



COLLEGE of NURSING

THE UNIVERSITY OF TOLEDO

STUDENT HANDBOOK GRADUATE PROGRAM – 2024 - 2025

THE UNIVERSITY OF TOLEDO COLLEGE OF NURSING
GRADUATE NURSING STUDENT HANDBOOK 2024-2025

Students are responsible for knowing and abiding by all policies, requirements, and regulations in this handbook and the College of Nursing (CON) catalog for the academic year of admission.

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 UToledo 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 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.

Revised: October 2024

Table of Contents

SECTION 1 - MISSION, VISION, PURPOSE, PHILOSOPHY, STUDENT LEARNING OUTCOMES	6
Mission Statement	7
College of Nursing Vision	7
College of Nursing Purpose	7
College of Nursing Philosophy	7
Organizing Framework	8
DNP Program Outcomes	8
MSN Program Outcomes	8
Advanced Practice Registered Nurse (APRN) Track and the APRN Certificate	8
SECTION 2 - PROFESSIONAL, LEGAL, AND ETHICAL STANDARDS	9
Technical Standards for Admission	10
Student Conduct and Academic Dishonesty	11
Responsibilities Related to Impairment	11
Professional Standards	11
American Nurses Association Code of Ethics for Nurses with Interpretive Statements	11
Professional Expectations	11
SECTION 3 – GENERAL INFORMATION	12
Office of Accessibility and Disability Resources	13
Professional Licensure	13
Health Requirements	13
Flu Vaccine	13
Basic Life Support (BLS) Health Care Provider Documentation	14
Liability Insurance	14
Mandatory Health Insurance	14
Occurrence Reports for Accidental Injury and/or Hazardous Exposure	14
Learning Resource Center Student Injury	14
Emergency Procedure for Students in Classroom or Clinical	14
Emergency Treatment Responsibility for Cost	15
Accommodations for Clinical/LRC	15
Reporting Health Problems	15
Healthcare Release Form	15
Confidentiality of Student Records (FERPA)	15
Inclement Weather Policy	17
The Rocket Care Report and Discrimination Resources	17
Evaluation Expectations	17
Educational Questionnaires	17
Clinical Sites	17
Lost and Found	17
Parking	17
SECTION 4 - ACADEMIC POLICIES	18
Advanced Standing	19
Military Transfer Credit	19
Progression	19
College of Nursing Minimum Course Grade of 'B' for NURS Courses	19
Probation	19
Repeating Courses in the College of Nursing	19
Academic Standards for the College of Graduate Studies	20
Withdrawal from Courses/ Electronic Withdrawal Period for a Grade of W	20
Change of Track (Major) in the College of Nursing	20

Change in Degree Program	20
Leave of Absence	20
Independent Study for MSN Students	21
Graduation	23
Official Transcripts	23
Academic Due Process and Appeal of a Final Course Grade	23
Appeal of Disciplinary Action and Due Process	23
SECTION 5 - STUDENT PARTICIPATION ON COMMITTEES & ORGANIZATIONS	24
Student Participation on Committees	25
Guidelines for Developing Formal Plan of Study	26
Variable Credit Hour Courses	26
Minimum Continuous Enrollment	26
SECTION 6 - ACADEMIC RESOURCES	28
UTAD Account and the myUToledo portal.....	29
Blackboard	29
IT Assistance.....	29
Computer Lab Locations	29
SECTION 7 - FINANCIAL SUPPORT.....	30
Graduate Student Scholarships.....	31
Travel Support.....	31
SECTION 8 - APRN CLINICAL PLACEMENT REQUIREMENTS.....	32
Requirements for Placement	33
Clinical Placement Process for APRN students.....	33
Flowchart for ALL APRN Clinical Placement Process	34
Planning and Documenting Clinical Experiences	25
Guidelines for Clinical Preceptors.....	36
Clinical and Typhon.....	37
Clinical Hours.....	37
Grades/Credits for Clinical Courses.....	37
SECTION 9 – MSN CAPSTONE: FIELD EXPERIENCE, COMPREHENSIVE EXAM, THESIS.....	38
MSN Capstone.....	39
College of Nursing Policy on Authorship	43
The Field Experience Seminar	39
The Comprehensive Examination.....	40
Thesis Process and Procedures	42
SECTION 10 - DNP PROGRAM	48
Description of Practice Hours	49
DNP Mentor Approval Process	49
DNP Program Progression	50
DNP Program Final Defense and Graduation Checklist.....	50
DNP Project Guidelines.....	51
Final Project Process and Procedures.....	51
Institutional Review Board.....	54
Grading of the Doctoral Project	54
DNP Project Proposal Defense Procedures	55
DNP Project Final Defense Procedures	56
SECTION 11 - ADVANCED PRACTICE LICENSURE & CERTIFICATION.....	57
Licensure	58

American Association of Critical Care Nurses (AACN)	
American Nurses Credentialing Center (ANCC)*	58
American Academy of Nurse Practitioner (AANP)	58
Pediatric Nursing Certification Board (PNCB)	58
Post-Graduation Education Verification	58
DNP Project Proposal Format - Appendix A	59
DNP Project Final Defense Guidelines - Appendix B	61

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

Mission Statement

The mission of the University of Toledo CON 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.

College of Nursing Vision

The CON 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.

College of Nursing Purpose

The CON purpose is to 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 CON 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.

Organizing Framework

The organizing framework is a unifying statement that emerges from the mission and the philosophy of the CON 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 Graduate Entry graduates are generalists; Masters and Doctoral nursing graduates are specialists. All are prepared as professionals for practice, education, research, and leadership. The University of Toledo education provides the foundation for their quest for lifelong learning.

DNP Program Outcomes

1. Synthesize knowledge derived from a scientific foundation in order to demonstrate expertise in advanced clinical nursing practice to improve delivery of care.
2. 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.
3. Use clinical scholarship and analytical methods to implement safe, quality improvement in administration of patient care.
4. Encourage inter-professional collaboration and teamwork to enhance and improve population health outcomes.
5. Engage in influencing the development and implementation of health policy that provides an interface between practice, research, and policy development.

MSN Program Outcomes

Advanced Practice Registered Nurse (APRN) Track and the APRN Certificate

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

SECTION 2 - PROFESSIONAL, LEGAL, AND ETHICAL STANDARDS

Technical Standards for Admission

All students in the CON 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, workspaces, 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

Student Conduct and Academic Dishonesty

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, Policy #[3364-30-04](#). A failure to comply may result in disciplinary action up to and including dismissal from the CON. Students subject to certain adverse actions are entitled to due process and appeal rights. The University of Toledo policy on academic dishonesty, Policy #[3364-71-04](#).

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.

Professional Standards

Standards for safe nursing care are set forth in Chapter 4723-4. of the Ohio Revised Code and the rules adopted under that chapter. Specific information can be found in the links below.

Rule 4723-4-01: General Information—

<https://codes.ohio.gov/ohio-administrative-code/rule-4723-4-01>

Rule 4723-4-03: Standards relating to competent practice as a registered nurse--

<https://codes.ohio.gov/ohio-administrative-code/rule-4723-4-03>

Rule 4723-4-05: Standards relating to competent practice as a certified nurse-midwife, certified nurse practitioner, certified registered nurse anesthetist, or clinical nurse specialist—

<https://codes.ohio.gov/ohio-administrative-code/rule-4723-4-05>

Rule 4723-4-06: Standards of nursing practice promoting patient safety—

<https://codes.ohio.gov/ohio-administrative-code/rule-4723-4-06>

Rule 4723-4-07: Standards for applying the nursing process as a registered nurse--

<https://codes.ohio.gov/ohio-administrative-code/rule-4723-4-07>

Rule 4723-4-09: Specific certification—

<https://codes.ohio.gov/ohio-administrative-code/rule-4723-4-09>

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

<https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/code-of-ethics-for-nurses/>.

Professional Expectations

In addition to [the University Toledo Student's Code of Conduct](#), Policy #3364-30-04, the nursing profession requires individuals to be responsible, accountable, self-directed, and demonstrate professional behavior. Students demonstrate professionalism by attending classes, lab, and clinical experiences, by exhibiting courteous and respectful behaviors. Students are expected to be prepared and punctual for classes, lab, and clinical experiences.

SECTION 3 – GENERAL INFORMATION

Office of Accessibility and Disability Resources

The University of Toledo Office of Accessibility and Disability Resources 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 our mission to proactively identify and remove barriers to participation wherever possible. <https://www.utoledo.edu/offices/accessibility-disability/>.

Professional Licensure

- Applicants to the M.S.N. APRN tracks should hold appropriate RN Licensure/Credentials for Ohio or Michigan.
- Applicants to the Graduate Certificate APRN tracks should hold appropriate RN Licensure/Credentials for Ohio or Michigan.
- B.S.N. To D.N.P. Applicants should hold appropriate RN Licensure/Credentials for Ohio or Michigan.
- M.S.N. To D.N.P. Applicants should hold appropriate RN or APRN Licensure/Credentials for Ohio or Michigan.

An appropriate unrestricted RN licensure/credentials for the state where the student resides. Students not residing in Michigan or Ohio will need to secure an additional license in one of those states before the start of the initial clinical experience and maintain it for the duration of the program. Clinicals for this program can only be completed in Michigan or Ohio. The University of Toledo CON is accredited by the Commission on Collegiate Nursing Education (CCNE) and is a member of NC-SARA. Questions and/or complaints should be directed to the agency contact for the Ohio NC-SARA portal.

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.

Flu Vaccine

An influenza vaccine is required annually. The vaccine is available on campus at no cost to students in the fall.

Basic Life Support (BLS) Health Care Provider Documentation

Documentation of current American Heart Association HeartCode BLS (not Red Cross or other educational providers) is required throughout the program. If the certification expires during the program, students must complete the American Heart Association HeartCode BLS and provide a copy of the front and back of the card to your CastleBranch account. BLS must be up to date in order to complete clinical experiences.

Liability Insurance

CON 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. Students in the CON are required to maintain health insurance, and the charge for student health insurance care coverage will be placed on your student account. Please see University Policy #[3364-40-27](#).

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 indicated in the policy. 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 UToledo's insurance by logging in to the [UToledo 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 CON 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.

Learning Resource Center Student Injury

Learning Resource Center (LRC) injuries are immediately reported to a Clinical Laboratory Associate or the LRC Coordinator. An injury/illness Report for Employees and Students Form (www.utoledo.edu/depts/safety/docs/Misc/EmployeeInjuryIllnessForm.pdf) is completed and signed by the LRC Coordinator. One copy is taken to the Office of Student Services and a second copy is kept in the LRC. The student is expected to have the injury/illness evaluated and treated at an appropriate health care setting. In emergency situations, immediately call "911". Automated External Defibrillator (AED) is available on the first floor of Collier.

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 “911” if ambulance transport is warranted. The UToledo Police Department will be dispatched if they are needed. 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 seek treatment at HSC Family Practice 419.383.5555, 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 UTMC.

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, UToledo, 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.

Reporting Health Problems

It is the responsibility of each student to inform the clinical faculty and Program Director 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.

Accommodations for Clinical/LRC

Students seeking accommodations due to surgery, injury, or illness that could impact the ability to demonstrate/provide safe patient care have the responsibility to communicate with their course faculty and submit the required documentation to the [Office of Accessibility and Disability Resources](#).


Healthcare Release Form

A student who experiences acute illness or injury must provide the CON with healthcare provider release {www.utoledo.edu/nursing/pdfs/Health%20Care%20Release.pdf} prior to the student returning to class or clinical. Students will be evaluated individually for the ability to provide safe patient care and comply with clinical facility regulations. Documentation must be submitted to the Program Director for placement in the student file.

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

Confidentiality of Student Records (FERPA)

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

 <p>COLLEGE OF NURSING THE UNIVERSITY OF TOLEDO</p>	<p>College of Nursing Collier Building MS 1026 3000 Arlington Avenue Toledo, Ohio 43614</p>
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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 [Inclement Weather Policy](#).

The Rocket Care Report and Discrimination Resources

The Rocket Care Report is used to connect UToledo students with assistance to ensure their well-being, and a safe learning environment. Rocket Care Reports can be submitted by any UToledo Community Member (faculty, staff, or student), or a parent/family member.

A link to the referral form can be found at the end of each page in the myUT portal under Initiatives/Report a Concern. (<https://www.utoledo.edu/report/>)

Evaluation Expectations

Students are expected to provide feedback on classroom and clinical learning experiences, as well as faculty, clinical site, and clinical instructor/preceptor/mentor. Online evaluations are provided at the end of each semester. Quantitative data is compiled into aggregate reports for program assessment; qualitative remarks are reviewed by course faculty as a means to implement course improvement.

Educational Questionnaires

The university and CON periodically seek feedback about students' educational experiences (e.g., curriculum, student services, quality of Instruction, etc.). Students are strongly encouraged to participate in these surveys.

Clinical Sites

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

Lost and Found

Contact 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. Student parking is restricted to the white lined parking spots in the lots. Questions regarding parking can be directed to info@parkutoledo.com, by calling Parking Services at 419.530.4100, or by visiting [Parking Services 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

Advanced Standing

Military Transfer Credit

Rule 4723-5-12 under the Ohio Administrative Code: For individuals with experience in the armed forces of the United States, or in the national guard or in a reserve component, the program shall have a process in place to:

- (a) Review the individual's military education and skills training;
- (b) Determine whether any of the military education or skills training is substantially equivalent to the curriculum established in Chapter 4723-5 of the Administrative Code;
- (c) Award credit to the individual for any substantially equivalent military education or skills training;

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 may also be asked to contact the program director if applicable. Revision of the plan of study may delay graduation and may negatively affect the availability of courses and financial aid.

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

The faculty in the CON have established a 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 minimum grade of "B" is acceptable in INDI 8000.

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 or a "B" in INDI 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, 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.

Faculty members write referrals for students with academic challenges or professional issues, and when exceptional performance has been noted

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. When a course is repeated, the appropriate University procedure is followed. Please see Policy [#3364-77-02](#)

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 Academic Office.

Academic Standards for the College of Graduate Studies

See Graduate Catalog <https://catalog.utoledo.edu/graduate/graduate-studies/academic-regulations/academic-standards/> for additional information.

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 UToledo 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.

Change of Track (Major) in the College of Nursing

A student requesting a change of track 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 track (change of major) if they have earned a grade of "C" in an NURS course. Students requesting a change of track must meet with graduate nursing advisor and complete a Graduate/Profession Curriculum Change Form.

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 prior to the completion a Graduate/Profession Curriculum Change Form.

Admission will be based on the recommendation of the Program Director.

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 www.utoledo.edu/graduate/forms/Request%20for%20LOA%20Form.pdf and submit it to the CON graduate advisor.

Students who do not expect to make progress towards degree requirements due to personal, medical, call to active military duty, or other compelling reasons may also request a leave of absence using the same form that is linked above. Students on an approved leave may not use university resources and services and do not have the rights and privileges of registered students. Students called to active duty while enrolled in graduate school will follow regulations for military leave of absence per Ohio Revised Code 3345.53.

The student requesting a Leave of Absence must follow the policy, Policy #[3364-77-04](#), and complete the leave of absence form; then, submit it to the academic advisor. Students should consider the potential implications of a leave on such matters as: immigration status, health insurance, and loan repayment.

Independent Study for MSN Students
NURS 6890

There may be times that a student may need to complete Independent Study activities to satisfy program requirements.

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, approved by the Program Director, and submitted prior to the semester.

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 CON 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 CON 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.



**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. 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: _____

Program Director, Graduate Nursing Programs

Graduation

All MSN degree requirements for graduate programs must be completed within six years. All requirements for a graduate certificate must be completed within four 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 transcripts. Students are required to be registered for a minimum of one graduate credit hour in the semester he/she applies to graduate.

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 Senior Associate Dean and Chief Nursing Administrator. 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 CON 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 MyUToledo 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 CON Policy [#3364-82-05](#) on academic due process and appeal of a final course grade.

Appeal of Disciplinary Action and Due Process

Please see CON 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 CON encourages students to participate in CON Governance Committees. Service is voluntary and solicited during the fall semester of each academic year. The Faculty Affairs Committee is responsible for filling student committee positions. Students are not expected to miss class or clinical to participate. Please contact the chair of Faculty Affairs if you would like to join. Below is a list of the committees.

- Curriculum Committee
 - The purpose of the Curriculum Committee is to ensure integrity and relevancy of curricula in the CON to meet accrediting bodies' requirements and stakeholders' needs.
- Diversity Committee
 - The CON 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 CON 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.
- Program Assessment Committee (PAC)
 - The Program Assessment Committee (PAC) leads in the continued development of learning assessment at the CON through the ongoing evaluation of data that measures student learning in order to inform continuous improvement decisions to committees, faculty, and administrative leadership.
- Student Admission, Retention, and Progression (SARP) Committee
 - The SARP Committee recommends to the CON Council criteria for admission, re-admission, retention, and/or progression of students to the CON according to the guidelines of the College and university. The committee will review and recommend changes to the CON 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 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 appraised 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.

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 myUToledo portal

UTAD is the personal account that allows students to use many of UToledo'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 UToledo. The UTAD account also provides access to the myUToledo portal, a secure personalized website with a single access point for information. At the myUToledo portal (myut.utoledo.edu), students can access Student Self-Service, register for classes, view tuition bills, consolidate e-mail, and get important UToledo 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 them.

Blackboard

UToledo Online website: <http://dl.utoledo.edu/>

Login to Blackboard: <https://blackboard.utdl.edu/webapps/login/>

Blackboard Help Desk: 419.530.8835

IT Assistance

Phone Support: 419.530.2400 or 419.383.2400 Available 24/7

Available through the web: <http://ithelp.utoledo.edu/>

Computer Lab Locations

Computers are available in Collier 2nd floor, room 2060, and 3rd floor, room 3414, and Mulford Library rooms 408 and 506 on the 6th floor for student use on a first-come, first-serve basis.

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

All graduate students enrolled at the University of Toledo are automatically members of the Graduate Student Association and may be eligible to apply for travel funding. See information on the Graduate Student Association website.

<https://graduatestudentassociationblog.wordpress.com/travel-reimbursement/>

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 or Michigan. Students must maintain this licensure throughout the course of study.

Students may not 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.** The CON does not provide copies of medical information (HIPPA protected).

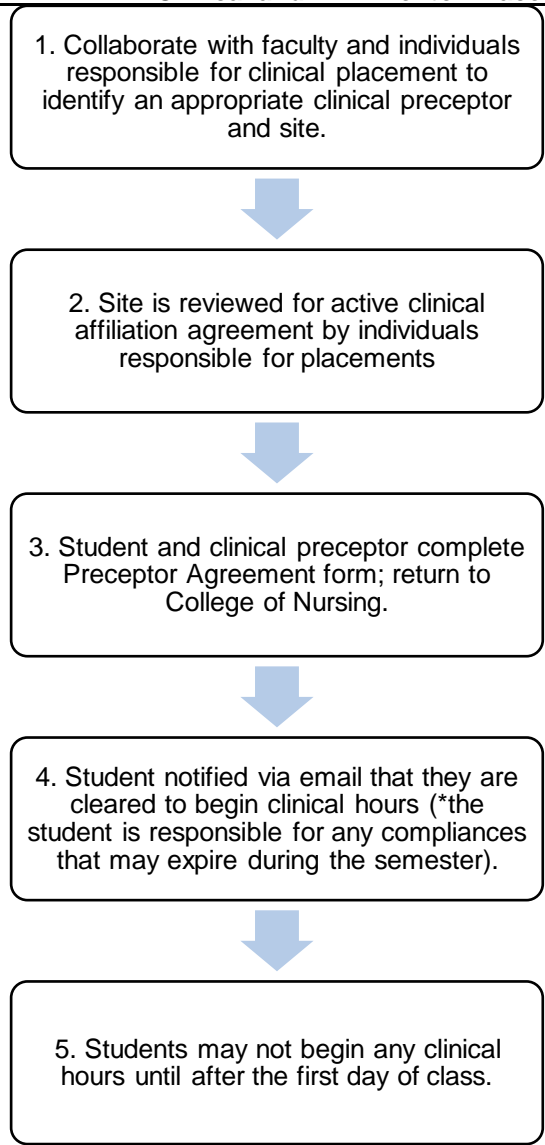
Clinical Placement Process for APRN students

The clinical placement process begins the semester prior to the first clinical course depending on individual plans of study. 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. It is important to arrange for a portion of the clinical time to be with an APRN preceptor each semester whenever possible. It would not be appropriate for a student to utilize a direct supervisor, spouse/first degree relative, personal healthcare provider or that clinical setting, 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.

Once a clinical preceptor and site have been identified, the student contacts 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 at APRNplacements@utoledo.edu. Students are encouraged to keep a copy of the completed form in their personal files. This information is required for the preceptor and clinical site information to be entered into Typhon (clinical tracking system).

Flowchart for ALL APRN Clinical and DNP Mentor Placement Process



Planning and Documenting Clinical Experiences

1. Students 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" is assigned.
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 clinical site is open if it is open fewer than four hours. Clinical days are determined based on the preceptor's schedule and availability.
3. Students are required to keep clinical faculty informed of their clinical schedule. Whenever possible, clinical faculty should be notified of any schedule changes, in advance. Clinical hours logs and Typhon must be updated regularly and signed weekly by the clinical preceptor. Students are encouraged to keep a copy of the clinical hours log.
4. Students will notify the clinical preceptor if they will be absent from a scheduled clinical experience. Failure to report to the clinical site as scheduled is considered unprofessional behavior and subject to disciplinary action.
5. Patient encounters are documented in Typhon and shall accurately reflect clinical hours spent at the clinical site. Weekly data entry in Typhon is encouraged so information is accurate and available to clinical faculty for review. There is a fee, payable by the student, for using Typhon.

Clinical site visits may be completed by clinical faculty either in person or virtually. During the visits, 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, health risks and health education 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 will also be assessed.

Guidelines for Clinical Preceptors

The programs may use interprofessionals 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 is designed to 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* program of study. In addition, over the course of the program the student must have clinical experiences with an approved 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 CON, 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 that contains orientation materials 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. Validate and sign the weekly clinical hours log and/or Typhon records.
9. 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. 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 for the use of Typhon. An email will be sent to the student with a Typhon login and password following 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. Direct patient care clinical hours refer to hours in which direct clinical care is provided to individuals and families in one of the population-focused areas of NP practice; these hours do not include skill lab hours, physical assessment practice sessions, or a community project unless it includes provision of direct patient care. Clinical experiences and time spent in each experience are varied and distributed in a way that prepares the student to provide care to the populations served, which may include telehealth and international direct care experiences. The distribution of hours is based on the program's population-focused area of practice. Simulation is recommended to augment the clinical learning experiences, particularly to address the high-risk low-frequency incidents; however, simulation experiences may only be counted as clinical hours over and above the minimum direct patient care clinical hours. (NTF, 2016). Completion of course and program requirements is based on determination of clinical competency. The 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 practicum, students must successfully complete the theory and/or practicum requirements during the semester in which they are registered for the courses.
2. If a grade of "C" or lower is earned, the course will need to be repeated.
3. Faculty must receive written documentation of completion of all practicum requirements in order for the student to receive a final course grade.
4. A student is expected to complete the required practicum hours within the registered semester.

SECTION 9 – 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 experience requires permission of the course faculty. 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.

College of Nursing Policy on Authorship

Our institution's academic mission emphasizes the importance of the creation and dissemination of new knowledge through publications, creative work, intellectual property, and other discipline-specific scholarly activities. This policy establishes general guidelines for authorship in research and scholarly work and to outline a process for authorship disputes at the University of Toledo. The link to the specific policy can be found at [#3364-71-29](#).

The Field Experience Seminar

Field Experience Seminar Placement in Plan of Study:

The capstone experience integrates nursing theory, research, and practice to fulfill the requirement of the Master of Science in Nursing Program. The prerequisite for the Field Experience is NURS 6910. Enrollment permission is required from the course faculty. Course faculty reserves the right to require specific prerequisites per the course content. The field experience seminar is limited to two consecutive semesters of the student's final two semesters. 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. Field Experiences are developed by faculty and offer students a broad range of experiences, including participation in faculty research and practice.

Notification of Field Experience Possibilities:

Graduate Faculty in the CON 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. 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 to request permission to enroll. 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 CON 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. 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 CON 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.

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, including 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!

Thesis Process and 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 CON 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 CON 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).

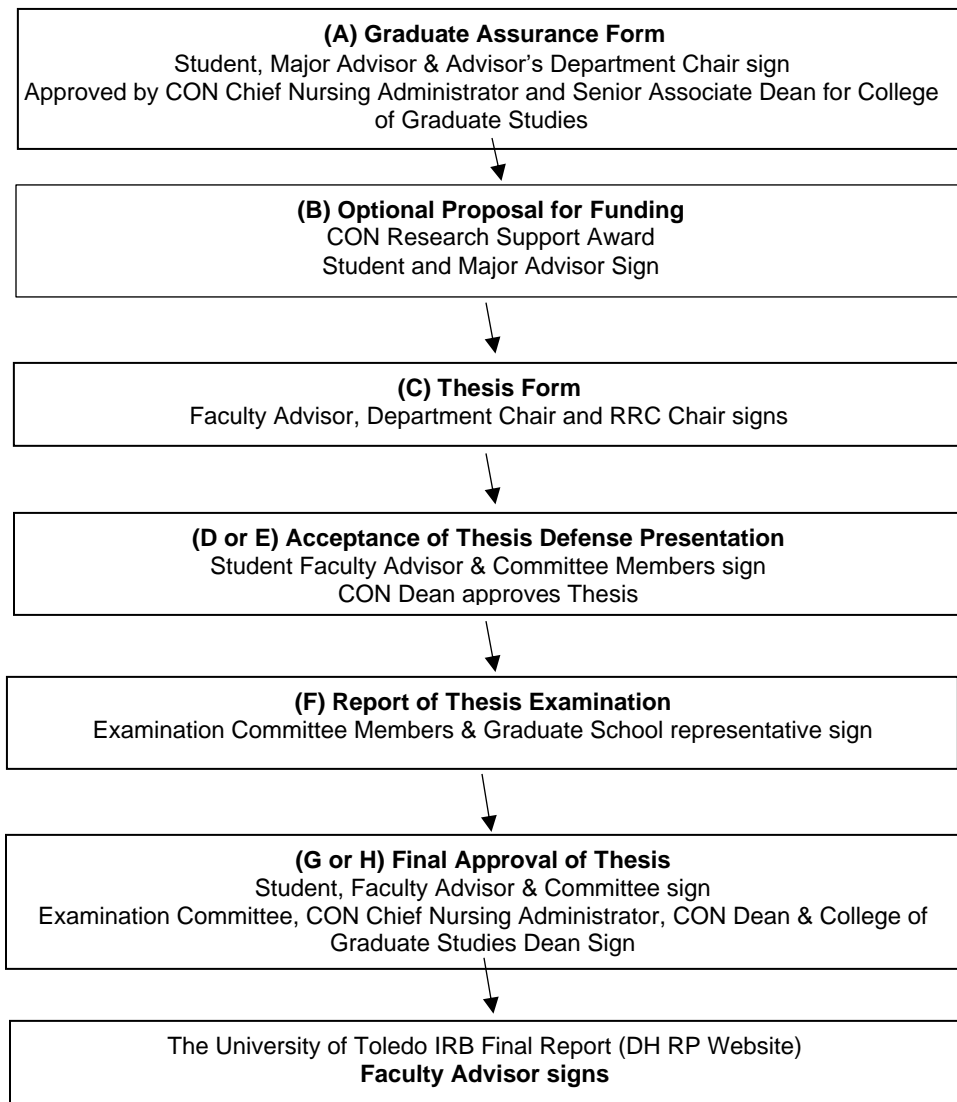
Student Responsibilities

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 an 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 CON 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 to OhioLink {<https://www.ohiolink.edu/>} by posted deadline before uploading to ProQuest {<https://about.proquest.com/en/dissertations/>}.
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



Guidelines for Process

All Graduate forms mentioned are available from the myUToledo 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 CON 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.
 - A. If you are doing a quantitative study, you will need access to expert consultation on quantitative methodology for data collection and statistical analysis. There may be a student cost associated for this consultation
 - B. If you are doing a qualitative study, you will need access to expert consultation on qualitative methodology for data collection and analysis. There may be a student cost

associated for this consultation

2. Discuss the publication agreement with your major advisor and have potential committee members sign the form.
3. Complete the [UToledo GRAD](#) Form and obtain the appropriate signatures. Submit the form to the graduate nursing advisor in the CON. The program chair and Senior Associate Dean and Chief Nursing Administrator in the CON 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 6910 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 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 CON 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. Support staff 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 UToledo 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. Students are advised to confirm deadlines for submission to avoid delays in thesis progression.

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 {<https://www.ohiolink.edu/>} by posted deadlines before uploading to ProQuest {<https://about.proquest.com/en/dissertations/>}.
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 (project outcomes). Allow adequate time for data entry. Analyze data.
- 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.

SECTION 10 - 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).

Professional dress and CON nametags are required of all UToledo students during practicum activities. Nametags are worn in a prominent manner providing clear identification of UToledo CON student status.

DNP Mentor Approval Process

The Mentor Approval process should be started the semester prior to the first DNP project course. Identification of Mentors is a shared responsibility between the faculty and the student. It would not be appropriate for a student to utilize a direct supervisor, spouse/first-degree relative, or personal healthcare provider as a mentor. The course faculty, in consultation with the Program Director, will approve mentors and clinical sites.

If an active Clinical Affiliation Agreement is not in place, a Clinical Site Contract form will be initiated by the program clinical placement coordinator. The CON works 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 or longer. The student will not be permitted at the clinical site until the formal contract has been approved. The CON program office will inform the student once the contract has been approved.

Once a mentor is identified, the student initiates the DNP Mentor Form (<https://www.utoledo.edu/nursing/pdfs/DNP%20Mentor%20Agreement%20Form%20fillable.pdf>). This form must be completed and submitted to the clinical coordinator. The clinical coordinator must approve the site and mentor prior to starting any clinical hours. Students are required to discuss with the mentor and faculty what activities will count towards clinical hours.

DNP Program Progression

Admission to the Program
Development of Plan of Study Applicant will meet with the Graduate Advisor to develop a plan of study prior to matriculation. Note: any changes to the plan of study must be discussed and pre-approved by Graduate Advisor.
Program Orientation All newly accepted students are expected to complete a mandatory orientation.
Program Progression 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.
DNP Project Please refer to the guidelines for project development and proposal defense.
DNP Project Committee 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.
DNP Project NURS8010 DNP Project 1 (Proposal), NURS8020 DNP Project 2 (Implementation), and NURS8030 (Evaluation and Dissemination) are required to complete the DNP Project. The designated DNP Project Chairperson will facilitate students in selection of experiences appropriate for the project. Each course has a required 180 hours of clinical experience.
Final DNP Project Defense & Graduation 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. Students must be registered for NURS 8030 (DNP Project 3) the semester in which they graduate. Students in the Nurse Executive (NE) track take NURS 8030 (DNP Project 3) a year before they graduate. The NE track finish their last year with the 3 Executive courses.

DNP Program Final Defense and Graduation Checklist

- Complete Application for Graduation for the College of Graduate Studies. Apply online through the [myUToledo 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: (<https://www.sigmarepository.org>)
- Create an account
 - Post under the category: Open Dissemination Materials – Group and Individuals
 - Post under the group titled: University of Toledo CON, DNP Doctoral Papers
 - 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.
 - Check with DNP Project Chair to determine IRB status
 - Submit [Final Defense and Graduation Checklist form](#) to the DNP Program Director.

DNP Project Guidelines

Final Project Process and Procedures

Final Project Committee

The committee of three members is derived through collaboration with the Program Director, the Department Chair, eligible faculty, and the student. The committee is responsible for guiding the student through the development of a proposal and final manuscript, 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 (allow a minimum of 2 weeks from the time a paper was submitted).

Chair of Committee

The committee chair serves as major contact for completion of the project. The 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. Works with the Program Director to select appropriate committee members in collaboration with student:
 - At least one committee member should be knowledgeable about the selected conceptual framework.
 - One committee member should be knowledgeable about the method of analysis.
 - At least one committee member should have expertise in the content area.
3. Carries major responsibility for ensuring overall validity and scientific merit of the project.
4. Arbitrates differences of opinion among committee members outside presence of student.
5. Conducts meetings of the 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 proposal defense and the final manuscript.
8. Counsels student regarding decision if the student has not made satisfactory progress toward completion of the project.
9. Carries major responsibility for determining that final draft of the manuscript meets the requirements of content and proper grammar and formatting.
10. Oversees completion of required CON and Graduate School forms.

Committee Members

1. Assures quality, clarity and accuracy of project and manuscript.
2. Assures scientific merit of project proposal and manuscript.
3. Works with committee and student to promote student achievement.
4. Serves as content and/or methodology expert on committee.
5. Approves project proposal prior to IRB submission.
6. Resolves disagreements among committee members prior to discussions/meeting with

- student.
7. Signs appropriate forms as designated by the CON 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

2. Student is ultimately responsible for his/her own final project.
3. Assumes responsibility for following guidelines, meeting deadlines, making appointments, editing the manuscript, and the timely progress of the study.
4. Registers for appropriate courses as detailed in the Plan of Study each semester.
5. Works with Program Director to select the chair and committee.
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 project 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. Completes CON and University of Toledo College of Graduate Studies forms and obtains signatures as required.

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 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

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 DNP Chair and committee members. 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 site is: <https://www.sigmarepository.org>

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 Program Director to identify a 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 8010 DNP Project 1. 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 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 UToledo College of Graduate Studies. Once a chair is determined, the student and faculty chair and Director discuss options for DNP Project Committee members who are preferably within and possibly those outside the UToledo CON. The committee members must be acceptable to both the student, the chair, and the Program Director. 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 Program Director and 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 UToledo 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 8010 (DNP Project 1) these courses must be completed: (NURS 7400) Theoretical Foundations for Advanced Nursing Practice and (NURS7910) Advanced Research for Evidence Based Nursing Practice.
- Students must also have successfully presented their DNP project proposal defense at the end of DNP Project 1.
- 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 timeline for completion of the project.
- Develop the proposal for the project with input and approval from chair, committee members, and agency members 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](#).

Note: The student is responsible for maintenance and retention of copies of all forms required by the DNP Program during the duration of the program and after completion of the program.

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 UToledo 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.

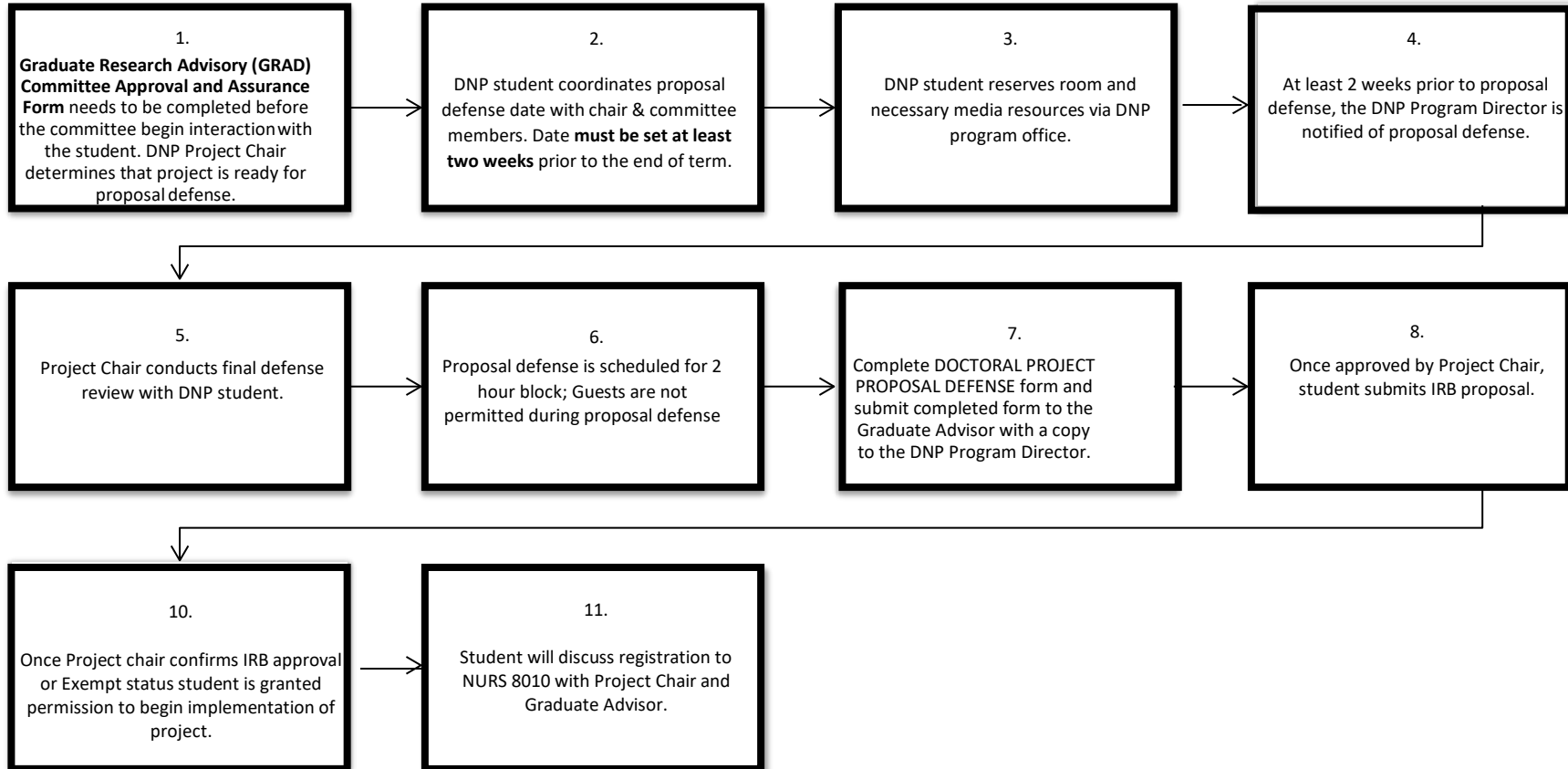
Grading of the Doctoral Project

Satisfactory work toward the project is denoted with the grade of (S). Unsatisfactory work earns a (U). Successful completion of all 3 DNP Projects courses and project defense are required for graduation.

DNP Project Proposal Defense Procedures

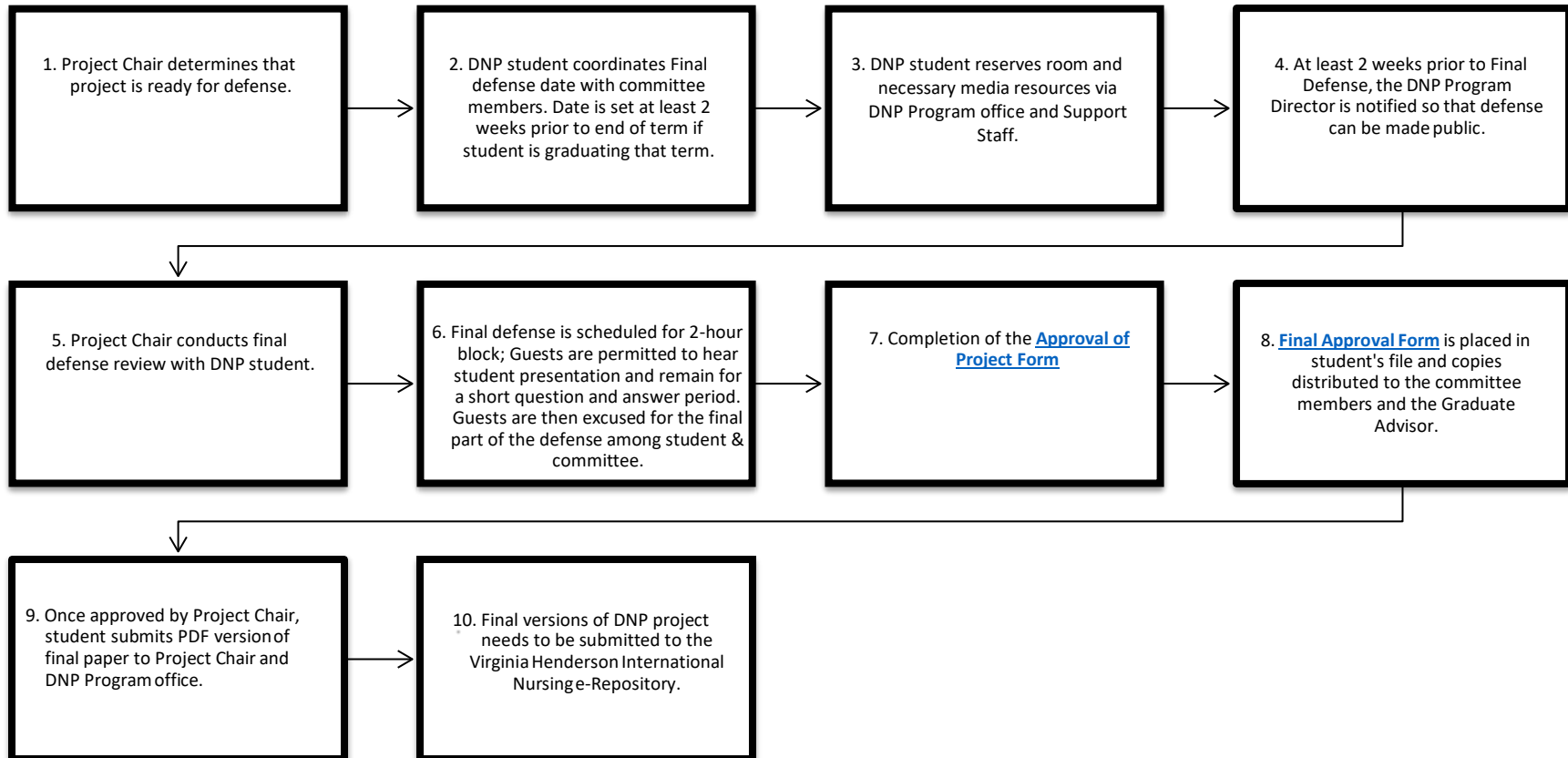
During the Doctoral Project Proposal Defense phase, students will need to complete the [Graduate Research Advisory \(GRAD\) Committee Approval and Assurance Form](#) and the [Doctoral Project Proposal Defense Form](#).

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.



SECTION 11 - 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. Note; some of the following agencies require a final transcript prior to certification testing. *

American Association of Critical-Care Nurses (AACN)*

Specialty PCCN and APRN: ACCNS-AG, ACCNS-P, ACCNS-N, ACNPC-AG graduates are eligible to sit for the AACN certification corresponding to their population foci upon graduation. The process is found at <https://www.aacn.org/certification/value-of-certification-resource-center/certification-accreditation>

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 <https://www.nursingworld.org/ancc/>.

American Academy of Nurse Practitioner (AANP)

AGPCNP and FNP programs 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.

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 7th 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 the most current 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 7th 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 the most current 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