



1858

BAKER
UNIVERSITY

SCHOOL OF NURSING

Graduate Student Handbook

Master of Science of Nursing

Spring/Fall 2017

The content of this catalog/handbook is provided for the information of the student. Every effort has been made to ensure accuracy at the time of printing, but the University reserves the right to correct errors or omissions. Policies are subject to change as deemed appropriate by the University to fulfill its role and mission or to accommodate circumstances beyond its control. Any such change may be implemented without prior notice and, unless specified otherwise, is effective when made. Students are notified of policy changes through Baker Anatomy (an online school information course on Moodle).

INTRODUCTION

Dear graduate student;

The nursing faculty and I welcome you to the Baker University Graduate School of Nursing. This is an exciting time for you and for the nursing profession. You are to be commended for your accomplishments that earned your admission to a graduate program and for continuing your education that will enhance opportunities for an expanded dynamic career. This handbook serves as one of your resources for successful completion of this graduate program.

We prepared this handbook to assist you during the program of study. It contains policies, procedures, and general information relative to the School of Nursing. Every effort has been made to ensure accuracy at the time of publication. You will be notified of any changes, but it is your responsibility to be knowledgeable about the policies and procedures of the nursing program. It is imperative that you check your Baker email frequently and regularly for important updates and official communications from the School of Nursing.

Graduate studies are by design demanding, invigorating, challenging, and self-fulfilling. It is our objective to provide a stimulating educational experience to enhance your development of clinical reasoning and evidence-based decision making skills. Plus we strive to expand your vision of the potential of our profession.

If you have questions or concerns, the faculty and administration are available to assist you in any way we can.

Best wishes as you progress through the program.

Dr. Carol Moore
Associate Dean Post Licensure
Associate Professor of Nursing
Email: carol.moore@bakerU.edu
785-354-5837

Table of Contents

The University

| | |
|---|----|
| Vision, Purpose, Mission and Values | 6 |
| Accreditation | 6 |
| History | 7 |
| Facilities and Locations | 8 |
| Ethics and Compliance with Federal Policies | 8 |
| Student Responsibilities | 10 |
| Board of Trustees | 11 |
| Directory | 11 |
| Graduate Teaching Faculty | 12 |

School of Nursing

| | |
|---|----|
| Overview | 13 |
| Accreditation | 13 |
| Mission | 13 |
| Program Goals | 13 |
| Academic Program | |
| Philosophy | 14 |
| Graduate Student Learning Outcomes | 14 |
| Online Learning Philosophy | 15 |
| Graduate Nursing Program of Study | 16 |
| Course Descriptions | 17 |
| Admission Information | 20 |
| Requirements for Admission | 20 |
| Conditional Admission | 21 |
| Transfer Credits | 21 |
| Admission Requirements for International Students | 22 |
| Technology Resources | |
| Email Communication | 22 |
| My Baker Portal | 22 |
| Moodle | 22 |
| Collins Library | 23 |
| Progression in the Program | |
| Academic Advising | 23 |
| Progression in Good Standing | 23 |

| | |
|--|----|
| Academic Course Policies | |
| Course Assignments | 25 |
| Attendance Policy | 25 |
| Code of Ethics Policy | 26 |
| Probation | 29 |
| Withdrawal | 29 |
| Dismissal | 30 |
| Readmission Following Dismissal | 30 |
| Degree Completion Requirements | 30 |
| Degree Completion Timeframe | 30 |
| Graduation Requirements | 31 |
| Candidacy for Graduation | 31 |
| Appendix A | 32 |
| <i>Academic Misconduct Standards and Definitions</i> | |
| Appendix B | 33 |
| <i>Reasonable Cause</i> | |
| Appendix C | 34 |
| <i>Student Conduct</i> | |
| Appendix D | 35 |
| <i>Netiquette Guide for Online Courses</i> | |
| Appendix E | 37 |
| <i>2016-2017 Academic Calendar</i> | |

Location

Baker University
P.O. Box 65
Baldwin City, Kansas 66606-0065
1-800-873-4282

Baker University School of Nursing
1500 SW 10th
Topeka, Kansas 66604
Pozez Education Center
1505 SW 8th Avenue
www.bakeru.edu
1-888-866-4242 or 785-354-5850

THE UNIVERSITY

VISION, PURPOSE, MISSION, AND VALUES

VISION AND PURPOSE

Baker University is a premier private university with a tradition of academic excellence and student engagement in a respectful, inviting, values-based learning community. The faculty provides creative, student-focused learning experiences challenging students to analyze issues with depth and clarity. Students fully engage in their learning; connect with peers, faculty and staff; and develop lifelong relationships with diverse groups of people. Graduates realize their potential to become confident, competent contributors to society.

MISSION STATEMENT

Baker University is committed to assuring student learning and developing confident, competent and responsible contributors to society.

VALUES

In the tradition of our United Methodist heritage, Baker University values:

- **Student learning and academic excellence.** We provide quality-learning environments promoting intellectual, professional and personal development resulting in lifelong learning.
- **Critical thinking, inquiry, and freedom of expression.** We challenge all participants to think critically using open inquiry and freedom of expression.
- **Integrating learning with faith and values.** We expect all participants to be open to questions of faith and values as part of intellectual inquiry in the United Methodist tradition. In particular, we expect personal and professional responsibility that is based on high standards of ethical conduct.
- **Connections.** We promote a community of belonging and Baker family connections, which result in lifelong associations.
- **Inclusiveness.** We embrace diversity of community, thought, and expression.
- **Service to the community.** We address the civic, social, health, and environmental needs of our global community.

ACCREDITATION

Baker University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools (312-263-0456, www.ncahlc.org) for degree programs in arts, sciences, and professional curricula at the Associate, Bachelor, Master, and Doctorate levels. Its accreditation has been continuous since first granted in 1913 with the most recent re-affirmation of accreditation status in 2012. Baker University is also a member of and approved by the University Senate of the United Methodist Church.

Baker University School of Education is accredited by the Kansas State Department of Education and the National Council for the Accreditation of Teacher Education. The baccalaureate degree nursing program is accredited by the Commission on Collegiate Nursing Education (CCNE) and approved by the Kansas State Board of Nursing. The master's degree in nursing program is pursuing initial accreditation by the CCNE (<http://www.aacn.nche.edu/ccne-accreditation>). Applying for accreditation does not guarantee that accreditation will be granted. The majors of accounting, business, and

international business offered by the Department of Business and Economics in the College of Arts and Sciences at Baker University are fully accredited at the national level by the Association of Collegiate Business Schools and Programs (ACBSP). The ACBSP accreditation is limited to degree programs offered on the Baldwin City campus. The music programs—the Bachelor of Arts in Music and Bachelor of Music Education—are accredited by the National Association of Schools of Music.

The University is a member of numerous professional organizations in higher education including the Council of Independent Colleges, the National Association of Independent Colleges and Universities, the National Association of Intercollegiate Athletics, the Kansas Independent College Association, and others.

HISTORY

Chartered on February 12, 1858, three years prior to establishment of Kansas' statehood, Baker University is the state's oldest university. It is named for a distinguished scholar and bishop, Osmon Cleander Baker, who presided over the first conference convened in this new region by the Methodist Episcopal Church.

Instruction began in November 1858. It was at first preparatory only, but expanded after four years to include collegiate courses. In 1866, the University awarded its first bachelor's degrees. For most of its first quarter-century it struggled for survival in the face of almost overwhelming odds. However new leadership drew Baker out of its depression to begin an era of expansion in the 1880s. Continued growth and achievements of alumni, including two Rhodes Scholars in the class of 1907, brought the institution widespread recognition.

In 1930, Baker broadened its geographic responsibility and reaches through a merger with Missouri Wesleyan College of Cameron, Missouri, and maintains that institution's heritage as well.

Weathering the strains of the Great Depression and World War II, Baker has maintained a record of unbroken service for over 150 years. Its rich academic tradition includes four Rhodes Scholars and a Pulitzer Prize winner. Following World War II, the University embarked upon a program of expansion of its physical facilities. During the past decades, Baker has renovated its older structures and continued to increase its endowment through the establishment of endowed chairs and professorships and expanded student scholarship funds.

New programs to serve the changing needs of new student groups have been introduced throughout the University's history. In 1975 Baker expanded horizons by developing a Master of Liberal Arts degree program for adult students in Kansas City. In 1988 this program was incorporated into the School of Professional and Graduate Studies, which offers graduate and undergraduate degree programs for adult students.

In August 1991, the School of Nursing was established in the Pozez Education Center at Stormont-Vail Health*Care*. The school provides professional graduate and undergraduate nursing education to meet the growing needs of northeast Kansas, the state, and the nation.

In 2005, the School of Education was formed with undergraduate programs provided on the Baldwin City campus and graduate programs provided on the Overland Park campus. The School of Education offers the University's only doctoral program, Doctorate of Education (Ed.D.) in Educational Leadership.

FACILITIES AND LOCATIONS

The Baldwin City campus of Baker University is home to the College of Arts and Sciences and the School of Education undergraduate programs. Baldwin City, Kansas, a beautiful small community of tree-line streets and rich tradition, is about 40 miles southwest of Kansas City and 40 miles southeast of Topeka. The historic campus is only a few blocks south of the old Santa Fe Trail, now followed by U.S. Highway 56. It is easily accessible from north or south by U.S. 59 and from east or west by U.S. 56.

The School of Professional and Graduate Studies and School of Education graduate program administrative offices and classrooms are located in Overland Park, Kansas, at 7301 College Boulevard. Classes are also offered at various locations convenient to working professionals including Overland Park, North Kansas City, Lee's Summit, Topeka, Wichita, and Kansas City, Missouri, and other locations. Classes may be arranged in corporate sites and other more rural areas to serve the educational needs of adult learners in the service region.

The School of Nursing is located in the Pozez Education Center on the corner of SW 8th Avenue and Horne on the campus of Stormont-Vail HealthCare, Topeka, Kansas. This modern facility provides administrative offices, large modern classrooms, fully equipped clinical training laboratory, and a computer lab.

ETHICS AND COMPLIANCE POLICIES

PROHIBITED HARASSMENT POLICY

The University is committed to creating a culture of respect and providing an environment that values diversity and emphasizes the dignity and worth of every individual.

ACCOMMODATION NOTICE

Baker University is committed to providing "reasonable accommodations" in keeping with Section 504 of the Rehabilitation Act and the Americans with Disability Act of 1992. Students must provide appropriate documentation of the disability, which should include appropriate diagnostic testing and a verification form prepared by a licensed medical practitioner who is not related to the student

NOTICE OF NONDISCRIMINATION

It is the policy of Baker University to afford equal opportunity for all persons. As such, the University will not discriminate based on an individual's race, color, national origin, religion, sex, disability, age, veteran status, sexual orientation, marital status, or other status protected by law, in admission to or employment in its education programs or activities.

For the full text of the Prohibited Harassment Policy, Accommodation Notice, and Notice of Nondiscrimination, visit www.bakerU.edu/compliance. You may file an anonymous and confidential report of suspected improper conduct online at www.bakerU.edu/ethicsreporting or by calling 866-879-0422 alleged failures by the University to comply with the requirements of FERPA.

JEANNE CLERY ACT

Baker University publishes an Annual Security Report in Compliance with the federal Clery Act. The University creates yearly reports with postings on the University website. The University will provide a paper copy of the reports upon request.

2013 VIOLENCE AGAINST WOMEN: CLERY ACT AMENDMENTS

Baker University supports the 2013 Violence Against Women: Clery Act Amendments with policies pertaining to relationship violence, stalking and sexual misconduct. Additional information can be found on the Baker website.

FERPA NOTIFICATION

Baker University maintains compliance with the Family Educational Rights and Privacy Act (FERPA) of 1974 as amended. FERPA defines educational requirements, which are designed to protect the privacy of students concerning their records maintained by Baker University.

FERPA accords students certain rights with respect to their education records. They are:

- The right to inspect and review their records
- The right to request the amendment of their education records to ensure that they are not inaccurate, misleading, or otherwise in violation of privacy or other rights
- The right to consent to disclosure of personally identifiable information contained in their education records, except to the extent that FERPA authorizes disclosure without consent
- The right to file a complaint with the U. S. Department of Education concerning Alleged failures by the University to comply with the requirements of FERPA.

Complaints may be addressed to:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-8520

All requests to release, inspect, or review education records or to petition to amend education records should be made in writing to:

Ms. Ruth Miller
University Registrar
Baker University
P.O. Box 65
Baldwin City, KS 66006-0065

Education records may be disclosed without prior written consent to school officials having a legitimate educational interest. A school official is defined as a person employed by the University in an administrative, supervisory, academic, or support staff position (including law enforcement and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; a student serving on an official committee (such as a disciplinary or grievance board), or a student engaged in a teaching assistantship learning experience. A school official has a legitimate educational interest if the official needs to review an education record in order to perform a task that is his or her professional responsibility, related to a student's education, related to the discipline of a student, or necessary for supportive service to the student. Determination of legitimate educational interest will be made by the University Registrar. Education records may also be disclosed without prior written consent of students in order to comply with a judicial order or subpoena, and to various federal, state, and local authorities as outlined in the FERPA and Patriot Act statutes.

Release of Directory Information

Baker University hereby gives notice that it has designated the following categories of personally identifiable information as "Directory Information" under the Family Educational Rights and Privacy Act (FERPA) of 1974 (as amended). This information can be released without the prior consent of students as permitted by law. Under the terms of FERPA, Baker University defines "Directory Information" as follows:

- Name
- Permanent address and telephone number
- Baker email address
- Dates of attendance
- Enrollment status
- Class level
- Major area(s) of study
- Academic honors and awards
- Degree(s) conferred (including dates)
- Date of birth
- Height and weight of athletes

In order to request that your "Directory Information" not be made available to the public (including friends, family, and current or potential employers), a signed form must be submitted to the Office of the Registrar. All inquiries regarding this policy should be directed to the University Registrar (785-594-4530 or records@bakeru.edu).

STUDENT RESPONSIBILITIES

It is the responsibility of each student to be aware of and to meet the Baker University catalog requirements for graduation and to adhere to all other rules, regulations, and deadlines published in this Graduate Student Handbook.

Students are expected to meet the graduation requirements of the catalog in effect when they first enroll at Baker. Continuously enrolled students may elect to meet in their

entirety the graduation requirements of any subsequent catalog published during their enrollment. All readmitted SON students will adhere to the graduation requirements in effect at the time of readmission.

While academic advisors assist students in interpreting requirements and policies and making plans, final responsibility for meeting requirements and adhering to policies belongs to each student.

BOARD OF TRUSTEES

In 1858 the founders of Baker University deemed the University to be governed by an overseeing body of no more than thirty-two members elected by the annual conference of the United Methodist Church to serve a four-year term. Members meet three times annually—October, February, and May—to approve University programs, budgets and faculty promotions. The Board of Trustees, comprised of civic, professional, and spiritual leaders, remains the highest governing body of the University.

DIRECTORY

UNIVERSITY OFFICERS FOR THE SCHOOL OF NURSING

| | |
|--------------------------|---------------------------------------|
| Dr. Lynne Murray | President of Baker University |
| Dr. Tes Mehring | Provost |
| Dr. Bernadette Fetterolf | Dean and Professor, School of Nursing |

ADMINISTRATIVE FACULTY

| | |
|-----------------|---------------------------------------|
| Dr. Carol Moore | Associate Dean Post-Licensure program |
| Kay Osinski | Assistant Dean Pre-licensure program |
| Dr. Jeanne Mann | Program Manager |

STAFF

| | |
|----------------|--|
| Cara Bonfiglio | Admissions & Progressions Coordinator (Undergraduate) |
| Karen Vicory | Administrative Coordinator |

GRADUATE TEACHING FACULTY

Bernadette Fetterolf, 2014
Dean, School of Nursing
Professor
Ph.D-Kansas State University
MSN-Wichita State University
BSN-Wichita State University

Carol Moore, 2013
Associate Dean, Post-licensure program
Associate Professor
Ph.D-Kansas State University
MN-Wichita State University
BSN-Eastern Mennonite University

Jeanne Mann, 2005
Program Manager
Associate Professor
Ph.D-University of Kansas
MSN-Fort Hays State University
EdS-Fort Hays State University
MS-Fort Hays State University
BSN-Wichita State University

Ruth Ohm, 1992 – 1994, 1998
Professor
Ph.D- University of Kansas
MS(N)-University of Portland
BSN-University of Wyoming

Libby Rosen, 2003
Professor
Ph.D-University of Kansas
BSN-Washburn University

Susan Larson, 2000
Assistant Professor
Ed.D University of Kansas
MS(N)-University of Kansas
BSN-University of Kansas

BAKER UNIVERSITY
GRADUATE SCHOOL OF NURSING
PROGRAM INFORMATION

OVERVIEW

Throughout Baker University's history, new programs have been introduced to serve the changing needs of new student groups. In August of 1991, the School of Nursing (SON) was established in the Pozez Education Center at Stormont-Vail HealthCare in Topeka, Kansas to provide much needed nursing education for the students in Baker's service region. Consistent with Baker's history, the SON initiated a Master of Science in Nursing (MSN) program to meet the needs of nursing alumni and the local and regional community's expressed need. Because this program is an online venue, it has the potential to draw students from many geographic areas, thus providing for graduate nursing education globally.

ACCREDITATION

In addition to Baker University's accreditation by the Higher Learning Commission of the North Central Association of Colleges and Schools and the Kansas State Board of Education, the undergraduate nursing program is approved by the Kansas State Board of Nursing (KSBN) and accredited by the Commission on Collegiate Nursing Education (One DuPont Circle NW, Washington, D.C. 20036-1120, 202-887-6791, www.aacn.nche.edu). The master's degree in nursing program is pursuing initial accreditation by the CCNE (<http://www.aacn.nche.edu/ccne-accreditation>). Applying for accreditation does not guarantee that accreditation will be granted.

VISION

Building on its heritage, Baker University expands its academic presence as a First Choice institution by inspiring students to gain knowledge, perspective, and compassion so they may contribute meaningfully to an increasingly complex, interdependent, and global society.

MISSION

Baker University School of Nursing positively influences the lives of professional nurses and their practice by providing graduate nursing education to achieve personal goals, sustain professional commitment, and meet emerging health care needs of diverse populations.

PROGRAM GOALS

Baker University School of Nursing:

1. Offers a graduate nursing curriculum that builds upon the strong foundation of professional nursing practice and the baccalaureate degree.
2. Retains a well-qualified faculty who are committed to excellence in teaching and participation in scholarship, service, professional development, and nursing practice.

3. Provides an environment of learning through a partnership between students and faculty, dedicated to academic excellence, freedom of expression and community service.
4. Supports opportunities to use current technology and learning resources in a variety of settings.
5. Prepares the professional nurse for leadership positions in nursing administration and/or nursing education.
6. Provides a program of study that supports professional certification.
7. Establishes a foundation for doctoral study.

ACADEMIC PROGRAM

PHILOSOPHY

The nursing faculty believes that all students admitted to a graduate nursing program enter with a basic understanding of nursing's metaparadigm. The concepts of Person, Environment, Health, and Nursing are commonly found in the philosophy of baccalaureate nursing education. Graduate study enables students to expand upon this foundation, to reflect and refine a personal and professional philosophy, and to encompass the evidence-based framework of advance nursing practice.

The faculty respects the uniqueness of each student's basic preparation for professional nursing practice. Therefore faculty strive to engage students in the learning processes, to both inspire and empower students, to expand critical thinking skills, to challenge the status quo, and to provide leadership that supports positive change and advocacy. Students are encouraged to value and assume responsibility for life-long learning.

GRADUATE STUDENT OUTCOMES

Consistent with the mission statement, the graduate:

1. Applies and integrates client-centered, broad organizational and culturally appropriate concepts in the planning, delivery, management, and evaluation of evidence-based health promotion and disease/injury prevention care to diverse individuals, families, populations, and communities
2. Integrates scientific findings from nursing, biopsychosocial fields, genetics, public health, quality improvement, and organizational sciences for optimal client care within and across the healthcare continuum and activities that reflect career enhancement and community service.
3. Displays respect for the inherent worth and uniqueness of individuals, families, and communities as reflected by competent, compassionate, ethical, and culturally sensitive professional practice.
4. Communicates, collaborates, and consults with other health professionals to manage and coordinate care as a leader or member of an interprofessional team.
5. Influences health by employing advocacy strategies using systems theory in the design, delivery, and evaluation of healthcare to ensure safe quality outcomes.
6. Manages knowledge, mitigates error, and informs critical decision-making by integrating data and technology for quality improvement.

7. Leads the healthcare team in the implementation of evidence-based practice (EBP).
8. Navigates the ethical, legal, and economic environment making linkages between regulatory policy and access to quality healthcare.
9. Provides evidence of personal and professional goal development and activities that reflect career enhancement and community service.

SCHOOL OF NURSING ONLINE LEARNING PHILOSOPHY

Baker University Graduate School of Nursing offers the Master of Science in Nursing (MSN) degree program online for the professional nurse. We recognize that time constraints, work schedules and geographical restraints are conflicting elements to advancing one's education. Online learning at Baker University closely aligns with the MSN mission to meet the lifelong learning needs of nontraditional students. Baker University is committed to growth and finding innovative ways to extend quality educational opportunities to working professional adults.

Institutional Policy Regarding Online Courses

- Asynchronous online courses are developed using curriculum designed by faculty who are considered subject matter experts.
- Online learning takes place using Moodle, Baker University's learning management system, to create an online classroom setting in which instructors and students interact.
- Online courses are scheduled in consultation with the Associate Dean.

Definitions Regarding Online Teaching and Technology

- **Asynchronous Learning:** All online courses at Baker University are primarily asynchronous. An asynchronous class allows students to access course materials at any time during the course. Students may be required to login at a set time for a group discussion/activity.
- **Moodle:** Moodle is a learning management system, or a software application, that makes course content readily available to students. Moodle acts as an online classroom. This classroom contains reading assignments, papers and projects, exams, opportunities to discuss course concepts/forums, and a variety of other leaning opportunities
- **Credit/clock Hour Equivalency:** Consistent with best practices in higher education, Baker University readily subscribes to the federal definition of the "credit hour" endorsed by the Higher Learning Commission. Driven by intended learning outcomes and verified by evidence of student achievement, the "credit hour" is an institutionally-established equivalency that reasonably approximates not less than one hour of classroom (or direct faculty) instruction and a minimum of two hours of out-of-class student work per week for the duration of the course enrollment period. If the course meets less than the traditional 15-week semester, the total time commitment for the class must be equivalent to the time required for a 15-week course.
- **Attendance Policy:** Students are expected to participate actively in and contribute to the learning experience in an online course. Attendance for online courses is

taken once a week. Attendance in an online course is defined as a learner who logs into the learning management system and completes at least two significant activities in the course during the class session. A class session is a seven-day timeframe of instructional time (typically Monday 12:00 a.m. to Sunday 11:59 p.m.).

GRADUATE NURSING PROGRAM OF STUDY

| Essentials | Credit hour | Course | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|-------------|--|--|---|--|--|--|--|--------|---|--|--------|---|---|-----------|---|-------------------------------|--------------|---|--|--------|---|----------------------------|--------|---|---------------------------------|--------|---|---|--------|---|--|-------------------------------------|--|--|--|--|--|
| Pre-core course: Graduate level statistics course | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I | 3 | NU 510 Applied Theories for Advancing Quality Care | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| II | 3 | NU 520 Role Development for Advanced Leadership | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I, IV, V, VI, VII, VIII, IX | 3 | NU 530 Health Care Ethical & Legal Considerations | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| II, VI | 2 | NU 540 Quality Improvement & Informatics Applications | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| II, VI | 3 | NU 550 Health Care Policy | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| VII, VIII | 3 | NU 560 Epidemiology | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| IV, VII | 3 | NU 570 Research, Foundations for Evidence-Based Practice | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| VII, VIII | 4 | NU 580 Advanced Pathophysiology/Pharmacology | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| VII, VIII | 3 | NU 585 Advanced Health Assessment | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I - IX | 3 (1::3) | NU 590 Transitional Care Practicum | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total credits for Core = 30 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <table border="1" style="width: 100%;"> <thead> <tr> <th colspan="3">Education Track</th> <th colspan="3">Administration (Nurse Executive) Track</th> </tr> </thead> <tbody> <tr> <td>I, III</td> <td>3</td> <td>NU 610 Theories, Principles & Methods of Education</td> <td>I, III</td> <td>3</td> <td>NU 650 Fundamentals of Health Care Administration</td> </tr> <tr> <td>I, II, IV</td> <td>3</td> <td>NU 620 Curriculum Development</td> <td>II, III, VII</td> <td>3</td> <td>NU 660 Health Care Financing/Economics</td> </tr> <tr> <td>I - IX</td> <td>3</td> <td>NU 630 Education Practicum</td> <td>I - IX</td> <td>3</td> <td>NU 670 Administration Practicum</td> </tr> <tr> <td>I - IX</td> <td>1</td> <td>NU 635 Graduate Scholarly Synthesis Project (Education)</td> <td>I - IX</td> <td>1</td> <td>NU 675 Graduate Scholarly Synthesis Project (Administration)</td> </tr> <tr> <td colspan="6" style="text-align: center;">Total credits for track = 10</td> </tr> </tbody> </table> | | | Education Track | | | Administration (Nurse Executive) Track | | | I, III | 3 | NU 610 Theories, Principles & Methods of Education | I, III | 3 | NU 650 Fundamentals of Health Care Administration | I, II, IV | 3 | NU 620 Curriculum Development | II, III, VII | 3 | NU 660 Health Care Financing/Economics | I - IX | 3 | NU 630 Education Practicum | I - IX | 3 | NU 670 Administration Practicum | I - IX | 1 | NU 635 Graduate Scholarly Synthesis Project (Education) | I - IX | 1 | NU 675 Graduate Scholarly Synthesis Project (Administration) | Total credits for track = 10 | | | | | |
| Education Track | | | Administration (Nurse Executive) Track | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I, III | 3 | NU 610 Theories, Principles & Methods of Education | I, III | 3 | NU 650 Fundamentals of Health Care Administration | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I, II, IV | 3 | NU 620 Curriculum Development | II, III, VII | 3 | NU 660 Health Care Financing/Economics | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I - IX | 3 | NU 630 Education Practicum | I - IX | 3 | NU 670 Administration Practicum | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I - IX | 1 | NU 635 Graduate Scholarly Synthesis Project (Education) | I - IX | 1 | NU 675 Graduate Scholarly Synthesis Project (Administration) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total credits for track = 10 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total credits for curriculum = 40 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

COURSE DESCRIPTIONS

CORE GRADUATE COURSES

NU 510 Applied Theories for Advancing Quality Care (3 credits)

Concepts, theories, and principles from nursing and related disciplines are examined. Interrelationships among nursing theory, research, and practice are emphasized. Theories are applied to nursing practice, education, and administration.

NU 520 Role Development for Advanced Leadership (3 credits)

This course prepares the student to lead interdisciplinary teams. Organizational structure, complexity science, and systems analysis, group role theory, communication, conflict resolution, and change process will be emphasized.

NU 530 Health Care Ethical & Legal Considerations (3 credits)

This course focuses on the ethical values, codes, principles, and frameworks that guide the practice of nursing. The content will take an interdisciplinary focus as ethical and legal decision making at this level rarely is the decision of a single discipline. Concepts related to health care access, quality of life, cost containment, national health policy, and the rights of patients will be analyzed from a variety of perspectives and depths in an effort to more broadly and more profoundly address the moral difficulties that health care providers in an interdisciplinary environment are likely to encounter. Various ethical decision making models are compared and applied to case scenarios.

NU 540 Quality Improvement & Informatics Applications (2 credits)

The focus of this course is to prepare the student to identify, collect, process, and manage data and information to support programs that are relevant to nursing practice in selected environments. Major emphasis is on the design of measurable outcomes as well as critique of tools and systems to establish, evaluate, and promote best practices.

NU 550 Health Care Policy (3 credits)

This course provides a framework for analysis of the evolving US health care system and the nurses' role in shaping healthcare policy. The effects of social, political, organizational, cultural, economic, and historical forces are explored. Current trends related to regulation, cost, quality, and access are analyzed, with particular emphasis on the complexities and inherent counter purposes of commerce and ethical obligations manifested in healthcare.

NU 560 Epidemiology (3 credits)

The focus of this course is on the examination and application of statistical methods, research designs, and epidemiologic principles used in healthcare research. Concepts related to health and disease, burden of illness, vulnerable populations and cultural diversity are addressed. Interdisciplinary practice and ethical considerations in health care are explored.

NU 570 Research, Foundations for Evidence-Based Practice (3 credits)

This course focuses on the principles and methods of quantitative and qualitative research as applied to nursing and the ethical implications inherent in conducting research. The steps of the research process are critically examined. Skills and competencies in informatics, research design and statistical analysis are enhanced. A research proposal is developed.

NU 580 Advanced Pathophysiology/Pharmacology (4 credits)

This course is an integrated examination of common and important pathophysiology relevant to practice because of their prevalence and impact on the health care system and health of the nation. Content is organized around disease processes that have either high volume or high impact in care management. The student will examine associated pharmacological treatments and the social and environmental impacts of the pathologies. The role of pharmacogenomics will be explored in the prevention/treatment of pathologies.

NU 585 Advanced Health Assessment (3 credits)

This course affords the student with the opportunity to increase knowledge and expertise in the acquisition of advanced clinical skills in assessing and maintaining the health of individuals across the life span. The course will incorporate assessments that include social structures, family history, and environmental situations. Pre-requisite or concurrent: NU 580

NU 590 Transitional Care Practicum (3 credits)

This clinical practicum with seminars provides the student with the opportunity to apply core concepts to a selected health care area. The student will be expected to incorporate the principles of transitional care. This practicum includes, but is not limited to, engaging client and caregiver, managing symptoms, educating/promoting self-management, collaborating, assuring continuity, coordinating care, maintaining relationships, and screening. Pre-requisite: The equivalent of one year of full-time clinical experience (or 1872 hours) as a registered nurse.

NURSING EDUCATION TRACK COURSES**NU 610 Theories, Principles and Methods of Education (3 credits)**

This course provides an overview of educational theory, methods, and strategies for classroom, clinical and online instruction. Theories, principles and methods that provide the basis for effectiveness in the nurse educator role will be examined along with the influence of student diversity on the teaching/learning process. Ethical and legal issues inherent in classroom and clinical teaching are explored.

NU 620 Curriculum Development and Evaluation of Learning (3 credits)

In this course, the focus is on curriculum development and evaluation within the context of continuously evolving nursing, health care, and educational systems. The mission, philosophy, and accreditation criteria of educational settings are incorporated. Course design and evaluation models and procedures are examined. Pre-requisite or concurrent: NU 610

NU 630 Education Practicum (3 credits)

This educational practicum provides students an opportunity to apply core concepts to an educational setting. The student is mentored by a master teacher to develop expertise in the nurse educator role in a setting that is an area of interest. Settings include academic nursing programs, secondary and tertiary health care agencies or community-based primary care organizations. Professional advocacy, assertiveness and leadership in the role are necessary for successful completion. The nurse educator practicum includes 60 hours of on-site experience and a weekly seminar. Pre-requisite: NU 610 and 620

NU 635 Graduate Project (Education) (1 credit)

This scholarly project provides students with the opportunity to complete a culminating, synthesis component of their graduate education. The student will complete one of the following scholarly activities under the guidance of a faculty advisor: research project, evaluation project, evidence-based practice project, educational project, or grant application. An oral presentation is required. Pre-requisite: All core courses, NU 610 and NU 620. May have concurrent enrollment in NU 630. Must be continuously enrolled in this course until the project is completed. This course may be repeated three times.

NURSE EXECUTIVE (ADMINISTRATION) TRACK COURSES**NU 650 Fundamentals of Organizational Management (3 credits)**

In this course the student will analyze organizational dynamics and complex operational and regulatory factors that must be aligned to ensure the highest quality care, greatest efficiency and cost effectiveness. The influences of an organization's culture will be examined as it relates to successful organizational performance.

NU 660 Health Care Financing/Economics (3 credits)

In this course the focus is to understand accounting principles so that students can interpret financial statements. Students will learn to compare industry benchmarks with the financial strength of an organization. Cash flow and expense budgets will be developed along with methods to track, analyze, and report results. Trends that drive health care finance such as industry benchmarks and contract negotiations will be considered.

NU 670 Nurse Executive (Administration) Practicum (3 credits)

This nurse executive practicum provides students with the opportunity to apply core concepts to a healthcare setting. The student is mentored and precepted by a nurse executive in an area of interest. Knowledge, skills, and abilities related to creating cultures of safety and leading quality improvement are critical in contemporary leadership. Professional advocacy, assertiveness and leadership in the role are necessary for successful completion. The nurse executive practicum includes 60 hours of on-site experience and a weekly seminar. Pre-requisite: NU 650 and 660.

NU 675 Graduate Project (Administration) (1 credit)

This scholarly project provides students with the opportunity to complete a culminating, synthesis component of their graduate education. The student will complete one of the following scholarly activities under the guidance of a faculty advisor: research project, evaluation project, evidence-based practice project, grant application, or business plan. An oral presentation is required. Pre-requisite: All core courses, NU 650 and NU 660. May have concurrent enrollment in NU 670. Must be continuously enrolled in this course until the project is completed. This course may be repeated three times.

ADMISSION INFORMATION

ADMISSION TO THE NURSING GRADUATE PROGRAM

The graduate program seeks students who exhibit appropriate communication skills, caring attributes, personal integrity, accountability, and the ability to make ethical decisions and think critically. Eligibility for admission is determined without regard to race, nationality, creed, color, national origin, religion, age, disability, gender, or sexual orientation.

REQUIREMENTS FOR ADMISSION

- A baccalaureate degree with an upper division major in nursing from a professionally accredited nursing program.
- A current unencumbered license to practice professional nursing in the USA.
- A minimum grade point average (GPA) of 3.0 (4.0 scale) in the last 60 hours of coursework toward the undergraduate nursing degree.
- Undergraduate course work in Health Assessment, Pathophysiology, and Research.
- A completed online application for graduate admission with \$50 application fee.
- Official transcripts from all colleges/universities attended.
- A current resume documenting work history, including levels of responsibility, areas of professional growth, and prior professional education experiences.
- Goal statement: a one – two page essay describing personal and professional goals including how graduate nursing study at Baker University will enable achievement of these goals.
- Three references, including one from academia and two from profession/work.
Download the forms for references to complete and mail to this address:
Associate Dean, Baker SON, 1500 SW 10th Ave, Topeka, KS 66604
- Completion of a graduate level (500 or above) statistics course before beginning graduate nursing courses.
- An individual interview may be requested or required.
- The equivalent of one year of full-time clinical experience (or 1872 hours) as a registered nurse before enrolling in NU 590 Transitional Care Practicum.

Additional requirements

Upon notice of official acceptance to the graduate program, the student must make arrangements to secure and present evidence of:

- Completed background check.
- Health requirements: (documentation must be submitted to the Associate Dean).
 - a. Report of a physical examination
 - b. Negative skin or blood tuberculin test or if positive, a negative chest x-ray
 - c. A positive rubella titer
 - d. Documentation of Hepatitis B vaccination series
 - e. Current Tdap (tetanus, diphtheria and pertussis) immunization
 - f. Documented Varicella 2-step vaccination or serologic evidence of immunity
 - g. Other as required by practicum sites
- Proof of Basic Life Support (BLS) certification for health care professionals (“Professional Rescuer” from the Red Cross or “Health Care Provider” from the American Heart Association). Online courses are not accepted. *This proof must be resubmitted before expiration.*
- Proof of health insurance. *This proof must be re-submitted annually.*
- Required computer/software.
- A drug screen may be required by practicum sites.

CONDITIONAL ADMISSION

Conditional admission to the graduate program may be considered in either of the following instances:

- An undergraduate nursing GPA of 2.90. The student must achieve a grade of B or higher in the first two graduate courses in order to progress in the program.
- Completion of the required pre-requisite statistics course may be taken concurrently with one nursing graduate course. Both courses must be completed with a grade of B or higher.

TRANSFER CREDITS

Graduate courses taken at other institutions prior to admission to Baker University may, if pertinent to the plan of study and determined to be equivalent to required coursework, be accepted in transfer. Transfer credit is limited to six (6) credits taken within the last five (5) years in which the student received a grade of B or above. Any course being requested for transfer credit must be submitted to the Associate Dean within six weeks of the admission date. Courses not submitted within the six week timeframe will not be accepted.

After admission to the graduate nursing program, all credits toward the MSN degree must be completed at Baker University.

Transferred grade points are not included in the calculation of the Baker University GPA.

ADMISSION REQUIREMENTS FOR INTERNATIONAL STUDENTS

Applicants for the Graduate program will be reviewed on an individual basis. The applicant should contact the Associate Dean with all inquiries.

TECHNOLOGY RESOURCES

EMAIL COMMUNICATION

Each student has a Baker email account. Students can expect to receive most correspondence items from the University by email, including correspondence from faculty and financial aid. **Students are encouraged to log on to their email account daily and must check for school and course wide messages. This will be the ONLY email address provided to faculty and staff for contacting students.**

The Baker University email system provides a variety of storage, sharing and collaboration tools. Students will have this email address for life if they care to use it after graduation. With this system, student email accounts will typically take the form of FirstnameMiddleinitialLastname@stu.bakeru.edu. To access personal Baker email:

1. Go to <https://www.bakeru.edu>; click on “Email”, then “School of Nursing”
2. Enter UserID (the entire Baker email address)
3. Enter password, which was provided to the student prior to starting school, then click on “logon”, students must then change their password.

BU ONLINE ACCESS: ‘MY BAKER’ PORTAL

Create/Access ‘MY BAKER’ (portal) account (<http://my.bakeru.edu>)

All students need to create an account on the MyBaker portal site before they can access Moodle, pre-enroll, or view other functions. To access and create the ‘My Baker’ account, go to <http://www.bakeru.edu/portal-help>. The username for the portal must be the student’s **full** email address. Once an account is created, students may login at <http://my.bakeru.edu> and view information such as grades, schedule, online registration, as well as recover their password without needing to contact anyone on staff. However, help is available through the BU Help Desk at 1-800-873-4282 ex. 4544 or email helpdesk@bakeru.edu.

Students who need to make an address change, phone number or name change can do so in the portal and must notify the Associate Dean at 785-354-5837 as soon as possible.

MOODLE

Students access Moodle as a learning management system (LMS) to enhance electronic communication of their course syllabi, class assignments, links to websites, and other learning activities. Students must also access ‘Baker Anatomy’, which includes the community volunteer activities, school cancellations, policy updates, and student financial aid information. Once an account is created, log into:

1. <https://my.bakeru.edu>; Choose Student Portal Homepage
2. Log into the portal account using username and password.
3. Click on Moodle to access courses (may take more than one click)

For assistance, contact 1-800-873-4282 X 4544 and ask for Dee Schneck or email helpdesk@bakeru.edu.

LIBRARY SERVICES

The Baker University Library provides support and resources for all undergraduate and graduate programs offered at the university. Since many graduate programs are offered online, librarians are very adept at serving the needs of online learners. Databases provided by the library include: CINAHL, ProQuest Nursing, Education Resources Information Center (ERIC), Education Source, PsycINFO, ProQuest Dissertations and Theses Full-text, and SocINDEX with Full Text. The library has over 150,000 E-books available through the library catalog. Additionally, the catalog can be used to find print materials within the library's collection, which can be mailed to students upon request. When Baker does not own a book or journal article, students are invited to request the resource through interlibrary loan (ILL). Copies of articles are delivered electronically. Students in all majors and disciplines have exceptional access to appropriate references they will use in the program of study.

PROGRESSION IN THE PROGRAM

ACADEMIC ADVISING

Each student will be assigned a graduate faculty advisor upon admission to the graduate program. The advisor provides the student with assistance in program planning and matters pertaining to academic work and can also provide assistance with study habits and personal adjustment issues.

Development of a Plan of Study (POS)

A plan of study is designed to provide guidance in the progression toward a graduate nursing degree. This document will be kept in the student's file and will be reviewed with each semester enrollment. The POS is not a binding agreement but can be changed in communication between the student and the faculty advisor. The advisor will present the POS for review and approval by the Graduate Nursing Education Committee (GNEC). A POS will be developed after a student has:

1. Completed a minimum of nine hours of Baker graduate credit toward the degree.
2. Earned a cumulative GPA of 3.0 in all graduate courses toward the degree.
3. Removed all/any deficiencies related to the graduate nursing program.

The student must have a POS on file before enrolling in any track courses.

PROGRESSION IN GOOD STANDING

After admission to the graduate nursing program, students must take all courses toward the MSN degree at Baker University. An unencumbered nursing license must be maintained while a graduate student at Baker University.

A cumulative GPA of 3.0 is required for both good academic standing and degree conferral. The student must complete each course and the requirements for the course in

the graduate curriculum. Grades are subject to review by the GNEC. If the academic average falls below 3.0 the student will be placed on probation.

Grading Scale

The following BUSN grading scale is utilized for all graded assignments and accompanies each student's transcript:

| <u>Point range</u> | <u>Letter Grade</u> | <u>Quality points</u> | <u>Additional grading notation</u> |
|--------------------|---------------------|-----------------------|------------------------------------|
| 93 – 100 | A | 4.0 | I - Incomplete(temporary grade) |
| 85 – 92 | B | 3.0 | W - Withdraw |
| 77 – 84 | C | 2.0 | () – Indicates a repeated course |
| 69 – 76 | D | 1.0 | * - Indicates a grade change |
| 68 or below | F | 0 | |

Incomplete/Change of Grade

An Incomplete (I) grade may be assigned when a student is prevented from completing course requirements because of illness or other serious circumstances outside of his/her control. Grades of incomplete are not automatically given when there are missing assignments at the end of the semester. The student must discuss with the instructor the reasons why an incomplete grade is being requested. This discussion is to occur as soon as the student recognizes that a problem exists. The faculty will review and make a decision in each individual situation.

The student has one semester in which to remove the incomplete grade. Only one other course may be taken concurrently during the semester an incomplete is addressed.

Course Enrollment

Enrollment in nursing graduate courses should occur in collaboration with the academic advisor and review of the POS. Registration is not available in nursing courses after classes are one (1) week into the semester

Students engaged in project work must be continuously enrolled every term including the summer session until the project is completed and a grade submitted to the Registrar. The Graduate Project must be completed within three (3) semesters with no option for additional enrollment.

Course Load

For each fall/spring semester, the maximum credit load for graduate students is nine (9) graduate credits. For the summer session, the maximum credit load is six (6) credits. Permission from the GNEC is required for any student to take more than the maximum load.

ACADEMIC COURSE POLICIES

Written Assignments

The format from the *Publication Manual of the American Psychological Association (APA) 2010* (6th Edition) shall be used for all written assignments. If using online APA formatting, the student is still responsible for checking accuracy.

Submitting Assignments

Assignments should be submitted electronically and posted in the course on Moodle. Should an assignment be sent via paper copy, it must be sent by certified mail to the Nursing office. It is the student's responsibility to follow up to ensure that the assignment has been received by the instructor in the designated format. A copy of each paper submitted should be retained by the student for his/her own files.

Late Assignments

Written assignments are due on the assigned day and time. The student who submits an assignment later than the scheduled due date and time will be assessed a 10% penalty of the total assignment's value for each school day that the assignment is past due. After the third school day, a grade of "0" will be assigned. This score will be calculated as part of the final course grade according to the percentage assigned.

If an assignment will not be completed by the due date because of an **unexpected** serious and compelling reason, the student must notify the course professor **prior** to the due date and provide rationale for the requested extension. Together the professor and student will establish a reasonable date for the completion of the assignment.

No final course grade will be calculated until all required coursework has been completed. All assignments must be submitted by noon the Friday one week after the last day of classes. If this policy is not followed the outcomes of the course cannot be met, resulting in a course grade of "F".

ATTENDANCE POLICY

Students are expected to participate actively in and contribute to the learning experience in an online course. Attendance for online courses is taken once a week. Attendance in an online course is defined as a learner who logs into the learning management system and completes at least two significant activities in the course during the class session. A class session is a seven-day timeframe of instructional time (typically Monday 12:00 a.m. to Sunday 11:59 p.m.).

In the case of an absence, the student must 1) notify the instructor prior to the absence; 2) make arrangements to complete missed assignments; and 3) complete additional make-up work if allowed by the instructor. It is at the instructor's discretion to assign a lower grade because of a class absence.

Under no circumstances may a student miss more than 30% of course class sessions and receive credit for the course. This is a University policy and not at the discretion of the instructor. A student who misses 30% of a course is required to repeat the course with additional tuition expense for that course. Refer to the Withdrawal Policy regarding withdrawal dates from a course or program.

If a student's attendance record demonstrates a pattern of missed class sessions, that student is administratively withdrawn from the program. After being withdrawn from the program, the student must contact the Associate Dean for readmission to the program.

CODE OF ETHICS POLICY

Baker University adheres to a zero tolerance of all forms of academic and professional misconduct which may include dismissal from the program.

Academic Misconduct includes but is not confined to:

1. Plagiarism
2. Cheating on quizzes or exams,
3. Seeking or providing test content information,
4. Sharing or copying practicum or classroom assignments,
5. Submitting counterfeit reports, tests, and papers,
6. Stealing of tests and other academic material,
7. Falsifying academic or clinical records or documents,
8. Submitting the same work to more than one class without approval from the instructors involved.

(Refer to Appendix A for detailed descriptions of 1 – 8.)

Professional Conduct

Students are expected to adhere to standards of professional conduct which are based on the American Nurses' Association Code of Ethics for Nurses 2015: (Reference: *Provisions of the Code of Ethics for Nurses with Interpretive Statements*, 2015)

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

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

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

Provision 4 | The nurse has authority, accountability, and responsibility for nursing practice, makes decisions, and takes action consistent with the obligation to promote health and to provide optimal care.

- Provision 5 | The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.
- Provision 6 | The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.
- Provision 7 | The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.
- Provision 8 | The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.
- Provision 9 | The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy.

Unprofessional Conduct

Unprofessional conduct behaviors include, but are not limited to: Falsification of practicum hours or other records, violations of HIPAA, inappropriate communication including the use of social media with clients, peers, faculty, staff, family or friends, inattention to client safety needs, conduct that is illegal or deceitful, evidence of impairment, and unkempt personal appearance. (Refer to Appendix B for reasonable cause for student testing for impairment, and Appendix C and D for unprofessional conduct)

Consequences of Academic and/or Professional Misconduct

Consequences of academic and/or professional misconduct may include, but are not limited to, resubmission or modification of an assignment, no credit for the assignment or test, administrative withdrawal from the course, failure to pass the course, or dismissal from the program.

Rights of Students

Baker University School of Nursing is committed to providing an environment that is supportive of graduate student achievement.

1. Students have the right to differing and contrary opinion without fear of reprisal or unfair treatment in the student's academic work.

2. A student charged with academic and/or professional misconduct is considered innocent until found guilty through due process, which includes notification of the misconduct charge and the opportunity to be heard and to present a response to the charge.
3. A student has the right of appeal as specified in the “Grievance Procedure” in this document.

Grievance Policy

Conduct Grievance: Disciplinary hearings at Baker University School of Nursing are hearings to arrive at decisions regarding student behavior. These decisions affect the involved students and their relationship with the SON. The administration of discipline is an educational process and the procedures will be determined by educators. Such procedures will give cognizance to the test of fairness, justice, truth, and the requirements of due process.

Academic Grievance: If a student deems it appropriate to appeal an academic decision (defined as final grade, probation from an academic program, dismissal from an academic program, or academic integrity decision), the steps listed below must be followed. Individual faculty members retain primary responsibility for assigning grades and evaluations. The faculty member’s judgment is final unless compelling evidence is presented.

Grievance Procedure:

1. Communicate with the professor concerned and seek to resolve the situation. This communication must occur within seven (7) business days of the occurrence that prompted the complaint. A description of the incident and desired outcome must be put in writing by the student and presented to the professor. Resolution of the complaint must be made in writing and a copy given to both parties.
2. In the event the resolution proposed is unacceptable to the student, an appeal may be made in writing to the Associate Dean within three (3) business days of communicating with the professor. The written appeal must specify both the complaint and why the resolution proposed is unsatisfactory. The Associate Dean will convene three members of the GNEC within seven (7) business days to hear the grievance. The Associate Dean’s role is to facilitate the hearing and is a non-voting member.
3. Should the final decision of the GNEC be unacceptable to the student, he/she may provide a written appeal to the SON Dean within three (3) business days. After reviewing all information, the Dean will notify the student and any involved faculty of the final decision within seven (7) business days. The Dean’s decision formally ends the grievance process.

Student Nonacademic Concerns

Students must initially attempt to resolve grievances of a non-academic nature with the individuals involved. If the grievance is not resolved, the student may present to the Associate Dean in writing, a clear, concise statement of the

grievance, which includes the name of the person(s) against whom the grievance is made, the date(s) the incident occurred, and a description of the incident(s) with specific supporting evidence. If the grievance involves the Associate Dean the student may present to the Dean in writing, a clear, concise statement of the grievance, which includes the name of the person(s) against whom the grievance is made, the date(s) the incident occurred, and a description of the incident(s) with specific supporting evidence. A brief summary of prior attempts to resolve the matter should be provided, including the names of persons with whom the matter was discussed and the results of the discussions. A specific statement of the remedial action or relief sought should be included in the grievance statement. All non-academic grievances must be filed within 30 days of the incident. Upon receipt of the written grievance statement, the Associate Dean/Dean will contact the person(s) against whom the grievance is made and request a response in writing within 7 business days. If the matter is not resolved, the grievant may request in writing that the grievance be reviewed by the Graduate Nursing Education Committee (GNEC). Involved parties who sit on the GNEC committee will be exempted from the review.

PROBATION

All students who have a GPA below 3.0 will be placed on academic probation. A student who receives a grade of F in any course may be subject to dismissal from the nursing program. For students on probation, future registrations must be reviewed and approved by the GNEC.

Students who receive a grade of less than B may be required to repeat the course. A grade of D must be repeated. Students will be allowed to repeat a course only once. Only two (2) grades of C will be allowed regardless if the course is repeated. Only two (2) courses in the nursing program may be repeated; and only two (2) course drops and/or withdrawals may occur.

WITHDRAWAL

Withdrawal from course(s)

Courses may be dropped from the course schedule up until the “Drop Deadline” indicated on the SON Calendar. Courses dropped during this period do not appear on the transcript. Courses may also be dropped up until the “Withdrawal Deadline” indicated on the calendar. Courses dropped during this withdrawal period are posted on the student’s transcript along with a designation of “W.” Courses may not be dropped after the “Withdrawal Deadline” listed on the calendar.

A student may voluntarily withdraw or be required to withdraw by the faculty from a nursing course. Students requesting to withdraw from an individual course must do so in writing. Change of Enrollment forms are available from the nursing office. These forms must be signed by the course faculty member and the associate dean.

Withdrawal from the program

A student who finds it necessary to withdraw from the nursing program must submit written notification. Withdrawal request forms are available from the nursing office and must be signed by the Associate Dean. The last date the student attended a class session is the date used to determine if any tuition refund is due.

DISMISSAL

The Dean and Associate Dean, in consultation with GNEC, have the authority to dismiss a student without notice or refuse readmission of a student if circumstances of academic, legal, behavioral, or professional nature justify such action.

READMISSION FOLLOWING DISMISSAL/WITHDRAW

A student who has been enrolled in the Nursing Graduate program and has withdrawn or been dismissed for academic and/or non-academic reasons, may apply for readmission providing he/she had a cumulative nursing GPA of at least a 3.0, including most recent semester in which course(s) was taken.

Procedure for readmission

- A. Initiate the readmission procedure the semester preceding requested enrollment.
- B. Submit to the Associate Dean a written request for readmission,
 1. For academic reasons for withdrawal or dismissal include:
 - a. a written plan for improvement which reflects the previous reason for failure or withdrawal.
 - b. a plan for successful progression
 - c. letter from the involved faculty member(s)
 2. For non-academic reasons for having withdrawn from the program, include the reason for the withdrawal and a plan for successful completion.
- C. The Associate Dean will present the readmission request to the GNEC.
 1. A readmission interview may be requested.
- D. The student will be notified of the committee's decision within 10 academic days of receiving the written request.
- E. Students may be readmitted on a course available basis.

DEGREE COMPLETION REQUIREMENTS

DEGREE COMPLETION TIMEFRAME

Requirements for the degree must be completed within five (5) years from the student's initial semester of course work. Exception may be made by the Associate Dean if the student's situation demonstrates circumstances beyond his/her control that temporarily interfere with the ability to complete the program on time or due to time spent in the military.

GRADUATION REQUIREMENTS

For the graduate MSN degree a minimum of 40 credit hours in courses labeled 500 or above is required for graduation with a cumulative GPA of 3.0 or above for the program of study. A minimum of 34 credit hours must be completed at Baker University School of Nursing.

Scholastic honors:

The determination of scholastic honors is made during the last semester prior to graduation. Transfer course work is not included in the GPA calculation and, therefore, does not apply toward the determination of scholastic honors. The cumulative grade point average required for scholastic honors is designated as follows:

Summa Cum Laude
3.90 – 4.00

Magna Cum Laude
3.75 – 3.89

Cum Laude
3.50 – 3.74

CANDIDACY FOR GRADUATION

Students must file an *Intent to Graduate* Form accompanied by the graduation fee of \$75 at enrollment for their final semester in order to become a candidate for graduation. The fees include cap and gown costs. The fee must be paid and the form filed with the registrar whether or not the student plans to participate in commencement. The *Intent to Graduate* form must be submitted for each semester graduation is delayed.

APPENDIX A

ACADEMIC MISCONDUCT STANDARDS AND DEFINITIONS

Plagiarism includes presenting as one's own efforts the work of someone else without proper acknowledgement of that source. Exact copying is to be enclosed in quotation marks with an appropriate indication of its origin. Paraphrasing includes synthesis of ideas expressed in the student's own words. The failure to acknowledge unique, unusual, or new ideas or facts not the product of the student's own investigation or creativity is plagiarism. When in doubt on a particular matter, it is the student's responsibility to seek guidance from the instructor of the course.

Cheating includes the use of aids or assistance not allowed in the quiz or testing procedure. Using notes, charts, books, and electronic devices not specifically allowed by the examiner during a test or examination constitutes cheating. Visually or verbally receiving or giving information about or during the test not specifically allowed by the examiner is a form of assistance designated as cheating.

Counterfeit work includes work turned in as one's own that was created, researched, or produced by someone else. Turning in a report of another's research, submitting joint projects as if they were solely one's own or having produced such work for another are all forms of counterfeit work that are unacceptable.

Theft, use or circulation of tests or answer sheets specifically prepared for a given course and as yet not used or publicly released by the instructor of a course constitutes academic misconduct.

Falsification of data or creation of false data by students in theory, research, or clinical activities/assignments is considered academic misconduct.

Reporting Academic Misconduct –any student who has knowledge of academic misconduct in the classroom or clinical settings has a responsibility to notify a faculty member or the Associate Dean.

Unauthorized reuse of work or the turning in of the same work to more than one class without approval from instructors involved constitutes academic misconduct.

Falsification of academic records by knowingly and improperly changing grades on transcripts, grade sheets, class work reports, tests, and projects constitutes academic misconduct.

APPENDIX B

REASONABLE CAUSE FOR STUDENT TESTING FOR IMPAIRMENT

Signs and symptoms of nurses abusing alcohol, drugs, or experiencing excessive stress, impaired mental health, or impaired physical health include, but are not limited to, the following:

- Excessive or increasing absenteeism;
- Arriving late and wanting to leave early;
- Frequently requesting time off;
- Taking extended meal and coffee breaks;
- Refusing difficult or additional assignments;
- Lack of engagement;
- Odor of alcohol or marijuana or other chemicals;
- Slurred or incoherent speech;
- Chronic drowsiness and/or sleepiness;
- Tremors of hands;
- Disorientation;
- Unusually aggressive behavior;
- Unexplained work errors;
- Lack of coordination;
- Unreasonable resentment, suspiciousness, overreaction to criticism;
- Controlling behavior and inflexibility;
- Isolation and withdrawal;
- Irritability and mood swings;
- Blaming, defensiveness, and frequent conflicts;
- Difficulties with interpersonal relationships;
- Forgetfulness;
- Frequent trips to the bathroom;
- Repeated use of breath mints or mouth wash;
- Deteriorating appearance;
- Blackouts;
- Unexplained nausea and vomiting or diarrhea;
- Tremors, anxiety, and “spaciness”;
- Hangovers;
- Unexplained diaphoresis;
- Unexplained sniffing, sneezing, watery eyes;
- Unusual, unexplained weight loss or gain;
- Frequent complaints of illness or injury; or
- Excessive bruising on arms, ankles, or hands.

Adapted: National Institute on Chemical Dependency

APPENDIX C

STUDENT CONDUCT

Students in the MSN Program are professionals. One of the characteristics of a profession is the use of a code of conduct to guide decisions about behavior. A set of guidelines is useful because they make values, obligations, and limitations explicit. The guidelines can help with decision making but will not provide answers to all complex decisions. Students are encouraged to discuss questions and concerns about conduct with instructors and peers.

It is believed that the practice of nursing and the education of nurses is built upon integrity, a sense of responsibility, and self-discipline. Nurses are accountable for practicing within the framework of professional nursing standards (American Nurses Association, *Scope and Standards of Professional Practice*). It is a corollary that nursing students are expected to conduct themselves, both inside and outside of the graduate program in a comparable fashion.

Civility is behavior that

1. Shows respect towards others,
2. Causes another to feel valued, and
3. Contributes to mutual respect, effective communication and team collaboration.

Learning is a group activity, and the behavior of each person in the course, in some way or the other, affects the learning outcomes of others. As nurses and leaders in the discipline, MSN students must be prepared to recognize and manage incivility, disruptive and inappropriate behaviors with themselves, among peers and others including patients and families. The examples of uncivil behavior listed below are not all inclusive.

- Demeaning, belittling or harassing others
- Rumoring, gossiping about or damaging a classmate/professor's reputation
- Habitually interrupting as others speak
- Not paying attention or listening to others who address you; not responding to email, letters or voice mail that requires a reply
- Sending emails that are inflammatory in nature
- Speaking with a condescending attitude
- Yelling or screaming at instructors, peers, or clinical staff which includes emails that are written in uppercase letters only
- Habitually late
- Knowingly withholding information needed by a peer, instructor, or preceptors.
- Discounting or ignoring solicited input from instructors/faculty regarding performance or professional conduct
- Not sharing credit for collaborative work or not completing an equitable share of collaborative work assigned
- Threatening others refers to physical threats, verbal/nonverbal threats, and implied threats
- Displays of temper, tantrums
- Rudeness that ultimately escalates into threatened or actual violence.

Adapted: Ohio University School of Nursing Graduate Student Handbook

APPENDIX D

NETIQUETTE GUIDE FOR ONLINE COURSES

It is important to recognize that the online classroom is in fact a classroom, and certain behaviors are expected when you communicate with both your peers and your instructors. These guidelines for online behavior and interaction are known as netiquette. According to the rules of behavior on the internet, Rule #1 is “Remember the human” (Virginia Shea).

SECURITY

Remember that your password is the only thing protecting you from pranks or more serious harm.

- Don't share your password with anyone
- Change your password if you think someone else might know it
- Always logout when you are finished using the system

GENERAL GUIDELINES

When communicating online, you should always:

- Treat instructors with respect, even in email or in any other online communication
- Always use your professors' proper title: Dr. or Prof., or if you're in doubt use Mr. or Ms.
- Unless specifically invited, don't refer to them by first name
- Use clear and concise language
- Remember that all college level communication should have correct spelling and grammar
- Avoid slang terms such as “wassup?” and texting abbreviations such as “u” instead of “you”
- Use standard fonts such as Times New Roman and use a size 12 or 14 pt. font
- Avoid using the caps lock feature AS IT CAN BE INTERPRETTED AS YELLING
- Limit and possibly avoid the use of emoticons such as ☺
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or as offensive
- Be careful with personal information (both yours and others)
- Do not send confidential patient information via e-mail

EMAIL NETIQUETTE

When you send an email to your instructor, teaching assistant, or classmates, you should:

- Use a descriptive subject line
- Be brief
- Avoid attachments unless you are sure your recipients can open them
- Avoid HTML in favor of plain text
- Sign your message with your name and return e-mail address
- Think before you send the e-mail to more than one person. Does everyone really need to see your message?
- Be sure you REALLY want everyone to receive your response when you click, “reply all”
- Be sure that the message author intended for the information to be passed along before you click the “forward” button

MESSAGE BOARD NETIQUETTE AND GUIDELINES

When posting online in your class, you should:

- Make posts that are on topic and within the scope of the course material
- Take your posts seriously and review and edit your posts before sending
- Be as brief as possible while still making a thorough comment
- Always give proper credit when referencing or quoting another source
- Be sure to read all messages in a thread before replying
- Don't repeat someone else's post without adding something of your own to it
- Avoid short, generic replies such as, “I agree”; include why you agree or add to the previous point
- Always be respectful of others' opinions even when they differ from your own
- When you disagree with someone, you should express your differing opinion in a respectful, non-critical way
- Do not make personal or insulting remarks
- Be open-minded

Reference: teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf Peter Connor

APPENDIX E
BAKER UNIVERSITY SCHOOL OF NURSING
ACADEMIC CALENDAR

Fall 2016- Fall 2017

FALL 2016

| | | |
|-----------------------------------|-----|----------------|
| Enrollment | W | August 17 |
| Fall classes begin | M | August 22 |
| Labor Day Observance – no classes | M | September 5 |
| Last day to drop classes | F | September 23 |
| Fall Break | M-T | October 10-11 |
| Mid-term | F | October 14 |
| Spring semester advising begins | M-F | October 17-28 |
| Last day to withdraw from classes | F | November 18 |
| Thanksgiving Break – no classes | W-F | November 23-25 |
| Last day of classes | F | December 9 |
| Final Examinations | M-F | December 12-16 |
| Winter Commencement | Sun | December 18 |
| Final grades due | M | December 19 |

SPRING 2017

| | | |
|---|-----|-------------|
| Enrollment | W | January 11 |
| Martin Luther King, Jr. Day Observance – no classes | M | January 16 |
| Spring classes begin | T | January 17 |
| Last day to drop classes | F | February 17 |
| Mid-term | F | March 10 |
| Spring Break – no classes | M-F | March 20-24 |
| Fall semester advising begins | M-F | March 20-31 |
| Good Friday Observance | F | April 14 |
| Last day to withdraw from classes | F | April 21 |
| Last day of classes | F | May 12 |
| Final examinations | M-F | May 15-19 |
| Spring Commencement | Sun | May 21 |
| Final grades due | M | May 22 |

SUMMER SESSION 2017

| | | |
|-----------------------------------|---|----------|
| Memorial Day Observance | M | May 29 |
| First day of classes | T | May 30 |
| Last day to add classes | W | May 31 |
| Last day to drop classes | F | June 9 |
| Last day to withdraw from classes | F | June 23 |
| Fourth of July Observance | T | July 4 |
| Last day of classes | F | August 4 |
| Final grades due | W | August 9 |

FALL 2017

| | | |
|-----------------------------------|-----|----------------|
| Enrollment | W | August 16 |
| Fall classes begin | M | August 21 |
| Labor Day Observance – no classes | M | September 4 |
| Last day to drop classes | F | September 22 |
| Fall Break | M-T | October 9-10 |
| Mid-term | F | October 13 |
| Spring semester advising begins | M-F | October 16-27 |
| Last day to withdraw from classes | F | November 17 |
| Thanksgiving Break – no classes | W-F | November 22-24 |
| Last day of classes | F | December 8 |
| Final Examinations | M-F | December 11-15 |
| Winter Commencement | Sun | December 17 |
| Final grades due | M | December 18 |