Catalog

and Student Handbook

School of Nursing | MSN Program

2021-2022

BAKER UNIVERSITY
1858

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.

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. Jeanne Mann
Assistant Dean Graduate Programs
Associate Professor of Nursing
Email: jemann@stormontvail.org
785-354-5837

GRADUATE TEACHING FACULTY

Mary Hobus, 2020
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    PhD-Marquette University
    MSN-Andrews University
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    Assistant Dean, Graduate Programs; Associate Professor
    PhD-University of Kansas
    MSN-Fort Hays State University
    EdS-Fort Hays State University
    MS-Fort Hays State University
    BSN-Wichita State University

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    PhD-University of Kansas
    BSN-Washburn University

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    PhD-University of Kansas
    MSN-University of Texas at Austin
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    MSN-Fort Hays State University
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    Assistant Professor
    MSN-University of Kansas
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    MSN-Nebraska Wesleyan University
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    MSN-Washburn University
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    MSN-Baker University
    BSN-Fort Hays State University
    ADN-Manhattan Area Technical College

Table of Contents

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

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.

STRUCTURE OF THE UNIVERSITY

In keeping with its mission to serve both recent high school graduates and the lifelong learning needs of adults, Baker University is comprised of the College of Arts and Sciences, the School of Professional and Graduate Studies, the School of Nursing, and the School of Education.

The College of Arts and Sciences (CAS), at the Baldwin City campus, has its own educational goals and offers the wide selection in courses of study associated with a superior undergraduate liberal arts education. It offers the Bachelor of Arts (BA), Bachelor of Music Education (BME), and Bachelor of Science (BS) degree programs.

The School of Nursing (SON), located at Stormont Vail Health in Topeka, offers a program of study leading to the Bachelor of Science in Nursing for those seeking initial preparation and for registered nurses (RNs) wanting to obtain a higher degree. The Graduate School of Nursing (GSON) offers a Master of Science in Nursing for advanced study in Nursing Education or Nursing Administration.

The School of Professional and Graduate Studies (SPGS), with its educational goals directed to the needs of non-traditional students, offers educational programs in Overland Park, Topeka, and Wichita. It offers the Associate of Arts in Business, Bachelor of Business Administration with majors available in

Leadership, Management, and Strategic Business Communication, Bachelor of Science in Criminal Justice, Master of Arts in Organizational Leadership, Master of Business Administration, Master of Business Administration in Executive Leadership, Master of Business Administration in Finance, Master of Business Administration in Healthcare Administration, Master of Business Administration in Human Resources, and Master of Science in Sports Management degree programs.

The School of Education (SOE) offers 15 undergraduate licensure programs and seven graduate education programs. SOE undergraduate programs are located at the Baldwin City campus where students receive a BA or BS degree with majors in education and their content area. Non-traditional students who have previously earned a degree may obtain licensure in their content area. SOE offers graduate degree programs in Overland Park, Topeka, Wichita, and other Kansas and Missouri locations. Graduate degree programs offered include the Master of Arts in Education, Master of Science in Special Education, Master of Science in School Leadership, Master of Science in Teaching, Doctorate of Education in PreK-12 Educational Leadership, Doctorate of Education in Leadership in Higher Educational and Doctorate of Education in Instructional Design and Performance Technology.

ACCREDITATION

Baker University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools (312-263-0456, www.hlcommission.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 reaffirmation of accreditation status in 2016. 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 Council for the Accreditation of Educator Preparation (CAEP). The BSN program is accredited by the Commission on Collegiate Nursing Education and approved by the Kansas State Board of Nursing. The MSN program is accredited by the Commission on Collegiate Nursing Education. 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 Bachelor of Arts in Music and Bachelor of Music Education programs are accredited by the National Association of Schools of Music. The Exercise Science program is accredited by the Committee on Accreditation for the Exercise Sciences.

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, Osman 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. But 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 reach 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, which serves as Baker University's Topeka campus. The school provides professional nursing education to meet the growing needs of the state and nation. The graduate nursing programs began in 2016 and provide online education leading to a MSN.

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 programs, the Doctorate of Education (EdD) in PreK-12 Educational Leadership, the Doctorate of Education in Leadership (EdD) in Higher Educational Leadership, and the Doctorate of Education in Instructional Design and Performance Technology.

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-lined 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 are located in Overland Park, Kansas at 7301 College Boulevard. These offices house the School's administrative functions. Classes are offered in the evenings at various locations convenient to working professionals including Overland Park, Topeka, and Wichita, as well as 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 Health, Topeka, Kansas. This facility provides administrative offices, large modern classrooms, fully equipped clinical training labs, and a computer lab. On the lower level, the Stauffer Health Sciences Library provides full library services, computers, and individual study areas and is a strong learning resource for both students and faculty.

SPECIAL COLLECTIONS

Baker University's Special Collections are the results of the historic and generous support of graduates and friends with a diversity of interests. The collections range from artifacts and paintings to illuminated manuscripts and published works of scholarship. They are special assets of the University, available to enrich students' learning.

The Elsie Nuzman Allen Art Collection is named for a graduate of 1891 who had a lifelong interest in the promotion of the arts. She was the wife of the well-known Henry Justin Allen, Kansas journalist and political figure who was Governor of Kansas and a United States Senator.

The museum complex on campus includes the Old Castle, Baker's first home, and the old post office of Palmyra, the adjacent town preceding Baldwin City that served as a station on the fabled Santa Fe Trail.

This museum complex offers many insights into the life of the early Kansas settlers as well as examples of the craftsmanship of Native Americans. The complex is open Saturdays and Sundays from 1:00pm to 4:00pm. Special group tours may also be arranged.

The Quayle Collection was assembled by bishop and former Baker University student, professor, and president William A. Quayle, and given to the University upon his death in 1925. The Quayle Collection contains illuminated manuscripts, early printed Bibles, early editions of the major translations of the Bible into English, and other works exhibiting the history of printing and the book arts.

The Baker University and Kansas United Methodist Archives are housed in the lower level of the Spencer Wing of the Collins Library. The histories of Baker and the Methodist Church in Kansas are intertwined. Baker was founded by the Methodists during the Territorial period of Kansas history, and the archives contain manuscripts, diaries, photographs, records, and other documentation of the history of Kansas, the Civil War, and Baldwin City, as well as of Baker and the Methodist Church.

Clarice L. Osborne Memorial Chapel was built in 1864 as the Methodist Chapel of Sproxton, a small village in Leicestershire, England. It was served by several Methodist clergy and Mr. Alf Roberts, a lay minister and father of Lady Margaret Thatcher, former Prime Minister of England. Closed for lack of attendance, the Chapel stood unused until the summer of 1995, when it was dismantled stone by stone and reassembled on its present site in Baldwin City. The Chapel, of Victorian Gothic architecture and constructed of ironstone, honors the wife of Mr. R.R. Osborne, whose generosity made possible this historic and beautiful structure. The Osborne Chapel hosts weekly chapel services at 11:00 am on Thursdays in addition to weddings and other religious activities and provides offices for the Minister to the University.

Ivan L. Boyd Memorial Prairie Preserve, an 18-acre area three miles east of Baldwin City, is used by biology classes and independent study students to investigate ecological phenomena common to native prairies. The area is particularly valuable for studying patterns of use and activity by birds, rodents, and insects interacting with a high diversity of plants. This site also contains five swales cut by heavy merchant wagons traveling along the Santa Fe Trail.

Baker Wetlands Research and Natural Area is a 927-acre area 11 miles northwest of Baldwin City in the Wakarusa River floodplain. The area contains 45 acres of native wetland prairie. The remaining acreage has been restored as wetlands, prairie, and riparian woodland through a variety of federal, state, and local grants. The area was acquired by Baker University from the federal government in 1968 and is used for education and research on a wide variety of ecological phenomena and for preservation of the native wetland prairie. The area was identified as a National Natural Landmark by the National Park Service in 1969 and a Natural and Scientific Area by the state of Kansas in 1987. The Baker Wetlands contain one of the highest levels of biodiversity in the state. An 11,800-square-foot Discovery Center was completed in 2015. There are over eleven miles of trails accessible to the public from four different parking lots.

Ivan L. Boyd Arboretum consists of the six blocks of the main campus. It was established in 1978 in honor of Dr. Ivan Boyd for his many years of effort to plant a wide variety of trees on the campus. Today there are over 450 trees comprised of over 100 different species. At least one tree of each species is labeled at the base of the tree by a metal screw post. These posts date to the 1800s and were used by the U.S. Cavalry to erect temporary corrals for horses. They were originally four feet tall but have been shortened for use as tree labels. The Arboretum is used by several biology classes as a living herbarium to identify and study the trees. Many also harbor abundant wildlife that are also studied.

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 Disabilities Act of 1992. Students must provide 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 on the Baker University website or by calling 866-879-0422.

JEANNE CLERY ACT AS AMENDED

Baker University publishes an Annual Security Report in compliance with the federal Clery Act that is available on the University website at www.bakeru.edu/compliance. The University will provide a paper copy of the reports upon request. Baker University supports the 2013 Violence Against Women: Clery Act Amendments with policies pertaining to relationship violence, stalking, and sexual misconduct. Additional information is available 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 SW
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. Ramie Nation
University Registrar
Baker University
P.O. Box 65
Baldwin City, KS 66006-0065

Dev 12/16; Rev 12/17; Rev 9/18; Rev 4/19; Rev 12/19; Rev 8/20; Rev 12/20; rev 5/21

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)
- 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).

CATALOG POLICIES AND STUDENT RESPONSIBILITIES

It is the responsibility of each student to be aware of and to meet the catalog requirements for graduation and to adhere to all other rules, regulations, and deadlines published in this catalog and in the Student Handbooks for the college/schools.

Students are expected to meet the graduation requirements of the catalog in effect when they first enroll at Baker; however, continuously enrolled students may elect to meet in their entirety the graduation requirements of any subsequent catalog published during their enrollment. If five years or more have elapsed since a CAS/USOE student's last enrollment at Baker, the student will be required to meet all graduation requirements of the catalog in effect at the time of readmission. All readmitted SON students are subject to the graduation requirements in effect at the time of readmission. Readmitted SPGS/GSOE students are subject to graduation requirements as outlined in the readmission policy section of the SPGS/GSOE catalog.

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.

ACADEMIC POLICIES

CLASSIFICATION

Undergraduate degree-seeking students are classified according to the following criteria:

Freshman:	0 through 29 credit hours earned
Sophomore:	30 through 63 credit hours earned
Junior:	64 through 97 credit hours earned
Senior:	98 or more credit hours earned

COURSE LOAD

For students in the CAS/USOE/USON, the minimum full-time student load is 12 credit hours per semester. The normal course load is 15 or 16 credit hours. Typically, students should limit enrollment to a maximum of 18 credit hours. Students who choose to enroll in more than 18 credit hours must pay additional tuition (as outlined in the Tuition and Fees section of the catalog). Students who want to enroll in 21 or more credit hours must have administrative consent.

For students in the GSON program, the maximum credit load is nine graduate credit hours for a fall or spring semester and six credits for a full summer session.

For students in the SPGS/GSOE, full-time and part-time status is determined as outlined in the Enrollment Status section of the SPGS/GSOE catalog. Students may request permission to take overload coursework as outlined in the Course Overload section of the SPGS/GSOE catalog.

LOWER- AND UPPER-COLLEGE COURSES

Course numbers below 100 do not count toward minimum credit hours needed for graduation. Undergraduate lower-college courses are numbered 100-299 or 1000-2999. Generally, lower-college courses are intended to serve freshmen and sophomores. Undergraduate upper-college courses are numbered 300-499 or 3000-4999. Generally, upper-college courses are intended to serve juniors and seniors. CAS/USOE freshmen and sophomores who have satisfied the prerequisites or equivalents and have consulted with their academic advisor may enroll in upper-college courses.

Graduate-level courses are numbered 500-899 or 5000-8999. Doctoral-level courses are numbered 9000-9999.

GRADING SYSTEM AND PRACTICE

AVAILABLE GRADES

The following grades are used at the Graduate School of Education, School of Nursing, and the School of Professional and Graduate Studies:

Letter Grade	Quality Points	Letter Grade	Quality Points	Letter Grade	Quality Points
A	4.00	C	2.00	F	0.00
B	3.00	D	1.00	W/F (SPGS/GSOE only)	0.00

The following grades are used at the College of Arts and Sciences and the Undergraduate School of Education:

Letter Grade	Quality Points	Letter Grade	Quality Points	Letter Grade	Quality Points
A	4.00	B-	2.67	D+	1.33
A-	3.67	C+	2.33	D	1.00
B+	3.33	C	2.00	D-	0.67
B	3.00	C-	1.67	F	0.00

ADDITIONAL GRADING NOTATION

P: Pass (represents work at the level of C or higher)
I: Incomplete (temporary grade only)
IP: In Progress (EdD and GSON only)
ABD: All But Dissertation (EdD only)
AU: Audit
W: Withdraw
WF: Withdrawn Failing (punitive grade, SPGS/GSOE only)
WP: Withdrawn Passing (SPGS/GSOE only)
NC: No Credit
DIST: Distinguished (GSOE portfolio only)
PROF: Proficient (GSOE portfolio only)
FAIL: (GSOE portfolio only)
*: Indicates a retaken course
R: Indicates a repeatable course
XF: Academic Misconduct (punitive grade)

The WP (withdrawn passing) and WF (withdrawn failing) grades are assessed by faculty for SPGS/GSOE students who withdraw after completion of 50% of a course. The WF grade is punitive (zero associated quality points).

All credits awarded by Baker University are in semester hour units. The CAS/USOE uses the plus/minus grades identified above.

The grade point average (GPA) is computed as follows and includes only those courses taken on a letter grade basis and WF: the credits for each course are multiplied by the quality points earned for each grade received. The GPA is calculated by dividing the sum of the quality points by the total number of credits attempted. The resulting cumulative or semester GPA ranges from 0.00 to 4.00.

In computing the cumulative grade point average, all courses are included except: credit hours transferred; those with course numbers below the 100-level; and those in which a grade of ABD, P, NC, I, IP, W, or WP was earned. For retaken courses, each attempt will appear on the transcript. Regardless of the number of times a course is retaken, its credit hours are counted only once toward the completion of the degree. Only the grade earned in the last retaken attempt counts toward the cumulative GPA.

In the CAS/USOE, a limited number of courses are offered only on a Pass/No Credit (P/NC) basis. Students must earn a grade of C or higher to receive credit for P/NC classes. Grades of C- or below result in NC. In the SON, all clinical courses are P/F. In the SPGS/GSOE, an administrative code of NC is assigned when extenuating circumstances make it impossible for a student to complete a course as determined by the appropriate administrator. (See SPGS/GSOE catalog for more details.)

A passing grade for master-level SPGS/GSOE students is a C or higher. However, a student in a master-level program may only complete one course with a grade of C to be eligible for graduation. Students in the MSSE and EdD programs may have no grades below B.

CAS/USOE/USON students receive both a midterm and a final grade for all courses, although only the final course grade will appear on the academic transcript. Midterm grades are provided for informational purposes so that students are aware of their performance in a given course as of the midpoint in the semester. In addition, midterm grades are used to determine if a student should be placed on academic caution. Midterm grades or academic caution status are not recorded on a student's transcript. Only final grades and any applicable academic standing designations are recorded on the transcript.

INCOMPLETE/CHANGE OF GRADE

A grade of Incomplete (I) may be given to a student by an instructor indicating that all required coursework was not completed prior to the end of the course because of emergency situations which were beyond the control of the student at the time and could not have been foreseen or planned for in advance. Students receiving an Incomplete grade must make arrangements with the instructor to complete all coursework within the timeframe established by the college/school as follows:

- CAS/USOE/USON: Four weeks into the next regular semester (i.e., fall or spring).
- GSON: The student has four weeks after the start of the next semester in which to remove the incomplete grade. Only one other Course may be taken concurrently during the semester that an incomplete is addressed.
- SPGS/GSOE: Two weeks following the ending course date.

Failure to complete requirements within the specified time period will result in a grade of F for the course. In cases of extreme hardship, the student may petition in writing to the University Registrar (prior to the expiration of the arranged time period) for an extension. In no case will total time allowed for removal of the grade of Incomplete be extended for more than an additional two weeks.

For CAS/USOE/SON, grade changes will not be accepted more than six months after the end of the term in which the grade was awarded. For SPGS/GSOE, grade changes will not be accepted more than 60 days after the end of a course. Change of grade requests must be based on adequate cause and be approved by the Academic Dean, Assistant Dean, or Dean's representative of the college or school.

AUDITING COURSES

All students who audit courses are expected to meet the audited course's attendance requirements, but are not obligated to complete course assignments or meet requirements necessary for obtaining a grade. No credit hours are awarded and no grades are earned in audited courses.

Full-time students in CAS/USOE/USON may choose to audit up to six credit hours (not counted in the minimum 12-hour full-time course load) in a given semester. No additional fee is charged to full-time students for auditing a course. Part-time students are charged a reduced fee and should refer to the tuition and fees section of the catalog for their college/school.

SPGS/GSOE students should refer to the tuition and fees section of the SPGS/GSOE catalog. Degree-seeking GSOE students may audit a GSOE course upon approval of the program coordinator. Courses may not be audited in the GSON.

INDEPENDENT STUDY

Qualified degree-seeking students can seek a limited number of independent studies. Only in exceptional circumstance can catalog courses be taken on an independent study basis. Courses cannot be retaken on an independent study basis. Students enrolled in the MLA program who have completed 24 credit hours may plan an independent study project to complete a three-credit elective.

Typically, a CAS/USOE/SON student must have a cumulative GPA of 3.00 or higher and a SPGS/GSOE student must have a cumulative GPA of 3.50 or higher to enroll in an independent study course. Generally, independent studies range from one to three credit hours.

Depending on the program of study, students interested in pursuing an independent study should contact a designated academic administrator, supervising professor, and/or academic advisor to discuss the independent study and seek appropriate approvals. For a non-catalog course independent study, the student in consultation with the supervising professor is responsible for providing a course syllabus which includes the purpose of the study, objectives, procedure and methods, evaluation criteria, and list of resources. Requirements may vary by program or school. Once the independent study is approved, enrollment must be completed before the registration deadline and arrangements made for tuition to be paid.

COLLEGE-LEVEL LEARNING CREDIT

CAS/USOE/USON accepts College-Level Examination Program (CLEP) scores from the computer-based testing equal to or exceeding 50 in the following areas: English, Humanities, Math, Natural Science, and Social Science. The Advanced Placement Tests (AP) are accepted with scores of 3 or higher. Students who have successfully completed courses in the International Baccalaureate Program (IB) may receive credit for scores of 4 and above.

The SPGS defines assessed credits as those not earned at a regionally accredited college. Assessed credits may be those earned through a variety of learning experiences. Students are referred to the External Sources of Credit section of the SPGS catalog for further information.

UNDERGRADUATE ACADEMIC HONORS

DEAN'S LIST

At the conclusion of each semester at CAS/USOE/USON, all full-time degree-seeking students earning a GPA of 3.50 or higher in at least 12 credit hours of coursework (excluding remedial courses) are placed on the Dean's List for that semester. This designation is recorded on the student's permanent transcript.

SCHOLASTIC HONORS

At CAS/USOE, degree candidates who will have completed a minimum of 60 credit hours (exclusive of P/NC hours) of full-time resident study by the time of their graduation are considered for scholastic honors.

At USON, degree candidates who have successfully completed a minimum of three semesters of fulltime study are considered for scholastic honors.

The determination of scholastic honors is made during the last semester prior to graduation and does not include grades from the final semester for CAS/USOE/USON.

At SPGS, undergraduate degree candidates who have completed all requirements or are within their final course toward the degree are considered for scholastic honors.

Transfer coursework 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	Magna Cum Laude	Cum Laude
CAS/USOE/SON	3.90-4.00	3.75-3.89	3.50-3.74
SPGS	3.95-4.00	3.85-3.94	3.70-3.84

ACADEMIC STANDING

To be in good academic standing, a student must be making satisfactory progress toward earning the degree and meeting the prescribed GPA, grade, or progression standards as defined by the college/school. To remain in good academic standing, all undergraduate and graduate students are expected to meet the academic performance standards published in the catalog of their college/school. Students who do not meet these academic standards will be placed on academic probation or become ineligible to continue.

ACADEMIC CAUTION/PROBATION/INELIGIBLE TO CONTINUE

Academic caution is used at midterm for students in the CAS, USOE, and USON as an official warning and notification that prescribed GPA, grade, or progression standards as defined by the college/school are not being met. Students who fail to meet the standards by the end of the semester will either be placed on academic probation or declared ineligible to continue.

For the GSON, a cumulative GPA of 3.00 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. If the academic average falls below 3.00 the student will be placed on probation.

Academic probation is a warning status to alert students when their GPA and/or grades have fallen below the academic performance standards as defined by the college/school. The status "academically ineligible to continue" is reserved for a student who may not continue enrollment at Baker University.

GRADUATION REQUIREMENTS

Full payment of tuition and fees and approval of the respective faculty and Board of Trustees are required of all graduation candidates from the college/school.

CREDIT HOURS AND GPA REQUIRED FOR GRADUATION

The minimum number of credit hours and minimum grade point average required for graduation with each Baker degree at each school or college are outlined in the table below:

Degree Program	Min. Credit Hours	Minimum GPA	Degree Program	Min. Credit Hours	Minimum GPA
CAS Bachelor	124	2.00	SON Master	40	3.00
SOE Bachelor	124	2.00	SPGS Master	30-36	3.00
SON Bachelor	124	2.00	MBA 4+1	21	3.00
SPGS Associate	63	2.50	MAED, MSIDPT, MSSA-LHE	36-42	3.00
SPGS Bachelor	120	2.50	MSSE & MSSL	33-37	3.25
			SOE Doctorate	59	3.50

For CAS/USOE, at least 39 credit hours must be taken in upper-college courses (numbered 300 and above). At CAS, no more than 50 credit hours in a single discipline may be applied toward the total credit hours required for graduation. Students should refer to the catalog of their specific college/school for further graduation requirements associated with their respective degrees.

ACADEMIC RESIDENCY

At CAS/USOE: In order to obtain an undergraduate degree, the following residency criteria must be met:

- A minimum of 31 credit hours of coursework must be completed in residence at the Baldwin City campus.
- At least 27 of the total credit hours completed in residence must be at the upper-college level (numbered 300 or higher).
- With the exception of students enrolled in an approved study abroad experience during their final 31 credit hours toward the degree, the final 31 credit hours of coursework applied toward the degree must be completed in residence at the Baldwin City campus. Up to four credit hours of transfer work may be applied toward meeting the residency requirement without making special appeal. These transfer credit hours require prior approval through the Office of the Registrar. Upper-level coursework toward the major requires approval by the major department.
- CAS provides a Professional Exception to the residency requirement for Baker students who pursue professional programs at other institutions. For more information, see the PreProfessional Programs section of the catalog.

Any student who wishes to be granted an exception to this policy must petition the Academic Standards and Enrollment Management Committee.

At SON: In order to obtain the BSN degree from SON, a minimum of 30 credit hours must be completed in residence. After admission to the GSON, all credits toward the MSN degree must be completed at Baker University. Requirements for the degree must be completed within six years of the student's initial semester of coursework.

At SPGS/GSOE: To obtain an associate's degree, a minimum of 24 credit hours must be completed in residence. To obtain a BBA, a minimum of 36 credit hours must be completed in residence. This residence requirement may vary depending on the core/major course requirements. For the Bachelor of Science degree, a minimum of 30 upper-college credit hours (numbered 300 and above) must be completed in residency. See school catalog for details of the residency requirements for SPGS and GSOE master-level programs and the SOE doctoral degrees. A maximum time frame of six years has been designated for completion of all graduate program requirements at SPGS/GSOE.

BOARD OF TRUSTEES

In 1858 the founders of Baker University deemed the University to be governed by an overseeing body of no more than 32 members. Today, Board of Trustees members are elected by the Board and 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 is composed of civic, professional, and spiritual leaders, and remains the highest governing body of the University.

EXECUTIVE OFFICERS

LYNNE MURRAY ....President
MARCUS CHILDRESS...Vice President of Academic Affairs
SHELLEY TEMPLE KNEUVEAN ....Vice President for Finance and Administration
DANIELLE JONES REASE.........................Vice President of Advancement and Enrollment Management
NATE HOUSER……………………Athletic Director and Senior Advisor to the President for Athletics

SENIOR ADMINISTRATION

VERNEDA EDWARDS...Interim Dean of the School of Education
KURT HASKINS……………..……..Interim Dean of the School of Professional and Graduate Studies
MARY HOBUS .... Dean of the School of Nursing
DARCY RUSSELL .... Dean of the College of Arts and Sciences

ADMINISTRATIVE FACULTY

MARCUS CHILDRESS, 2014
　Vice President of Academic Affair
　Professor of Education
　B.M. Appalachian State University, 1983
　M.M. Appalachian State University, 1988
　Ph.D. Virginia Tech, 1995

KIRK HASKINS, 2019
　　Interim Dean of the School of Professional and Graduate Studies
　　Associate Professor of Business
　　B.A. Washburn University, 1993
　　M.B.A. Wichita State University, 1999
　　Ed.D. University of Kansas, 2018

ERIC HAYS, 2004
　　Director of Institutional Research
　　Instructor of Mathematics
　　B.S.E. University of Kansas, 1997
　　M.S.E. University of Kansas, 2002
　　M.S. University of Kansas, 2018

MARY HOBUS, 2020
　　Dean of the School of Nursing
　　Professor of Nursing
　　A.S.N. St. John's College, 1982

B.S.N. St. Mary of the Plains College, 1988
M.S.N. Andrews University, 1996
Ph.D. Marquette University, 2008

DARCY RUSSELL, 1998
Dean of the College of Arts and Sciences
Professor of Biology
The Barbara and Charles A. Duboc University Professor, 2005-2018
B.S. Baker University, 1980
Ph.D. Kansas State University, 1986

VERNEDA EDWARDS, 2012
Interim Dean of the School of Education
Associate Professor of Education
B.S. Kansas State University
M.S. Kansas State University
Ed.D. Oklahoma State 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 Health 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 master's degree program in nursing at Baker University is accredited by the Commission on Collegiate Nursing Education (http://www.ccneaccreditation.org).

MISSION

Baker University School of Nursing provides graduate education to assist professional nurses in achieving their personal goals, sustaining professional commitment, and meeting emerging health care needs of diverse populations.

VISION

Through scholarship, leadership, innovation, and collaboration graduates will transform health care delivery within a culture of diversity across the continuum of care.

MSN 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. Provides an environment of learning through a partnership between students and faculty and dedicated to academic excellence.
3. Retains a well-qualified faculty who are committed to excellence in teaching and participation in scholarship, service, professional development, and nursing practice.
4. Supports opportunities to use current technology and learning resources in a variety of settings.
5. Prepares the professional nurse for leadership in nursing administration and/or nursing education.
6. Establishes a foundation for doctoral study.

ACADEMIC PROGRAMS

PHILOSOPHY
NURSING EDUCATION
Nursing is a practice discipline grounded in the behavioral, physical and social sciences. With an appreciation for academic rigor, nursing education occurs through a collaborative process encompassing diverse experiences to facilitate the development of critical thinking/clinical judgment. Graduate students achieve an appreciation for lifelong learning and professional development. Through scholarly inquiry, collaborative relationships, and leadership formation graduates are prepared to enter a complex and dynamic healthcare environment providing high quality care and education to diverse populations. Graduate students creatively and analytically develop and apply solutions to resolve complex care and system process issues within organizations.

STUDENT LEARNING
Learning requires the commitment and engagement of the learner to set, work toward, and achieve goals. The teaching-learning process is a collaborative experience between faculty and students where knowledge is openly shared in a continuous two-way communication loop. Graduate students are self directed in their learning, professional growth, and goal achievement seeking and accessing the expertise and resources needed.

FACULTY
Nursing faculty demonstrate ongoing commitment to teaching/learning through a variety of innovative strategies designed to meet the educational needs of diverse learners. Faculty are dedicated to student success, scholarship, and service to the community. The process of learning involves student-teacher partnerships founded on mutual trust and respect in successful achievement of program outcomes. With commitment and integrity, the nursing faculty serve as role models who facilitate student growth to further develop accountable professional identity and inter/intra disciplinary collaborative leadership. Faculty promote scholarship development through role modeling activities such as publishing, presentations, research, and leadership positions.

THEORETICAL FRAMEWORK
The MSN program incorporates John Dewey's theory of education and Kristin Swanson's Caring Theory. Dewey believed that the integration of practice and didactic was the key to successful education. His theory of education includes consideration of societal factors or climate, supporting tolerance of others, and a student's life experiences all contribute to acquisition of knowledge. Dewey determined that learning is dynamic and education includes a moral component that assists students to evolve into contributing members of society.

Swanson's Caring Theory incorporates overlapping processes of caring as knowing, being with, doing for, enabling, and maintaining belief. These translate into caring, health promotion, inclusion of cultural, socioeconomic, and spirituality components in nursing education through the faculty-student relationship in the classroom and the student-patient relationship in the clinical setting.

The school of nursing weaves both theorists throughout the curriculum with the patient-family-community focused care at the center of learning. During the school of nursing experience, the graduate gains competence, leadership, caring and mindfulness, scholarship through research and evidence-based practice (EBP), professional accountability, and collaboration among team members and across disciplines. Using Dewey's educational theory, didactic knowledge is applied in the clinical setting; developing clinical judgement, which creates competence and leadership. Incorporating moral considerations across the curriculum creates professional accountability and use of research and EBP to inform clinical decision-making. The curriculum incorporates both Dewey and Swanson's theories to

increase caring and mindfulness in nurse graduates as well as prepare them for collaboration within and across disciplines.

MSN GRADUATE STUDENT OUTCOMES

Consistent with the Mission statement, the MSN 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.
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.

MSN PROGRAM OF STUDY

Semester offered	Credit hour	Course
Fall/Spring	3	MA 500 Statistics & Analysis (Prior to or concurrent with NU 570)
Spring	3	NU 510 Applied Theories for Advancing Quality Care
Summer	3	NU 520 Role Development for Advanced Leadership
Summer	3	NU 530 Health Care Ethical & Legal Considerations
Summer	2	NU 540 Quality Improvement & Informatics Applications
Spring	3	NU 550 Health Care Policy
Spring	3	NU 560 Epidemiology
Fall	3	NU 570 Research, Foundation for Evidence-Based Practice
Fall	4	NU 580 Advanced Pathophysiology/Pharmacology
Spring	3	NU 585 Advanced Health Assessment
Fall	3	NU 590 Complex Care Management

Total credits for Core = 30 – 33

Nursing Education Track			Nursing Administration Track		
Summer	3	NU 610 Theories, Principles & Methods of Education	Summer	3	NU 650 Fundamentals of Organizational Management
Fall	3	NU 620 Program Assessment and Outcomes Measurement	Fall	3	NU 660 Health Care Financing/Economics
Spring	3	NU 630 Education Practicum	Spring	3	NU 670 Administration Practicum
Fall/Spring	1	NU 680 Graduate Scholarly Synthesis Project			

Total Credits for Track = 10

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Total credits for curriculum = 40 - 43

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CREDIT/CLOCK HOUR EQUIVALENCY

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.

MSN COURSE DESCRIPTIONS

MA 500 Statistics & Analysis
This course presents basic statistical concepts and methods most frequently used in health sciences research. Students will be introduced to SPSS software, and emphasis will be on understanding appropriate selection of statistical analysis and interpretation of data analysis. Specifically, fundamentals of sampling, levels of measurement, reliability, descriptive and inferential statistics will be discussed. Students will learn to develop a data set, clean data, and display data. Parametric tests of comparison (t-tests and ANOVA) and correlation (including regression) will be conducted. Nonparametric tests, including Chi Square, Wilcoxon Rank-Sum Test and Mann-Whitney will be explored. Pre-requisite: A graduate level statistics course completed within the last ten years is required prior to taking NU 570; may be taken concurrently (3 credits).

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

NU 520 Role Development for Advanced Leadership
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 (3 credits).

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

NU 540 Quality Improvement & Informatics Applications
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 (2 credits).

NU 550 Health Care Policy
This course provides a framework for analysis of the evolving US health care system and the nurse's 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 (3 credits).

NU 560 Epidemiology
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 Prerequisite: NU 570 Research, Foundation for Evidence-Based Practice (3 credits).

NU 570 Research, Foundation for Evidence-Based Practice
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 research design and statistical analysis are enhanced. A research proposal is developed. The vital role of research in evidenced based practice, quality management and outcomes evaluation is explored. The foundation for an EBP project is established Prerequisite: graduate level statistics and NU 510 Applied Theories for Advancing Quality Care (3 credits).

NU 580 Advanced Pathophysiology/Pharmacology
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. 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 (4 credits).

NU 585 Advanced Health Assessment
This course provides 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 (3 credits).

NU 590 Complex Care Management
This clinical practicum with seminars provides the student with the opportunity to apply core concepts to a selected health care area. 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, NU 580 Advanced Pathophysiology/Pharmacology, and NU 585 Advanced Health Assessment (3 credits).

NU 680 Graduate Scholarly Synthesis Project
This scholarly project provides students with the opportunity to complete a culminating, synthesis component of their graduate education. This project requires students to present evidence of critical thinking, the ability to integrate information, to demonstrate an understanding of research processes, and finally the dissemination of information. Pre-requisite: MA 500 Statistics & Analysis or equivalent and NU 570 Research, Foundation for Evidence-Based Practice. Must show continuous enrollment in this course until successful project completion with 1 credit hour per semester. There is a maximum of 3 credit hours (1 credit). IP (In progress) will be assigned at the end of the semester if the project is incomplete. A Pass/Fail grade is assigned at project completion.

NURSING EDUCATION TRACK (9 Credit Hours)
NU 610 Theories, Principles and Methods of Education
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 (3 credits).

NU 620 Program Assessment and Outcomes Measurement
In this course, the focus is on teaching environments outside the traditional classroom. A strong emphasis on outcomes measurement and program assessment is integrated throughout the course. Pre-requisite: NU 610 (3 credits).

NU 630 Education Practicum
This educational practicum provides students an opportunity to apply core concepts to an educational setting. The student is mentored by an experienced teacher to develop expertise in the nurse educator role in a setting that is an area of interest. Students will develop and implement teaching strategies in the didactic and clinical setting that contribute to safe clinical practice. Settings include academic nursing programs or secondary and tertiary health care agencies. Pre-requisites: NU 610 and 620 (3 credits).

NURSING ADMINISTRATION TRACK (9 Credit Hours)
NU 650 Fundamentals of Organizational Management
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 leadership will be examined as it relates to successful organizational performance (3 credits).

NU 660 Health Care Financing/Economics

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. Trends that drive health care finance, contract negotiations, and reimbursement are explored. Connections between the role of the strategic and financial plans are examined. Pre-requisite: NU 650 (3 credits).

NU 670 Nurse Administration Practicum
In the nurse administration practicum students apply core concepts of professional advocacy, assertiveness, and leadership to a healthcare setting. The student is precepted by a nurse administrator in an area of interest. Knowledge, skills, and abilities related to safety, quality improvement, and systems thinking are an integral part of the experience. The nurse administrator practicum includes 90 clock hours of on-site experience. Pre-requisites: NU 650 and 660 (3 credits).

ADN to MSN BRIDGE PROGRAM OF STUDY
Bridge Courses
Pathophysiology (if no free standing course in ADN program; test out option available)
Pharmacology (if no free standing course in ADN program; test out option available)
Physical Assessment (if no free standing course in ADN program; test out option available)

Semester offered	Credit hour	Course
Fall	4	NU 478 Leadership and Management in Professional Nursing with practicum
Fall	3	NU 427 Research and Evidence-Based Practice
Spring	4	NU 443 Nursing of Communities with practicum
Spring	2	NU 498 Transition to Graduate Study

This program meets the American Association of Colleges of Nursing *Essentials* for Baccalaureate in Nursing Degree (BSN), but the BSN degree is not awarded.

ADN TO MSN BRIDGE COURSE DESCRIPTIONS

NU 478 Leadership and Management in Professional Nursing with practicum
This course provides an overview of leadership and management theories and current issues impacting healthcare in diverse settings. Topics focus on developing the knowledge/skills/ attitudes related to fiscal accountability, the regulatory environment, human resource issues, and creating health work environments. Experiences are designed to assist the student to portray professional values, display accountability and explore opportunities for involvement in lifelong learning and professional service. Clinical experiences will include management of patient care technologies and information management systems when delivering care across the health care continuum.

NU 427 Research and Evidence-Based Practice
This course provides an introduction to the field of nursing research including relevant terminology, processes and techniques. Evidence-based practice is presented alongside concepts central to nursing research. Effective techniques for a literature search are emphasized. A major focus of the course is to develop the analytic skills needed to read research reports. An introduction to quantitative and qualitative research methods is presented, along with information on measurement, hypothesis testing, sampling and study design.   Data collection and data

analysis are also included and students are introduced to SPSS software for data analysis. Ethical implications of research involving human subjects are discussed.

NU 443 Nursing of Communities
The theory portion explores nursing practice as it addresses the needs of individuals, families, and groups in the community, as well as the conditions that influence the health of populations and global communities. Students will develop an understanding of how community-based nursing is influenced by systems for healthcare delivery, policies and political advocacy, transitional care/case management, and vulnerable populations. Students will have the opportunity to explore and apply concepts from community assessment, epidemiology, public health promotion, disease and injury prevention, environmental health and disaster management to make complex and critical clinical judgments.

The practicum portion examines the clinical application of principles of professional nursing practice, incorporating the roles of provider of care, designer/manager/coordinator of care, and member of a profession in adult acute care, medical and surgical settings and community settings across the health care continuum. This course includes opportunities for the student to conduct comprehensive and focused assessments using a holistic approach in the provision of evidenced based care; make complex critical clinical judgments of persons with complex health alterations; collaborate with communities as clients; and integrate leadership principles to transition to the role of the professional nurse. The student will complete client teaching on health and wellness; community assessment and evaluation; and case management both within urban and rural settings. Experiences are designed to assist the student to portray professional values, display accountability and explore opportunities for involvement in lifelong learning and professional and community service. Clinical experiences will include management of patient care technologies and information management systems when delivering care across the health care continuum.

NU 498 Transition to Graduate Studies
This course is required before enrolling in the graduate level courses and is designed to facilitate the transition to advanced studies and application of knowledge about current health-care issues. The students will demonstrate the ability to write professionally a number of papers on nursing theory and a final paper on a topic of interest.

GENERAL INFORMATION

MSN ADMISSION
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.

ADMISSION REQUIREMENTS
- 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; option to test out for applicants with no stand alone course
- A completed online application for graduate admission
- 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
- A graduate level (500 or above) 3-credit statistics course completed within the last ten years may be accepted in transfer pending approval
- 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 Complex Care Management Practicum

ADDITIONAL REQUIREMENTS

Upon notice of official acceptance to the graduate program, the student must present documentation of the following requirements directly to the Assistant Dean of the MSN program to comply with practicum site requirements and HIPAA regulation.

1. Completed background check
2. Health requirements:
   a. Physical examination report
   b. TB testing: SON will accept a negative two-step TB skin procedure within the last 12 months or IGRA laboratory test result within the last 12 months
   c. Positive rubella titer, measles, and mumps titer or MMR vaccination.
   d. Documentation of Hepatitis B vaccination series
   e. Current Tdap (tetanus, diphtheria, and pertussis) immunization, within the last 5 years
   f. Documented Varicella 2-step vaccination or serologic evidence of immunity
   g. Other as required by practicum sites
3. Proof of Basic Life Support (BLS) certification for health care professionals
   Online courses are not accepted. *This proof must be resubmitted before expiration.* (Professional Rescuer from the Red Cross or Health Care Provider from the American Heart Association)
4. Proof of health insurance
5. A working computer and reliable internet access
6. A drug and alcohol screen

CONDITIONAL ADMISSION

An undergraduate nursing GPA of less than 3.00 may be considered for conditional admission to the graduate program. The student must achieve a grade of B or higher in the first two graduate courses in order to progress in the program.

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 of nursing courses 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 Assistant Dean within six weeks of the admission date. Courses not submitted within the

six week timeframe will not be accepted. Transferred grade points are not included in the calculation of the Baker University GPA. After admission to the graduate nursing program, all credits toward the MSN degree must be completed at Baker University.

NON-DEGREE SEEKING (NDS) OPTIONS

Baker University School of Nursing encourages lifelong learning. Therefore, the graduate program offers two Non-Degree Seeking options described below. Applicants to either option must have graduated from an accredited academic institution. Applicants must meet the admission requirements listed below and the prerequisite requirements for the courses they are interested in taking. Individuals who have been officially denied admission as degree-seeking students are not eligible for admission as non-degree students. The student is responsible for arranging tuition payment to Baker University. Financial aid is not available for a non-degree student.

One course option

Applicant to this option must have at minimum, a baccalaureate degree and may enroll in select courses, one course at a time and are limited to a total of three courses. There is no guarantee of future enrollment in the graduate program upon successful completion of any core MSN courses. Practicum courses, Track courses, and the Graduate Scholarly Synthesis Project are not available in this option. This application must be renewed after three years if the maximum credits have not been completed.

Certificate option

The certificate option is available only to nurses who have graduated with a nursing master's degree obtained from a professionally accredited program. There are three (3) courses in each certificate plan of study offered consecutively beginning in the summer session, the fall semester, with completion of the practicum in the spring semester. The certificate option must be completed within three years.

The Nursing Educator certificate program is designed for individuals who wish to gain specialty knowledge in this role. The certificate consists of education focused courses and an individualized practicum for a total of 9 credits.

The Nursing Administrator certificate program is designed for individuals who wish to gain specialty knowledge in this role. Course work in organizational management, health care financing and economics, and an individualized practicum will be required for a total of 9 credits.

NDS Admission Requirements

        * one course option   # certificate option

  */#Baccalaureate and/or Master's degree from an accredited academic institution
  */#Validation of an unencumbered license to practice in the USA if a licensed professional
  */#Completed application for NDS admission
  */#Official transcript(s) from colleges/universities granting baccalaureate and/or master's degree
  #A minimum grade point average (GPA) of 3.0 (4.0 scale)
  #Two references from professionals who are non-family members

After acceptance to the certificate program:
  # Criminal background check
  # Physical exam and immunization record
  # Current health insurance coverage
  # Active BLS certificate
  # Drug and alcohol screen

ADMISSION REQUIREMENTS FOR INTERNATIONAL STUDENTS

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

ADN to MSN BRIDGE

The Associate Degree in Nursing to Master of Science in Nursing academic pathway provides an alternative to the commonly seen stepwise progression in educational settings. The development of this alternate pathway is partly in response to the Institute of Medicine's Future of Nursing report (2010) which spoke to the need of furthering education at all levels and promoting the nurse's ability to practice to their upmost capacity. Such preparation will prepare nurses to assume advanced nursing roles in leadership and education.

ADMISSION REQUIREMENTS
1. A 3.0 overall and Nursing GPA. Students below this level may apply for Conditional Admission.
2. Students who are conditionally admitted must maintain a B (3.0) average throughout the Transition Course sequence.
3. Two letters of reference:
    a. Students who graduated ≤ 5 years must submit one letter from the Director of the ADN program and a clinical faculty member.
    b. Students who graduated > 5 years must submit two letters of reference from manager/supervisor and professional colleague.
4. Completion of at least 70 credit hours at the undergraduate level.
5. Graduation from a state approved and nationally accredited nursing school (ACEN/NLNAC).
6. Unencumbered RN license.
7. Completion and submission of Professional Goal Statement.
8. Students enrolled in the MSN program must have 1800 practice hours as a RN prior to beginning the NU 590 Complex Care Management Practicum.

ADDITIONAL REQUIREMENTS
Upon notice of official acceptance to the graduate program, the student must present documentation of the following requirements directly to the Assistant Dean of the MSN program to comply with practicum site requirements and HIPAA regulation.
1. Completed background check
2. Health requirements:
    a. Physical examination report
    b. TB testing: SON will accept a negative two-step TB skin procedure within the last 12 months or IGRA laboratory test result within the last 12 months
    c. Positive rubella titer, measles, and mumps titer or MMR vaccination.
    d. Documentation of Hepatitis B vaccination series
    e. Current Tdap (tetanus, diphtheria, and pertussis) immunization, within the last 5 years
    f. Documented Varicella 2-step vaccination or serologic evidence of immunity
    g. Other as required by practicum sites
3. Proof of Basic Life Support (BLS) certification for health care professionals
    Online courses are not accepted. *This proof must be resubmitted before expiration.* (Professional Rescuer from the Red Cross or Health Care Provider from the American Heart Association)
4. Proof of health insurance

5. A working computer and reliable internet access
6. A drug and alcohol screen

REQUIRED PREREQUISITES FOR THE ADN TO MSN BRIDGE
Anatomy and Physiology
English Comp I
English Comp II
General Psychology
Microbiology
College Algebra
Undergraduate statistics
Electives (9 hours): Nutrition, Developmental Psychology, Sociology, Humanities, Fine Arts

CONDITIONAL ADMISSION
   An undergraduate nursing GPA of less than 3.00 may be considered for conditional admission to the graduate program. The student must achieve a grade of B or higher in the first two graduate courses in order to progress in the program.

BAKER UNIVERSITY SCHOOL OF NURSING DRUG AND ALCOHOL POLICY

In an effort to maintain safe patient care, all students in the School of Nursing will undergo drug and alcohol testing prior to admission. This policy will be applied and enforced fairly and evenly for all students without regard to race, religion, gender, disability, national origin, or age. All reasonable methods will be used to maintain the confidentiality of drug and alcohol testing results to protect individual rights.
   Definitions for this policy are: Drugs and "controlled substances that are not legally obtainable, or that are legally obtainable but have not been legally obtained, are considered to be illegal drugs. Examples include street drugs such as cocaine, heroin, marijuana, and phencyclidine and controlled substances such as amphetamine, methamphetamine, and barbiturates. The term "controlled substance use" includes prescribed drugs not being used for prescribed purposes or in a prescribed manner.

Policy
1. The School of Nursing will designate the company approved to do the drug and alcohol screening. Results from any company other than those designated by the school will not be accepted.
2. The student will be responsible for the cost of the drug and alcohol screen.
3. Students may need to obtain another drug and alcohol test as specified by the clinical agency at their expense.
4. Students will be required to sign a consent form for testing and the release of test results to the School of Nursing. These will remain confidential and may be reviewed by the School Administration.
5. Students who do not consent to drug and alcohol screening will have their admission to the program revoked. Practicum participation is not possible if facility contractual requirements are not met.
6. Students testing positive prior to the beginning of the semester may have the option of retesting at their expense. Students with positive drug tests at this time will be dismissed from the program.
7. Any student of the School of Nursing who is arrested for driving under the influence of alcohol or violating a statute pertaining to the manufacture, possession, sale or use of any drug shall notify

the Assistant Dean/Dean of the School of Nursing. Students must undergo drug and alcohol testing in order to return to classes. Students testing positive for alcohol and/or drugs will be dismissed from the program. Testing will be done at the student's expense. Thereafter, the student must notify the Assistant Dean/Dean if the event culminated with a dismissal of charges, a conviction of charges, or diversion.

Procedure
1. Students will be informed of the requirement for drug testing during the admission process and again in the admission letter.
2. Testing of the 15 drug and alcohol panel will be done by LabCorp. The lab will be responsible for obtaining the specimen needed, analysis of the results and the reporting of the findings to the School of Nursing.
3. Students are required to list all medications being taken on their medical forms as well as the testing slips.
4. Students will complete the testing for drugs and alcohol.
5. Student drug screen results will be submitted to the School of Nursing and reviewed by the School Administration
6. Students testing positive prior to the beginning of the semester may have the option of retesting at their expense. Students with positive drug tests (alcohol, illicit drugs or narcotic meds without a prescription) at this time will be dismissed from the program.
7. Students testing positive for prescribed meds will be required to provide appropriate medical documentation from the healthcare provider along with the purpose of the medication and validation clinical participation is safe.

DEGREE COMPLETION TIMEFRAME

Requirements for the MSN degree must be completed within six (6) years from the student's initial semester of course work. Exception may be made by the Assistant 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. No more than two courses with a grade of C are allowed. A minimum of 32 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	Magna Cum Laude	Cum Laude
3.90 – 4.00	3.75 – 3.89	3.50 – 3.74

CANDIDACY FOR GRADUATION

Students must file an *Intent to Graduate* Form accompanied by the graduation fee of $125 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. Payment of all tuition and fees must be made.

Degree Conferral and Diploma

The degree conferral is posted to the student's official transcript upon successful completion of final degree requirements, filing the Intent to Graduate form, and upon validation by the Office of the Registrar that all degree requirements have been met. Diplomas are printed multiple times throughout the year and reflect the degree conferral date posted to the transcript. Students with outstanding financial obligations to the University will not receive their diploma or official transcript until all obligations have been satisfied.

Participation in Commencement

Students who participate in the May commencement ceremony must complete or be scheduled to complete final degree requirements by the following August 31st. Participation in commencement is not required, but encouraged.

Students are allowed to participate in only one commencement ceremony per degree awarded. The graduation fee is assessed only once per degree awarded.

FINANCIAL INFORMATION

TUITION AND FEES

Tuition is the cost for instruction and is typically charged per credit hour. Fees are charged per course, per program, or are one-time fees. Questions regarding tuition should be addressed to the Business Office. Tuition and fees for each course are due prior to the start of the course.

For students with documentation of participation in an employer-provided tuition reimbursement program, the student is given the option to pay up until the last day of the course. A convenience fee of $15 is charged for the deferred payment.

Tuition MSN courses	$480.00 credit hour
Tuition ADN to MSN Bridge courses*	$100.00 credit hour
Technology fee	$40.00 per course
Liability Insurance fee	$15.00 (annually)
Background check **	$79.00 (one time)
Drug and alcohol screen **	$49.00 (admission and as required)
SPSS program for the student's computer **	$50.00 rent per time (x2 max.)
Graduation fee (non-refundable)	$125.00 (one time)

* This rate applies only to the four bridge courses and the pathophysiology, pharmacology, or physical assessment courses, if required. Enrollment in the masters courses are at the master's rate per credit hour.

** Fee paid by student to the third party company directly.

The **Technology Fee** is charged per course for courses and programs exempted from the Baker 360 fee and covers University expenses related to maintenance and expansion of technology services and support; and systems to support enrollment, advising, student records, and instruction. This fee is charged regardless of modality (on-ground, online, or hybrid courses.) The fee is non-refundable and non-transferable. Students are required to purchase their own books and course materials.

The **Graduation Fee** is a non-refundable fee charged to all students who apply to graduate regardless of intention to participate in commencement. Students pay a graduation fee only once per degree program. The graduation fee does not cover all expenses related to graduation and commencement. It supports expenses related to:

- Processing expense incurred by the University including verifying graduation eligibility, preparing commencement publications, organizing commencement ceremonies, printing diplomas, and calculating scholastic honors for undergraduate students.
- Supplies purchased to support graduation including but not limited to- diplomas, diploma covers, postage to mail diplomas, and commencement regalia.
- Commencement Ceremony expenses incurred by the University include speakers, music, and wages associated with setup and cleanup of the venue and receptions.

The **Course Fee** is charged to certain courses for specific costs related to the course not covered by general tuition.

NON-PAYMENT OF TUITION AND FEES

Students are responsible for remaining current on all tuition and fees due the University. If a student's account becomes delinquent, the University will place a financial hold on the account and the student will not be able to enroll or participate in future courses until such time as the account is current or the student has entered into a payment plan with the Business Office. While the student is enrolled, a payment plan can be set up through the Business Office.

An official transcript will not be issued until the student account is current with no balance due. From time to time the University will send seriously delinquent accounts, for which the student has made no effort to pay, to an outside collections service. Students whose accounts are sent to collection are responsible for all costs associated with collection. A financial hold will remain on their account preventing future enrollment or release of an official transcript.

WITHDRAWALS AND REFUNDS

Students are expected to meet all financial obligations of their degree program. For cohort students, a schedule of payments and an analysis of fee structures with due dates is outlined at the time of enrollment. Students are expected to meet these obligations according to the schedule. A service charge of $25 is assessed for any check returned due to insufficient funds. Any questions regarding payments or problems associated with making those payments should be directed to the Business Office 913-344-6049.

Baker University reserves the right to change the tuition and fee schedule at any time.

Refund policy guidelines are as follows:

Fees associated with admissions and graduation fees are non-refundable.

For masters programs, tuition for course offerings is refunded as follows:

- Written notification of withdrawal received by Academic Advising prior to the first class session of a course – 100% tuition refund.
- Written notification of withdrawal received by Academic Advising after the first class session of a course but prior to the second class session – 90% tuition refund.
- Withdrawal after second class session of a course – no tuition refund.

Federal regulations require the use of the Return of Title IV Funds Policy to be used for all students receiving any type of Federal aid when calculating the aid a student can retain after withdrawing. At Baker University, the tuition refund policy will be used for State and outside aid sources.

These regulations govern the return of aid disbursed for a student who completely withdraws from a term or payment period. During the first 60% of the period/semester, a student "earns" aid in direct proportion to the length of time he or she remains enrolled. The percentage of time that the student remained enrolled determines the percentage of disbursable aid for that period that the student earned. A student who remains enrolled beyond the 60% point, earns all aid for the period.

Students planning to withdraw need to start with the Assistant Dean. Institutional charges and financial aid will be adjusted once the withdrawal date has been determined. It is possible that the student who withdraws will still have an outstanding balance due to the University.

THE WITHDRAWAL DATE IS DETERMINED AS FOLLOWS:

Official Withdrawals – the latter date of when the student began the institution's official withdrawal process OR officially notified the institution of intent to withdraw.

Unofficial Withdrawals – the last date the student participated in an academic activity.

The percentage of the period that the student remained enrolled is calculated based on number of days the student was enrolled. Divide the number of days enrolled by the total days in the enrollment period. Calendar days are used including weekends, but breaks of at least five days are excluded from both the numerator and the denominator.

GENERAL POLICIES

1. Requests for any balance remaining on account must be in writing and addressed to the Business Office.
2. Appeals need to be addressed to the Director of Financial Aid.

OTHER FINANCIAL POLICIES

1. For current year tuition and fees information, call 785-354-5837.
2. Enrollment in the School of Nursing is contingent upon the following criteria:
   a. Students must not owe in excess of $100 from a previous term; OR
   b. Students must have sufficient financial aid to cover all charges; OR
   c. Students must have secured long-term financing to cover all charges at the University; OR
   d. Students must have arranged for a Baker University financing plan or a combination of payment plan and financial aid that will cover all charges due to the University; OR
   e. Students must pay in full two weeks prior to the first day of class.
3. Grant and scholarship funds from all sources credit first to tuition and fees, unless the specific aid is targeted to other educational costs.
4. Official transcripts are not released until all accounts are paid in full.
5. There will be a service charge at the rate of 1 % per month on all unpaid accounts. Accounts secured and paid as agreed are not subject to this charge.
6. Students with unpaid accounts will not receive diplomas or transcripts until all amounts are paid in full.
7. Failure to pay accounts due on a timely basis or after sufficient notice constitutes grounds for termination of services and administrative withdrawal from the University.
8. Baker University will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries or other institutional facilities, or the requirement that a Chapter 13 or Chapter 33 recipient borrow additional funds to cover the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement of a payment by the U.S. Department of Veterans Affairs. The rules stipulated in numbers 5 and 7 of this list do not apply to students covered in number 8.

FINANCIAL AND EDUCATIONAL RECORDS

Financial records are maintained in the Baker University Financial Aid office for three years in accordance with Federal Department of Education regulations regarding maintenance of financial aid records. Educational records are maintained by Baker University Office of the Registrar in compliance with American Association of Collegiate Registrar and Admission Officers (AACRAO) guidelines.

FORCE MAJEURE EVENT

Baker University shall not be liable for any default or delay in the performance of its obligations to one or more students: (a) if and to the extent that such default or delay arises out of causes beyond its reasonable control, including defaults; delays or actions of one or more students (including students other than the student(s) affected by such Force Majeure Event); acts of God; acts of war (whether declared or not); acts, omissions or delays in acting by governmental authority; moratorium; epidemics or quarantine restrictions; other acts of public emergency; embargoes; insurrection; earthquakes; fires; tornadoes; cable cuts; floods; terrorism; civil commotions; riots; and strikes, lockouts or other labor disturbances (each, a "Force Majeure Event") and (b) if such default or delay cannot reasonably be circumvented by Baker University through the use of alternative sources, work-around plans or other means without additional cost or delay to Baker University. Upon the occurrence of any such Force Majeure Event, Baker University shall be excused from further performance or observance of the obligation(s) affected so long as such circumstances caused by the Force Majeure Event prevail.

TECHNOLOGY RESOURCES

EMAIL COMMUNICATION

Each student has a BU email account. Students can expect to receive most correspondence items from the University by email, including correspondence from faculty and financial aid. Students are expected 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* 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 Assistant Dean at 785-354-5837 as soon as possible.

LEARNING MANAGEMENT SYSTEM (LMS)

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. 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 or email helpdesk@bakeru.edu.

LIBRARY SERVICES

COLLINS LIBRARY

The Collins Library provides support and resources for all undergraduate and graduate programs offered at the university. Each SON student is issued a BU library PIN that allows access through the student portal. The Collins Library provides 24/7 access to databases, print, and electronic resources via the library website (https://www.bakeru.edu/collins-library/).

Since many of Baker's graduate programs are offered online, the librarians are very adept at serving the needs of online learners. Databases provided by the library of specific interest to the nursing program include: CINAHL with Full Text, ProQuest Nursing and Allied Health, Business Source Premier, ABI/INFORM Complete, and Dissertations and Theses Full-text. In addition to over 150,000 eBooks accessible through the library's subscriptions, students also have access to another 140,000 eBooks available through the library's demand driven acquisition program. When not available electronically, students are encouraged to request needed resources through interlibrary loan. As participants in OCLC's WorldShare ILL system, the library staff can request access to materials held by libraries around the world.

ACADEMIC POLICIES

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.

GRADING SCALE

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

Point range	Letter	Points	Additional grading notation
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	IP – In progress
			P – Met course requirements

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 four weeks after the start of the next 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. The Graduate Project must be completed within three (3) semesters with no option for additional enrollment. "In Progress" (IP) will be assigned at the end of the semester if the project is incomplete. A Pass/Fail grade will be assigned at project completion.

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 Graduate Nursing Education Committee is required for any student to take more than the maximum load.

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.

A student absent for more than 30% of course class sessions will not 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, the student is administratively withdrawn from the program. After being withdrawn from the program, the student must contact the Assistant Dean for readmission to the program.

SCHOOL OF NURSING ONLINE LEARNING

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. Occasional synchronous experiences may be a required part of the course.
- Online learning takes place using *Moodle*, Baker University's learning management system (LMS), to create an online classroom setting in which instructors and students interact.
- Online courses are scheduled in consultation with the Assistant 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
- 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.).

ACADEMIC 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 Assistant Dean.

WITHDRAWAL FROM 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 Assistant Dean. The last date the student attended a class session is the date used to determine if any tuition refund is due.

ADMINISTRATIVE WITHDRAWAL

The Dean and Assistant Dean, in consultation with Graduate Nursing Education Committee, 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.

THE WITHDRAWAL DATE IS DETERMINED AS FOLLOWS:
    Official withdrawals - the latter date of when the student began the official withdrawal process OR officially notifies the institution of intent to withdraw;
    Unofficial withdrawals - the midpoint of the period for a student who leaves without notifying the institution.

ACADEMIC PERFORMANCE POLICIES AND PROCEDURES

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 Graduate Nursing Education Committee. If the academic average falls below 3.0 the student will be placed on probation.

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 Graduate Nursing Education Committee.
    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.

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

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 Assistant 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 Assistant Dean will convene three members of the Graduate Nursing Education Committee within seven (7) business days to hear the grievance. The Assistant Dean's role is to facilitate the hearing and is a non-voting member.
3. Should the final decision of the Graduate Nursing Education Committee 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 Assistant 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 Assistant 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 Assistant 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.

Involved parties who sit on the Graduate Nursing Education Committee will be exempted from the review.

WRITTEN ASSIGNMENTS

The format from the *Publication Manual of the American Psychological Association (APA)* 2020 (7th ed.) shall be used for all written assignments. If using online APA formatting, the student is still responsible for checking accuracy. All papers must be written in Microsoft Word.

SUBMITTING ASSIGNMENTS

Assignments should be submitted electronically and posted in the course on *Moodle*. The assignment should have the student's last name first in the saved document. 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 provides 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".

DRUG/ALCOHOL TESTING POLICY

This policy will be applied and enforced fairly and evenly for all students without regard to race, religion, gender, disability, national origin, or age. All reasonable methods will be used to maintain the confidentiality of drug and alcohol testing results to protect individual rights. Per the Stormont Vail Policy, definitions for this policy are: Drugs and "controlled substances that are not legally obtainable, or that are legally obtainable but have not been legally obtained, are considered to be illegal drugs. Examples include street drugs such as cocaine, heroin, marijuana, and phencyclidine and controlled substances such as amphetamine, methamphetamine, and barbiturates. The term "controlled substance use" includes prescribed drugs not being used for prescribed purposes or in a prescribed manner.

Any student may be required to submit to a "for cause" urine drug test, blood alcohol test, or any other testing methodologies if an instructor has a reasonable suspicion that the student is under the influence of drugs or alcohol, has taken drugs while in clinical, or might have drugs in his/her system during the clinical experience.

1. The reasonable suspicion for requiring a student to take a test shall be observed by the preceptor and Assistant Dean/Dean if available. The preceptor is responsible for providing all documentation related to the incident. An example list of indicators (not all-inclusive) of impairment due to drugs or alcohol is attached to the end of this policy.

2. Any student observed by a faculty or preceptor to behave in a manner that indicates the student may be under the influence of alcohol or drugs during classroom or clinical experiences. This includes the odor of alcohol.
3. Any other occurrence in which a preceptor has a reasonable basis to believe that a student is using drugs or is under the influence of drugs or alcohol during clinical experiences. Physical evidence of drug use by the student or possession of drug paraphernalia. Documented deterioration in the student's clinical performance that could be attributed to drug use.

Procedure
1. The student will be advised and then removed from the clinical site, if there is reasonable basis to believe that he/she is under the influence of drugs or alcohol during clinical experience. Then the student will be counseled by the preceptor and/or Assistant Dean and will be required to submit to a drug and/or alcohol test at a designated laboratory.
2. Cost of drug testing will be the student's responsibility.
3. Refusal to submit to drug and alcohol testing will result in dismissal from the program.
4. If the results of a drug or alcohol test are positive the student may be dismissed from the program and referred to community resources.
5. Students will be restricted from the clinical setting until testing results are available.
6. RN students will be reported to their respective Board of Nursing.

List of examples possibly indicating impairment due to drug or alcohol ingestion.
Observable signs might include, but not be limited to:
- Slurred speech
- Odor of alcohol on breath or person
- Unsteady gait
- Disorientated or confused behavior
- Significant changes in work habits
- Hallucinations
- Unexplained accident or injury
- Other clinical observations consistent with impairment
- Sloppy, inappropriate clothing and/or appearance
- Physically assaultive, unduly talkative, exaggerated self-importance, making incoherent or irrelevant statements
- Excessive sick leave, excessive lateness when reporting for class or clinical experience or returning from lunch or break, frequent unscheduled short term absences
- Work takes more time to produce, missed deadlines, careless mistakes
- Unable to concentrate or distracts easily
- Inconsistent behavior or mood swings

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 C and D for unprofessional conduct)

Consequences of Academic and/or Professional Misconduct

A formal complaint is defined by the Graduate School of Nursing as any written student concern related to a final course grade, probation or dismissal from the program, or an academic integrity decision. Resolution of complaints is first attempted informally. If unresolved, the grievant has the option of initiating a formal grievance as per step #1 in the Grievance Procedure below.

Rights of Students

Baker University School of Nursing is committed to providing an environment that is supportive of graduate student achievement. Students have the right to differing and contrary opinion without fear of reprisal or unfair treatment in the student's academic work. 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. A student has the right of appeal as specified in the Grievance Policy below.

HIPAA

The Health Insurance Portability and Accountability Act (HIPAA) outlines privacy standards designed to prevent the unauthorized access or use of Protected Health Information (PHI). PHI includes any oral, written or electronic information related to a patient's past, present, or future physical or mental condition. This information often includes such items as the patient's name, date of birth, Social Security number, account number, telephone number, or other information that may be linked or used to identify a specific patient.

STUDENT SERVICES

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.

ORIENTATION

All graduate students are enrolled in the MSN Resource Hub. In this location the student can find the current Student Handbook and Graduate Project Handbook, Orientation to Moodle, Writing Resources, and Graduate Nursing Education Committee minutes.

ADA POLICY

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. Access Services coordinates accommodations and services for all eligible students with disabilities. If a student has a disability and wishes to request accommodations and has not contacted Access Services, he/she should do so as soon as possible. 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. If accommodations have been approved by Access Services, students should communicate with their instructor(s) regarding their accommodations to coordinate services.

The Office of Access Services, housed within Student Academic Success serves students with physical, psychological, or learning disabilities, whether short or long term. Access Services is located on the Baldwin City campus in the Office of Student Academic Success (in the lower level of Collins Library). They can be reached at 785-594-8352 or at sas@bakeru.edu. Information about Access Services can also be found on the Baker website at www.bakeru.edu/sas. Students who have or believe they may have a disability are encouraged to contact Kathy Wilson at Kathy.wilson@bakeru.edu in a timely manner (prior to the start of classes or as soon as the disability becomes known) to request services and verify the need for assistance through appropriate supporting documentation.

HEALTH SERVICES
For health issues, students are encouraged to access their local primary care clinic or urgent care. For mental health issues, students can contact the Baker University Chaplain, Rev. Kevin Hopkins, kevin.hopkins@bakerU.edu or 785-594-4562. The Headquarters Counseling Center in Lawrence, KS is also available for mental health issues www.ksphq.org or 785-841-2345.

STUDENT PARTICIPATION OPPORTUNITIES

STUDENT REPRESENTATION ON GRADUATE NURSE EDUCATION COMMITTEE
Students are invited to participate to represent the graduate student body on the Graduate Nurse Education Committee (GNEC). Students can attend virtually or in-person. Once the minutes are approved, all students can read in the MSN Resource Hub course on Moodle.

ETA KAPPA AT-LARGE CHAPTER OF SIGMA THETA TAU INTERNATIONAL
Eta Kappa at-Large, a chapter of Sigma Theta Tau International Honor Society of Nursing, is a collaborative effort among Baker University, Washburn University, and Emporia State University Schools of Nursing. The purpose of Sigma Theta Tau International is to recognize superior achievement, recognize the development of leadership qualities, foster high professional standards, encourage creative work, and strengthen commitment to the ideals and purposes of the profession. Inductions take place twice a year.

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 Assistant 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

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
- Shows respect towards others
- Causes another to feel valued
- Contributes to mutual respect
- Contributes to 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

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 QUIDELINES

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

MSN ACADEMIC CALENDAR

FALL 2021

Fall classes begin	M	August 16
Labor Day Observance – no classes	M	September 6
Last day to drop classes	F	September 24
Mid-term	F	October 8
Last day to withdraw from classes	F	November 12
Thanksgiving Break – no classes	W-F	November 24-26
Last day of classes	F	December 3
Final grades due	M	December 13

SPRING 2022

Martin Luther King, Jr. Day Observance – no classes	M	January 17
Spring classes begin	Tu	January 18
Last day to drop classes	F	February 25
Mid-term	F	March 11
Spring Break – no classes	M-F	March 14-18
Good Friday Observance	F	April 15
Last day to withdraw from classes	F	April 22
Last day of classes	F	May 6
Spring Commencement	Sat	May 7
Final grades due	M	May 16

SUMMER 2022

Memorial Day Observance	M	May 30
First day of classes	T	May 31
Last day to add classes	W	June 1
Last day to drop classes	F	June 10
Last day to withdraw from classes	F	June 24
Fourth of July Observance	M	July 4
Last day of classes	W	July 20
Final grades due	M	July 25