

1st Offense: If an instructor believes that a student is responsible for academic misconduct, s/he may assess any penalty up to and including an “FI” (irrevocable F) in the course. If this grade is assigned, the student may repeat the course for a grade, but the “FI” will remain on the student’s transcript and permanently remain in the calculation of the student’s GPA. In the transcript key, “FI” is defined as a violation of academic integrity standards. **NOTE:** The faculty of the Department of Nursing has determined that should a student in the Department of Nursing be found responsible for academic misconduct, the student will fail the course in which the dishonesty occurred. If a student is penalized by an instructor for academic misconduct, s/he may request that her/his graduate director and academic chair review the facts. If the graduate director and academic chair believe, as a result of this review, that there is merit in the student’s appeal, s/he may suggest to the instructor that some other action be taken. It is the instructor, however, who makes the final decision as to the penalty imposed. In any case, the instructor must report the incident to the academic chair and program director and indicate what action was taken. The academic chair will forward a copy of this decision to the dean of student’s office.

2nd and Subsequent Offense: When the academic chair receives a second report of a student’s academic misconduct, that student becomes subject to sanctions up to and including dismissal from the university.
Appendix

Comprehensive Examination Guidelines

General Guidelines for Comprehensive Examinations

Comprehensive examination courses may only be taken:
1. Following successful completion of all course work for the MSN degree; OR
2. Concurrently with the last course (either NURS-755 or NURS-765) in the MSN program.

Courses designed to promote student success in comprehensive examination are NURS-772 and NURS-773. These two courses may be taken concurrently with each other or may be taken as NURS-772 in the spring and NURS-773 in the summer.

NURS-772 (Synthesis and Integration): 3 credit hours

Designed as a faculty-facilitated, student-led colloquium to review, integrate, and synthesize information from all previously completed Master’s-level courses. The course is graded P/F and is only offered in the spring. It may be repeated for 1 to 3 credit hours as a course by contract/independent study. Maximum credit awarded is 6 credit hours. NURS-772 will be taught by a PhD prepared member of the faculty.

NURS-773 (Comprehensive Examination): 1 credit hour

The actual written examination is designed to be taken either concurrently with, or following successful completion of NURS-772. The written examination is graded as a P/F and may be taken only one time – it is not repeatable. Failure to successfully complete the one time written exam may be followed by a one-time oral examination. Failure to complete both the written and oral examinations will result in the student’s inability to successfully obtain the MSN degree at Capital University.

The NURS-773 written examination will be completed during a 7-10 day period after the examination questions, criteria for evaluation and rubric are distributed. The exam will be evaluated by a “reading panel” comprised of 2 PhD prepared nursing faculty chosen by the Director of the Graduate Program. If the student’s concentrate area lies outside the expertise of a member of the nursing faculty, a PhD prepared member of another department within Capital University may be invited to participate as a third member of the “reading panel.”

Decisions made by the reading panel will be final. Differences in evaluation between the two members of the reading panel will be managed through the appointment of a third Department of Nursing PhD faculty member, who will be appointed by the Director of the Graduate Program.
Based on the quality of the written examination, the “reading panel” may decide to offer the student an incomplete (I) to more fully develop their analysis of and response to the questions. This option will only be offered if the student has done well in most areas of the exam, but has not been fully responsive to other key areas. Reading panel members will discuss the exam with the Graduate Program Committee and the committee will make the final determination.

Orig: 05/07; rev.08/10
Appendix

Concentrate Curriculum Templates

Administration Concentrate

**Nursing Core & Graduate Core (18)**

- MBA-600: Business Ethics & Society (3)* or MBA 740: Ethics/ Social Responsibility (3)
- IDS-693: Health Policy & Ethics (3)
- NURS-500: Applied Healthcare Statistics (3) or
  MBA-611: Analytical Methods for Managers (3)* (required for students in the dual degree program)
- MBA-613: Organizational Behavior (3)
  (The above courses may be taken in any order, but before the concentrate courses.)
- NURS-510: Nursing Science & Theory (3)
- NURS-520: Advanced Nursing Research (3)*
- NURS-530: Nursing Informatics (3)

**Concentrate Core (12)**

- NURS-670: Legal Concepts in Health Care (3)
- MBA-500: MBA Essentials (6)
- MBA-612: Managerial Economics (3)
- MBA-614: Managerial Accounting (3)*
- MBA-710: Marketing Management (3)*
- MBA-720: Financial Management (3)*
- MBA-730: Operations Management (3)*
- MBA-800’s: Elective Courses (1-3 each)*

(For prerequisites, contact the School of Management & Leadership recruiter in the Adult and Graduate Education office. MBA-500 is a prerequisite for ALL MBA core courses except MBA-600: Business Ethics & Social Responsibility and MBA 613: Organizational Behavior.)

**Synthesis (10 hours minimum)**

- NURS-755: Role Develop./Advanced Practice Nursing (3)*/***/
- NURS-765: Program Develop. / Changing Health Care(3)*/***/

**Comprehensive Examination:**

- NURS-772: Synthesis and Application (3)*
- NURS-773: Comprehensive Examination (1)*

(These are capstone courses which build on previous experiences. All course work must be completed prior to enrolling in these courses.)

**Total Program Hours = 40**

The minimum requirement for this degree is 40 semester hours. It must be completed within the degree completion guidelines of 5 years.

*: Prerequisite(s) required. (MBN dual degree students take MBA-600 and MBA-611)

**: Conversion of Seminary quarter hours to Capital semester hours is shown here.

***: Courses with a field experience

(Revised: 2/94; 9/94; 5/96; 1/97; 3/98; 7/98; 7/25/98; 9/99; 10/00; 6/02; 6/06; 7/07; 8/10; 6/13)
## Adult Gerontontology Clinical Nurse Specialist

### Prerequisite (3)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS-500</td>
<td>Applied Healthcare Statistics (3)</td>
</tr>
</tbody>
</table>

### Nursing Core & University Core (18)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS-510</td>
<td>Nursing Science &amp; Theory (3)</td>
</tr>
<tr>
<td>NURS-515</td>
<td>Introduction to Holistic Practice &amp; Caring Science (3)</td>
</tr>
<tr>
<td>NURS-520</td>
<td>Advanced Nursing Research and Evidence Based Practice (3)*</td>
</tr>
<tr>
<td>NURS-530</td>
<td>Nursing Informatics (3)</td>
</tr>
<tr>
<td>IDS-693</td>
<td>Health Care Policy/Ethics (3) or MBA 600 or MBA 740</td>
</tr>
<tr>
<td>MBA-613</td>
<td>Organizational Development (3)</td>
</tr>
</tbody>
</table>

Nursing 500: Applied Statistics is a prerequisite to Nursing 520: Evidence Based Practice

### Concentrate Core (21)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS-525</td>
<td>Advanced Health Assessment (lab course)</td>
</tr>
<tr>
<td>NURS-601</td>
<td>Advanced Pathophysiology</td>
</tr>
<tr>
<td>NURS-610</td>
<td>Advanced Pharmacology</td>
</tr>
<tr>
<td>NURS-620</td>
<td>Advanced Practice Nursing 1: Healthy Aging and Quality of Life (6/180 clinical hours)***</td>
</tr>
<tr>
<td>NURS-630</td>
<td>Advanced Practice Nursing 2: Symptom Management in Chronic Illness and Palliative Care (6/180 clinical hours)***</td>
</tr>
</tbody>
</table>

### Synthesis (8-10)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS-760</td>
<td>Advanced Practice Nursing 3: Comprehensive Patient Management (6/120 clinical hours)***</td>
</tr>
<tr>
<td>NURS-780</td>
<td>Capstone Seminar (2 / 60 hours)***</td>
</tr>
</tbody>
</table>

Total Program Hours = 47 and 3 hour prerequisite

The minimum requirement for this degree is 47-49 semester hours. It must be completed within the degree completion guidelines of 5 years. Total clinical 540 at 1:4 ratio.

*: Prerequisite(s) required.

***: Courses with a field experience

(Revised: 8/12; 6/13; 7/14)
## Legal Studies Concentrate

### Nursing Core & Graduate Core (17)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS-510</td>
<td>Nursing Science &amp; Theory</td>
<td>3</td>
</tr>
<tr>
<td>NURS-520</td>
<td>Advanced Nursing Research</td>
<td>3*</td>
</tr>
<tr>
<td>NURS-530</td>
<td>Nursing Informatics</td>
<td>3</td>
</tr>
<tr>
<td>NURS-500</td>
<td>Applied Healthcare Statistics</td>
<td>3</td>
</tr>
<tr>
<td>MBA-613</td>
<td>Organizational Behavior</td>
<td>3</td>
</tr>
</tbody>
</table>

**Select one of the below ethics courses:**
- MBA-600: Business Ethics & Society (3) or MBA 740 Ethics / Social Responsibility (3)
- IEP-463: Seminar Ethics Helping Professions (2)**
- HTS-2512: Ethics, Medicine, Human Future (2)**
- HTS-2507: Business Ethics & Ministry Laity (2)**
- IDS-693: Health Care Policy & Ethics (3)
- LAW-820: Bioethics and the Law (3)*

(Nursing 500 is a prerequisite to Nursing 520: Other courses may be taken in any order, but before the concentrate courses.)

### Concentrate Core (10)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS-670</td>
<td>Legal Concepts in Health Care</td>
<td>3</td>
</tr>
<tr>
<td>LAW-822</td>
<td>Health Law</td>
<td>3</td>
</tr>
</tbody>
</table>

**Select One:**
- LAW-730: Medical Liability (3)*
- LAW-755: Family Law (3)*
- LAW-800: Administrative Law (3)*
- LAW-902: Dispute Resolution (2)*
- LAW-913: Healthcare & Dispute Resolution (2)*
- LAW-980: Seminar in Health Care Antitrust Law (2)*

(NURS-670 is a prerequisite for all other courses in this concentrate; Nurse Legal consultant courses can be used in place of the LAW courses)

### Synthesis (10 hours minimum)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS-755</td>
<td>Role Develop./Advanced Practice Nursing (3)***</td>
<td>3</td>
</tr>
<tr>
<td>NURS-765</td>
<td>Program Develop. / Changing Health Care(3)***</td>
<td>3</td>
</tr>
</tbody>
</table>

**Comprehensive Examination:**
- NURS-772: Synthesis and Application (3)*
- NURS-773: Comprehensive Examination (1)*

(These are capstone courses which build on previous experiences. All course work must be completed prior to enrolling in these courses.)

### Total Program Hours = 37

The minimum requirement for this degree is 37 semester hours. It must be completed with the degree completion guidelines of 5 years.

*: Prerequisite(s) required.
***: Courses with a field experience

(Revised: 2/94; 9/94; 5/96; 1/97; 3/98; 7/98; 7/25/98; 9/99; 10/00; 6/02; 8/05; 2/06; 7/07; 8/10; 6/13)
Nursing Education Concentrate

Note: Students who enroll in the MSN Education concentrate beginning Fall, 2014 will be on a new curriculum plan. Please discuss required coursework with the Adult and Graduate Education staff and your adviser.

**Nursing Core & Graduate Core (18)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS-510</td>
<td>Nursing Science &amp; Theory</td>
<td>(3)</td>
</tr>
<tr>
<td>NURS-520</td>
<td>Advanced Nursing Research</td>
<td>(3)</td>
</tr>
<tr>
<td>NURS-530</td>
<td>Nursing Informatics</td>
<td>(3)</td>
</tr>
<tr>
<td>NURS-500</td>
<td>Applied Healthcare Statistics</td>
<td>(3)</td>
</tr>
<tr>
<td>MBA-613</td>
<td>Organizational Behavior</td>
<td>(3)</td>
</tr>
</tbody>
</table>

*Select one of the below ethics courses:*

- MBA-600: Business Ethics & Society (3)
- MBA 740: Ethics/ Social Responsibility (3)
- IDS-693: Health Policy & Ethics (3)*

(Nursing 500 is a prerequisite to Nursing 520; other courses may be taken in any order, but before the concentrate courses.)

**Concentrate Core (9)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS-637</td>
<td>Course &amp; Curriculum Design</td>
<td>(3)</td>
</tr>
<tr>
<td>NURS-638</td>
<td>Teaching/Learning Strategies &amp; Evaluation</td>
<td>(3)</td>
</tr>
<tr>
<td>NURS-639</td>
<td>Technology in Education</td>
<td>(3)</td>
</tr>
</tbody>
</table>

**Prerequisites:** NURS-530 for NURS-637, NURS-637 for NURS-638, NURS-638 for NURS-639

**Synthesis (10 hours minimum)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS-755</td>
<td>Role Develop./Advanced Practice Nursing</td>
<td>(3)***</td>
</tr>
<tr>
<td>NURS-765</td>
<td>Program Develop. / Changing Health Care</td>
<td>(3)***</td>
</tr>
</tbody>
</table>

**Comprehensive Examination:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS-772</td>
<td>Synthesis and Application</td>
<td>(3)*</td>
</tr>
<tr>
<td>NURS-773</td>
<td>Comprehensive Examination</td>
<td>(1)*</td>
</tr>
</tbody>
</table>

**Total Program Hours = 37**

The minimum requirement for this degree is 37 semester hours. It must be completed within the degree completion guidelines of 5 years.

*: Prerequisite(s) required.

**: Conversion of Seminary quarter hours to Capital semester hours is shown here.

**: Conversion of Seminary quarter hours to Capital semester hours is shown here.

***: Courses with a field experience

(Revised: 6/02; 10/02; 8/05; 8/06; 7/07; 8/10; 6/13)
Nursing Education Concentrate

Note: Beginning Fall, 2014 will be on this new curriculum plan.

Prerequisite (3)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS-500</td>
<td>Applied Healthcare Statistics (3)</td>
</tr>
</tbody>
</table>

Nursing Core & Graduate Core (15)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS-510</td>
<td>Nursing Science &amp; Theory (3)</td>
</tr>
<tr>
<td>NURS-515</td>
<td>Foundations of Holistic Practice (3)</td>
</tr>
<tr>
<td>NURS-520</td>
<td>Advanced Nursing Research (3)</td>
</tr>
<tr>
<td>NURS-530</td>
<td>Nursing Informatics (3)</td>
</tr>
</tbody>
</table>

Select one of the below ethics courses:

- MBA-600: Business Ethics & Society (3)
- MBA-740: Ethics/ Social Responsibility (3)
- IDS-693: Health Policy & Ethics (3)*

(Nursing 500 is a prerequisite to Nursing 520; other courses may be taken in any order, but before the concentrate courses.)

Concentrate Core (19)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 525</td>
<td>Advanced Health Assessment (3)</td>
</tr>
<tr>
<td>NURS 601</td>
<td>Advanced Pathophysiology (3)</td>
</tr>
<tr>
<td>NURS 610</td>
<td>Clinical Pharmacology for Advanced Nursing Practice (3)</td>
</tr>
<tr>
<td>NURS-607</td>
<td>Educational Foundations (3)</td>
</tr>
<tr>
<td>NURS-608</td>
<td>Teaching Strategies (4/60 hours clinical)</td>
</tr>
<tr>
<td>NURS-609</td>
<td>Evaluation: Individual to Program (3)</td>
</tr>
</tbody>
</table>

Synthesis (7)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS-720</td>
<td>Clinical and Laboratory Teaching (4/60 hour clinical)****</td>
</tr>
<tr>
<td>NURS-722</td>
<td>Capstone Practicum (3/120 hours clinical)****</td>
</tr>
</tbody>
</table>

Total Program Hours = 41 and prerequisite 3 = 44

The minimum requirement for this degree is 41 semester hours. It must be completed within the degree completion guidelines of 5 years.

*: Prerequisite(s) required.
**: Conversion of Seminary quarter hours to Capital semester hours is shown here.
***: Courses with a field experience

(Revised: 6/02; 10/02; 8/05; 8/06; 7/07; 8/10; 6/13)
Theological Studies Concentrate

Nursing Core & Graduate Core (17)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS-510</td>
<td>Nursing Science &amp; Theory</td>
<td>3</td>
</tr>
<tr>
<td>NURS-520</td>
<td>Advanced Nursing Research</td>
<td>3</td>
</tr>
<tr>
<td>NURS-530</td>
<td>Nursing Informatics</td>
<td>3</td>
</tr>
<tr>
<td>NURS-500</td>
<td>Applied Healthcare Statistics</td>
<td>3</td>
</tr>
<tr>
<td>MBA-613</td>
<td>Organizational Behavior</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one of the below ethics courses:

- MBA-600: Business Ethics (3) or MBA 740: Ethics / Responsibility (3) or NDS-693: Policy/Ethics
- IEP-463: Seminar Ethics Helping Professions (2)***
- HTS-2512: Ethics, Medicine, Human Future (2)***
- HTS-2054: Christian Ethics & Environment (2)***
- HTS-2051: Christian Ethics (2)***
- HTS-2507: Business Ethics & Ministry Laity (2)***

(Nursing 500 is a prerequisite to Nursing 520; other courses may be taken in any order, but before the concentrate courses.)

Concentrate Core (10)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 515</td>
<td>Foundations of Holistic Practice</td>
<td>3</td>
</tr>
<tr>
<td>HTS-2044</td>
<td>Systematic Theology Christian Faith</td>
<td>3</td>
</tr>
<tr>
<td>HTS-2802</td>
<td>Christian Theologies /Non-Christian</td>
<td>2</td>
</tr>
<tr>
<td>HTS-2511</td>
<td>Theology and Human Sexuality</td>
<td>2</td>
</tr>
<tr>
<td>MN-3192</td>
<td>Christian Spirituality and Prayer</td>
<td>2</td>
</tr>
<tr>
<td>MN-2515</td>
<td>Death, Dying, Grief, Bereavement</td>
<td>2</td>
</tr>
<tr>
<td>MN-2516</td>
<td>Pastoral Perspectives on Aging</td>
<td>2</td>
</tr>
<tr>
<td>MN-3506</td>
<td>Ministry in Crisis Situations</td>
<td>2</td>
</tr>
<tr>
<td>MN-3502</td>
<td>Pastoral Care of Afro-American Families</td>
<td>2</td>
</tr>
<tr>
<td>IEP-490a</td>
<td>Seminar Interprofessional Care</td>
<td>2</td>
</tr>
</tbody>
</table>

(This is a partial listing from the Seminary catalog; other courses may be selected to fulfill the concentrate, with adviser approval. Some courses have prerequisites and on request, the Academic Dean of the Seminary may waive certain prerequisites. The concentrate courses must be completed before the 700 level nursing courses.)

Synthesis (10 hours minimum)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS-755</td>
<td>Role Develop./Advanced Practice Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS-765</td>
<td>Program Develop. / Changing Health Care</td>
<td>3</td>
</tr>
</tbody>
</table>

Comprehensive Examination:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS-772</td>
<td>Synthesis and Application</td>
<td>3</td>
</tr>
<tr>
<td>NURS-773</td>
<td>Comprehensive Examination</td>
<td>1</td>
</tr>
</tbody>
</table>

(These are capstone courses which build on previous experiences. All course work must be completed prior to enrolling in these courses.)

Total Program Hours = 37

The minimum requirement for this degree is 37 semester hours. It must be completed within the degree completion guidelines of 5 years.

*: Prerequisite(s) required.

**: Conversion of Seminary quarter hours to Capital semester hours is shown here.

**: Courses with a field experience

(Revised: 2/94; 9/94; 5/96; 9/97; 3/98; 7/98; 7/25/98; 9/99; 10/00; 6/02; 8/05; 2/06; 7/07; 8/10; 6/13)
## Appendix

### Dual Degree Program Statements

**Dual Degree Option: MSN/MBA**

<table>
<thead>
<tr>
<th>MSN Course Requirements</th>
<th>MBA Course Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Graduate Core</strong> (8-10 hours)</td>
<td><strong>MBA Core</strong> (32 hours)</td>
</tr>
<tr>
<td>(These courses are met through the MBA Core Courses.)</td>
<td>MBA-500: MBA Essentials (6)</td>
</tr>
<tr>
<td></td>
<td>MBA-740: Ethics/Social Responsibility (3)</td>
</tr>
<tr>
<td></td>
<td>MBA-611: MIS Analytical Tools (3)</td>
</tr>
<tr>
<td></td>
<td>MBA-612: Managerial Economics (3)</td>
</tr>
<tr>
<td></td>
<td>MBA-613: Organizational Behavior (3)</td>
</tr>
<tr>
<td></td>
<td>MBA-614: Managerial Accounting (3)</td>
</tr>
<tr>
<td></td>
<td>MBA-710: Marketing Management (3)</td>
</tr>
<tr>
<td></td>
<td>MBA-720: Financial Management (3)</td>
</tr>
<tr>
<td></td>
<td>MBA-730: Productions &amp; Operations (3)</td>
</tr>
<tr>
<td></td>
<td>MBA-900: Policy &amp; Strategy (3)</td>
</tr>
<tr>
<td><strong>Nursing Core</strong> (9 hours)</td>
<td></td>
</tr>
<tr>
<td>NURS-510: Nursing Science &amp; Theory (3)</td>
<td></td>
</tr>
<tr>
<td>NURS-520: Advanced Nursing Research (3)</td>
<td></td>
</tr>
<tr>
<td>NURS-530: Nursing Informatics (3)</td>
<td></td>
</tr>
<tr>
<td>(NURS-530 recommended 1st course; take before the concentrate courses. The Writing Competency must be achieved in one of the above classes in order to progress. These 9 hours count towards the MBA elective hours.)</td>
<td></td>
</tr>
<tr>
<td><strong>Synthesis &amp; Application, Capstone</strong> (10 hours minimum)</td>
<td></td>
</tr>
<tr>
<td>NURS-755: Role Develop./Advanced Practice Nursing (3)**/*///</td>
<td></td>
</tr>
<tr>
<td>NURS-765: Program Develop. / Changing Health Care(3)**/*///</td>
<td></td>
</tr>
<tr>
<td><strong>Comprehensive Examination:</strong></td>
<td></td>
</tr>
<tr>
<td>NURS-772: Synthesis and Application (3)*</td>
<td></td>
</tr>
<tr>
<td>NURS-773: Comprehensive Examination (1)*</td>
<td></td>
</tr>
<tr>
<td>(These are capstone courses which build on previous experiences. All course work must be completed prior to enrolling in these courses.)</td>
<td></td>
</tr>
<tr>
<td><strong>MBA Electives</strong></td>
<td></td>
</tr>
<tr>
<td>(These 8 hours of elective are met through the Nursing Core Courses.)</td>
<td></td>
</tr>
</tbody>
</table>

The minimum requirement for both these degrees when taken together is 50-53 semester hours. Both degrees must be completed with the degree completion guidelines of 5 years.

*: Prerequisite(s) required.

**: MBA 500 is the prerequisite for most MBA courses

***: Courses with a field experience

(Revised: 2/94; 9/94; 5/96; 1/97; 3/98; 7/98; 7/25/98; 9/99; 10/00; 6/02; 2/06; 8/10)
## Dual Degree Option: MSN/JD

<table>
<thead>
<tr>
<th>MSN Course Requirements</th>
<th>JD Course Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Graduate Core</strong> (6 hours)</td>
<td><strong>JD Core</strong> (44 hours)</td>
</tr>
<tr>
<td>MBA-613: Organizational Behavior (3)</td>
<td>LAW-600/601: Contracts I and II (6)</td>
</tr>
<tr>
<td>NURS-500: Applied Healthcare Statistics (3)</td>
<td>LAW-610/611: Torts I and II (5)</td>
</tr>
<tr>
<td><strong>Ethics Course</strong>: This requirement is met by LAW-820 under JD electives.</td>
<td>LAW-620/621: Property I and II (5)</td>
</tr>
<tr>
<td>(All of these courses must be completed before the 700 level nursing courses.)</td>
<td>LAW-630/631/632: Legal Writing I, II and III (4)</td>
</tr>
<tr>
<td></td>
<td>LAW-640: Criminal Law (3)</td>
</tr>
<tr>
<td></td>
<td>LAW-650/651: Constitutional Law I and II (6)</td>
</tr>
<tr>
<td></td>
<td>LAW-660: Civil Procedure: Rules (3)</td>
</tr>
<tr>
<td></td>
<td>LAW-661: Civil Procedure: Jurisdiction (3)</td>
</tr>
<tr>
<td></td>
<td>LAW-670: Evidence (4)</td>
</tr>
<tr>
<td></td>
<td>LAW-680: Federal Personal Income Tax (3)</td>
</tr>
<tr>
<td></td>
<td>LAW-690: Professional Responsibility (2)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Nursing Core (9 hours)</th>
<th>JD Electives (34 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS-510: Nursing Science &amp; Theory (3)</td>
<td>The 34 hours listed below + 9 hours from the Nursing Core = 43 hours for JD Electives.</td>
</tr>
<tr>
<td>NURS-520: Advanced Nursing Research (3)</td>
<td><strong>Required</strong>:</td>
</tr>
<tr>
<td>NURS-530: Nursing Informatics (3)</td>
<td>Perspective Course (3)</td>
</tr>
<tr>
<td>(NURS-530 recommended 1st course; take before the concentrate courses. The Writing Competency must be achieved in one of the above classes in order to progress. These 9 hours count toward the 43 JD elective hours.)</td>
<td>Select from the following subject areas:</td>
</tr>
<tr>
<td></td>
<td>International Law or Jurisprudence, Legal History, Theory</td>
</tr>
<tr>
<td></td>
<td>Upper Class Writing Requirement (No separate credit, see Law School Manual)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Synthesis &amp; Application, Capstone (10 hours minimum)</th>
<th>Highly Recommended by Nursing:</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS-755: Role Develop./Advanced Practice Nursing (3)<em>/</em>***</td>
<td>LAW-730: Medical Liability (3)</td>
</tr>
<tr>
<td>NURS-765: Program Develop. / Changing Health Care(3)<em>/</em>***</td>
<td>LAW-820: Bioethics and Law (3)</td>
</tr>
<tr>
<td><strong>Comprehensive Examination</strong>:</td>
<td>LAW-822: Health Law (3)</td>
</tr>
<tr>
<td>NURS-772: Synthesis and Application (3)*</td>
<td><strong>Recommended (Content on Bar Exam)</strong>:</td>
</tr>
<tr>
<td>NURS-773: Comprehensive Examination (1)*</td>
<td>LAW-700/701: Business Assoc. I &amp; II (6)</td>
</tr>
<tr>
<td>(These are capstone courses which build on previous experiences. All course work must be completed prior to enrolling in these courses.)</td>
<td>LAW-710: Secured Transactions (3)</td>
</tr>
<tr>
<td></td>
<td>LAW-711: Commercial Paper (3)</td>
</tr>
<tr>
<td></td>
<td>LAW-750: Decedents’ Estates (2)</td>
</tr>
<tr>
<td></td>
<td><strong>Other Recommended by Nursing</strong>:</td>
</tr>
<tr>
<td></td>
<td>(9 hours must be selected)</td>
</tr>
<tr>
<td></td>
<td>LAW-732: Products Liability (3)</td>
</tr>
<tr>
<td></td>
<td>LAW-795: Juvenile Law (3)</td>
</tr>
<tr>
<td></td>
<td>LAW-800: Administration Law (3)</td>
</tr>
<tr>
<td></td>
<td>LAW-808: Antitrust Law &amp; Trade Requisition (3)</td>
</tr>
<tr>
<td></td>
<td>LAW-810: Labor Law (3)</td>
</tr>
<tr>
<td></td>
<td>LAW-813: Labor Arbitration (2)</td>
</tr>
<tr>
<td></td>
<td>LAW-913: Healthcare &amp; Dispute Resolution (2)</td>
</tr>
</tbody>
</table>
| (Other LAW courses may be approved for JD elective credit on a course-by-course basis by the Associate Dean of Law prior to enrollment in these courses.) |****
The minimum requirement for both these degrees when taken together is 102-105 semester hours. Both degrees must be completed with the degree completion guidelines of 6 years. Students are required to complete a specific number of courses during their first year in the Law School. See the Law School Manual for guidelines.

*: Prerequisite(s) required.

**: Conversion of Seminary quarter hours to Capital semester hours is shown here.

***: Courses with a field experience

(Revised: 2/94; 9/94; 5/96; 1/97; 3/98; 7/98; 7/25/98; 9/99; 10/00; 7/02; 8/05; 2/06; 7/07; 8/10)
I. Introduction

In 1993, the faculties of the Capital University Department of Nursing and the Capital University Law School agreed to create a dual degree program to enable students to complete both degrees with a substantial reduction in total credit hours. Full participation in the program makes it possible for the student to complete the two degrees by taking (1) necessary prerequisite courses required by the Department of Nursing and (2) 102 credit hours of required and elective courses specified by the Department of Nursing and the Law School. Without the dual program, a student would have to complete prerequisite courses and at least 36 credit hours in the Department of Nursing and 86 credit hours in the Law School. Thus, through participation in the dual program the student's hourly requirement is decreased by 22 credit hours.

II. Advantages of the Dual MSN/JD Program

A graduate with a MSN/JD is exceptionally well prepared to address the needs of a health care system that is becoming increasingly complex in terms of the need for technical competence, compassionate care and public accountability. The knowledge and skills gained through simultaneous study in both nursing and law will provide an interdisciplinary base for the graduate to provide leadership and resolve problems in a rapidly changing health care delivery system. Since growing numbers of nurses currently seek a second degree in law, the added career flexibility will be attractive to many nurses.

III. Application for the Dual Degree MSN/JD Program

a. Students enrolled in either the Department of Nursing or the Law School seeks the assistance of the program advisers on each faculty. Prospective students not yet enrolled at Capital University may request additional information about the dual degree program from either:

   Capital University               Capital University Law School  
   Adult & Graduate Office         Office of the Dean  
   1 College & Main               303 E. Broad St.  
   Columbus, OH 43209             Columbus, OH 43215  
   (614) 236-6996                 (614) 236-6383 

b. Persons who desire to enroll in the dual program should thoroughly read the material from both the Law School and the Department of Nursing prior to scheduling a conference with the dual program adviser in either school. A student, who is enrolled in one school, should first talk with that school's adviser.
Admission into the MSN program requires completion and filing of its admission application, plus the reported results of the Graduate Record Examination (GRE) with the Department of Nursing. Admission into the Law School requires completing and filing of its admissions application plus the reported results of the Law School Admission Test (LSAT) with the Law School.

c. The LSAT examination, required by the Law School is administered several times each year. Prospective students should consult the admission office or Law School for further information.
   i. The dual degree applicant must complete two applications, submit required standardized test scores, pay two application fees and file a dual degree application with each school.
   ii. Because each school admits students separately, admission into either program does not indicate admission to the other.

d. The prospective student not already enrolled in either school may apply to both schools at the same time and so indicate by filing a dual degree application with each school. However, the student must elect to start either the MSN or the JD program first and complete the basic required courses of that program prior to taking courses in the second program. The basic required courses of the MSN program are the nine credit hours of core nursing requirements; the basic requirements of the JD program are the 31 credit hours of the full-time first year Law School curriculum, which takes one year if enrolled as a full-time student or two years as a part-time student. The applicant is advised to start the law program first, unless first having begun the MSN program before entry into law school.

e. A student enrolled in one program may apply for admission into the other program as outlined in the relevant admission materials of that school. A dual degree application must also be filed with the Registrar of each school.

   In order to be admitted into the second program, the student must be in good academic standing in the first program and meet all admission requirements of the second program. A current student in either program may apply to be a dual student by notifying the faculty adviser and the Registrar of the school in which the student is enrolled, and then applying for admission to the other school.

f. Occasionally, an applicant to the dual MSN/JD program seeks to apply, as transfer credit, course work taken at another law school or another MSN program. Each program determines how many transfer credits it will accept from another institution.
The Department of Nursing accepts up to nine credit hours of transfer credit from another accredited MSN program and the Law School accepts up to 43 credit hours of transfer credit from another accredited law program. However, a course taken at another institution and accepted for transfer credit by the Department of Nursing cannot be used to satisfy the nine credit hours that the Law School accepts from the Department of Nursing work for credit toward the JD degree. A course taken at another institution and accepted for transfer credit by the Law School cannot be used to satisfy the twelve credit hours that the Department of Nursing accepts from the Law School work for credit toward the MSN degree.

The Law School requires all law students to complete a minimum of 43 credit hours at the Law School (exclusive of transfer credits or credits earned at other schools with which the Law School offers a dual degree program). Typically, this requirement only affects students wishing to transfer into the Law School from another law school. The Law School also requires students to meet a residency hour requirement of 72 hours. Full-time students earn up to 12 residence hours during the fall and spring semesters. Part-time students earn residence hours at the same rate as credit hours. Students enrolled in the summer session earn residence hours at the same rate as credit hours, up to a maximum of six hours.

i. For work taken at another accredited law school and accepted by the Law School for transfer credit, residency hours will be calculated in the same manner as for all other transfer students.

ii. For the nine credit hours taken in the Department of Nursing that receive Law School credit, residency credit will be earned at the same rate that it would be earned if the course work was taken in the Law School.

IV. Period of Enrollment

a. Normally, the part-time dual degree candidate is able to complete both degrees within five and a half years. The candidate who completes law school as a day student can complete both programs in four years and three summers.

b. The Law School requires that the student complete the JD program within six years from the term in which the student is first enrolled. Even the part-time student may easily complete the combined MSN/JD within six years. Therefore, there is no need to waive the requirement. Waivers rarely are granted by the Law School and then only because of extraordinary circumstances, and only for one year.
V. The Program of Study
   a. The Department of Nursing offers its MSN program on both a full and part-time basis during the late afternoons and early evenings. The Law School offers the JD degree either during the day or on a part-time basis. Thus, the candidate can take the law courses either day or evening, but all courses for the MSN are taken during the evening.

   b. With permission from both advisers, a student may, on occasion, take both law and nursing courses during the same semester, provided that all basic requirements for both programs have been fulfilled. Simultaneous enrollment in the Department of Nursing and the Law School usually is permitted if all prerequisites have been completed.
      i. This means that the student must have fulfilled: (1) the nine credit hours of nursing core requirements, and (2) the 31 credit hours of the full-time first year Law School curriculum, which takes one year if enrolled as a full-time student or two years as a part-time student, before the student may begin to take classes concurrently at both the Department of Nursing and the Law School.
      ii. However, the full-time student may never take concurrently more than 16 credit hours in both programs in the same semester. The part-time law student, after completing the 31 hours noted above, may take courses concurrently in both schools, but is prohibited from taking concurrently more than 11 credit hours in both programs at any given time. During summer sessions, the dual degree candidate may not take more than eight credit hours concurrently as a full-time student or six credit hours as a part-time degree student, without the express written permission of the Associate Dean of the Law School for law courses and the Graduate Program Director of the Department of Nursing for nursing courses.
      iii. A student who has completed the nine hours of nursing core requirements and has completed the part-time first year law program may take appropriate summer session courses in the nursing program, the law program, or both.

   c. Dual degree students registered only in one school should communicate periodically with the other school. Each school’s Registrar automatically continues to mail registration materials to the dual degree candidate until it is determined that the candidate no longer wishes to receive them. It is the dual degree student’s responsibility to notify both the Law School Registrar and the Registrar for the Department of Nursing Graduate Program of changes in either their permanent or local mailing address.
d. The dual degree student may complete both program requirements together, or complete one ahead of the other. Because each school grants academic credit for some courses successfully completed in the other school:
   i. To be eligible to receive the JD degree, the dual degree student must successfully complete 18 credit hours in the nursing program.
   ii. To be eligible to receive the MSN degree, the dual degree student must successfully complete 12 credit hours in the law program.

The dual degree student must notify the Registrar of each school at the appropriate time to receive the degree awarded by each. Degrees are presented at the respective commencements of the two schools.

VI. Definition and Operation of Dual Degree Credit

a. The MSN program accepts 12 credit hours of law work for its 36 required credit hours to complete the MSN. The JD program accepts nine credit hours of nursing work for its 86 required credit hours to complete the JD. The courses in the Law School that can be used for credit toward the MSN are set out below. The courses in the Department of Nursing that can be used for credit toward the JD are also set out below.

b. The academic retention rules of the MSN program and the Law School program may differ, and interested students are advised to consult with the appropriate adviser.
   i. The law student must maintain a 2.00 cumulative grade point average to remain in the law program. Because a C grade or better is considered acceptable at the Law School, a C grade or better earned in a course at the Law School that satisfies the requirements for dual degree credit will be counted as indicated below for dual degree credit.
   ii. The MSN student is required to maintain a cumulative grade point average of 3.00 to remain in the program. Because a C+ grade or better is considered acceptable at the Department of Nursing, a C+ grade or better earned in a course at the Department of Nursing that satisfies the requirements for dual degree credit will be counted as indicated below for dual credit.

c. A student enrolled in the MSN/JD dual degree program will have two official transcripts, one from each program. In order to have a complete record; it will be necessary for a dual degree student to request both transcripts.
   i. Credits earned in the law program that satisfy the requirements for dual degree credit, will appear on the Law School transcript by course title, semester hours of credit and letter grade. Those same credits, following an appropriate footnote, will be listed on the Department of Nursing transcript by course title and credit hour.
The letter grades will not be averaged into the MSN cumulative grade average.

ii. Credits earned in the MSN program that satisfy the requirements for dual degree credit, will appear on the MSN transcript by course title, credit hours and letter grade. Those same credits, following an appropriate footnote, will be listed on the Law School transcript by course title and credit hour. The letter grades will not be averaged into the Law School cumulative grade point average.

VII. The Bar Examination

To be admitted to the practice of law, most states require the successful completion of the state's bar examination. Bar examinations are usually given at least once, and often, as in Ohio, twice a year. A student should consult with the Supreme Court or the Board of Bar Examiners of the appropriate state about requirements to sit for that state's bar examination. Ohio allows a person to sit for the bar examination upon certification from the Law School Registrar that the student has completed all requirements for the degree.

Law School Courses That Will Serve as Dual Degree Courses for the Department of Nursing:

The Department of Nursing will accept credit hours of C grade or better work in the following Law School courses for credit toward the MSN degree.

Courses Highly Recommended by the Department of Nursing:

LAW-730: Medical Liability
LAW-820: Bioethics & Law
LAW-821: Public Health Law
LAW-822: Health Law

Other Approved Courses:

LAW-732: Products Liability
LAW-755: Family Law
LAW-795: Juvenile Law
LAW-800: Administrative Law
LAW-808: Antitrust & Trade Regulation
LAW-810: Labor Law
LAW-813: Labor Arbitration
LAW-913: Health Care and Dispute Resolution
LAW-950: Seminar in Health Care Antitrust Law

Other Law School courses may be approved on a course-by-course basis by the Graduate Program Director of the Department of Nursing, prior to enrollment in those courses.
Department of Nursing Courses That Will Serve as Dual Degree Courses for the Law School:

The Law School will accept 9 credit hours of B grade or better work in the following Department of Nursing courses for credit toward the JD degree.

NURS-510: Nursing Science & Theory  
NURS-520: Advanced Research in Nursing  
NURS-530: Nursing Informatics

Other courses taken in the MSN program may be approved on a course-by-course basis by the student's Law School adviser and the Associate Dean of the Law School, prior to enrollment in those courses.

The MSN/MBA Dual Degree Program of the Department of Nursing and the School of Management & Leadership of Capital University

I. Introduction

In 1992, the faculties of the Capital University Department of Nursing and the Capital University Graduate Program in the School of Management & Leadership agreed to create a dual degree program which enables students enrolled in either school after 1994 to seek admission to the other school, and, if accepted, to complete both degrees with a substantial reduction in total credit hours. Full participation in the program enables the student to complete the two degrees by taking (1) necessary prerequisite courses required by the Department of Nursing and the School of Management & Leadership and (2) 50 credit hours of required and elective courses specified by the Department of Nursing and the School of Management & Leadership. Without the dual program, a student would have to complete prerequisite courses plus 37 hours in the Department of Nursing and 41 hours in the School of Management & Leadership. Thus, the student's hourly requirement is decreased by 28 credit hours through participation in the dual program.

II. Advantages of the Dual MSN/MBA Program

A graduate with a MSN/MBA is exceptionally well prepared to address the needs of a health care system that is becoming increasingly complex in terms of the need for technical competence, compassionate care and public accountability. The knowledge and skills gained through simultaneous study in both nursing and business will provide an interdisciplinary base for the graduate to provide leadership and resolve problems in a rapidly changing health care delivery system. Since growing numbers of nurses currently seek a second degree in business, the added career flexibility will be attractive to many nurses.
III. Application for the Dual MSN/MBA Program

a. Students enrolled in either the Department of Nursing or the School of Management & Leadership should seek the assistance of the program advisers on each faculty. Prospective students not yet enrolled at Capital University may request additional information about the dual degree program from either.

b. Persons who desire to enroll in the dual program should thoroughly read the material from both the School of Management & Leadership and the Department of Nursing prior to scheduling a conference with the dual program adviser in either school. A student who is already enrolled in one school should first talk with that school's adviser.

c. Admission into the MSN program requires completion and filing of its admission application. Admission into the School of Management & Leadership requires completing and filing of its admission application, plus the reported results of the Graduate Management Admission Test (GMAT) with the School of Management & Leadership.

i. The GMAT examination, required by the School of Management & Leadership, is administered several times each year. Prospective students should consult the Adult and Graduate Education Office or the School of Management & Leadership for further information.

ii. The dual degree applicant must complete two applications, submit required standardized test scores, pay two application fees and file a dual degree application with each school.

iii. Because each school admits students separately, admission into either program does not indicate admission to the other.

d. The prospective student not already enrolled in either school may apply to both schools at the same time and so indicate by filing a dual degree application with each school.

e. A student enrolled in one program may apply for admission into the other program as outlined in the relevant admission materials of that school. A dual degree application must also be filed with the Registrar of each school. In order to be admitted into the second program, the student must be in good academic standing in the first program and meet all admission requirements of the second program.
f. Occasionally, an applicant to the dual MSN/MBA program seeks to apply, as transfer credit, course work taken in another MBA or MSN program. Each program determines how many and what type of transfer credits it will accept from another institution.
   i. The Department of Nursing accepts up to nine credit hours of transfer credit from another accredited MSN program and the School of Management & Leadership accepts up to 9 credit hours of transfer credit from another accredited MBA program. However, a course taken at another institution and accepted for transfer credit by the Department of Nursing cannot be used to satisfy the nine credit hours that the School of Management & Leadership accepts from the Department of Nursing work for credit toward the MBA degree. A course taken at another institution and accepted for transfer credit by the School of Management & Leadership cannot be used to satisfy the twelve credit hours that the Department of Nursing accepts from the School of Management & Leadership work for credit toward the MSN degree.
   ii. The School of Management & Leadership requires all MBA students to complete a minimum of 31 credit hours at the School of Management & Leadership. Typically, this requirement only affects students wishing to transfer into the School of Management & Leadership from another MBA program.

IV. Period of Enrollment

The School of Management & Leadership requires that the student complete the MBA program within five (5) years from the term in which the student is first enrolled. Even the part-time student may easily complete the combined MSN/MBA within five (5) years. Therefore, there is no need to waive the requirement. Waivers rarely are granted by the School of Management & Leadership, and then only because of extraordinary circumstances, and only for one year.

V. The Program of Study

a. The Department of Nursing offers its MSN program on both a full and part-time basis during the late afternoons and early evenings. The School of Management & Leadership offers the MBA on a part time evening basis.

b. With permission of both advisers, a student may, on occasion, take both MBA and nursing courses during the same semester, providing all basic requirements for both programs have been fulfilled. Simultaneous enrollment in the Department of Nursing and the School of Management & Leadership usually is permitted if all prerequisites have been completed. However, the full time student may never take concurrently more than 16 credit hours in both programs in the same semester. The part time MBA student, after completing the 31 hours noted above, may take courses
concurrently in both schools, but is prohibited from taking concurrently more than 11 credit hours in both programs at any given time. During summer sessions, the dual degree candidate may not take more than eight credit hours concurrently as a full-time student or six credit hours as a part-time degree student, without the express written permission of the Associate Dean of the School of Management & Leadership for MBA courses and the Graduate Program Director of the Department of Nursing for nursing courses.

c. Dual degree students registered only in one school should communicate periodically with the other school. Each school’s Registrar automatically continues to mail registration materials to the dual degree candidate until it is determined that the candidate no longer wishes to receive them. It is the dual degree student’s responsibility to notify both the School of Management & Leadership Registrar and the Registrar for the Department of Nursing Graduate Program of changes in either their permanent or local mailing address.

d. The dual degree student may complete both program requirements together, or complete one ahead of the other. The dual degree student must notify the Registrar of each school at the appropriate time to receive the degree awarded by each. Degrees are presented at the respective commencements of the two schools.

VI. Definition and Operation of Dual Degree Credit
a. The MSN program counts up to 18 hours of MBA work for its 36 required hours to complete the MSN. The MBA program accepts eight credit hours of nursing work for its 41 required credit hours to complete the MBA. The courses in the School of Management & Leadership that can be used for credit toward the MSN are set out below. The courses in the Department of Nursing that can be used for credit toward the MBA are also set out below.

b. The academic retention rules of the MSN program and the MBA program may differ, and interested students are advised to consult with the appropriate adviser.
   i. The MBA student must maintain a 3.00 cumulative grade point average to remain in the MBA program.
   ii. The MSN student is required to maintain a cumulative grade point average of 3.00 to remain in the program. Because a C+ grade or better is considered acceptable at the Department of Nursing, a C+ grade or better earned in a course at the Department of Nursing that satisfies the requirements for dual degree credit will be counted as indicated below for dual credit.
c. A student enrolled in the MSN/MBA dual degree program will have two official transcripts, one from each program. In order to have a complete record, it will be necessary for a dual degree student to request both transcripts.
   i. Credits earned in the MBA program that satisfy the requirements for dual degree credit, will appear on the MBA transcript by course title, semester hours of credit and letter grade. Those same credits, following an appropriate footnote, will be listed on the Department of Nursing transcript by course title and credit hour. The letter grades will not be averaged into the MSN cumulative grade average.
   ii. Credits earned in the MSN program that satisfy the requirements for dual degree credit, will appear on the MSN transcript by course title, credit hours and letter grade. Those same credits following an appropriate footnote will be listed on the MBA transcript by course title and credit hour. The letter grades will not be averaged into the MBA cumulative grade point average.

School of Management and Leadership Courses That Will Serve as Dual Degree Courses for the Department of Nursing:

The Department of Nursing will accept credit hours of C grade or better work in the following MBA program courses for credit toward the MSN degree.

MBA-500: MBA Essentials (prerequisite for other courses)
MBA-600: Business Ethics and Social Responsibility
MBA-611: Analytical Methods
MBA-612: Managerial Economics
MBA-613: Organizational Behavior
MBA-614: Managerial Accounting
MBA-710: Marketing Management
MBA-720: Financial Management
MBA-730: Operations Management
MBA-811 - MBA-899: (Elective courses)

Department of Nursing Courses That Will Serve as Dual Degree Courses for the School of Management & Leadership

The School of Management & Leadership will accept 9 credit hours of B grade or better work in the following Department of Nursing courses for credit toward the MBA degree.

NURS-510: Nursing Science & Theory
NURS-520: Advanced Research in Nursing
NURS-530: Nursing Informatics
Exposure Control Plan

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

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

Student and Faculty Roles in Exposure Control Plan
Students within the DON are not considered employees of the Department, therefore not mandated by OSHA requirements regarding the Exposure Control Plan or Program. It is the intent of the faculty and administration of the DON, however, to make every provision for student education within the plan. Initial Exposure Control Plan content is presented in NURS-221. Thereafter, clinical courses contract with clinical placement agencies (e.g., Riverside Hospital, Grant Hospital, Park Hospital, etc.) provide the content to students on an ongoing basis.

Plan Contents
- **Exposure Determination:** All employees (including work-study students) whose duties place them at risk of exposure to blood or other potentially infectious materials will be identified. All students within the DON are considered to be at risk of exposure, but are not mandated to be covered by the Exposure Control Plan.
- **Designation of Biohazards:** Red biohazard warning labels will be affixed to all containers, refrigerators/freezers and other pieces of equipment, which might become contaminated with blood or other potentially infectious materials. Red bags or red containers may also be used to designate biohazards.
- **Exposure Control Program:** The program describes the precautions, engineering controls and work practice controls for protection from risk of exposure to blood or other potentially infectious materials. The program has six parts:
  1. General exposure avoidance
  2. Hand washing
  3. Safe handling and disposal of sharps
  4. Safe handling of specimens and decontamination of health care equipment
  5. Use of personal protective equipment
  6. Safe housekeeping procedures (cleaning, proper disposal of regulated waste and proper cleaning and contaminated laundry).
- **Hepatitis B Vaccinations:** Hepatitis B Vaccinations are required for all students at the DON. These vaccinations will be administered at student cost under the supervision of a licensed physician or other qualified health care professional.

- **Post-Exposure Evaluation and Follow-up:** After an exposure incident, the Faculty Affairs contact person will document the incident and the DON and/or the clinical agency will provide a confidential medical evaluation to the exposed student. The source individual will be identified if possible, with testing of the blood of the source individual and the exposed student. Confidential post-exposure prophylaxis and detailed testing information will be made available to the exposed student in a timely manner.

- **Medical Record Keeping:** Accurate vaccination records/other health requirements on each student will be secured in the nursing office apart from the employee’s personnel file or student’s educational file. Records related to exposure incidents will be added to this file as needed.

- **Training Program for Students:** Please refer to Student and Faculty Roles in the Exposure Control Plan above. In addition, any student is welcome to sit in the formal annual training of the DON employees and/or review videos, handouts and the Exposure Control Notebook found in the Dean’s Administrative Assistant’s office.
Appendix

Policy & Procedures on Exposure to Contaminated Fluids in the Skills Lab

Students, who in the course of lab practice are exposed to someone else’s body fluids, will seek follow-up care from Campus Health Services (Kline Clinic) or their own health care provider. In all instances, the individual will notify the lab manager and the appropriate faculty.

The current CDC (Center for Disease Control) guidelines will represent the standard of care.

The procedure follow-up in the Department of Nursing Handbook will then be implemented.

NOTE:
Any trash or waste product contaminated with body fluids will be disposed of in the appropriate receptacle, which is lined with a red trash bag and labeled "Biohazard". Waste Management of Ohio will dispose of the trash.

If any surface is exposed to contaminated fluid, the surface will be cleaned using the "Hep-Aid Bodily Fluid Disposal" kit using universal precautions.

The "Hep-Aid" kit includes:
1. Clean-up Absorbent Pack
2. disposable apron
3. pr. disposable goggle
4. pr. disposable glove
5. scoop
6. scraper
7. 2 red plastic bags with twist ties
8. 1 8-oz. pour bottle Chlorine Concentrate
9. disposable towels
10. 2 Chlorhexidine towelettes
11. pr. disposable shoe covers
12. facemask
Family Educational Rights and Privacy Act

What does FERPA mean anyway?
FERPA is the Family Educational Rights and Privacy Act which is also known as the Buckley Amendment which can be defined as:

- A federal law designed to protect the privacy of education records, to establish the right of students to inspect and review their education records, and to provide guidelines for the correction of inaccurate and misleading data through informal and formal hearings

Consistent with the federal Family Education Rights and Privacy Act (FERPA), as amended, Capital University recognizes certain rights of the following regarding students’ educational records:
1. Eligible students
2. Parents of dependent students as defined in the Internal Revenue Code
3. Parents of students under 18 years of age

What rights does FERPA provide students and eligible parents?
1. The right to inspect their own educational records. An educational record is any record maintained by the University that is directly related to the enrolled student.
2. To request in writing that the University correct educational records believed to be inaccurate or misleading.
3. Institutions may not disclose information about students nor permit inspection of their records without written permission, unless such action is covered by certain exceptions permitted in the Act

What is Directory Information?
Information designated by the University which reasonably would not be considered harmful or an invasion of privacy if disclosed is included in the University directory.
- Name, Address, email address, telephone listing
- Field of Study
- Weight and height of athletes
- Most recent previous school attended
- Photographs
- Date and place of birth
- Participation in officially recognized activities and sports
- Dates of attendance, degrees and awards

The following information is excluded from the University Directory information:
- Student identification numbers
- Social security numbers
- Ethnicity/race/nationality
- Gender
What is the rule of thumb when addressing student records, questions, and concerns?
Capital University believes in working closely with young adults to help them successfully transition from dependent to independent living. Therefore, all educational issues, including grades and billing, will be addressed with the enrolled student. In cases where students are nonresponsive, the Office of the Dean of Students will work with parents of dependent students as defined in the internal Revenue Code.

For a comprehensive view of the Capital University adaptation of FERPA policies and procedures, please visit www.capital.edu; select Current Students, then under Academic Resources click on the link for the Registrar. On the Registrar page, click on Student Notification of Rights (PDF version) located under Forms and Documents.
Appendix

Fuld Lab Policy

Policy on the use of the Helene Fuld Lab

1. The use of the Fuld Lab, as specified by the terms of the grant, which established the lab, is directed toward the needs of nursing students.

2. Non-nursing majors may use the lab on a space available basis.

3. When using the lab for the first time, see the lab staff for assistance in signing the log, getting software and using the computer.

4. The lab may be used only during posted hours when a lab assistant is present.

5. Sign in and out each time you use the lab.

6. No food or drink is permitted in the computer area of the Fuld Lab.

7. Maintain a quiet environment in respect to other students.

8. The telephone is not to be used for personal calls.

9. Resource books, CD ROMs, software and tapes are to be used in the lab. Return all materials to the shelves after use. Turn off all equipment you have used; leave the air conditioner running if operating. Leave work area clean.

10. No resource materials are to leave the Fuld Lab. No exceptions.
Appendix

Guidelines for Caring for Persons with Known Contagious Diseases

The faculty of the Department of Nursing endorses the professional Code of Ethics, which states that all persons in need of care will receive nursing care. Our objectives for students and faculty in the Department of Nursing are:

1. Protection of the rights and welfare of students, faculty and clients.
2. Continuation of the Department’s mission to educate students comprehensively in the practice of nursing.
3. Maintenance of the professional values and ethics of nursing to serve all persons needing care.

This principle will guide decision making with regard to students’ cognitive, psychomotor, and affective learning experiences associated with contagious diseases. The Department will follow extant Center for Disease Control (CDC) guidelines and apply current knowledge about disease processes such as AIDS, hepatitis, tuberculosis, and other contagious conditions.

Implementation of the policy:

CDC guidelines will be followed for lab and clinical components for all courses.

NURS-221: Medical-surgical asepsis and standard precautions.

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

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

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

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

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

Adopted 4/18/88; SON; Revised 8/99; 8/30/99; 8/10
Appendix

Human Dignity Policy

Capital University is an institution committed to Christian values and to the development of individual potential. The members of our campus community must respect all persons regardless of race, ethnic origin, gender, age, religion, disability, or sexual orientation. While we realize that acts of intolerance may be the result of ignorance and that a significant part of our mission is to confront ignorance with education, we cannot allow these acts to harm another person. In the same sense that we are called to support the mission of Christian higher education, we are also called to commit our energies and resources to the continual task of combating both subtle and obvious intolerance.

Capital University regards as unacceptable conduct on the part of its students, faculty, and staff, words, or actions that are intended to be, or that are reasonably foreseeable to be, threatening, intimidating, or harassing to any member of the university community including students, faculty, staff, guests and contracted service employees on the basis of race, gender, sexual orientation, national or ethnic origin, age, religion or handicapping condition.

Complaints of such conduct shall be heard and disciplinary action taken consistent with the provisions of the Student Handbook, Faculty/Administrative Handbook, and Staff Handbook.

Human Dignity Resource Associates are trained members of the Capital Community who are available for conversations with students who have experienced an act of intolerance on the basis of race, gender, sexual orientation, national or ethnic origin, age, religion or handicapping condition. They are available to listen, offer support and provide information about options and available resources to members of the Capital University community.

A list of Human Dignity Resource Associates will be posted in all buildings, and be available from all Student Services offices and the Student Services web page.

NOTE: Human Dignity Resource Associates assist in a capacity in which they cannot guarantee confidentiality. The individuals volunteering in this role are representatives of the University engaged to provide supportive services, and are thus subject to applicable policies and procedures.

Reviewed: 8/10
Appendix

Immunization and Health Assessment Policy

Documentation Requirements for Clinical Practice

Prior to beginning of your first clinical or field work course, students are responsible for documenting immunization status by completing the DON health assessment form and immunization form. Students are also required to provide documentation of their CPR Health Care Provider certification, liability insurance, background check, and drug screening. Ongoing enrollment in clinical courses requires annual renewal and verification of liability insurance, PPD screening, flu vaccines, and CPR certification (biennially). The student will provide the above documentation to Certified Background for review. Information regarding creating and purchasing a Certified Background account will be sent by the Program Coordinator the semester before a student’s first clinical course. You are responsible in keeping all documentation up to date.

Details of required documentation are outlined below:

1. Students should review the immunization form and health requirements. Review requirements and have the health assessment form completed. Advisers can answer questions you may have. Submit proof of immunizations, health assessment form, and health requirements to Certified Background prior to the first clinical course. Students will need to begin Hepatitis B immunizations at least 6 months prior to the first clinical course to complete the three immunization series. Yearly PPD screenings are required; students must leave 2-3 days for results on these PPD screenings. CPR classes are available on campus during the spring semester.

2. A letter will be distributed to students outlining health requirements, fingerprint and background checks, CPR certification, and Liability Insurance requirements.

3. Students are to submit documentation of all requirements to Certified Background prior to clinical course deadlines. Agencies will not allow students into their agencies without compliance. There may be a waiver for allergies; however, education on risks is generally required.

4. Course coordinators review student records and cannot allow students to go to clinical without required health clearance. Proof of clinical health requirements or waivers must be uploaded to your Certified Background account. Students will not be allowed in clinical agencies without proof of the health requirement. Absences due to non-compliance will be unexcused. Agencies can mandate proof of health requirements, liability insurance, or CPR certification at any time students are in the agency.

5. It is the student’s responsibility to keep all clinical requirements up to date. The Program Coordinator reviews all student records biweekly and will report any expired documentation to clinical faculty.
Specific Immunization Requirements

1. **TDap Immunization**: Generally a primary series of Diphtheria/Pertussis/Tetanus (TDap) is given during childhood provide months and years of primary immunizations. A tetanus booster with Pertussis (TDap) is required every 10 years.

2. **Measles, Mumps, Rubella (MMR)**:
   a. Rubella titer is required. If the titer is equivocal or negative a vaccine is required and a repeat titer must be done.
   b. Measles (Rubeola) and Mumps two (2) MMR immunizations must have been given.
   c. If the student was born before 1957, she/he must have a history of Rubeola and mumps. Immunizations are needed if the individual has no documentation of illness or titers are not positive.

3. **Hepatitis B**: This immunization is given in three doses. The second dose is given 4 weeks after the first dose and the third dose is given 5-6 months after the first dose. The series must be completed.

4. **Varicella (Chicken Pox)**
   a. A varicella immune titer is required.
   b. If the titer is negative or equivocal, she/he must be vaccinated with a series of two immunizations, 4-8 weeks apart.
   c. A Second varicella titer is required if the first was negative or equivocal 4-6 weeks after the second immunizations.

5. **Tuberculosis (TB)**: Students must have documentation of PPD every 12 months. Use ONLY the 5 tuberculin unit TU preparation applied by the PPD Mantoux (intradermal technique). This test must be read 48-72 hours after injection.
   a. A positive PPD will require a chest x-ray to rule out the disease and an annual Tuberculosis Questionnaire completed annually. A prior BCG Vaccination can be one cause of a false positive PPD.
   b. A prior disease will require treatment dates and clear chest x-rays. An annual Tuberculosis Questionnaire must be completed annually.

6. **Flu Vaccine**: Students must receive annual flu vaccines. All students must show proof of the seasonal flu vaccine by the third Monday in October if in clinical during the fall semester.

**Note**: These immunization requirements are based on Ohio Department of Health recommendations for nursing students and on information from the CDC (Center for Disease Control in Atlanta, Georgia). These guidelines provide protection from preventable or communicable disease for students and their families and patients and their families.

They are also based on agency requirements. Agencies can deny entry to any student who does not comply.

**CAUTION**: Students who are pregnant, have an impaired immune system or are caring for an immunosuppressed person, or have allergies should notify the clinic or physician prior to receiving immunizations. A waiver can be signed based on medical recommendations.
Appendix

Occupational Health: Policy & Guidelines

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

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

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

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

DSE 9/26/90; Rev 3/98; 8/10
10/15/90
DON Faculty
Appendix

Registration Instructions

Go to webadvisor.capital.edu
Select “Log In” and enter your User ID and Password

Select Students

Select Search and Register for Sections
Read “Terms and Conditions of Financial Responsibility”
Click the empty box below and click “Submit”

Select the desired term in the “Term” drop box.
(Example: “2014 Fall Semester”)
Select Nursing for Subjects
Select the desired Graduate Level in the “Course Level”
Click “Submit”

A list of courses meeting your selection criteria will appear.
Click on the “Select” box of each class for which you wish to register.
Click “Submit” (at bottom of screen)

Recommended to select an individual action for one course at a time as “RG Register”
Click “Submit”

Wait until processed. If successful, you will receive a screen telling you what courses were processed and what courses you are currently registered for. If not successful, scroll up to see your error message.

Use the section number index below when needed.

Section number index:
Suffix letters following numbers:
"T1" or "T2": EX. (01T1, 01T2) These are track courses and meet every other week. Track one, T1 courses begin the first week of the semester and track two, T2 courses begin the second week of the semester.

"M1" or "M2": EX. (01M1, 01M2) These are module (mod) courses and meet 1/2 of the semester. Mod one, M1 courses meet the first half of the semester and Mod two, M2 courses meet the second half of the semester.
Sexual Assault Policy

What Constitutes Sexual Assault?
“Sexual Assault” includes any physical sexual act directed against another person forcibly, against the victim’s will, when the victim is incapable of giving consent (e.g., when victim is intoxicated), or when the act constitutes statutory rape. Silence cannot be presumed to constitute consent. Sexual assault is unacceptable regardless of the prior or current relationship of the perpetrator and the victim and includes “date” or “acquaintance” rape.

“Crimes” vs. University Policy Violations
Students are encouraged to report sexual assaults to police authorities for prosecution because the university does not have the authority or jurisdiction to prosecute or convict anyone of a crime, including the crime of rape. The University vigorously enforces its policies and code of conduct, including its sexual assault policy, but student disciplinary proceedings are not criminal proceedings.

What should a student do if he/she believes he/she has been Sexually Assaulted?
Students are strongly encouraged to report any alleged sexual assault to a member of the Residential and Commuter Life Staff or the Dean of Student Services, Public Safety, and the Bexley Police Department. Ideally, this report should be made as soon as possible after the incident. This is important for medical reasons and to preserve evidence of the assault. University personnel who receive such reports will attempt to help comfort the survivor and obtain preliminary details so that they can ascertain the best way to assist her/him. Emergency health care will be summoned if needed, or requested. In all cases, the survivor will be urged to seek medical care. There are rape crisis centers located at both the Grant Medical Center and Riverside Hospital emergency departments, which are specifically equipped to treat sexual assault survivors. If transportation to either of these facilities is requested, University personnel will assist in providing it. Attending university personnel also will notify the police department and urge the survivor to file a report and/or charges. The decision whether to file, however, ultimately rests with the survivor. University health services and counseling personnel are available to survivors for care and support. If survivor requests that his/her residence hall room assignment be changed, the university will make every reasonable attempt to do so.
What are the Possible Consequences for Perpetrators of Sexual Assault?
Perpetrators of sexual assault will be subject to university disciplinary action up to and including suspension or dismissal from Capital University.

What procedures are followed in connection with University Disciplinary Actions?
When a complaint of sexual assault is filed, normal administrative or Campus Hearing Board procedures will be followed. The complainant and the accused will be permitted to have an adviser present during the hearing on the complaint as described in the Student Code of Conduct (Section VIII, C.L.). To the extent required and permitted by law, the complainant and the accused will be given notice of the outcome of the campus disciplinary hearing on the complaint. As indicated previously, survivors are strongly encouraged to promptly report sexual assault to the local police department. Campus disciplinary proceedings may occur before, during, or after pending criminal or civil proceedings for sexual assault.

What does the University do to help prevent Sexual Assaults and to provide Educational and Support Programs for its Community?
Capital University presents ongoing programs primarily through its Campus Health Services and Residential and Commuter Life Office to inform students about how they can prevent being perpetrators or victims of sexual assault. Such programs involve presentations about: the significant role alcohol and other drugs can have in fostering sexual assault, ways to promote positive interpersonal relationships and eliminate abusive ones, and enhancing personal safety and health. These programs utilize both external and internal resources. In addition, the University publishes a pamphlet “What Every Student Should Know about Safety,” and conducts an escort service through its Public Safety Office.

As Capital University takes its obligation to inform members of its community about potential threats very seriously, Public Safety posts timely warning bulletins when campus incidents necessitate extra vigilance.

Student services staff (including student resident assistants) and Public Safety personnel are fully committed to assisting and supporting survivors of sexual assault.

Sexual Harassment Policy
In keeping with its mission statement and in compliance with the requirements of Title VII of the Civil Rights Act of 1964 as amended, and of Title IX of the Education Amendments of 1972 as amended, Capital University explicitly forbids and will not tolerate any conduct by employed personnel or by its students that is culpable under the generic legal term "sexual harassment."
**Section I: Rationale**

Sexual harassment is a form of sexual discrimination and, as such, is a violation of the law. Quite apart from its illegality, sexual harassment subverts the mission of the university and threatens the careers, educational experience and well-being of students, faculty and staff. Relationships involving sexual harassment or discrimination have no place within the University. In both obvious and subtle ways, the very possibility of sexual harassment is destructive to individual students, faculty, staff and the academic community as a whole. When, through fear of reprisal, a student, faculty member or staff member submits or is pressured to submit to unwanted sexual attention, the university’s ability to carry out its mission is undermined.

A. Sexual harassment is especially serious when it threatens relationships between teacher and student or between supervisor and subordinate. In such situations, sexual harassment exploits unfairly the power inherent in a faculty member’s or supervisor’s position. Through grades, wage increases, recommendations for graduate study, promotions and the like, a teacher or supervisor can have a decisive influence on a student’s, staff member’s or faculty member’s career at the university and beyond.

B. While sexual harassment most often takes place in situations of a power differential between the persons involved, the university also recognizes the sexual harassment may occur between persons of the same university status.

**Section II: Prohibited Acts**

No member of the university community shall engage in sexual harassment. For the purpose of this policy, sexual harassment is defined as unwelcome advances, requests for sexual favors, or other verbal visual or physical conduct of a sexual nature when:

A. Submission to such conduct is made explicitly or implicitly a term or condition of an individual’s employment or status in a course, program or activity;

B. Submission to or rejection of such conduct is used as a basis for an employment or educational decision affecting an individual;

C. Such conduct has the purpose of reasonably foreseeable effect of unreasonably interfering with an individual’s work or educational performance or of creating an intimidating, hostile or offensive environment for work or learning.

**Section III: Examples of Sexual Harassment**

Sexual harassment encompasses any sexual attention that is unwanted. Examples of verbal, visual or physical conduct prohibited by this policy may include, but are not limited to:

A. Physical assault: Direct or implied threats that submission to sexual advances will be a condition of employment, work status, promotion, grades or letters of recommendation;

B. Direct propositions of sexual nature;

C. Repeated unwanted staring;

D. Sexually suggestive or insulting sounds or gestures (e.g. whistling or leering);

E. Subtle pressure for sexual activity;
F. A pattern of conduct (not legitimately related to the subject matter of a course, if one is involved) that is intended to discomfort or humiliate, or both that includes one or more or the following:
   a. Comments of a sexual nature;
   b. Sexually explicit statements, questions, jokes or anecdotes in person or via electronic media;
   c. Voyeurism.

G. A pattern of conduct that would discomfort or humiliate, or both, a reasonable person at whom the conduct was directed that includes, but is not limited to, one or more of the following:
   a. Unwanted touching, patting, hugging, or brushing against a person’s clothing or body;
   b. Remarks of a sexual nature about a person’s clothing or body;
   c. Disparaging remarks about one’s gender;
   d. Remarks about sexual activity or speculations about previous sexual experience.

Investigation and Enforcement
Anyone believing that a provision of this policy has been violated is encouraged to report the violation to the appropriate authority. Complaints regarding sexual harassment will be received, promptly investigated and vigorously pursued. A determination that this policy has been violated will result in appropriate disciplinary action up to and including dismissal.
Appendix

Student Records Policy

Consistent with the federal Family Education Rights and privacy Act (FERPA), as amended, Capital University recognizes certain rights of eligible students, parents of dependent students and parents of students under 18 years of age regarding students’ educational records, as provided in this policy.

I. Definitions
A. “Educational Record” means any record maintained by the University that is directly related to an enrolled student, except:
   a. A personal record made by a University employee or agent which was made as a personal memory aid and is in the sole possession of the person who made it;
   b. A record relating solely to an individual as an alumnus/a after the individual no longer attends or participates in an education activity for which the University awards a grade or credit;
   c. Medical and counseling records used solely for treatment, provided such records may be reviewed by a physician or other appropriate professional of the student’s choice;
   d. Financial records of parents;
   e. Confidential letters and statements of recommendation for admission, employment or other recognition for which students have voluntarily waived their right of access.
B. “Eligible Student” means an individual who is or was enrolled as a student of the University and regarding whom the University maintains educational records. Applicants who are not admitted as students are not eligible students.
C. “Parent” means the natural and adoptive parents of students under the age of 18 or of students who are “dependents” under the Internal Revenue Code. When the parents of a dependent student are separated or divorced, the University will accord the rights under this policy to each parent unless provided with a court order or legally binding document revoking such rights.
D. “Legitimate Educational Interest” means the demonstrated need to know by those officials of the University who act in the student’s educational interest, including faculty, administration, clerical and professional employees, and other persons who manage student record information.
E. “Directory Information” means information so designated by the University which reasonably would not be considered harmful or an invasion of privacy if disclosed, including a student’s name, address (local and home), telephone number (local and home), date and place of birth, participation in officially recognized activities and sports, weight and height of members of athletic teams, major field of study, dates of attendance, and degrees, awards and academic recognitions.

II. Rights of Eligible Students and Parents
A. Eligible students and parents have a right:
   a. To inspect and review the student’s educational records maintained by the University. The University is not required to furnish copies of such records unless they are unreasonably difficult to inspect personally, in which case the University reserves the right to charge a reasonable fee for such copies.
   b. To request in writing that the University correct educational records believed to be inaccurate or misleading. If the records custodian refuses, the student or parent may request a review by the provost or appropriate vice president after which, if the university still refuses, the student or parent has a right to place a statement in the student’s record commenting on the contested information. The right to challenge grades does not apply under this policy unless the assigned grade was inaccurately recorded.

III. General Rules of Non-Disclosure & Exceptions
A. Generally the University must have written permission from an eligible student or parent before releasing personally identifiable information from a student’s educational record. However, the University may disclose without prior to consent:
   a. Relevant information to University employees having a legitimate educational interest;
   b. Educational records to parents of a student under 18 or of a student who is a dependent as defined in the Internal Code Revenue;
   c. Relevant information to appropriate parties in connection with determining eligibility, amount, conditions or enforcement of financial aid to student;
   d. Relevant information to accrediting organizations to carry out accrediting functions;
   e. Relevant information as required to comply with a judicial order or lawfully issued subpoena;
   f. Relevant information to persons with need to know in health or safety emergencies;
   g. Results of disciplinary proceedings to victims of the charged offense;
   h. Directory information.
B. A student may request that the University not release directory information by completing and signing the appropriate form provided by the Registrar.

IV. Custodians of Educational Records
Student records are maintained by the following University offices, which are subject to the terms of this policy, including record-keeping requirements. Each custodial office is restricted to providing only the information over which it has primary responsibility. Information properly provided may be accompanied by explanatory material whenever its meaning or interpretation is not readily apparent to potential users.

<table>
<thead>
<tr>
<th>Type of Record</th>
<th>Location</th>
<th>Custodian</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admissions/Financial Aid</td>
<td>Admission Welcome Center &amp; Yochum Hall</td>
<td>Directors</td>
</tr>
<tr>
<td>Academic Success</td>
<td>Blackmore Library</td>
<td>Director</td>
</tr>
<tr>
<td>Arts and Sciences</td>
<td>Renner Hall</td>
<td>Department Chair</td>
</tr>
<tr>
<td>Acad Achievement Center</td>
<td>Learning Center</td>
<td>Director</td>
</tr>
<tr>
<td>Career Services</td>
<td>Campus Center</td>
<td>Director</td>
</tr>
<tr>
<td>Conservatory of Music</td>
<td>Leonard Hall</td>
<td>Department Chair</td>
</tr>
<tr>
<td>Cumulative Academic</td>
<td>Yochum Hall</td>
<td>Registrar</td>
</tr>
<tr>
<td>Disciplinary</td>
<td>Campus Center</td>
<td>Dean, Student Services</td>
</tr>
<tr>
<td>Financial</td>
<td>Yochum Hall</td>
<td>Director, Finance Office</td>
</tr>
<tr>
<td>School of Management &amp; Leadership</td>
<td>Troutman Hall</td>
<td>Department Chair</td>
</tr>
<tr>
<td>Health</td>
<td>Health Clinic</td>
<td>Director, Clinic</td>
</tr>
<tr>
<td>International Education</td>
<td>Campus Center</td>
<td>Director</td>
</tr>
<tr>
<td>Law School</td>
<td>303 E. Broad Street Columbus, OH 43215</td>
<td>Registrar, Dean</td>
</tr>
<tr>
<td>Non-Disclosure Requests</td>
<td>Yochum Hall</td>
<td>Registrar</td>
</tr>
<tr>
<td>Nursing</td>
<td>Battelle Hall</td>
<td>Department Chair</td>
</tr>
<tr>
<td>Public Safety</td>
<td>Office of Public Safety</td>
<td>Coordinator, Public Safety</td>
</tr>
<tr>
<td>Teacher Placement</td>
<td>Learning Center</td>
<td>Chair, Education Dept.</td>
</tr>
</tbody>
</table>

V. Record of Disclosures
When personally identifiable information other than directory information is disclosed without the student’s prior consent, the appropriate records will keep a record of the disclosure, including the name and legitimate interests the parties requesting and obtaining the information.
VI. Policy Implementation

The Provost, in consultation with University Counsel, serves as FERPA coordinator responsible for resolution of questions arising under this policy. Copies of the policy are available upon request to students and parents from the offices of University registrar, Dean of Student Services, and registrar of the Law school. Notice of this policy shall be provided to current students and parents, including statement of how a copy of the policy may be obtained. Students having questions or concerns regarding this policy may contact the provost or university counsel. A complaint alleging a violation of FERPA may be filed with the US Department of Education.
Appendix

Thesis and Project Guidelines

Through completion of a thesis the student demonstrates the ability to plan, implement, evaluate and report an independent, scholarly work in either research or application of research evidence. The focus of the thesis should grow out of the student’s concentrate of study and show a close connection to the advanced practice role the student is preparing to assume.

Approval to complete a thesis requires several steps. First, each student must define a general topic area and initiate to obtain an agreement from one faculty member to serve as a thesis committee chair. Second, the student and chairperson complete a thesis request to the Graduate Program committee in order to obtain approval to move forward. Once this approval is gained, the student and thesis chairperson can proceed to set up a thesis committee. Under guidance of this committee, the student develops a study proposal. Once the proposal is approved by the committee, the student implements the research and then defends the research project.

The chair of the thesis committee is selected by the student and this person may or may not be the student’s academic adviser. The thesis committee is comprised of two other members, one of whom is a content expert in the student’s concentrate. First semester thesis work requires development of the student’s proposal. Generally one (1) credit hour (NUR 770) is taken to develop the proposal. After that, students may take one to three semester hours of thesis credit each semester. These hours may be repeated within the degree completion guidelines of five years. A minimum of four semester hours of thesis hours is required for graduation.

The following specific guidelines are included in this document. Note: Project guidelines are also included for those students whose adviser recommends a project rather than a thesis.

- General Guidelines for Thesis
- Committee Membership and Development Process for Thesis/Project
- Qualitative Thesis Guidelines
- Quantitative Thesis Guidelines
- Thesis Option for Article Submission
- General Guidelines for Projects
General Guidelines for Thesis
Please refer to the latest edition of the Publication Manual of the American Psychological Association for more detailed explanations. The Department of Nursing specifies the most current of the APA Publications Manual as the manual for style of theses and current APA guidelines should supersede all instructions that follow if there are differences in guidelines between the two sources. Beginning fall 2010, the APA 6th edition will be used as a style guide.

1. Theses must solely be the work of the degree candidate.

2. Proposals involving human subjects must be approved by Capital University’s Institutional Review Board (IRB). When applicable, proposals must also be approved by the IRB of the agency in which research is being conducted. Proposals that do not involve human subjects do not need to be submitted to or approved by the IRB.

3. All theses and projects must be written in English. Every thesis and project will demonstrate effective and scholarly communication skills. Editing for clarity, syntax, spelling, sentence structure, grammar, cohesiveness of thoughts and organization is the responsibility of the student. Every thesis and project will demonstrate these qualities.

4. Thesis and project documents must be printed with high quality laser printers and have sufficiently dark print for legible copying.

5. Two bound copies of completed theses and projects will be housed at Capital, one in the University library and one in the Fuld Lab.

6. Theses and projects must be organized and written according to these “Guidelines for Theses and Projects” as well as formatted according the latest edition of Publication Manual of the American Psychological Association.

7. Pagination
- Each page is numbered with the exception of the Title Fly-Page Signature Page which counts as a page, but does not show a number.
- Preliminary pages (Dedication, Acknowledgments, Abstract, Table of Contents, List of Tables and List of Figures) should be numbered with small Roman numerals (ii, iii, iv, etc.). Page numbers must be centered at the bottom of each page.
- Pages in the body of theses and projects must be numbered at the top right hand edge (right justification) and one inch from top of the page.
- Each chapter must start a new page. The title of the Chapter must be centered.
- Page numbers must be centered one inch from the bottom of the page on the first page of each chapter and the first page of the reference list. The top margin for the first page of a chapter may be wider than other pages.
8. Margins and spacing
   - The top, bottom and right margins must be one inch.
   - The left margin must be 1-1/2 inches.
   - Subheadings at the bottom of a page must be followed by at least 2 full lines of text.
   - The document must be double-spaced.

9. Abstract
   - An abstract, written in English and consisting of no more than 150 words, must be written for all completed theses. Review the latest edition of the publication, Manual of the American Psychological Association for abstract content and format. Margins should be consistent with the body of the theses. The abstract should be single-spaced. A sample heading of the abstract follows:

     Abstract
     Title of study
     Name

     (Uppercase & lowercase letters, centered, at top of page)

   - The purpose of this quasi-experimental study…(typed in single paragraph in block format)

10. Headings
    The levels of headings are dependent upon the number of levels you need to use in your document. For instance if you use five headings, the following format is appropriate. For three levels, you would use Level 1-3:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Centered, Boldface, Uppercase and Lowercase Heading</td>
</tr>
<tr>
<td>2</td>
<td>Flush, Left, Boldface, Uppercase and Lowercase Heading</td>
</tr>
<tr>
<td>3</td>
<td>Indented, boldface, lower case paragraph heading ending with a period.</td>
</tr>
<tr>
<td>4</td>
<td><em>Indented, boldface, italicized, lowercase paragraph heading ending with a period.</em></td>
</tr>
<tr>
<td>5</td>
<td><em>Indented, italicized, lowercase paragraph heading ending with a period.</em></td>
</tr>
</tbody>
</table>

11. Table of Contents (Place on a separate page)
   - The heading TABLE OF CONTENTS is centered without punctuation two inches from the top of the page. The actual listing begins at the left margin four spaces below the heading.
   - All material following the TABLE OF CONTENTS is listed with the exception of lists of tables, figures and appendices that are listed separately.
• The titles of chapters or parts or sections are listed in the Table of Contents as well as primary and secondary subdivisions.
• Wording in the Table of Contents must be identical to wording of the actual titles in the body of the thesis.
• A page number is written for each listing and the number is placed at the right margin.

12. List of Tables (Placed on a separate page)
• The heading LIST OF TABLES is centered without punctuation two inches from the top of the page. The listing of tables begins at the left margin four spaces below the heading.
• Wording in the LIST OF TABLES must be identical to the captions that appear on the tables in the text.
• A page number is written for each table and placed at the right margin.

13. List of Figures (placed on a separate page)
• The heading LIST OF FIGURES is centered without punctuation two inches from the top of the page. The listing of figures begins at the left margin four spaces below the heading.
• Wording in the List of Figures must be identical to the captions that appear on the figures in the text.
• A page number is written for each figure and placed at the right margin.

14. List of Appendices (placed on a separate page)
• The wording in LIST OF APPENDICES must be identical to the captions that appear on the appendices.
• A page number is written for each appendix and placed at the right margin.

15. Introduction
• The heading INTRODUCTION should be centered without punctuation two inches from the top of the page.
• The text begins four spaces below the heading.
• The page on which the Introduction begins is page 1 of the thesis or project.

16. Body
• This section is the substance of the thesis or project, including all chapters, divisions and subdivisions as indicated by headings identical to those listed in the TABLE OF CONTENTS.
• All tables and figures should be placed following the paragraph in which the table or figure is first discussed.
Whenever possible, a table or figure should be wholly contained on one page and not divided between two pages.

17. Tables
- Tables are used to present a large amount of data in a small space and referred to in the text.
- Tables are useful for presenting data in a way that is more easily comprehended.
- Data should be presented in an orderly display of columns and rows in order to aid comparison.
- Data that would require two or fewer columns and rows are generally more efficiently presented in the text.
- Titles of tables should be brief but clear and explanatory.
- Column headings should be clear and no longer in length than the widest entry of the column it spans.
- Standard abbreviations and symbols may be used without explanation (e.g. no. for number, % for percent, M for mean, SD for standard deviation).
- The APA Publication Manual provides additional information and several examples of tables.
- Tables should be formatted according to APA style.

18. Figures
- APA notes that a figure may be a chart, graph, diagram, photograph, drawing, or other depiction.
- Figures are useful in conveying a quick overall message and are often used to simplify complex information that is difficult or lengthy to convey in words.
- They should be easy to understand.
- A sans serif type is recommended by APA to be used in figures to provide clean and simple type.
- All elements should be large enough to be legible. APA gives a general rule that type should be no smaller than 8 point and no larger than 14 point.
- If a legend is necessary to define aspects of the figure, it should be within the boundaries of the figure. For example, the legend might go in some white space inside the boundaries.
- A figure caption consists of a figure number (e.g. Figure 1) and a short description of the figure.
- APA provides specific guidelines for different types of figures, including several examples.

19. References
- All cited references must be listed in the list of references.
- This section begins with a cover sheet carrying the heading REFERENCES centered without punctuation. This page is counted but not numbered.
- The heading is repeated on the first page of the REFERENCE list and is centered two inches from the top of the page. The actual listing of sources begins at the left margin four spaces below the heading.
- The list of sources is double-spaced and entries should have a hanging indent.
- The REFERENCES page continues the page numbering sequence, which began with the Introduction.
- The APPENDICES follow the REFERENCES.

20. Appendices

- Appendices contain supplementary or illustrative material or explanatory data too lengthy to be included in the text or not immediately essential to the reader’s understanding the text.
- Appended material is separated from the main body of the text by a cover sheet bearing the heading APPENDIX or APPENDICES centered without punctuation. This sheet is counted but not numbered.
- If more than one appendix is needed, the appendices may be divided into APPENDIX A, APPENDIX B, etc. Separate cover sheets for each appendix are required, and each appendix must begin at the top of a new page. The heading for each appendix is centered without punctuation two inches from the top of the first page. The title of the appendix is centered four spaces below the heading.
- Tables and figures in the appendices should be numbered, captioned and listed in the List of Tables and List of Figures. The numbering may continue the series in the body of the material, or a separate numbering sequence may be used. (Review Publication Manual of the American Psychological Association for further detail.)
- Non-print materials, such as audio or videotapes, or color print materials significant to the thesis or project may be included in an appendix. Two copies are required of supplementary materials. One copy will be placed in a pocket, which is part of the binding or in an envelope or box and housed next to the bound volume. Such materials must be listed in the Table of Contents as included in an appendix. Students should consult in advance with their committee chair for instructions on the preferred container for submission of such materials.
- Page numbers continue throughout the documents included in the appendices.

Qualitative Thesis Guidelines

**Thesis Organization**
- Title Fly-Page (Signature Page)
- Dedication
- Title Page
- Acknowledgments (if any)
- Abstract
- Table of Contents
- List of Tables
- List of Figures
- List of Appendices
Thesis Content

(NOTE: Words and phrases underlined serve as suggested headings. Use future tense in the proposal and past tense for the final product. Students must complete chapters 1-3 and have these chapters approved by their thesis committee. The student will then decide, with the committee, whether to complete Chapters 4 and 5 (traditional thesis format) or submit the completed thesis for publication.)

Chapter I: Introduction
1. Identify the Phenomenon of Interest.
2. Identify the Type of Qualitative Study to be conducted.
3. Describe the Theoretical Perspective.
4. Describe the philosophy or meta-theory (e.g., Symbolic interactionism or phenomenology) on which the study is based.
5. Identify the assumptions.
6. Define relevant concepts.
7. Identify the Study Purpose.
8. Identify the Study Questions or Objectives.
9. Describe the Significance of the study.

Chapter II: Review of Literature
1. Introduction (This gives the reader direction for the content covered in this chapter. Generally, one paragraph is sufficient).
2. Review of Literature (Review of any relevant literature deemed appropriate for explaining the phenomena of interest and or qualitative study planned. Frequently a significant apportion of the literature review for a qualitative study occurs during the process of data analysis and after data analysis is completed. The literature review helps to frame the findings and recommendations.
3. The review organized in a manner that makes sense for what is revealed in the literature and the focus of the study. One way to approach it is to separate the theoretical literature from the research literature. Another way is to organize it according to topics of relevance.
4. Summary
   a. Discuss the existing knowledge base of your research problem.
   b. Identify the gaps in the knowledge base and make a link to your study.

Chapter III: Methods
1. Introduction (This gives the reader direction for the content covered in this chapter. Generally, one brief paragraph is sufficient).
2. Describe the Process for Selecting a Site and Population.
3. Describe the Role of the Researcher.
4. Describe the process for gaining entry into the site.
5. Describe the selection of the sample (include the theoretical basis).
6. Discuss ethical considerations.
7. Describe the Data Collection and Analysis Procedures.
Chapter IV: Results
1. Introduction (Include brief introductory comments to focus the reader on the topics that will be covered in the chapter).
2. Describe Participant Characteristics.
3. Describe Results for research objective(s) or question(s).

Chapter V: Discussion
1. Introduction (Identify what is covered in the chapter).
2. Discuss Interpretation of Findings.
3. Identify implications for nursing practice.
4. Identify specific recommendations for additional research.

References

Appendices
(NOTE: Put appendices in the order in which they are cited in the narrative).
1. Consent Form(s)
2. Copies of measurement instruments and data collection tool(s).
3. Narrative, tables and figures for presenting data.
4. Permission letters to use graphics, models, tools (if applicable)
5. Other

Quantitative Thesis Guidelines

Thesis Organization
Title Fly-Page
Copyright
Dedication
Title Page
Acknowledgements (if any)
Abstract
Table of Contents
List of Tables
List of Figures
List of Appendices

Thesis Content
(Note: Words and phrases underlined serve as suggested headings. Use future tense in the proposal and past tense for the final product).
Chapter 1: Introduction
1. Background and Significance of the problem. (Generally, no more than 2-3 pages. Succinctly state the problem and cite only key references).
2. Statement of the Purpose. (Use present tense). (Generally only 1 or 2 sentences are necessary).
3. Statement of the Objectives, Questions, or Hypotheses.
   a. Label variables (e.g. independent, dependent, research or attribute).
4. Conceptual and/or Operational Definition(s).
   a. List major variable/concepts and the conceptual and operational definitions of each.
   b. Include a Definition of Terms as needed. (Define important terms that may have multiple definitions and need to be clarified for the purpose of your study).
   c. Statement of Essential Assumptions.
   a. Present a conceptual/theoretical framework that contributes to your study.
   b. Explain the conceptual/theoretical framework by describing relationships among concepts and by defining relevant concepts.
   c. Explain the relationship of the conceptual/theoretical framework to the study.
   d. State the parts of the conceptual/theoretical framework that are relevant to your study.

Chapter II: Review of Literature
1. Introduction (This gives the reader information regarding the content in this chapter. One brief paragraph is sufficient.)
2. This section is organized in a manner that makes sense for what is revealed in the literature and the focus of the study. One way to approach it is to separate the theoretical literature from the research literature. Another way is to organize it according to topics of relevance.
3. Summary
   a. Discuss the existing scientific knowledge base of your research problem.
   b. Identify the gaps in the knowledge base and make a link to your study.

Chapter III: Methods and Procedures
1. Introduction (This gives the reader brief information regarding the content covered in this chapter. One brief paragraph is sufficient).
2. Identification of Research Design (2 or 3 sentences are sufficient).
3. Identification of Sample
   a. Identify the sampling criteria to designate target population.
   b. Discuss the sample size as determined by power analysis and expected response or attrition rate.
   c. Identify the power level (.80), probability level (.01) or (.05) and effect size (small, medium or large) that could be achieved given the sample size for your study.
   d. Identify sampling method.
4. Description of Setting (Briefly describe the setting(s) in which the research will be conducted.)

5. Discussion of Measurement Methods
   a. Explain all the measurement methods used in the study. For each method (e.g. physiologic measure, observation, survey and questionnaire), address the following before explaining another method.
      i. Describe the measurement method.
      ii. Identify the level of measurement.
      iii. Discuss validity and reliability of the measurement method.
      iv. Describe the scoring method.
   b. Discuss specific plans and statistics that will be used for testing reliability and validity of instrument(s) on your sample (if applicable).
   c. Attach copies of all measurement instruments in the Appendix.
   d. Attach letters of permission to use measurement instruments in the Appendix.

6. Discussion of Procedure
   a. Explain in detail treatments(s) and/or nursing intervention(s) used in the study.
      i. Provide a step-by-step description of the procedures used to:
         assign subjects to groups (if applicable).
      ii. Manipulate the treatment(s) and/or subjects.
      iii. Identify sources of data.
      iv. Collect data.
   b. Provide a copy of the protocol (if applicable) in the Appendix.
   c. Provide samples of the data collection forms in the Appendix and refer to them in the procedure section.

7. Presentation of Ethical Considerations
   a. Describe the review process that will be used.
   b. Discuss the risk/benefit ratio and identify the steps taken to minimize any psychological and/or physical risks.
   c. Discuss steps that will be taken to minimize psychological and/or physical risks to vulnerable populations.
   d. Place the cover letter(s) and/or consent form(s) that will be used for the study in the Appendix.
   e. List Method Limitations

Chapter IV: Results
   1. Introduction
   2. Sample Characteristics
   3. Describe the results for each research objective, question, or hypothesis. (Use tables and figures to clearly present results.)
Chapter V: Discussion
1. Introduction (what is covered in this chapter.)
2. Present interpretations of major findings.
3. Discuss results.
4. Identify implications for future research and clinical applications.

References

Appendices
(NOTE: Put appendices in the order in which they are cited in the narrative.)

1. Consent form(s)
2. Instrumentation
3. Permission letters to use measurement tools (if applicable)
4. Tables and figures for presenting additional data (note: Most tables and figures will be in the narrative.
5. Other

Thesis Option for Article Submission

Committee Approval
The goal of the article option is for students to summarize the research results and recommendations in a format that is ready for publication in a peer reviewed journal. This option provides for rapid dissemination of research outcomes and assists the student in developing confidence in professional publication. The decision to submit an article in place of the traditional chapters 4 and 5 should be made by the student and the entire thesis committee. This option is available for both quantitative and qualitative studies.

Journal Selection
Selection of a peer reviewed journal needs the approval of the thesis committee.
1. Identify several potential journals of interest.
2. Review three or four recent publications in each of the journals selected to identify the type of articles that are being published.
3. Obtain and carefully review author guidelines for each journal.
4. Once a target journal has been selected, the committee may request the student submit a letter of inquiry explaining the thesis topic and intended focus of the publication.
Review of APA materials
Students are encouraged to review the APA style manual related to publication of findings.

1. Elements of a manuscript.
   a. Content organization
   b. The topic (problem/focus)
   c. Literature synthesis
   d. Conclusions & Recommendations
   e. Planning, content, structure, style

2. Literature Searches.
   a. Primary & secondary
   b. Traditional methods
   c. Online searching
   d. Use of internet

   a. Significance
   b. Selecting a journal and developing timeline
   c. Preparing an abstract
   d. Preparing a query letter
   e. Preparing a manuscript in process
   f. Feedback and revision

Manuscript development process

1. Decide on authorship sequence and roles of committee members. Generally all committee members will serve as co-authors and will be listed in the following sequence: student, committee chair, committee members listed alphabetically. This convention may be altered by the committee but must be agreed upon by all committee members before beginning the actual manuscript. Each committee member is expected to participate in the manuscript development.

2. Agree on the best focus for the article and the overall structure and headings that will be used. This will vary depending upon which journal is selected. Students will need to follow the specific guidelines for the intended publisher.

3. Begin drafting the manuscript while data is being collected.

4. Expect to write, edit, write, edit, write, edit……A completed manuscript will require a minimum of three rewrites and frequently more are required. Students must allow time for this process to develop.

5. After data is collected and analyzed, review results with the committee and determine which data and outcomes will be included in the article.

6. Develop letter of submission and submit to the journal.

7. The completed manuscript must be approved by all committee members prior to scheduling the student defense.

8. The completed product including abstract, query letter, submission letter and the manuscript body will replace chapters 4 and 5 of the traditional thesis and the entire thesis, including Chapters 1-3, the manuscript and supporting material and thesis appendices will be bound and distributed according to policy.
Manuscript Evaluation Criteria
1. Clarity and significance of topic: Topic or problem/issue of focus for the manuscript: significance and relevance, framework /theory for problem review.
2. Selection of journal and query letter(s).
3. Critical summary of literature. Quality and comprehensiveness of references; quality of theoretical discussion; quality of critique and demonstration of original analysis of concepts and synthesis of concepts related to framework.
4. Integration and application. Discussion of findings and relevant / original recommendations for application to concentrate.
5. Organization of Manuscript: abstract, content, problem, literature, conclusions, structure and APA style; consistency with selected journal.

Optional Texts: Student committee may require different text references or additional materials. American Psychological Association (20012). Publication manual of the American Psychological Association (6th ed.). Washington, DC.

(Originally developed: 8/10 sss)

General Guidelines for Projects
Completion of a project requires approval of the Graduate Program committee for students admitted after fall, 2008

Project Organization
Title Fly-Page
Copyright
Dedication
Title Page
Acknowledgments (if any)
Abstract
Table of Contents
List of Tables
List of Figures
List of Appendices

Project Content
(Note: Words and phrases underlined serve as suggested headings. Use future tense in the proposal and past tense for the final product.)

Chapter I: Introduction
1. Background and significance of the problem: (Generally, no more than 2 - 3 pages. Succinctly state the problem and cite only key references).
2. Statement of the Purpose: Generally only 1 or 2 sentences are necessary.
3. Statement of the Project Objectives.
4. Theoretical Grounding: Describe a Conceptual Framework or Model that provides the basis for the project.
7. Identify practice or other Guidelines or Standards that apply.
8. Summary: Explain the relationship of the framework (model), practice guidelines and framework to the project.

Chapter II: Review of Literature
1. Introduction (Preview of content covered in this chapter and how the review was conducted. One brief paragraph is sufficient).
2. Review of Literature.
3. Summary: Discuss the existing knowledge base related to the focus of your project. Identify the gaps in the knowledge base and make a case for your project.

Chapter III: Methods
1. Introduction (Preview of content. One brief paragraph is sufficient).
2. Identification of Design (2-3 sentences sufficient).
3. Identification of Target Group or Aggregate.
4. Description of the Setting (Briefly describe the setting for which the project is designed).
5. Process used to Plan and Implement the Project. (If project will not be implemented at this time, discuss considerations for implementation).
   a. Provide a detailed plan for implementation.
   b. Describe the procedures and materials that will be used to achieve project goals.
6. Consideration of Actual or Potential Ethical Issues
   a. Identify & discuss any ethical issues and how they were handled.
   b. Discuss the cost/benefit or risk/benefit ratio and identify the steps taken to minimize any physiological or psychological risks.
   c. Discuss steps taken to decrease any physiological or psychological risks to vulnerable populations.
   d. Place any letters of permission to conduct the project in the Appendix.
7. Identify Limitations of the Project.

Chapter IV: Project Outcomes
1. Introduction
2. Characteristics of the Project
3. Describe the Implementation of the Project and the outcomes of the objectives. Use tables and figures where appropriate to clearly present results. If needed, describe Additional Outcomes and/or Unintended Consequences.

Chapter V: Discussion
1. Introduction (provide a preview of content in the chapter).
2. Discuss Project Results.
3. Discuss the Outcomes of the Objectives and their significance.
4. Identify implications and possible future nursing application and/or research.
References

Appendices
(Note: Place Appendices in the order in which they are cited in the text.)

Appendices should include:

1. Consent Forms
2. Instrumentation
3. Permission letters
4. Tables and Figures for presenting additional data (Note: most tables and figures will be in the text)
Thesis Approval
Student advisers can work with students to review thesis requirements and help the student determine if a thesis is best for their plan of study. Students who wish to complete a thesis must have a committee chair who has agreed to work with the student and approval of the topic / timeframe from the graduate program committee. This form is to be completed and submitted to the Post-Licensure Program Committee for approval.

Student name:____________________________________________________

Date:____________________________________________________________

Topic and general research questions:

Timeframe to complete thesis proposal, data collection, data analysis and recommendations. (Chapters 1-5 or Chapters 1-3 and article draft for publication)

_______________________________________________________________
Thesis Adviser

_______________________________________________________________
Academic Adviser
Title of Thesis

By

First name, Last name, credentials
Previous degree(s), college/university, year of graduation

THESIS

Submitted to the Faculty of Nursing in Partial Fulfillment of the Requirements for the Degree of Master of Science in Nursing, Capital University, year of graduation.

Approved by:

________________________________________
(Type Name & Credentials)
Thesis Committee Chair

________________________________________
Date

________________________________________
(Type Name & Credentials)
Thesis Committee Chair

________________________________________
Date

________________________________________
(Type Name & Credentials)
Thesis Committee Chair

________________________________________
Date
Appendix

Tuition Waiver Policies

Tuition waiver certificates are issued annually at the close of the spring term to affiliating clinical agencies on the basis of one certificate (one course) for every 270 hours of undergraduate and graduate clinical experiences using the formula – hours per week \times number of weeks \times number of students = total hours divided by 270 = number of certificates.

Any hours less than 270 remaining at the end of the year will carry over to the next academic year.

Department of Nursing tuition waivers are valid for two (2) years from June 30th following the date of issue.

Issuance of tuition waiver certificates to individuals occurs at the discretion of the affiliating clinical agency.

Tuition waiver certificates may be used at the rate of one (1) certificate per individual per academic term.

Tuition waiver certificates must be used by the certificate expiration date.

Tuition waiver certificates must be submitted to the Finance Office within the academic term for which they are to be redeemed.

Directions for use of a Department of Nursing Tuition Waiver Certificate

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

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

The student brings the certificate to the Department of Nursing (BHSN, 3rd floor) for validation. The Department Chair of Nursing (Room 326) validates certificates for all students. (Registration has generally already occurred; the Chair will clarify the course for which the tuition waiver will apply.)

If the requested course is closed, the student may select an alternate course with the approval of the Nursing Department Chair.

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

Questions about the use of this tuition waiver may be directed to the Chair of the Nursing Department (236-6703).
Appendix

Writing Competency Criteria

In order to clarify student writing expectations as well as trying to provide consistency in expectations among faculty teaching graduate courses, the following competency criteria have been established. These guidelines are used, in turn, to evaluate all writing submitted by graduate students. Students must achieve their official writing competence in NURS-510, NURS-520 or NURS-530, however all students need to follow the criteria for future papers.

Masters level writing requires a dedication to working and reworking the written material and students need to allow time for significant editing and rewrites of their papers when planning their schedules.

Use of Grammar

- Reflects ESWE.
- Is paragraphed appropriately.
- Has an introduction, body, and conclusion and is organized in a logical manner.
- Uses subheadings appropriately.
- Reflects a synthesis of the information gained from a variety of resources.
- Addresses the information asked for in the guidelines for the paper.
- Sentences make sense (words omitted, scrambled, or incomprehensible).
- Shows agreement between subject and verb.
- Uses verb forms correctly (use ESWE forms of lie, lay, etc., and ESWE rules for adding-ed & -s).
- Verb tense is consistent throughout paper (avoid confusing shifts in verb tense).
- Encloses quoted material in quotation marks.
- Uses proper end of sentence punctuation.
- Run-on sentences, comma splice, fragments, or misuse of semicolon are avoided.
- Uses the correct pronoun form (use ESWE rules to choose between I and me, she and her, who and whom, etc).
- Uses an apostrophe when appropriate to show possession.
- Cites an appropriate number of references from appropriate sources (i.e. obtained via data bases such as CINAHL, Medline, Eric, plus appropriate web-based resources).
- Has references that reflect up-to-date information in addition to those which have historical value or are seminal in nature.
- Is honest and there is no evidence of plagiarism. Though the paper draws on the ideas of others, the combination and treatment of those ideas is the original work of the author.
Appearance and Style

- Is neat in appearance. Word processing is carefully done and printed in a way so as to produce sufficiently dark print.
- Adheres to APA format with respect to margins, title page, page numbers, subheadings, citations, use of numbers, formatting of lists and the reference list.
- Quoted material is cited appropriately according to APA guidelines.
- Has an infrequent spelling error (a typo counts as a misspelling. Students are expected to use spell-check programs as well as carefully proofread their own work prior to submitting it as a draft or as a final product.
- Has been proofread for errors before being turned in for grading.

Analysis and Synthesis of Ideas

- Compare and contrast the research findings or material reviewed form different sources to identify similarities, inconsistencies and gaps in the literature.
- Summarize information succinctly according to the expectations of the writing assignment.
- Present logical arguments and data / references to support the position being taken.
- Identifies new insights, recommendations, opinions, information gaps or criticism of material that is unique; summary is not merely a discussion of what others have written but reflects thoughtful reflection of the material being reviewed.

Adapted with permission from the work of Barbara E. Walvoord, University of Cincinnati. 5/03/ss:khm; rev.08/10
<table>
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<th>Criteria 50%</th>
<th>Met</th>
<th>Comments</th>
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<tbody>
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<td><strong>Grammar criteria</strong></td>
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<td>used correctly according to Edited Standard Written English (ESWE) forms</td>
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<td>structure.</td>
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<td>paper, as well as how the literature search was performed.</td>
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<tr>
<td>Content is organized in a logical manner.</td>
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<tr>
<td>Paragraphs have topic sentences and transition sentences link paragraphs.</td>
<td></td>
<td></td>
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<tr>
<td>References reflect up-to-date information in addition to those which</td>
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<td>have historical value or are seminal in nature.</td>
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<tr>
<td>All appendices are discussed in text. Appendices are labeled correctly</td>
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<td>and lettered in the order in which they appear in the text.</td>
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<tr>
<td><em><em>APA format</em> &amp; appearance criteria</em>*</td>
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<tr>
<td>Word processing is done carefully. Document is neat in appearance and</td>
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<td>printed so it is sufficiently dark.</td>
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<td>APA format is followed with respect to margins, title page, page</td>
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<tr>
<td>numbers, headings, citations, use of numbers, and formatting of lists,</td>
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<tr>
<td>tables, figures and the reference list.</td>
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<tr>
<td>Quoted material is cited appropriately according to APA guidelines.</td>
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<td>Long quotes are blocked appropriately.</td>
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### Criteria 50%

<table>
<thead>
<tr>
<th>Professional Expectations, Critical Thinking and Application</th>
<th>Met</th>
<th>Comments</th>
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</thead>
<tbody>
<tr>
<td>The information requested in the guidelines for the paper is addressed.</td>
<td></td>
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<tr>
<td>Information is drawn from a variety of sources (i.e., journals, books, web-based resources).</td>
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<tr>
<td>There is no evidence of plagiarism. The paper draws on the ideas of others, however, the combination and treatment of those ideas are the original work of the author.</td>
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</tr>
<tr>
<td>Compares and contrasts ideas of different sources; development of thesis or overall critique is based on the evidence and examples cited. Analysis reflects original purpose of assignment. Applies material to practice setting when possible.</td>
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<tr>
<td>Reflects synthesis by integrating and presenting existing information in a new way; new concepts/material added to existing information.</td>
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<tr>
<td>Identifies realistic and unique clinical applications or adapts concepts for use in clinical settings/professional role.</td>
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<table>
<thead>
<tr>
<th>Paper Grade: ________________</th>
<th>Course Grade: ____________________</th>
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</thead>
<tbody>
<tr>
<td>Instructor Signature: _____________________________</td>
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<td>Student Signature: ______________________________</td>
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<td>Date: ______________________________</td>
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</tbody>
</table>

Revised: 8/03, khm; rev. 9/05’1/10; 6/11 sss; 6/14 cm/sss

**Legend**

- ✓ = criteria met consistently
- Ø = Criteria not consistently met