NAU

NORTHERN ARIZONA UNIVERSITY

School of Nursing

GRADUATE STUDENT HANDBOOK

Academics

Dear Graduate Nursing Student,

Welcome to the School of Nursing!!! Your time as a student in the school will be an 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 policies and procedures specific to the graduate nursing program. If you have questions or find something unclear your graduate faculty advisor or the program coordinators are available to answer questions. If you think of additional items that we should include in future handbooks or other publications, please share those with us using the contact information below. When you have finished reading the document you will be asked to sign and return an acknowledgement form that is located on the last page of the handbook.

Best wishes for a challenging and satisfying educational experience.

Sincerely yours,

Diana Shenefield Ph.D. RN CNE
Director of Nursing
Northern Arizona University
School of Nursing
602-776-4606
Diana.Shenefield@nau.edu

Ann Leslie Vert, PhD, MSN, PSP
Associate Clinical Professor
Coordinator, Master's Generalist Program, PL, and CNS-P
School of Nursing
Ann.Vert@nau.edu

Kim Gould, DNP, RN, FNP-C
Assistant Clinical Professor
Coordinator, Doctor of Nursing Practice Program
School of Nursing
kimberly.gould@nau.edu

Christina Mooroian-Pennington, DNP, RN, FNP-C
Assistant Clinical Professor
Coordinator, Family Nurse Practitioner Programs
School of Nursing
Christina.Mooroian-Pennington@nau.edu

Approved	Date	Revised	Date
Graduate Program Committee	9/11/20		
Assistant Director/Director	10/9/20		

The Graduate Handbook was revised and updated in the Fall of 2020 and will be disseminated to students via email. Students are accountable to the policies herein and must sign and return the acknowledgement form.

Table of Contents

Section I: Introduction

SCHOOL OF NURSING OVERVIEW

Vision
The vision of Northern Arizona University's School of Nursing is to provide outstanding education to students at undergraduate, master's and doctoral levels in order to provide high quality health care services to individuals and diverse communities in a complex environment of constant change.

Mission
The School of Nursing prepares students to become and remain excellent nursing professionals and leaders. We aim to facilitate high quality education to advance nursing knowledge and practice. We aspire to translate and apply research evidence and promote health and well-being of under-served rural communities within Arizona as well as globally.

Values
- We value the intellectual life shaped by excellence in knowledge, learning, creativity, intellectual curiosity and scholarship.
- We value diversity within community with respect for the uniqueness of each person, compassion for each person and accountability to one another.
- We value growth and service to others informed by mutual empowerment and risk taking.

SCHOOL OF NURSING PHILOSOPHY

The philosophy of the School of Nursing at Northern Arizona University is based on an ethic of caring that embraces students, faculty, staff, 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 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.

We believe the transition to the role of competent professional nurse is a major developmental achievement. We believe that nursing as an art and science is an integral component of healthcare. 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. We believe 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. These experiences broaden the scope of learning and provide unique opportunities to apply new knowledge and skills.

The faculty developed a philosophy that values diverse persons, environment, health, and nursing, and their inter-relatedness. 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.

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 on 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.

To achieve the SON goal to provide excellence in nursing education at the bachelor, master, and doctoral levels, the current student learning outcomes and curriculum for the Master's Generalist, Master's Family Nurse Practitioner (FNP), Post-master's FNP certificate, and Doctor of Nursing Practice (DNP) programs are based on the most current Essentials of Master's Education in Nursing (American Association of

Colleges of Nursing [AACN], 2011) and the [Essentials of Doctoral Education for Advanced Nursing Practice](#) (AACN, 2006). The Family Nurse Practitioner track in the master's program is additionally guided by the [Core Competencies of Nurse Practitioner Practice](#) (National Organization of Nurse Practitioner Faculty [NONPF], 2017) and the [Criteria for Evaluation of Nurse Practitioner Programs](#) (National Task Force [NTF], 2016) to prepare graduates for advanced nursing practice roles in the primary care of families.

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 students and faculty. 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 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 mastery of the nursing process. Graduate education in the SON 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.

Scholarly inquiry is an integral part of education at the graduate level. An attitude of scientific inquiry is fostered as an essential component of practice. Clinical inquiry at this level emphasizes evidence-based practice and the translation and utilization of research.

Graduate Concept Definitions

Clinical Practice and Prevention: The advanced professional 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 advanced professional nurse serves as a patient advocate, cultural and systems broker, leader, and coordinator of inter-professional 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 advanced professional nurse will actively communicate, collaborate, and consult with other health professionals to manage care across systems. (AACN, 2011, p. 22)

Critical Reasoning: The advanced professional 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.

Advanced professional 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.

Advanced professional 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, pp. 15-16).

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: Advanced professional 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 healthcare, advanced professional nurses have a keen understanding of healthcare policy, organization, and financing. In addition, nursing 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, pp. 11-12).

Advanced professional 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-advanced professional nurse must understand the fiscal context in which they are practicing and make the linkages among policy, financing, and access to quality healthcare. 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, pp. 20-21).

Professionalism and Professional Values: Advanced professional 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.

Advanced professional 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 organizational 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.

Advanced professional 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).

Global Health: The advanced professional nurse is prepared to provide nursing and healthcare within an interconnected, interdependent, diverse, culturally rich global world while promoting and maintaining local and global sustainable environments.

REFERENCES

DNP essentials.

The essentials of master's education in nursing.

Clinical microsystems, Part 1. The building blocks of health systems.

National Organization of Nurse Practitioner Faculties (NONPF) Core Competencies.

Criteria for Evaluation of Nurse Practitioner Programs, 5th edition. A Report of the National Task Force on Quality Nurse Practitioner Education.

Section II: Graduate Curriculum

PROGRAMS

Master of science (MS) – Nurse Generalist

The MS Nurse Generalist degree prepares nurses for advanced clinical and leadership roles, with an emphasis on rural health settings. The program is offered as traditional online program or competency-based Personalized Learning (PL).

The MS family nurse practitioner (FNP)

The MS-FNP prepares nurses to provide primary care to patients across the lifespan. Upon completion of the MS-FNP program the graduate is qualified to take the national FNP certification exam and apply for an advanced-practice license through the State Board of Nursing.

Post-master's FNP certificate

For nurses with a Master' Degree in Nursing, the Post-Masters FNP certificate program prepares nurses to provide primary care to patients across the lifespan. Upon completion of the post-master's certificate program the graduate is qualified to take the national FNP certification exam and apply for a state advanced-practice license through the State Board of Nursing.

Clinical Nurse Specialist – Prescribing Authority (CNS-P)

The Clinical Nurse Specialist - Prescribing (CNS-P) certification helps qualify the Advanced Practice Registered Nurse (APRN) who is certified as a Clinical Nurse Specialist (CNS) to meet Arizona Board of Nursing regulations for limited prescriptive authority.

Doctor of nursing practice (DNP)

The DNP builds on master's education to provide expanded and unique knowledge and expertise. This degree is a clinical doctorate with an emphasis on enhancing leadership expertise in rural and underserved populations.

Graduate nursing programs at Northern Arizona University are accredited by the Commission on Collegiate Nursing Education (One Dupont Circle, NW, Suite 530, Washington, DC 20036, 202 887-6791).

PROGRAM OUTCOMES

Outcome	MS-Generalist	MS-FNP Post-master's FNP certification	DNP
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.	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.	Synthesize concepts, including psychosocial dimensions and cultural diversity, related to clinical prevention and population health in developing, implementing, and evaluating interventions to address health promotion and disease prevention efforts, improve health status/access patterns, and/or address gaps in care of individuals, aggregates, or 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.	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.	Develop and implement practice models, peer review, practice guidelines, health policy, standards of care, and/or other scholarly products using effective communication and collaborative skills. Design, select, use, and evaluate programs that evaluate and monitor outcomes of care, care systems, and quality improvement including consumer use of health care information systems.
Critical Reasoning	Integrate theory, evidence, clinical judgment, research, and inter-professional perspectives using translational processes to improve practice and associated health outcomes for patient aggregates.	Integrate theory, evidence, clinical judgment, research, and interprofessional perspectives using translational processes to improve practice and associated health outcomes for patient aggregates.	Integrate nursing science with knowledge from ethics, the biophysical, psychosocial, analytical, and organizational sciences as the basis for the highest level of nursing practice. Use science-based theories and concepts to determine the nature and significance of health and health care delivery phenomena, describe the actions and advanced strategies to enhance, alleviate, and ameliorate health and health care delivery phenomena as appropriate and evaluate outcomes. Design and implement processes to evaluate outcomes of practice, practice patterns, and systems of care within a practice setting, health care organization, or community against national and/or international benchmarks to determine variances

Outcome	MS-Generalist	MS-FNP Post-master's FNP certification	DNP
			in practice outcomes and population trends.
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.	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.	Develop and evaluate care delivery approaches that meet current and future needs of patient populations based on belief systems and scientific findings in nursing and other clinical sciences, as well as organizational, political, and economic sciences. Demonstrate leadership ability in the development and implementation of institutional, local, state, federal, and/or international health policy.
Professionalism & 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.	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.	Develop and/or evaluate effective strategies for managing the ethical dilemmas inherent in-patient care, the health care organization, and research. Ensure accountability for quality of health care and patient safety for populations with whom they work. Guide, mentor, and support other nurses to achieve excellence in nursing practice.
Global Health	Global Engagement Advocates for health equity and social justice for vulnerable populations and the elimination of health disparities both locally and globally. Diversity Education Promotes safety and quality of health care outcomes for diverse populations incorporating principles of advocacy, leadership and collaboration. Environmental Sustainability Participates in collaborative efforts to improve aspects of the environment that negatively impacts health both locally and globally.	Global Engagement Advocates for health equity and social justice for vulnerable populations and the elimination of health disparities both locally and globally. Diversity Education Promotes safety and quality of health care outcomes for diverse populations incorporating principles of advocacy, leadership and collaboration. Environmental Sustainability Participates in collaborative efforts to improve aspects of the environment that negatively impacts health both locally and globally.	Global Engagement Develop creative solutions for health care systems to address health equity and social justice thus reducing health disparities in rural and/or disadvantaged populations. Diversity Education Analyzes social and cultural components of health and wellness to create solutions that are culturally and socially relevant and acceptable. Environmental Sustainability Synthesize inter-professional and interdisciplinary knowledge and approaches that promote sustainable environmental health policies and conditions as well as reduce human health exposures.

PROGRAM OF STUDY

Core courses

Course number	Credit hours	Description
NUR 510	3	Theoretical Foundations
NUR 520	3	Applied Pathophysiology for APNs
NUR 530	3	Advanced Principles of Evidence-based Practice
NUR 540	3	Pharmacology for Advanced Practice Nurses
NUR 550	3	Family Nursing Theory and Practice
NUR 560	3	Rural Theory and Health Policy
NUR 650	3	Advanced Nursing Assessment
NUR 675	2	Advanced Roles Transition
NUR 676	3	Healthcare Systems: Technology, Quality, and Economics
Total credit hours	26	

Specialty courses

Course number	Credit hours	Description
NUR 605	2	Graduate Research Seminar
NUR 682	2	Nursing Leadership Applications
Total credit hours	4	
Fieldwork hours	120	

Students are required to meet with a faculty advisor to review prior transcripts, approve transfer hours, and finalize the program of study.

Clinical quality improvement project
As a requirement for graduation the MS Nurse Generalist student will complete a clinical quality improvement project (CQIP) designed to integrate best practices in a clinical setting. Project sections will be developed in program courses where students will incorporate new knowledge and skills into planning and evaluating their project. Students may present their project work to key stakeholders in the final semester and submit a project poster to the Graduate Symposium or a professional nursing conference. The completed project will represent the culmination and application of knowledge gained across the program.

For additional information: Nursing Generalist, Master of Science Traditional Online and Personalized Learning

MASTER'S OF SCIENCE - FAMILY NURSE PRACTITIONER

PROGRAM OF STUDY

Core courses

Course number	Credit hours	Description
NUR 510	3	Theoretical Foundations
NUR 520	3	Applied Pathophysiology for APNs
NUR 530	3	Advanced Principles of Evidence-based Practice
NUR 540	3	Pharmacology for Advanced Practice Nurses
NUR 550	3	Family Nursing Theory and Practice
NUR 560	3	Rural Theory and Health Policy
NUR 650	3	Advanced Nursing Assessment
NUR 675	2	Advanced Roles Transition
NUR 676	3	Healthcare Systems: Technology, Quality, and Economics
Total credit hours	26	

Specialty courses

Course number	Credit hours	Description
NUR 660	3	Family Primary Health Care I
NUR 661	3	Family Primary Health Care Practicum I (180 clinical hours)
NUR 662	5	Family Primary Health Care II
NUR 663	3	Family Primary Health Care Practicum II (300 clinical hours)
NUR 664	5	Family Primary Health Care III
NUR 665	3	Family Primary Health Care Practicum III (300 clinical hours)
Total credit hours	22	
Total clinical hours	780	

Students are required to meet with a faculty advisor to review previous transcripts, approve transfer hours, and finalize the program of study.

Clinical quality improvement projects

As a requirement for graduation FNP students will complete a clinical quality improvement project (CQIP) designed to integrate best practices in a clinical setting. For the project students are expected to collaborate with course faculty, the program coordinator, clinical supervising faculty and clinical site personnel. Project sections will be developed in program courses where students will incorporate new knowledge and skills into planning and evaluating their project. Students will present their project work to key stakeholders in the final semester and submit a project poster to the Graduate Symposium or a professional nursing conference. The completed project will represent the culmination and application of knowledge gained across the program.

For additional information: Nursing – Family Nurse Practitioner, Master of Science

POST-MASTER'S FAMILY NURSE PRACTITIONER CERTIFICATE

PROGRAM OF STUDY

Core courses

Course number	Credit hours	Description
NUR 520	3	Applied Pathophysiology for APNs
NUR 540	3	Pharmacology for Advanced Practice Nurses
NUR 550	3	Family Nursing Theory and Practice
NUR 560	3	Rural Theory and Health Policy
NUR 650	3	Advanced Nursing Assessment
Total credit hours	15	

Specialty courses

Course number	Credit hours	Description
NUR 660	3	Family Primary Health Care I
NUR 661	3	Family Primary Health Care Practicum I (180 clinical hours)
NUR 662	5	Family Primary Health Care II
NUR 663	3	Family Primary Health Care Practicum II (300 clinical hours)
NUR 664	5	Family Primary Health Care III
NUR 665	3	Family Primary Health Care Practicum III (300 clinical hours)
Total credit hours	22	
Total clinical hours	780	

Students are required to meet with a faculty advisor to review previous transcripts, approve transfer hours, and finalize the program of study.

Clinical quality improvement projects

As a requirement for graduation students in the Post-Masters FNP Certificate Program will complete a clinical quality improvement project (CQIP) designed to integrate best practices in a clinical setting. For the project students are expected to collaborate with course faculty, the program coordinator, clinical supervising faculty and clinical site personnel. Project sections will be developed in program courses where students will incorporate new knowledge and skills into planning and evaluating their project. Students will present their project work to key stakeholders in the final semester and submit a project poster to the Graduate Symposium or a professional nursing conference. The completed project will represent the culmination and application of knowledge gained across the program.

For additional information: Post-Master's Family Nurse Practitioner Certificate

DOCTOR OF NURSING PRACTICE

PROGRAM OF STUDY

Required courses

Courses	Credit hours	Description
Core Courses		
NUR 609	3	Synthesis of Writing, Research & Statistical Principles
NUR 700	3	Introduction to DNP
NUR 701	3	Healthcare and Policy for Advanced Practice Nursing
NUR 705	3	Leadership for Advanced Practice Nurses in Clinical Practice
NUR 714	3	Health and Vulnerable Populations
NUR 716	3	Organizational and Systems Leadership for Quality Care
Scholarly Inquiry		
NUR 677	3	Methods for Evidence Based Practice
NUR 712	3	Evidence Based Practice: Project Planning & Implementation
NUR 704	3	Evidence Based Practice: Project Evaluation
NUR 706	2	Evidence Based Practice: Dissemination
Clinical Courses		
NUR 703	4-9	Clinical Immersion
NUR 608	1-8	Clinical Immersion
Total credit hours	**33 +**	
Total clinical immersion hours		1000 needed (minimum of 240 must be completed at NAU)

To receive a Doctor of Nursing Practice Degree at NAU students complete at least 74-79 units of graduate-level courses and 1000 hours of clinical practice. Students may transfer up to 41 credit hours of coursework completed in their master's nursing program and up to 760 clinical hours completed as part of an advanced practice nursing degree (i.e., nurse practitioner). Students are required to meet with a faculty advisor to review previous transcripts, approve transfer hours, and finalize the program of study.

DNP Project

Over the course of the program, DNP students will plan, implement, and evaluate a scholarly project focusing on a specialized area of interest. The projects may take on various forms and throughout the process students will work with a faculty mentor as well as content experts, organizational partners, researchers, specialists from other disciplines, and others. The scholarly project will demonstrate application of the DNP Essentials and the student's ability to lead and practice at the highest level of clinical, research, or academic standards.

For additional information: Doctor of Nursing Practice

Section III: Graduate Program Policies

Graduate students are expected to be familiar with and abide by University, Graduate College, and School of Nursing policies. These policies are updated annually, and students are encouraged to review them each semester to ensure they are aware of changes. In addition, the School of Nursing policies represent rules and regulations regarding clinical practice and behavior required by the Arizona State Board of Nursing and accreditation bodies.

Policies are available from the following sites and represent those most likely to affect graduate nursing students. Students with questions about these, or other NAU policies, should contact the Graduate College or their adviser for assistance.

POLICIES & HANDBOOKS

Academic Catalog
Student-Life Handbook
University Policy Library
Graduate College Homepage
NAU Graduate College Forms Index

GRADUATE REQUIREMENTS AND ADMISSIONS

Eligibility for graduate study
- Graduate Admissions
- Requirements for Master's Degrees
- Requirements for Doctor of Nursing Practice Degree

Conditional Admission Standards
Conditionally admitted students must meet the conditions within the time period specified in the conditional admission letter.

PROFESSIONAL LICENSURE BY STATE
For academic programs that may reasonably be assumed to lead to professional licensure, these disclosures indicate, as of July 2020, the states where the University has determined through reasonable, good faith effort that such programs:
- Do meet the applicable professional licensure education requirements;
- Do not meet the applicable professional licensure education requirements; or
- Have not been able to be identified as meeting the applicable professional licensure education requirements.

ADVISING
All part-time and full-time graduate students will be assigned a nursing faculty advisor when they are accepted into a nursing. Assignments are made through the School of Nursing. Students are urged to maintain contact with their graduate faculty advisor and to consult with him/her regularly concerning the program of study course information and matters related to the academic program and professional development.

Faculty advisor's responsibilities:
- To be acquainted with the student's interests/needs.
- To discuss the program of study plan for program completion.

- To review and sign Change of Status Forms and the Application for Graduation.
- To stay informed about the student's progress in the program.
- To provide counsel regarding academic questions or student problems.
- To provide counsel regarding workload and course requirements to achieve a successful academic outcome.

Graduate student advisement responsibilities:
- To review the degree requirements in the catalog and monitor progress.
- Consult with the graduate faculty advisor each semester and schedule an appointment (telephone, face-to-face) with the graduate faculty advisor to discuss the Proposed Sequencing Plan and plan of program completion.
- To inform the graduate faculty advisor of academic progress in the program.
- To seek the counsel of graduate faculty advisor regarding workload, and course requirements to achieve a successful academic outcome.
- To provide to the graduate faculty adviser the appropriate forms (e.g. Change of Status Form and Application for Graduation, available in the *Advisement Center*). These forms require the signature of the graduate faculty advisor.
- To discuss with the advisor any known changes in registration and/or change of status.
- To register for courses in April, November and March for Fall, Spring, and Summer course work.

PROGRESSION, ADVANCEMENT, PROBATION, AND DISMISSAL
Good Academic Standing
SON graduate students must maintain a position of good academic standing in order to continue in or return to the University. This is demonstrated by the following, and failure to meet these requirements will lead to probation or dismissal:
- A 3.00 GPA must be maintained for all courses taken including those required in the program.
- No course grades of 'C' or 'F'

Non-degree graduate student
If you are a non-degree seeking graduate student, you can continue as long as you maintain a cumulative graduate grade point average of 2.5 or better. Graduate non-degree seeking students may be allowed to apply up to a maximum of 12 units of appropriate and approved course work toward a graduate degree upon admission to a graduate program. These units must have a GPA or 3.0 or better.

MS program requirements
- A grade of 84% or better is required to pass all MS-FNP, Post-Master's Certification and MS Generalist courses. If a student earns less than 84% in a graduate nursing course, the student must repeat the course. Therefore, a graduate course with a C or less must be repeated.
- A grade of 84% or better is required on all final papers in NUR 510, NUR 530, NUR 550, NUR 560, NUR 765 and NUR 676. Therefore, if the overall course grade is 84% or above, but the student receives a score of less than 84% on the final paper, the student will receive a grade of 'C' and must repeat the course must be repeated.
- A grade of 84% or better is required on the Clinical Quality Improvements Projects. The student's coursework related to the development and completion of the project will be retained as partial fulfillment of the graduation requirements for the MS degree in Nursing.
- A grade of 86% or better is required in all MS Nursing Generalist Personalized Learning courses. Students continue to revise coursework until a minimum of 86% is attained.

DNP program requirements
- A grade of 84% or better is required to pass a DNP graduate course. If a student earns less than 84% in a DNP graduate course, the student must repeat the course. Therefore, a graduate course with a C or less must be repeated.
- Students are also required to earn a score of 84% or better on their final DNP project and all final papers or projects in each DNP course. The final papers and projects in each course will be submitted and retained as partial fulfillment of the graduation requirements for the DNP degree. If a student earns less than 84% on the final course paper or project the student will receive a grade of 'C' for the course and the course must be repeated.
- Successful completion of the DNP project is a graduation requirement.

Graduate programs grading system
- A passing grade for all courses 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.

A	93% - 100%	C	78% - 83%
B	84% - 92%	F	Less than 78%

Repeating a course
Students should review the Graduate College policy on Repeating a Course.
- The first earned "C" or "F" may be repeated with advisor approval. The student will be placed on academic probation and continuation in the nursing program is contingent upon meeting the terms of the probation action plan.
- Courses repeated under the regular grading scale **do not** replace the grade for the prior course, and both grades are used in the computation of the cumulative grade point average (GPA).

Grade appeals
- A final course grade assigned by the instructor may be appealed as described in the Grades Appeals policy.

Academic Probation
Students may be automatically placed on academic probation by the Graduate College or the School of Nursing at the end of each regular academic term for any of the following reasons:

- Failure to meet the criteria for 'good academic standing' including, but not limited to:
    - Earning a grade of 'D' or 'F'.
    - Earning a grade of "C" in more than six units.
    - Earning a GPA below 3.00.
    - Failure to meet academic requirements established by the School of Nursing.
    - Failure to meet any conditional admission standards.

- Students placed on academic probation for failure to meet School of Nursing academic requirements will be notified in writing and a copy will be sent to the Graduate College.
- The student will meet with the faculty advisor and other appropriate academic personnel and develop a written action plan. The plan will be submitted to the School of Assistant Director and the Graduate College for approval.
- If a student does not meet the terms of the action plan or fails a second time to maintain any of the academic requirements for continuation in the graduate program as outlined in the Academic Continuation, Probation, Dismissal, and Readmission – Graduate policy, one or both of the following actions will be taken:

1. The School of Nursing may initiate academic dismissal by notifying the student and Graduate College in writing.
2. The student will be blocked from future enrollment.

- If a student has been conditionally admitted to the nursing program and fails to meet the requirements for regular admission into the program, the School of Nursing may deny the student admission to the program without a probationary period.

Dismissal for Academic Reasons
A student may be recommended for dismissal by the School of Nursing for:
- Failure to meet academic requirements outlined in the Academic Continuation, Probation, Dismissal, and Readmission – Graduate policy or School of Nursing policies.

Failure to meet requirements for continuation withing a School of Nursing Program include:
1) Earning more than six units of a "C" course grade;
2) Earning a grade of "D" or "F";
3) Failure to meet the terms of probation.
4) Failure to notify the school of non-matriculation for three consecutive semesters, excluding summers.
5) Failure to complete degree within time limits.
6) Failure to pass course or program specific assignments and/or examinations.

The School of Nursing will notify the student in writing of the recommendation for dismissal. Once a student is notified of their recommendation for dismissal from the program, they are allowed to present evidence that may influence or alter the dismissal recommendation. The student must supply this evidence to the School of Nursing within 5 business days of the dismissal notification.

The evidence will be reviewed by the School of Nursing Assistant Director before a final recommendation is forwarded to the Graduate College. The School of Nursing has 5 business days to make their final recommendation to the Graduate College. All review and/or informational materials submitted by the student will be submitted along with the final recommendation for dismissal.

The Graduate College Associate Dean will review the materials and issue a decision. A student may appeal this decision utilizing the process outlined in NAU's 'Academic Appeal Policy and UGCHP-Graduate'.

Academic appeal process
Appeals may be brought forth by graduate students involving certain academic issues and academic decisions within the purview of the Graduate College and its policies and procedures.

The graduate student will use the Academic Appeal Process for situations involving (but not limited to) the following:
- Dismissal from a program for academic reasons.
- Procedural matters related to admissions, academic progress, thesis and dissertation, and/or comprehensive exams. For graduate nursing students this includes procedural matters related to MS and DNP projects.
- Any academic issues not addressed by other university policies or procedures.

Incomplete (I) or in-progress (IP) course grade
- Students may request an in-progress or incomplete as described in the policy 'Graduate College Grades of In-Progress or Incomplete'.
- Students should consult with their course faculty and faculty advisor to ensure the criteria is met to apply for an in-progress or incomplete.

- In-progress and incomplete forms can be found in the NAU Graduate College Forms index.

Dropping a course
- Students should be familiar with university deadlines for course withdrawal and dropping a course. Course withdrawal forms can be found in the NAU Graduate College Forms index.

Term withdrawal
- Students should be familiar with university deadlines for term withdrawal. Term withdrawal forms can be found on the NAU Graduate College Forms index.

Continuous enrollment and leave of absence
Graduate students are expected to pursue graduate degrees with little or no interruption by maintaining continuous enrollment.
- Students in a master's degree program who do not enroll for three consecutive semesters (excluding summer) will be considered withdrawn from the university and nursing program and must reapply for admission to resume their degree program.
- Students enrolled in a doctoral degree program are expected to be continuously enrolled each Fall and Spring term until all requirements for the degree have been fulfilled.
- In extenuating circumstances, graduate students may petition for an exception to the continuous enrollment policy. The Petition for Leave of Absence form must be submitted by the student no later than the deadline for adding a class during the semester in which the leave is to start.
- A leave of absence may be granted for up to one year. After one year of absence the student must reapply to the Graduate College and the nursing program.

Extension of Time
- Students must complete all requirements for their master's degree within a 6-year period.
- Students must complete all requirements for the D.N.P. program in an 8-year period.

The School of Nursing and the Graduate College realize there may be situations where students need more time. An extension of time for one year may be approved on a case-by-case basis. Students should contact their SON faculty advisor and the Graduate College for assistance. The Graduate College Petition for Time Limit Extension can be found in the NAU Graduate College Forms index.

Request for readmission after dismissal
Students should refer to the Academic Continuation, Probation, Dismissal and Readmission policy for the Graduate College.

GRADUATION
Students must submit a graduation application and should be familiar with the graduation process. Failure to apply for graduation in a timely manner, may result in delay of your degree being posted.

ACADEMIC INTEGRITY AT NAU
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 will recommend disciplinary actions to the department director/chair or college dean in keeping with the severity of the violation. All students should read and be familiar with the Academic Integrity Policy.
Academic Dishonesty Reporting Form

UNIVERSITY POLICIES ON ALCOHOL AND DRUGS

Violations of NAU or ABOR policies regarding alcohol or other drug use will subject the violator to legal sanctions and/or university disciplinary action. For additional specific policies related to nursing students see the FNP and DNP Clinical Guideline Handbooks.

SAFE WORKING AND LEARNING ENVIRONMENT

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. It is important that students with concerns about this policy to contact the departmental chair, dean 's office, the Office of Student Life (928-523-5181), or NAU 's Equity and Access Office (928-523-3312).

RIGHTS RESPONSIBILITIES AND STUDENT SAFETY

The Office of the Dean of Students is the hub for information and resources to make sure the student's experience at Northern Arizona University is the best it can be. Here you will find information about student organizations, the Student Handbook, Student Conduct and Safety, State Law on Campus Disorder, and student disciplinary procedures.

STUDENTS WITH DISABILITIES

If you have a documented disability you can arrange for accommodations by contacting Disability Resources (DR) at:

* Phone: 523-8773 (voice) or (928) 523-6906 (TTY)   * Email: dr@nau.edu   * Fax: (928) 523-8747

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 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 Equity and Access Office at (928) 523- 3312.

NON-DISCRIMINATION POLICY

In all that we do, NAU maintains a strong commitment to Affirmative Action and Equal Opportunity and Access. 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. NAU's nondiscrimination policy complies with Arizona Board of Regents and NAU policy and with state and federal laws including the Civil Rights Act of 1964 as amended, the Age Discrimination in Employment Act of 1967, Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, the Vietnam Era Veterans Readjustment Assistance Act of 1974, the Americans with Disabilities Act of 1990, and the Civil Rights Act of 1991. NAU 's Safe Working and Learning Environment Policy addresses all types of discrimination and harassment prohibited by university policy. NAU undertakes affirmative action for minorities, women, individuals with disabilities, and Vietnam-era veteran, other protected veteran, newly separated veteran, or special disabled veteran as required by Executive Order 11246 as amended, the Vietnam Era Veterans Readjustment Assistance Act of 1974 as amended, and Section 503 of the

Rehabilitation Act of 1973.

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

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.

INSTITUTIONAL REVIEW BOARD (IRB) HUMAN RESEARCH PROTECTION PROGRAM

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.
Students should consult the IRB website for complete instructions and information.

All students must complete the Collaborative Institute Training Initiative before beginning their project work.

Section IV: School of Nursing Policies

COMMUNICATION OF CONCERNS

In order to facilitate open communication between students and faculty, the School of Nursing has developed lines of communication to resolve academic issues that may arise in any of the courses. Student issues or concerns should be addressed promptly and according to the communication of concerns process outlined below.

Process of communication
1. Discuss concern with faculty member; if no resolution
2. Discuss concern with program coordinator; if no resolution
3. The student, faculty member, and program coordinator will meet together; if no resolution
4. Student, faculty member, and program coordinator meet with the Associate Director of Nursing; if no resolution
5. All will meet with the Director of Nursing or designee; if no resolution
6. A referral will be made for appropriate formal procedures.
7. When necessary, action(s) taken will follow applicable Graduate Program policies.

- *Role of the faculty advisor:* The student should discuss the concern with their faculty advisor at each step in the process. The faculty advisor may attend meetings with the student but has no decision-making responsibility. It is the student's responsibility to contact their faculty advisor.
- *Meetings*: Meetings may occur in person, phone, video conferencing, or another available online modality.

ETHICS AND UNPROFESSIONAL CONDUCT

Addressing Behavior of Student Nurses

Professional behaviors and the professional, and/or ethical standards of a program are a vital part of a student's academic training within a discipline. In addition to University policies, students are required to adhere to certain professional behaviors and professional and ethical standards as defined by and observed within the discipline, program, and/or department in which they are enrolled. Failure to adhere to or to violate established behaviors, professional, and/or ethical standards within a program and/or department may jeopardize a student's ability to successfully complete a program or limit a student's ability to perform in a class, clinic, or laboratory, thus, preventing a student from making good academic progress.

All students are required to follow the NAU Student Code of Conduct adopted by the Arizona Board of Regents and policies outlined in the NAU Student Handbook. Violations of these policies will begin with processes outlined by the Office of Student Life, in cooperation with the program and/or department and the Graduate College.

Additionally, Graduate Nursing Students are required to adhere to the Code of Ethics established by the American Nurses Association and the Arizona Revised Statutes, including those specific laws pertaining to nursing practice inclusive of rules and regulations of the AZ State Board of Nursing.

Graduate nursing students are required to report disciplinary action or judgements issued by the AZ State Board of Nursing or employment related censure or discipline to the program coordinator or other representative of the School of Nursing prior to entry into the program or at the time of the occurrence.

Unprofessional Conduct

Incidents of unprofessional conduct and violations that are reported or observed will be reviewed by the course or clinical instructor, program coordinator, and/or other School of Nursing representative in accordance with the communication of concerns. Verbal and written communication will be issued to the student and subsequent action will be determined based on the degree and seriousness of the infraction, violation, or behavior.

- Barring life-threatening or egregious violations of standards, persistent infractions, or more serious violations of professional behavior and/or professional and ethical standards, the conduct may result in a written warning and/or academic probation.
- Life-threatening or egregious violations of standards, persistent infractions, or more serious violations of professional behavior and/or professional and ethical standards may result in dismissal from the program.

Unprofessional conduct includes, but is not limited to:
1. Behavior that jeopardizes the rights of others and/or the health and welfare of clients/patients.
2. Poor judgment that jeopardizes the safety and/or comfort of clients/patients.
3. Performing procedures with inadequate preparation and/or supervision.
4. Verbally or physically abusing another person.
5. Failure to safeguard client/patient confidentiality.
6. Failure to safeguard client/patient welfare.
7. Leaving a nursing assignment without properly notifying appropriate personnel.
8. Manipulating drug supplies, narcotics, medications or patient records.
9. Falsifying client/patient records or intentionally documenting incorrectly.
10. Misappropriating medications supplies or personal items of the individual or agency.
11. Resorting to fraud, misrepresentation, or deceit in the areas of theory or theory application.
12. Failing to report through proper channels incompetent, unethical, or illegal practice of any person.
13. Aiding, abetting or assisting any person to violate or circumvent any law, rule or regulation intended to guide the conduct of nurses.
14. Clinical attendance under the influence of alcohol or other drugs.
15. Attending clinical when physically or psychologically impaired by illness, fatigue, or during the communicable phase of an illness.
16. Non-compliance with policies and/or procedures in the Northern Arizona University Student Handbook and/or course syllabi.
17. Non-compliance with Arizona State Board of Nursing Rules and Regulations.
18. Non-compliance with American Nurses Association Code of Ethics for Nurses.
19. Violations of the Academic Integrity Policy.
20. Violation of any provisions of this handbook or of the NAU Student Code of Conduct adopted by the Arizona Board of Regents.

SCHOOL OF NURSING RESPONSE TO MISCONDUCT

The School of Nursing will resolve alleged ethical and behavioral violations committed by a student through a procedural process that may result in administrative actions (including probation or dismissal), educational interventions, or other disciplinary sanctions. For acts that constitute alleged violations of law and University policy, a student may be accountable to both civil authorities (local, county, state, or federal) and to the University. When indicated, the incident will be reported to the AZ State Board of Nursing and/or other relevant agencies or institutions.

Procedure for responding to an incident or violation
1) The student will initially meet with the course faculty and the program coordinator to discuss the incident or violation. If the infraction occurs in a course being taught by the faculty advisor,

another advisor will be appointed by the program coordinator or the Associate Director of Nursing.

2) The student should consult with his/her graduate faculty advisor or designee, who may accompany the student to all meetings.

3) A written account of the incident will be completed by the course faculty and/or program coordinator and sent to the Associate Director of Nursing for review and recommended actions.

4) If the student has not been afforded the opportunity to discuss the incident or violation with the Associate Director of Nursing, the student may make a written request to do so.

5) The Associate Director of Nursing may recommend administrative actions, educational interventions, and/or disciplinary sanctions. Additionally, the case may be referred to the Graduate Program Committee, Graduate College, Director of Nursing, Dean of the CHHS and/or Dean of Students or his/her designee at the discretion of the Associate Director of Nursing in accordance with the nature of the incident or violation.

6) A decision notice and written plan of action will be completed by the program coordinator and Associate Director of Nursing The student will sign the action plan to indicate his/her willingness to abide by the recommendations. The action plan will be sent to the Graduate College to be recorded and will also be placed in the student's file in the nursing office.

Appeal Process

If the student wishes to exercise his/her right to appeal a decision they may do so by completing the Notice of Appeal- Student Conduct Proceeding within 5 business days of the date the decision notice was issued. The student should follow the procedures outlined in the Student Code of Conduct Procedures.

USE OF UNIVERSITY E-MAIL

Students are required to have a NAU email account. The official mode of correspondence between students and the School of Nursing is via the NAU email account. Students are expected to use their NAU email and are accountable for official School of Nursing correspondence sent to the NAU account. Students are responsible for the consequences of failing to read university-related communications sent to their official NAU e-mail account in a timely fashion. Students are expected to check their NAU official e-mail on a frequent and consistent basis in order to remain informed of University-related communications. Consult The Information Technology Policy Manual for additional information.

Section V: Services and Resources

[FACULTY AND STAFF CONTACT INFORMATION](#)

ONLINE ORIENTATION
- [NAU GRADUATE STUDENT ORIENTATION](#)
- ORIENTATION FOR NEW MS GRADUATE STUDENTS
- ORIENTATION FOR NEW DNP STUDENTS
- ORIENTATION FOR CNS-P STUDENTS
- ORIENTATION FOR PERSONALIZED LEARNING MS: Accessible on the student Dashboard. Hands-on orientation per student and faculty advisors.

NAU [BOOKSTORE](#)
As an online student, you can access the NAU Bookstore to inquire about textbooks or other items. Depending on your place of residence, you may visit the bookstore in person. NAU's Bookstore offers textbooks, course resources, office supplies, clothing, graduation regalia, gifts, class rings, USGS maps, computer software for IBM and Macintosh computers, and various brands of computer hardware. Visit the NAU Bookstore online for more information, to place an order, and for hours of operation

CLINE LIBRARY
The Cline Library on the NAU campus is open 7 days a week with the exception of some holidays. You can access on-demand services and quality research 24/7 through the library's website.

- For general questions about library services call 928-523-2173 or visit the library online.
- To contact a Health and Human Services [Subject Library](#) team member call 928-523-7100 or visit online.
- If you cannot find what you need the library's document delivery service may be able to help. Visit [Cline Library](#) Request Services for information and to submit your request online.

LIBRARY GUIDES
You can access important online health resources such as CINAHL Plus, Medline, UpToDate, BMJ Clinical Evidence, Medline (PubMed), and Cochrane Library. The Graduate Nursing Resource Guide includes access to journals, textbooks, point of care resources, practice guidelines, writing resources, and more.

[NAU Library Guide](#)
[NAU Graduate Nursing Resource Guide](#)
[University Writing Commons](#)

[BILBY RESEARCH CENTER](#)
The Bilby Research Center 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. The Center also provides editing and manuscript preparation support and can assist with presentation materials.

CAMPUS HEALTH SERVICES
For on campus students, NAU's Campus Health Services offers basic health services, and specialized services are available at specific clinics on campus.

FINANCIAL ASSISTANCE

Financial assistance for Graduate Nursing 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.

SIGMA THETA TAU INTERNATIONAL

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.

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.

Section VI: Appendices

APPENDIX A: HANDBOOK ACKNOWLEDGMENT FORM

Instructions: All students must sign the acknowledgment form indicating they have read, understand, and agree to abide by the policies and regulations set forth in the School of Nursing Graduate Handbook. Return this signed form to graduatenursing@nau.edu or fax to 928.523.7171

SON Graduate Handbook Part 1 - Academics
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.

Student name (printed)

Student signature

Date

This agreement will be a part of my permanent student record in the School of Nursing. The form is completed during orientation and each fall to acknowledge updates or changes.

Updated Fall 2020

APPENDIX B: UNIVERSITY POLICY LIBRARY

University Policy Library

APPENDIX C: COVID-19 GUIDELINES 2020 -2021

https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:835ab4c8-ceda-4fdc-a047-33b9d5ebe923