



COLLEGE of NURSING

THE UNIVERSITY OF TOLEDO

STUDENT HANDBOOK GRADUATE PROGRAM – 2018 – 2019

THE UNIVERSITY OF TOLEDO COLLEGE OF NURSING
GRADUATE NURSING STUDENT HANDBOOK 2018 - 2019

Students are responsible for knowing and abiding by all policies, requirements, and regulations in this handbook and the College of Nursing catalog.

University of Toledo General Catalog: <https://catalog.utoledo.edu/>

Students also have a responsibility to access online university policies and procedures when general university information is needed. The policies of the CON are congruent with UT policy. In the case of conflicting policies, the stricter policy will apply. All current policies can be found at the University of Toledo Policy website: <http://www.utoledo.edu/policies/>

College of Graduate Studies: <http://www.utoledo.edu/graduate>

The provisions in this handbook are not to be regarded as a contract between the student and the institution.

The College of Nursing (CON) reserves the right to change any provision, regulation, and requirement. Changes will be publicized through appropriate channels.

This handbook supersedes all previous handbooks of the CON.

August 2018

Table of Contents

SECTION 1 - HISTORY, MISSION, VISION, PURPOSE, PHILOSOPHY, STUDENT LEARNING OUTCOMES	6
Historical Background of the University and the College Of Nursing	7
Mission Statement	8
The College of Nursing Vision	8
The College of Nursing Purpose.....	8
College of Nursing Philosophy.....	8
Organizing Framework.....	9
Student Learning Outcomes for the DNP Program	10
Student Learning Outcomes for MSN Advanced Practice Nursing Programs	10
Student Learning Outcomes for Nurse Educator Program.....	10
SECTION 2 - PROFESSIONAL, LEGAL, AND ETHICAL STANDARDS.....	11
Technical Standards for Admission	12
Academic Dishonesty	13
Professional Standards.....	14
American Nurses Association Code of Ethics for Nurses with Interpretive Statements.....	15
Professional Expectations.....	15
Section 3 – General Information	16
Student Disability Services	17
Criminal Record Check	19
Professional Licensure.....	19
Health Requirements	19
Flu Shot.....	19
Basic Life Support (BLS) Health Care Provider Documentation	19
Liability Insurance	19
Mandatory Health Insurance.....	20
Occurrence Reports for Accidental Injury and/or Hazardous Exposure.....	20
Accidental Exposure to Blood and Body Fluids.....	20
Accidental Exposure to Communicable Disease.....	20
Emergency Procedure for Students in Classroom or Clinical.....	21
Emergency Treatment Responsibility for Cost	21
Reporting Health Problems.....	21
Healthcare Release Form	21
Responsibility When Illness Occurs.....	23
Student Guidance and Counseling Services	23
Social Media Statement	23
E-mail-Communication.....	23
Deadly Weapons Restriction.....	23
Smoke Free and Tobacco Free Policy	23
Drug Free Workplace and Campus	24
Responsibilities Related to Impairment	24
Name Badge	24
Access Card pick up information:	24
Confidentiality of Student Records (FERPA)	25
Inclement Weather Policy	26
Discrimination Resources	26
College of Nursing Policy on Authorship	27
Program Evaluations.....	29
Educational Questionnaires	29
Clinical Agencies.....	29

Lost and Found	29
Parking	29
SECTION 4 - ACADEMIC POLICIES	30
Transfer Student Requirements	31
Progression	32
College of Nursing Minimum Course Grade of 'B' for NURS Courses	32
Probation	32
Repeating Courses in the College of Nursing	32
Academic Standards for the College of Graduate Studies	32
Change of Concentration (Major) in the College of Nursing	33
Change in Degree Program	33
Withdrawal from Courses/ Electronic Withdrawal Period for a Grade of W	33
Leave of Absence	34
Independent Study for MSN Students	35
Independent Study for DNP Students	37
Graduation	38
Official Transcripts	38
Academic Due Process and Appeal of a Final Course Grade	38
Appeal of Disciplinary Action and Due Process	38
SECTION 5 - STUDENT PARTICIPATION ON COMMITTEES & ORGANIZATIONS	39
Student Participation on Committees	40
Curriculum Committee	40
Diversity Committee	40
Program Assessment Committee (PAC)	40
Student Admission, Retention, and Progression (SARP) Committee	41
Student Grievance Committee	41
Sigma Theta Tau International (STTI) Nursing Honor Society	42
Ohio Nurses Association (ONA) / American Nurses Association (ANA)	42
Nursing Alumni Association	42
Graduate Advising	44
Variable Credit Hour Courses	44
Minimum Continuous Enrollment	44
Enrollment Status	45
SECTION 6 - ACADEMIC RESOURCES	46
UTAD Account and the myUT portal	47
Blackboard – Learning Ventures	47
IT Assistance	47
Computer Lab Locations	47
Print Quota	47
SECTION 7 - FINANCIAL SUPPORT	48
Graduate Student Scholarships	49
Travel Support	49
Nurse Faculty Loan Program	49
SECTION 8 - APRN CLINICAL PLACEMENT REQUIREMENTS	52
Requirements for Placement	53
Clinical Placement Process	53
Flowchart for APRN Clinical Placement Process	54
APRN Clinical Placement Signature Form	55
APRN Clinical Placement Form	55
Guidelines for Clinical Preceptors	56
Clinical and Typhon	57

Clinical Hours	57
Grades/Credits for Clinical Courses.....	57
SECTION 9 – NURSE EDUCATOR CLINICAL PLACEMENT REQUIREMENTS	58
Information for NURS 6730.....	59
Procedure.....	59
Requirements for Placement	60
Guidelines for Clinical Preceptors.....	60
SECTION 10 – MSN CAPSTONE: FIELD EXPERIENCE, COMPREHENSIVE EXAM, THESIS	62
MSN Capstone.....	63
The Field Experience Seminar	63
The Comprehensive Examination.....	64
Thesis Process & Procedures.....	66
SECTION 11 - DNP PROGRAM.....	73
Description of Practice Hours	74
DNP Program Progression	75
DNP Program Final Defense and Graduation Checklist.....	75
DNP Project Guidelines	76
Institutional Review Board	78
Grading of the Doctoral Project.....	78
DNP Project Proposal Defense Procedures	80
DNP Project Final Defense Procedures	81
SECTION 12 - ADVANCED PRACTICE LICENSURE & CERTIFICATION.....	86
Licensure.....	87
American Nurses Credentialing Center (ANCC).....	87
American Academy of Nurse Practitioner (AANP).....	87
Pediatric Nursing Certification Board (PNCB)	87
Post-Graduation Education Verification	87

SECTION 1 - HISTORY, MISSION, VISION, PURPOSE, PHILOSOPHY, STUDENT LEARNING OUTCOMES

Historical Background of the University and the College Of Nursing

Established by an act of the Ohio Legislature in December 18, 1964, the Medical College of Ohio was a state-assisted, community-supported academic health science center, dedicated to education, patient care, and medical and scientific research.

Because of proximity to UT and BGSU, the Medical College of Ohio pioneered a consortium plan for a baccalaureate nursing major. The proposal was submitted and approved by the Ohio Board of Regents in 1970.

Nursing coursework was implemented at BGSU in September 1971. Full approval of the program was granted by the State of Ohio, Board of Nursing Education and Nurse Registration in May 1974. The first class of eighteen students graduated in June 1974, with a B.S.N. degree. Approval was given to UT to grant the Bachelor of Science in Nursing degree by the Ohio Board of Regents in June 1974, and the consortium was fully implemented in September 1974, with the admission of the first UT students to the nursing program. National League for Nursing initial accreditation was granted on December 12, 1974.

Approval for the baccalaureate nursing major for each university was obtained from the Ohio Board of Nursing and the Ohio Board of Regents. While the degree is granted by the specific university in which the student is registered, the only differences in curriculum are those that pertain to the specific lower division requirements of the respective university. The professional component of the program is identical regardless of the university in which the student is enrolled; the program is administered as one entity.

Modifications of the baccalaureate program were made and approved to facilitate entry of registered nurse students through UT in 1978 and through BGSU in 1979. An outreach program through Firelands College, a branch campus of BGSU, was added in 1981; an outreach program at Northwest State Community College in Archbold, Ohio was added in 1985, and an outreach program in Lima, Ohio was added in 1994. The modifications of the baccalaureate program address the prior learning of RN students at the lower division and the learning needs of the adult, employed student. The program has identical terminal objectives as the basic student program.

Approval to offer the Master of Science in Nursing degree was granted to the Medical College of Ohio by the Ohio Board of Regents in 1980. The first nine students were graduated in June 1982.

Nursing courses are taught on the Health Science Campus of UT campus. Initially, the School of Nursing occupied space in county-owned facilities at South Detroit and Arlington Avenue in Toledo, including the former Maumee Valley Hospital. The present campus began to take shape in the early 1970s on a 350-acre site deeded to the College by the State of Ohio, between Arlington and Glendale Avenues, just east of Byrne Road.

The Health Science Building was dedicated in October 1974, followed by the Raymond H. Mulford Library in May 1975 and the Health Education Building in October 1976. The new, 290-bed Medical College of Ohio Hospital was opened in December 1979. Dowling Hall, housing academic and clinical offices; the Coughlin Rehabilitation Center; and the Henry L. Morse Physical Health Research Center were completed in 1980.

The Eleanor N. Dana Center for Continuing Health Education opened in 1983, along with the Kobacker Center (Child & Adolescent Psychiatric Hospital). In 1988, a Hilton Hotel became part of the campus. This facility serves participants of continuing education programs and is also available to families visiting patients at The University of Toledo Medical Center (UTMC) or to patients from outside the community who can be treated on an outpatient basis. The Richard D. Ruppert Health Center was completed in 1988 and houses the ambulatory care services and clinical faculty offices. Some classrooms are also located in this building. The Howard L. Collier Building, dedicated in 1996, houses the CON Administrative and Faculty offices, Learning Resource Labs, Office for Nursing Research and Evaluation, and classrooms.

The Center for Creative Education was dedicated in 2004; it provides space for the Center for Creative Instruction, the Clinical Skills Center, the Academic Testing Center, and Center for Clinical Research.

In July 2005, the institution was renamed the Medical University of Ohio following state legislative approval. In July 2006, the Ohio legislature endorsed merger of The Medical University of Ohio with UT; the two campuses are the Health Science Campus and Main Campus. The Main Campus is located on Bancroft Street.

The Interprofessional Immersive Simulation Center (IISC), named in honor of UT's past president, Dr. Lloyd Jacobs, opened in spring 2014 on UT's Health Science Campus. The three-story, 65,000-square-foot center is equipped with advanced technology to enhance education and skills for UT students.

Mission Statement

The mission of the College of Nursing is congruent with those of The University of Toledo and the College of Graduate Studies.

The mission of the University of Toledo College of Nursing is to improve the human condition, to educate professional nurses in a manner that engages and serves a diverse learner population as part of a larger metropolitan university, to discover and disseminate nursing knowledge that informs evidence-based practice for quality patient outcomes, and to address the service needs of our stakeholders through innovative programs and entrepreneurial initiatives.

The College of Nursing Vision

The College of Nursing will be the college of choice across the span of nursing education that embodies excellence in the application of the art and science of nursing within an interprofessional context and is distinguished by scholarly inquiry that emphasizes clinical outcomes and translational research.

The College of Nursing Purpose

Provide educational programs of excellence in professional nursing at the undergraduate and graduate levels.

- Foster high standards of nursing practice, education and administration through continuing nursing education;
- Contribute to the health of the citizens of the region served by The University of Toledo through interdisciplinary endeavors; and
- Advance nursing as a discipline through scholarship, research, and practice.

College of Nursing Philosophy

As a community of scholars, we are committed to the study and advancement of the art and science of nursing. The philosophy of The University of Toledo College of Nursing expresses our beliefs about the essence of nursing and the education of professional nurses. The foundations of nursing science center on the concepts of the nursing metaparadigm: Person, Environment, Health, and Nursing.

Person

Persons are unique human beings of unconditional worth, deserving of respect, who are in continuous interaction with the environment and develop throughout the lifespan.

Environment

Environment is the milieu in which the person exists.

Health

Health is a dynamic state reflecting the integration of body, mind, and spirit.

Nursing

Nursing promotes health and well-being and provides support during illness or impairment by assessing, diagnosing, and treating human responses to actual and potential health problems.

Education

The education of professional nurses is a professional responsibility encompassing the scholarly integration of Education, Research, and Practice. Education is a dynamic interaction between the processes of teaching and learning.

Research

Research is an ongoing commitment to systematic inquiry and discovery.

Practice

Practice is the application of knowledge related to the health of individuals, groups, and communities.

Date Approved 1/91: Revised 7/04.

Organizing Framework

The organizing framework is a unifying statement that emerges from the mission and the philosophy of the College of Nursing and guides the development of the curricula. The organizing framework outlines the structure for the content, processes, and outcomes of the undergraduate and graduate programs.

Graduate nursing education is based on foundational knowledge from the natural and social sciences and the humanities. Nursing concepts and theories provide the basis for professional practice. Professional practice encompasses care of individuals, families, groups, and communities in a variety of settings across the lifespan.

The nursing curricula encompass the concepts of caring, communication, cost effective care, critical thinking, cultural diversity, empowerment, ethical decision-making, healthcare policy, inquiry, leadership, and safety. The curricula incorporate psychomotor and interpersonal skills, processes of inquiry and scholarship, and principles of teaching and learning. Faculty and students assume personal accountability and self-direction, and comply with legal and ethical professional standards.

Baccalaureate and MSN Clinical Nurse Leader graduates are generalists and Master's and Doctoral nursing graduates are specialists. All are prepared as professionals for practice, education, research, and leadership. Their University of Toledo education will provide the foundation for their quest for lifelong learning.

Student Learning Outcomes for the DNP Program

- Synthesize knowledge derived from a scientific foundation in order to demonstrate expertise in advanced clinical nursing practice to improve delivery of care.
- Demonstrate continuous quality improvement in patient care situations while providing leadership in clinical decision making through use of information systems and technology for the improvement and transformation of healthcare.
- Use clinical scholarship and analytical methods to implement safe, quality improvement in administration of patient care.
- Encourage inter-professional collaboration and teamwork to enhance and improve population health outcomes.
- Engage in influencing the development and implementation of health policy that provides an interface between practice, research, and policy development.

Student Learning Outcomes for MSN Advanced Practice Nursing Programs

- Synthesize theories, concepts, and research in nursing, social, and biological sciences and humanities as the basis for practice.
- Integrate advanced nursing practice knowledge and skills in managing care of selected populations.
- Engage in the research process with an emphasis on application to advanced practice.
- Engage in leadership strategies that contribute to the improvement of health care delivery and influence health care policy.
- Integrate assessment of own learning in developing a lifelong pattern of scholarly inquiry.

Student Learning Outcomes for Nurse Educator Program

- Synthesize theories, concepts, and research in nursing, bio-psychosocial sciences and humanities as the basis for practice.
- Integrate advanced nursing education knowledge and skills to teach learners in selected populations.
- Engage in the research process with an emphasis on application to advanced practice or nursing education.
- Engage in leadership strategies that contribute to the improvement of health care delivery and influence health care policy.
- Integrate assessment of own learning with development of a pattern of scholarly inquiry.

SECTION 2 - PROFESSIONAL, LEGAL, AND ETHICAL STANDARDS

Technical Standards for Admission

All students applying to the College of Nursing are held to the same technical standards.

Technical standards are intended to constitute an objective measure of a qualified applicant's ability to meet the program performance requirements.

Standards	Examples
Critical thinking ability for effective clinical reasoning and clinical judgment consistent with level of educational preparation	<ul style="list-style-type: none"> • Identification of cause/effect relationships in clinical situations • Use of the scientific method in the development of patient care plans • Evaluation of the effectiveness of nursing interventions
Interpersonal skills sufficient for professional interactions with a diverse population of individuals, families, and groups	<ul style="list-style-type: none"> • Establishment of rapport with patients/clients and colleagues • Capacity to engage in successful conflict resolution
Effective and sufficient communication to facilitate professional interaction	<ul style="list-style-type: none"> • Explanation of treatment procedures, initiation of health teaching • Documentation and interpretation of nursing actions and patient/client responses
Abilities sufficient for movement in various health care environments	<ul style="list-style-type: none"> • Movement about patient's room, work spaces, and service areas
Gross and fine motor abilities sufficient for providing safe, effective nursing care	<ul style="list-style-type: none"> • Calibration and use of equipment • Lift or support at least 50 pounds
Ability sufficient to monitor and assess health needs	<ul style="list-style-type: none"> • Ability to respond to monitoring device alarm and other emergency signals • Ability to perform physical assessment • Ability to determine patient's condition and responses to treatments

Academic Dishonesty

The CON seeks to foster intellectual and moral development of nursing students. Students are responsible for understanding and complying with University and CON policies, procedures, regulations, standards of conduct, and expectations for professional behavior when representing the CON both on and off campus. A failure to comply may result in disciplinary action up to and including dismissal from the College of Nursing. Students subject to certain adverse actions are entitled to due process and appeal rights. Academic misconduct implies deception in fulfilling academic requirements and includes, but is not limited to, plagiarism, cheating, and fabrication.

Academic misconduct is viewed as a serious matter and alleged acts will be investigated, and confirmed acts will result in academic sanction. See The University of Toledo Academic policy on academic dishonesty, Policy #[3364-77-01](#).

Plagiarism is submission of work that is not the student's own work or submitting ideas, thoughts, writings, or product of another person without proper documentation. Cheating during testing includes use of notes, texts, or electronic devices without faculty consent; looking at another student's paper; or communicating with another person during testing. Fabrication is submitting false information on a clinical or theory assignment; an example is making up patient data on an assignment.

When academic misconduct is suspected, faculty will discuss the incident with the student and file a written report. It is the obligation of all students to report questionable conduct to the faculty, program director, or the Associate Dean for Academic Affairs. Following examination of facts and supporting evidence, the student may fail the course or be dismissed from the program. Communication will be in writing, with a copy placed in the student record.

There are five major areas of academic misconduct that are not in accordance with professional nursing standards. Students must be vigilant to avoid such behavior and report occurrences that compromise the individual, an assignment, a course, or the program.

Plagiarism: the act of taking ideas or writings, etc. from another person or source and passing it off as one's own thoughts without crediting the source. Examples include, but are not limited to:

- Submitting work for credit which was not written by the student
- Paraphrasing or summarizing ideas without citing the source
- Word-for-word quoting without using quotation marks, citation, or footnotes

Cheating: the act of deceiving, using deception or fraud. Examples include, but are not limited to:

- Copying from another individual's answer sheet or paper
- Working with another student on any take home assignment when the instructor expects independent and unaided effort
- Buying, selling, soliciting, possessing, transmitting, or using any quiz, test, or exam material that has not been released by faculty for student use on an upcoming assessment
- Substituting for another person during an examination or using a substitute
- Using materials that have not been authorized by faculty
- Collecting and/or transmitting information without faculty consent via phones, cameras, computers, or other electronic devices during quizzes, tests, or exams
- Submitting a care plan or assignment that has been previously submitted by another student, either in similar or identical form
- Soliciting or bribing another student for quiz, test, or exam information

Failing to report: not bringing facts to the attention of the appropriate individual when such information is needed for investigation or to prevent harm. Examples include, but are not limited to:

- Overlooking behavior that is harmful to persons or property
- Not telling the truth during a fact-finding inquiry or grievance hearing
- Withholding information that may cast doubt on personal performance
- Not recalling or documenting important findings that may seriously impact care

Lying: the telling of false or untruthful information in an attempt to deceive; making written or verbal statements that are known, or should have been known, not to be true. Examples include, but are not limited to:

- Altering academic material or patient records
- Making untrue comments about students, faculty, patients, or employees
- Providing evidence that is false
- Fictitious creation of research data or outcomes

Stealing: taking or attempting to appropriate another's property without permission. Examples include, but are not limited to:

- Destroying, hiding, or making unavailable public use items such as library books, reference materials, computer components, media equipment, etc.
- Removing personal belongings from another individual's room, office, backpack, purse, etc.
- Theft of academic materials (software, media, journals, testing materials, lab resources, etc.)

Professional Standards

Students are held to the same standard of behavior as a practicing nurse. Failure to adhere to professional standards, including the Ohio Revised Code, the Ohio Administrative Code, and the American Nurses Association Code of Ethics for Nurses (2015), is grounds for dismissal from the program.

American Nurses Association Code of Ethics for Nurses with Interpretive Statements

The latest version of the American Nurses Association Code of Ethics was released January 1, 2015. The Code of Ethics for Nurses with Interpretive Statements can be accessed online at <http://nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses>

1. The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.
2. The nurse's primary commitment is to the patient, whether an individual, family, group, community, or population.
3. The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.
4. The nurse has the authority, accountability, and responsibility for nursing practice; makes decisions and takes action consistent with the obligation to promote health and to provide optimal care.
5. The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.
6. The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.
7. The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.
8. The nurse collaborates with other health professionals and the public to protect human rights, promote the health diplomacy, and reduce health disparities.
9. The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy.

Professional Expectations

In addition to the University Toledo Student's Code of Conduct, the nursing profession demands that the individual be responsible, accountable, self-directed, and professional in behavior. The process of becoming a professional person begins upon entering a professional education program. Students demonstrate professionalism by attending classes and clinical experiences, by exhibiting courteous behavior, being prepared for class and clinical assignments, and by being punctual for class and clinical.

Section 3 – General Information

Student Disability Services

The University of Toledo Student Disability Services (SDS) ensures equal access and full participation for students with documented disabilities in all programs and activities at the University of Toledo. The principles of Universal Design guide SDS in our mission to proactively identify and remove barriers to participation wherever possible.

All students, including those with disabilities, must be able to meet the technical standards of their health science program. Modifications that would fundamentally alter the nature of a course, program or activity are not considered to be reasonable accommodations.

SDS supports students in developing academic and life skills, learning about campus and community resources by providing confidence and empowerment needed to meet each student's individual career and life objectives. If you have a documented physical, sensory, psychological, learning, or a temporary disability, get the support and assistance you need to level the playing field by registering with Student Disability Services.

SDS serves almost 100 students on the Health Science Campus.

It is the student's responsibility to seek available assistance at The University of Toledo, to make his/her needs known, to complete the Student Disability Service application, and to provide current documentation from a qualified health care provider.

Disability— A physical or mental impairment that substantially limits one or more major life activities.

Examples of Visible and Invisible Disabilities:

- ◆ Acquired Brain Injury
- ◆ Attention Deficit/Hyperactivity Disorder
- ◆ Deaf/Hard of Hearing
- ◆ Chronic Health (e.g. Diabetes, Irritable Bowel, Asthma, etc.)
- ◆ Learning Disability (e.g. Dyslexia, Dysgraphia, Written Expression, Dyscalculia, etc.)
- ◆ Neurological Impairment (e.g. Epilepsy)
- ◆ Psychological Disability (e.g. Depression, Anxiety, etc.)

Accommodations are individualized for each student. Accommodations vary with disability, course selection, and each individual. Some examples of course related accommodations include:

Testing:

- ◆ Extended Time
- ◆ Distraction-Reduced Environment
- ◆ Reader/Scribe
- ◆ Access to Medical Device or Food/Drink
- ◆ Breaks as Part of Extended Time
- ◆ Use of computer or Other Assistive Technology

Alternative Media:

- ◆ Electronic Text
- ◆ Audio Output
- ◆ Captioning
- ◆ Braille
- ◆ Large Print

Note –Taking Assistance:

- ◆ Use of Technology (e.g., Computer or LiveScribe Smartpen)

American Sign Language Interpretation Real Time Transcription

Assistive Technology or Devices

Register for Academic Accommodations in three easy steps:

1. Complete an online Student Application and submit your disability documentation by either uploading it to the Student Accessibility Management (SAM) System, Fax, email or hand deliver to SDS.
 - From the SDS homepage <http://www.utoledo.edu/offices/student-disability-services/>, click on the link labeled: How to Register.
 - Many different types of disability related documentation is acceptable (please see the document guidelines listed on the website). For your convenience, you can have your health care provider complete the SDS Disability Verification Form found on the SDS website.
 - Once your documentation is reviewed you will receive an email in your Rocket email account, on your next steps.
2. Once your application has been reviewed and accepted you will be asked to complete an interactive intake with an SDS Accessibility Specialist. Your input is critical in determining what type(s) of accommodation(s) you will receive.
3. Once you are approved, you will be able to request accommodations for your courses via our SAM online system.

*Please note that the registration process with SDS is not complete until both the application and the documentation have been submitted to our office for review, and you have completed an intake interview.

*Information pertaining to the nature of your disability is kept confidential and will not be shared without your permission.

Health Science Campus Resources:

Academic Enrichment Center
Mulford Library Building 507
419.383.6118

Academic Testing Center
Center for Creative Education Building
2920 Transverse DR
419.383.6618

Student Health & Wellness Center
Ruppert Health Center Room 0013
419.383.5000

Student Disability Services

Health Science Campus
Mulford Library Building
Room 130
Mail Stop 1041
3000 Arlington Ave.
Toledo, OH 43614
Hours: Monday & Wednesday 12:00 p.m. to 5:00 p.m.
Tuesday & Thursday 8:30 a.m. to 1:30 p.m.
Phone Health Science Campus: 419.383.6141
Fax: 419.530.6137
E-mail: studentdisabilitysvs@utoledo.edu

Main Campus
Rocket Hall
Room 1820
Mail Stop 342
2801 West Bancroft St.
Toledo, OH 43606
Hours: Monday—Friday 8:15 a.m.—5:00 p.m.
Phone Main Campus: 419.530.4981
Fax: 419.530.6137
E-mail: studentdisabilitysvs@utoledo.edu

Website: <http://www.utoledo.edu/offices/student-disability-services/>

This information is available in an alternative format upon request.

Criminal Record Check

Criminal record checks will be conducted on all students accepted for admission to CON programs and for any student visiting affiliated clinical facilities. Students are required to have a BCII and FBI background check prior to matriculation into the program. The student is responsible for processing fees. Reports must be sent directly to the graduate program office. Duplicate reports from places of employment or other sources are not acceptable as report results must be current with matriculation.

Note: The printed copy of this policy may not be the most current version; therefore, please refer to the policy website <http://www.utoledo.edu/policies> for the most current copy.

Professional Licensure

All students in the BSN to DNP, MSN Advanced Practice and Post-Graduate Certificate programs must hold an active, unrestricted, unencumbered license as a Registered Nurse in Ohio. In addition, students completing clinical experiences outside of Ohio are required to obtain a current license for the state in which they are completing their clinical experience. MSN to DNP (Leadership) and MSN Nurse Educator students must hold an active, unrestricted, unencumbered license as a Registered Nurse in the state where the student plans to conduct clinical experiences. MSN to DNP (Direct Care) students must hold APRN licensure in the state where the student plans to conduct clinical experiences. Students must maintain this licensure throughout the course of study.

Health Requirements

Students must meet health and safety requirements based on agency, local, state, and federal government mandates. Students are responsible for the cost of meeting these obligations. Prior to matriculation, the student must submit required health information to Health Information Management as mandated by the program. Health requirements must be kept updated in order to register for and continue in clinical experiences. A fee is charged each semester for surveillance of health requirements and maintenance of records.

Flu Shot

An influenza vaccine is required annually. The vaccine is available to students in the fall, prior to the start of the flu season.

Basic Life Support (BLS) Health Care Provider Documentation

Documentation of current American Heart Association BLS for Health Care Providers is required of all students prior to matriculation. If the certification card expires during the program, students must complete American Heart Association BLS for Health Care Providers and provide a copy of the front and back of the certification card to the department program support staff. BLS must be kept updated in order to register for and continue in clinical experiences.

Liability Insurance

College of Nursing students engaged in an academically approved assignment are covered under the University of Toledo general liability insurance.

Mandatory Health Insurance

The University of Toledo believes it is important that all students maintain health care coverage to help ensure academic success and well-being. To be in compliance with the Affordable Care Act (ACA), all individuals are required by law to have health insurance coverage. Students in the College of Nursing are required to maintain health insurance and the charge for student health insurance care coverage will be placed on your student account. Please see Policy #[3364-30-05](#).

What This Policy Means to You

When you register for classes, health insurance will be added to your account if you meet the registration requirements as above. If you have health insurance that is equivalent to, or exceeds, the health insurance offered by the University, you may complete the online waiver process requesting to waive UT's insurance by logging in to [the UT portal](#).

If you do not complete the online waiver process within the specified deadline, typically by the last day of add/drop for the semester, the health insurance fee will remain on your account. After the deadline, you must contact the Main Campus Medical Center Insurance Office for waiver appeal information. Students are not covered by Workers' Compensation. Payment for medical, hospital, and emergency treatment, in case of illness or injury, is the responsibility of the student. The College of Nursing is not responsible for any medical costs incurred during enrollment.

Occurrence Reports for Accidental Injury and/or Hazardous Exposure

Students who experience an accidental injury or hazardous exposure during clinical experiences are expected to complete an Occurrence Report per the agency's policies with their clinical faculty. The clinical faculty will then complete necessary documentation and submit it to the program director.

Accidental Exposure to Blood and Body Fluids

Nursing students sustaining an accidental percutaneous (puncture wound) and/or mucous membrane exposure to blood or body fluids or bloodborne pathogen at UTMC shall comply with the Bloodborne Pathogens Exposure Control Plan.

If the exposure occurs in an acute care setting, the policy for the agency should be followed. A student who experiences accidental exposure to blood or body fluids during clinical must notify the clinical instructor immediately. An occurrence report is completed according to agency and university policies. The student should be treated in the hospital's Employee Health Services or Emergency Department, in accordance with the agency policy. The student should follow up with Student Health Services after initial treatment.

PLEASE NOTE: The student is responsible for the cost of treatment.

If exposure occurs while the student is affiliated with an agency that has no policy to cover such an incident, the student should be treated by the Student Health Center or UTMC Emergency Department.

Accidental Exposure to Communicable Disease

A student who experiences accidental exposure to a communicable disease during clinical must notify the clinical instructor immediately. They must also follow the clinical site policy for immediate assessment, since rapid assessment for risk is essential. The student is responsible for any cost incurred.

Emergency Procedure for Students in Classroom or Clinical

If a student becomes ill in the classroom, an immediate assessment should be performed to determine if simple measures will suffice or there is a need for more complex care. The faculty member or a classmate should call 419.383.2600 (or 2600 from a campus phone) if ambulance transport is warranted; the UT Police Department will summon "911." A faculty member, staff member, or peer should remain with the student until the health concern is resolved or emergency transport begins. The individual can be referred to HSC Family Practice 419.383.5535, their healthcare provider, or the UTMC Emergency Department for interventions.

If a student becomes ill or is injured in the clinical setting, they should seek available emergency treatment at the clinical site. If treatment is not available, the clinical faculty member should arrange for student transport to the closest emergency facility or The University of Toledo Medical Center.

Emergency Treatment Responsibility for Cost

The student is responsible for all costs associated with evaluation and treatment following classroom, clinical, or lab illness or injury. The CON, UT, and clinical agency do not assume liability for any accident or illness during the student assignment. The clinical agency will make available emergency treatment as required.

Students may utilize the University of Toledo Medical Center and University Health Services. Responsibility for cost of care and related charges (i.e., treatment, tests, x-rays, medications) belongs to the student.

Reporting Health Problems

It is the responsibility of each student to inform the clinical faculty of any and all health problems that may in any way impact safe clinical performance. The information should be reported the first day of the semester or at the time of occurrence.

Healthcare Release Form

Students who experience acute illness or injury must provide the College of Nursing with healthcare provider documentation of release before returning to class and clinical. Students will be evaluated individually for the ability to provide safe patient care and comply with clinical facility regulations.

The Healthcare Release Form (or a signed provider's release form) must be completed by the healthcare provider prior to the student's return to the University for class and clinical. It is applicable for illness, injury, childbirth, communicable disease, or other conditions that preclude participation in class or clinical experiences. The form is to be taken to the Program Director.

The College of Nursing is not responsible for any medical costs the student may incur while enrolled as a student.



Main Campus MS 119
 Health Sciences Human Services Bldg 2801 West
 Bancroft Toledo, Ohio 43606-3390
 419.530.2673

HEALTHCARE RELEASE
 College of Nursing

Health Science Campus MS1026
 Collier Building 4430
 3000 Arlington Avenue
 Toledo, OH 43614-2598
 419.383.5859

Return form to the Program Office. Course coordinators are notified that a release is on file. If clinical participation is in progress, the college will seek clinical site approval. The student will abide by the agency decision regarding involvement in patient care or other services.

Student Name: _____ Program: _____

I plan to return to class on this date: _____

- Full-time
- Part-time

I plan to return to clinical on this date: _____

- Full-time
- Part-time

Student Signature _____ Date: _____

These sections must be completed by the healthcare provider (MD, DO, NP, PA) prior to return to the university for class and clinical. It is applicable for illness, injury, childbirth, communicable disease, or other conditions that preclude participation in class or clinical experiences.

Health Status:

- Recovered, able to return to class full-time on this date: _____
- Recovered, able to return to clinical full-time on this date: _____
- Able to return to class with restrictions on this date: _____
- Able to return to clinical with restrictions on this date: _____

Restrictions _____

- Date of next evaluation: _____

Justification (by healthcare provider)

- The entire duration of the absence was justified for medical reasons Start date: _____

Stop date: _____

- I cannot justify the entire duration of the absence due to:

Healthcare Provider Signature _____ Date: _____

Phone: _____ License Number: _____

Address _____

Responsibility When Illness Occurs

Students are expected to seek professional health care when illness occurs and to follow directions regarding class attendance. A more cautious practice must be observed regarding clinical experience for the protection of the patient and student. The Healthcare Release Form (or a signed provider's release form) must be submitted before return to clinical activity. *Students are responsible for contacting course coordinators and faculty for make-up of clinical assignments.*

Student Guidance and Counseling Services

Students have access to counseling services through their respective universities. Additional information can be found at: <https://www.utoledo.edu/studentaffairs/counseling/>

UT University Counseling Center

Main Campus Medical Center
Phone: 419.530.2426
Fax: 419.530.7263

BGSU Counseling Center

104 College Park Office Building
Bowling Green State University
Bowling Green, OH 43403
Phone: 419-372-2081
Fax: 419-372-9535

Social Media Statement

When speaking or writing, students shall be responsible and accurate and shall indicate that they speak as individuals. As scholars, students must remember that the public may judge their professions and the institution by their public statements, including those made on social media. Please review the National Student Nurses Association, 'A Nurse's Guide to the Use of Social Media,' at <https://www.ncsbn.org/3874.htm>

E-mail-Communication

In order to communicate with faculty and administrators at the College of Nursing, students are required to activate their University of Toledo student e-mail address and check it frequently. For technical support, call 419.530.8835 or visit <http://www.utoledo.edu/it/students.html>

ALL CON information will be communicated through the student's university email address. Failure to check email does not absolve a student from responsibility for this information.

Deadly Weapons Restriction

Persons entering the university campus must comply with all laws and university regulations governing weapons. Please see Policy #[3364-61-03](#).

Smoke Free and Tobacco Free Policy

The University of Toledo campuses are tobacco free. This includes all tobacco-derived obtaining products, including but not limited to, cigarettes (clove, bidis, kreteks), electronic cigarettes or nicotine vaporizers, cigars, cigarillos, hookah smoked products, pipes, oral tobacco (e.g., spit and spitless, smokeless, chew, snuff), and nasal tobacco. It also includes any product intended to mimic tobacco products, contain tobacco flavoring, or deliver nicotine other than for the purpose of cessation. Please see Policy #[3364-60-01](#).

Drug Free Workplace and Campus

UT HSC is committed to maintaining an educational environment that is free from the effects of drug and alcohol abuse. To this end, UT HSC prohibits the unlawful manufacture, distribution, dispensation, possession, or use of any controlled substance or alcohol on UT property or as any part of its activities. This includes all illegal and legal drugs used without a physician's order. It does not prohibit taking prescribed medication under the direction of a physician. Individuals found to be in violation of this policy are engaged in serious misconduct and subject to disciplinary action, up to and including dismissal, consistent with UT HSC policies.

Responsibilities Related to Impairment

The student will not use alcohol or drugs in a manner that could compromise the academic environment or patient care. It is the responsibility of every student to protect the public from an impaired colleague and to assist a colleague whose capability is impaired because of ill health. The student is obligated to report persons of the health care team whose behavior exhibits impairment or lack of professional conduct or competence, or who engage in fraud or deception. Such reports must conform to established institutional policies.

Name Badge

Students must wear the official University name badge at all times on Health Science Campus during testing and learning events sponsored by the College of Nursing. The College of Nursing will issue photo ID badges that are to be worn for clinical or experiential opportunities as part of the student's academic program.

Organization specific ID's are required for all clinical settings. The CON ID is not the official University ID. It is the responsibility of Campus Police to question any individual not wearing an identification badge.

Please go to www.utoledo.edu/rocketcard to begin the online process for ordering an ID Badge.

Follow the directions and upload a photo according to the directions. Designate that you want to pick up your ID Badge on the **HSC**.

You will receive an email when your ID Badge is ready for pick-up, usually 1 to 3 days after requesting the ID Badge.

ACCESS CARD:

You will need to also request an "Access Card," which is a white card that allows entrance into the HSC on evenings/weekends, etc.

Please go to <https://dooraccessrequest.utoledo.edu/login.aspx> to request the card (requires your user ID and password, the same info you use to access the UT Portal).

Please use the same uploaded photo as above.

Access Card pick up information:


Located in the basement level of Mulford Library, room **#007**

Campus Police Office Hours: Monday through Friday, 7:00 am - 3:00 pm

Questions or problems with any of the above, email: rocketcard@utoledo.edu

Confidentiality of Student Records (FERPA)

Please see [Policy #3364-71-15](#), which outlines the university policy on the confidentiality of student records (FERPA). The prior consent form below allows students to indicate if they would like records released to an individual or entity.

 <p align="center">COLLEGE OF NURSING THE UNIVERSITY OF TOLEDO</p>	<p align="center">College of Nursing Collier Building MS 1026 3000 Arlington Avenue Toledo, Ohio 43614</p>
--	---

FERPA PRIOR CONSENT FORM

This authorization is valid ONLY for the purpose indicated below.

- Employment reference

- Scholarship application

- Program admission recommendation

I request the reference, application or recommendation be provided to:

Name: _____
Role: _____
Entity: _____
Address: _____

I am aware of my right to confidentiality regarding my educational records, which are part of my student records and protected under the Family Educational Rights and Privacy Act (FERPA). I understand further that I have the right to receive a copy of such records upon request and that this consent shall remain in effect until revoked by me in writing and delivered to The University of Toledo Office of the Registrar. Any such revocation shall not affect disclosures previously made by the University prior to receipt of such written revocation. I consent to the disclosure of my educational records, inclusive of personally identifiable information, for purposes of discussion/review with the persons identified below.

Persons designated to provide and receive information: I authorize (name or names):

to disclose my educational records, including any disciplinary records to the above named entity.

Student Signature: _____

Address: _____

Phone (residence): _____ (mobile): _____

Date: _____ Student ID Number: _____

- I have discussed this request with the faculty member and provided a resume if requested.
- I have not discussed this request with the faculty.

Inclement Weather Policy

The University of Toledo Policy for inclement weather can be found at https://www.utoledo.edu/policies/administration/humanresources/pdfs/3364_25_14.pdf

Discrimination Resources

<http://www.utoledo.edu/title-ix/discrimination-resources.html>

The University of Toledo does not discriminate on the basis of race, color, religion, sex, age, national origin, ancestry, sexual orientation, gender identity and expression, military or veteran status, the presence of a disability, genetic information, familial status, political affiliation, or participation in protected activities in its provision of employment and educational opportunities.

Discrimination, including discriminatory harassment, on any of those bases is strictly prohibited. Upon notice of possible discrimination, the University takes prompt and appropriate steps to determine what occurred, end a discriminatory practice or hostile environment if one has been created, and prevent its recurrence. Retaliation against anyone because he or she has made a complaint, served as a witness, or otherwise engaged in activity protected by this policy is also strictly prohibited by this policy.

The University encourages anyone who believes he or she has been subjected to conduct in violation of this policy to file a complaint under this policy to ensure that the University has an opportunity to address prohibited conduct.

For complaints based on race, color, religion, age, national origin, ancestry, military or veteran status, disability, genetic information, familial status, political affiliation, or participation in protected activities in its provision of employment and educational opportunities, reports can be made by completing the [Discrimination and Harassment Reporting/Complaint form](#)

For complaints based on sex (including gender identity or expression) or sexual orientation, or complaints of retaliation arising from a prior complaint based on sex or sexual orientation, reports can be made by completing the [Title IX \(Sex Discrimination/Harassment & Sexual Violence\) Reporting/Complaint Form](#)

The University of Toledo Title IX Policy

https://www.utoledo.edu/policies/administration/diversity/pdfs/3364_50_01.pdf

Anonymous Hotline

<http://www.utoledo.edu/title-ix/anonymous-reporting.html>

Concerned about a possible violation of law or policy and are uncomfortable raising it through normal channels? Use the anonymous reporting line, the University's anonymous reporting service.

What to Report: Report any situation or University conduct you believe violates an applicable law, regulation, government contract or grant requirement, or University policy. You do not need to know the exact law or requirement or be certain a violation has or will occur. When in doubt, the better course of action is to report.

What not to Report: Report emergencies to 911. This reporting service also does not include employment concerns that are not legal or policy violations, purely student concerns, or issues for which the University is not responsible. Again, if you are uncertain, the better course of action is to report.

Your Obligations as a Reporter: University employees are expected to report good faith concerns about possible violation of any policy, law, rule, regulation, contract, or grant governing any University activity, and are expected to be truthful and cooperative in the University's investigation of allegations. Knowingly making false reports can lead to discipline.

Your Rights as a Reporter: All reports of Compliance issues will be handled in strict confidence to the extent possible or permitted by law. Your inquiry can be made without fear of retribution. University policy prohibits any retaliation against individuals who report compliance issues in good faith.

How to Use: The anonymous reporting line is available seven days a week, 24 hours a day, 365 days a year.

Call toll-free 888.416.1308 or www.mycompliancereport.com

You are greeted by a trained interviewer who documents your concerns. You do not have to give your name, and the call or transaction is not recorded. A report number will be assigned, which you will need when you check back. Then the information will be relayed to the appropriate University office to investigate your concern. Using the report number, you may call or e-mail to follow up or add more information and remain anonymous.

College of Nursing Policy on Authorship

The University Policy [#3364-70-02](#) Responsible Conduct of Scholarship and Research describes the standards of practice required for the conduct of scholarship and research at The University of Toledo. A separate university policy on misconduct, which is mandated by federal regulations, describes how the university handles issues of scientific misconduct.

The faculty of the College of Nursing has endorsed the statement on authorship reproduced on the following page. The statement provides guidelines for faculty and students in specifying authorship, using the "Authorship Agreement" for manuscripts submitted for publication.

The "Authorship Agreement" is a written contract for authorship of manuscripts submitted for publication that are generated by more than one author, including those that are developed from student work (papers, theses, capstone research options).

Procedures for student/faculty co-authored manuscripts:

- 1 The student(s) and faculty (including committee members, as appropriate to the work) confer in a timely manner with respect to participation in the development of a manuscript to be submitted for publication or presentation (paper or poster) and come to consensus regarding authorship.
- 2 After decisions are made, the "Agreement on Authorship" form is completed and signed, with copies distributed to all authors, student file(s), and the Program Director of the program in which the student is enrolled. Note that the agreement may be adapted for research, or other major paper, leading to a degree when the wording within the parentheses is retained.
- 3 Students have the professional responsibility to submit a manuscript for publication, which will contribute to the body of knowledge in nursing. Graduates have the responsibility of notifying the College of Nursing regarding the status of the work with respect to publication or presentation. Therefore, if students/graduates do not submit the manuscript for publication or present the findings of the theses or research within one year of the completion of the work and the faculty advisor deems the work to be of merit, the faculty advisor named on the "Authorship Agreement" has the prerogative to determine the authorship for submission of the manuscript.

Authorship Agreement for Student Work

Approved by Faculty Assembly June 2013

This document provides guidelines for authorship on any publication or presentation, poster or paper, resulting from the student-driven original scholarly product as outlined below:

The student will retain first authorship as agreed upon below:

Exception in cases of a student designated as first author: if the student (or graduate) does not submit the manuscript for publication or present the findings of the project or research within one year of the completion of the work and the faculty advisor deems the work to be of merit, the faculty advisor named here, _____, has the prerogative to assume first authorship for further development of the work, with the student retaining the right to remain as an author on the scholarly products(s) outlined above.

Student Author:

Typed name	Signature	Date
------------	-----------	------

Faculty Author:

Typed name	Signature	Date
------------	-----------	------

Faculty Assembly Chairperson Signature	Date
--	------

Associate Dean for Academic Affairs Signature	Date
---	------

College of Nursing Dean Signature	Date
-----------------------------------	------

Program Evaluations

Students are expected to provide feedback on classroom and clinical learning experiences, as well as faculty, clinical site, and preceptor contribution to learning. Online course evaluations are provided at the end of each semester through Blackboard. Paper forms may also be used. Quantitative data is compiled into aggregate reports for program assessment; qualitative remarks are reviewed by course faculty and program directors as a means to implement course improvement.

Educational Questionnaires

Periodically, the university seeks feedback about students' educational experiences (e.g., curriculum, student services, quality of Instruction, etc.). As a part of professional responsibility, students are encouraged to participate in these surveys. Effort is made to minimize unnecessary intrusion on student time and to protect student identity.

Clinical Agencies

Students have experiences in a variety of health care agencies depending upon the objectives of the course. New or alternative experience sites are added as appropriate. While assigned to Clinical Agencies, students will not be considered employees of the agency and will not be covered by any Social Security, workers' compensation, or malpractice insurance policy of the Agency. Students will abide by existing clinical rules and regulations of the assigned Clinical Agency.

Lost and Found

Inquiries on Health Science Campus should be made at the Campus Security Office for lost articles and to provide information regarding articles found.

Parking

The University of Toledo requires students to register their vehicle every semester and purchase a parking permit. Parking is available in designated areas on Health Science Campus. A current University of Toledo parking permit is required for each vehicle. There is a fee for parking. Questions regarding parking can be directed to parking@utoledo.edu, by calling Parking Services at 419. 530.5844, or by visiting [the website](#).

Fines for traffic and parking violations must be paid promptly. Failure to do so may result in legal action to collect delinquent penalties, may prevent course registration, and may forfeit eligibility for graduation.

SECTION 4 - ACADEMIC POLICIES

Transfer Student Requirements

It is the policy of the CON Graduate Programs to evaluate courses for which a student requests transfer credit. Such evaluation will occur subsequent to admission. All students who seek to transfer will be held to the published admission requirements. In addition, students seeking transfer credit are subject to the following requirements:

1. Students must submit an official transcript documenting completion of the target course with a 'B' or higher.
2. Courses considered for transfer credit must have been completed within the past three academic years.
3. Students must submit a copy of the syllabus for the course as taken, including course description, objectives, course completion requirements, and a content outline in an organized format. Only copies should be submitted, as material will not be returned to the student.
4. Faculty members who have taught the course at the UT CON will review the syllabus and other materials and make a recommendation for accepting or rejecting the course to the Associate Dean for Academic Affairs.
5. The six-year time frame for completion of degree requirements begins with the semester of completion of the earliest course for which transfer credit is approved.
6. The College of Nursing will communicate its recommendation to the College of Graduate Studies by completing the Request for Course Substitution form. Please note the following requirements for transfer:
 - a) All graduate credits requested for transfer must carry a grade of A, A-, B+, or B. Credit for an S grade may be transferred only if the grading institution verifies, in writing, that the S translates into a grade of B or better. Research hours earned at another university are not transferable toward research hours for a project, thesis, or dissertation.
 - b) Credits earned at another university as part of a completed degree are not transferable.
 - c) Credits taken at a foreign institution are not transferable.
 - d) If a plan of study has been approved, and the course is being used to substitute for a course already listed on the approved plan of study, please submit a Course Substitution Form and a revised plan of study.
7. Transfer of graduate credit is limited to a maximum of one-third of the total number of didactic credits required for the degree.
8. Transfer of graduate credit for certificate programs is limited to a maximum of one-fourth of the total number of credits required for the award of the certificate.

See Transfer Credit to Graduate Degree Policy #[3364-77-06](#) for additional information.

Progression

Students are expected to progress according to their plans of study as arranged with the graduate advisor. Plans of study are established to assure that students will graduate within the required time frame per program and to ensure compliance with prerequisites that faculty have established for courses in the curriculum. Students needing to make changes in plans of study are required to contact the graduate advisor and the program director to make such changes. Revision of the plan of study may delay graduation and may negatively affect the availability of courses in the desired format (e.g. distance or campus delivery) and financial aid.

College of Nursing Minimum Course Grade of 'B' for NURS Courses

The faculty in the CON has established the grade of 'B' as the minimum acceptable grade for all courses with the prefix of NURS. A grade of 'C' is acceptable in INDI 6000. A student who earns a grade less than "B" for NURS courses or less than "C" in INDI 6000/8000 cannot progress into courses for which such a course is a prerequisite.

Probation

Students must maintain a cumulative GPA of 3.0 or higher. Failure to do so will result in the student being placed on academic probation and notified by the College of Graduate Studies.

Repeating Courses in the College of Nursing

A student who earns a grade of less than 'B' in a NURS course or less than 'C' in INDI 6000/8000 can repeat such a course once. Students are allowed to repeat up to two courses in which a grade of less than "B" was earned. This policy means that a C, F, W, WP, and WF are not a grade of B; however, retake standards shall not exceed two courses--up to a maximum of 12 credit hours. Both the original and repeated grade will appear on the transcript and will be calculated into the cumulative GPA.

Students who earn a grade of less than "B" in a NURS course are prohibited from taking any courses for which the course is a prerequisite until such a time as the course is repeated with a grade of "B" or better. Faculty members make referrals to the Student Admission, Retention, and Progression Committee for students who are in academic jeopardy. The intent of such referrals is to outline a plan for success. The student receives a copy of the referral, and a copy is placed in the student's file in the CON Graduate Office.

Academic Standards for the College of Graduate Studies

A minimum cumulative GPA of 3.0 (four-point grading system) in graduate course work is required for graduation. Graduate students whose cumulative GPA falls below 3.0 during any semester will be placed on academic probation. Depending on the program, a full-time student on academic probation will have one or at most two semesters (excluding summers) to meet the cumulative GPA standard. A student failing to meet the standard will be subject to dismissal. A part-time student on academic probation will be required to meet the GPA standard after 12 additional credit hours of graduate coursework. A grade of C is the minimum passing grade for graduate courses. Grades of below "C" will continue to be counted in calculating the cumulative grade point average. Individual programs may offer a specific number of credit hours with earned grades of "C" or below to be repeated one time. Colleges are permitted to establish individual program course retake standards. However, such standards shall not exceed two courses up to a maximum of 12 credit hours. Both the original and repeated grades will appear on the transcript and be calculated into the cumulative GPA. Colleges/departments/degree programs may enact additional coursework grade requirements beyond the minimum standard established by the Graduate Faculty.

Graduate students shall be responsible to consult with the appropriate graduate degree program director for the applicable standards. Grades of A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F, S, U, WP or WF may be awarded depending on College/program/departmental policies. A limited number of graduate courses earn grades of S (Satisfactory) or U (Unsatisfactory) upon completion. A grade of S will be allowed for credit toward graduation but is not computed into the grade point average. A grade of U earns no credit and the course must be repeated to earn graduate credit but is not computed in the grade point average.

The grade of PR may be awarded to indicate work in progress and courses with this grade will not be included in the GPA calculation. The grade of 'I' (Incomplete) is assigned only under extraordinary circumstances when unexpected events prevent a student from completing the requirements of the course within the term of enrollment. The student must complete the required work before the end of the following semester (excluding summers) in which the 'I' grade was received; otherwise, the grade will be converted to the grade of F by the Office of the Registrar. The student may initiate a request for an additional semester to complete the work for the grade (excluding summers). The extension is granted upon the approval of the faculty member and the associate dean of the college offering the course. Once the 'I' grade has been converted to F, the student must re-register and take the course again. The grade of 'I' will not be included in the GPA calculation. It is recommended that faculty set specific benchmarks for completion of the course or material each term and regularly assign S, U, or I grades as appropriate instead of awarding a PR. Students may not graduate with a grade of U, I, or PR on their plan of study. Students may not graduate with a grade of I or PR on their transcript. A grade of WP (Withdrawal Passing) or WF (Withdrawal Failing), according to the status of the student at the time of withdrawal, will be assigned to students who withdraw after the university established withdrawal period at the discretion of the instructor. The grade of WP will not be included in the GPA calculation. A grade of WF indicates that a student's work is unsatisfactory (grade of less than C), and will be included in the GPA calculation as a grade of F. Students may repeat courses with grade WF or U subject to the maximum credit hour repeat limitation.

Change of Concentration (Major) in the College of Nursing

A student requesting a change in concentration within the same degree (change of major) must be in good standing with a GPA of 3.0 or higher. A student may not request a change of concentration (change majors) if they have earned a grade of "C" in an NURS course. Student requesting a change of concentration must meet with graduate nursing advisor and complete a change in major request, which is then presented to the Student Admission, Retention, and Progression Committee for action.

Change in Degree Program

A student requesting a change in degree program (e.g. DNP to MSN) must be in good standing with a GPA of 3.0 or higher. Students requesting a change of degree must meet with the graduate nursing advisor and program director, complete a College of Graduate Studies change of degree form, and apply to their desired program.

Admission will be based on the recommendation of the Student Admission, Retention, and Progression Committee.

Withdrawal from Courses/ Electronic Withdrawal Period for a Grade of W

Students who decide not to attend, or stop attending, any or all classes for which they have registered must drop a course via the UT Portal. Specific drop and withdrawal dates are listed on the University's academic calendar. A withdrawal from a course results in a grade of "W" on the student's transcript. Students are advised to consult with their academic advisor prior to initiating a drop or withdrawal to discuss implications to their plan of study and/or financial aid. Failure to drop a course for which a student has stopped attending may result in a grade of "F." Drop and withdrawal dates are prorated for summer

and special session courses that do not meet during the standard start/stop dates within the academic term. Students may only repeat required courses one time after a grade of “W” has been earned. Students who have a “W” in a required course and then earn a grade of “C,” “D,” or “F” for the same course or withdraw (W, WP, or WF) from the course a second time may not repeat this course for a better grade and is subject to dismissal. A student who withdraws from a course (W, WP, WF) after a grade of less than “B” has been earned in a NURS course or less than “C” in INDI6000/8000 may not repeat the course for a higher grade and is subject to dismissal.

WP/Withdraw Passing after the UT Electronic Withdrawal Period

Withdrawal from courses after the University electronic withdrawal period requires the approval of the faculty in the course and a withdrawal form. Course faculty will be responsible for assigning a grade that reflects what has been earned per the course syllabus at the time of withdrawal after the UT electronic withdrawal deadline.

The grade of WP indicates that the student’s work is passing (grade of “B” or higher in a graded NURS course; “C” or higher in INDI6000/8000; grade of “C” or higher in a non-nurse elective course), but for legitimate reasons, the student is permitted to withdraw from the course. The grade “WP” will be recorded on the grade sheet and entered in the student’s official record and will not be counted in the GPA. Students may only repeat required courses one time after a grade of “WP” has been earned. Students who have a grade of “WP” in a required course and then earn a grade of “C” or “D” for the same course, or withdraw, may not repeat this course for a higher grade and are subject to dismissal.

WF/ Withdraw Failing after the UT Electronic Withdrawal Period

Withdrawal from courses after the University electronic withdrawal period requires using the withdrawal form for the approval of the faculty in the course. Course faculty will be responsible for assigning a grade that reflects what has been earned per the course syllabus at the time of withdrawal after the UT electronic withdrawal deadline.

The grade of WF indicates that the student’s work is failing (a grade less than a “B” in a graded NURS course; less than a “C” in INDI6000/8000; grade less than a “C” in a non-nurse elective course), but for legitimate reasons, the student is permitted to withdraw from the course. The grade “WF” will be recorded on the grade sheet and entered in the student’s official record and will be counted in the GPA.

Students may only repeat required courses one time after a grade of “WF” has been earned. Students who have a grade of “WF” in a required course, and then earn a grade of “C,” “D,” “F,” or withdraw for the same course may not repeat this course for a higher grade.

Leave of Absence

Students may request a leave of absence for personal, medical, call to active military duty, or other compelling reasons from a degree program after completion of the first term. The student requesting a Leave of Absence must complete the request for leave of absence form and submit it to the CON graduate advisor. Students should consider the potential implications of a leave on such matters as immigration status, health insurance, and loan repayment.

Request for leave will be discussed with the student’s program director and Associate Dean for Academic Affairs CON. The Student Admission, Retention, and Progression Committee will be informed of the action taken by the Associate Dean for Academic Affairs. A student may be granted a three consecutive term (one calendar year) and still remain in good standing with the program. A leave of absence extending beyond three consecutive terms will necessitate a new application to the College of Graduate Studies. Such student will be required to compete for available positions and will not automatically be

granted admission. In all circumstances, students are responsible for resolving registration and financial issues in accordance with established [University policies](#).

Independent Study for MSN Students

NURS 6890

Independent Study, an academic course completed outside of the required classroom, clinical, or college laboratory experience provides the learner with an opportunity to pursue an area of interest in depth.

Independent study courses may not be used to substitute for required courses. The independent study course is supervised by a faculty member and approved by the program department chair.

Process: The Contract Form must be completed by the student and approved by the faculty member and the program Department Chair prior to the semester in which the Independent Study is to be conducted.

1. The student will present the plan or idea for Independent Study to a faculty member who agrees to supervise the study.
2. The student and faculty complete The University of Toledo College of Nursing contract form including:
 - A. Course purpose.
 - B. Course objectives developed by the student with faculty guidance and approval.
 - C. Course conduct and implementation.
 - 1) how the objectives will be accomplished (annotated bibliography, clinical experience, directed reading, etc.)
 - 2) if a clinical experience, when and where the learning will occur.
 - 3) means and frequency of communication between student and faculty.
 - D. Evaluation methods specifically stated with assigned percentages for each. Examples: Successful completion of written project, oral or written examinations, conference presentation, nursing systems papers, clinical performance.
 - E. Grading (may be a letter grade or S/U) determined by the faculty member.
 - F. A Master Contract must be completed between The University of Toledo College Of Nursing and the precepting facility. A preceptor agreement form must be on file.
 - G. Course credits as determined by the student and the faculty member according to the Following criteria: One semester credit hour equals four hours of course study and/or clinical experience per week for fifteen weeks.
3. The faculty member is to notify the graduate advisor of the need to add the course to the semester course schedule.
4. The completed Independent Study Contract Form is placed in the student's permanent file.

12/09/2013



**The University of Toledo College of Nursing Graduate Nursing Programs Independent Study
NURS6890 Contract Form**

Direction: The faculty directing an independent study course completes this form, and the student enrolled in the course, then submits form to the Program Director, Graduate Nursing Programs College of Nursing. If additional space is needed, attach a separate sheet.

Date: _____

Student Name: _____ Rocket #: R _____

Address: _____

Telephone: Cell #: _____ Work#: _____

Semester/Year during which study will be conducted: _____

Course Title: _____

Course Credits: _____ (S.H.) Faculty: _____

Purpose of the Course: _____

Course Objectives: _____

Grading Plan: _____

Print Name of Preceptor (if appropriate):

Agency:

Student Signature

Faculty Signature

Approval: _____

Department Chair, Graduate Nursing Programs

Independent Study for DNP Students
NURS7890 / Independent Study

Course Description:

NURS7890 is an academic course completed outside of the required classroom, clinical, or college laboratory experiences that provide the learner with an opportunity to pursue an area of interest in depth. This course may not be used to substitute for required courses. The course is supervised by a faculty member and approved by the Program Director. A contract must be completed by the student and approved by the faculty member and the Program Director prior to the semester in which the Independent Study is to be conducted. Faculty approval is required before the student can register for this course.

Course Objectives:

1. To build foundational knowledge and/or experience essential to achieving program requirements.

Student Learning Objective: Please provide the list of Student Learning Objectives, which will be determined by the student and the faculty.

Credit Allocation: Offered as variable credit 1-4 semester hours.

Required Text: Per arrangement with Faculty Advisor

Teaching Learning Strategies: Faculty-student contracting Faculty mentorship with student reading textbooks and other materials

Grading Policy: This course is graded with letter grades and an earned grade of B or better is required for passing.

Grading Scale:

A: 90 - 100%

B: 80 - 89.5%

C: 70 - 79.5%

D: 60 - 69.5%

F: <59.5%

Assessment of Learning: Faculty written evaluation of contracted activities.

Class Schedule/Activities: Please provide the list of activities, which will be decided by the student and the faculty. By signing below, you are stating you agree to this contract:

_____	_____
Student Signature	Date
_____	_____
Faculty Signature	Date
_____	_____
Program Director Signature	Date

Graduation

All MSN degree requirements for graduate programs must be completed within six years. All DNP degree requirements for doctoral programs must be completed within seven years. A student must complete the required courses and semester credit hours required for the degree and major. A minimum cumulative GPA of 3.0 (using a four-point grading system) in graduate course work is required for graduation. Students may not graduate with a grade of U, IN, or PR on their plan of study.

A student who has compelling circumstances that may warrant an extension of one year must complete the Request for Time Extension and Course Recertification Form and submit it to the graduate advisor who will present the request to the chair or program director and the Associate Dean for Academic Affairs. The completed form with all approval signatures and supporting documentation is returned to the College of Graduate Studies Office for review and final approval. There is a per course fee assessed for each course approved for recertification. Fees are applied to the student account after the Request for Time Extension Course Recertification form has been approved. Notification will be sent via university email to both the student and advisor. Student Admission Retention and Progression Committee will be notified of the student's request and recommended action.

Students must complete the online graduation application and survey. The College of Graduate Studies will verify completion of degree requirements for all graduation applicants. Verification of program completion for national certification applications will be completed after the degree is posted by the College of Graduate Studies. **Students should allow a minimum of 45 days for this process.**

The College of Nursing participates in the University of Toledo's commencement exercises in the fall and spring terms. Summer graduates are invited to participate in either the fall or spring commencement ceremony. The names of the summer graduates will be included in the fall commencement program.

Official Transcripts

Requests for official transcripts should be submitted directly to the Registrar's Office at The University of Toledo. University of Toledo students can request their transcripts through Rocket Solutions Central or MyUT portal. Transcripts will not be released if there is an outstanding account balance.

Academic Due Process and Appeal of a Final Course Grade

Please see University Policy #[3364-82-05](#) on academic due process and appeal of a final course grade.

Appeal of Disciplinary Action and Due Process

Please see University Policy #[3364-82-06](#) about the appeal of disciplinary action and due process.

SECTION 5 - STUDENT PARTICIPATION ON COMMITTEES & ORGANIZATIONS

Student Participation on Committees

The College of Nursing encourages students to participate in any of the College of Nursing Faculty Governance Committees. Service is voluntary and solicited during the fall semester of each academic year. The CON Faculty Affairs Committee has responsibility for filling committee positions. Students are not expected to miss class or clinical to participate.

Curriculum Committee

Purpose of the Curriculum Committee

The purpose of the Curriculum Committee is to ensure integrity and relevancy of curricula in the College of Nursing to meet accrediting bodies' requirements and stakeholders' needs.

Student Membership

- One Baccalaureate Program Student Representative
- One MSN Program Student Representative
- One DNP Program Student Representative

Meeting Schedule for Curriculum Committee

Committee meetings are pre-scheduled monthly (or more often when necessary) during the fall and spring semesters and are placed on the CON master calendar.

Diversity Committee

Purpose of the Diversity Committee

The College of Nursing embraces differences in ideas and acknowledges the value of learning, working, and social experiences that promote acceptance of human diversity related to age, color, ethnicity, gender, religion, disability, socio-economic status, sexual orientation, gender identity, race, and national origin. Within this framework, a diversity of engagements will foster faculty, staff, and student respect for each other. The College of Nursing is committed to creating a learning environment where students provide healthcare for diverse populations in a spectrum of settings. The purpose of the Diversity Committee is to foster and promote these ideals.

Student Membership

- One Baccalaureate Program Student Representative
- One MSN Program Student Representative
- One DNP Program Student Representative

Meeting Schedule for the Diversity Committee

Committee meetings are pre-scheduled monthly during the fall and spring semesters and are placed on the CON master calendar. The committee will meet a minimum of four times per semester. If there is a need for a special meeting, members must be notified at least three days in advance.

Program Assessment Committee (PAC)

Purpose of the Program Assessment Committee

The Program Assessment Committee (PAC) leads in the continued development of learning assessment at the College of Nursing through the ongoing evaluation of data that measures student learning in order to inform continuous improvement decisions to committees, faculty, and administrative leadership.

Student Membership

- One Baccalaureate Program Student Representative
- One MSN Program Student Representative
- One DNP Program Student Representative

Meeting Schedule for Program Assessment Committee

Committee meetings are pre-scheduled monthly during the fall and spring semesters and are placed on the CON master calendar.

Student Admission, Retention, and Progression (SARP) Committee

Purpose of the SARP Committee

The SARP Committee recommends to the College of Nursing Council criteria for admission, re-admission, retention, and/or progression of students to the College of Nursing according to the guidelines of the College and university. The committee will review and recommend changes to the College of Nursing Council relevant to all SARP policies. The committee will collaborate with the CON Program Assessment Committee, Curriculum Committee, and other CON committees as needed.

Student Membership

- Two Baccalaureate Program Student Representatives (suggested new entry baccalaureate and one RN- BSN completion).
- One MSN Student Representative
- One DNP Student Representative

Student members may serve and vote on issues/functions that do not involve confidential student matters.

Meeting Schedule for SARP Committee

Committee meetings are pre-scheduled monthly during the fall and spring semesters and are placed on the CON Master calendar. If necessary, special meetings may be called to address urgent business. Every effort will be made to notify the membership five days in advance of any special meetings.

Student Grievance Committee

Purpose of the Student Grievance Committee

Students are entitled to due process throughout the academic program and procedures used to ensure fairness. In the case of disciplinary action, students should expect to be apprised of charges against them, to have an opportunity to refute the charges, and to have means available to review decisions. The purpose of the Student Grievance Committee is to provide students with due process.

Student Membership

- Two (2) undergraduate students to represent the BSN program
- Two graduate program students to represent the MSN and DNP programs. Students will be excused from the grievance proceedings if there is a perceived conflict of interest.

Meeting Schedule for Student Grievance Committee

Committee meetings are scheduled on a bi-monthly basis and placed on the CON master calendar. Grievance hearings are scheduled per Student Grievance Policy and Procedures.

Sigma Theta Tau International (STTI) Nursing Honor Society

The CON Consortium of UT and BGSU established a nursing honor society in spring of 1979. This preceded the establishment of a Sigma Theta Tau Chapter. The Sigma Theta Tau charter for the chapter, *Zeta Theta Chapter at Large*, was granted in the fall of 1981. The chapter was rechartered in 1998 when Lourdes University joined the organization and again in 2006 when Mercy College of Northwest Ohio was approved for inclusion.

The purposes of the organization are to recognize superior achievement and leadership in professional nursing, foster high professional standards, encourage creative work, and strengthen commitment to the ideals and purposes of the profession.

Membership in the organization is an honor conferred on students in baccalaureate and graduate programs who have demonstrated excellence in their nursing programs. Students are invited annually to be inducted based on STTI eligibility criteria. Activities of the organization include an annual research day, awarding research grants and scholarships, and annual recognition for excellence in research, leadership, and practice. Induction is held in the fall of each year at one of the chapter colleges.

Ohio Nurses Association (ONA) / American Nurses Association (ANA)

Graduates are encouraged to become active members of the professional organization. Personal and professional involvement provides opportunity to network with nurses who possess a broad spectrum of nursing knowledge and expertise. Benefits from membership include collaboration, cooperation, and collegiality. Nurses can make a difference through their professional organization as it strives to meet the challenge of nursing's future. As nurses work together to assure quality of care, set relevant standards and policies and influence health care delivery through appropriate political action, they reflect their concern, contribute to the united efforts of a dynamic profession, and demonstrate professional accountability for their practice. Membership in ONA provides membership in the American Nurses Association as well.

Nursing Alumni Association

Graduates of the CON are encouraged to join the Alumni Association. Dues for the first five years are waived.

SECTION 6 - ACADEMIC ADVISEMENT

Graduate Advising

Appointments with the graduate advisor may be made by calling the support staff in the Office of Student Services at 419.383.5810.

Guidelines for Developing Formal Plan of Study

Prior to matriculation, students must meet with the graduate advisor for the purpose of developing a plan of study (POS). It is the student's responsibility to meet all requirements for the degree and major.

Students are expected to discuss desired changes in their plan of study with the graduate advisor and respective program director. Changes to the plan of study may affect availability of courses, delivery method of courses, financial aid, and length of degree program.

Please note that students matriculate into a specific major in the MSN and DNP programs and are permitted to take courses within the major. Should a student wish to take courses outside the approved major, permission from course faculty, program directors, and graduate advisor is necessary. Permission is not guaranteed. NURS courses are not available to non-degree seeking guest students.

Variable Credit Hour Courses

When registering for a variable credit hour course, the credit hours for the course must match what is recorded on the student's plan of study. Click on the credit hour value and enter the desired credit hours.

Minimum Continuous Enrollment

Graduate Students who have completed their course work and are working on their project, thesis, and/or capstone are using university facilities and services (i.e., the library, health services, computer services, laboratories, consult with faculty, apply for graduation, etc.) must register for a minimum of one graduate credit hour each semester. Students who do not enroll for any course work for more than two academic semesters (excluding summer) will have their matriculation closed and will be required to apply for readmission. Students who apply for graduation during the summer term must also be registered for a minimum of one graduate credit hour. Access to certain other facilities and services, such as the Student Recreation Center and parking, will require additional user fees.

Enrollment Status

The enrollment status of graduate students is determined by the number of hours enrolled in credit bearing courses during a semester or during an entire summer term. The university recognizes full-time status as enrolled for a minimum of 9 or more semester hours in credit bearing courses. A part-time graduate student is enrolled for fewer than 9 semester hours in credit bearing courses. Hours taken for audit, ALI, and undergraduate courses cannot be used to meet the graduate hour requirements.

A student enrolled in a full-time and transcribed internship placement will be considered a full-time student for purposes of reporting to the National Student Clearinghouse if the time commitment required for the internship equates to the time commitment of a graduate student enrolled in 9 semester credit hours.

The chart below shows the graduate enrollment status based on hours enrolled.

Hours	Enrollment Status
1-4	Less than half-time
5-6	Half-time
7-8	Three-quarter time
9 or more	Full-time

SECTION 6 - ACADEMIC RESOURCES

UTAD Account and the myUT portal

UTAD is the personal account that allows students to use many of UT's online resources. The UTAD account gives students access to a University e-mail account. Students can access this at email.utoledo.edu with the UTAD username and password. It is the official means of communication from UT. The UTAD account also provides access to the myUT portal, a secure personalized website with a single access point for information. At the myUT portal (myut.utoledo.edu), students can access Student Self-Service, register for classes, view tuition bills, consolidate e-mail, and get important UT updates. The University of Toledo I.T. personnel will never ask for your password in an email. Do not share passwords. Logoff open lab work computers when not using it.

Blackboard – Learning Ventures

UT Online (previously known as Learning Ventures) website: <http://dl.utoledo.edu>
Login to Blackboard: <https://blackboard.utdl.edu/webapps/login/>
Blackboard Help Desk: 419.530.8835

Call if you can get into the system but cannot log into Blackboard or if you can log into Blackboard but do not see any or all of your current courses.

IT Assistance

Call if your account does not work or you cannot get into webmail (rockets.utoledo.edu), MyUT (my.utoledo.edu), or Blackboard (blackboard.ut.dl.edu).

1. Phone Support: 419.530.2400 or 419.383.2400 Available 24/7
2. Available through the web: <http://ithelp.utoledo.edu>

Computer Lab Locations

There are computer stations in Collier and Mulford Library for student use on a first-come, first-serve basis. Locations include Collier 2nd floor, room 2060, Collier 3rd floor, room 3414, and Mulford Library, 6th floor.

Print Quota

Students have print limits of 2400 copies per term for each campus. Quotas are reset each semester and do not carry over. Printers are located on the Health Science Campus - Collier and Mulford Library (1200) and main campus in Carlson Library (1200).

SECTION 7 - FINANCIAL SUPPORT

Graduate Student Scholarships

Funds may be available for Graduate Student Scholarships. To be eligible students must be admitted as regular status and in good academic standing. Scholarships based on financial need must have a FAFSA on file. Private scholarships are based on donor criteria. Students apply via an online application that can be found at <http://www.utoledo.edu/financialaid/scholarships/>. Students wishing to use their scholarship for summer enrollment must complete a summer aid application. If a student is filing a FAFSA, it must be completed and accepted before the summer aid application can be processed. In addition, if a student is selected for verification, the verification must be complete before the summer aid application can be processed. Scholarships cannot exceed the estimated cost of attendance.

Travel Support

Graduate students are eligible to apply, prior to traveling, for financial support during their time as a graduate student to present scholarly work. All graduate students enrolled at the University of Toledo are automatically members of the Graduate Student Association and thus are eligible for travel funding. Students are eligible for travel funding up to a specific amount per academic year. See information on the [Graduate Student Association website](#).

Nurse Faculty Loan Program

The NFLP provides funding to schools of nursing to support the establishment and operation of a distinct, interest-bearing NFLP loan fund. Participating schools of nursing make loans from the fund to assist registered nurses in completing their graduate education to become qualified nurse faculty. The program offers partial loan forgiveness for borrowers that graduate and serve as full-time nursing faculty for the prescribed period of time.

Participating schools make NFLP loans from the loan fund to eligible graduate (masters and doctoral) nursing students to complete their nursing education programs. Students may receive NFLP loans up to \$35,500 per academic year for a maximum of five years to support the cost of tuition, fees, books, laboratory expenses, and other reasonable education expenses. Loan cannot exceed the estimated cost of attendance. NFLP funds cannot be used for living expenses. Following graduation from the nursing program, the nursing school will cancel up to 85 percent of the loan principal and interest in exchange for the loan recipient's service as a full-time nursing faculty at a school of nursing, with a certain percentage cancelled each year for up to four years.

The loan cancellation over the four-year period is as follows: 20 percent of the principal and interest may be canceled upon completion of each of the first, second, and third years of full-time employment, which, after the three year period, totals 60 percent, followed by the cancellation of 25 percent of the principal and interest upon completion of the fourth year of full-time employment as a faculty member in an accredited school of nursing. Repayment on the remaining 15 percent of the loan balance is postponed during the cancellation period. NFLP loans are repayable and/or cancelled over a ten-year repayment period that begins 9 months after the individual ceases to pursue a course of study at a school of nursing. NFLP loans accrue interest at a rate of three percent per annum for loan recipients who establish employment as nurse faculty.

Above terms subject to change per HRSA discretion.

STUDENT ELIGIBILITY

Schools must ensure that students meet the eligibility criteria to receive NFLP loans. Schools must verify the accuracy of the student applicant's information to determine eligibility.

- 1) Citizenship Status:

A student applicant must be a citizen or national of the United States or a lawful permanent resident of the 50 States, the Commonwealth of Puerto Rico, the District of Columbia, the Commonwealth of the Northern Mariana Islands, Guam, American Samoa, the Virgin Islands, or the Trust Territory of the Pacific Islands. A student who is in the United States on a student or visitor's visa is not eligible for a NFLP loan.

2) Enrollment Status:

Students who receive a NFLP loan must be enrolled full-time or part-time in an eligible master's or doctoral program that offers an education component(s) to prepare qualified nurse faculty.

NOTE: The post-nursing master's certificate program is ineligible for NFLP funding. The NFLP legislation established that loans may be made to students pursuing a course of study in an advanced degree program. A 'certificate' program does not meet the requirements as a degree program.

The school will define the minimum for "full-time" or "part-time" status for the program as recorded by the Registrar's office.

- | | |
|--|--|
| <input type="checkbox"/> Full Time = 9 credit hours
Fall and Spring | <input type="checkbox"/> Part Time = 5 credit hours
Fall and Spring |
| <input type="checkbox"/> Full Time = 9 credit hours
Summer | <input type="checkbox"/> Part Time = 4 credit hours
Summer |

The NFLP loan recipient must complete the education component(s) required to prepare qualified nurse faculty prior to complete the program of study:

- NURS 6710-Developing Instructional Programs in Nursing,
- NURS 6720-Teaching, Learning and Evaluation in Nursing, and
- NURS 6730-Practicum and Seminar in Teaching.

Students must maintain enrollment for a minimum of two consecutive terms/semesters (either full-time or part-time) during an academic year while receiving the NFLP loan support.

1. Enrollment Beyond 2 Semesters/Terms – NFLP loan recipients may receive NFLP support for enrollment beyond 2 terms/semesters during the academic year.
2. Enrollment/Support During Dissertation – Students must have prior participation in the NFLP to receive support during the dissertation phase and must complete the specified education component(s) before graduation from the program of study.
3. Enrollment During Last Year of Program – NFLP loan recipients enrolled in the last year of the program are not required to enroll for two terms if the program requirements are met during one term/semester (i.e., the NFLP recipient may receive support in the Fall for one semester) to complete the degree.
4. Enrollment Beyond Five Years of NFLP Support – NFLP loan recipients enrolled beyond five years to complete and graduate from a masters or doctoral nursing degree program are eligible for extended NFLP enrollment status. Loan recipients who enter at the Diploma/Associate, Baccalaureate, or Master's program level must remain enrolled for each academic year period without a break in enrollment during periods of NFLP support. After graduation from the program, loan recipients are eligible for partial loan cancellation upon full-time employment as nurse faculty at an accredited school of nursing.
5. Post-Doctoral Program Enrollment – NFLP loan recipients who graduate and participate in post-doctoral programs are eligible for extended NFLP enrollment status for a maximum period of 18 months following graduation from doctoral degree program. After completion of

the post-doctoral program, loan recipients are eligible for loan cancellation upon full-time employment as nurse faculty at an accredited school of nursing.

6. The NFLP is not need based
7. Applicants are required to complete the FASFA: <https://fafsa.ed.gov/>
8. Please take note of any communicated deadlines.

Please complete the following: ALL FIELDS REQUIRED*

First Name: _____

Middle Name: _____

Last Name: _____

Rocket #: _____

Rocket e-mail: _____ AND Personal e-mail: _____

Nursing Program of Study (Please circle one from below)

*MSN Educator

*MSN/DNP

*MSN Adult/Geri NP

*DNP Adult/Geri NP

*MSN FNP

*DNP FNP

*MSN PNP

*DNP PNP

*MSN PMHNP

*DNP PMHNP

Gender: _____

Age: _____

Home Phone: _____ AND Cell Phone: _____

Ethnicity/race: _____

Are you employed? If so, include:

Where:

What capacity:

Credentials:

Title:

Signature: _____

Date

SECTION 8 - APRN CLINICAL PLACEMENT REQUIREMENTS

Requirements for Placement

All students in the BSN to DNP, MSN Advanced Practice and Post-Graduate Certificate programs must hold an active, unrestricted, unencumbered license as a Registered Nurse in Ohio. In addition, students completing clinical experiences outside of Ohio are required to obtain a current license for the state in which they are completing the clinical experience. Students must maintain this licensure throughout the course of study.

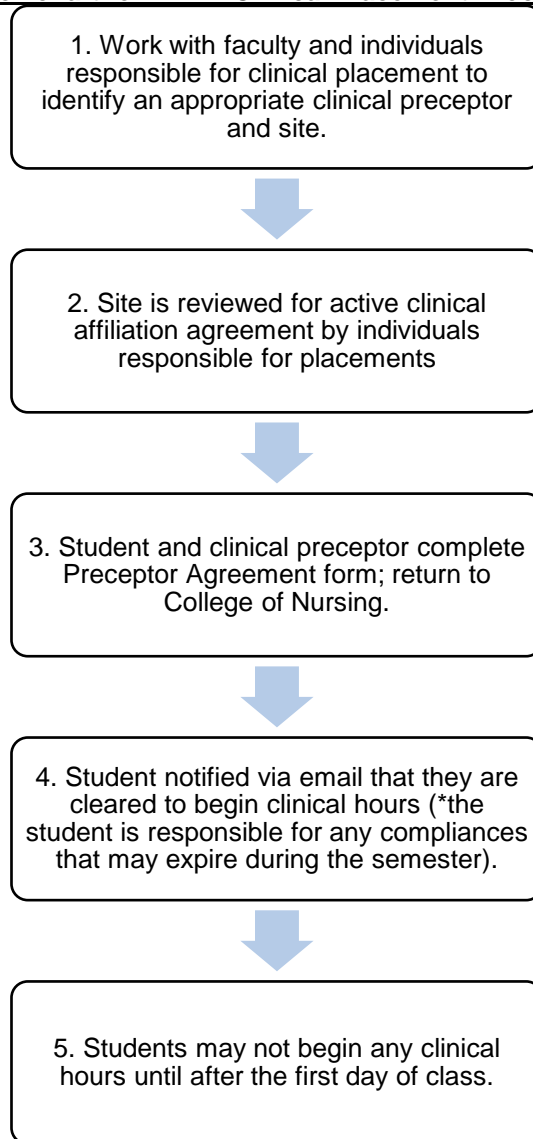
Students may not register for classes or start clinical experiences until all required compliance documentation has been submitted and verified. All documents must be kept updated in order to continue in clinical experiences throughout the academic year – **this is the students' responsibility. If any item expires, the student will be notified via email and the student may not continue in the clinical site IN ANY CAPACITY until compliance is verified.** Students should keep copies of these documents in a personal file so they are available, if requested by a clinical agency. When sharing documents at clinical sites, write "copy" on any forms dispersed; this is a safety measure for the protection of your professional identification. The CON does not provide copies of medical information (HIPPA protected).

Clinical Placement Process

Identification of clinical preceptors and sites is a shared responsibility between the student and the program. Assistance may be provided by faculty and others in a clinical placement coordination role. Clinical preceptors may include APRNs and/or physicians, though it is important to arrange for some part of the clinical time to be with an APRN preceptor each semester whenever possible. It would not be appropriate for a student to select a direct supervisor, spouse/first degree relative, personal care provider, or employer as a preceptor for a clinical experience. Student clinical experiences at the student's site of employment need to be faculty-guided learning experiences and outside of the student's employment expectations/responsibilities (NTF, 2016). Course faculty, in consultation with the program director, approve new preceptors and clinical sites. If an active Clinical Affiliation Agreement is not in place, a Clinical Site Contract form will be initiated by either the program faculty or others in a clinical placement coordination role. The College of Nursing will work with the University of Toledo legal department to negotiate a binding contract between the clinical site and the University. Please note that this process may take up to 90 days and the student will not be permitted to work at the site until the formal contract has been approved. The College of Nursing program office will inform the student once the contract has been approved.

Once a clinical preceptor and site have been identified, the student will contact the preceptor to discuss a mutually agreeable schedule and initiate the Preceptor Agreement Form. **A [Preceptor Agreement Form](#) must be completed and signed by both the student and the preceptor prior to beginning any clinical experience.** This information is required for the preceptor and clinical site information to be entered into Typhon (clinical tracking system). The completed and signed form can be scanned and emailed to the graduate support staff at APRNplacements@utoledo.edu. Students are encouraged to keep a copy of the completed form in their personal files. Students may need to complete facility specific requirements prior to beginning the clinical experience.

Flowchart for APRN Clinical Placement Process



APRN Clinical Placement Signature Form

Planning and Documenting Clinical Experiences

1. Students shall engage in clinical experiences only during semesters in which they are enrolled in a clinical course. Students must complete the required clinical hours within the dates of the registered course or the course is considered incomplete and a grade of "I" will be assigned. It is not appropriate for students to be attending clinical when the university is closed.
2. Students are encouraged to schedule full clinical days to maximize their learning opportunity. Ideally, students will be at the clinical facility a minimum of four hours, or for the entire time the clinic is open if it is open fewer than 4 hours. Clinical days are determined based on the preceptor's schedule and availability.
3. Students are required to keep their clinical faculty informed of their clinical schedule. Whenever possible, the clinical faculty should be notified of any schedule changes, in advance. Clinical hours logs must be kept updated and signed weekly by the clinical preceptor. Students are encouraged to keep a copy of the clinical hours log.
4. Students are expected to notify the clinical preceptor if they will be absent from a scheduled clinical experience. Failure to show may be considered unprofessional behavior and subject to disciplinary action.
5. Patient encounters are required to be documented in Typhon per clinical course requirements and shall accurately reflect clinical hours spent at the clinical site. There is a cost, payable by the student, which is incurred for using Typhon.

Clinical site visits will be made by the clinical faculty for each student each semester. During the visit, the student may be asked to demonstrate history and physical assessment skills, discuss rationale for the determination of differential findings, identify relevant laboratory or other diagnostic tests, and describe management, teaching and follow-up plans. The student will also be expected to demonstrate therapeutic communication skills with the patient and/or families, documentation, billing and coding of the encounter and reporting of findings to the clinical preceptor.

Please sign and date the following and submit to the clinical faculty with a copy of the proposed clinical hours plan.

APRN Clinical Placement Form

I have read and understand the requirements for APRN Clinical Placements.

SIGNATURE _____

PLEASE PRINT NAME _____ DATE _____

If you have questions, please contact clinical course lead faculty or the program director.

Guidelines for Clinical Preceptors

NP faculty share the clinical teaching of students with other clinicians serving as clinical preceptors. The programs may use a mix of clinicians to provide direct clinical teaching to students appropriate to the range of clinical experiences required to meet course and program objectives. This mix of preceptors may enhance the interprofessional experience for the student. However, it is required that over the course of the program the student has a **majority** of clinical experiences with preceptors from the same *population-focused* area of practice in primary care, as appropriate. In addition, over the course of the program the student has clinical experiences with an APRN preceptor and preferably an NP with expertise in the *population-focused* area of practice (NTF, 2016).

Definition of Clinical Preceptor: The clinical preceptor must be credentialed and licensed in his/her area of practice and have a minimum of one year of experience in the role. In addition, this area of practice is clearly relevant to meeting the objectives of the *NP program/track* (NTF, 2016).

An active Clinical Affiliation Agreement must be in place **prior** to the initiation of any clinical experience. Additionally, students cannot begin a clinical experience until the [Preceptor Agreement Form](#) is completed, signed, returned to the College of Nursing, and written approval has been given by the graduate program support staff.

Role of the Faculty Member:

1. Assist student with identification of appropriate preceptors and clinical sites.
2. Assist student with identification of learning goals and objectives for the course.
3. Provide student with applicable course Preceptor Packet for distribution to the preceptor.
4. Approve planned activities, in conjunction with the preceptor, consistent with the course objectives.
5. Monitor student progress in achieving course objectives and provide feedback to the student and the preceptor.
6. Discuss student's progress with the preceptor throughout the semester to validate minimum clinical competency.
7. Evaluate student's achievement and progress in relation to the clinical objectives, with input from the preceptor.
8. Complete all required clinical documentation and deliver to lead course faculty before course grades are due.

Role of Clinical Preceptor:

1. Discuss learning needs with the student and the faculty related to course objectives.
2. Review Preceptor Packet and complete the [Preceptor Agreement Form](#).
3. Facilitate access to site(s).
4. Provide resources and contacts for the student to accomplish planned activities.
5. Provide direction for the student consistent with learning objectives.
6. Integrate interprofessional collaboration opportunities when available.
7. Provide regular feedback to the faculty and the student regarding the student's clinical performance.
8. Complete and return a written evaluation of the student's clinical performance at the end of the clinical experience on the form provided.

Role of the Student:

1. Clearly identify learning needs according to course objectives.
2. Distribute a written plan for completion of clinical hours to the clinical faculty and the preceptor by the end of the second week of the term.
3. Provide the preceptor with a Preceptor Packet including course materials, college contact information and student evaluation form.
4. Maintain professionalism in all aspects of clinical experience.
5. Communicate on a regular basis with the clinical faculty and the preceptor.

6. Seek regular feedback of clinical progress and completion of clinical objectives.
7. Complete all required clinical documentation at the end of the clinical experience and deliver to the clinical faculty.
8. Provide feedback to preceptor following completion of the clinical experience.

Clinical and Typhon

All clinical hours must be completed during the semester in which students are registered for the course. Students may not complete clinical hours when the University is closed. All clinical experiences / patients must be logged into the Typhon clinical tracking system. All students will receive an orientation to Typhon. Students will register and pay a one-time fee (currently \$95 and subject to change) for the use of Typhon. An email will be sent to the student with a Typhon login and password after the Typhon orientation session. The student is responsible for tracking the required clinical hours per semester. All clinical encounters must be logged into Typhon within 7 days of the initial encounter date.

Clinical Hours

The clinical hours in each course refer to the MINIMUM required clinical hours. All required clinical hours are direct care clinical hours. Direct care clinical hours refer to time spent in direct care of patients in the clinical setting with preceptors and/or faculty. In addition to direct patient contact, clinical hours include time spent in consultation with the preceptor, reviewing and entering patient notes and research conducted to diagnose and treat patients while in the practice setting (NTF, 2016). Completion of course and program requirements is based on accomplishment of clinical competency. The NP faculty evaluates students' clinical competency and may require more than the minimum number of clinical hours for successful completion of any clinical course.

Grades/Credits for Clinical Courses

Students entering the clinical setting must follow these requirements for clinical placements and for experiences within the clinical setting.

1. In order to receive credit for theory and clinical, students must successfully complete the theory and clinical requirements during the semester in which they are registered for the course.
2. Grades for theory and clinical will not be assigned until both portions of the course are complete.
3. If either the theory or clinical portions of the course must be repeated for any reason (e.g., receiving a grade of "C" or lower for course), both theory and clinical must be repeated.
4. Students who are repeating the theory and clinical portion of a clinical course will be enrolled on a space available basis.
5. Lead course faculty must have written documentation of completion of all clinical requirements in order for the student to receive a final course grade.
6. A student is expected to be able to complete the required clinical hours within the registered semester.

SECTION 9 – NURSE EDUCATOR CLINICAL PLACEMENT REQUIREMENTS

All information within the College of Nursing Graduate Handbook, that is non-program specific, applies to Nurse Educator (Certificate and MSN) students. Nurse Educator students (MSN and Certificate) are required to meet all program requirements and adhere to policies of the University of Toledo College of Graduate Studies and the College of Nursing. Students are responsible to follow any instructions and requirements prior to matriculation and are reminded to pay particular attention to communicated deadlines before matriculation and throughout their program. These may include, but are not limited to, deadlines for financial aid/ scholarship applications, meeting health requirements, and submitting background checks. Failure to do so may result in blocks to enrolling in courses. Non-adherence to maintenance of health requirement compliance during the program of study may result in not being able to enroll or continue in a course(s). Students should communicate promptly with their academic advisor related to anticipated changes in their enrollment such as adding, dropping, or withdrawing from courses or adjusting their plan of study so they can be advised as to any implications to program progression and completion. Students have the responsibility to communicate with their course faculty and program director with any concerns about their academic progress throughout their program of study.

Information for NURS 6730

The course NURS 6730, in both the certificate option and graduate degree program, provides an opportunity for students to work directly with a nurse educator in the academic/clinical setting in order to integrate concepts of program courses, to develop knowledge and skills as a nurse educator, and to gain understanding of the professional roles of the nurse educator in higher education and clinical settings. In addition to the course, students must complete 135 hours with their preceptor and receive a satisfactory evaluation by their preceptor. Thus, this course has a clinical aspect to it related to the precepted experience with specific guidelines and instructions. Guidelines pertinent to the precepted experience, student requirements, and the procedure are described below.

Students must satisfactorily complete the theory and the clinical (precepted) aspects of the course, as detailed in the course syllabus and in compliance with related policies, to earn a passing course grade. A satisfactory evaluation by the preceptor is required for completion of the course and an entered course grade. If a student does not satisfactorily meet the requirements of one aspect of the course (theory or clinical), the entire course must be repeated. A course grade is not earned until requirements of both the theory and clinical (precepted experience) aspects of the course are satisfactorily completed. If a student does not satisfactorily meet the requirements of one aspect of the course (theory or clinical), the entire course must be repeated.

Procedure

1. At least a semester in advance, the program director or course faculty will communicate with students regarding available sites and preceptors. Preceptors are available in UT College of Nursing and can also be facilitated at other educational sites (for example, closer to where student lives) pending approval processes. Students may offer preferences of where they are interested in doing their experience, and if they know someone willing to precept with them, they can provide that information for the program director and faculty. Students are not required to find their own site and preceptor and should not 'cold-call' institutions to find a preceptor. All sites and preceptors must have the approval of the program director and faculty. Student preceptors should not be direct work supervisors, and students should not complete their learning experience on their unit of employment, although it can be at the institution where they are employed. Students are able to divide their time in the academic setting and clinical setting, both of which require completion of the [Preceptor Information Form](#) and an institutional agreement for student placement.
2. Before student placements occur, the program director will establish whether an institutional agreement is in place or will initiate the process with support staff. Students need to be aware that there is a timeline for both institutions to establish an agreement and so, if outside UT College of Nursing, at least a semester is needed to secure an agreement. Absent a completed institutional agreement, students cannot complete their experience at a site.

3. When an agreement is established as existing or is completed, students are responsible to complete the Preceptor or Clinical Mentor Information Form. This form **MUST** be completed, signed, and returned as instructed **BEFORE** the educational experience begins with their preceptor. Students will receive an e-mail communication from the program support staff member when they are cleared to begin.

Requirements for Placement

1. Students must hold an active, unrestricted, unencumbered RN license where the student plans to complete their hours. Licensure is monitored throughout enrollment. Should a restriction appear after admission to the program or during enrollment, a review as to student status in the program will occur. Students who seek a clinical experience outside the state of Ohio must consult with their program director regarding state requirements. Clinical placements outside the State of Ohio are subject to state and federal regulations.
2. Health requirements must be up to date. Non-compliance with health requirements may not continue in the course until such deficiencies are corrected. Students are responsible to maintain compliance throughout their program of study, including any item that may expire during an academic term (e.g. CPR renewal date).

Guidelines for Clinical Preceptors

Definition of Clinical Preceptor: A clinical preceptor is defined as a person employed at the site that can facilitate the student's entry and progress toward meeting their course objectives. The clinical preceptor must be credentialed and licensed to practice in his/her area of practice.

A Clinical Affiliation Agreement must be in place prior to the initiation of any clinical experience. Additionally, students cannot begin a clinical experience until the Preceptor or Clinical Mentor Information Form is completed and signed by their preceptor/clinical mentor, returned to the College of Nursing, and written approval has been received from graduate program support staff.

Role of the Faculty Member:

1. Assist student with identification of learning goals and objectives for the course.
2. Provide student with updated Preceptor Guidelines for distribution to preceptor.
3. Approve planned activities, in conjunction with the clinical preceptor, consistent with the course objectives.
4. Monitor student progress in achieving course objectives and provide feedback, as required, to the student and preceptor.
5. Make self available to the student and preceptor to determine the efficacy of the clinical experience and assess the student's performance.
6. Evaluate each student's achievement and progress in relation to the clinical objectives, with input from the clinical preceptor.

Role of Clinical Preceptor:

1. Discuss learning needs with student and faculty related to course objectives.
2. Review Preceptor Guidelines and complete the Preceptor or Clinical Mentor Information Form.
3. Facilitate access to site(s).
4. Provide resources and contacts for student to accomplish planned activities.
5. Provide direction for student consistent with learning objectives.
6. Assist student in professional development, with opportunities to explore the doctoral level nursing role.
7. Provide feedback to faculty regarding student performance and experiences.
8. Complete an evaluation of the student at the end of the term.

Role of the Nursing Student:

1. Clearly identify learning needs, planned activities, and planned outcomes.
2. Distribute written plan to faculty and clinical preceptor for approval by the end of the first week of the term.
3. Provide clinical preceptor with course materials and evaluation forms.
4. Maintain professionalism in all aspects of clinical experience.
5. Seek assistance as needed to complete planned activities and deliver planned outcomes.
6. Communicate on a regular basis with faculty and clinical preceptor.
7. Seek regular feedback regarding clinical progress and completion of objectives.
8. Provide preceptor with all promised outcomes pertaining to the site.
9. Obtain all needed evaluations at the end of the clinical experience and deliver to the course faculty.
10. Provide feedback to preceptor following completion of the clinical experience.

SECTION 10 – MSN CAPSTONE: FIELD EXPERIENCE, COMPREHENSIVE EXAM, THESIS

MSN Capstone

Students must complete a Thesis, Field Experience, or Comprehensive Exam as the capstone experience for the MSN degree. Selection of the capstone experience will be made in consultation with the faculty and the Graduate Advisor. *Students are responsible for completion of the [GRAD form](#) prior to registration for a capstone option.* Field Experiences may be available and are subject to faculty-specified prerequisites in addition to those listed in the Bulletin and Handbook of the Graduate Student.

The Field Experience Seminar

Field Experience Seminar Placement in Plan of Study:

The prerequisite for the Field Experience is NURS 5910 and enrollment by permission of course faculty. With course faculty permission, the student may register for 1 credit only of NURS5220 while currently enrolled in NURS 5910. Course faculty reserves the right to require specific prerequisites per the course content. Program capstone experience that integrates nursing theory, research, and practice to fulfill the requirement of the Master of Science in Nursing Program. The field experience seminar is limited to two consecutive semesters of the master student's final three semesters with the approval of the capstone faculty. The capstone project is designed to be a culmination of the student's graduate work.

Purpose of the Field Experience:

The Field Experience is one of three options that will satisfy the Master of Science in Nursing degree requirement for a capstone experience. They incorporate concepts from theoretical foundations, research, and practice; these concepts are applied to phenomena specific to the practice of advanced practice nurses and nurse educators. Field Experiences are developed by faculty members, often individually, but sometimes as a team. They offer students a broad range of experiences, including participation in faculty research and practice.

Notification of Field Experience Possibilities:

Graduate Faculty in the College of Nursing often enter into informal discussions with students regarding experiences they may be planning. NURS 5910 is a prerequisite for a capstone. Advanced Nursing Research is also a prerequisite for field experience. If registered for Advanced Nursing Research (NURS 5910), students may take one hour concurrently with faculty permission. A total of 3 credit hours is required. Faculty have the option of designating prerequisite courses, experience, or licensure for the field experience. Availability of a Field Experience is not guaranteed.

Enrollment Process for a Field Experience:

Students who are interested in a Field Experience must contact the faculty member to request permission to enroll. It is the student's responsibility to complete the Graduate Research Advisory (GRAD) Committee Approval & Assurances Form and have it signed by the faculty member prior to registration. The graduate nursing advisor will place the permit for registration upon receipt of the GRAD form and notify the student. Enrollment is limited.

Responsibility for Expenses:

There may be expenses involved with a Field Experience above and beyond the tuition and fees for the course. For example, students have accompanied faculty members on medical missions to underserved areas. For these types of experiences, students must adhere to the Global Health Policy. The College of Nursing is not responsible for any expenses involved with such an experience. Funding may be available through external sources. Students contemplating such an experience must contact faculty members to determine availability of such funding. There may be additional health requirements in certain circumstances. A U.S. Passport may also be required.

Grading of the Field Experience Seminar:

The Field Experience Seminar is graded as satisfactory/unsatisfactory. Students are responsible for such evaluation strategies as are published in the syllabus. Credit hours may be divided over more than one semester with the permission of faculty.

Presentation Requirements for the Field Experience Seminar:

The requirements for all Field Experiences include a public presentation by individual members of the group. These presentations are announced throughout the College of Nursing through distribution of an e-mail. Students are responsible for communicating information regarding presentations in a timely manner, not less than three weeks prior to the presentation. All presentations must be completed by the end of the semester.

The Comprehensive Examination

Goal and Purpose of the Comprehensive Examination: The Comprehensive Examination is a culminating experience for master's-prepared nursing students. The goals of the Comprehensive Examination are to demonstrate not only student mastery of advanced nursing knowledge but also the ability to analyze, synthesize, and apply knowledge acquired through the program of study to issues and problems that confront master's-prepared nurse professionals. This essay exam should reflect the student's ability to integrate coursework and should not be seen as a re-testing of individual courses.

Essay answers are designed to integrate knowledge from all courses, including theory, research, and practice. The student's responses must demonstrate mastery of the subject matter, critical analysis, and independent thinking.

The examination may include content from any course taken in student's program of MSN studies. In general, there is at least one question that deals with the student's major clinical and functional role. This can include sub-questions that relate to the clinical and functional role such as pathophysiology or theory. Because a master's program expects integration of content, questions in one area may overlap complementing areas. Additionally, there are typically one or more questions that address theory, research, healthcare policy, or other content germane to the student's program study. The student may be asked to answer two or more questions. Depending on the examination the student MAY or MAY NOT be given a choice of number of questions that he/she is required to answer.

Timeline: Students must take the Comprehensive Examination during the final semester in the master's program. All prior coursework from previous semesters must be completed; if the student has an outstanding grade of "Incomplete" from a prior semester, the student must complete the coursework and produce written faculty confirmation of a passing grade prior to taking the Comprehensive Examination. This confirmation needs to be received by the graduate nursing advisor prior to registration for NURS 5980.

Exams are scheduled during the first week in November (fall semester) or the last week of March (spring semester). The exact date of the examination will be announced within the first two weeks of the semester. All students must take the exam at the date and time posted.

Grading Policies: The course is graded Satisfactory (S) or Unsatisfactory (U). If the student fails on their first attempt, they have a second opportunity to successfully pass the exam.

Procedures: All students must have access to internet connectivity and Mozilla Firefox. Regional students will take the exam in the Collier Building on the Health Science Campus. Faculty will coordinate a secure testing site and access for students outside the region.

If the exam date is interrupted by mitigating circumstances, the faculty reserves the right to reschedule the exam. This decision and date will be communicated with the student.

Procedure for Comprehensive Examination:

1. A student must indicate to the graduate nursing advisor the intent to choose the Comprehensive Examination as their capstone option. The graduate nursing advisor places a permit for the student to register for Comprehensive Written Examination.

2. The student must be enrolled for the comprehensive exam during the semester the exam is taken.
3. The course contact person will provide a syllabus and exam procedure after registration in the course is confirmed by the graduate nursing advisor.
4. Exams will be administered in a designated testing center.
5. The student will have four hours to answer examination questions.
6. The student will take the exam in Blackboard.
7. No notes, texts, printed material, electronic devices, or phones are to be brought to the testing center. Students are provided with pencils and paper on which to make notes; these items are collected by proctors at the end of the examination.
8. The student will save all answers on the computer and submit the exam within the online course. The proctor will save the exam to an external storage device if requested by the course contact person.
9. The student will exit the exam and BlackBoard but NOT turn off the computer.

Grading the Comprehensive Examination:

Process: A minimum of three graduate faculty evaluators will read the student exams. All faculty readers will be blinded to the student's identity. Exams are graded as satisfactory (S) or unsatisfactory (U). A student who receives an unsatisfactory will not be allowed to graduate and must retake NURS 5980 the next semester it is offered. The student must receive a satisfactory the second time in order to successfully complete the program. If the student receives an unsatisfactory on the second attempt, the student will be dismissed from the program.

Recording of Grades: Results of the examination will be reported to the program director and entered in Banner. Students are notified of exam grade in a timely way.

Criteria for Assessing Performance on the Comprehensive Examination: To achieve a satisfactory essay examination score, the student must address the course objectives as appropriate for each examination question. In addition, the student must demonstrate each of the following three criteria within their essay responses:

Content: The content of the answer should incorporate relevant aspects of nursing theory and/or a conceptual framework, basic and social sciences, research, and practice.

Analysis/synthesis: The student must analyze, synthesize, and apply knowledge acquired through the program of study, citing appropriate sources of literature that are relevant to the question. Exact citations (author, title, journal, page number, and year) are not expected; however, sufficient information must be provided that demonstrates the student has critically integrated and discussed content from sources cited.

Quality of Writing: Responses should be clear and grammatically correct. Arguments and ideas need to be well developed and clearly stated.

Preparing for Comprehensive Examination Strategies for preparing for the comprehensive examination:

Students prepare in different ways. The following are tips that may assist in preparing for the examination:

1. Begin studying several months prior to the examination. Spread the studying out over at least one semester.
2. Review the student examination procedures posted in NURS5980 within Blackboard.
3. Be familiar with the best way for you to learn and recall content. Some students do best studying alone; others prefer groups. Some students do well with only re-reading, others do well with rewriting notes, and some do best with "talking content out loud." Know your style for reviewing!

4. Create a timeline and topical framework the semester preceding the comprehensive examination. Breaking down a review into distinct sections creates a strategy that makes studying more manageable.
5. Get organized. Create a file of all of the courses, include relevant notes, papers, examinations, etc.
6. Do not be compulsive about memorizing facts. Instead, think about what these factual ideas mean and how they fit together.
7. The written portion of the exam will be composed on a computer; if this is not a familiar skill, practice well ahead of the exam date.
8. Review the relevant content of courses taken in the program of study. Summarize and synthesize this knowledge. Make detailed notes of these summaries.
9. As each is reviewed, create questions that might be possible examination questions. When the course review is completed, answer the questions via computer to assist in organizing and clarifying responses online. When done, reread and analyze responses for weakness or errors.
10. Engage in self-rewards as study goals are met. Determine a positive reward, perhaps some ice cream or a special movie. Practice self-care activities such as eating healthy, regular exercise, and rest.

Remember, the comprehensive examination is an opportunity to “pull together” all you learned during graduate study and to demonstrate new knowledge gained over the preceding semesters!

(Rev 8/22/2013)

Thesis Process & Procedures

Thesis Committee

The thesis committee is responsible for guiding the student through the development of a proposal and thesis, evaluating and assuring scientific merit, and counseling regarding the student’s progress. The Chair and all committee members are responsible for providing feedback to the student and other committee members in a timely manner (2 weeks from time paper was submitted).

Chair of Committee

The committee chair serves as major contact for completion of the thesis. The thesis committee chair must hold full graduate faculty membership in the University of Toledo College of Graduate Studies.

1. Validates that Graduate School requirements are met.
2. Selects appropriate committee members in collaboration with student:
 - At least one committee member must be knowledgeable about the selected conceptual framework.
 - One committee member must be knowledgeable about the method of analysis.
 - At least one committee member must have expertise in the content area.
3. Carries major responsibility for ensuring overall validity and scientific merit of the thesis.
4. Arbitrates differences of opinion among committee members outside presence of student.
5. Conducts meetings of the thesis committee.
6. Determines that student has received appropriate statistical consultation, as appropriate, and understands statistics used for data analysis.
7. Counsels student regarding preparation for thesis defense.
8. Counsels student regarding decision if the student has not made satisfactory progress toward completion of the thesis.
9. Carries major responsibility for determining that final draft of the thesis meets the requirements of content and proper grammar and formatting.

10. Oversees completion of required College of Nursing and Graduate School forms. (See Thesis Form Protocol).

Committee Members

1. Assures quality, clarity and accuracy of thesis.
2. Assures scientific merit of proposal and thesis.
3. Works with committee and student to promote student achievement.
4. Serves as content and/or methodology expert on committee.
5. Approves thesis proposal prior to IRB submission.
6. Resolves disagreements among thesis committee members prior to discussions/meeting with student.
7. Signs appropriate forms as designated by the College of Nursing and University of Toledo College of Graduate Studies.
8. Participates in defense examination. (NOTE: All members of the committee must be present before the presentation may begin).

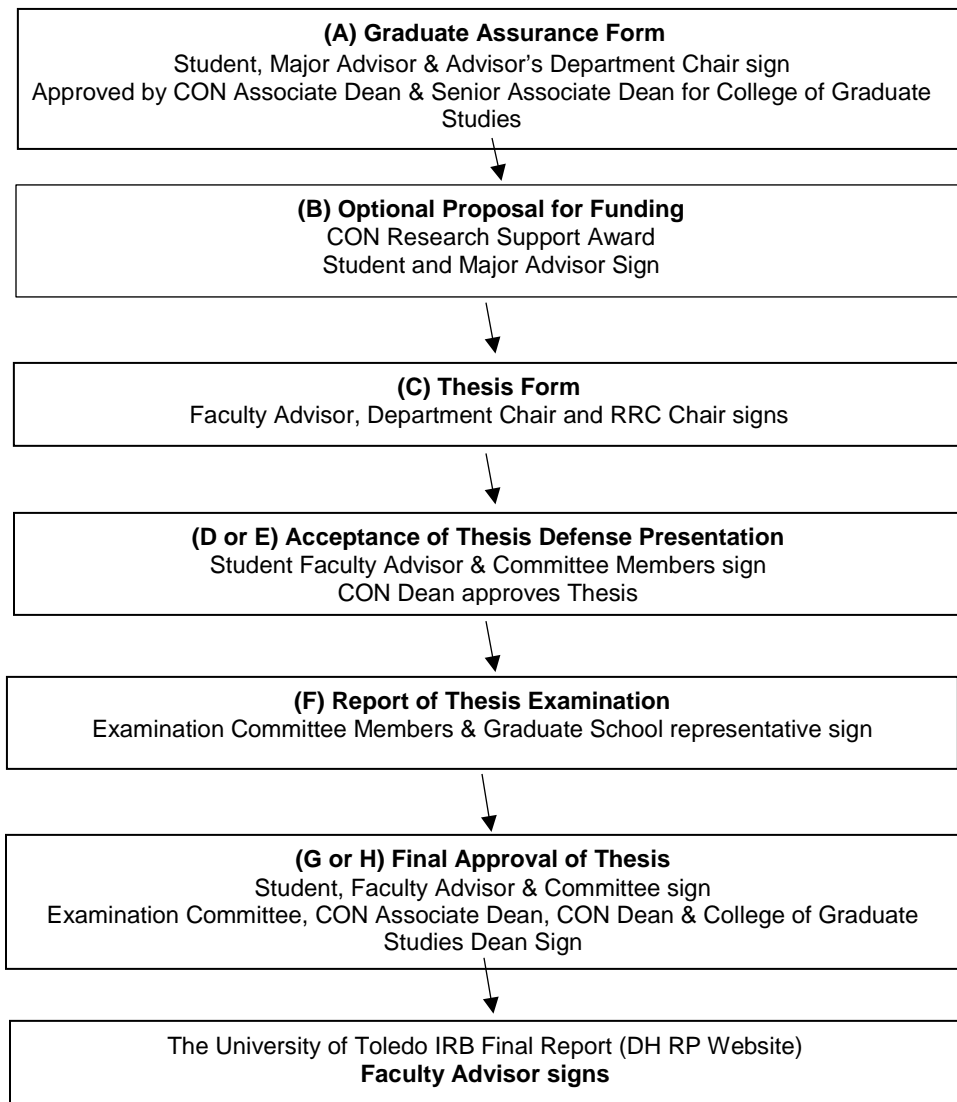
Student Responsibilities

1. Student is ultimately responsible for his/her own thesis.
2. Assumes responsibility for following thesis guidelines, meeting deadlines, making appointments, editing the manuscript, and the timely progress of the study.
3. Registers for appropriate number of thesis credits each semester.
4. Develops objectives for research each semester. Faculty will use the objectives to determine grade (S/U). An unsatisfactory grade will be earned if no progress is made.
5. Selects the thesis chair and committee with assistance of chair/major advisor.
6. Seeks approval of major advisor/chair prior to distribution of drafts to other committee members.
7. Seeks statistical consultation as appropriate before final approval of proposal if thesis uses a quantitative methodology.
8. Seeks writing/editing consultation as needed.
9. Completes work in a timely manner.
10. Provides committee members with typed copies of manuscript at least two weeks before feedback is expected.
11. Provides the Graduate School representative with a copy of the thesis at least four weeks prior to the defense. Acceptance of Thesis form, date, time and place must accompany the final draft.
12. Completes College of Nursing and University of Toledo College of Graduate Studies forms and obtains signatures as required.
13. Reviews the ETD website for Health Science Campus and instructions for reloading documents to Ohio LINK and ProQuest.
14. Uploads thesis OhioLink by posted deadline before uploading to ProQuest.
15. Uploads placeholder (NOT the actual thesis) to ProQuest UMI and any associated fees by the posted deadline.

College of Graduate Studies Representative

A representative of the College of Graduate Studies is appointed by the Senior Associate Dean of the College of Graduate Studies to attend each thesis defense. The representative has the responsibility of judging whether the student has been adequately and fairly examined and whether the responsibilities of the committee, the College of Graduate Studies, and the University of Toledo have been met. The representative is required to determine whether the examination conforms to the procedures, policies, and standards set forth by the College of Graduate Studies.

Thesis Forms Protocol



Thesis Research Overview and Process

Prerequisites NURS 5910: Research in nursing to fulfill the research requirement of the Master's Program. The required three credit hours may be repeated and divided across semesters. Only three credit hours are applicable for the degree but multiple credits may be needed. The thesis may be defined as part of faculty program of research, scholarly inquiry, or clinical practice.

Guidelines for Process

All Graduate forms mentioned are available from the myUT portal or by entering the following website into your browser: <http://www.utoledo.edu/graduate/currentstudents/academicprogramforms/index.html>

1. Select a graduate research advisor and two additional College of Nursing faculty members for your Academic Advisory Committee. Your major advisor can assist you in accessing expert faculty consultants for your committee. Major advisors must hold full membership on the Graduate Faculty in the University Of Toledo College of Graduate Studies. (see [Faculty Research document](#) on the College of Nursing resource web page.

- A. If you are doing a quantitative study, you will need access to expert consultation on quantitative methodology for data collection and statistical analysis.
- B. If you are doing a qualitative study, you will need access to expert consultation on qualitative methodology for data collection and analysis.
2. Discuss the publication agreement with your major advisor and have potential committee members sign the form.
3. Complete the [UT GRAD Form](#) and obtain the appropriate signatures. Submit the form to the graduate nursing advisor in the College of Nursing. The program chair and Associate Dean for Academic Affairs in the College of Nursing will sign and submit the form to the Dean of the College of Graduate studies for approval and filing in Graduate Studies.
4. Once the GRAD form has been submitted and NURS 5910 is completed, the student is eligible to register for NURS 6990, Thesis Research. Three credit hours of thesis are required. Consult with the graduate research advisor to determine the number of credit hours for registration.
5. Use the thesis guidelines for Chapters 1, 2, and 3 included in this handbook to guide the proposal. Also, use the current edition of the [Format and \(Style Guidelines of the Graduate School of the University of Toledo\)](#) and current edition of the [APA Publication Manual](#).
6. The major advisor must approve the proposal prior to submitting the document to committee members for review and comment.
7. Always allow the major advisor and committee members two weeks for review and feedback on submitted documents.
8. Plan on revisions all along the way! Students are expected to make numerous significant revisions in the proposal. Plan time for revisions on the finished document as well.
9. When approved by the major advisor, schedule a meeting with the Academic Advising Committee to discuss the proposal. Obtain and complete the CON Approval of Proposal Signature Form. Once all committee members approve the proposal, student may proceed to secure the Research Review Committee (RRC) and the University IRB approval.
10. Students should review the following information from the University of Toledo Research and Grants Administration as they prepare for IRB approval:
 - “University Institutional Review Board Procedures and Deadlines”
 - “University Requirements for Research Involving Human Subjects or Related Materials”
11. For research that includes data collection from human subjects, submit the required documents to the University Institutional Review Board (IRB) through the major advisor. The major advisor is identified as principal investigator on IRB forms. If student will be collecting data from subjects in an agency other than the University of Toledo, student will need to complete IRB approval procedures in that institution before they obtain University of Toledo – IRB approval. Plan adequate time, because delays can be considerable!
12. Once student has secured all required IRB approvals, they may proceed with data collection. This step always takes longer than expected, so student should anticipate delays as they develop a timeline and schedule.
13. Complete the research procedures of data collection and analysis, then write a draft of Chapters 4 and 5 using the College of Nursing Guidelines.
14. Submit a draft of the entire thesis to the major advisor, allowing two weeks for review and feedback. Revise as necessary. After approval from the major advisor, submit a draft to committee members for review and comments.

15. Schedule a meeting with the committee, allowing two weeks for reading.
16. Review information about the defense process, [Thesis and Dissertation](#).
17. Take the typed form, Acceptance of Thesis for Defense, to the committee meeting. If thesis is approved, the committee members will sign the form and set the date and time for the defense.
18. Take the signed form to the program support staff. Notify the support staff of the date and time to schedule the defense. Be sure to notify the support staff of equipment needed to present your defense. They will arrange the room for the defense and complete necessary forms.
19. After the thesis is approved, submit a final draft of the document to the UT College of Graduate Studies Health Science Campus office along with the signed form, Acceptance of Thesis for Defense. Student must also provide information on the date, time, and place for the defense.
20. Four weeks must be allowed between the submission of the tentative draft of the thesis in the Graduate School Office and the defense. The Assistant to the Senior Associate Dean of the Graduate School requires four weeks to review the document in the University of Toledo Graduate School Office for adherence to the University of Toledo [Format Style and Guidelines](#). The Assistant to the Dean of the Graduate School will provide two signature forms that are completed at the defense: Final Approval of Thesis and The University of Toledo Report of the Thesis Examination for the Degree of Master of Science in Nursing. Please refer to the Thesis & Dissertation deadlines posted on the College of Graduate Studies website.

Check dates each semester to be certain!

21. Schedule a defense at a time when all committee members can meet. Plan a two-hour block of time. Presentation should be 35-40 minutes with 15-20 minutes for questions. The second hour is scheduled for time to meet with the committee, as needed.
22. Provide the major advisor with two copies of the final draft and one copy to each committee member prior to the defense. The major advisor will send one copy to the College of Graduate Studies Graduate Faculty representative appointed to be observer for the defense.
23. Following successful defense of thesis, submit the following items and signed forms to the Assistant to the Dean of the College of Graduate Studies.
 - A. Report of the Thesis Examination for the Degree of Master of Science in Nursing.
 - B. Final Approval of Thesis.
24. The thesis must be submitted to the College of Graduate Studies in electronic format.
25. Review the [ETD website](#) for Health Science Campus and instructions for uploading documents to OhioLink and ProQuest.
26. Upload thesis to [OhioLink](#) by posted deadlines before uploading to ProQuest.
27. Upload placeholder (Not actual thesis) to ProQuest UMI and any associated fees by the posted deadline.

TIME FRAME FOR COMPLETION OF THESIS

Develop timetable, working backwards from the projected defense date. It takes about 1 and 1/2 years to go from start to finish! Student may need more time for IRB approvals, data collection, data analysis, and final writing than is shown in the example. If student projects a need for more time at the end, they should start earlier than in the example. Complete the proposal and secure IRB approvals, by the end of spring semester, so student can begin data collection in the summer.

ALWAYS ALLOW TWO WEEKS FOR FACULTY READING AND FEEDBACK

Sample Plan for Completing a Thesis for Spring Graduation

1st Semester: Select Major Advisor and Academic Advisory Committee

Complete and submit:

- Graduate Research Advisory Committee Approval & Assurances Form
- Identify Project/Thesis topic with Major Advisor Begin to collect relevant literature

2nd Semester:

- Develop initial proposal (Chapters 1-3 through NURS 5910) Submit to Major Advisor for feedback
- Identify Theoretical Framework Submit Author Agreement

3rd Semester:

- Complete proposal
- Submit proposal to Major Advisor for approval
- Following approval of Chapters 1-3, schedule meeting with Committee Meet with Committee to review proposal
- Make revisions suggested by Committee Submit Proposal Approval Form With approval of Major Advisor, obtain letters of support if needed
- Submit documents to CON Research Review Committee (RRC) for approval (Allow 3-5 days)
- Submit documents to outside agency if needed (Allow 4-6 weeks)

4th Semester:

Month 1:

- Data analysis (thesis) or evaluation (projectoutcomes). Allow adequate time for data entry. Analyzedata.
- Write Chapters 4 and 5. Revise Chapters 1, 2, and 3.

Month 2:

- Final draft of thesis or project to Major Advisor.
- Meet with Major Advisor. Thesis or project initially approved. Send copies to Committee for approval.

Month 3:

- Committee meets with you for final approval. Make revisions recommended by Committee.
- Obtain signatures on the appropriate acceptance forms; University of Toledo Acceptance of the Thesis for Defense. Refer to College of Graduate Studies Master Thesis and Dissertation deadlines.

Month 4:

- Prepare for defense.
- Give copies of thesis or project to Advisory Committee members. Complete additional editing after appointment.
- Defend successfully.
- Make changes to final copy as directed by Academic Advisory Committee.
- Submit signed Report of Thesis Examination for the Degree of Master of Science in Nursing to College of Graduate Studies Health Science Campus office. Get signatures on Final Approval Form.

Month 5:

- Distribute copies.
- Submit completed form, Final Approval of Thesis, with copies for the Graduate School Office.
- Complete IRB Final Report form and attach copy of abstract and submit to Major Advisor.

CELEBRATE!

SECTION 11 - DNP PROGRAM

Description of Practice Hours

Integrative practice experiences in the Doctor of Nursing Practice curriculum prepare students with advanced leadership skills necessary to translate the highest level of evidence into practice settings resulting in the maximum positive impact on the health outcomes of populations. "Practice experiences for the DNP student are not intended to be solely direct patient care focused but should include indirect care practices in healthcare settings or related environments that broaden the experiences of the student (AACN, 2015, p.8).

Any DNP course with practice hours will have a doctoral prepared faculty member assigned. The faculty member in conjunction with the student will develop learning objectives for the practice experience(s). A clinical mentor, defined as a person employed at the practice site that can facilitate the student's entry and progress toward meeting their objectives, is necessary to facilitate the student's activities at the site. The clinical mentor should be the most qualified person available and may not be doctoral prepared.

An intensive final practicum provides a focused opportunity to synthesize new doctoral skills into clinical practice. Students work with their DNP Project Chair during the final practicum and a clinical mentor to identify opportunities for clinical learning that demonstrate proficiency with the new skills. The final practicum may contribute directly or indirectly to the student's DNP project. The number of credit hours allocated per semester will be decided by the DNP Project Chair in conjunction with the Director of the DNP Program and Graduate Advisor (refer to DNP Program Progression).

Professional dress and College of Nursing nametags are required of all UT students during clinical/practicum activities. Nametags are worn in a prominent manner providing clear identification of UT College of Nursing student status.

DNP Program Progression

Admission to the Program
<p style="text-align: center;">Development of Plan of Study</p> <p>Applicant will meet with the DNP Program Director and Graduate Advisor to develop a plan of study prior to matriculation.</p>
<p style="text-align: center;">Program Orientation</p> <p>All newly accepted students are expected to complete a mandatory orientation.</p>
<p style="text-align: center;">Program Progression</p> <p>Students are expected to complete all courses in sequential order as noted in their plan of study. Any change or deviation from the original plan of study must be discussed with the DNP Program Director and the Graduate Advisor.</p>
<p style="text-align: center;">DNP Project</p> <p>Prior to taking NURS 7100 Doctoral Project, students must have satisfactorily completed NURS 7011 (BSN-DNP) or NURS 7010 (MSN-DNP), NURS 7040 Applied Nursing Research, NURS 7090 Project Seminar, and successfully defended their DNP project proposal. Upon completion of NURS 7040 (earlier if possible) the student will work with a faculty member, in consultation with the DNP Program Director, to choose a project chair. Please refer to the guidelines for project development and proposal defense.</p>
<p style="text-align: center;">DNP Project Committee</p> <p>A DNP Project Committee will be formed under the leadership of the DNP Project Chairperson. The Chair and DNP Program Director will work in tandem to identify DNP Project Committee members aligned with the project.</p>
<p style="text-align: center;">Final Practicum</p> <p>NURS 7970 or NURS 7980 Final Practicum hours (minimum of six semester hours) are used to complete the DNP Project. The DNP Project Chairperson will facilitate students in selection of experiences and work. Hours are taken as variable credit (1-3 semester hours) across several semesters. Students may take up to one-half of their practicum hours (3 semester hours) prior to the final term of the program. Requests for exceptions should be discussed with the DNP Program Director in advance of course registration. Please refer to Description of DNP Program Practice Hours.</p>
<p style="text-align: center;">Final DNP Project Defense & Graduation</p> <p>Students must refer to the university guidelines for applying for graduation. Please refer to the <u>DNP Project Final Defense Guidelines – Appendix B</u> for completion of the final DNP project defense and the Final Defense and Graduation Checklist (below) before graduation.</p>

DNP Program Final Defense and Graduation Checklist

- Complete Application for Graduation for the College of Graduate Studies. Apply online through the [myUT portal](#). Use the "Apply to Graduate" link located in the My Records section of the Toolkit menu.
- Review the DNP Project Final Defense Procedures
- After the defense, revise document as directed by DNP Project Committee and submit to Project

- Chair for final approval. Revise if needed.
- Submit final version of DNP project to the Virginia Henderson International Nursing e-Repository in the University of Toledo collection:
(<http://www.nursinglibrary.org/vhl/pages/helpfulguides.html>)
- Once DNP Project Chair has approved the revised version, submit electronic copy of final version in .pdf format to DNP Program Director, Chair, and to all Committee members and obtain signatures on the [Approval of Project form](#). Once signed, the original Approval of Project form should be given to the Graduate Advisor and a copy should be given to the Program Director.
- Complete [DNP portfolio](#) and return to DNP program director.
- Complete "End of Program Survey" and return to the Associate Dean of Research
- Check with DNP Project Chair to determine IRB status
- Submit [Final Defense and Graduation Checklist form](#) to the DNP Program Director.

DNP Project Guidelines

Introduction

Doctoral education, whether practice or research, is distinguished by the completion of a specific project that demonstrates synthesis of the student's work and lays the groundwork for future scholarship. For practice doctorates, requiring a dissertation or other original research is contrary to the intent of the DNP. The DNP primarily involves mastery of an advanced specialty within nursing practice. Therefore, other methods must be used to distinguish the achievement of that mastery. Unlike a dissertation, the product of the DNP project may take on various final forms depending on the student's area of advanced nursing practice. One example of a final product of a DNP project is a practice change initiative. This may be represented by a pilot study, a program evaluation, a quality improvement project, an evaluation of a new practice model, or a consulting project. Additional examples of final DNP projects could include substantive involvement in a larger public health or policy endeavor. The use of evidence to improve practice or patient outcomes is the theme that links all DNP scholarly projects. The final DNP project produces a tangible and deliverable academic product that is derived from the practice immersion experience and is reviewed and evaluated by the DNP Project Committee (AACN, 2006; AACN, 2015).

The purpose of these guidelines is to assist you in the preparation of a manuscript consistent with high standards of a scholarly doctoral project. Although DNP projects may take a wide variety of forms, all projects must clearly exemplify critical thinking at the doctoral level. The DNP project will utilize appropriate scholarly methods to apply knowledge to impact health outcomes of patients and populations.

Choosing a Topic

The student will identify potential DNP project topics in NURS 7040 Applied Nursing Research and will complete the work in NURS 7090 Project Seminar. Current issues and challenges in health care present a number of ideas that may serve as the basis for a project. Many resources are available to assist students in determining a topic for their project including the student's own practice experience, other student projects, faculty interest lists, the University libraries, and numerous university websites that have completed DNP project abstracts listed. Suitable topics of investigation should be discussed with the NURS 7040 faculty during enrollment in Applied Nursing Research. It is extremely helpful to begin a list of potential topics, clinical problems, issues or concerns from the first day of your program. Prior to determining a topic, consider the following:

- interest in a clinical issue/problem/concern;
- organizational data to support the existence of a clinical issue/problem/concern and need for a practice change;
- best evidence available
- feasibility of completing the project (your skills; the time required; resources needed);

implementation site, population and instrument/resource availability);

- local, regional or national nursing priorities;
- faculty availability and interest in the topic area; and
- professional goals.

Considerations for Project Topics

In selecting a DNP project, consider the following factors:

1. The project relates to your advanced practice specialty (advanced practice can either be in direct patient care, administrative leadership, educational leadership, or public health).
2. The project is evidence based (i.e., there is a body of evidence to support implementation of a practice change and data to support a clinical issue/problem in a designated population)
3. The project focuses on identified need(s) of a group (system/organization), population or community rather than an individual person.
4. The theoretical model and evidence based practice framework to be used in project design.
5. The implementation timeline including evaluation of the project outcomes.
6. The dissemination of project findings and recommendations at professional and public forums.

The Virginia Henderson International Nursing Library's Online Research Repository and The Doctors of Nursing Practice online community web site provides a list of completed DNP scholarly projects. The link to access the web sites are: <http://www.nursinglibrary.org/vhl/>, and <http://www.doctorsofnursingpractice.org/dnp-student-projects/>.

Selecting a DNP Project Chair

The process of selecting a doctoral prepared chairperson begins with entry into the DNP program. Interacting and networking with graduate faculty are important components of graduate education and provide the basis for selecting a project chair and committee members. The student should contact the potential chair to discuss a selected topic and the faculty's interest and availability. The chair must agree to serve in this role prior to registration for NURS 7100 Doctoral Project. The role of the project chair is to:

- provide guidance from the proposal stage through completion of the project's final defense;
- provide overall supervision of the project;
- raise questions and serve as an informed critic; and
- provide specific recommendations for improvement
- be available as faculty of record for all final practicum hours
- be available to meet the student's specified timeline for project completion (i.e., availability includes summer breaks).

The DNP Project Chair must be a nursing faculty member who has Full Graduate Faculty status as identified by the UT College of Graduate Studies. Once a chair is determined, the student and faculty chair discuss options for DNP Project Committee members who are within and outside the UT College of Nursing. The committee members must be acceptable to both the student and the chair. The student must contact the potential committee members and assess their interest in the topic and willingness to serve on the DNP Project Committee and report back to the Project Chair.

Selecting a DNP Project Committee

The full DNP Project Committee will consist of a Chair and two other graduate faculty members selected in collaboration with the Chair. The DNP Project Committee members must have Special/Associate/or Full Graduate Faculty Status. If a DNP Project Committee member is from the community or an agency where the project is being conducted (a key stakeholder in the DNP project, or in a profession other than nursing and considered an expert in their field), they must apply for Special Faculty Status to serve on the committee. Students must negotiate with these individuals regarding their availability and willingness to

serve on the DNP Project Committee. Information about eligible faculty is available through the UT Office of Graduate Studies.

Procedures for Developing and Conducting the DNP Project

A detailed description of the procedure for developing and conducting the DNP Project follows:

Preparation

- To enroll in NURS 7100 Doctoral Project these courses must be completed: Scientific Basis of Nursing Practice (NURS 7010) MSN-DNP, or Theoretical Basis for Evidence Based Practice (NURS7011) BSN-DNP, Applied Nursing Research (NURS7040), Project Seminar (NURS7090), and successful DNP project proposal defense.
- Submit a [Graduate Research Advisory \(GRAD\) Committee Approval and Assurance Form](#) to the College of Graduate Studies before work begins.
- Meet with the DNP Project Chair and develop a mutual time line for completion of the project.
- Develop the proposal for the project with input and approval from chair, committee members, and agency member if appropriate.
- Arrange statistical consultation if needed.
- Submit draft(s) of proposal to Project Chair and your committee. Multiple drafts are to be expected.
- Write the DNP project proposal and defend the proposal.
- Complete the [DNP Project Proposal Defense form](#).

Format for the DNP Project Proposal: **See Appendix A.**

Format for the DNP Project Final Defense: **See Appendix B.**

Institutional Review Board

Doctoral projects will need to be submitted to the appropriate UT Institutional Review Board (IRB) (and may require submission to an outside agency's IRB). The student must check with the DNP Project Chair regarding the appropriate action.

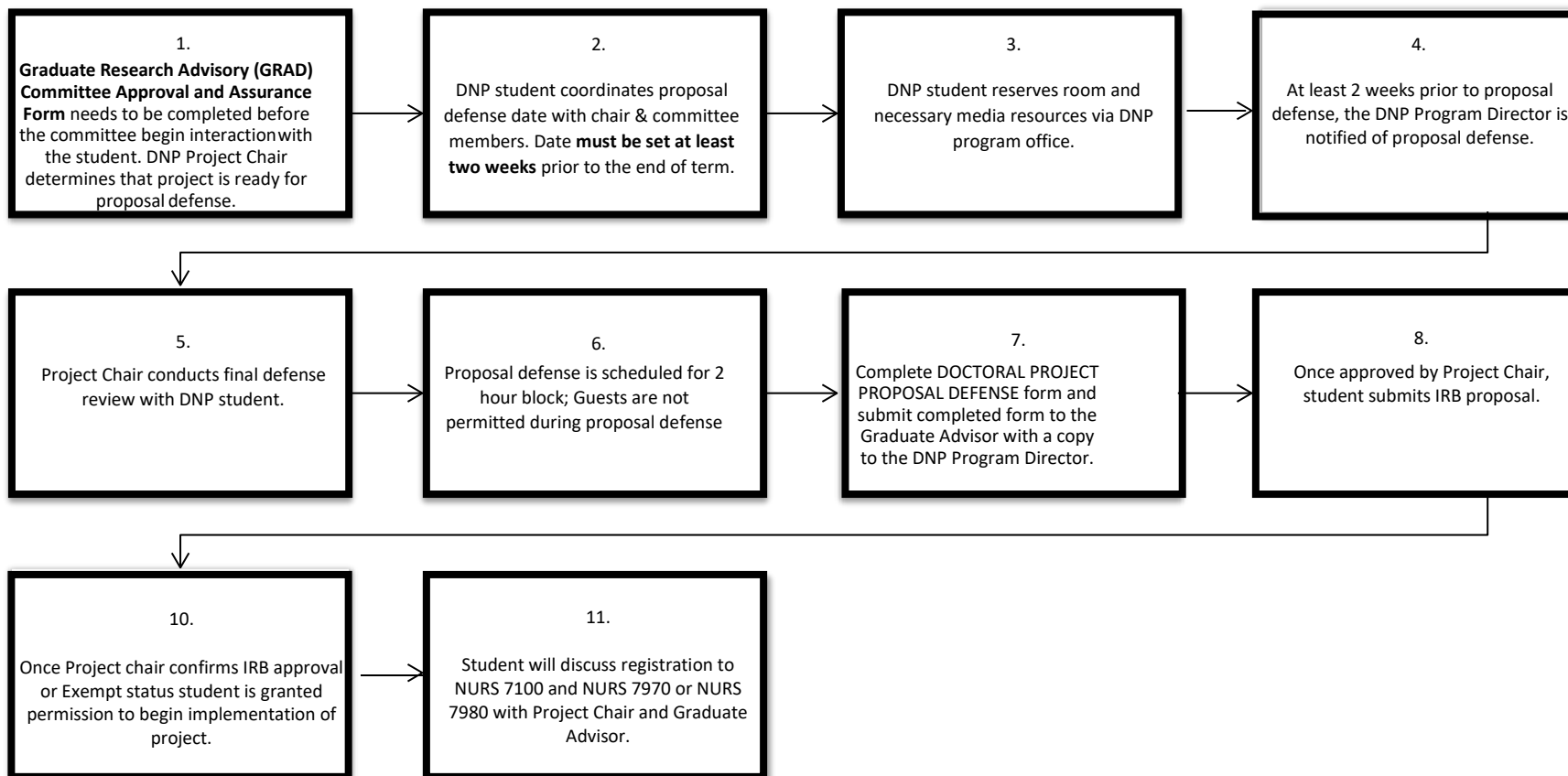
Grading of the Doctoral Project

Hours earned in NURS 7100, Doctoral Project, are counted in hours attempted and hours earned; however, they are not computed in the grade point average. Satisfactory work toward the project is denoted with the grade of (S). Unsatisfactory work earns a (U). A minimum of 3 semester credit hours is required. Students register for 1-3 variable credits across several semesters. Students must register for additional NURS 7100 credit hours until successful defense of the DNP project. One credit hour of NURS 7100 must be taken during the term of graduation.

DNP Project Proposal Defense Procedures

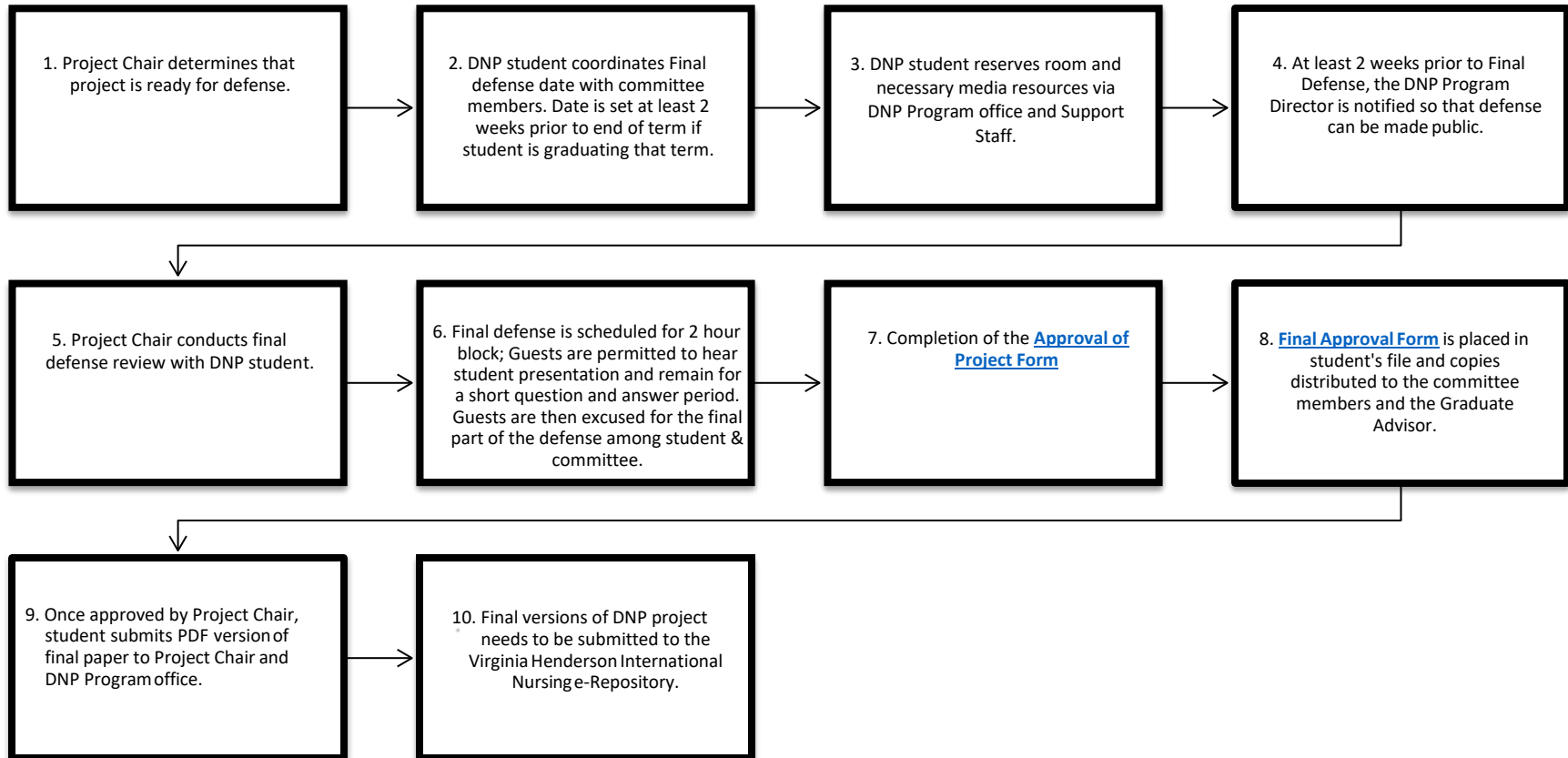
During the Doctoral Project Proposal Defense phase, students will need to complete the [Graduate Research Advisory \(GRAD\) Committee Approval and Assurance Form](#) and the [Doctoral Project Proposal Defense Form](#).

Please use the following pathway as a guideline for successful completion of the DNP project proposal defense.



DNP Project Final Defense Procedures

Please use the following pathway as a guideline for successful completion of the doctoral project final defense. Students will need to complete the Approval of Project Form during this phase.



DNP Project Proposal Format – Appendix A

This document is to serve as a framework for the writing of the proposal for the DNP project. The report is written in future tense and uses 6th edition, 3rd printing APA writing style. The information about the project should be guided by the proposed framework selected as well as the nature of the project. The proposal is to be completed at a level appropriate for graduates of a doctoral program. The proposal should clearly state the clinical issue/problem, project purpose, literature review, project methods, and projected outcomes and evaluation.

Title Page

- Refer to 6th edition, 3rd printing APA writing style

Abstract

- Concise description of the project including the results and recommendations.
- Use format required by university

Problem statement

- Description of the problem or issue
- Prevalence of the problem or issue
- Significance of problem or issue
- Best evidence supporting the problem or issue as noted above may be obtained from organizational data (internal evidence) and findings (external evidence) from the literature

Purpose and goals of project

- Purpose statement for the proposed project
- Project Type
 - Evidence-based Practice (EBP)
 - Clinical question using the PICOT format
 - Quality Improvement (QI)
 - Goal/aim/purpose (as appropriate for model selected)
 - Other-which could be both or as negotiated with chair
 - Overall project aim statement
 - Goals/outcomes

Guiding Framework/Model/Theory(s)

- Evidence based practice model/framework
- Other frameworks/models/theory guiding the project
 - e.g., PDSA, middle range theories, change theories

Review of the Literature

Content will address:

- Search Strategies for Review of the Literature
- Critical Appraisal and Evaluation of the evidence
 - Describe appraisal methods, tools, and evidence levels (as there are several methods).
 - Evaluation of evidence will be displayed in evaluation tables
- Synthesis of the evidence
 - Development of a synthesis table
 - Include in the synthesis any clinical expertise, internal data, and/or patient and family preferences and values that contribute to the body of evidence.
 - Implications for Practice Based on the Evidence Practice change, policy or protocol implementation recommendation
 - Justify practice change with rationale from the literature

Methods

Content will address the implementation and evaluation plan for the EBP project (use steps and terminology of EBP or QI model that guided the project)

- Project Setting/population
- Action or implementation plan/guide
 - Address team members including roles and responsibilities

Anticipated barriers and facilitators to implementation

- Contingency plan for any anticipated barriers
 - Implementation process (using framework for guiding implementation)
 - Methods
 - Need for IRB
 - Develop a timeline for implementation and evaluation of project
- Outcome measures
 - What specific outcomes will be measured?
 - How will the outcomes impact the overall aim/purpose of the project?
 - What difference will the project outcomes make in improving health, costs, patient, family, or community outcomes?
- Evaluation process
 - How will data be collected to measure outcomes?
 - If using data collection tools discuss reliability/validity of instrument
 - How will outcome data be analyzed, interpreted, and reported?
- Summary Conclusion
 - Short conclusion showing logical connection between the problems or needs of institution/population, anticipated project outcomes, and feasibility of project.

References Appendices

- Review of the literature abstraction tables, rapid critical appraisal forms (if applicable) evaluation tables and synthesis tables
- Copies of measures used
 - Data collection tools
- Supporting materials
 - Agency permission form

DNP Project Final Defense Guidelines – Appendix B

This document is to serve as a framework for the writing of the final report for the DNP doctoral project.

The report is written in past tense and uses 6th edition APA writing style. The information about the project should be guided by the framework used as well as the nature of the project. The final report is to be completed at a level appropriate for graduates of a doctoral program.

Title Page

- Refer to 6th edition APA writing style

Abstract

- Concise description of the project including the results and recommendations.
- Use format required by university

Description of problem or clinical issue addressed

- Prevalence of the clinical problem or issue

- Significance of clinical problem or issue
 - Include either internal organizational data or findings from the literature to support prevalence and significance of the clinical problem or issue

Purpose and goals of project

- Purpose statement for the proposed project
- Project Type
 - Evidence-based Practice (EBP)
 - Clinical question using the PICOT format
 - Quality Improvement (QI)
 - Goal/aim/purpose (as appropriate for model selected)
 - Other-which could be both or as negotiated with chair
- Overall project aim statement
 - Goals/outcomes for implementing the project

Guiding Framework/Model/Theory(s)

- Evidence based practice model/framework
- Other frameworks/models guiding the project
 - i.e., PDSA, middle range theories, change theories

Review of the Literature

Content will address:

- Search Strategies for Review of the Literature
- Critical Appraisal and Evaluation of the evidence
 - Describe appraisal methods, tools, and leveling of the body of evidence (as there are several methods).
 - Evaluation of evidence will be displayed in evaluation tables
- Synthesis of the body of evidence
 - Development of a synthesis table
 - Include in the synthesis any clinical expertise, internal data, and/or patient and family preferences and values that contribute to the body of evidence.

Recommended Practice Change

- Recommended practice change, policy or protocol implemented
- Justify practice change with rationale from the literature

Methods

Content will address implementation and evaluation of the EBP project (use steps and terminology of EBP or QI model that guided the project)

- Project Setting/population
 - Human subject protection
- Action or implementation plan/guide
 - Address team members including roles and responsibilities
 - Barriers and facilitators to implementation of project
 - How were barriers overcome
- Implementation process (using framework for guiding implementation)
 - Methods of how you implemented your project
- Outcome measures – description of measures and how data was collected
- Evaluation process

- How did you evaluate the outcomes of the project implementation
- How was data collected and managed.

Outcomes of project

- Presentation of findings
 - Outcomes related back to the original PICOT question if using EBP
 - Did you meet the goal set in the aim statement if using QI process?
- Use of tables and graphs as appropriate to display findings
- Economic outcomes considered i.e. cost benefit analysis, return on investment, and feasibility and sustainability of implementation.

Discussion

- Interpretation of findings relative to the current evidence and clinical practice
 - Similarities or differences (did you learn something new)
- Contribution to EBP in the area of content

Future Recommendations & Conclusion

- Presentation of future recommendations based on the evaluation of the project outcomes
- Consideration of strengths and limitations to project implementation
- Next steps
- References
- Appendices
- Review of the literature abstraction tables, rapid critical appraisal forms (if applicable) evaluation tables and synthesis tables
- Copies of measures used
 - Data collection tools
- Supporting materials
 - Agency permission

SECTION 12 - ADVANCED PRACTICE LICENSURE & CERTIFICATION

Licensure

For Ohio APRN licensure information, students should visit the [OBN website](#) and review the Advanced Practice Registered Nursing Forms section.

Degrees are posted by the College of Graduate Studies within 45 days of the commencement ceremony but may take longer in some instances.

American Nurses Credentialing Center (ANCC)

AGPCNP, FNP, and PMHNP graduates are eligible to sit for the ANCC certification corresponding to their population foci upon graduation. The process for application is found on the ANCC website at <http://www.nursecredentialing.org/Certification>.

American Academy of Nurse Practitioner (AANP)

AGPCNP and FNP program graduates are eligible to sit for AANP certification. The process for application is found on the AANP website at <http://www.aanpcert.org>. Students are responsible to visit the website and complete all other application requirements.

Pediatric Nursing Certification Board (PNCB)

PPCNP program graduates are eligible to sit for PNCB certification. The process for application is found on the PNCB website at: <http://www.pncb.org/ptistore/control/index>.

Specific information about the exam: <https://www.pncb.org/news/schedule-your-exam> students are responsible to visit the website and complete all other application requirements.

Post-Graduation Education Verification

Requests for verification of program completion should be sent in writing with any official forms to the respective program director.