GRADUATE STUDENT HANDBOOK

NORTHERN ARIZONA UNIVERSITY

SCHOOL OF NURSING

2011 – 2012
Dear Graduate Nursing Student,

Welcome to the School of Nursing!!! Your time as a student in the school will be a wonderful exciting learning experience. In an effort to help you navigate through your nursing program, we have developed a Graduate Student Handbook. This Handbook, as well as the Graduate Catalog of Northern Arizona University, serves as a document of understanding between you and the School. It is a guide for your academic and professional development and contains our policies and procedures. As you are reading the Graduate Student Handbook, if you have questions or find something unclear, your faculty advisor, the Graduate Program Coordinator, and I are available to help answer questions or find a source of information. If you think of additional items that we should include in future handbooks or other publications, please let me know.

Best wishes for a challenging and satisfying educational experience.

Sincerely yours,

Debera Thomas, DNS, FNP, ANP
Dean
School of Nursing
Northern Arizona University
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Northern Arizona University  
School of Nursing

Strategic Plan Mission
The School of Nursing offers undergraduate and graduate programs which advance and create new knowledge as well as promote an understanding of the physiological, psychosocial, cultural, environmental, and economic factors influencing the health status of citizens of Arizona and the American Southwest. These programs prepare students to assume and continue professional and leadership roles as health and human services providers and scientists.

Central to our mission is to provide the highest quality teaching, clinical education, and research, encouraging both students and faculty to explore and develop solutions for the various issues associated with providing quality health care and human services.

Our service mission is to encourage faculty and students to provide consultative and professional health related services at local, statewide, national and international levels. Working collaboratively with policy makers, managers, and health care providers locally, statewide, and nationally, to address critical challenges facing the current health care delivery system within Arizona and the American Southwest, is primary to our service mission.

Therefore our Mission statement reads: Provide an outstanding undergraduate residential nursing education strengthened by research, graduate and professional programs and a responsible distance learning network delivering programs throughout Arizona.

Strategic Plan Goals
In keeping with the School, AACN's (1998) and IOM’s vision for academic institutions and clinical settings, the School of Nursing has developed operating principles that will allow the School and the AACN and IOM’s (2003) vision to be realized and will facilitate the nursing student’s mastery of the core competencies.

**Goal # 1. Provide excellence in nursing education.**

**Goal # 2. Strengthen graduate and professional nursing education and research.**

**Goal # 3. Increase enrollment and retention across nursing programs.**

**Goal # 4. Provide leadership within the University and the state in the development, use and assessment of technologies in nursing education programs.**

**Goal # 5. Foster a culture of diversity, community and citizenship within the School of Nursing.**

**Goal # 6. Become the nation's leading School of Nursing serving Native Americans.**

**Goal # 7. Ensure financial stability and growth.**
NON-DISCRIMINATION POLICY

In all that we do, Northern Arizona University maintains a strong commitment to affirmative action and equal opportunity. NAU prohibits discrimination against or harassment of any individual on the basis of age, race, color, religion, sex, sexual orientation, national origin, physical or mental disability, or status as a Vietnam-era veteran, other protected veteran, newly separated veteran, or special disabled veteran in our admission, employment, and educational plans and activities.


You may inquire about the application of these regulations or NAU’s Safe Working and Learning Environment Policy by contacting the Office of Affirmative Action and Equal Opportunity, NAU, PO Box 4083, Flagstaff, AZ 86011-4083 (928-523-3312, TTY 928-523-1006).

POLICY STATEMENTS

Students are responsible for being familiar with the University Policies related to the following:

- Safe Environment
- Students with Disabilities
- Institutional Review Board
- Academic Integrity
- Academic Contact Hour Policy
- Sensitive Course Materials

You may access the above policy statements at the following University website: http://www2.nau.edu/academicadmin/UCCPolicy/plcystmt.html

- Student Code of Conduct https://azregents.asu.edu/rrc/Policy%20Manual/5-308-Student%20Code%20of%20Conduct.pdf
- Classroom Management http://home.nau.edu/studentlife/handbook/appendix_f.asp

SAFE ENVIRONMENT POLICY

NAU’s Safe Working and Learning Environment Policy seeks to prohibit discrimination and promote the safety of all individuals within the university. The goal of this policy is to prevent the occurrence of discrimination on the basis of sex, race, color, age, national origin, religion, sexual orientation, disability, or veteran status and to prevent sexual harassment, sexual assault or retaliation by anyone at this university.

You may obtain a copy of this policy from the college dean’s office or from the NAU’s Affirmative Action website http://home.nau.edu/diversity/. If you have concerns about this policy, it is important that you contact the departmental chair, dean’s office, the Office of Student Life (928-523-5181), or NAU’s Office of Affirmative Action (928-523-3312).
STUDENTS WITH DISABILITIES

If you have a documented disability, you can arrange for accommodations by contacting Disability Resources (DR) at 523-8773 (voice) or 523-6906 (TTY), dr@nau.edu (e-mail) or 928-523-8747 (fax). Students needing academic accommodations are required to register with DR and provide required disability related documentation. Although you may request an accommodation at any time, in order for DR to best meet your individual needs, you are urged to register and submit necessary documentation (www.nau.edu/dr) 8 weeks prior to the time you wish to receive accommodations. DR is strongly committed to the needs of student with disabilities and the promotion of Universal Design. Concerns or questions related to the accessibility of programs and facilities at NAU may be brought to the attention of DR or the Office of Affirmative Action and Equal Opportunity (523-3312).

INSTITUTIONAL REVIEW BOARD

Any study involving observation of or interaction with human subjects that originates at NAU—including a course project, report, or research paper—must be reviewed and approved by the Institutional Review Board (IRB) for the protection of human subjects in research and research-related activities.

The IRB meets monthly. Proposals must be submitted for review at least fifteen working days before the monthly meeting. You should consult with your course instructor early in the course to ascertain if your project needs to be reviewed by the IRB and/or to secure information or appropriate forms and procedures for the IRB review. Your instructor and department chair or college dean must sign the application for approval by the IRB. The IRB categorizes projects into three levels depending on the nature of the project: exempt from further review, expedited review, or full board review. If the IRB certifies that a project is exempt from further review, you need not resubmit the project for continuing IRB review as long as there are no modifications in the exempted procedures.

A copy of the IRB Policy and Procedures Manual is available in each department’s administrative office and each college dean’s office or on their website: http://www.research.nau.edu/compliance/irb/index.aspx. If you have questions, contact the IRB Coordinator in the Office of the Vice President for Research at 928-523-8288 or 523-4340.

ACADEMIC INTEGRITY

The university takes an extremely serious view of violations of academic integrity. As members of the academic community, NAU’s administration, faculty, staff and students are dedicated to promoting an atmosphere of honesty and are committed to maintaining the academic integrity essential to the education process. Inherent in this commitment is the belief that academic dishonesty in all forms violates the basic principles of integrity and impedes learning. Students are therefore responsible for conducting themselves in an academically honest manner.

Individual students and faculty members are responsible for identifying instances of academic dishonesty. Faculty members then recommend penalties to the department chair or college dean in keeping with the severity of the violation.

Written documentation of the penalty imposed at any level in the process must be forwarded to the Associate Dean in the Graduate College and the Associate Provost for Academic Administration. The complete policy on academic integrity is in Appendix G of NAU’s Student Handbook http://home.nau.edu/studentlife/handbook/appendix_g.asp.
Academic Dishonesty Reporting Form

Date:        Course Prefix         Course Number
Course Title
Instructor
Student Name            Student EMP #

ACADEMIC DISHONESTY is a form of misconduct that is subject to disciplinary action under the Student Code of Conduct and includes the following (please check the appropriate block).

☐ Plagiarism: any attempt to knowingly or deliberately pass off other's work as your own.
☐ Cheating: any attempt to gain an unfair advantage over one's fellow students.
☐ Fabrication: any attempt to present information that is not true when the author knows the information presented is false.
☐ Fraud: any attempt to deceive an instructor or administrative officer of the university.
☐ Facilitating Academic Dishonesty: any attempt to assist an act of academic dishonesty by another individual.

Description of the Academic Dishonesty:

ACADEMIC VIOLATIONS GUIDELINES
It is the responsibility of the individual faculty member to identify instances of academic dishonesty and recommend penalties to the department chair and associate dean in keeping with the severity of the violation. If it is determined that the violation is minor, the faculty member may decide the only necessary action is a conference with the student for counseling. Should it be determined that the violation merits a more severe penalty than verbal counseling, the faculty member may decide that one of the following progressive penalties is appropriate (please check the recommended action):

☐ Assign the student extra course work.
☐ Require the assignment or examination to be repeated.
☐ Award a zero grade on the assignment or examination.
☐ Reduce course grade by one letter grade.
☐ Award a failing grade in the course.
☐ Other, please specify

If the academic dishonesty occurs prior to the last withdrawal date of the semester, the faculty member may require the student to remain enrolled in the course.

Before taking action on a penalty, the faculty member must check with the department chair and associate dean for any record of previous academic dishonesty. The severity of the penalty shall depend on the nature of the infraction, the degree to which the academic project involved affects the course grade, and the past record of academic dishonesty of the student.

If the student has a past record of academic dishonesty, the minimum penalty shall be a failing grade in the academic project connected with the violation. In addition, the faculty member may, through appropriate departmental channels, recommend actions more severe than those listed above such as suspension, and/or dismissal from the university.

WRITTEN DOCUMENTATION OF THE PENALTY IMPOSED AT ANY LEVEL MUST BE FORWARDED TO THE ASSOCIATE PROVOST FOR ACADEMIC ADMINISTRATION.

Date received by Department Chair:       Date returned to Department Chair:
Date reviewed by Associate Dean:         Date of summary:
Date sent to Associate Provost for Academic Administration:
Summary of Reply from Associate Provost for Academic Administration: Date       Summary:
Date of notification to faculty member:
Date of notification to student:
Summary of outcome:
ACADEMIC CONTACT HOUR POLICY

The Arizona Board of Regents Academic Contact Hour Policy (ABOR Handbook, 2-206, Academic Credit) states: “an hour of work is the equivalent of 50 minutes of class time…at least 15 contact hours of recitation, lecture, discussion, testing or evaluation, seminar, or colloquium as well as a minimum of 30 hours of student homework is required for each unit of credit.”

The reasonable interpretation of this policy is that for every credit hour, a student should expect, on average, to do a minimum of two additional hours of work per week; e.g., preparation, homework, studying.

SENSITIVE COURSE MATERIALS

If an instructor believes it is appropriate, the syllabus should communicate to students that some course content may be considered sensitive by some students.

“University education aims to expand student understanding and awareness. Thus, it necessarily involves engagement with a wide range of information, ideas, and creative representations. In the course of college studies, students can expect to encounter—and critically appraise—materials that may differ from and perhaps challenge familiar understandings, ideas, and beliefs. Students are encouraged to discuss these matters with faculty.”

Classroom Management Statement

Membership in the academic community places a special obligation on all members to preserve an atmosphere conducive to a safe and positive learning environment. Part of that obligation implies the responsibility of each member of the NAU community to maintain an environment in which the behavior of any individual is not disruptive.

It is the responsibility of each student to behave in a manner that does not interrupt nor disrupt the delivery of education by faculty members or receipt of education by students, within and/or outside the classroom. The determination of whether such interruption and/or disruption has occurred must be made by the faculty member at the time the behavior occurs. It becomes the responsibility of the individual faculty member to maintain and enforce the standards of behavior acceptable to preserving an atmosphere for teaching and learning in accordance with University regulations and the course syllabus.

At a minimum, a student will be warned if his/her behavior is considered by the faculty member to be disruptive. Serious disruptions, as determined by the faculty member, may result in immediate removal of the student from the instructional environment. Significant and/or continued violations of this policy may result in an administrative withdrawal of the student from the class. Additional responses by the faculty member to disruptive behavior may include a range of actions from discussing the disruptive behavior with the student to referral to the appropriate academic unit and/or the Office of Student Life for administrative review, in an effort to implement corrective action up to and including suspension or expulsion.

8/98
SECTION I:

PHILOSOPHY OF THE SCHOOL OF NURSING
OVERVIEW

The philosophy of the School of Nursing at Northern Arizona University is based on an ethic of caring that embraces students, faculty and staff, and the university community and the global community within which we live and work. We also believe that caring is a conscious, intentional discipline that is part of nursing’s unique body of knowledge and is practiced in interdisciplinary contexts. Caring includes the creation and nurturing of an environment that recognizes that students, staff and faculty have unique ways of viewing the world. This philosophy promotes excellence for nursing education and practice in an environment of constant change and emerging healthcare trends.

The faculty believes the transition to the role of competent professional nurse is a major developmental achievement. We believe that nursing is an art and science that is an integral component of health care. Applying the discipline of nursing to practice depends on a foundation of natural and human sciences, humanities and arts, the application of research, and the diverse backgrounds of learners. Societal influences in the evolving healthcare system challenge all involved in nursing education.

Education is a dynamic, life-long collaborative process by which an individual pursues life goals, broadens human potential, develops thinking and clarifies values. The faculty believes that learning is the intentional acquisition, application, and integration of knowledge, skills and attitudes. Learning is shaped by the environment and developmental level of the learner, and is ultimately the responsibility of the learner. Faculty plan, guide, and facilitate learning while supporting the learning needs of a diverse community of students. We believe that learning-centered experiences with rigorous expectations and actively-engaged students result in higher-level thinkers and graduates prepared for real world practice. We value incorporating rural and global healthcare into a variety of educational experiences. Thus education not only expands the thinking of the learner, but increases opportunities for application.

The faculty has developed a philosophy that values diverse persons, environment, health, and nursing, and their interrelatedness. The following meta-paradigm concepts guide the implementation of the organizing framework for the curriculum.
PERSON

The faculty defines person as being the individual, family, groups and community. The faculty places a high value on human life and dignity. All life experiences involve dynamic and complex processes of human development and achievement of personal growth through learning. The faculty recognizes the interdependence and interconnectedness of the human experience. People come from diverse backgrounds which influence the ways in which each person perceives reality, sets personal goals and discovers meaning in life experiences. Individuals have the right to choose from multiple options that are available in daily living experiences but must also accept responsibility for their choices.

ENVIRONMENT

Environment is more than the physical surroundings; it is an open, pan-dimensional system in which we strive for health and well-being. The environment is all that exists. It is the totality of forces, both internal and external, which influence the person. To achieve this, environmental sustainability from the individual and local to global scale is essential.

HEALTH

Health is a dynamic process that is defined by individuals, families, groups and communities; it is influenced by personal, family, cultural and societal norms. Health is not merely the absence of disease, but a process that involves constant dynamic adjustments, adaptations, and transitions in response to environmental influences.

NURSING

Nursing as a discipline is both an art and science. Nursing is recognized as a creative endeavor that integrates multiple ways of knowing to nurture the wholeness and uniqueness of the person.

Nursing is a profession of caring that includes the essential elements of compassion, competence, conscience, commitment, comportment and confidence. Nurses use the components of caring to create a healthy, healing environment. Caring is a mutual human process whereby the nurse responds to persons with authentic presence and with intention to create an environment conducive to health.
GRADUATE EDUCATION

The faculty believes that education is a life-long active process. Education provides a mechanism by which an individual pursues life goals, broadens human potentials and opportunities, develops creative thinking and clarifies values.

Learning-teaching is a collaborative process between faculty and students. The process involves developing and achieving the behavioral changes that are specified in the program and course outcomes. Nursing at the graduate level at the Northern Arizona University is based on undergraduate preparation as a generalist. Master’s level nursing and involves analysis, synthesis, evaluation and application of knowledge and skills relevant to rural health nursing.

The dynamic interaction between the educational program and the learner facilitates progressive levels of master of the nursing process. Graduate education has as its ultimate purpose the scholarly pursuit of knowledge about people in their quest for health and recovery from illness and the consequences of nursing care provided to them.

Research is an integral part of education at the Master’s level. An attitude of scientific inquiry is fostered as an essential component of practice. Research at this level emphasizes evidence based practice and the utilization of research.

ORGANIZING FRAMEWORK

The School of Nursing faculty has developed an organizing framework that serves as a guide and provides direction for faculty to organize its programs of education and to focus research, scholarship, clinical practice and community service. The aim of this framework is to prepare nursing professionals for effective professional and civic engagement. The framework represents a systematic organization of concepts which are the essential components of baccalaureate and graduate education.

CURRICULAR MODEL

Curriculum includes the planned and unplanned learning that occurs in the process of advancing education in the discipline of nursing. Building on prior life, educational and professional experiences, the structure of the nursing curriculum moves the learner along the continuum from novice to more expert levels of nursing practice. Embracing the essential need for lifelong learning in the discipline, the faculty develops curriculum to provide educational advancement from the baccalaureate through graduate levels of nursing practice.

The graduate curriculum is based on baccalaureate achievement. The outcome goal of this curricular approach is to integrate and evaluate the concepts depicted in the organizing framework that promote advanced professional nursing. The graduate nursing curriculum is based on professional nursing standards such as National Organization of Nurse Practitioner Faculty (NONPF), Collegiate Commission for Nursing Education (CCNE), American Nurses Association (ANA), Social Policy Statement, American Nurses Association (ANA) Code of Ethics.
GRADUATE CONCEPT DEFINITIONS:

Master’s of Science

Clinical Practice and Prevention

The master’s-prepared nurse applies and integrates broad, organizational, patient-centered, and culturally responsive concepts into daily practice. Mastery of these concepts based on a variety of theories is essential in the design and delivery (planning, management, and evaluation) of evidence-based clinical prevention and population care and services to individuals, families, communities, and aggregates/clinical populations nationally and globally (AACN, 2011, p. 25).

Communication

The master’s-prepared nurse serves as a patient advocate, cultural and systems broker, leader and coordinator of interprofessional teams across care environments in order to reduce barriers, facilitate access to care, and improve health outcomes. Leadership is achieved through skill development and demonstrating effective communication, planning, and implementation of care directly with other healthcare professionals. Fundamental to effective interprofessional collaboration is inclusion of patients’ expressed values, needs, and preferences for shared decision making and management of their care. The master’s-prepared nurse will actively communicate, collaborate, and consult with other health professionals to manage care across systems. (AACN, 2011, p. 22)

Critical Reasoning

The master’s-prepared nurse examines policies and seeks evidence for every aspect of practice, thereby translating current evidence and identifying gaps where evidence is lacking. These nurses apply research outcomes within the practice setting, resolve practice problems (individually or as a member of the healthcare team), and disseminate results both within the setting and in wider venues in order to advance clinical practice.

Master’s-prepared nurses lead continuous improvement processes based on translational research skills and are engaged in identifying questions needing answers, searching and synthesizing the evidence for potential solutions and innovations, evaluating the outcomes, and identifying additional questions.

Master’s-prepared nurses lead the healthcare team in the implementation of evidence-based practice. These nurses support staff in lifelong learning to improve care decisions, serving as a role model and mentor for evidence-based decision making (AACN, 2011, p. 15 and 16).

Master’s-degree graduates are prepared to gather, document, and analyze outcome data that serve as a foundation for decision making and the implementation of interventions or strategies to improve care outcomes. They use statistical and epidemiological principles to synthesize these data, information, and knowledge to evaluate and achieve optimal health outcomes (AACN, 2011, p. 18).

Leadership

Master’s-prepared nurses are members and leaders of healthcare teams that deliver a variety of services bringing a unique blend of knowledge, judgment, skills, and caring to the team. As a leader and partner with other health professionals, these nurses seek collaboration and consultation with other providers as necessary in the design, coordination, and evaluation of patient care outcomes. In an environment with ongoing changes in the organization and financing of health care, master’s-prepared nurses have a keen understanding of healthcare policy, organization, and financing. In addition, nurse practice at this level requires an understanding of complexity theory and systems thinking, as well as the business and financial acumen needed for the analysis of practice quality and costs (AACN, 2011, p. 11 and 12).

Master’s-prepared nurses will use their political efficacy and competence to improve the health outcomes of populations and improve the quality of the healthcare delivery system. To effectively collaborate with stakeholders, the master’s-prepared nurse must understand the fiscal context in which they are practicing and make the linkages among
policy, financing, and access to quality health care. The graduate must understand the principles of healthcare economics, finance, payment methods, and the relationships between policy and health economics. Advocacy for patients, the profession, and health-promoting policies is operationalized in divergent ways. Attributes of advocacy include safeguarding autonomy, promoting social justice, using ethical principles, and empowering self and others (AACN, 2011, p. 20 and 21).

Professionalism and Professional Values
Master’s-prepared nurses build on the competencies gained in a baccalaureate nursing program by developing a deeper understanding of nursing and the related sciences needed to fully analyze, design, implement, and evaluate nursing care.

Master’s-prepared nurses understand the intersection between systems science and organizational science in order to serve as integrators within and across systems of care. Care coordination is based on systems science (Nelson et al., 2008). Care management incorporates an understanding of the clinical and community context, and the research relevant to the needs of the population. Nurses at this level use advanced clinical reasoning for ambiguous and uncertain clinical presentations, and incorporate concerns of family, significant others, and communities into the design and delivery of care.

Master’s-prepared nurses use a variety of theories and frameworks, including nursing and ethical theories in the analysis of clinical problems, illness prevention, and health promotion strategies. Knowledge from information sciences, health communication, and health literacy are used to provide care to multiple populations. These nurses are able to address complex cultural and spiritual issues and design care that responds to the needs of multiple populations, who may have potentially conflicting cultural needs and preferences (AACN, 2011, p. 9).
## MS PROGRAM OUTCOMES

### Clinical Practice and Prevention
Design patient-centered and culturally responsive strategies in the delivery of clinical prevention and health promotion interventions and/or services to individuals, families, communities, and aggregates/clinical populations.

### Communication
Develop and collaborate within interprofessional teams and partnerships by using effective communication strategies.

Advance patient education, enhance accessibility of care, analyze practice patterns, and improve health care and nurse sensitive outcomes by using information and communication technologies.

### Critical reasoning
Integrate theory, evidence, clinical judgment, research, and interprofessional perspectives using translational processes to improve practice and associated health outcomes for patient aggregates.

### Leadership
Analyze how policies influence the structure and financing of health care, practice, and health outcomes.

Examine the effect of legal and regulatory processes on nursing practice, healthcare delivery, and outcomes.

### Professionalism and Professional Values
Advocate for patients, families, caregivers, communities and members of the healthcare team.

Incorporate core scientific and ethical principles in identifying potential and actual ethical issues arising from practice, and assisting patients and other healthcare providers to address such issues.

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**Approved 05/2011**
The NAU School of Nursing Master’s level clinical competencies are located in Appendix F.
SECTION II:

GRADUATE CURRICULUM

SCHOOL OF NURSING
OVERVIEW

The Master of Science in Nursing Program at Northern Arizona University provides the opportunity to select one of several specialties that are utilized in the health care of individuals, families, groups and communities. The program prepares nurses to function in rural health settings in the advanced nursing specialty roles of family nurse practitioner (FNP) nurse educator (Ns Ed), and generalist. The curriculum focuses on advanced practice with culturally diverse populations. The unique focus of all tracks is the delivery of care in rural settings.

The number of credit hours needed to complete the program varies depending on the specialty the student selects. Full time students can complete the program in two years. Working adults (full-time employment) can complete the program in three years. Candidates for admission to the FNP track are selected once a year to begin courses in the Summer/Fall semesters. Candidates for the NsEd and generalist tracks are admitted three times a year to begin studies the following semester.

Students may be required to travel to rural communities for clinical practicum experiences. Students are responsible for their own housing and transportation expenses.

Students who select and complete the family nurse practitioner track (FNP) will qualify for application for national certification and state certification as a family nurse practitioner. Certification is granted after successful completion of a national certifying exam.
The Graduate Curriculum

The graduate curriculum consists of required Core Graduate Courses and required Specialty Courses.

Required CORE courses for the Master’s degree in Nursing consist of the following (14 minimum credit hours plus Project/Thesis credit hours):

- NUR 510 (3) Knowledge Development
- NUR 520 (3) Applied Pathophysiology for APNs
- NUR 530 (3) Advanced Principles of Evidence Based Practice
- NUR 560 (3) Rural Theory and Health Policy
- NUR 605 (2) Graduate Research Seminar
- NUR 675 (2) Advanced Roles Transition
- NUR 689/699 (1-6) Project or Thesis

Total Core Courses credit hours = 16 credit hours plus Project/Thesis hours which vary by specialty.
Master of Science in Nursing Degree: Family Nursing Practitioner

Courses required:

NUR 510 (3): Knowledge Development
NUR 520 (3): Applied Pathophysiology for APNs
NUR 530 (3): Advanced Principles of Evidence Based Practice
NUR 540 (3): Pharmacology for Advanced Practice
NUR 550 (3): Family Nursing Theory and Practice
NUR 560 (3): Rural Theory and Health Policy
NUR 650 (2): Advanced Health Assessment
NUR 651 (1): Assessment Practicum
NUR 660 (3): Family Primary Care I
NUR 661 (2): Family Primary Care I Practicum (120 clinical hours)
NUR 662 (3): Family Primary Care II
NUR 663 (5): Family Primary Care II Practicum (300 clinical hours)
NUR 664 (3): Family Primary Care III
NUR 665 (5): Family Primary Care III Practicum (300 clinical hours)
NUR 675 (2): Advanced Roles Transition
NUR 605 (2): Graduate Research Seminar
NUR 689 /699(2): Project/Thesis

Total = 48 Credit Hours
Total Clinical Hours = 720

Family Nurse Practitioner Post-Master’s Certificate

Courses required:

NUR 520 (3): Applied Pathophysiology for APNs
NUR 540 (3): Pharmacology for Advanced Practice
NUR 550 (3): Family Nursing Theory and Practice
NUR 560 (3): Rural Theory and Health Policy
NUR 650 (2): Advanced Health Assessment
NUR 651 (1): Assessment Practicum
NUR 660 (3): Family Primary Care I
NUR 661 (2): Family Primary Care I Practicum (120 clinical hours)
NUR 662 (3): Family Primary Care II
NUR 663 (5): Family Primary Care II Practicum (300 clinical hours)
NUR 664 (3): Family Primary Care III
NUR 665 (5): Family Primary Care III Practicum (300 clinical hours)
NUR 675 (2): Advanced Roles Transition

Total = 38 Credit Hours
Total Clinical Hours = 720
**Master of Science in Nursing Degree**  
**Nurse Educator Focus**

Courses required:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 510 (3)</td>
<td>Knowledge Development</td>
</tr>
<tr>
<td>NUR 520 (3)</td>
<td>Applied Pathophysiology for APN’s</td>
</tr>
<tr>
<td>NUR 530 (3)</td>
<td>Advanced Principles of Evidence Based Practice</td>
</tr>
<tr>
<td>NUR 560 (3)</td>
<td>Rural Theory and Health Policy</td>
</tr>
<tr>
<td>NUR 630 (3)</td>
<td>Role Development</td>
</tr>
<tr>
<td>NUR 631 (2)</td>
<td>Role Development Practicum (120 clinical hours)</td>
</tr>
<tr>
<td>NUR 632 (3)</td>
<td>Outcomes &amp; Evaluation: Rural Practice</td>
</tr>
<tr>
<td>NUR 633 (2)</td>
<td>Outcome/Evaluation Practicum (120 clinical hours)</td>
</tr>
<tr>
<td>NUR 650 (2)</td>
<td>Advanced Health Assessment</td>
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<td>NUR 651 (1)</td>
<td>Assessment Practicum (20 clinical hours)</td>
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<tr>
<td>NUR 675 (2)</td>
<td>Advanced Roles Transition</td>
</tr>
<tr>
<td>NUR 605 (2)</td>
<td>Graduate Research Seminar</td>
</tr>
<tr>
<td>NUR 689 /699(2)</td>
<td>Project/Thesis</td>
</tr>
<tr>
<td>Electives (9):</td>
<td>College of Education courses (consult with advisor)</td>
</tr>
</tbody>
</table>

**Total = 40 Credit Hours**  
**Total Clinical Hours = 260**
Master of Science in Nursing Degree: Generalist Track

Courses Required:

NUR 510 (3): Knowledge Development
NUR 520 (3): Applied Pathophysiology for APNs
NUR 530 (3): Advanced Principles of Evidence Based Practice
NUR 560 (3): Rural Theory and Health Policy
NUR 605 (2): Graduate Research Seminar
NUR 608 (3): Field Study
NUR 675 (2): Advanced Roles Transitions
NUR 689/699 (2): Project/Thesis

Choose 3 courses (9 credits) from the following:

NUR 501 (1): Topics/Advanced Principles in Palliative Care
NUR 540 (3): Pharmacology for Advance Practice Nurses
NUR 550 (3): Family Nursing Theory and Practice
NUR 562 (3): Principles of Case Management
NUR 630 (3): Nurse Educator Role Development
NUR 650/651 (3): Advanced Health Assessment
NUR 570 (3): Epidemiology

OR other electives approved by advisor

Total = 30 Credit Hours
Total Clinical Hours = 180
General Overview of Schedule of Nursing Course Offerings

Summer:
Courses vary but generally selected 500 level courses may be offered.

Fall:
NUR 510  Knowledge Development
NUR 520  Applied Pathophysiology for APNs
NUR 550  Family Nursing Theory and Practice
NUR 560  Rural Theory and Health Policy
NUR 605  Graduate Research Seminar
NUR 630/631 Nurse Educator Role Development and Practicum
NUR 650/651 Advanced Health Assessment and Practicum
NUR 662/663 Family Primary II and Practicum

Spring:
NUR 530  Advanced Principles of Evidence Based Practice
NUR 540  Pharmacology or AZUN Pharmacology (offered via Arizona University Network)
NUR 632/633 Outcomes and Evaluation Rural Practice and Practicum
NUR 660/661 Family Primary Care I and Practicum
NUR 664/665 Family Primary Care III and Practicum
NUR 675  Advanced Roles Transitions
### FNP Program of Study

#### 2-year Option (full time study) 48 credits/720 clinical hours

<table>
<thead>
<tr>
<th>Summer I</th>
<th>Fall I</th>
<th>Spring I</th>
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</thead>
<tbody>
<tr>
<td>Courses vary</td>
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<td>NUR 530 (3)</td>
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<tr>
<td>Courses vary</td>
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<tr>
<td>Courses vary</td>
<td>NUR 560 (3)</td>
<td>NUR 660 (3)</td>
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<tr>
<td>Courses vary</td>
<td>NUR 650/651 (3)</td>
<td>*NUR 661 (2)</td>
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<td>0-6 credits</td>
<td>9-15 credits</td>
<td>10-14 credits (*120 clinical hours)</td>
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<table>
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<th>Spring II</th>
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<tbody>
<tr>
<td>NUR 662 (3)</td>
<td>NUR 664 (3)</td>
<td></td>
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<tr>
<td>NUR 689/699 (0-1)</td>
<td>*NUR 663 (5)</td>
<td>*NUR 665 (5)</td>
</tr>
<tr>
<td>NUR 605 (2)</td>
<td>NUR 675 (2)</td>
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<tr>
<td>NUR 689/699 (1)</td>
<td>NUR 689/699 (1)</td>
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</tr>
<tr>
<td>0-1 credits</td>
<td>11 credits (*300 clinical hours)</td>
<td>11 credits (*300 clinical hours)</td>
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</table>

Approved in Faculty Meeting: 10/06/04; revised 2/23/09

#### 3-year Option (for working adult) 48 credits/720 clinical hours

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<th>Fall I</th>
<th>Spring I</th>
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<tbody>
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<tr>
<td>Courses vary</td>
<td>6-9 credits</td>
<td>6-9 credits</td>
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<table>
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<th>Spring II</th>
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<td>NUR 605 (2)</td>
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<td>*NUR 665 (5)</td>
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<tr>
<td>NUR 650/651 (3)</td>
<td>NUR 689/699 (0-1)</td>
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</tr>
<tr>
<td>NUR 689/699 (1)</td>
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</tr>
<tr>
<td>0-3 credits</td>
<td>8-9 credits</td>
<td>5-6 credits (*120 clinical hours)</td>
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<table>
<thead>
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<th>Summer III</th>
<th>Fall III</th>
<th>Spring III</th>
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<tr>
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<td>*NUR 665 (5)</td>
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<tr>
<td>NUR 689/699 (0-1)</td>
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</tr>
<tr>
<td>0-1 credits</td>
<td>8-9 credits (*300 clinical hours)</td>
<td>10-11 credits (*300 clinical hours)</td>
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Approved in Faculty Meeting: 10/06/04; revised 2/23/09
### FNP Program of Study for Post Master’s Certificate
#### 2-year option 38 credits/720 clinical hours

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<tbody>
<tr>
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<tr>
<td>Courses vary</td>
<td>NUR 550 (3)</td>
<td>NUR 560 (3)</td>
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<td>NUR 560 (3)</td>
<td>NUR 660 (3)</td>
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<td>0-6 credits</td>
<td>6-12 credits</td>
<td>8-11 credits</td>
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(*120 clinical hours)

### FNP Program of Study for Post-Master’s Certificate
#### 3-year option (part time study)  38 credits/720 clinical hours

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<th>Fall I</th>
<th>Spring I</th>
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<tbody>
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<td>NUR 560 (3)</td>
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<tr>
<td>0-3 credits</td>
<td>3-6 credits</td>
<td>3-6 credits</td>
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</table>

### FNP Program of Study for Post-Master’s Certificate
#### 3-year option (part time study)  38 credits/720 clinical hours

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<tr>
<th>Summer I</th>
<th>Fall I</th>
<th>Spring I</th>
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<tbody>
<tr>
<td>Courses vary</td>
<td>NUR 520 (3)</td>
<td>NUR 540 (3)</td>
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<tr>
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<td>NUR 550 (3)</td>
<td>NUR 660 (3)</td>
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<tr>
<td>0-3 credits</td>
<td>3-6 credits</td>
<td>5 credits</td>
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(*120 clinical hours)

### FNP Program of Study for Post-Master’s Certificate
#### 3-year option (part time study)  38 credits/720 clinical hours

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<th>Summer III</th>
<th>Fall III</th>
<th>Spring III</th>
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<td>NUR 665 (5)</td>
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<td>*NUR 663 (5)</td>
<td>*NUR 665 (5)</td>
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<tr>
<td>8 credits</td>
<td>10 credits</td>
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</table>

(*300 clinical hours)

Approved in Faculty Meeting: 10/06/04
### Education Specialty Program of Study

#### 2-year Option (full-time study) 40 credits/260 clinical hours

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<th>Summer I</th>
<th>Fall I</th>
<th>Spring I</th>
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<tbody>
<tr>
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<td>NUR 520 (3)</td>
<td>NUR 560 (3)</td>
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<td></td>
<td>*NUR 651 (1)</td>
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<td>3 credits</td>
<td>9-12</td>
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<td>(*20 clinical hours)</td>
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<td>*NUR 633 (2)</td>
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<td></td>
<td>NUR 605 (2)</td>
<td>NUR 675 (2)</td>
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<tr>
<td></td>
<td>NUR 689/699 (1)</td>
<td>NUR 689/699 (1)</td>
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<tr>
<td>8 credits</td>
<td>(*)120 clinical hours</td>
<td>8 credits</td>
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<td>(*120 clinical hours)</td>
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Approved in Faculty Meeting: 10/06/04; 2/23/09

### Education Specialty Program of Study

#### 3-year Option (working adults) 40 credits/260 clinical hours

<table>
<thead>
<tr>
<th>Summer I</th>
<th>Fall I</th>
<th>Spring I</th>
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<tbody>
<tr>
<td></td>
<td>NUR 510 (3)</td>
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<td>NUR 520 (3)</td>
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<tr>
<td></td>
<td>NUR 689/699 (1)</td>
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<td>6 credits</td>
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<td></td>
<td>(*20 clinical hours)</td>
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<table>
<thead>
<tr>
<th>Summer III</th>
<th>Fall III</th>
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<tr>
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<td>*NUR 633 (2)</td>
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</tr>
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<td>NUR 689/699 (1)</td>
<td>NUR 675 (2)</td>
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<tr>
<td>6 credits</td>
<td>7 credits</td>
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<td>(*120 clinical hours)</td>
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Approved in Faculty Meeting: 10/06/04; revised 2/23/09
**Generalist Track Program of Study**

**2-year option (full time study)** 30 credits/180 clinical hours

<table>
<thead>
<tr>
<th>Fall I</th>
<th>Spring I</th>
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</thead>
<tbody>
<tr>
<td>NUR 510 (3)</td>
<td>NUR 530 (3)</td>
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<tr>
<td>NUR 520 (3)</td>
<td>NUR 560 (3)</td>
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<td>*Elective (3)</td>
<td>NUR 608 (3)</td>
</tr>
<tr>
<td>NUR 605 (2)</td>
<td>NUR 675 (2)</td>
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<tr>
<td>NUR 689 (1)</td>
<td>NUR 689 (1)</td>
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<tr>
<td>*6 credits</td>
<td>*6 credits</td>
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</table>

*Possible Electives: NUR 501, NUR 540, NUR 550, NUR 562, NUR 630, NUR 650/651, NUR 570, NUR 572, or other elective approved by advisor.

Approved by UGC: 4/29/09

**Generalist Track Program of Study**

**3-year option (part time study)** 30 credits/180 clinical hours

<table>
<thead>
<tr>
<th>Fall I</th>
<th>Spring I</th>
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</thead>
<tbody>
<tr>
<td>NUR 510 (3)</td>
<td>NUR 530 (3)</td>
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<tr>
<td>NUR 520 (3)</td>
<td>NUR 560 (3)</td>
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<tr>
<td>*6 credits</td>
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<table>
<thead>
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<td>*Elective (3)</td>
<td>*Elective (3)</td>
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<tr>
<td>NUR 605 (2)</td>
<td>*Elective (3)</td>
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<tr>
<td>NUR 689 (1)</td>
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<tr>
<td>*6 credits</td>
<td>*6 credits</td>
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<table>
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*Possible Electives: NUR 501, NUR 540, NUR 550, NUR 562, NUR 630, NUR 650/651, NUR 570, NUR 572, or other elective approved by advisor.

Approved by UGC: 4/29/0
SECTION III:

ADMISSION CRITERIA

SCHOOL OF NURSING
Prospective students who wish to study for a master’s degree in nursing must be admitted to the Graduate College of Northern Arizona University. To be considered for admission to the Graduate College the applicant must meet the following criteria:

- Have a bachelor’s degree from an accredited institution. Applicants who are completing the final year of the bachelor’s degree are eligible to apply, but admission will be conditional, pending submission of an official transcript showing the degree awarded. The Graduate College monitors conditional admissions.
- Be adequately prepared for advanced study as demonstrated by the previous baccalaureate program of study and scholarship record.
- Be recommended by the academic unit (in this case, the School of Nursing) in which graduate study is proposed.
- **Meet all requirements of the Graduate College for admission**

Upon recommendation and approval of the School of Nursing, a student may be granted regular admission by the Graduate College. Students have one year subsequent to admission to enroll in course work. After that time student must reapply for admission.

School of Nursing adheres to the guidelines and policies outlined in the University General Catalog. This includes non-discrimination and NAU’s broader role.
ADMISSION TO THE GRADUATE NURSING PROGRAM

The following pre-requisites are required for admission to the Graduate Nursing Program:

- Admission to the Graduate College of the University
- Baccalaureate degree in nursing from an accredited program; or an associate's degree in nursing with a baccalaureate degree in another field.
- A minimum of a 3.0 GPA on a 4.0 scale in all nursing course work of the baccalaureate program or the associate's degree in nursing program. If the applicant's GPA is below 3.0, we recommend taking two graduate nursing courses. If the applicant's grades are "B" or better, he or she could then apply to the graduate program.
- Current license to practice as a registered nurse in Arizona or eligibility to obtain an Arizona license, or meet the Arizona Board of Nursing regulations regarding multistate licensure. An Arizona license or multistate license must be obtained prior to enrollment in certain nursing practicum courses. An undergraduate descriptive and inferential statistics course from a college or university with a grade of “B” or better.
- Completion of an undergraduate course in nursing research with a grade of “B” or better.
- Current (less than five years) Health Assessment Course with a grade of “B” or better Recommendation from three professional persons knowledgeable about the applicant’s potential to work effectively in advanced professional and scholarly roles.
- A comprehensive statement about your experiences, interests and goals.
- Preference will be given to applicants with clinical experience in a relevant area of professional nursing; life experience will be considered. A recommended minimum of years of nursing experience is:
  - Education - 2 years
  - Generalist - None
  - FNP – 3 to 5 years
- Structured interview with faculty may be required.
- Applications will not be considered until all admission requirements have been met.

Once admitted to the Program, documentation of the following is required:

- Documentation of current RN license in Arizona
- Photocopy of proof of Malpractice Insurance
- Photocopy of proof of Health Insurance
- Current (within six months) health history and physical examination
- TB skin test
- CPR (Level C)
- Fingerprinting
- Current immunizations records
- Hepatitis B Vaccine
ADMISSION REQUIREMENTS THE SCHOOL OF NURSING
POST-MASTER FNP CERTIFICATE PROGRAM

• Admission to the Graduate College of the University.
• A master’s degree in nursing from an accredited program.
• A minimum of a 3.0 GPA on a 4.0 scale in all nursing course work. Current license to practice as a registered nurse in Arizona or eligibility to obtain an Arizona license. An Arizona license must be obtained prior to enrollment in certain nursing practicum courses.
• An undergraduate descriptive and inferential statistics course from a college or university with a grade of “B” or better.
• Completion of an undergraduate course in nursing research with a grade of “B” or better.
• Current (less than five years) Health Assessment Course with a grade of “B” or better or demonstrated competency in health assessment prior to admission to the program.
• Recommendation from three professional persons knowledgeable about the applicant’s potential to work effectively in advanced professional and scholarly roles.
• A comprehensive statement about experiences, interests and goals.
• Preference will be given to applicants with clinical experience in a relevant area of professional nursing; life experience will be considered. A recommended minimum of years of nursing experience is 3 to 5 years.
• Structured interview with faculty may be required.
• Applications will not be considered until all admission requirements have been met.
• **Once admitted to the Program, documentation of the following is required:**
  • Documentation of current RN license in Arizona
  • Photocopy of proof of Malpractice Insurance
  • Photocopy of proof of Health Insurance
  • Current (within six months) health history and physical examination
  • TB skin test
  • CPR (Level C)
  • Fingerprinting
  • Current immunizations records
  • Hepatitis B Vaccine
HEALTH

- **Physical Exam:** Prior to entering the program, a physical exam is required and documentation of current immunization is required. The completed form must be in the School of Nursing prior to the semester of enrollment. This data is used to confirm that a student is in good physical and mental health for participation in the program.

- **Tuberculin Skin Test:** Required annually. If positive, proof of follow-up medical care is required. (If diagnosis of active tuberculosis is made, clearance from the Public Health Department is required before admission or for continuation in the nursing program.)

- **Hepatitis B Vaccine:** The Hepatitis B vaccine is required for all students. It may be obtained through your private physician or Fronske Health Care Center on the NAU campus.

- Documentation of Tuberculin Skin Test and Hepatitis B Vaccine will be maintained in student files.

- The School of Nursing supports policies set forth by NAU regarding use of drugs and alcohol.

ADMISSION CLASSIFICATIONS

The Graduate College admits students in one of three categories

**Regular Admission:**

- ✓ If you fulfill all requirements for admission and are academically acceptable to both the academic program and the Graduate College, you are granted regular admission.

**Non-degree Admission**

- ✓ If you are not interested in earning a degree or you are not ready to apply to a degree program, you may apply for admission as a non-degree student. The application process is streamlined and does not require you to submit transcripts or test scores. For non-degree admission information and procedures, please visit our website at www.nau.edu/gradcol. You can apply up to 25% of the program of study (ex: 12 credit hours for 48 credit hour program of study) of coursework taken as a non-degree seeking student toward a master’s degree, if the coursework is appropriate for your program of study.

- ✓ The six-year maximum time limit applies to non-degree credit hours appearing on a master’s degree program of study. Because of limited class size and resources, certain academic programs may limit the enrollment of non-degree students. In other words, courses are available to non-degree seeking students on a space available basis.
SECTION IV:

GRADUATE PROGRAM POLICIES

SCHOOL OF NURSING
ATTENDANCE

If class or orientation meetings are held on Flagstaff or distance learning campuses, attendance is at the student’s discretion; however, it is expected that the student will fulfill all course outcomes.

Participation in clinical and field experiences and conferring with a faculty member about absence from these activities is expected. If unable to fulfill clinical responsibilities because of illness or an emergency situation, the student is expected to notify the responsible person in the clinical site so that any necessary alternative provision for care can be made.

Each student is responsible for meeting all the course requirements, class and clinical/field experiences, and for making the necessary arrangements with the faculty member(s) for fulfilling these obligations.

NORTHERN ARIZONA UNIVERSITY
POLICY FOR GRADE APPEAL

The procedure outlined below applies to a situation where a student initiates a grade appeal request. This same policy is to be used when a student contests a faculty member’s allegation of academic dishonesty.

Only the faculty member who assigned the original grade has the authority to change that grade unless the grade is appealed and the appeal is successful. In the event the faculty member is no longer with the university, the authority to change the grade, including the authority to make up an incomplete, is delegated to the department chair or dean. (Faculty Handbook – Section 5.3.9)

The Grade Appeal Policy below is based upon this section of the NAU Faculty Handbook.

A grade assigned by an instructor may be appealed only by following the procedures defined below. In every case, the burden of proof rests upon the student to show reason why the grade should be changed. A grade change should be granted only in instances where the instructor deviated substantially from the accepted and specified standards of proficiency of the University and/or academic department as established by the Faculty Handbook and/or College/Department Academic Policy Manual. Generally such deviations are evidenced by a departure from the course syllabus, alleged preferential treatment of another student, or classroom policies applied unevenly across students enrolled in the class. In all instances, the instructor(s) involved must be given full opportunity to present his/her position before an action is taken.

The student must initiate the appeal process within the next regular term following the term in which the course work was completed. For example, appeal of a course grade received for a fall or winter intersession term must be initiated during the following spring term; a spring or summer term grade must be initiated during the following fall term.

Group grade appeals are not permitted unless approved by the Provost or designee.

Definitions:

- “Meeting” is defined by the presence of all parties to the grade appeal either physically in one location or via electronic means.
- “Designated Administrator” refers to the individual in charge of carrying out the specific step of the process. Generally this will be an assistant/associate dean, department chair or director. Terminology varies among the academic units.
- “Appellant” is the individual bringing the appeal to the College-level Committee or the Academic Standards Committee (ASC) sub-committee. In most cases this will be the student, but it could be a faculty member if the grade had been changed in Step 3 by the Designated Administrator or in step 4 by the College Committee.
- “Respondent” is the individual who assigned the grade being challenged. If the appellant is a student, the respondent is the faculty member who assigned the grade or the Designated Administrator if the faculty member is no longer an employee of NAU. If the appellant is a faculty member, the respondent is the designated administrator who changed the grade in Step 3 or the Chair of the College Committee from Step 3.
- “Statement of Issues” is a written record of the specific reasons the grade is being appealed if the appellant is a student. If the appellant at the College-level Committee hearing is a faculty member, the “Statement of Issues” is a document which refutes the reasons given by the Designated Administrator for changing the grade in Step 3.
- “Formal Meeting” is defined as the meeting which results from the written communication to the instructor requesting a meeting to discuss the assigned grade. (See Step 1 below)
- “Informal Meeting” is a meeting between a student and instructor where the student’s stated purpose is to ascertain the reasons for the assignment of his/her grade in the course. An “informal meeting” is not considered sufficient to initiate the grade appeal process.
Procedures for the Grade Appeal

Step 1
A written communication by the student to the instructor indicating a desire to review the grade is considered initiation of the appeal process. This written communication may be in the form of an email or a letter.

Step 2:
Following receipt of the written communication from the student, a student-instructor meeting must be held. The meeting may be in person or via the telephone, and must be conducted or scheduled within two weeks of the receipt of the written communication. The student may bring a silent observer to this meeting provided the instructor is notified no less than two working days prior to the meeting. If the initial student-instructor meeting does not produce satisfaction, the student has two weeks to notify, in writing, the designated administrator of the academic unit of the intent to proceed to Step 3.

If the faculty member who taught the course is no longer employed at NAU, the appeal is filed with the academic unit administrator. Upon receiving a written request from the student, the academic unit administrator will schedule a meeting with the student. The student may bring a silent observer to this meeting provided the designated administrator is notified no less than two working days prior to the meeting. If this meeting does not resolve the complaint, the student has two weeks to notify the Dean of the college of the intent to proceed to Step 4. This request must be in writing and must be accompanied by a “Statement of Issues.”

If the faculty member who taught the course is on sabbatical/leave or other kind of assignment, he/she has the option of participating or not participating in the grade appeal process. If the faculty member chooses to participate in the process, paragraph one of Step 2 is followed. If the faculty member chooses not to participate in the process, paragraph two of Step 2 is followed.

Step 3:
Upon receiving a written request from the student, the designated administrator will call a meeting of the student, instructor, and him/herself. This meeting may be conducted via telephone or web conference platform. The student must present to the designated administrator a “Statement of Issues” at least one week prior to the meeting. This statement must be shared with the instructor at least three working days prior to the above mentioned meeting. The student may bring a silent observer to the meeting provided the designated administrator is notified no less than two working days prior to the meeting. The faculty member must be present during the proceedings in Step 3 unless the faculty member is no longer employed at NAU, is on sabbatical/leave or other kind of assignment and chooses not to participate in the process.

Following the meeting, a letter, with receipt confirmation, shall be sent to the student and the faculty member documenting the meeting and confirming the decision that was made. This letter constitutes the official minutes of the meeting and shall include a copy of the student’s “Statement of Issues.” The designated administrator may affirm or change the grade based upon the evidence presented.

If the instructor of the course is a department chair or the administrator of the academic unit, Step 3 of the process is conducted by a Dean-designated administrator within the College.

If this meeting does not resolve the appeal, the student or instructor has 10 working days following receipt of the letter to notify the Dean of the college of the intent to proceed to Step 4. This request must be in writing and must be accompanied by a “Statement of Issues.”

Step 4:
Upon receiving a request from the appellant, the college Dean or designee will appoint and convene an ad hoc committee composed of the persons listed below to hear the appeal. The appellant and/or the respondent may present additional written statements supporting his/her position up to one week prior to the Committee meeting. Requests for information by either the student or faculty member must be made to the Committee chair at least 15 working days prior to the meeting. If the Committee chair considers a request to be a potential violation of confidentiality, he/she should contact the Associate Provost for Academic Administration (APAA) for final resolution of the request. No material may be presented less than five working days prior to the meeting of the ad hoc committee. No new material may be presented at the Committee meeting. Material requests by the Committee Chair to the appellant and/or respondent must be honored within 10 working days.

All materials submitted by the appellant and respondent must be given to the individual designated as the Chair of the ad hoc committee. Committee members, appellant and respondent must receive all materials no later than two working days prior to the meeting.

Step 4 of the grade appeal process will be conducted only during the fall and spring academic terms.
The minutes of the Student/Faculty/Designated Administrator meeting will be forwarded to the Chair of the ad hoc committee. During the Committee meeting, the appellant and respondent will be given full opportunity to present their positions.

The Dean’s ad hoc committee shall consist of:

a. Dean of the college, or designee, who chairs the committee. This individual must be different from the individuals who served as the designated administrators in steps 2 and 3;

b. Two faculty members from the department in which the course being appealed is offered. If two faculty members from the department cannot be found, faculty from other academic units in the college/school may be appointed;

c. Two faculty members from an academic unit outside the department in which the course being appealed is offered. These faculty members may come from the same college/school as the department in which the course is being appealed or they may come from a different college/school;

d. The ASNAU senator, or designee, who is the representative of that college/school. If this individual is not available, the Chair of this Committee may appoint another student to fulfill this role.

e. A representative of the Office of the Provost, in an advisory capacity.

Process to be followed by the ad hoc Committee:
It is required that all parties to the grade appeal be present in person or via electronic means during the fact finding phase of the meeting. The appellant may bring a silent observer to this Committee hearing provided the chair of the committee is notified no less than two working days prior to the meeting.

Format for College-level Grade Appeal Hearing:
Introduction of Committee members
Charge to Committee by Chair
Process Statement by Provost Office Representative
Presentation of Information by Appellant
Presentation of Information by Respondent
Questions from Committee Members
Response to Respondent presentation by Appellant
Response to Appellant presentation by Respondent
Questions from Committee Members
Meeting Ending Statement by Chair
Deliberations and Vote

The fact finding phase of the meeting should generally last between 30 and 45 minutes.

The chair shall vote only in the event of a tie. Minutes of the meeting shall be taken by someone other than the person chairing the meeting and shall be prepared in summary form. These minutes are kept in the office of the Dean; a copy is forwarded to the representative from the Provost’s Office. The appellant and respondent will be sent copies of the minutes and may propose corrections to the minutes before they are released to any party outside of the Committee.

It is recommended that the fact-finding portion of the meeting in which the appellant and respondent present their information be taped. No taping of the Committee’s deliberations is allowed. The tape will be retained in the Office of the Dean and disposed of according to Arizona Statutes on Records Retention. Any member of the committee or party present at the committee meeting (defined as a participant) is authorized to have access to the tape. Any requests from non-participants in the meeting will be referred to university legal counsel for resolution. A letter will be sent to the appellant and respondent indicating the decision of the committee, and the rationale behind this decision.

Step 5:
Should either the student or the instructor not be satisfied with the decision of the College ad-hoc committee, the matter may be appealed in writing to the Office of the Provost. The only grounds for appeal to the Provost’s Office are violations of due process at any stage of the grade appeal.

The appeal request will be forwarded via the Associate Provost for Academic Administration to the Chair of the Academic Standards Committee (ASC) who shall be responsible for calling a meeting of a subcommittee of the ASC composed of at least six individuals. Both the appellant and respondent must be notified in writing of the hearing at this level and the procedures to be followed.

At a meeting specifically scheduled to consider only the grade appeal, the ASC sub-committee will conduct a review of the process of the appeal at all levels based on the particular circumstances of the case, the rules of the University, the rulings of the
Arizona Board of Regents, and the laws of the State of Arizona. The review shall be focused solely on the process carried out by the various individuals involved in the various stages of the grade appeal. The ASC sub-committee may invite the appellant and other relevant individuals to the hearing if it decides the individual’s presence is required to provide the information necessary for the sub-committee to make an informed decision.

*Format for ASC Sub-committee Grade Appeal Hearing*

When no outside parties are present

Charge to Committee by Chair of Sub-committee  
Review of Appeal Statement by Appellant  
Review of College Committee Minutes  
Committee Discussion, Deliberations and Vote

When One or more Invited Individuals are Present

Charge to Committee by Chair of Sub-committee  
Review of Appeal Statement by Appellant  
Review of College Committee Minutes  
Presentation of Information by Appellant  
Presentation of Information by Respondent  
Questions from Committee Members  
Response to Respondent presentation by Appellant  
Response to Appellant presentation by Respondent  
Questions from Committee Members  
Committee Discussion, Deliberations and Vote

The decision reached by the ASC Sub-committee will be communicated to the Appellant, the Respondent and the Dean of the College.

The decisions reached by the ASC Sub-committee shall become a matter of University record in the Office of the Provost. This decision shall be final and end any further campus involvement. There is no appeal beyond this level.

Approved by the Academic Standards Committee – March 4, 2005  
Dr. Liz Grobsmith, Provost – March 9, 2005

**STUDENT GRIEVANCE PROCEDURE**


While the university endeavors to maintain a congenial and responsive atmosphere for its students conducive with the educational purposes of the university, it recognizes that, from time to time, misunderstandings and disagreements may arise during the course of a student’s enrollment.

In response to this situation, Northern Arizona University has established several boards, committees, and procedures to resolve problems and ensure fair adjudication of students rights in the following functional areas: Code of Conduct and other discipline matters; Grade Appeal Procedures; Policy on Inspection and Review of Student Records.

A policy to provide students with a procedure to deal with Title IX and Section 504 problems has been established. Copies of the policy are available in the Office of the Associate Provost for Student Affairs, the Counseling Center, the Coordinator of Disabled Student Services and the Office of Student Life.
1. Students are required to adhere to the Code of Ethics established by the American Nurses Association, the Arizona Revised Statutes including those specific laws pertaining to nursing practice (inclusive of rules and regulations of the Board of Nursing), and the NAU Code of Conduct adopted by the Board of Regents.

2. Incidents of unprofessional conduct and violations will be reviewed by the course instructor in accordance with the communication of concerns procedure outlined in this handbook.

3. Violations may result in a range of responses, including probation or dismissal from the program.

4. Nursing behavior which jeopardizes the rights of others and/or the health and welfare of clients constitutes unprofessional conduct.

5. In addition, unprofessional conduct includes but is not limited to:
   a. Poor judgment that jeopardizes the safety and/or comfort of clients/patients.
   b. Performance of procedures with inadequate preparation and/or supervision.
   c. Verbally or physically abusing another person.
   d. Failure in safeguarding client/patient confidentiality.
   e. Failure in safeguarding client/patient welfare.
   f. Leaving a nursing assignment without proper notification of appropriate personnel.
   g. Manipulating drug supplies, narcotics, medication or patient records.
   h. Falsifying client/patient records or intentionally charting incorrectly.
   i. Misappropriating medications, supplies or personal items of the individual or agency.
   j. Resorting to fraud, misrepresentation or deceit in the areas of theory or theory application.
   k. Failing to report through proper channels incompetent, unethical or illegal practice of any person.
   l. Aiding, abetting or assisting any person to violate or circumvent any law, rule or regulation intended to guide the conduct of nurses.
   m. Clinical attendance under the influence of alcohol or other drugs.
   n. Attending clinical when physically or psychologically impaired by illness, fatigue or during the communicable phase of an illness.
   o. Non-compliance with policies and/or procedures in the Northern Arizona University Student Handbook and/or course syllabi.
   p. Non-compliance with Arizona State Board of Nursing Rules and Regulations (available on the Internet)
   q. Non-compliance with American Nurses Association Code for Nurses (see page 49 of this Handbook)
   r. Academic dishonesty, such as plagiarism and cheating
   s. Violation of any provisions of this Handbook or of the Code of Conduct adopted by the Arizona Board of Regents.
PROBATION POLICY AND PROCEDURE

1. Definition: Probation is the status of the student whose progression in the program may be delayed, interrupted or conditional due to the criteria listed below.

2. Criteria for Probation in the Nursing Program
   A. Earning a grade of “C” or less in any courses required for the program of study that drops the GPA below 3.00. [Note that “C” or below in more than 6 credit hours regardless of GPA is grounds for dismissal from the graduate program. See dismissal policy]
   B. Failure to meet the terms of the School of Nursing Policies
   C. Unprofessional conduct

3. Probation Procedure
   A. 1. Students who meet the criteria for probation from the Nursing Program will be referred to the Assistant Dean for review of possible actions.
      2. If the student has not been afforded the opportunity to present her/his case to the Assistant Dean, the student, if requested in writing to the Assistant Dean, may do so.
      3. The student may be accompanied by her/his academic advisor during the Assistant Dean review process.
   B. Following the review, if deemed a concern, the Assistant Dean will recommend one or more of the following actions to the Dean of the School of Nursing:
      1. Referral to the Dean of the School of Nursing or the School of Nursing Graduate Committee.
      2. Probation period while in the School of Nursing program
      3. Referral of the student to the Northern Arizona University Dean of Students or his or her designee to address any alleged violations of the University Code of Conduct
      4. When indicated, report of the incident to the local law enforcement agency and/or other appropriate agencies or institutions.
      5. A written recommendation from the Assistant Dean will be made to the Dean of the School of Nursing.
   C. Should the concern be referred to the Dean, one or more of the following will occur following the review:
      1. Referral to the School of Nursing Graduate Committee.
      2. Probation period while in the School of Nursing program
      3. Referral of the student to the Northern Arizona University Dean of Students or his or her designee to address any alleged violations of the University Code of Conduct
      4. When indicated, report of the incident to the local law enforcement agency and/or other appropriate agencies or institutions.
      5. A written recommendation from the Dean will be made to the Dean of the School of Nursing.
   D. For any concern referred to the School of Nursing Graduate Committee or the NAU University Dean of Students (or his/her designee), the final decision will be made by the committee, or university official reviewing the case for probation, and will be delivered to the student in writing.
DISMISSAL POLICY AND PROCEDURE

1. Definition: Dismissal is the removal of a student from the School of Nursing Program. A student who is dismissed from the program may not continue in the graduate nursing program.

2. Criteria for Dismissal from the Graduate Nursing Program
   A. Earning a grade of “C” or below in more than 6 hours of graduate course work regardless of GPA.
   B. Failure to meet the terms of the School of Nursing Probation Letter of Expectation whether for academic or unprofessional conduct reasons.
   C. Unprofessional conduct.
   D. Failure to notify the school of non-matriculation for three consecutive semesters (excluding summers) results in automatic removal from School of Nursing. Person must re-apply for admission.

3. Dismissal for Academic Reasons: these issues are referred to Associate Dean of Graduate College

4. Dismissal Procedure for Unprofessional Conduct
   A. Students who meet the criteria for dismissal from the Graduate Nursing Program will be referred to the Academic Standards Committee (ASC) for review of possible actions.
      1. If the student has not been afforded the opportunity to present her/his case to the ASC, the student, if requested in writing to the ASC, may do so.
      2. The student may be accompanied by her/his academic advisor during the ASC review process.
   B. Following the review, if deemed a concern, the ASC may recommend one or more of the following actions:
      1. Dismissal from the School of Nursing
      2. Referral of the student to the Northern Arizona University Dean of Students or her/his designee to address any alleged violations of the University Code of Conduct.
      3. When indicated, report of the incident to the local law enforcement agency and/or other appropriate agencies or institutions.
   C. A written recommendation from the Chairperson of the ASC will be made to the Dean of the School of Nursing.
   D. The final decision will be made by the university official reviewing the case for dismissal, and will be delivered to the student in writing.

RE-APPLICATION POLICY

Consistent with the NAU Graduate College policy, students can re-apply to the School of Nursing Graduate Program following dismissal from the program. Re-admission will be considered on a case-by-case basis.

GRIEVANCE PROCEDURE FOR PROBATION

The student has the right to review and grieve a probation decision. The steps are as follows:
1. The student is to meet with the faculty member(s) recommending the probation.
2. If the grievance is not resolved by meeting with the faculty member, the student will meet with the Assistant Dean of the School of Nursing to review and grieve the probation.
3. If the grievance is not resolved with the Assistant Dean, the student will meet with the Dean to review and grieve the probation.
4. If the grievance is not resolved by meeting with the School Dean, the student may request a hearing with the Graduate Committee to review and grieve the problem. The decision of the Graduate Committee is final.

GRIEVANCE PROCEDURE FOR DISMISSAL FROM THE GRADUATE NURSING PROGRAM

1. Within ten (10) days of the student receiving the written decision of dismissal from the graduate program, the student may request in writing to meet with the School Dean (if the decision was made by School of Nursing Graduate Committee) or the Executive Dean of the College of Health and Human Services (if the decision was made by the Dean).
2. The Dean (SON) or Executive Dean (CHHS) will render a written decision within ten (10) days of the meeting with the student and if the matter remains unresolved the student may follow procedures described by the student Disciplinary Procedures Sections 5-403-A-4, 5-403-D-G, and the University Code of Conduct.
COMMUNICATION OF CONCERNS
FLOW DIAGRAM

STUDENT CONCERN

Discuss with Faculty Member *

Resolution  No resolution

Student and Faculty Member meet with Course Coordinator *

Resolution  No Resolution

Student, Faculty Member, Course Coordinator meet with Assistant Dean *

Resolution  All meet with Dean *

Resolution  No Resolution

Referral for appropriate formal procedures with CHHS Executive Dean/designate
REQUIREMENTS PRIOR TO CLINICAL EXPERIENCE

• Students, for their own protection, are required by the clinical agencies to carry health insurance throughout the program. Students will not be allowed into the clinical unless they show evidence of health insurance. University students may obtain health insurance through the university health center if they do not have a private policy. No waivers are accepted.
• FNP Student liability insurance is required for those in the FNP tract. Professional liability insurance is also required for those not in the FNP tract. Information regarding such insurance is available in the School of Nursing. This, again, protects the students when they are involved with clients in health care facilities.
• Students must maintain a current American Heart Association CPR card (level C). This is a requirement of health care facilities used for clinical experience.
• Some agencies will also require documentation of PPD, MMR, Varicella, and Hepatitis B immunizations or titers.
• Students are required to keep this above information current and have updated annually in their student files.
• Some agencies will require documentation of finger print clearance or background check of students prior to the clinical experience. Students will assume the costs and responsibility of getting the fingerprints completed as necessary prior to the clinical experience.

TRANSPORTATION AND EXPENSES

Clinical experiences in Flagstaff and outlying rural areas are assigned according to the learning needs of the student, individual course requirements and availability of clinical sites.

• Most clinical experiences require motor vehicle transportation, and some require overnight accommodations.
• Students are responsible for their own housing, transportation and expenses associated with clinical experience.
POLICY REGARDING CLIENT RECORDS

Confidentiality of Client Records

The following policy on use of patient records has been developed to comply with federal guidelines outlined in the HIPPA regulations. The information below identifies what information is protected under federal law.

Federal HIPPA requirements:

Protected health information includes individually identifiable health information (with limited exceptions) in any form, including information transmitted orally, or in written or electronic form.

“individually identifiable health information” to mean health information created or received by a health care provider, health plan, employer or health care clearinghouse, that could be used directly or indirectly to identify the individual who is the subject of the information.

Health information must have all of the following removed prior to use outside of a health care setting.

☐ all of the following data elements have been removed or otherwise concealed: name; address, including street address, city, county, zip code, or equivalent geocodes; names of relatives and employers; birth date; telephone and fax numbers; e-mail addresses; social security number; medical record number; health plan beneficiary number; account number; certificate/license number; any vehicle or other device serial number; web URL; Internet Protocol (IP) address; finger or voice prints; photographic images; and any other unique identifying number, characteristic, or code (whether generally available in the public realm or not) that the covered entity has reason to believe may be available to an anticipated recipient of the information, and

☐ the covered entity has no reason to believe that any reasonably anticipated recipient of such information could use the information alone, or in combination with other information, to identify an individual.

Thus, to create de-identified information, entities that had removed the listed identifiers would still have to remove additional data elements if they had reason to believe that a recipient could use the remaining information, alone or in combination with other information, to identify an individual. For example, if the “occupation” field is left intact and the entity knows that a person’s occupation is sufficiently unique to allow identification, that field would have to be removed from the relevant record.

Client Record Handling

1. Graduate students may not make copies (photo copies, computer printouts, etc) of any material from a patient record.

2. A faculty member may make a copy of material from a patient record for teaching purposes provided no client identifiers are present on the copy.

3. Graduate nursing students may make a copy of a clinical note required for submission to a faculty member as part of the grading schema for a clinical course. Again, no identifying information as defined in the HIPPA regulations about the client can be contained within the copy. Also the student must follow any special regulations for the use of patient records per agency protocol.

Approved Jan 2005
LICENSURE

Graduate students must have a current license to practice nursing. Copy of current license must be kept on file in the School of Nursing. This is the student’s responsibility.

Graduate students in Arizona during their enrollment at Northern Arizona University must have a license and current registration to practice nursing in Arizona. Graduate students in a state other than Arizona must have a license in that state.

You can contact the Arizona State Board of Nursing by writing to:

Arizona State Board of Nursing
4747 N. 7th Street, Suite 200
Phoenix, AZ 85014

or: http://www.azbn.gov

PROFESSIONAL CONDUCT COMMITTEE RECOMMENDATION

It is expected that all students enrolled in a professional educational program in the School of Nursing at Northern Arizona University will conduct themselves in a professional and ethical manner while participating in the various phases of the educational curriculum. Infractions to this code of conduct will be dealt with through established mechanisms. These may include academic penalty in a particular course, sanctions from infractions in the Code of Student Conduct outlined in the Student Handbook, or referral to the legal system.
IMPAIRED STUDENT POLICY

Philosophy

The School of Nursing at Northern Arizona University recognizes the inherent dignity and worth of every student and, that, to demonstrate a respect for each individual, it is necessary to maintain a safe learning environment. We also respect the human rights of every individual and understand that each student has certain rights and freedoms in accordance with state and federal law.

As healthcare professionals it is, likewise, our responsibility to ensure the safety of the clients and organizations with whom we work. One of the standards we hold is that students who care for clients in vulnerable situations must demonstrate mental acuity and clarity of decision making at all times, as well as physical ability appropriate to the circumstances. Student mental or physical impairment resulting from the influence of alcohol or drugs, or any other cause may pose an unacceptable safety risk which might endanger these clients, fellow students, faculty, the clinical agency or the University.

We also recognize that: (1) Chronic substance abuse is an illness that can be successfully treated. Therefore, if a student admits to a substance abuse problem and requests rehabilitation, the School will provide the student with appropriate treatment referrals. (2) There can be successful intervention in situations involving mental or physical impairment resulting from other causes.

It is emphasized, however, that if a student’s conduct otherwise violates the Arizona Board of Regents’ Code of Conduct (for example, if a student is found responsible for distribution or use of illegal substances on the University campus, etc.), the student may be subject to University-imposed discipline apart from the terms of this policy.

We further recognize that members of the Native American Church may use controlled substances as part of their religious ceremonies and these substances may appear in a test result without the student being impaired. If the student’s performance is not impaired, then such use shall not constitute cause for action.

We also recognize that this policy shall be interpreted in light of and implemented consistent with section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, together with the regulations and court decisions arising thereunder.

Therefore, we recommend a “for cause” policy that addresses impairment.
Perception of Impairment

Definition of Substance Abuse: The use of any drug, alcohol or other substance that results in the mental or physical impairment of a student.

Procedure for removing a student who is suspected of being impaired from an educational setting:

A. Whenever a student is perceived to be mentally or physically impaired, the faculty member must take immediate action to relieve the student of his/her duties and remove the student from the clinical or classroom area. The immediate goal is to provide for the safety of patients, the public, other students and the student who is suspected of being impaired.

B. In a teaching situation, when a faculty member perceives the odor of alcohol or marijuana, or observes behaviors such as, but not limited to, slurred speech, unsteady gait, confusion, sharp mood swings/behavior especially after an absence from class, lack of manual dexterity, excessive health problems, increased absenteeism, tardiness or irritability, severe weight loss, needle track marks especially in the inner elbow, carelessness in appearance and hygiene, or euphoria, which causes the faculty member to suspect the student could be impaired by a substance, the faculty member must:

1. Immediately inform the student as to why actions are being taken to relieve the student of his/her duties.
2. Ask the student if he/she will consent to undergo a drug/alcohol screening test, which will be conducted at the expense of the NAU School of Nursing.
3. Make arrangements to transport the student to a “for cause” drug/alcohol screening test or to the student’s home at the expense of the School of Nursing.
4. Remove the student from the immediate educational setting and have either the faculty member or a designee remain with the student until transport is available.
5. Inform the Dean of the incident and accompanying circumstances. The Dean shall refer the case to the Graduate Committee with details of the incident and accompanying circumstances on the next business day in the School of Nursing offices.
6. Arrange for a meeting within two working days with the Graduate Committee, the student, the student’s advisor and the faculty member who reported the incident, to discuss the incident and determine the actions to be taken.

C. If the student agrees to drug/alcohol testing, the faculty member will ask the student to sign the “Consent for Screening” form and the “Consent for Transportation” form and, following the student’s signature, will contact a local transportation service to transport the student to a designated testing site, to wait for the student and then drive the student home.

D. In a teaching situation, when a faculty member perceives that a student is mentally or physically impaired, but such impairment does not appear to be related to or arising from substance abuse, the faculty member must:

1. Immediately inform the student as to why actions are being taken to relieve the student of his/her duties.
2. Remove the student from the immediate educational setting and have either the faculty member or a designee remain with the student until transport is available to the student’s home at the expense of the School of Nursing.
3. Inform the Dean of the incident and accompanying circumstances. The Dean shall refer the case to the Student Affairs Committee with details of the incident and accompanying circumstances on the next business day in the School of Nursing offices.
E. If the student refuses to submit to a “for cause” drug/alcohol screening test, or if the student admits to using alcohol or other substances prior to the suspect conduct, or if the perceived impairment does not appear to be related to or arise from substance abuse, the following actions will be taken.

1. The student will be immediately removed from the clinical or educational setting, but will remain in visual contact with the faculty member or designee.

2. The student exhibiting behaviors indicative of possible impairment will be offered safe transportation home at the expense of the School of Nursing. The faculty member will ask the student to sign the “Consent for Transportation” form. Once signed, the faculty member will contact a local transportation service to take the student home.

3. If the student refuses to sign the “Consent for Transportation” form, the faculty member shall notify the local police.

4. The faculty member will arrange for a meeting within two working days with the Graduate Committee, the student, the student’s advisor and the faculty member who reported the incident, to discuss the incident and determine the actions to be taken.

F. Any deadlines provided for above may be extended by the Dean of the School of Nursing or the Dean’s designee for good cause which shall be documented or when the day on which an event is to occur falls on non-University workdays.
Consent for Screening

I, ____________________________, understand and agree that the screening test I am about to receive may include either/or:

- Blood test for drug or alcohol use
- Urine test for drug, alcohol or chemical use
- Breathalyzer test for alcohol.

I understand that if I decline to sign this consent, and thereby decline to take the test, the Graduate Committee will be notified and disciplinary action up to and including removal from the clinical area, nursing program or the University may result.

If the test is positive and confirmed by a second test, on the same sample, as positive, the Graduate Committee will be so notified, making me subject to possible disciplinary action. If I am already a licensed professional, my licensing board will be notified possibly resulting in a suspension or loss of my license.

NAU School of Nursing shall be responsible for the costs of testing.

An exception may be made for the use of legally-prescribed medication taken under the direction of a physician or other healthcare practitioner.

I have taken the following prescription(s) or non-prescription drug(s) or substance(s) within the last two weeks. (If none, write in none).

<table>
<thead>
<tr>
<th>Medication/Drug</th>
<th>Prescribing Practitioner (name &amp; title)</th>
<th>Telephone No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
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<td>2.</td>
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<td>4.</td>
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</tr>
</tbody>
</table>

I understand that the above tests are not 100% accurate and may produce false positive or false negative results. I release Northern Arizona University from all liability arising from or in any way related to the testing or the results thereof.

I hereby _ consent, ________ refuse consent for the test.

I state that the urine or blood sample, if provided, is in fact a specimen from my own body eliminated on this date. I also authorize the results of my test(s) to be released to NAU, School of Nursing and others with a need to know.

Should any screening test(s) be positive, and if I am allowed to go through rehabilitation, I consent to periodic testing as deemed necessary by the School of Nursing upon my return to school. If I am allowed to go through a rehabilitation program, I hereby consent to the rehabilitation program informing the School of Nursing as to whether or not I am participating satisfactorily, and whether or not I have successfully completed any rehabilitation program, or failed any follow-up drug test/alcohol. I understand that when I complete the rehabilitation program, I may reapply to the Nursing Program and will be informed as to when I may expect to be reinstated. I also understand that reinstatement depends on course capacity.

Signed ____________________________ Date ____________________________

Witness ____________________________ Date ____________________________
Consent for Transportation

I, ________________________________, hereby authorize the School of Nursing to notify a local transportation service to transport me to __________________________ a drug screening site, and/or to my home at the expense of the NAU School of Nursing.

Signed ________________________________ Date ________________________________

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Application for Re-Admission to the School of Nursing Following a Positive or Inconclusive Drug/Alcohol Test Result

An individual who has been removed from the Nursing Program due to a positive or inconclusive drug/alcohol test result, may reapply after at least one full year has passed, if the individual provides evidence of the following prior to reapplication.

A. A negative drug/alcohol screen, no more than 30 days before reapplication.

B. Official documentation of a referral to a treatment program recommended by an approved certified addiction specialist and/or addictionologist approved by the Arizona State Board of Nursing.

C. Official documentation of participation in such a recognized drug/alcohol treatment program.

D. Evidence of continued successful attendance and/or successful completion of an approved drug/alcohol aftercare/follow up treatment program.

Positive “For Cause” Drug/Alcohol Test Results While Enrolled in the School of Nursing

A. If the result of a drug/alcohol test is positive, and until a decision is made concerning the student incident by the Graduate Committee, the student is suspended from all clinical settings and any other settings in which the student interacts with patients, students, or other members of the public through programs sponsored by the School of Nursing.

B. Any student enrolled in the School of Nursing who is found to have a positive drug/alcohol test while enrolled in the program, which is not the result of prescribed medications taken in compliance with the prescribing practitioner’s instructions, will be removed from the program for at least one year following review of the drug/alcohol test results by Graduate Committee. Students who are found to be impaired as a result of prescribed medications taken in compliance with prescribing practitioner’s instructions shall be evaluated for safety in clinical settings and may be removed during the duration of impairment.

C. Petition to the Graduate Committee for continuation in the Nursing Program may occur after the conditions listed in the Reapplication Policy are met.

Positive Drug/Alcohol Test Results Due to Prescription Use

A. If a student claims that the positive drug/alcohol test result is a result of prescription use, the student will be requested to arrange for the prescriber to provide the following information to the Graduate Committee: the prescriber’s statement detailing the drug, dose, frequency, effect, expected duration of treatment, any indications of abuse or the prescription drug(s), and any contraindications to being in the clinical setting while on this drug.

B. If the student is unable to have the prescriber forward such information to the Graduate Committee regarding the drug, the test will be treated as positive and unexcused.
Application for Re-admission to the School of Nursing after a Positive For Cause Drug/Alcohol Test Result

A. Any individual who requests readmission to the School of Nursing after treatment for a drug/alcohol problem following a positive drug/alcohol test result, must meet the conditions set forth in the policy for Reapplication for Admission before readmission is considered.

B. A memorandum of agreement shall be drawn up between the student and the Graduate Committee delineating the conditions upon which the student may continue in the program.

C. The student’s faculty advisor will be designated to monitor the student’s compliance with the memorandum of agreement, to serve as liaison between the student and the Graduate Committee and other faculty members, and to ensure that other faculty members who are determined to have a need to know this information are notified that the student is functioning under the memorandum of agreement.
Role of Admissions and Standards Committee in Actions Based on Drug/Alcohol Test Results or Actions Based on the Perception of Mental or Physical Impairment Relating to or Arising from other Causes

A. A meeting of the Graduate Committee will be held within two working days to determine continued student participation in a School of Nursing program following an incident in which a student is removed from the education setting for suspected substance abuse.

1. The meeting will be attended by members of the Committee, the faculty member who reported the incident, the student and the student’s faculty advisor. The student shall notify his/her faculty advisor not less than five hours before the meeting if the student plans to bring anyone else to the meeting.

2. The faculty member will provide documentation about the student’s behavior that was evidence of possible substance abuse, the actions taken, the student’s response and all other pertinent information, within one working day of the incident, to the Graduate Committee.

3. At the meeting, the student will be asked to provide an explanation for the behaviors identified.

4. The Committee, the student and the student’s faculty advisor will have access to the documentation of the incident and the results of any drug/alcohol tests administered.

5. If the “for cause” drug/alcohol test is positive, a decision will be made within five working days after the meeting about the student’s continued participation in the program.

6. If the “for cause” drug/alcohol test result is inconclusive, the drug/alcohol test will be repeated at the expense of the School of Nursing. If the drug/alcohol test result is again inconclusive, a decision regarding the student’s participation in the program will be made based on available data. This decision will be made within five working days after the last repeat drug/alcohol test result is reported to the School of Nursing.

7. If the result of the drug/alcohol test is negative, consideration must be given to a possible medical condition or other cause being responsible for the evidence of impairment. Based upon the specific evidence involved, a medical or mental health referral for evaluation and School of Nursing review of the evaluation results may be necessary before the student may continue to participate in the program.

8. The documentation of the incident, the meeting, any drug/alcohol test results, and the results of any medical evaluation will be forwarded to the Graduate Committee. The Committee shall review the data and, based on the information provided, will make a recommendation to the Dean of the School regarding the student’s participation in the program.

B. A meeting of the Graduate Committee will be held within two working days to determine continued student participation in a School of Nursing Program following an incident in which a student is removed from the educational setting for perceived mental or physical impairment that does not appear to relate to or arise from substance abuse.

1. The meeting will be attended by members of the Committee, the faculty member who reported the incident, the student and the student’s faculty advisor.

2. The faculty member will provide documentation about the student’s behavior that was evidence of possible mental or physical impairment, the actions taken, the student’s response and all other pertinent information within one working day of the incident, to the Graduate Committee.

3. At the meeting the student will be asked to provide an explanation for the behaviors identified.
4. The Committee, the student and the student’s faculty advisor will have access to the documentation of the incident.

5. Based on the specific evidence involved, a medical or mental health referral for evaluation and School of Nursing review of the evaluation results may be necessary before the student may continue to participate in the program.

6. The documentation of the incident, the meeting, and the results of any evaluation will be forwarded to the Graduate Committee. The Committee shall review the data and, based on the information provided, will make a recommendation to the Dean of the School regarding the student’s participation in the program.

**Hearing Process**

A. The student is entitled to a hearing prior to the imposition of any final condition of continued participation, or penalty, including removal from the program.

B. The student shall follow the grievance procedure as outlined in the NAU Student Handbook.
Confidentiality

A. All incidents involving actual or suspected mental or physical impairment in the clinical/educational setting, whether or not related to or arising from substance abuse, will be handled as confidentiality as reasonably possible. Faculty members may consult with members of the Student Affairs Committee for appropriate action/follow up.

B. All records relating to the incident and resulting meetings and actions will be kept in the student’s file in Student Services in the School of Nursing.

It is emphasized, however, that if a student’s conduct otherwise violates the Arizona Board of Regents’ Code of Conduct (for example, if a student is found responsible for distribution or use of illegal substances on the University campus, etc.), the student may be subject to University-imposed discipline apart from the terms of this policy.

We further recognize that members of the Native American Church may use controlled substances as part of their religious ceremonies and these substances may appear in a test result without the student being impaired. If the student’s performance is not impaired, then such use shall not constitute cause for action.

We also recognize that this policy shall be interpreted in light of and implemented consistent with section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, together with the regulations and court decisions arising thereunder.

Therefore, we recommend a “for cause” policy that addresses impairment.
Self-Reporting to the Arizona State Board of Nursing Chemically Addicted Nurses Diversion Option (CAN-DO) Program, A Voluntary Diversion Program

All students enrolled in the School of Nursing Program who have had a positive drug/alcohol screen must comply with the following conditions:

A. Registered Nurses who had a positive pre-admission or “for cause” drug/alcohol test result must register with the Arizona State Board of Nursing within 30 days after admission to the School of Nursing program as agreed upon by signing the Agreement to self report.

B. Unlicensed applicants who had a positive pre-admission or “for cause” drug/alcohol test result must register with the Arizona State Board of Nursing within 30 days prior to graduation from the program as agreed upon by signing the Agreement to self report.

C. The purpose for signing the Agreement to self report is so further monitoring can be implemented if determined to be necessary in accordance with the voluntary nature of the CAN-DO program.

D. Signature of the Agreement to self report gives permission to the School of Nursing to release records pertaining to the student to the CAN-DO program to facilitate a decision about further monitoring.

E. Signature on the Agreement to self report gives permission to the CAN-DO program to inform the School of Nursing about whether the self report to CAN-DO has occurred.
Agreement to Self Report to the Arizona State Board of Nursing Chemically Addicted Nurses Diversions Option (CAN-DO) Program

1. I, ____________________________, having had a positive drug/alcohol screen agree to self report to the Arizona State Board of Nursing Chemically Addicted Nurses Diversions Option (CAN-DO) Program

   ______ Within 30 days of admission to the School of Nursing
   ______ 30 days prior to graduation from the School of Nursing program

   so that monitoring can be implemented if determined necessary in accordance with the voluntary nature of the CAN-DO program.

2. I give permission to the School of Nursing to release records pertaining to my case to the CAN-DO Program to facilitate a decision about monitoring.

3. I give permission for the CAN-DO Program to inform the School of Nursing about whether the self report to CAN-DO has occurred.

4. I understand that if I am a Registered Nurse and fail to voluntarily self report to the CAN-DO Program within 30 days of admission to the School of Nursing, a complaint will be filed against me with the Arizona State Board of Nursing.

5. As a student, I understand that verification of meeting graduation requirements will be withheld until the School of Nursing has received confirmation from the State Board of Nursing that I have self reported to the CAN-DO Program.

6. I agree to release, hold harmless and indemnify the State of Arizona, the Arizona Board of Regents, Northern Arizona University, and their employees and agents from all claims, costs and expenses arising from actions taken by personnel of Northern Arizona University, School of Nursing and others employed by the University pursuant to this agreement.

Signed _______________________________ Date_____________________

Witness_______________________________ Date_____________________

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PRECEPTORS

For certain clinical courses in the graduate program, preceptors, who are not faculty of the School of Nursing at NAU, participate in the education of graduate students. These preceptor are highly qualified individuals will work closely with faculty to assist students to meet course and program outcomes.

During the application process or following admission to the graduate nursing program students may recommend to faculty the names of one or more potential preceptors who must meet specific criteria to function in that role. Final decisions regarding potential preceptor qualifications reside with the specialty track advisors. General criteria for qualified preceptors include but are not limited to the following:

1. Current National Certification in specialty area as required
2. Ability to offer the student appropriate clinical/practicum experience.
3. Willingness and ability to consult regularly with clinical faculty regarding required student outcomes.
END OF TERM WEEK POLICY

NAU is committed to the academic success of our students. The following policy has been developed to insure that students are not overly burdened at the end of the term with non-academic activities, new course assignments, or evaluations of their work which are not in accord with generally accepted University practice, precedent or policy. This policy applies to both graduate and undergraduate programs.

The End of Term Week Policy applies to the week preceding final examinations from 12:01 a.m. on Monday to 11:59 p.m. Friday.

1. Student groups and organizations are not to schedule concerts, major social events, or any activity which might conflict with academic studies, except on weekends. Events scheduled by parties external to the university which require attendance by NAU students are exempt from this policy.

2. No off-campus Intercollegiate Athletic competitions may be scheduled during End of Term Week or Finals Week unless such competition is part of the approved Big Sky Conference scheduling or NCAA tournament or championship. Exceptions to this policy must be granted by the Intercollegiate Athletics Committee.

3. No off-campus competitions involving student academic or student affairs organizations or Club Sport Athletic teams may be scheduled during End of Term Week or Finals Week unless such competition is scheduled by a regional or national organization of which the local organization is a member. Exceptions to this policy must be granted by the College Dean and/or the Vice Provost for Undergraduate Studies.

4. Faculty members are not to schedule field trips or major examinations during End of Term Week.

5. Faculty members may schedule quizzes, laboratory examinations, capstone projects, recitals, clinical practica, presentations and internship reports (oral or written) during End of Term Week. Individualized instruction courses that are self-paced and allow students to elect when to take the final exam may conduct the final examination during End of Term Week. Academic Departments and Faculty may schedule make-up examinations during End of Term Week.

6. Major research papers should be assigned as early as practical in the semester, but are due no later than Friday of the End of Term week for 15 week courses. For 8 week courses ending at the same time as 15 week course, major research papers are due no later than Monday of finals week.

7. Take-home final examinations, or their equivalent, are due at the time scheduled for the final examination or during final exam week if the course does not have a specific meeting time, e.g. web courses.

8. Under no circumstances will a final exam in any course be moved to End of Term week, with or without the unanimous consent of the students in the course, except as noted in item 5 above.

9. End of the Term Week policies relative to final exams do not apply to eight week or other short-format courses offered in the first part of the semester. The policy does, however, apply to eight week courses with the same end date as 15 week courses.

10. For the purposes of this policy quizzes (item 5 above) are defined as any testing evaluation composing 10 percent or less of the total points available in the course.

Approved: Academic Standards Committee, October 26, 2007
Approved: Faculty Senate, December 10, 2007
Approved: Liz Grobsmith Provost, January 14, 2008
FINALS WEEK POLICY

The Finals Week Policy applies from 12:01 a.m. Monday through 5:00 p.m. on Thursday of finals week:

1. Student groups and organizations are not to schedule concerts, major social events, or any other activity that might conflict with academic studies, except on weekends. Events scheduled by parties external to the university which require attendance by NAU students are exempt from this policy.

2. No off-campus Intercollegiate Athletic competitions may be scheduled during End of Term Week or Finals Week unless such competition is part of the approved Big Sky Conference scheduling or NCAA tournament or championship. Exceptions to this policy must be granted by the Intercollegiate Athletics Committee.

3. No off-campus competitions involving student academic or student affairs organizations or Club Sport Athletic teams may be scheduled during End of Term Week or Finals Week unless such competition is scheduled by a regional or national organization of which the local organization is a member. Exceptions to this policy must be granted by the College Dean and/or the Vice Provost for Undergraduate Studies.

4. Faculty members are not to schedule field trips unless the trip is the final examination for the course. Exceptions to this policy may be granted by the dean of the college or school in cases when there are exceptional circumstances not under the control of the faculty member and where such exceptions would be in the best interest of the students. Requests for exception must be made at least three weeks in advance of finals week.

5. There will be a final examination in all undergraduate courses where a final exam is considered by the faculty of a department to be appropriate and must be scheduled at times that conform to the official schedule published by the Registrar. Approval to move a final exam within finals week may be granted by the dean of the college or school in cases when there are exceptional circumstances and strong pedagogical reasons for the move, if all students enrolled in the class agree to the change, the change does not force any of the enrolled students to take three finals in a 24-hour period (see item 10, below), and such a change would be in the best interest of the students. Requests for approval must be made at least three weeks in advance of finals week.

6. All class examinations for courses starting 5 p.m. or later must be scheduled for the first regular meeting time during examinations week as listed on the Registrar’s website. For courses that meet daily, four days per week, or once a week, the examination may be held at the first scheduled period for the hour.

7. Where the course objectives provide for a type of final examination that differs from the ordinary, a different type of exam or evaluation may be provided, with prior approval by the dean of the college by midterm. Students in IITV courses that don't fit the published exam schedule have their exams on the first regular meeting day at the regular time. Final Web exams will be given on the date and in the manner specified in the course syllabus. Examination times listed in the schedule will take precedence when there is a conflict on examination times.

8. Take-home final examinations, or their equivalent, are due at the time scheduled for the final examination or during finals week if the course does not have a specific meeting time, such as web courses.

9. If there is difficulty fitting various courses into the published schedule, the instructor must choose the starting time of the closest examination period. A poll of the class should determine whether there would be an actual conflict. If insurmountable problems are encountered, the instructor must contact the department head or, if necessary, the dean.

10. NAU's policy is that no student should be forced to take more than two final exams in a 24-hour period. If a student is scheduled for three or more exams within a 24-hour period, it is his/her responsibility to seek an alternative schedule. At least two weeks before the schedule exam(s), the student should first approach the faculty member about the exam(s) scheduled between the first and last exams of the 24-hour period. Unless there are pedagogical scheduling problems with doing so (such as a common exam or the use of lab or other special equipment), the faculty member should provide an alternate date for the student to take the exam(s). In the event that such pedagogical reasons arise, the student should ask the other faculty members to accommodate an alternative date. If such agreement cannot be reached between student and faculty member, the student should request the chair or the Dean to request an alternative date of one of the faculty members.

11. Under no circumstances may a final exam be moved to End of Term Week, with or without the consent of the students in the course, except in the individualized instruction courses that are self-paced and allow students to elect when to take the final exam.

Approved: Academic Standards Committee, October 26, 2007
Approved: Faculty Senate, December 10, 2007
Approved: Liz Grobsmith Provost, January 14, 2008
SECTION V:

ADVANCEMENT, RETENTION & GRADUATION CRITERIA

SCHOOL OF NURSING
ACADEMIC ADVISEMENT
FACULTY ADVISOR AND STUDENT ADVISEE RESPONSIBILITIES

Each graduate student registered for full or part-time study is assigned an advisor from the faculty. Assignments are made through the School of Nursing. Students are urged to maintain contact with their advisors and to consult with them regularly concerning the program of study course information and matters related to the academic program and professional development.

The faculty advisor's responsibilities in relation to each graduate advisee are:

- To be acquainted with the student's interests/needs
- To discuss the program of study plan for program completion
- To sign the registration forms (this is required)
- To sign any change of status forms (this is required)
- To suggest elective courses
- To be informed about the student's progress in the program
- To counsel regarding academic questions or problems of the student
- To counsel regarding employment, work load and course requirements to achieve a successful academic outcome.
- To collate faculty input for and to write the final evaluation summary of the graduating student

The graduate student advisement responsibilities in relation to the faculty advisor are:

- To review the degree requirements in catalog and monitor progress. Consult with advisor each semester to schedule an appointment with the advisor to discuss the plan of program completion.
- To inform the advisor of academic progress in the program.
- To seek the counsel of advisor regarding employment, work load, and course requirements to achieve a successful academic outcome.
- To provide to the adviser the appropriate forms (e.g. Registration, Change of Status, available in the Advisement Center, room 206), which will require the signature of the advisor.
- To discuss with the advisor any known changes in registration and/or change of status.
- To obtain the signature (approval) of the advisor on the Registration Form.
- To obtain the signature of the advisor and the Chairperson on a Change of Status Form.
- To pre-register during April and November for Fall and Spring course work.

PROGRAM OF STUDY

Purpose
- The Program of Study defines for the student, the Supervisory Committee, and the Graduate College the student’s graduate program. The official Program of Study reflects the course work which contributes to the student’s knowledge base for conducting the thesis as well as for demonstrating clinical nursing leadership.

The Official Program of Study
- Students with regular admission status must file a Program of Study after satisfactory completion of one semester of coursework (9 credit hours). However, it is in the student’s best interest to have the Official Program of Study filed with the School of Nursing at the earliest possible date and preferably before registering for classes so that the student’s progression can proceed smoothly.

- The Program of Study shall be approved by the student’s advisor. The student is responsible for filing the approved Program of Study form. Forms for filing the approved Program of Study are available from the Nursing Student Services Office.

Program of Study Change
- Any request for modification of the filed Program of Study must be approved by the student’s advisor and/or Graduate Committee. Appropriate change forms are available from the Nursing Student Services Office.
CHANGE OF AREA OF SPECIALTY

- A student who wishes to change from one specialty area to another must consult with his/her advisor. The student will then formally petition the Graduate Committee of the School of Nursing.
- This petition must include a rewritten goal statement congruent with the desired track. Because each track has a limited number of clinical placements, the petition for change should be on file prior to or by the deadline for admission to the Graduate Program. Students wishing to change tracks must compete with the current applicant pool.
- The student may need to participate in a formal interview based on the desired specialty.
- However, students may petition for a change in track during the academic year. The same, as above, petition will be reviewed and if approved by the Graduate Committee and clinical placements are available and the change is appropriate with course sequencing, the petition may be granted. If accepted, this change of specialty may delay the student’s progress through the Graduate Nursing Program.

SEQUENCING OF COURSES

- Students need to adhere to the recommended sequencing of courses proscribed by the School of Nursing. Any deviation from recommended sequencing needs to be approved by the advisor in consultation with the Graduate Coordinator and reflected in the student’s Plan of Study.
- If a student chooses to switch from part-time to full-time status or from full-time to part-time status, the student must consult with his/her advisor for space availability in courses and to amend the program of study in writing. Please note that switching from part-time to full-time status is not an option in the FNP track.

ENROLLMENT

Policies for graduate enrollment are contained in the Academic Catalog, see http://www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm

The School of Nursing Graduate Program adheres to the NAU enrollment policies in the Academic Catalog

Several are highlighted from the below:

- If you are new to NAU, you must be formally admitted to the university, see an advisor, and have the advisor activate your record in the computer system before you can enroll in courses.
- Enrollment can be completed online http://www4.nau.edu/louie/ or in person.
- Please be aware that you cannot enroll in a course that has prerequisites you have not met. See the course catalog and schedule of classes http://www4.nau.edu/louie/ to determine if courses in which you wish to enroll have prerequisite requirements.
- You can enter a graduate course that has no prerequisites if you have been admitted to graduate study; however, we assume you have at least the equivalent of an undergraduate minor in that course area.

ORIENTATION

All students are required to enroll in an on-line orientation course that is to be completed prior to the start of classes for the semester for which they have been accepted. The on-line orientation is required for all students regardless of program track and whether they are accepting full or part-time study. FNP Students are required to attend an on-campus orientation held prior to the start of classes for the fall semester in which they are admitted.
COURSE LOADS

Policies for graduate Course Loads are contained in the Academic Catalog, see http://www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm

The School of Nursing Graduate Program adheres to the NAU course loads policies in the Academic Catalog

Several are highlighted from the below:

- For graduate students, we consider 9 units of credit during fall and spring term and the 10-week summer session to be full-time enrollment. The minimum full-time course load is 9 units of credit during fall or spring term, and 16 units is the maximum (12 units for graduate assistants). You cannot take more than 6 units of credit during any five-week summer session or more than 1 unit per week for pre-session courses.

- You can only carry an overload (more than the maximum units explained in the previous paragraph) with the approval of your advisor, the SON Dean, and the Assistant Dean of the Graduate College. To enroll for an overload, you must submit the appropriate approval form when you enroll. This form is available from the Registrar's Office.

CONTINUOUS ENROLLMENT

Policies for graduate enrollment are contained in the Academic Catalog, see http://www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm

The School of Nursing Graduate Program adheres to the NAU enrollment policies in the Academic Catalog

Several are highlighted from the below:

- Even after you have completed all course requirements for a degree, you may need to use lab or other facilities to carry out a required independent study or research project. For the protection of both you and the university, you must be enrolled for units of credit during any term that you use university facilities or require the professional time of faculty members.

- If you are not on campus but are corresponding with your advisor as you work on your thesis or dissertation, you should enroll for at least 1 unit each semester.

COURSE CHANGES

Policies for graduate course changes are contained in the Academic Catalog, see http://www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm

The School of Nursing Graduate Program adheres to the NAU course changes policies in the Academic Catalog

Several are highlighted below:

- Refer to the current schedule of classes, the statewide academic programs course schedule, or the summer session bulletin for specific dates and procedures for adding or dropping courses.

- (If you wish to withdraw from all courses see Withdrawing from NAU.)

Adding a Course

- From the third week of the term on, you must petition to add courses. You can obtain the petition form from the Registrar’s Office or from our website at http://home.nau.edu/registrar/default.asp.
Dropping a Course

- You may drop a course through the eighth week of the term. If you drop a course through the fourth week, we delete the course from your permanent record; between the fourth and eighth weeks, we record a grade of W (withdrawal).

- If you have not participated in a course but also have not officially dropped that course and your name appears on the final grade report, you receive a failing grade for that course. Your instructor cannot record a W on the final grade report. (If you wish to withdraw from all courses, see Withdrawing from NAU, in this section.)

Administrative Drop

- If you have not completed the prerequisites for a course as stated in the academic catalog or if you are absent from class during the first week, you may be administratively dropped from the course before the twenty-first day of the term. If you are dropped in this manner, you will receive confirmation from the Registrar’s Office.

- Do not rely on your instructor to drop you from courses that you want to drop. You are responsible for changing your own course schedule.

TRANSFER CREDIT

Policies for graduate transfer credit are contained in the Academic Catalog, see [http://www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm](http://www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm)

The School of Nursing Graduate Program adheres to the NAU transfer credit policies in the Academic Catalog

Several are highlighted below:

- Transferring credits to a graduate degree program is not done routinely. Before you enroll in one or more courses at another institution with plans to transfer the credits to an academic plan at NAU, you must obtain your advisor’s approval.

- To be considered for transfer credit, your courses must:
  - have been earned at a regionally accredited institution
  - have been earned with a grade of A or B
  - Although the Graduate College will accept a pass grade if the course is graded only on a pass-fail basis, The School of Nursing Graduate Program Committee may or may not accept pass/fail transfer credit.
  - have been earned within the six-year period required for completing your degree at NAU (master’s degree only). The six-year period begins with the date of transfer course(s).
  - be applicable to a graduate degree at the institution where the credit was earned
  - the number of units you transfer from other institutions cannot exceed twenty-five percent of the total minimum units of credit required for your master’s degree or graduate certificate.

- Students must complete the Petition for Transfer Credit form Master’s
WITHDRAWING FROM NAU

Policies for graduate withdrawal are contained in the Academic Catalog, see http://www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm

The School of Nursing Graduate Program adheres to the NAU withdrawal policies in the Academic Catalog

Several are highlighted below:

- Withdrawing from a given term (fall, winter, spring, or summer) at NAU means reducing your course load to zero credit units for that particular term. It does not necessarily involve withdrawing entirely from NAU. In most cases, if you withdraw from one term, you are still eligible to enroll for the next term.
- Please be aware that you are not considered to have withdrawn if you drop courses during a term or session in which you also receive credit for other courses.
- If you are currently enrolled at NAU and wish to withdraw from a specific term or from NAU entirely, please refer to the table in the Academic Catalog, which outlines the official withdrawal process. You can find the dates for individual terms in the Enrollment Calendar at http://home.nau.edu/registrar/default.asp. This process is important for your transcripts.
- If you have questions about NAU’s withdrawal process, please contact the Registrar’s Office at 928-523-5490 or 928-523-5491.
- If you complete the withdrawal process before the drop/delete deadline published at http://home.nau.edu/registrar/default.asp, your courses are deleted from your transcript. If you withdraw after this deadline, we assign a grade of W, which appears on your transcript for each course. If you fail to complete the withdrawal process before the deadline to withdraw, your instructor assigns an appropriate grade at the end of the course. Withdrawal deadlines for courses shorter than sixteen weeks are established using the same proportion as is used for the sixteen-week fall and spring terms.
- If you fail to officially withdraw, you may receive a grade of F in all of your courses and forfeit any or all deposits. Not attending courses for which you are enrolled does not constitute an official withdrawal nor does it constitute an official drop.

ACADEMIC CONTINUATION POLICY

Policies for graduate academic continuation are contained in the Academic Catalog, see http://www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm

The School of Nursing Graduate Program adheres to the NAU academic continuation policies in the Academic Catalog

Several are highlighted below:

- If you are working toward a graduate degree or certificate, you must maintain a 3.0 grade point average for all courses taken and for all courses required in your plan. No more than 6 units of C grades can be counted on a master's degree. No more than 3 units of C grades can be counted on a graduate certificate. A grade below C does not earn graduate credit.
- A graduate student with a grade point average below 3.0 is placed on probation. Admission to a program may be revoked for any graduate student who receives unsatisfactory grades. If you have more than 6 units of graduate work with a grade of C or below, you cannot continue in your master's or doctoral plan, regardless of your grade point average.
- If you are a non-degree graduate student, you may continue as a graduate student as long as you maintain a cumulative grade point average of 2.5 or higher.
EVALUATING YOUR PERFORMANCE

Policies for graduate academic continuation are contained in the Academic Catalog, see http://www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm

The School of Nursing Graduate Program adheres to the NAU academic continuation policies in the Academic Catalog

Several are highlighted below:

**Graduate Grading**

- At the end of each term, our instructors do a final evaluation of your work and turn in a letter grade to the Registrar’s Office to indicate how well you have met the course objectives. (Each faculty member must also evaluate you before the middle of the term and give you a clear understanding of your progress in the course at that time.)

**In Progress/Incomplete**

- Normally, a grade of IP is used only for graduate courses

- We use the IP grade for courses that, by their content and requirements, normally require more time than the term or session for which you have enrolled. We recognize the following courses as appropriate for the IP grade: professional paper (689), thesis (699), dissertation (799), independent study (697), directed reading, field work experience, and internship.

- You must also be making satisfactory progress in the course to receive a grade of IP. Graduate students may complete IP grades until the time limit on your academic plan expires. In the School of Nursing, if an IP course is a pre-requisite for enrollment in another course, it must be completed prior to that enrollment.

- If you are unable to complete coursework in a scheduled course within the term in which you are enrolled, you may petition your instructor to receive a grade of I.

- If your instructor agrees to give you an incomplete, you and the instructor must complete a written agreement, a copy of which is held in your departmental file, indicating the exact work you need to do to finish the course.

- This written agreement must also indicate the date by which you must complete this work, and that date cannot be longer than one calendar year from the end of the term in which you were enrolled in that course. By the end of the time agreed to in writing, your instructor must submit a permanent earned grade for the course or the grade remains a permanent incomplete.

- When you complete the coursework, your instructor submits a final grade to the Registrar’s Office, and that grade and your credit are then entered on your permanent record.

- After the time for making up the incomplete has elapsed, you must re-enroll in the course to receive credit. We do not use incomplete grades in calculating your grade point average.

- When you become eligible for graduation, if you have a grade of I in any courses that aren’t required for graduation, you may elect to graduate with these I grades as a part of your permanent academic record. In such cases, the I grades cannot be changed after graduation by completing the course requirements nor will the I’s revert to F grades.
Audit

Policies for graduate audit, course repeat, and grading are contained in the Academic Catalog, see http://www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm

The School of Nursing Graduate Program adheres to the NAU graduate audit, course repeat, and grading policies in the Academic Catalog

Several are highlighted below:

- We compute your average on all courses taken since you were admitted to NAU, except courses for which you have grades of AU, P, IP, I, and W. We don’t use courses accepted as transfer credit in computing your grade point average.

Course Repeat Policy

- Graduate students do not normally repeat courses. If you receive a grade of C or F in a graduate course, you must repeat the course. If you repeat a course, we use both grades to compute your grade point average; however, you can only use credits earned for repeated courses once to fulfill graduation requirements. If you wish to repeat a course, you must submit the Graduate Course Repeat Enrollment Form, available on the Registrar’s office website.

Grade Point Average Requirements

Graduate Grade Point Average Requirements

- If you are working toward a graduate degree, or graduate certificate, you must maintain a 3.0 grade point average for all courses taken and for all courses required in your plan. No more than 6 units of C grades can be counted on a master’s degree. No more than 3 units of C grades can be counted on a graduate certificate. A grade below C does not earn graduate credit.

- A graduate student with a grade point average below 3.0 is placed on probation. Admission to a program may be denied or revoked for any graduate student who receives unsatisfactory grades. If you have more than 6 units of graduate work with a grade of C or below, you cannot continue in your master’s or doctoral plan, regardless of your grade point average. A graduate student with a grade point average below 3.00 is placed on probation.

- Students who withdraw from more than one course with a “W” posted on their graduate transcript must submit justification for multiple course withdrawals, demonstrate good academic standing prior to withdrawals, and petition for permission to continue in their degree plan.

- If you are a graduate non-degree student, you can continue as a graduate student as long as you maintain a cumulative graduate grade point average of 2.5 or better.

School of Nursing Grading System

Passing grade is 84% or greater. If you receive less than 84% in a course, you must repeat the course in order to progress. See course repeat policy above.

- 93-100% A
- 84-92% B
- 75-83% C
- Less than 75% F
WRITING STANDARDS

Papers submitted in nursing courses must meet education standards:

- Well organized
- Proper grammar and punctuation
- Computer generated
- Reference list adequate for the subject
- Source credit given
- Penalties for late papers are defined by the professor; students are responsible for knowing and following the guidelines defined in a course.

EXAMINATIONS/QUIZZES

- Quizzes and examinations are taken on the day assigned.
- If an exception is needed, the student contacts the professor prior to the examination time.
- Students are responsible for knowing and following the guidelines as defined in each course syllabus.

GRADUATION REQUIREMENTS

Policies for graduate program Graduation Requirements are contained in the Academic Catalog, see http://www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm

The School of Nursing Graduate Program adheres to the NAU Graduation Requirements policies in the Academic Catalog. Several are highlighted below:

- All students who wish to graduate from NAU must file an application for graduation with the Graduate College and pay a graduation fee. The purpose of this application is to verify that you have met all degree requirements prior to graduation.

- We encourage you to submit your application for graduation during the term before the one in which you expect to complete your degree requirements. The latest you may submit your application is the deadline listed in the current term’s schedule of classes, usually about five weeks into the term. The purpose of the deadline is to insure that your name appears in the printed commencement program for the term in which you graduate.

- Please be aware that participating in commencement does not guarantee that you will complete degree requirements or receive a diploma. If you fail to submit your application for graduation or pay the graduation fee by the deadline for each term, we may have to schedule you for graduation at a later date.

- You can get the application form and information about deadlines from the Graduate College or the Graduate College website www.nau.edu/gradcol/.

- If you have been continuously enrolled at NAU at any of its academic campuses, you may meet the degree requirements described in the catalog that was in effect when you were admitted to NAU or you may choose any other one catalog in effect through your time of graduation.

- Each term that you earn course credit counts toward continuous enrollment; we do not count non-credit courses, audited courses, failed courses, or courses from which you withdraw.

- If you have not earned credit for three consecutive terms, you are no longer considered continuously enrolled, so you must follow a later catalog for your degree requirements.

- In determining whether you have been continuously enrolled for three consecutive terms, we count fall-spring-fall or spring-fall-spring sequences during which you earned course credit. You can also use the summer or winter terms to maintain continuous enrollment; however, if you don’t earn credit during the summer or winter terms, that isn’t counted against you. We also count any terms of study at other Arizona public community colleges or universities toward this three-term sequence.

- If you have attended another state-supported Arizona college or university and then transferred to NAU, you may use the catalog in effect when you first enrolled at that other Arizona institution. In this case, you must meet NAU admission, residency, and academic requirements to graduate with an NAU degree.
PROJECT/THESIS OPTIONS

Graduate students (first nursing masters) will complete an evidence-based project or a thesis. The evidence based project or thesis is developed and carried out by the student with the guidance of a faculty supervisory committee. Students may work in a group of no more than two students on a professional project. See Project Guidelines for specific details.

EVIDENCE BASED PROJECT ADVISEMENT POLICY

Students who wish to work on a professional evidence-based project may do so contingent upon faculty availability and expertise. The thesis option is designed as an individual study in accordance with the Graduate College guidelines. Students who wish to do a thesis may do so contingent upon faculty availability and expertise.

THESIS OPTION

The thesis provides the opportunity to develop insight and beginning competency in the research process. The thesis is a public and permanent communication of research for anyone interested in the field. The thesis research is developed and carried out by the student with the guidance of a supervisory committee. See Thesis guidelines for specific details.

PROTECTION OF HUMAN SUBJECTS IN RESEARCH

Any study involving observation of or interaction with human subjects that originates at NAU—including a course project, report, or research paper—must be reviewed and approved by the Institutional Review Board (IRB) for the protection of human subjects in research and research-related activities.

The IRB meets monthly. Proposals must be submitted for review at least fifteen working days before the monthly meeting. You should consult with your course instructor early in the course to ascertain if your project needs to be reviewed by the IRB and/or to secure information or appropriate forms and procedures for the IRB review. Your instructor and department chair or college dean must sign the application for approval by the IRB. The IRB categorizes projects into three levels depending on the nature of the project: exempt from further review, expedited review, or full board review. If the IRB certifies that a project is exempt from further review, you need not resubmit the project for continuing IRB review as long as there are no modifications in the exempted procedures.

A copy of the IRB Policy and Procedures Manual is available in each department’s administrative office and each college dean’s office or on their website: http://www.research.nau.edu/vpr/IRB/index.htm. If you have questions, contact Office of Grant and Contract Services, at 928-523-4340.

SUPERVISORY COMMITTEE

Purpose
The Supervisory Committee approves the student’s program of study, guides the student in the project or thesis process and administers the oral presentation (defense) of the project (or thesis).

Committee
• Professional Project Committee Chairs can be prepared at the master’s level and must be full time faculty. Exceptions to this criteria may, in special instances, be made by the Dean of the School of Nursing. Faculty participating in projects for the first time are encouraged to participate with a current Committee chair before accepting full responsibility for an individual committee.

• Thesis Committee Chairs: graduate student thesis committee chairs will be regularly appointed, full time School of Nursing faculty who have an earned doctorate degree.

Committee Members
• For a professional project, the committee consists of one other full time School of Nursing faculty member. The Committee will consist of at least one faculty with an earned doctoral degree whether that faculty is the chair or committee member. A third committee member from the community or greater university who is an expert in the area of project focus may be appointed.
For a thesis, the Supervisory Committee consists of three faculty members: a Chairperson and two members. The student, in consultation with the faculty advisor, selects faculty for membership on the Committee. Since the Committee has a major role in guiding the student’s work, it is expected that the faculty on the Committee will have individual skills that complement one another in the content area of investigation and research methods to be employed.

Members of the committee may be selected from the faculty of the School of Nursing as well as from faculty of other academic units of the University. At least two members of the committee must be from the School of Nursing, one of whom represents the student’s area of concentration in nursing. Faculty members who are students admitted to a Program of Study within Northern Arizona University may not serve on a student’s Supervisory Committee. The two members of the thesis committee will be regularly appointed, full time faculty who meet one of the following criteria: 1) earned doctoral degree, or 2) master’s degree with documented research experience.

A fourth member of the committee may be appointed to the committee. These may be non-faculty persons who are recognized experts in their field, who are acceptable to Graduate College as committee members. The student must submit the curriculum vitae of the proposed member and rationale to support the addition. The chairperson of the Committee must approve this request and submit a letter of recommendation for approval by the Dean of the School of Nursing to the Graduate College. The Dean of the Graduate College approves or disapproves this recommendation.

Responsibilities of Committee Members
- The Chair of the Committee has the major responsibility for guiding the student’s project (or thesis). The Committee Chairperson, in consultation with committee members, must approve the student’s request to defend his/her project (or thesis) in the oral examination/presentation.

- Students are encouraged to seek advice about the progress of a project (or thesis) from all committee members. Because of the specific expertise of a committee member, a student may, from time to time, work more intensely with a committee member than the chairperson. It is the student’s responsibility to keep the chairperson informed about the progress of the project (or thesis).

Change in Committee Membership
- Any change in committee membership must be approved by the Dean of the School of Nursing. If a student is completing a thesis, approval by the Dean of the Graduate College must also be obtained.

- If the Chairperson of the Committee resigns from Northern Arizona University at the end of the spring semester, the Chairperson may continue to serve as a member of the committee if the student is enrolled during the summer session and plans the oral defense prior to the beginning of the fall semester. For all other situations associated with faculty resignations, a new committee member must be appointed and approved.

Role Expectations for Committee Chair Working with Students:
- Potential project/thesis chair meets with student initially to determine area of interest and fill out Project/Thesis Plan Form (see form in appendices).
- Chair should have applicable substantive or methodological expertise
- No one is to begin a project/thesis without having taken Research. (Project/thesis information to be distributed in Research course.)
- The point at which a faculty member agrees to be a Project/Thesis Chair, the faculty member should begin mentoring the student and suggesting other committee members.
- At each step the committee is to make sure that the student file contains copies of the Project/Thesis Plan.
- Hold full committee meeting within the first half of the first project/thesis semester to provide guidance to the student.
- Respond to student requests for assistance in a timely manner.
- Be available during regularly scheduled office hours and be available for meetings by appointment.
- Chair responsible for determining that research design is consistent with university standards
**Progression goals through the project/thesis:**
- The student should show progress each semester.
- The committee chair should advise the student to make enough progress each semester to graduate in a timely manner.
- The progression through the project/thesis will vary with the student depending on whether she/he is full or part-time.
- Example of progression for full-time student:
  - Register for NUR 689 with NUR 605 (Graduate Research Seminar). NUR 689 is a co-requisite with NUR 605. The student should have completed a draft of the first two chapters with an outline of the third chapter by end of this semester.
  - Prior to 2nd Project/Thesis semester: student should have completed chapter 3 (methodology chapter for thesis) and IRB approval, if indicated. **Student needs to contact IRB and allow sufficient time for IRB approval process to occur.**
  - Project/Thesis semester #2: complete chapters 4 and 5, refine chapters for final version of project/thesis, and final presentation (defense).

**Student Responsibilities**
- Student is responsible to schedule appointments as needed, and coordinate the following meetings:
  - Completing Professional Project Plan Form with committee chair and member (see form in appendices)
  - 1st Project/Thesis semester meeting prior to IRB application
  - Oral presentation (thesis defense)
  - Student must provide written work to chair and committee and allow the committee members two weeks to provide feedback prior to meeting with the faculty and/or scheduling of the oral presentation or thesis defense.
- Student is expected to participate in a real time final oral presentation (thesis defense) of the completed project/thesis with all committee members present. Faculty and students are invited to the defense. Student sets the date for the presentation/defense in collaboration with the chair and committee. **Final oral presentation (defense) will be held during the time frame identified by the School of Nursing consistent with the Graduate College policies. NO final oral presentations (defenses) will be scheduled during the following weeks of the semester:**
  - End of Term Week
  - Finals Week
  - Submit complete forms as indicated in the procedures and guidelines. Obtain signatures and forward all forms to IRB. The review committee will notify the applicant of the scheduled date for review.
  - Retain a complete copy of all applications on file in the School of Nursing Student Services Office.
EVIDENCE-BASED PRACTICE PROJECT GUIDELINES

• Purpose:
  The purpose of the Evidence-Based Practice Professional Project is to prepare the student for future evidence based practice, research and scholarly activities. The project integrates theory, research, and specialty course content.

• Guidelines for the Professional Projects:
  • The student will take the initiative in obtaining faculty advisement. The student makes individual contractual arrangements with faculty advisors. A project must have a committee of at least two faculty members, a minimum of one committee member (not necessarily the chair) must hold a doctoral degree. The committee will be involved as early as possible in project development.
  • The student and project chairperson will develop a time line for the completion of the project; however, it may be changed according to project and student circumstance. See suggested time line in the School of Nursing Graduate Student Handbook in this section.
  • The problem selected will be one of interest to the student, and the project must be an appropriate approach to the problem. The project will have relevance for improving the practice of nursing in the student's specialty area.
  • If the project involves human subjects, it must be approved by the NAU Institutional Review Board.
  • The completed written document must follow the American Psychological Association (current edition.) format and incorporate university thesis guidelines unless the project completion is a submitted journal manuscript, then the completed document will follow the journal requirements.
  • All students are expected to participate in an oral presentation of the completed project with all committee members present. School of Nursing faculty members as well as other NAU faculty and students are invited to the presentation/defense.
  • The final paper must be submitted in advance to the project committee, who will signify successful completion by signing the title page.
  • The student will provide a bound copy of the project document to the committee chairperson and to the School of Nursing.
    • If a manuscript for publication, the submitted manuscript will be provided to the committee chair
    • If a poster or podium presentation, a copy of the submission will be provided to the committee chair.
EVIDENCE-BASED PRACTICE PROFESSIONAL PROJECT OUTLINE

The purpose of the Evidence-Based Practice Professional Project is for the student to identify a significant nursing problem/need in her/his area of specialization, to analyze existing evidence, to propose an evidence-based best practice or solution to resolve the problem/need, to implement the proposed best practice/solution, and to evaluate the desired outcome(s). The topic area that the student chooses will have a rural focus/application and a focus relevant to his/her FNP, Ns Ed or generalist role, unless otherwise noted.

I. Problem Identification and Purpose of the Project
   A. Identify a significant problem or need in area of specialization
      1. Describe the problem/need
      2. Justify the significance of problem/need
      3. Discuss current approaches to the problem/need
   B. State the purpose of the project
   C. Describe the characteristics of the environment within which the problem/need exists
      1. Describe the setting
      2. Describe the population affected by the problem/need
   D. Relate the problem/need to a theory or conceptual model
      1. Discuss the relationship of the problem/need to theory
         - theory-testing (deductive) or theory-building (inductive), as is applicable

II. Review of Evidence-Based Literature
   A. Conduct a complete and exhaustive review of evidence related to the problem/need and describe search terms and parameters
      1. Critically appraise research findings related to the problem/need
      2. Synthesize evidence relevant to the problem/need

III. Proposed Best Practice or Solution to Problem/Need
   A. Present a complete and detailed description of the proposed best practice or solution to problem/need based on evidence
      1. Use relevant research to justify the proposed best practice (or solution to problem/need) comparing it with alternatives
      2. Specify the desired outcome(s) to be achieved by the proposed best practice or solution
      3. Show feasibility of the proposed best practice or solution as it pertains to the environment and context within which the problem/need exists

IV. Implementation of Proposed Best Practice or Solution to Problem/Need
   A. Pilot test the proposed best practice, if appropriate, in the context within which the problem/need exists.
   B. If not pilot testing, then demonstrate an alternative method by which the solution to problem/need will be implemented
   C. Discuss the resources and constraints in the environment or context

V. Evaluation of Desired Outcome
   A. Propose specific outcomes to address in evaluating the proposed best practice or solution to problem/need
   B. Specify the process that would be used to evaluate the outcomes, including timelines, specifics of tools/data to examine, etc.
   C. Describe implications/recommendations for nursing practice, education, policy, and/or future research

Revisions accepted at SON Faculty meeting: 4/28/08
PILOT STUDY

The purpose of the pilot study is to replicate an established study with a different population group. This study may be undertaken as an extension of a School of Nursing faculty member’s research or another extant research study. No new instruments are to be developed. The pilot study will be kept small and manageable. Follow the outline provided below in the Thesis Guidelines.

THESIS GUIDELINES

Suggested Thesis Outline

Chapter 1
- Statement of problem
- Background or historical context
- Purpose of the study
- Significance of the problem
- Definition of terms
- Research question(s)
  - Hypothesis(es) if used
- Conceptual or theoretical framework
- Assumptions
- Summary

Chapter 2
- Review of literature
- Synthesize current knowledge on the topic
- Summarize gaps in literature
- Conclusion (how the proposed study integrates with current knowledge and gaps in knowledge)

Chapter 3
- Methodology
- Research design
- Sampling methods
  - Setting
  - Sample criteria
- Intervention if applicable
- Measurement methods
  - Instruments
  - Reliability
  - Validity
  - How reliability and validity will be examined in proposed study
- Data collection methods
- Consent procedures for protection of human subjects
- Data analysis method(s) for each research question

Chapter 4
- Results
- Presentation of findings for each research question or hypothesis

Chapter 5
- Discussion
- Interpretation of findings
- Limitations of the study
- Recommendations
  - For practice
  - For education
  - For future research
- Conclusions
Comparison of Thesis and Project

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<tr>
<th>Thesis or Pilot Study or Replication Study</th>
<th>Evidence Based Practice Professional Project</th>
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<td>Statement of Problem</td>
<td>Statement of Problem</td>
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<tr>
<td>Research question</td>
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<td>Purpose of study</td>
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<td>Theoretical or conceptual framework</td>
<td>Theoretical or conceptual framework</td>
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<td>Results</td>
<td>Results of outcome evaluation</td>
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<tr>
<td>Discussion</td>
<td>Discussion</td>
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The chart above is meant to briefly compare the thesis/project options. See the Graduate Student Handbook for detailed expectations of each option.

GUIDELINES FOR COMPLETION OF PROJECT/THESIS AND PROCESSING DURING THE LAST SEMESTER

All students will make a formal oral presentation (defense) of their project/thesis work. A “Masters Final Oral Examination Report” form must be signed and filed with the Graduate College (thesis) and School of Nursing (project) upon completion of the oral presentation/defense. This form may be obtained in the Student Services office. The student and the committee will determine when the work is ready for presentation. The student must be enrolled for at least one hour of Thesis - NUR 699 or Project 689 during any semester in which work on the project/thesis requires faculty input. Please note: When you begin working on a master’s final project (689) or thesis (699), we expect you to enroll each semester from the time you begin this work until completion of degree. During the term you complete and defend your thesis (699) you must enroll for at least one unit or the number of units accurately reflecting the demand on faculty time.

**Thesis Completion**

Submit thesis to the graduate college for format evaluation according to the stipulations set out in the “Format Requirements for Theses and Dissertations” put out by the Graduate College. A copy of this may be obtained in the Student Services Office.

**Project Completion**

The completed work with all committee signatures must be on university-approved paper suitable for binding. Pick up a copy of the order form for the binding process from the Student Services Office located in the School of Nursing. This must be done in order for the School of Nursing to initiate the request for a grade change for NUR 689 from “In Progress” to “Pass”.

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Student Responsibility for Project/Thesis Manuscript

The completed work (thesis or project) must conform with the University Standards and Procedures for Thesis. A copy of these guidelines is available in the Student Services Office. Send a minimum of three copies of the completed work for the binding process using the appropriate order form obtained from the Student Services Office in the School of Nursing. The student is responsible for payment of the amount required to cover the costs of the binding.

When the binding is completed, these copies are to be distributed as follows:
1. School of Nursing
2. Committee chair
3. Student copy

Additional copies can be bound at the student’s discretion for other committee members. Please make arrangements for delivering the bound copies to the School of Nursing when the binding process is completed.

The following are options for dissemination of the evidence based practice project.

- Completed 5 chapter manuscript for submission to the School of Nursing.
- Manuscript submission to a peer reviewed scholarly nursing focused journal
- Poster or podium presentation at a local, state, regional, national, or international scholarly nursing focused conference. The conference must have a peer-reviewed selection process for the poster and/or podium presentations.

Please note that no matter which dissemination option you choose, a real time final oral presentation or thesis defense of the completed project/thesis with all committee members present must be completed.
SECTION VI

SERVICES
AT
NAU
BOOKSTORE

As an online student, you can access the NAU Bookstore using the url: http://www.bookstore.nau.edu or by phone 928-523-4041 to inquire about textbooks or other items. Depending on your place of residence, you may visit the bookstore in person. NAU’s Bookstore offers everything from textbooks and other kinds of books to personal and office supplies, imprinted clothing and gifts, class rings, USGS maps, computer software for IBM and Macintosh computers, and various brands of computer hardware. For your convenience, they also have automated teller machines outside.

It is recommended that you call the Bookstore for accurate hours of operation. Traditionally, during the academic year, Bookstore hours are from 8 am to 6 pm Monday through Thursday and 8 am to 5 pm on Friday. The hours for weekends and holidays are posted. During the summer operating hours usually are from 7:30 am to 6:00 pm Monday through Thursday and 7:30 am to 4:30 pm on Friday. The hours for weekends and holidays are posted. For more information, contact the Bookstore, NAU, PO Box 6044, Flagstaff, AZ 86011-6044, or call at 928-523-4041

UNIVERSITY LIBRARY

The Cline Library offers millions of items in its collections, including books, periodicals, videos, sound recordings, government publications, and archival materials related to the Colorado Plateau and Northern Arizona University. Access more than 100 electronic resources and find more than 80,000 electronic journals and books, searchable via our web site http://library.nau.edu/.

Use your time wisely and drop in between classes. Use one of the more than 160 desktops throughout the library to access the Web as well as productivity software such as Microsoft Office. Check out a library laptop and use the library’s wireless network throughout the building. Have your own laptop? Connect it to the NAU network through a simple registration process. Media Services offers assistive technology for library users with special needs.

The library is building 28, on Knoles Drive on the Flagstaff campus. The library is open 7 days a week with the exception of some holidays. For more information, visit http://library.nau.edu/ or http://library.nau.edu/services/request/askalibrarian.html to Ask-A-Librarian. Contact the Health and Human Services Library Team at: 928-523-7100 or Library.Health@nau.edu. Call 928-523-2173 with general services and information questions. For research assistance call 928-523-6805. In addition, you can call toll-free at 1-800-247-3380 or drop us a line at Cline Library, Northern Arizona University, PO Box 6022, Flagstaff, AZ 86011-6022.

Library Services

Burning the midnight oil? You can access on-demand services and quality research 24/7 through the library’s information rich website.

- Learn how to get connected to licensed library resources at library.nau.edu/connecting.html
- Find an extensive selection, more than 80,000, e-books and e-journals online for your research.
- Access important online health resources such as: CINAHL Plus (library.nau.edu/cinahl.html), BMJ Clinical Evidence (library.nau.edu/bmjclinical.html), Medline (PubMed) (library.nau.edu/medline.html), and Mosby’s Nursing Consultant (library.nau.edu/nursingconsult.html)
- Search the library catalog to locate videos, DVDs, sound recordings, books, journals, and other resources in the library’s collections.
- Visit the library’s Colorado Digital Archives (library.nau.edu/speccoll.html) and experience a taste of the region and culture. You’ll find letters, photographs, maps, and more about the Colorado River, Grand Canyon, Native American history and culture (Four Corners area), land use, and the environment.
- Need some quick or intensive one-on-one assistance? You can get personalized research assistance at the front desk via email during the library’s approximately 100 open hours.
- Renew books and check your library record
• Can’t find something you need for a project? Use the library’s Document Delivery Service (illiad.nau.edu/illiad/) to submit your request online. We’ll get books, articles, movies, and music from other libraries from around the world at no cost to you.
• Need to watch a movie for a class? If you have a TV and live on campus, you can schedule a movie to be shown via the campus cable delivery system online or by calling Media Services.

Visit our beautiful 200,000 sq. ft. facility and you can:

• Check out a wireless laptop for use within the Library.
• Create a “wow” presentation by using the multi-media computers with scanners, audio/video production and editing software.
• Need a place to study with a group of friends or classmates? Check out an individual or group study room.
• Cline Library’s Special Collections and Archives offers a wealth of unique and diverse materials that document the history and development of the Colorado Plateau. Discover a rich array of materials, from manuscripts to maps, audio, video, periodicals, and photographs. Special Collections also houses NAU’s University Archives.
• Meet with a member of the Health and Human Services Library Team. Schedule an appointment via email at: Library.Health@nau.edu.

BILBY RESEARCH CENTER

On the university campus, NAU provides a variety of research and other facilities that support and enrich its academic programs. One of these is the Bilby Research Center. Bilby supports multi disciplinary research at NAU by providing researchers in the biological sciences, palynology, chemistry, geology, paleontology, anthropology, archaeology, and forestry with space and access to their analytical services laboratory.

Bilby also provides editing and manuscript preparation support and can assist with presentation materials. For more information, Bilby Research Center can be contacted at 928-523-2933. Their mailing address is Bilby Research Center, NAU, P.O. Box 6013, Flagstaff, AZ 86011-6013, or http://www.bilby.nau.edu/.

FRONSKO HEALTH CENTER

For on campus students, NAU's Fronske Health Center offers basic health services, and specialized services are available at specific clinics on campus. The staff is equipped and trained to help with complex as well as common problems, such as routine gynecology, preventive medicine, and mental health services. For additional information, contact Fronske Health Center, NAU, PO Box 6033, Flagstaff, AZ 86011-6033, phone them at 928-523-2131, or see their web page at: http://www4.nau.edu/fronske/.

Fronske Health Center is open from 8 am to 5 pm, Monday, Tuesday, Thursday and Friday, and from 9 am to 5 pm on Wednesday during spring and fall semesters. Hours vary for holidays and in the summer. It is an outpatient facility staffed by full-time physicians, nurse practitioners, registered nurses, and health educators. They offer laboratory, x-ray, and pharmacy services during most hours that they are open. They also offer wellness services, including group and individual health education, weight control, stress management, and health counseling. Full-time students are not charged to see the practitioners, although there are fees for lab, x-ray and pharmacy services. Part-time students must pay an eligibility fee for each visit.
Financial assistance for Master of Science degree students is available in the form of scholarships, traineeships, stipends, and loans. Scholarships, traineeships, and stipends may be awarded to students with regular admission status and satisfactory academic standing. In addition to information on financial assistance presented in this section, students are advised to consult the Office of Financial Aid, PO Box 4108, Flagstaff, AZ 86011 928.523.1778, http://www4.nau.edu/finaid/.

Scholarships
Several scholarships are awarded during the academic year. To be considered for an award, students must complete a scholarship application. Scholarship information and applications can be found at http://janus.ucc.nau.edu/~nurse-p/students/scholarships/index.php.

Advanced Education Nursing Traineeship
Each year, the SON applies for Advanced Education Nursing Traineeship funds. Eligibility requirements are as follows:

1. Applicant must be a United States Citizen, a non-citizen national, or foreign national who possesses a visa permitting residence in the United States.
2. Applicant must be currently licensed as a professional nurse.
3. Applicant must be enrolled in the Master of Science nursing program or the post-master’s certificate program.
4. Applicant is eligible for appointment only while enrolled full-time or part-time.
5. Applicant must maintain the minimum academic standards of the program and maintain a cumulative grade point average of 3.0 (B) each semester that she/he accepts the traineeship award. A grade of incomplete (I) jeopardizes applicant's eligibility for traineeship support.
6. Applicant must keep the awarding institution informed of any change in name or address for a period of three years after completion of the traineeship.
7. Applicant must inform the School of Nursing of any change in his/her enrollment or academic status which might affect his/her eligibility to receive traineeship support.
8. The award will be terminated and the recipient will be expected to return any unused funds to the School of Nursing if any of the following apply:
   a. Applicant is unable to complete the program of study for which the traineeship was awarded.
   b. Applicant withdraws from the program prior to the traineeship termination date.
   c. Applicant fails to meet the predetermined academic standards of the program.
9. Traineeship funds may only be used for all or part of the costs of tuition, books up to $500, and fees of the program of nursing with respect to which the traineeship is provided and reasonable living expenses of the individual during the period for which the traineeship is provided.

Stipends
Check with your advisor for availability of stipends
SECTION VII

APPENDICES
APPENDIX A:  
SCHOOL CONTACTS

Faculty and Staff

Click on link for names, e-mail addresses and phone numbers.

http://www.nau.edu/nursing/faculty.php
APPENDIX B:

Sigma Theta Tau

Sigma Theta Tau International is the National Honor Society of Nursing. Constituent chapters are established in accredited collegiate schools of nursing. The organization recognizes superior achievement and the development of leadership qualities, fosters high professional standards, encourages creative work and strengthens commitment to ideals of the profession. Membership is by invitation only.

Invitations will be sent to candidates selected by the faculty who have leadership and research abilities, who have completed one-half of the nursing program, and who have a cumulative grade point average of 3.50. Those students who are invited to apply for membership in this prestigious organization are encouraged to investigate the many advantages of membership. More information about Sigma Theta Tau International is available on their webpage, www.nursingsociety.org

Lambda Omicron, the local chapter at NAU, offers opportunities for leadership, scholarship, research and collegial networking through meetings, conferences and funding.

Graduate students who are currently members of Sigma Theta Tau International through other chapters are invited to transfer membership to Lambda Omicron and to participate in meeting with the School of Nursing membership.
## APPENDIX C:
**DIRECTORY OF NURSING ORGANIZATIONS**
*(Update lists are printed each year in the American Journal of Nursing)*

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>American Nurses’ Association</td>
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<td><a href="http://www.atdnursing.org">www.atdnursing.org</a></td>
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<tr>
<td>American Academy of Ambulatory Care Nursing Administration</td>
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<tr>
<td>American Academy of Nurse Practitioners (AANP)</td>
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<td>American Association of Colleges of Nursing</td>
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</tr>
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<td>American Nurses Association Council of Health Care Nurse Practitioners</td>
<td>2420 Pershing Road, Kansas City, MO 64108</td>
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<td>American Public Health Association</td>
<td><a href="http://www.apha.org">www.apha.org</a></td>
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<tr>
<td>American Red Cross</td>
<td><a href="http://www.redcross.org">www.redcross.org</a></td>
</tr>
<tr>
<td>American Society for Nursing Service</td>
<td>840 North Lakeshore, Chicago, IL 60061</td>
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<td>American Urological Association Allied</td>
<td>6845 Kajesgire Drive, PO Box 9397, Raytown, MO 64133</td>
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<td>National Association of Orthopaedic Nurses, Inc.</td>
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<td>National Association of Pediatric Nurse Associates and Practitioners (NAPNAP)</td>
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<td>National Association of School Nurses, Inc.</td>
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Association for Practitioners in Infection Control  
www.apic.org

National Black Nurses Association, Inc.  
www.nbna.org

Association of Rehabilitation Nurses  
www.rehabnurse.org

National Council of State Boards of Nursing  
www.ncsbn.org

Catholic Health Association of the United States  
4455 Woodson Road  
St Louis, MO 63134-3797

National Federation of Licensed Practical Nurses, Inc.  
www.nflpn.org

Commission on Graduates of Foreign Nursing Schools  
www.cgfns.org

National Flight Nurses Association  
Life Flight  
St. Joseph’s Hospital  
601 North 30th Street  
Omaha, NE 68131

Emergency Nurses Association  
www.ena.org

National Intravenous Therapy Association, Inc.  
87 Blanchard Road  
Cambridge, MA 02138

International Association for Enterostomal Therapy, Inc.  
One Newport Plaza  
Newport Beach, CA 92660

National League for Nursing  
www.nlhn.org

National Association of Nurse Practitioners in Womens Health  
www.npwh.org

National Nurses Society on Addictions  
http://intnsa.org

National Association for Health Care Recruitment  
www.nahcr.com

National Organization of Nurse Practitioner Faculties  
(NONPF)  
www.nonpf.com

National Student Nurses’ Association  
www.nsna.org

Oncology Nursing Society  
www.ons.org

Nurses Alliance for the Prevention of Nuclear War  
Box 319  
Chestnut Hill, MA 02178

Sigma Theta Tau  
NATIONAL HONOR SOCIETY OF NURSING  
www.nursingsociety.org

Nurses Association of the American College Of Obstetricians and Gynecologists (NACOG)  
600 Maryland Avenue, SW  
Suite 200 East  
Washington, D.C. 20024-2589

American Association for the History of Nursing  
www.aahn.org

Nurses Christian Fellowship  
www.ncf.jcn.org

Society for VGraduate Committeeular Nursing  
www.svnnet.org

Nurses Educational Funds, Inc.  
www.n-e-f.org

California Nurses Association  
www.califnurses.org
APPENDIX D:
Thesis/ Project Selection Form

Please fill in the following information and return the sheet to the Student Services Office, room 206. This sheet must be turned in prior to formation of the thesis/project committee.

Name: ___________________________________________________

EMPL ID: ________________________________________________

Please indicate with a check mark whether you plant to do Plan A or Plan B.

Plan A: Professional Project _________

Plan B: Thesis Option _________

My anticipated graduation date is: _________________


APPENDIX E

NORTHERN ARIZONA UNIVERSITY
SCHOOL OF NURSING
PROFESSIONAL PROJECT PLAN

NAME:______________________________________________________

General description of professional project topic:

COMMITTEE MEMBERS
(Include signature and date)

Project Committee Chair
Name_________________________________________________ Date___________

Other Committee Members
Name_________________________________________________ Date___________
Name_________________________________________________ Date___________
Name_________________________________________________ Date___________
APPENDIX F:
Graduate Handbook Acceptance
ACKNOWLEDGMENT FORM

I have read and understand the Northern Arizona University School of Nursing Graduate Student Handbook. I agree to abide by these regulations.

Signature: _____________________________________________  Date: ___________________

This agreement will be a part of my permanent student record in the School of Nursing.
Advanced Practice Nurse (APN) Terminal Role Domains and Competencies As Applied in Rural Settings

1. MANAGING OF CLIENT HEALTH-ILLNESS STATUS

Generalist and all Specialties/Tracks

1.1. Demonstrate advanced expertise in application of theory and integrate of evidence-based findings to direct practice.
1.2. Demonstrate cultural and spiritual competence with individuals, families, and communities in practice settings appropriate to their roles.
1.3. Communicate the client’s health status using appropriate terminology, format, and technology.
1.4. Demonstrate critical thinking and diagnostic reasoning skills in clinical decision making, analyzing data, and formulating a problem list.

FNP

1.5. Demonstrate advanced competency in assessment, diagnosis, management, and evaluation of primary health care in partnership with individuals and families across the lifespan.
1.6. Demonstrate beginning competency in application of assessment and management in unstable and complex health care problems and support through the dying process for individuals and families.

Education

1.13. Demonstrate beginning competency in guiding nursing students to carry out the nursing process for individuals, families, and communities.
1.14. Demonstrate beginning competency in guiding nursing students to promote health, prevent illness, or assist with activities that contribute to management of illness or to achieving a peaceful death.

2. MONITORING AND ENSURING THE QUALITY OF HEALTH CARE PRACTICES

Generalist and all Specialties/Tracks

2.1. Develop, implement, and evaluate quality, cost-effective health care services that incorporate professional and legal standards and evidence-based findings.
2.2. Demonstrate expert coordination and evaluation of care that promotes both quality and cost effectiveness.
2.3. Focus on the continuous quality improvement and total quality management process promoting healthy environments for individuals, families, and communities with systematic follow-up integrated into practice settings appropriate to their roles.
3. MANAGING AND NEGOTIATING HEALTH CARE DELIVERY SYSTEMS CCNE Domain 5

Generalist and all Specialties/Tracks
3.1. Collaborate on decision making regarding system issues and patient care issues.
3.2. Apply basic business and management strategies to provide quality care, develop policies, and efficiently manage resources in settings appropriate to their roles.
3.3. Work with rural communities to assess health needs and implement appropriate strategies.
3.4. Serve as a change agent with the skill to serve as a leader in the change process in settings appropriate to their roles.
3.5. Demonstrate management skill in communication, coordination, and negotiation to be an effective leader in settings appropriate to their roles.

FNP
3.6. Practice cost-effective care that demonstrates knowledge of client payment systems, provider reimbursement systems, community resources, and relevant legal regulations for practice.

Education
3.9. Demonstrate skill in identification of appropriate clinical learning activities for nursing students and communication and negotiation with community health care agencies to obtain clinical placements for these students.

4. ASSUMING A PROFESSIONAL ROLE

Generalist and all Specialties/Tracks
4.1. Use theories and concepts in advanced practice.
4.2. Participate in proactive health policy development as it relates to legislation to enhance rural health care, reduce environmental health risks, and improve universal access to care.
4.3. Advocate for individuals, families, and communities utilizing ethical principles in decision making.
4.4. Develop beginning expertise in the collection, analysis, and synthesis of research data.
4.5. Participate in scholarly activities such as research and publication, and assuming a leadership role.
4.6. Assume accountability for practice, act ethically, and strive to attain the highest standards of practice.
4.7 Demonstrate beginning consultation skills with health care agencies to improve nursing care practices and enhance care of individuals, families, and communities.

FNP
4.8. Collaborate with other health care providers to meet client health care needs.
4.9. Consult with or refer to other health care professionals when indicated by health care needs including evaluation of outcomes.

Education
4.15. Collaborate with community partners to meet the learning-teaching needs of nursing students.

5. TEACHING AND COACHING

Generalist and all Specialties/Tracks
5.1. Apply learning theories to determine learning need, readiness, and motivation of clients.
5.2. Develop and deliver appropriate educational materials that incorporate the language and cultural beliefs of clients.
FNP
5.3. Provide anticipatory guidance and counseling (including complementary, alternative, and non-pharmacologic modalities) regarding wellness, health promotion, disease prevention, and education for management of primary health care concerns recognizing age, cultural diversity, and concerns of rural populations.

Education
5.6. Serve as a nurse educator in area of clinical expertise.
5.7. Demonstrate beginning competency in curriculum development, methods of teaching, and course and program evaluation.

6. NURSE-CLIENT RELATIONSHIP

Generalist and all Specialties/Tracks
6.1. Maintain and ensure confidentiality in all communication, coordination, and management.
6.2. Create an environment that promotes respect for the inherent worth and dignity of the client.
6.3. Create a climate of mutual trust and establish health partnerships with clients.
6.4. Apply principles of self-efficacy and empowerment to promote client decision making related to health.

Terminal competencies originally adapted from:


National Organization of Nurse Practitioner Faculties (NONPF). (2002). *Nurse practitioner primary care competencies in specialty areas; Adult, family, gerontological, pediatric, and women's health*. Rockville, MD: US School of Health and Human Services Health Resources and Services Administration Bureau of Health Professions, Division of Nursing (HRSA).

(Most recently revised and adopted March 7, 2004, with editorial update May 2007)