Students are responsible for knowing and abiding by all policies, requirements, and regulations in this handbook. This University of Toledo College of Nursing Graduate Nursing Student Handbook supplements the College of Graduate Studies information: http://www.utoledo.edu/graduate/currentstudents/refsandrscs.html

University of Toledo General Catalog: http://www.utoledo.edu/catalog/

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.

Course content and policies are under constant review and evaluation.

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

This handbook supersedes all previous handbooks of the CON.

Information specific to the MSN to DNP may be found at www.utoledo.edu/nursing/dnp.html

August 12, 2014
# TABLE OF CONTENTS

## Section 1 - MISSION, VISION, PURPOSE AND PROGRAM OBJECTIVES

- Mission Statement .................................................. 07
- Vision ........................................................................... 07
- College of Nursing Purpose .......................................... 07
- Program Objectives for Doctorate in Nursing Practice .... 07
- Program Objectives for MSN Advanced Practice Nursing 08
- Program Objectives for Nurse Educator Program .......... 08
- Program Objectives for Clinical Nurse Leader Program 08
- Philosophy of the College of Nursing ......................... 09
- Person ......................................................................... 09
- Environment .................................................................. 09
- Health ......................................................................... 09
- Nursing ........................................................................ 09
- Education ..................................................................... 09
- Research ...................................................................... 09
- Practice ....................................................................... 09
- Organizing Framework ................................................. 09

## Section 2 - LEGAL AND ETHICAL STANDARDS

- Academic Honesty Code ............................................. 12
- Professional Standards ............................................... 12
- American Nurses Association Code of Ethics for Nurses 12
- From the Law Regulating the Practice of Nursing – Chapter 4723-5-12 13
- Criminal Record Check Policy and Process .................. 15
- Authorization to Release Information ........................... 18
- Fair Credit Reporting Act ............................................ 19

## Section 3 - TECHNICAL STANDARDS

- Technical Standards for Admission and Continuation .... 23
- Americans with Disability Act (ADA) Accommodations 25

## Section 4 - GENERAL POLICIES

- Typhon Software for Clinical ...................................... 27
- ATI .............................................................................. 27
- Emergency Procedure for Students in Classroom or Clinical 27
- Availability of Student Guidance and Counseling Services 27
- Academic Freedom of Students .................................. 28
- Concealed Weapons Policy .......................................... 28
- Smoking Policy ............................................................ 28
- Family Education Rights and Privacy Act (FERPA) .......... 28
- FERPA Consent Form ............................................... 29
- E-mail Communication ............................................... 30
- Inclement Weather Policy .......................................... 30
- Policy on Authorship .................................................. 30
- Sample Authorship Agreement Form ............................ 31
TABLE OF CONTENTS

Section 5 – ADMISSION POLICIES
Admission to Graduate Nursing Programs 33
Matriculation Requirements 38
Requirements for Degrees 38
Transfer 39
Progression 40
Repeating Courses 40
Withdrawal 41
Student Rights and Responsibilities 42
Leave of Absence 43
Graduation 43

Section 6 - STUDENT PARTICIPATION ON GOVERNANCE COMMITTEES
Curriculum Committee 46
Diversity Committee 47
Program Assessment Committee (PAC) 47
Student Admission, Retention, and Progression Committee (SARP) 48
Student Grievance Committee 49

Section 7 – ACADEMIC ADVISEMENT
Guidelines for Developing Formal Plan of Study 52
Continuous Enrollment 52
Full Time Enrollment 52
MSN Program Capstone 52
MSN Field Experience Seminar Capstone Option 53
MSN Independent Study and Contract Form 54
MSN Guidelines for Independent Study 55

Section 8 – PROGRESSING THROUGH BSN TO DNP PROGRAM
Flowchart for Progressing through BSN to DNP program 57
BSN to DNP Final Defense and Graduation Checklist 58
BSN to DNP Portfolio 59
Doctoral Independent Study 70

Section 9 - GRADUATE PROGRAM MAJORS
Graduate Programs Offered 72
Post Master’s to Doctor of Nursing Practice 73
BSN to DNP Family Nurse Practitioner 74
BSN to DNP Primary Care Pediatric Nurse Practitioner 76
Master of Science in Nursing Advanced Practice Majors 78
Master of Science in Nursing Family Nurse Practitioner 78
Master of Science in Nursing Primary Care Pediatric Nurse Practitioner 79
Nurse Educator Major 80
# TABLE OF CONTENTS

## Section 10 – CERTIFICATE PROGRAMS
- Prerequisites FNP, PNP
- FNP-C Curriculum
- PNP-C Curriculum
- Nurse Educator Certificate

## Section 11 - CLINICAL NURSE LEADER
- Clinical Nurse Leader

## Section 12 – STUDENT GRIEVANCE POLICIES
- Academic Due Process Appeal of a Final Course Grade
- Appeal of Disciplinary Action and Due Process

## Section 13 - APRN CLINICAL PLACEMENT REQUIREMENTS
- Grades/Credits for Clinical Courses
- Requirements for Placement
- Flowchart for Clinical Placement Process
- AHEC Placement
- Planning and Documenting Clinical Experiences
- Signature Form for APN Clinical Placement
- Professional Licensure
- Health Requirements
- Purpose of Background Check
- CPR Certification
- Liability Insurance
- Health Insurance (Mandatory)
- BSN to DNP Guidelines for Preceptor

## Section 14 - FINANCIAL SUPPORT
- Graduate School Tuition Scholarships
- Nurse Faculty Loan Program
- Travel Support

## Section 15 - ACADEMIC RESOURCES
- Networking on Campus
- UTAD/MyUT Portal
- DL/Online Learning
- IT Help Desk
- Computer Stations
- Websites for Nursing Resources

## Section 16 - THESIS
- Researcher
- Thesis Committee
- Chair of Committee
- Committee Members
- Student Responsibilities
- Graduate School Representative
- Thesis Forms Protocol
<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Thesis Research Overview and Process</td>
<td>115</td>
</tr>
<tr>
<td></td>
<td>Guidelines for Writing/Critiquing the Thesis</td>
<td>115</td>
</tr>
<tr>
<td></td>
<td>Timeframe for Completion</td>
<td>123</td>
</tr>
<tr>
<td>Section 17</td>
<td>DNP PROGRAM DOCTORAL PROJECT</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Doctoral Project Choosing Topic</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Selecting Doctoral Project Chair</td>
<td></td>
</tr>
<tr>
<td></td>
<td>IRB for Doctoral Project</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grading for Doctoral Project</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Project Proposal Defense Procedures</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Doctoral Project Final Defense Procedures</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Doctoral Project Proposal Guidelines</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Doctoral Project Final Guidelines</td>
<td></td>
</tr>
<tr>
<td>Section 18</td>
<td>COMPREHENSIVE EXAM PROCESS &amp; PROCEDURES</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Goals and Purpose of the Comprehensive Exam</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Procedure</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grading the Comprehensive Exam</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Criteria for Assessment</td>
<td></td>
</tr>
<tr>
<td>Section 19</td>
<td>FIELD EXPERIENCE SEMINAR</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Purpose of the Field Experience Seminar</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Notification of Field Experience Opportunities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Enrollment Process for a Field Experience Seminar</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Responsibility for Expenses</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grading of the Field Experience Seminar</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Presentation Requirements for the Field Experience Seminar</td>
<td></td>
</tr>
<tr>
<td>Section 20</td>
<td>ADVANCED PRACTICE CERTIFICATION</td>
<td></td>
</tr>
<tr>
<td></td>
<td>American Nurses Credentialing Center (ANCC)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>American Academy of Nurse Practitioners (AANP)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ohio Board of Nursing (OBN) Certificate of Authority</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pediatric Nursing Certification Board (PNCB)</td>
<td></td>
</tr>
<tr>
<td>Section 21</td>
<td>CNL STUDENTS LICENSURE INFORMATION</td>
<td></td>
</tr>
<tr>
<td></td>
<td>National Council Licensure Exam Registered Nurse (NCLEX-RN)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Verification of CNL Education in a Professional Nursing Program</td>
<td></td>
</tr>
<tr>
<td></td>
<td>OBN Requirements for Application for Licensure as a Nurse</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Board of Nursing Background Check Requirement</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cost of Criminal Record Check</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Authorization to Test, Accommodations, Retesting, and Notification</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pre-Licensure Information for Clinical Nurse Leader</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ONA Guidelines for Registered Nurses in Delegating Tasks to Nursing Students</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Employment of Nursing Students as Nurse Aides in Long-Term Care Facilities</td>
<td></td>
</tr>
<tr>
<td>Section 22</td>
<td>COURSE DESCRIPTIONS</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Graduate Nursing Programs Course Descriptions</td>
<td></td>
</tr>
</tbody>
</table>
SECTION 1 - PHILOSOPHY, MISSION, VISION, PROGRAM OBJECTIVES
Mission Statement

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

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

The College of Nursing Vision

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

College of Nursing Purpose

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

- Foster high standards of nursing practice, education and administration through continuing nursing education;
- Contribute to the health of the citizens of the region served by The University of Toledo through interdisciplinary endeavors;
- Advance nursing as a discipline through scholarship, research and practice; and
- Assess student learning to establish the effectiveness of teaching and learning and to provide data for changes indicated.

Program Objectives for the DNP Program

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

The objectives for the APN students of the Master of Science in Nursing Program are:

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

**Program Objectives for Nurse Educator Program**

The objectives for the Nurse Educator students of the Master of Science in Nursing Program are:

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

**Program Objectives for Clinical Nurse Leader Program**

The objectives for Clinical Nurse Leader Graduate Entry students of the Master of Science in Nursing program are:

- Synthesize theories, concepts, and research in nursing, bio-psychosocial sciences and humanities as the basis for practice;
- Integrate nursing knowledge and skills in designing and implementing care to individuals and diverse populations based on Orem's Self-Care Deficit of Nursing Theory;
- Engage in scholarly inquiry to advance the profession of nursing;
- Engage in leadership strategies that contribute to the improvement of health care delivery and influence health care policy; and
- Demonstrate initiative and self-direction in professional development.
College of Nursing Philosophy

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

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

Environment
Environment is the milieu in which the person exists.

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

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

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

Research
Research is an ongoing commitment to systematic inquiry and discovery.

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

Date Approved 1/91: Revised 7/04.

Organizing Framework

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

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

The nursing curricula encompass the concepts of: caring, communication, cost effective care, critical thinking, cultural diversity, empowerment, ethical decision making, health care 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.
The undergraduate programs and the graduate entry program use Orem’s Self-Care Deficit Nursing Theory as the predominant nursing theory to guide course development and nursing practice. The advanced practice graduate programs use multiple nursing theories for synthesis of knowledge for application in practice, education and research.

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

Rev. 06/2013
SECTION 2 - LEGAL AND ETHICAL STANDARDS
**Academic Honesty Code**

The College of Nursing views cheating and plagiarism as a direct violation of the purpose of the educational program as well as of the Code of Ethics for the profession of nursing. All work submitted must be the individual work of the student, unless the syllabus expressly requires or permits group work. Material from print or electronic sources that is incorporated either verbatim or in paraphrased format must be cited using APA Guidelines; otherwise use of such material constitutes plagiarism. Students who have knowledge of other students’ dishonest practices have a professional responsibility to document, sign, and submit a report to the Associate Dean for Academic Affairs. Violation of the Academic Honesty Code is grounds for dismissal.  
[http://www.utoledo.edu/policies/academic/graduate/pdfs/3364_77_01.pdf](http://www.utoledo.edu/policies/academic/graduate/pdfs/3364_77_01.pdf)

Students are responsible for The Graduate Student Ethics Code found at:  
[http://www.utoledo.edu/graduate/currentstudents/refsandscs.html](http://www.utoledo.edu/graduate/currentstudents/refsandscs.html)

**Professional Standards**

Students are held to the same standard of behavior as a practicing nurse. Failure to adhere to professional standards, including the Ohio Revised Code, the Ohio Administrative Code, and the American Nurses Association Code of Ethics for Nurses (2001), is grounds for dismissal from the program.

**American Nurses Association Code of Ethics for Nurses**

Code of Ethics for Nurses 2001 American Nurses Association; access the entire code with interpretive statements at [http://nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses](http://nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses)

(1) The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth, and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.

(2) The nurse’s primary commitment is to the patient, whether an individual, family, group, or community.

(3) The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient.

(4) The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse’s obligation to provide optimum patient care.

(5) The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal and professional growth.

(6) The nurse participates in establishing, maintaining, and improving health care environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action.

(7) The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.

(8) The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.

(9) The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice, and for shaping social policy. (Reprinted with permission from American Nurses Association, Code of Ethics for Nurses with Interpretive Statements, ©2001 Nursesbooks.org, Silver Spring, MD). Permission requested for 2011 – 2012 printing). 08/08/2013
OBN Rules Promulgated From The Law Regulating The Practice of Nursing  
Chapter 4723-5-12

Law Regulating the Practice of Nursing Student Conduct While Providing Nursing Care:
(1) A student shall, in a complete, accurate, and timely manner, report and document nursing assessments or observations, the care provided by the student for the client, and the client's response to that care.
(2) A student shall, in an accurate and timely manner, report to the appropriate practitioner errors in or deviations from the current valid order.
(3) A student shall not falsify any client record or any other document prepared or utilized in the course of, or in conjunction with, nursing practice. This includes, but is not limited to, case management documents or reports or time records, reports, and other documents related to billing for nursing services.
(4) A student shall implement measures to promote a safe environment for each client.
(5) A student shall delineate, establish, and maintain professional boundaries with each client.
(6) At all times when a student is providing direct nursing care to a client the student shall:
   (a) Provide privacy during examination or treatment and in the care of personal or bodily needs; and
   (b) Treat each client with courtesy, respect, and with full recognition of dignity and individuality.
(7) A student shall practice within the appropriate scope of practice as set forth in division (B) of section 4723.01 and division (B) (20) of section 4723.28 of the Revised Code for a registered nurse and Effective February 1, 2007 as filed in the Register of Ohio division (F) of section 4723.01 and division (B) (21) of section 4723.28 of the Revised Code for a practical nurse;
(8) A student shall use universal blood and body fluid precautions established by Chapter 4723-20 of the Administrative Code;
(9) A student shall not:
   (a) Engage in behavior that causes or may cause physical, verbal, mental, or emotional abuse to a client;
   (b) Engage in behavior toward a client that may reasonably be interpreted as physical, verbal, mental, or emotional abuse.
(10) A student shall not misappropriate a client's property or:
   (a) Engage in behavior to seek or obtain personal gain at the client's expense;
   (b) Engage in behavior that may reasonably be interpreted as behavior to seek or obtain personal gain at the client's expense;
   (c) Engage in behavior that constitutes inappropriate involvement in the client's personal relationships; or
   (d) Engage in behavior that may reasonably be interpreted as inappropriate involvement in the client's personal relationships.
For the purpose of this paragraph, the client is always presumed incapable of giving free, full, or informed consent to the behaviors by the student set forth in this paragraph.
(11) A student shall not:
   (a) Engage in sexual conduct with a client;
   (b) Engage in conduct in the course of practice that may reasonably be interpreted as sexual;
   (c) Engage in any verbal behavior that is seductive or sexually demeaning to a client;
   (d) Engage in verbal behavior that may reasonably be interpreted as seductive, or sexually demeaning to a client. For the purpose of this paragraph, the client is always presumed incapable of giving free, full or informed consent to sexual activity with the student.
(12) A student shall not, regardless of whether the contact or verbal behavior is consensual, engage with a patient other than the spouse of the student in any of the following:
   (a) Sexual contact, as defined in section 2907.01 of the Revised Code;
(b) Verbal behavior that is sexually demeaning to the patient or may be reasonably interpreted by the patient as sexually demeaning. Effective February 1, 2007.

(13) A student shall not self-administer or otherwise take into the body any dangerous drug, as defined in section 4729.01 of the Revised Code, in any way not in accordance with a legal, valid prescription issued for the student.

(14) A student shall not habitually indulge in the use of controlled substances, other habit-forming drugs, or alcohol or other chemical substances to an extent that impairs ability to practice.

(15) A student shall not have impairment of the ability to practice according to acceptable and prevailing standards of safe nursing care because of habitual or excessive use of drugs, alcohol, or other chemical substances that impair the ability to practice.

(16) A student shall not have impairment of the ability to practice according to acceptable and prevailing standards of safe nursing care because of a physical or mental disability;

(17) A student shall not assault or cause harm to a patient or deprive a patient of the means to summon assistance;

(18) A student shall not obtain or attempt to obtain money or anything of value by intentional misrepresentation or material deception in the course of practice;

(19) A student shall not have been adjudicated by a probate court of being mentally ill or mentally incompetent, unless restored to competency by the court.

(20) A student shall not aid and abet a person in that person’s practice of nursing without a license, practice as a dialysis technician without a certificate issued by the board, or administration of medications as a medication aide without a certificate issued by the board.

(21) A student shall not prescribe any drug or device to perform or induce an abortion, or otherwise perform or induce an abortion;

(22) A student shall not assist suicide as defined in section 3795.01 of the Revised Code.

(23) A student shall not submit or cause to be submitted any false, misleading or deceptive statements, information, or document to the nursing program, its faculty or preceptors, or to the board.

Revised 8/19/08 (http://codes.ohio.gov/oac/4723)

(24) A student shall maintain the confidentiality of patient information. The student shall communicate patient information with other members of the health care team for health care purposes only, shall access patient information only for purposes of patient care or for otherwise fulfilling the student's assigned clinical responsibilities, and shall not disseminate patient information for purposes other than patient care or for otherwise fulfilling the student's assigned clinical responsibilities through social media, texting, emailing or any other form of communication.

(25) To the maximum extent feasible, identifiable patient health care information shall not be disclosed by a student unless the patient has consented to the disclosure of identifiable patient health care information. A student shall report individually identifiable patient information without written consent in limited circumstances only and in accordance with an authorized law, rule, or other recognized legal authority.

(26) For purposes of paragraphs (C)(5), (C)(6), (C)(9), (C)(10), (C)(11) and (C)(12) of this rule, a student shall not use social media, texting, emailing, or other forms of communication with, or about a patient, for non-health care purposes or for purposes other than fulfilling the student's assigned clinical responsibilities.

Effective: 02/01/2014
R.C. 119.032 review dates: 10/15/2016
Promulgated Under: 119.03
Statutory Authority: 4723.07
Rule Amplies: 4723.06
Prior Effective Dates: 02/01/1996, 04/01/1997, 02/01/2002, 02/01/2004, 02/01/2007, 02/01/2008, 02/01/2012
<table>
<thead>
<tr>
<th>Name of Policy:</th>
<th>Criminal Records Checks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policy Number:</td>
<td>3364-82-07</td>
</tr>
<tr>
<td>Approving Officer:</td>
<td>President</td>
</tr>
<tr>
<td>Responsible Agent:</td>
<td>Dean of the College of Nursing</td>
</tr>
<tr>
<td>Scope:</td>
<td>Applicants of The University of Toledo College of Nursing.</td>
</tr>
<tr>
<td>Effective date:</td>
<td>May 5, 2014</td>
</tr>
</tbody>
</table>

- **Policy Statement**

  A criminal record check will be conducted on applicants that wish to enter the College Nursing at The University of Toledo in the Upper Division B.S.N. and all of the graduate nursing programs.

- **Purpose of Policy**

  To assure that students in the College of Nursing at the University do not have a criminal history that may preclude the student from participating in various aspects of a program.

- **Scope**

  This policy applies to all applicants to the College Nursing wish to enter the College Nursing at The University of Toledo in the Upper Division B.S.N. and all of the graduate nursing programs.

- **Procedure**

  1) The College of Nursing will conditionally accept students into the College of Nursing in the Upper Division B.S.N. and all of the graduate nursing programs subject to completion of the Criminal Record Check.

  2) Authorization Process and the Criminal Record Check

    a) All incoming applicants wishing to be students of the College of Nursing in the Upper Division B.S.N. and all of the graduate nursing programs will be fingerprinted through the Health Science Campus Police Department at the University. Applicants undergoing a criminal record check must complete the appropriate Authorization to Release Information (*Appendix A*). Fingerprint checks will be conducted under Senate Bill 38 (care of children) and Senate Bill 160 (care of the elderly) where necessary.

    b) The Bureau of Criminal Identification & Investigation will conduct an Ohio and Federal record check. If residence of the applicant is a state outside of the state of Ohio, the background check will be conducted for that state. The cost of the criminal record check will be paid by the applicant. The criminal history or records check will only report convictions, conviction-
equivalent adjudications\(^1\), and all arrests without final adjudication\(^2\) (both felonies and misdemeanors).

c) Acceptance into the University’s College of Nursing in the Upper Division B.S.N. and all of the graduate nursing programs are conditional upon completion and approval of the information received regarding the criminal record check.

3) Handling Adverse Reports

a) In the result of an adverse report, the report will first be submitted to the applicant along with a copy of the Fair Credit Reporting Act Notification attached as Appendix B. Upon receiving this Report, the applicant will have ten (10) calendar days from the date the Report is sent to review their Report. The accepted applicant will be provided with an opportunity to contest the contents of the Report within the specified ten-calendar day period.

b) After the ten (10) day period has lapsed, the Report will be submitted to the Dean of the College. The Dean, or the Dean’s designee, will review the report and if necessary, ask the applicant to provide a detailed, written description and explanation of the information contained in the criminal records report along with appropriate documentation, such as police reports, certificated court records and any institutional correspondence and orders. This information must be returned to the Office of the Dean of the College of Nursing within ten (10) working days of the date the communication is sent to the applicant. Any extension of this ten day period must be set forth in writing signed by an authorized College representative. The College may also independently seek to obtain additional information, such as a copy of the original criminal charge, in order to corroborate the individual’s explanation.

c) The criminal record report and the applicant’s explanation (if requested) will be reviewed. No provided information may result in revocation of acceptance to the program. A final decision for continuation in the educational program will be made only after careful review of factors including, but not limited to:

(i) the nature and seriousness of the offense;
(ii) the circumstances under which the offense occurred;
(iii) the relationship between the duties to be performed as part of the educational program and the offense committed;
(iv) the age of the person when the offense was committed;
(v) whether the offense was an isolated or repeated incident;
(vi) the length of time that has passed since the offense;
(vii) past employment and history of academic or disciplinary misconduct;
(viii) evidence of successful rehabilitation;
(ix) safety of patient care;
(x) safety of fellow students or applicants or staff;
(xi) the applicant’s violation of University policies and procedures;

\(^1\) Conviction and Conviction-Equivalent Adjudications may include, but are not limited to, the following criminal records dispositions: Alford plea, bail/bond forfeiture, default judgment, fine/costs paid, guilty, no contest, plea in absentia, plea in abeyance, pled guilty, prayer for judgment, suspended execution of sentence, appealed, consolidated for judgment, covered by pled to charge, reduced, accelerated rehabilitative disposition, adjudication withheld, Article 894, conditional diversion, conditional dismissal, conditional discharge, conditional release, deferred sentence, first offender program, supervision, suspended imposition of sentence, work release program, and Sunshine Law. \(^2\) Arrests without Final Adjudication may include, but are not limited to, the following criminal records dispositions: adjourned, case is pending, continued, extradited, remanded, transferred, and dispositions that are not available.
(xii) state and federal regulations regarding consideration of an individual with a past misdemeanor, felony or similar offense; and
(xiii) the accuracy of any information provided by the applicant.

d) Upon consideration of the information provided a decision will be rendered by the Dean of the College, or the Dean’s designee, permit the applicant to join the College of Nursing Upper Division B.S.N. or any of the graduate nursing programs or whether the conditional acceptance will be revoked. The applicant will be notified in writing within ten (10) days of the final decision. A second Adverse Action Notice letter will be sent out if the final decision is to withdraw the conditional offer of acceptance along with a second copy of the Summary of Your Rights Under the Fair Credit Reporting Act. Applicants who are denied final admission to the College of Nursing will have no rights to due process for dismissal from either the University or College of Nursing. If the applicant is admitted into the College of Nursing and the College learns that the applicant was not truthful or honest with regard to the information provided as a conditionally accepted applicant, the College of Nursing may immediately revoke the status of the individual as a student in the Upper Division B.S.N. or graduate nursing programs.

e) Once a person matriculates into the College of Nursing that person as a student of the University has a continuing obligation to immediately notify the University, through the Associate Dean of Academic Affairs in the College, with regard to any information that has changed as was contained in the initial Report provided to the University, including the reporting of any arrests, misdemeanor, felony charges or convictions. The College of Nursing reserves the right to conduct any additional record checks while the student is enrolled in any nursing program of the College.

f) The College of Nursing will respect the laws of the state of Ohio or other state laws with regard to the person having a sealed juvenile record and having no obligation to reveal the records within the juvenile court system.

<table>
<thead>
<tr>
<th>Review/Revision Completed by:</th>
<th>Policies Superseded by This Policy: None</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office of the Dean of the College of Nursing.</td>
<td>Initial effective date: May 5, 2014</td>
</tr>
<tr>
<td>CON Student Admission, Retention, and Progression Committee</td>
<td>Review/Revision Date: May 5, 2014</td>
</tr>
<tr>
<td>CON Faculty Assembly 5/5/14</td>
<td>Next review date: May 5, 2017</td>
</tr>
<tr>
<td>Office of Legal Affairs</td>
<td></td>
</tr>
</tbody>
</table>

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

AUTHORIZATION TO RELEASE INFORMATION

I have accepted a conditional offer of acceptance with The University of Toledo (UT) College of Nursing and hereby specifically authorize and permit The University of Toledo and its principals, employees, agents, servants, and contractors to contact my character references, former schools, colleges or universities, employers, law enforcement agencies, courts of law, federal, state and local regulatory agencies to obtain information from such sources about me. I understand that any investigation into my background may include reference to any information which is a matter of public record (for example, criminal convictions, traffic offenses and lawsuits). I hereby waive any rights of action I may have against The University of Toledo and its trustees, employees, agents, servants and contractors in connection with the obtaining or reporting of such information for purposes of determining my eligibility for entrance into the College.

This release is executed with full knowledge and understanding that the information is for the official use of The University of Toledo. I understand that this form may be photocopied and sent to Police Departments, employers, etc., as deemed necessary by the University.

Consent is also hereby granted to release requested information to the UT Campus Police Department. I hereby release you as the custodian of such records, both individually and collectively, from any and all responsibility or liability for damages of whatever kind, which at any time may result to me, my heirs, family, or associates, because of compliance with this authorization and request to release information or any attempt to comply with it. I understand and agree that this information is obtained by the University prior to my full acceptance as a student and therefore is not subject to the Family Education Right to Privacy Act, even if I am or was previously enrolled in any capacity at The University of Toledo.

I understand that in signing this release I will be authorizing The University of Toledo to make inquiries into my personal, educational and work history. I also understand that a conditional offer of acceptance may be withdrawn based on the information obtained in such inquiries and tests, and also based upon the results of a pre-employment drug screen, physical examination and/or psychological examination as applicable.

Printed Name: _______________________________  Social Security #: ___________________________

Date of Birth (month/day/year): _______________  College Program: ___________________________

Signature: _________________________________  Date: _________________________________
Appendix B

A Summary of Your Rights Under the Fair Credit Reporting Act

The federal Fair Credit Reporting Act (FCRA) is designed to promote accuracy, fairness, and privacy of information in the files of every "consumer reporting agency" (CRA). Most CRAs are credit bureaus that gather and sell information about you -- such as if you pay your bills on time or have filed bankruptcy -- to creditors, employers, landlords, and other businesses. You can find the complete text of the FCRA 15 U.S.C. 1681-1681u, at the Federal Trade Commission’s web site (http://www.ftc.gov). The FCRA gives you specific rights, as outlined below. You may have additional rights under state law. You may contact a state or local consumer protection agency or a state attorney general to learn those rights.

- **You must be told if information in your file has been used against you.** Anyone who uses information from a CRA to take action against you -- such as denying an application for credit, insurance, or employment -- must tell you, and give you the name, address, and phone number of the CRA that provided the consumer report.

- **You can find out what is in your file.** At your request, a CRA must give you the information in your file, and a list of everyone who has requested it recently. There is no charge for the report if a person has taken action against you because of information supplied by the CRA, if you request the report within 60 days of receiving notice of the action. You also are entitled to one free report every twelve months upon request if you certify that (1) you are unemployed and plan to seek employment within 60 days, (2) you are on welfare, or (3) your report is inaccurate due to fraud. Otherwise, a CRA may charge you up to eight dollars.

- **You can dispute inaccurate information with the CRA.** If you tell a CRA that your file contains inaccurate information, the CRA must investigate the items (usually within 30 days) by presenting to its information source all relevant evidence you submit, unless your dispute is frivolous. The source must review your evidence and report its findings to the CRA. (The source also must advise national CRAs -- to which it has provided the data -- of any error) The CRA must give you a written report of the investigation and a copy of your report if the investigation results in any change. If the CRA’s investigation does not resolve the dispute, you may add a brief statement to your file. The CRA must normally include a summary of your statement in future reports. If an item is deleted or a dispute statement is filed, you may ask that anyone who has recently received your report be notified of the change.

- **Inaccurate information must be corrected or deleted.** A CRA must remove or correct inaccurate or unverified information from its files, usually within 30 days after you dispute it. **However, the CRA is not required to remove accurate data from your file unless it is outdated (as described below) or cannot be verified.** If your dispute results in any change to your report, the CRA cannot reinsert into your file a disputed item unless the information source verifies its accuracy and completeness. In addition, the CRA must give you a written notice telling you it has reinserted the item. The notice must include the name, address and phone number of the information source.

- **You can dispute inaccurate items with the source of the information.** If you tell anyone -- such as a creditor who reports to a CRA -- that you dispute an item, they may not then report the information to a CRA without including a notice of your dispute. In addition, once you've notified the source of the error in writing, it may not continue to report the information if it is, in fact, an error.

- **Outdated information may not be reported.** In most cases, a CRA may not report negative information that is more than seven years old; ten years for bankruptcies.
• **Access to your file is limited.** A CRA may provide information about you only to people with a need recognized by the FCRA -- usually to consider an application with a creditor, insurer, employer, landlord, or other business.

• **Your consent is required for reports that are provided to employers, or reports that contain medical information.** A CRA may not give out information about you to your employer, or prospective employer, without your written consent. A CRA may not report medical information about you to creditors, insurers, or employers without your permission.

• **You may choose to exclude your name from CRA lists for unsolicited credit and insurance offers.** Creditors and insurers may use file information as the basis for sending you unsolicited offers of credit or insurance. Such offers must include a toll-free number for you to call if you want your name and address removed from future lists. If you call, you must be kept off the lists for two years. If you request, complete, and return the CRA form provided for this purpose, you must be taken off the lists indefinitely.

• **You may seek damages from violators.** If a CRA, a user or (in some cases) a provider of CRA data, violates the FCRA, you may sue them in state or federal court.

The FCRA gives several different federal agencies authority to enforce the FCRA:

<table>
<thead>
<tr>
<th>FOR QUESTIONS OR CONCERNS REGARDING:</th>
<th>PLEASE CONTACT:</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRAs, creditors and others not listed below</td>
<td>Federal Trade Commission</td>
</tr>
<tr>
<td></td>
<td>Consumer Response Center - FCRA</td>
</tr>
<tr>
<td></td>
<td>Washington, DC 20580  202-326-3761</td>
</tr>
<tr>
<td>National banks, federal branches/agencies of foreign banks</td>
<td>Office of the Comptroller of the Currency</td>
</tr>
<tr>
<td>(word “National” or initials “N.A.” appear in or after bank’s name)</td>
<td>Compliance Management, Mail Stop 6-6</td>
</tr>
<tr>
<td></td>
<td>Washington, DC 20219  800-613-6743</td>
</tr>
<tr>
<td>Federal Reserve System member banks (except national banks, and</td>
<td>Federal Reserve Board</td>
</tr>
<tr>
<td>federal branches/agencies of foreign banks)</td>
<td>Division of Consumer &amp; Community Affairs</td>
</tr>
<tr>
<td></td>
<td>Washington, DC 20551  202-452-3693</td>
</tr>
<tr>
<td>Savings associations and federally chartered savings banks</td>
<td>Office of Thrift Supervision</td>
</tr>
<tr>
<td>(word “Federal” or initials “F.S.B.” appear in federal institution’s name)</td>
<td>Consumer Programs</td>
</tr>
<tr>
<td></td>
<td>Washington, DC 20552  800-842-6929</td>
</tr>
<tr>
<td>Federal credit unions (words “Federal Credit Union” appear in institution’s</td>
<td>National Credit Union Administration</td>
</tr>
<tr>
<td>name)</td>
<td>1775 Duke Street</td>
</tr>
<tr>
<td></td>
<td>Alexandria, VA 22314  703-518-6360</td>
</tr>
<tr>
<td>State chartered banks that are not members of the Federal Reserve System</td>
<td>Federal Deposit Insurance Corporation</td>
</tr>
<tr>
<td></td>
<td>Division of Compliance &amp; Consumer Affairs</td>
</tr>
<tr>
<td></td>
<td>Washington, DC 20429  800-934-FDIC</td>
</tr>
<tr>
<td>Air, surface, or rail common carriers regulated by former Civil</td>
<td>Department of Transportation</td>
</tr>
<tr>
<td>Aeronautics Board or Interstate Commerce Commission</td>
<td>Office of Financial Management</td>
</tr>
<tr>
<td></td>
<td>Washington, DC 20590  202-366-1306</td>
</tr>
<tr>
<td>Activities subject to the Packers and Stockyards Act, 1921</td>
<td>Department of Agriculture</td>
</tr>
<tr>
<td></td>
<td>Office of Deputy Administrator - GIPSA</td>
</tr>
<tr>
<td></td>
<td>Washington, DC 20250  202-720-7051</td>
</tr>
</tbody>
</table>
Application and Informational Literature

The following statement is included on the offer of admission from the College of Graduate Studies. Applicants accepting admission to the College of Nursing are required to submit BCI&I and FBI criminal background reports. If you do not reside in the state of Ohio, contact your local state police or state Bureau of Criminal Investigation and Identification office to follow the proper process for obtaining background reports. You will need to designate The University of Toledo College of Nursing Graduate Programs HSC, MS 1026, 3000 Arlington Avenue, Toledo, Ohio 43614-2598 as the recipient of the reports. Both reports must be sent directly to The University of Toledo. The University of Toledo Police Department offers fingerprinting services. Appointments are required and may be made by calling 419.530.4439 or 419.530.2001. Students are responsible for background check/fingerprinting expenses. Students must declare and document misdemeanor and/or felony offenses that occur prior to admission and/or during program progression. Acceptance into the graduate nursing program is conditional upon completion and approval of all information received regarding the criminal record check.

The following information is included in brochures for graduate programs in the College of Nursing. Applicants are required to authorize The University of Toledo to obtain criminal record checks (i.e., BCII and FBI) and are responsible for fingerprinting expenses. Applicants and/or students must declare and document misdemeanor and/or felony offenses that occur prior to admission to the nursing program and/or during program progression. Acceptance into the graduate nursing program is conditional upon completion and approval of all information received regarding the criminal record check.

http://codes.ohio.gov/oac/4723-7
SECTION 3 - TECHNICAL STANDARDS
TECHNICAL STANDARDS FOR ADMISSION

All students applying to the College of Nursing are held to the same admission standards regardless of disability status. At the post-secondary level, students must be considered “otherwise qualified student”, therefore, it is important for students to review the technical standards to determine one’s ability to meet program standards with or without academic accommodation adjustments.

The core performance standards are intended to constitute an objective measure of:

1. A qualified applicant’s ability with or without accommodations to meet the program performance requirements.
2. Accommodations required by a matriculated student who seeks accommodations under the ADA.

Applicants and students with disabilities seeking accommodations under the ADA, as amended, are referred to the Department of Education Office for Civil Rights document titled, Students with Disabilities Preparing for Postsecondary Education: Know Your Rights and Responsibilities (US Department of Education. September 2007)

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Standards</th>
<th>Examples</th>
</tr>
</thead>
</table>
| Critical thinking        | Critical thinking ability for effective clinical reasoning and clinical judgment consistent with level of educational preparation | - 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 |
| Professional Relationships | Interpersonal skills sufficient for professional interactions with a diverse population of individuals, families and groups | - Establishment of rapport with patients/clients and colleagues  
- Capacity to engage in successful conflict resolution  
- Peer accountability |
| Communication            | Communication adeptness sufficient for verbal and written professional interactions | - Explanation of treatment procedures, initiation of health teaching.  
- Documentation and interpretation of nursing actions and patient/client responses |
| Mobility                 | Physical abilities sufficient for movement from room to room and in small spaces | - Movement about patient’s room, work spaces and treatment areas  
- Administration of rescue procedures-cardiopulmonary resuscitation |
| Motor skills | Gross and fine motor abilities sufficient for providing safe, effective nursing care | • Calibration and use of equipment  
• Therapeutic positioning of patients |
| --- | --- | --- |
| Hearing | Auditory ability sufficient for monitoring and assessing health needs | • Ability to hear monitoring device alarm and other emergency signals  
• Ability to discern auscultatory sounds and cries for help |
| Visual | Visual ability sufficient for observation and assessment necessary in patient care | • Ability to observe patient's condition and responses to treatments |
| Tactile Sense | Tactile ability sufficient for physical assessment | • Ability to palpitate in physical examinations and various therapeutic interventions |

Students with disabilities seeking accommodations/adjustments must register with the Office of Academic Access. It is recommended that students complete registration at least four to six weeks before entering the program.

Americans with Disability Act (ADA) Accommodations and Office of Academic Access

The University of Toledo abides by the Americans with Disabilities Act (equal and timely access) and section 504 of the Rehabilitation Act of 1973 (non-discrimination on the basis of disability). The College of Nursing will provide reasonable academic adjustment to qualified applicants with disabilities, subsequent to evaluation by the Office of Academic Access Rocket Hall located in Rocket Hall 1820, 419.530.4981, email: officeofacademicaccess@utoledo.edu.

It is the responsibility of the applicant to initiate and complete the evaluation process. Requests for accommodations should be made by the student at the earliest possible date to allow appropriate evaluation from which to develop recommendations for accommodations. Faculty members are responsible only for accommodations communicated to them by the Office of Academic Access http://www.utoledo.edu/success/academicaccess/.

ADA/504 Compliance information is located at: http://www.utoledo.edu/offices/internalaudit/ada_504_compliance.html.

The handbook outlines accommodation processes and lists multiple on and off campus resources. Office of Student Disability Services suggests students review the handbook regularly prior to requesting accommodations to re-familiarize themselves with the process(es) associated with their individual accommodation(s).


Office of Student Disability Services
SECTION 4 - GENERAL POLICIES
Typhon

Typhon is a student-patient electronic tracking system. Advanced practice students will enter patient data from their student clinical experiences into this electronic tracking system. The purpose of the Typhon system is to track student experiences monitoring for quality of experiences and monitoring the number of hours of patient contact. This information is necessary to be able to acknowledge student’s eligibility to sit for national certification and for the College of Nursing accreditation. Advanced practice students are required to purchase the Typhon System electronically. It is a one-time purchase made before clinical experiences begin. The College of Nursing Typhon system administrator will email the student a user name, password and the access to the Typhon website. Students will go to the website and pay with a credit card for Typhon access. Students are encouraged to make a copy of this transaction. After payment, students should have access to the Typhon system throughout their clinical courses.

Typhon System capabilities include a complete electronic student tracking system, including comprehensive patient encounter logs and reports, a fully featured evaluation and survey component for assessments, management of student rotation scheduling, student electronic portfolios, student and preceptor biographic databases, clinical site database, curriculum mapping, secure document management, and much more.

ATI

ATI products are online resources that Clinical Nurse Leader Graduate Entry students will utilize throughout the program, and are part of the student fees each semester. The books that are associated with the ATI online materials will be shipped directly to the college sometime during the second week of classes.

Emergency Procedure for Students in Classroom or Clinical

If a student becomes ill in the classroom, do an immediate assessment to determine if simple measures will suffice or there is need for more complex care. Call 419-383-2600 (or 2600 from a campus phone) if ambulance transport is warranted; the UT Police Department will summon “911”. A faculty, staff or peer should remain with the student until the health concern is resolved or emergency transport begins. The individual can be referred to Student Health and Wellness Center (419.383.3777 call for appointments), their healthcare provider, or the Emergency Department for interventions. More information on Student Health and Wellness Center can be found at this link:
http://www.utoledo.edu/healthservices/hsc/index.html

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

Availability of Student Guidance and Counseling Services

Psychological issues impact on academic and personal lives. Students have access to counseling services at UT University Counseling Center Main Campus Rocket Hall Room 1810, Phone: 419.530.2426, Fax: 419.530.7263. Students who are not able to come during the times listed above should contact the Counseling Center at 419-372-2081 to discuss other options. Students are advised to clearly ascertain what they would need from psychological services by asking pertinent questions such as: services offered; composition of the agency staff; fees, sliding scale or reduced fee available for students; appointment availability; usual length of counseling
appointments; emergency and crisis services available; and agency’s hours of operation and location.

**Academic Freedom of Students/Social Media Statement**

The University Of Toledo College Of Nursing subscribes to the principles of academic freedom and inquiry. Students shall have the freedom to seek the truth. When speaking or writing, students shall be responsible and accurate and shall indicate that they speak as individuals unless authorized to do otherwise. As scholars, students must remember that the public may judge their professions and the institution by their public statements. Please review the National Student Nurses Association White Paper recommendation on Social Media, and National Council State Boards of Nursing White Paper: A Nurse’s Guide to the use of Social Media at [https://www.ncsbn.org/Social_Media.pdf](https://www.ncsbn.org/Social_Media.pdf).

**Concealed Weapons Policy**

Students are forbidden to carry firearms in any of The University of Toledo buildings, even under the Concealed Weapon Carry law. The law indicates that schools, colleges and universities are to be “gun free.”

**Smoking and All Tobacco Products Policy**

The University of Toledo Health Science Campus bans all tobacco products in all buildings and all public space. The Collier Building is tobacco free including balconies, front and rear and side patios and grassy areas.

**Family Education Rights and Privacy Act (FERPA)**

The CON complies with the Family Education Rights and Privacy Act of 1974, as amended, which is designed to provide privacy regarding a student’s education record. In general, the CON does not release student education record information without the expressed, written consent of the student. More detailed information regarding the privacy and release of student record information can be found in UT college catalogs; inquiries for FERPA protected UT and BGSU student information is referred to the appropriate university.
FERPA PRIOR CONSENT FORM

This authorization is valid ONLY for the purpose indicated below. (Form/Rev 1/24/12)

☐ 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)_________________________ (cellular) ______________________

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.
E-mail-Communication

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

ALL COMMUNICATIONS regarding schedule, scholarship applications, awards, room assignments, registration, graduation and other important matters will be communicated through this mechanism. Failure to check email does not absolve a student from responsibility for this information.

Inclement Weather Policy

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

College of Nursing Policy on Authorship

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

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

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

Procedures for student/faculty co-authored manuscripts:

1 The student(s) and faculty (including committee members, as appropriate to the work) confer in a timely manner with respect to participation in the development of a manuscript to be submitted for publication or presentation (paper or poster) and come to consensus regarding authorship.

2 After decisions are made, the "Agreement on Authorship" form is completed and signed, with copies distributed to all authors, student file(s), and the Program Director of the program in which the student is enrolled. Note that the agreement may be adapted for research, or other major paper, leading to a degree when the wording within the parentheses is retained.

3 Students have the professional responsibility to submit a manuscript for publication, which will contribute to the body of knowledge in nursing. Graduates have the responsibility of notifying the College of Nursing regarding the status of the work with respect to publication or presentation. Therefore, if students/graduates do not submit the manuscript for publication or present the findings of the theses or research within one year of the completion of the work and the faculty advisor deems the work to be of merit, the faculty advisor named on the "Authorship Agreement" has the prerogative to determine the authorship for submission of the manuscript.
AUTHORSHIP AGREEMENT FOR STUDENT WORK

Approved by Faculty Assembly June 2013

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

<table>
<thead>
<tr>
<th>Authorship Guidelines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arising in the course of their enrollment in the CON. These guidelines are consistent with University of Toledo Policy on Authorship as cited below:</td>
</tr>
<tr>
<td><a href="http://www.toledo.edu/policies/academic/research/pdfs/3364-70-02.pdf">http://www.toledo.edu/policies/academic/research/pdfs/3364-70-02.pdf</a></td>
</tr>
<tr>
<td>The student will retain first authorship as agreed upon below:</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Student Author: [Name]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Typed name</td>
</tr>
<tr>
<td>Faculty Author: [Name]</td>
</tr>
<tr>
<td>Typed name</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty Assembly Chairperson Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Associate Dean for Academic Affairs Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Dean College of Nursing Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

31
SECTION 5 - ADMISSION POLICIES
Graduate Program Admission

The College of Nursing at the University of Toledo offers several graduate-level degree and certificate programs. Doctor of Nursing Practice (DNP) and Master of Science in Nursing (MSN) degrees, as well as academic certificates are offered. The Doctor of Nursing Practice Program (DNP) is designed to prepare advanced practice nurses, nurses in leadership positions, and the (Bachelor of Science in Nursing (BSN) to DNP nurses to the highest level of clinical practice in order to meet the increasing complexities and challenges of the nation's health care environment. The MSN degrees are: Nurse Practitioner, Nurse Educator, and Clinical Nurse Leader.

Admission to Graduate Programs

Applications are completed through NursingCAS: http://nursingcas.liaison.com and by submitting a nursing supplemental application to the University of Toledo: http://apply.utoledo.edu Admission is competitive.

NursingCAS and nursing supplemental application deadlines can be found at http://www.utoledo.edu/nursing/grad_checklist.html Applications must be electronically submitted by the posted deadlines.

Computer competency includes word processing skills and the ability to communicate electronically.

Admission Requirements

Doctor of Nursing Practice Degree (DNP): (post baccalaureate, BSN-DNP)

1. Baccalaureate In Nursing from a school that is accredited by a nationally recognized body for nursing education accreditation
2. Overall grade point average of 3.0 in undergraduate coursework
3. Submission of official transcripts from all academic institutions attended are submitted through NursingCAS
4. Active, unrestricted, unencumbered RN license with eligibility to obtain Ohio RN licensure
5. Personal statement which should include the following: congruence of professional career goals with outcomes of the DNP program; discuss decision/rationale to pursue DNP education; describe abilities to achieve the outcomes of the program; discuss clinical area of interest; identify anticipated challenges in meeting the outcomes of the program and address how these challenges will be met.
6. Undergraduate statistics course recommended but not required
7. Current resume or CV
8. Three recommendations from professional sources
9. Interview
10. Students accepting admission are required to authorize The University of Toledo to obtain criminal record checks (i.e., BCII and FBI) and are responsible for fingerprinting expenses. Students must declare and document misdemeanor and/or felony offenses that occur prior to admission to the nursing program and/or during program progression. In compliance with Ohio Revised Code 4723-7 convictions will result in denial of admission to the program or dismissal after matriculation.
11. The General Subject GRE and TOEFL* are required for all applicants whose native language is not English based on the requirements of the UT College of Graduate Studies. Official results are to be sent to institutional code 1845*. Minimum required test scores: http://www.utoledo.edu/graduate/prospectivestudents/admission/guidelines/html
Admission Requirements

Doctor of Nursing Practice Degree (DNP): (post masters)

To be eligible for admission, applicants must have:

1. MSN/MS (Nursing) in nursing from a CCNE or NLNAC accredited program.
2. Minimum grade point average of 3.3 on a 4.0 scale from master's degree.
3. Official transcripts from all previous academic institutions attended to NursingCAS.
4. Active, unrestricted, unencumbered RN license from the state where student plans to conduct clinical experiences.
5. Direct Care applicants should hold appropriate APRN credentials for the state where student plans to conduct clinical experiences (e.g. COA or national certification).
6. Personal statement describing career goals, applied research interests, and expectations for doctoral study.
7. Current resume or CV.
8. Documentation of graduate level supervised clinical hours.
9. Three recommendations from professional sources (one from Faculty in Major area of concentration from master's program).
10. Interview.
11. Students are required to authorize The University of Toledo to obtain criminal record checks (i.e. BCII & FBI) and are responsible for fingerprinting expenses. Students must declare and document misdemeanor and/or felony offenses that occur prior to admission to the nursing program and/or during program progression. In compliance with Ohio Revised Code 4723-7, convictions will result in denial of admission to the program or dismissal after matriculation.

Pre-requisite: Must have completed graduate multivariate statistics course with a B or better within 5 years of enrollment in NURS7040/Applied Nursing Research and NURS7060 Population Health.

Admission Requirements

Master of Science in Nursing Degree (Masters - all except MSN-CNL and Nurse Educator):

To be eligible for admission, applicants must have:

1. Baccalaureate from an accredited college/university. Degree in nursing from a school that is accredited by a nationally recognized body for nursing education accreditation.
2. Overall grade point average of 3.0 in undergraduate work.
3. Official transcripts from all academic institutions attended, one of which must state the baccalaureate earned.
4. Active, unrestricted, unencumbered, Ohio RN License.
5. Completion of an undergraduate statistics course recommended.
6. Computer competency that includes word processing skills and ability to communicate electronically.
7. Personal statement describing career goals, future plans for employment, and expectations for graduate study.
8. Current resume or CV.
9. Three recommendations completed by professional sources (Master's in Nursing preferred).
10. The Graduate Record Examination (General Subject GRE) and TOEFL* are required for international applicants.
*Minimum required test scores:
http://www.utoledo.edu/graduate/prospectivestudents/admission/guidelines.html
11. An interview, if requested.
12. Students are required to authorize The University of Toledo to obtain criminal record checks (i.e. BCII & FBI) and are
responsible for fingerprinting expenses. Students must declare and document misdemeanor and/or felony offenses that occur prior to admission to the nursing program and/or during program progression. In compliance with Ohio Revised Code 4723-7, convictions will result in denial of admission to the program or dismissal after matriculation.

Admission Requirements

Master of Science in Nursing Degree (MSN-Educator only):

To be eligible for admission, applicants must have:

1. Baccalaureate from an accredited college/university. Degree in nursing from a school that is accredited by a nationally recognized body for nursing education accreditation.
2. Overall grade point average of 3.0 in undergraduate work.
3. Official transcripts from all academic institutions attended, one of which must state the baccalaureate earned.
4. Active, unrestricted, unencumbered RN license for the state in which the applicant practices.
5. Completion of an undergraduate statistics course recommended.
6. Computer competency that includes word processing skills and ability to communicate electronically.
7. Personal statement describing career goals, future plans for employment, and expectations for graduate study.
8. Current resume or CV, listing current state and/or territory RN license number.
9. Three recommendations completed by professional sources (Master’s in Nursing preferred).
10. The Graduate Record Examination (General Subject GRE) and TOEFL* are required for international applicants. *Minimum required test scores: http://www.utoledo.edu/graduate/prospectivestudents/admission/guidelines.html
11. An interview, if requested.
12. Students are required to authorize The University of Toledo to obtain criminal record checks (i.e. BCII & FBI) and are responsible for fingerprinting expenses. Students must declare and document misdemeanor and/or felony offenses that occur prior to admission to the nursing program and/or during program progression. In compliance with Ohio Revised Code 4723-7, convictions will result in denial of admission to the program or dismissal after matriculation.

Admission Requirements

Master of Science in Nursing Degrees (Masters - MSN-CNL Graduate Entry only):

Admission Requirements:

1. Baccalaureate from an accredited college/university.
2. Cumulative grade point average of 3.0 or higher in undergraduate work.
3. Please send all official college/university transcripts including post-secondary course work to NursingCAS.
4. Personal statement describing career goals, future plans for employment and expectations for graduate study.
   o Submit your personal statement via the “Personal Statement” section of the NursingCAS, title it “University of Toledo”*
5. Current resume or CV.
   o Upload a copy of your current resume or CV in the “Documents Upload” section of NursingCAS.*
6. Three recommendations completed by professional sources
   o To be submitted electronically on your behalf via the “References” section of NursingCAS.
7. Competitive Graduate Record Examination (GRE) results
   o The University of Toledo Health Science Campus Code: #1845
8. The TOEFL* is required for international applicants (must be taken within past 2 years)
   ○ *Minimum required test scores:
     http://www.utoledo.edu/graduate/prospectivestudents/admission/guidelines.html

9. Computer competency that includes word processing skills and ability to communicate electronically.

10. Prerequisites:
    ○ Human Anatomy and Physiology (6 semester hours). Must earn a “B” or better.
    ○ Psychology (3 semester hours).
    ○ Social Science elective (3 semester hours).

11. Interview, if requested.

12. All CNL students will be full time graduate students, admission is competitive.
    ○ Students are admitted to the Master of Science in Nursing Graduate-Entry Clinical Nurse Leader program in the Fall Semester only.
    ○ NOTE: Due to the limited number of positions available, each CNL applicant offered admission will submit a $300 reservation deposit along with their letter of intent to attend The University of Toledo within two weeks following notification of admission. This fee is refundable up to June 1st. This deposit then will be applied to the individual’s fall semester tuition.

13. Students are required to authorize The University of Toledo to obtain criminal record checks (BCII and FBI) and are responsible for fingerprinting expenses. Students must declare and document misdemeanor and/or felony offenses that occur prior to admission to the nursing program and/or during program progression. In compliance with Ohio revised Code 4723-7 convictions will result in denial of admission to the program or dismissal after matriculation.

*Applicants must attach the file on designations page to The University of Toledo in order for the school to have access to the file.

Admission Requirements

Certificate (Certificates - except Nurse Educator)

1. Master's degree in nursing from a school that is accredited by a nationally recognized body for nursing education accreditation.

2. Overall grade point average of 3.0 in graduate work. Official transcripts from all academic institutions attended, one of which must state the Master's degree earned.

3. Active, unrestricted, unencumbered, Ohio RN License.

4. Computer competency that includes word processing skills and ability to communicate electronically.

5. Personal statement describing career goals, future plans for employment and expectations for graduate study.

6. Current resume or CV.

7. Three recommendations from professional sources (Master in Nursing preferred).

8. The Graduate Record Exam (General Subject GRE) and TOEFL* are required for international applicants.
   ○ *Minimum required test scores: http://www.utoledo.edu/graduate/prospectivestudents/admission/guidelines.html

9. Interview, if requested.

10. Students are required to authorize The University of Toledo to obtain criminal record checks (i.e. BCII & FBI) and are responsible for fingerprinting expenses. Students must declare and document misdemeanor and/or felony offenses that occur prior to admission to the nursing program and/or during program progression. In compliance with Ohio Revised Code
Admission Requirements

Nurse Educator Certificate

1. Baccalaureate from an accredited college/university. Degree in nursing from a school that is accredited by a nationally recognized body for nursing accreditation.
2. Overall grade point average of 3.0 in undergraduate work.
3. Official transcripts from all academic institutions attended, one of which must state the baccalaureate earned.
4. Active, unrestricted, unencumbered RN License in the state in which the applicant practices.
5. Computer competency that includes word processing skills and ability to communicate electronically.
6. Personal statement describing career goals, future plans for employment and expectations for graduate study.
7. Current resume or CV.
8. Three recommendations from professional sources (Master in Nursing preferred).
9. The Graduate Record Exam (General Subject GRE) and TOEFL* are required for international applicants.
   *Minimum required test scores:
   [http://www.utoledo.edu/graduate/prospectivestudents/admission/guidelines.html](http://www.utoledo.edu/graduate/prospectivestudents/admission/guidelines.html)
10. Interview, if requested.
11. Students are required to authorize The University of Toledo to obtain criminal record checks (i.e. BCII & FBI) and are responsible for fingerprinting expenses. Students must declare and document misdemeanor and/or felony offenses that occur prior to admission to the nursing program and/or during program progression. In compliance with Ohio Revised Code 4723-7, convictions will result in denial of admission to the program or dismissal after matriculation.
**Matriculation Requirements Graduate Nursing Programs**

1. Signed letter of intent and conditions of admission.

2. Submit documentation of:
   a. CPR Health Care Provider card
   b. Personal data Sheet
   c. Background Check/Fingerprinting
   d. Health requirements
   e. Acknowledgement of receipt of policies and handbook information
   f. Signed confidentiality form

3. Orientation for College of Graduate Studies and College of Nursing

**Graduate Nursing Program Degree Requirements**

The following is a summary of requirements for completion of your degree:

I. Doctor of Nursing Practice
   - Post Master’s to DNP (MSN to DNP) 36 credits
   - Post Baccalaureate to DNP (BSN to DNP) 85-89 credits
     - BSN to DNP Family Nurse Practitioner 89 credits
     - BSN to DNP Primary Care Pediatric Nurse Practitioner 85 credits

II. Master of Science in Nursing Advanced Practice Majors 51-55 credits
   - Family Nurse Practitioner (MSN) 55 credits
   - Primary Care Pediatric Nurse Practitioner (MSN) 51 credits

III. Master of Science Nurse Educator 39 credits
    - Nurse Educator (MSN)

IV. Master of Science in Nursing Clinical Nurse Leader Graduate Entry Program 66 credits
    - CNL (MSN)

V. Certificate Programs 25 credits
   - Family Nurse Practitioner Post Master’s Certificate
   - Primary Care Pediatric Nurse Practitioner Post Master’s Certificate 21 credits
   - Nurse Educator Certificate 11 credits
Transfer Student Requirements

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

1. Students must submit an official transcript documenting completion of the target course with a ‘B’ or better.
2. Courses considered for transfer credit must have been completed within the past three academic years.
3. Students must submit a copy of the syllabus for the course as taken, including course description, objectives, course completion requirements, and content outline in an organized format. Only copies should be submitted, as material will not be returned to the student.
4. Faculty members who have taught in the course at the UT CON will review the syllabus and make a recommendation for accepting or rejecting the course to the Office of the Associate Dean for Academic Affairs Programs.
5. The six year time-frame for completion of degree requirements begins with the semester of completion of the earliest course for which transfer credit is approved.
6. The College of Nursing will communicate its recommendation to the Graduate College by completing the Request for Transfer Credit form. Please note the following requirements for transfer:
   a) All graduate credits requested for transfer must carry a grade of A, A-, B+, or B. Credit for an S grade may be transferred only if the grading institution verifies, in writing, that the S translates into a grade of B or higher. Research hours earned at another university are not transferable towards research hours for a project, thesis, or dissertation.
   b) Credits earned at another University as part of a completed degree are not transferable.
   c) Credits taken at a foreign institution are not transferable.
   d) If a Plan of Study has been approved and the course is being used to substitute for a course already listed on the approved Plan of Study, please submit a Substitution Form or a revised Plan of Study.
7. Transfer of graduate credit is limited to a maximum of one-third of the total number of didactic credits required for the degree.
8. Transfer of graduate credit for certificate programs is limited to a maximum of one-fourth of the total number of credits required for the award of the certificate.
**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 of six calendar years and to ensure compliance with prerequisites that faculty have established for courses in the curriculum. Students who need to make changes in their plans of study are required to contact the Graduate Advisor to make such changes. Revision of the plan of study may delay graduation and may negatively affect the availability of courses in the desired format (e.g. distance or campus delivery) and financial aid.

**College of Nursing Minimum Course Grade of ‘B’ For NURS Courses**

The faculty in the CON has established the grade of ‘B’ as the minimum acceptable grade for all courses with the prefix of NURS for students matriculating in the fall of 2006 and beyond. A grade of ‘C’ is acceptable in INDI 6000. A student who matriculated in Fall 2006 and beyond and who earns a grade less than “B” for NURS courses or less than “C” in INDI 6000/8000 cannot progress into courses for which such a course is a prerequisite.

**Required GPA (Cumulative) 3.0**

Students must maintain a cumulative GPA of 3.0 or better. Failure to do so will result in the student being placed on academic probation by the College of Nursing.

**Repeating Courses in the College of Nursing**

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

Students who earn a grade of less than “B” in a NURS course are prohibited from taking any courses for which the course is a prerequisite until such a time as the course is repeated with a grade of “B” or better.

Faculty members make referrals to the Student Admission, Retention, and Progression Committee for students who are in academic jeopardy. The intent of such referrals is to outline a plan for improvement. The student receives a copy of the referral, and a copy is placed in the student’s file in the CON Graduate Office.

**Academic Standards for the College of Graduate Studies**

A minimum cumulative GPA of 3.0 (four point grading system) in graduate course work is required for graduation. Graduate students whose cumulative GPA falls below 3.0 during any semester will be placed on academic probation. Depending on the program, a full-time student on academic probation will have one or at most two semesters (excluding summers) to meet the cumulative GPA standard. A student failing to meet the standard will be subject to dismissal. A part-time student on academic probation will be required to meet the GPA standard after 12 additional credit hours of graduate coursework. A grade of C is the minimum passing grade for graduate courses. Therefore, any graduate course in which a grade below “C” or grade of “U” was earned will not be permitted on the Plan of Study. Grades of below “C” will continue to be counted in calculating the cumulative grade point average. Individual programs may offer a specific number of credit hours with earned grades of “C” or below to be repeated one time. College are permitted
to establish individual program course retake standards. However, such standards shall not exceed two
courses up to a maximum of 12 credit hours. Both the original and repeated grades will appear on the
transcript and be calculated into the cumulative GPA. Colleges/departments/degree programs may enact
additional coursework grade requirements beyond the minimum standard established here by the Graduate
Faculty. Graduate students shall be responsible to consult with the appropriate graduate degree program
may be awarded depending on College/program/departmental policies. A limited number of graduate
courses earn grades of S (Satisfactory) or U (Unsatisfactory) upon completion. A grade of S will be allowed
for credit toward graduation but is not computed in the grade point average. A grade of U earns no credit
and the course must be repeated to earn graduate credit but is not computed in the grade point average. The
grade of PR may be awarded to indicate work in progress and courses with this grade will not be included in
the GPA calculation. The grade of IN is assigned only under extraordinary circumstances when unexpected
events prevent a student from completing the requirements of the course within the term of enrollment. The
student must complete the required work before the end of the following semester (excluding summers) in
which the IN grade was received; otherwise the grade will be converted to the grade of F by the Office of
the Registrar. The student may initiate a request for an additional semester to complete the work for the
grade (excluding summers). The extension is granted upon the approval of the faculty member and the
associate dean of the college offering the course. Once the IN grade has been converted to F, the student
must re-register and take the course again. The grade of IN will not be included in the GPA calculation. It
is recommended that faculty set specific benchmarks for completion of the course or material each term, and
regularly assign S, U or IN grades as appropriate instead of awarding a PR. Students may not graduate with
a grade of U, IN, or PR on their transcript. Students may not graduate with a grade if IN or PR on their
transcript. A grade of WP (withdrawal passing) or WF (withdrawal failing), according to the status of the
student at the time of withdrawal, will be assigned to students who withdraw after the university established
withdrawal period at the discretion of the instructor. The grade of WP will not be included in the GPA
calculation. A grade of WF indicates that a student’s work is unsatisfactory (grade of less than C), and will
be included in the GPA calculation as a grade of F. Students may repeat courses with grade WF or U
subject to the maximum credit hour repeat limitation.

**Change of Concentration in the College of Nursing**

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

**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 Self-Service. Specific drop and withdrawal dates are listed on the University’s
academic calendar. A withdrawal from a course results in a grade of “W” on the student’s transcript.
Students are advised to consult with their academic advisor prior to initiating a drop or withdrawal to
discuss implications to their plan of study and/or financial aid. Failure to drop a course for which a student has stopped attending may result in a grade of “F”. Drop and withdrawal dates are prorated for summer and special session courses that do not meet during the standard start/stop dates within the academic term. Students may only repeat required courses one time after a grade of “W” has been earned. Students who have a “W” in a required course and then earn a grade of “C”, “D”, or “F” for the same course or withdraw (W, WP, or WF) from the course a second time may not repeat this course for a higher grade and is subject to dismissal. A student who withdraws from a course (W, WP, WF) after a grade of less than “B” has been earned in a NURS course or less than “C” in INDI6000/8000 may not repeat the course for a higher grade and is subject to dismissal.

**WP/Withdraw Passing After the UT Electronic Withdrawal Period**

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

The grade of WP indicates that the student’s work is passing (grade of “B” or higher in a graded NURS course; “C” or higher in INDI6000/8000, grade of “C” or higher in a non-nurse elective course), but for legitimate reasons the student is permitted to withdraw from the course. The grade “WP” will be recorded on the grade sheet and entered in the student’s official record and will not be counted in the GPA.

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

**WF/Withdraw Failing After the UT Electronic Withdrawal Period**

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

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

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

**Students’ Rights and Responsibilities**

A statement on responsibilities and rights of students in relation to education standards has been adopted from an original statement by the Ohio Nurses Association and endorsement by the Nursing Students Association of Ohio as follows.

Students of nursing are entitled to an environment where appropriate opportunities and conditions exist to
insure freedom to learn. They are obligated, however, to exercise this freedom with responsibility.

Access to the College of Nursing should be unrestricted in the sense that no student should be denied admission on the basis of such factors as race or gender.

At the same time, students should realize that the College of Nursing is accountable to the public for the quality of nurses graduated and that the school has established standards of admission, retention, and graduation in accordance with its philosophy.

These standards should make evident to the student those characteristics considered important to success in the program(s) of study offered. Enrollment should be open - to the limits of the school's resources and facilities - to qualified students as determined by admission standards.

Students should be aware that the College of Nursing has the obligation to protect the integrity of the educational program by setting standards of achievement and conduct for enrolled students.

Because students have the responsibility for maintaining the standards of the program of study in which they are enrolled, they have the right to expect that standards of conduct and academic achievement, together with means of assessment, are clear.

Although students are responsible for mastering the content of courses, they should be free to present reasoned dissent and opinion, which differ from those offered in any course.

Students are entitled to due process throughout the academic program and procedures used should ensure fairness.

In the case of disciplinary action, students should expect to be apprised of charges against them, to have an opportunity to refute the charges, and to have means available to review decisions. **The student is ultimately responsible to assure that all administrative and academic requirements have been met.**

**Leave of Absence**

Students may request a leave of absence for personal reasons. The student requesting a Leave of Absence must complete the request for leave of absence form and submit it to the CON Graduate Advisor. Request for leave will be discussed with the student’s program director, and Associate Dean for Academic Affairs CON. The Student Admission, Retention, and Progression Committee will be informed of the action taken by the Associate Dean for Academic Affairs. A student may be granted a three-semester leave and still remain in good standing with the program. A leave of absence extending beyond three semesters will necessitate a new application to the College of Graduate Studies. Such student will be required to compete for available positions and will not automatically be granted admission. [http://www.utoledo.edu/policies/academic/graduate/pdfs/3364-77-04.pdf](http://www.utoledo.edu/policies/academic/graduate/pdfs/3364-77-04.pdf)

**Graduation**

**All MSN degree requirements for graduate programs must be completed within six years. All DNP degree requirements for doctoral programs must be completed within seven years.** A student must complete the required courses and semester credit hours required for the degree and major. A minimum cumulative GPA of 3.0 (using a four point grading system) in graduate course work is required for graduation. Students may not graduate with a grade of U or PR on their Plan of Study. A student who has compelling circumstances that may warrant an extension of one year must complete
the *Request for Time Extension and Course Recertification Form* and submit it to the Graduate Advisor who will present the request to the chair or program director and the Associate Dean for Academic Affairs. The completed form with all approval signatures and supporting documentation is returned to the College of Graduate Studies Office for review and final approval. There is a per course fee assessed for each course approved for recertification. Fees are applied to the student account after the Request for Time Extension Course Recertification form has been approved. Notification will be sent via university email to both the student and advisor. Student Admission Retention and Progression Committee will be notified of the student’s request and recommended action.

Students must complete the online graduation application and survey. The College of Graduate Studies will verify completion of degree requirements for all graduation applicants. *Students who have not met all graduation requirements by the end of the semester may be eligible to participate (WALK) in Convocation/Graduation ceremonies by meeting the following requirements:* have a letter of support from the major advisor sent to the Associate Dean for Academic Affairs, stating the student is reasonably able to complete the Capstone and/or doctoral project requirement by the end of the next semester. Approval is received from the Associate Dean for Academic Affairs.
SECTION 6 - STUDENT PARTICIPATION ON COMMITTEES
**Student Participation**

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

**CURRICULUM COMMITTEE**

**Purpose of the Curriculum Committee**

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

**Functions of the Curriculum Committee**

1. Conducts regular reviews of all curricula of CON on a cyclical basis in consideration of criteria of appropriate accrediting agencies, relevant stakeholders, and societal trends, taking action as appropriate,

2. Uses results of cyclical reviews and input from CON committees, students, faculty and stakeholders for potential revisions/modifications of curricula with approval of Faculty Assembly,

3. Designs curricula for new programs and makes recommendation for approval to the Faculty Assembly, and other University approval bodies,

4. Reviews proposals for new courses or course modifications and make recommendations for approval to the Faculty Assembly and other University approval bodies.

**Membership of the Curriculum Committee**

*Faculty Membership*

Six members elected by faculty voting members of Faculty Assembly and ex-Officio (non-voting) members by virtue of Administrative appointment. All faculty must have UT Graduate Faculty Membership

*Students Membership*

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

**Meeting Schedule for Curriculum Committee**

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

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

Functions of the Diversity Committee
1. Provide a welcoming atmosphere to learn and develop cultural competency,
2. Attract and retain a diverse student, staff, and faculty population through collaboration with governance and advisory committees within the College and University,
3. Review and monitor diverse student/faculty demographics (enrollment, graduation, and more) within the College of Nursing,
4. Assure that the curricula in the College of Nursing provide culturally diverse experiences,
5. Provide diversity initiatives within the College of Nursing to ensure academic success for under-represented student populations.

Membership of the Diversity Committee
Faculty Membership
Four faculty members elected by faculty voting members of Faculty Assembly; CON Dean; a representative of the community; Assistant Dean of Student Affairs; and Nurse Recruiter/Advisor

Student Membership
☐ One Baccalaureate Program Student Representative
☐ One MSN Program Student Representative
☐ One DNP Program Student Representative

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

PROGRAM ASSESSMENT COMMITTEE (PAC)

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

Functions of the Program Assessment Committee
1. Define assessment parameters for all programs,
2. Synthesize program assessment data and make recommendations for continued program improvement.
3. Assure timely action to recommendations by responsible parties.

**Membership of the Program Assessment Committee**

*Faculty Membership*
Five faculty members elected by faculty voting members of Faculty Assembly and seven ex-Officio voting members, by virtue of Administrative appointment, and the appointed CON University Assessment Committee Liaison.

*Students Membership*
- One Baccalaureate Program Student Representative
- One MSN Program Student Representative
- One DNP Program Student Representative

**Meeting Schedule for Program Assessment Committee**
Committee meetings are pre-scheduled monthly during the fall and spring semesters and are placed on the CON Master calendar.

**STUDENT ADMISSION, RETENTION, AND PROGRESSION (SARP) COMMITTEE**

**Purpose of the SARP Committee**
The SARP Committee recommends to the Faculty Assembly criteria for admission, re-admission, retention, and/or progression of students to the College of Nursing in conformance with the guidelines of the College and affiliating universities. The committee reviews and recommends changes to the Faculty Assembly relevant to all SARP policies and collaborates with the CON Program Assessment Committee, Curriculum Committee (s), and other CON committees as needed.

**Functions of the SARP Committee**
1. Admission
   a. Review and recommend criteria for admission of students to the College of Nursing.
   b. Review credentials of all applicants to the College of Nursing.
   c. Recommend graduate applicants for admission (re-admission) to the graduate program through the Associate Dean for Academic Affairs for final approval/denial by the Dean of the College of Graduate Studies.
   d. Recommend baccalaureate applicants for admission to the upper division of the College of Nursing through the Associate Dean for Academic Affairs for final approval/denial by the Dean of the College of Nursing.
   e. Advise the Dean and the respective Program Directors/Department Chairs of the status of the applicant pools.
   f. Support the College of Nursing Diversity Committee initiatives to recruit a diverse population of students.

2. Retention
   a. Develop strategies for retaining admitted students
b. Recommend resources that may need to be developed or acquired to maintain a successful retention program (e.g., personnel and material resources) to the Dean, the Associate Dean for Academic Affairs, the Assistant Dean for Student Services, the respective Program Directors/Department Chairs and the Faculty Assembly.

3. Progression
   a. Monitor the progression of students in the College of Nursing.
   b. Review undergraduate and graduate SARP referrals.
   c. Recommend strategies for academic improvement in consultation with the parties involved.
   d. Follow all University of Toledo and/or College of Nursing policies relevant to progression.

Membership of the SARP Committee

Faculty Membership
Eight faculty members elected by faculty voting members of Faculty Assembly and seven ex-officio (non-voting) members by virtue of Administrative appointment. All faculty must have UT Graduate Faculty Membership.

Students Membership
   - One Entry-level Baccalaureate Program Student Representative
   - One RN to BSN Program Student Representative
   - One CNL Program Student Representative
   - One APN, NE, or DNP Program Student Representative graduate student

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

Meeting Schedule for SARP Committee

Committee meetings are pre-scheduled monthly during the fall and spring semesters and are placed on the CON Master calendar. If necessary, a special meeting can be called to address urgent business. Every effort will be made to notify the membership 5 days in advance of the special meeting.

STUDENT GRIEVANCE COMMITTEE

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

Functions of the Student Grievance Committee
1. Review all grievances filed by students to ensure protection of student rights,
2. Provide recommendations to the Dean of the College of Nursing about grievances to ensure that undergraduate and graduate nursing students’ and faculty rights are protected in academic and professional matters,
3. Recommend policies and procedures for student grievances.
Membership of the Student Grievance Committee

Faculty Membership
Seven full-time faculty members representative of each major program within the College of Nursing: (2) BSN, (1) RN-BSN, (1) MSN CNL, (1) MSN NE, (1) MSN NP, and (1) DNP. Administrative faculty, who by their position in the College of Nursing and may be part of the grievance process, are ineligible for committee membership.

Students Membership
- One Baccalaureate Program Student Representative
- One RN-BSN Program Student Representative
- Two Graduate Program Student Representative (One preferably a DNP Student)

Students will be excused from grievance proceedings if there is a perceived conflict of interest.

Meeting Schedule for Student Grievance Committee
Committee meeting are scheduled on a bi-monthly basis and placed on the CON Master calendar. Grievance hearings are scheduled per Student Grievance Policy and Procedure.
SECTION 7 - ACADEMIC ADVISEMENT
**Academic Advisor**

Appointments may be made by calling the secretary in the office of Student Services, 419.383.5810.

**Guidelines for Developing Formal Plan of Study**

The formal Plan of Study (POS) must be completed and signed by the end of the student’s second semester. The POS is designed in consultation with the Graduate Advisor. Students are expected to consult with the advisor regarding changes to POS. Changes to the plan of study may affect availability of courses, delivery method of courses, financial aid, and length of degree program.

**Important Registration Reminders**

If you are registering for a variable credit hour course, the credit hours for the course will be highlighted. Click on the credit hour value and enter the desired credit hours which should match what is recorded on your plan of study.

**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, excluding summer terms. 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.

**Full Time Enrollment**

The definition of “full-time student” is a minimum of 12 semester credits Fall and Spring semesters, and 9 semester credits Summer semester.

**MSN Capstone**

Students must complete a Thesis, Field Experience, or Comprehensive Exam as the capstone experience for the MSN degree. Selection of the capstone experience will be made in consultation with the faculty and the Graduate Advisor. Students are responsible for completion of appropriate forms in a timely manner. Any student is able to select either Thesis or Comprehensive Exam as a way to complete this requirement. 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.

**Doctoral Project**

This course is a guided, independent project utilizing research to improve patient outcomes, health care delivery, or nursing practice. Students will need to defend their proposals successfully before they can enroll in this course. When students defend their proposals successfully, they can start implementing their project hours. This may be comparable to dissertation hours. Confirm that the IRB has given permission to implement the study if applicable. After completing the project implementation, write it up and defend it.
**Academic Advisory Committee for Thesis Students**

Select a Major Advisor and an Academic Advisory Committee prior to beginning work on a Thesis. The Major Advisor assists in developing a proposal and serves as the major contact for completing the research option. The committee members serve as readers of your work, providing feedback as appropriate. Major Advisors must hold a regular Graduate Faculty Appointment; members must hold a minimum of an Associate Graduate Faculty appointment. A list of graduate faculty members with full graduate faculty membership status is posted on the College of Nursing website for current graduate students.

**Field Experience Seminar Capstone Option**

The Field Experience Seminar Capstone option is a group process with an expected faculty to student ratio of 1:5 per NURS 5220 course section. By way of the UT GRAD form, Department Chair signature permission is required in order for Faculty to offer the Field Experience Seminar Capstone. The DNP Student Handbook can be viewed at this link:

http://www.utoledo.edu/nursing/grad_nursing_resources.html
INDEPENDENT STUDY Guidelines and Contract Form

THE UNIVERSITY OF TOLEDO COLLEGE OF NURSING GRADUATE NURSING PROGRAMS
INDEPENDENT STUDY NURS6890 CONTRACT FORM

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

Date: 

Student Name: ___________________________ SSN#: ___________________________

Address: 

Telephone: Home#: ___________________________ Work#: ___________________________

Semester/Year during which study will be conducted: ___________________________

Course Title: ___________________________ Course

Credits: ___________________________ (S.H.) Faculty: ___________________________

Purpose of the Course:

________________________________________________________________________

________________________________________________________________________

Course Objectives:

________________________________________________________________________

________________________________________________________________________

Grading Plan:

________________________________________________________________________

________________________________________________________________________

Print Name of Preceptor (if appropriate)

________________________________________________________________________

Agency

Student Signature Faculty Signature

Approval: ___________________________ Department Chair, Graduate Nursing Programs
THE UNIVERITY OF TOLEDO COLLEGE OF NURSING GRADUATE NURSING PROGRAMS GUIDELINES FOR INDEPENDENT STUDY NURS6890

Independent Study, an academic course completed outside of the required classroom, clinical or college laboratory experience provides the learner with an opportunity to pursue an area of interest in depth. Independent study courses may not be used to substitute for required courses. The independent study course is supervised by a faculty member, and approved by the program Department Chair.

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

1. The student will present the plan or idea for Independent Study to a faculty member who agrees to supervise the study.

2. The student and faculty complete The University of Toledo College of Nursing contract form including:
   
   A. Course purpose.
   
   B. Course objectives developed by the student with faculty guidance and approval.
   
   C. Course conduct and implementation.
      1) how the objectives will be accomplished:
         (annotated bibliography, clinical experience, directed reading, etc.)
      2) if a clinical experience, when and where the learning will occur.
      3) means and frequency of communication between student and faculty.

   D. Evaluation methods specifically stated with assigned percentages for each.
      Examples: Successful completion of written project, oral or written examinations, conference presentation, nursing systems papers, clinical performance.

   E. Grading (may be a letter grade or S/U) determined by the faculty member.

   F. A Master Contract must be completed between The University Of Toledo College Of Nursing and the precepting facility. A preceptor agreement form must be on file.

   G. Course credits as determined by the student and the faculty member according to the Following criteria:
      One semester credit hour equals four hours of course study and/or clinical experience per week for fifteen weeks.

3. The completed Independent Study Contract Form is placed in the student's permanent file.

12/09/2013
SECTION 8 – PROGRESSING THROUGH BSN TO DNP PROGRAM
**Progressing Through the BSN-DNP Program**

<table>
<thead>
<tr>
<th>1. FBI/Criminal Background Check</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Development of Program of Study</td>
</tr>
<tr>
<td>Upon receipt of cleared FBI &amp; Criminal Background check, applicant will receive a letter of acceptance into the DNP program. Applicant will meet with the Program Director to develop a program of study.</td>
</tr>
<tr>
<td>3. Program Orientation</td>
</tr>
<tr>
<td>Newly accepted DNP students are expected to attend a mandatory orientation on campus. Date, time, and location for orientation will be included in the matriculation packet.</td>
</tr>
<tr>
<td>4. Program Progression</td>
</tr>
<tr>
<td>Students are expected to complete all courses in sequential order as found in their program of study. Any change or deviation from the original program of study must be discussed with the DNP Program Director</td>
</tr>
<tr>
<td>5. Professional Portfolio</td>
</tr>
<tr>
<td>Students will maintain a professional portfolio containing, but not limited to: Current CV, selected course papers/projects, spreadsheet documenting successful completion of the program objectives for characteristics of the DNP graduate, abstracts of all papers/posters presented at professional conferences, and manuscripts submitted for publication.</td>
</tr>
<tr>
<td>6. Doctoral Project</td>
</tr>
<tr>
<td>For students to enroll in NURS7100 Doctoral Project must have completed Applied Nursing Research NURS7040, Project Seminar NURS7090, and the doctoral project proposal defense. Upon completion of NURS7004 (earlier if possible) the student will contract with a faculty member as a project chair in the student's project area of interest and expertise. A project committee will be formed while working on the project proposal. Please refer to the guidelines for project development and proposal defense.</td>
</tr>
<tr>
<td>7. Final Practicum</td>
</tr>
<tr>
<td>Final practicum hours may be contracted for a variety of experiences with your project chair. Hours can be taken as variable credit across several terms. At least 3 credit hours of final practicum should be taken in the final term of the program.</td>
</tr>
<tr>
<td>8. Final Doctoral Project Defense &amp; Graduation</td>
</tr>
<tr>
<td>All student must refer to the university’s guidelines for applying for graduation. Please refer to the guidelines for completion of the final project defense and the Final Defense and Graduation Checklist before graduation</td>
</tr>
</tbody>
</table>
BSN-DNP PROGRAM FINAL DEFENSE AND GRADUATION CHECKLIST

☐ Complete Application for Graduation for the College of Graduate Studies.
(https://www.utoledo.edu/offices/registrar/pdfs/GraduationApplication.pdf)

☐ Review the Doctoral Project Final Defense Procedures

☐ After the defense, revise document as directed by committee and submit to committee chair for final approval. Revise if needed.

☐ Submit final version of DNP project to the Virginia Henderson International Nursing e-Repository in the University of Toledo collection:
(http://www.nursinglibrary.org/vhl/pages/helpfulguides.html)

☐ Once chair approved the revised version, submit pdf file of final copy to DNP program director, chair, and to all committee members and obtain signatures of committee on Final Approval Form.

☐ Submit "BSN-DNP Portfolio" table to the DNP Program office

☐ Complete "End of Program Survey"

☐ Check with advisor on IRB status – must be active until published according to UT policy

☐ Submit “Final Defense and Graduation Checklist” form to the DNP Program office.

Student Name: ________________________________

Student Signature/Date: ________________________________

Project Committee Chair Signature/Date: ________________________________

8/13/2014
BSN-DNP Portfolio

Student Name: ____________________________

Track: ____________________________

<table>
<thead>
<tr>
<th>Aggregate Student Outcomes (Program Objectives)</th>
<th>Individual Student Outcomes (taken from the AACN [2006] DNP Essentials)</th>
<th>Relevant Course</th>
<th>Date</th>
<th>Clinical hours</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Synthesize knowledge derived from a scientific foundation in order to demonstrate expertise in advanced clinical nursing practice to improve delivery of care.</td>
<td><strong>Essential #1</strong>: Scientific Underpinnings for Practice</td>
<td>NURS7000 DNP Orientation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Essential #3</strong>: Clinical Scholarship and Analytical Methods for Evidence-Based Practice</td>
<td>NURS7400 Theoretical Foundations of Advanced Nursing Practice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Essential #7</strong>: Clinical Prevention and Population Health for Improving the Nation’s Health</td>
<td>INDI8000 Introduction to Biostatistical Methods</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Essential #8</strong>: Advanced Nursing Practice</td>
<td>NURS7680 Advanced Physiology &amp; Pathophysiology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>NURS7050 Information and Technology in Nursing &amp; Health Care Systems</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>NURS7500 Family &amp; Cultural Diversity Theories</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>NURS7910 Advanced Nursing Research</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>NURS7410 Ethical Foundations of Advanced Nursing Practice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS7740</td>
<td>Advanced Health Assessment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS7690</td>
<td>Advanced Pharmacotherapeutics</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS7011</td>
<td>Theoretical Basis for Evidence Based Practice</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS7210</td>
<td>FNP I Adolescents &amp; Adults</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS7060</td>
<td>Population Health</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS7040</td>
<td>Applied Nursing Research</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS7220</td>
<td>FNP II Women &amp; Children</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS7090</td>
<td>Project Seminar</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS7920</td>
<td>Outcome Methods for Advanced Practice Nursing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS7230</td>
<td>FNP III Adults &amp; Older Adults</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS7070</td>
<td>Marketing &amp; Entrepreneurial Activity in Complex Health Care</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>--------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS7530</td>
<td>Public Policy &amp; Health Care</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS7030</td>
<td>Quality Mgmt &amp; Performance Improvement in Health Care Orgs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS7080</td>
<td>Evidence Based Nursing Practice in Direct Care</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS7020</td>
<td>Organization &amp; Systems Leadership</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS7100</td>
<td>Doctoral Project</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS7970</td>
<td>Final Practicum</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Demonstrate continuous quality improvement in patient care situations while providing leadership in clinical decision making through use of information systems and technology for

**Essential #2:** Organizational and Systems Leadership for Quality Improvement and Systems Thinking

**Essential #4:** Information Systems /Technology and Patient Care Technology for the Improvement and Transformation of Health Care

**Essential #8:** Advanced Information and Technology in Nursing & Health Care Systems

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS7000</td>
<td>DNP Orientation</td>
</tr>
<tr>
<td>NURS7400</td>
<td>Theoretical Foundations of Advanced Nursing Practice</td>
</tr>
<tr>
<td>INDI8000</td>
<td>Introduction to Biostatistical Methods</td>
</tr>
<tr>
<td>NURS7680</td>
<td>Advanced Physiology &amp; Pathophysiology</td>
</tr>
<tr>
<td>NURS7050</td>
<td>Information and Technology in Nursing &amp; Health Care Systems</td>
</tr>
</tbody>
</table>
the improvement and transformation of health care.

<table>
<thead>
<tr>
<th>Nursing Practice</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NURS7500 Family &amp; Cultural Diversity Theories</td>
</tr>
<tr>
<td></td>
<td>NURS7910 Advanced Nursing Research</td>
</tr>
<tr>
<td></td>
<td>NURS7410 Ethical Foundations of Advanced Nursing Practice</td>
</tr>
<tr>
<td></td>
<td>NURS7740 Advanced Health Assessment</td>
</tr>
<tr>
<td></td>
<td>NURS7690 Advanced Pharmacotherapeutics</td>
</tr>
<tr>
<td></td>
<td>NURS7011 Theoretical Basis for Evidence Based Practice</td>
</tr>
<tr>
<td></td>
<td>NURS7210 FNP I Adolescents &amp; Adults</td>
</tr>
<tr>
<td></td>
<td>NURS7060 Population Health</td>
</tr>
<tr>
<td></td>
<td>NURS7040 Applied Nursing Research</td>
</tr>
<tr>
<td></td>
<td>NURS7220 FNP II Women &amp; Children</td>
</tr>
<tr>
<td></td>
<td>NURS7090 Project Seminar</td>
</tr>
<tr>
<td></td>
<td>NURS7230 FNP III Adults &amp; Older Adults</td>
</tr>
<tr>
<td></td>
<td>NURS7070 Marketing &amp; Entrepreneurial Activity in Complex Health Care</td>
</tr>
</tbody>
</table>
3. Use clinical scholarship and analytical methods to implement safe, quality improvement in administration of patient care.

**Essential #2:** Organizational and Systems Leadership for Quality Improvement and Systems Thinking

**Essential #3:** Clinical Scholarship and Analytical Methods for Evidence-Based Practice

**Essential #8:** Advanced Nursing Practice

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS7530</td>
<td>Public Policy &amp; Health Care</td>
</tr>
<tr>
<td>NURS7030</td>
<td>Quality Mgmt &amp; Performance Improvement in Health Care Orgs</td>
</tr>
<tr>
<td>NURS7080</td>
<td>Evidence Based Nursing Practice in Direct Care</td>
</tr>
<tr>
<td>NURS7020</td>
<td>Organization &amp; Systems Leadership</td>
</tr>
<tr>
<td>NURS7100</td>
<td>Doctoral Project</td>
</tr>
<tr>
<td>NURS7970</td>
<td>Final Practicum</td>
</tr>
<tr>
<td>NURS7000</td>
<td>DNP Orientation</td>
</tr>
<tr>
<td>NURS7400</td>
<td>Theoretical Foundations of Advanced Nursing Practice</td>
</tr>
<tr>
<td>INDI8000</td>
<td>Introduction to Biostatistical Methods</td>
</tr>
<tr>
<td>NURS7680</td>
<td>Advanced Physiology &amp; Pathophysiology</td>
</tr>
<tr>
<td>NURS7050</td>
<td>Information and Technology in Nursing &amp; Health Care Systems</td>
</tr>
<tr>
<td>NURS7500</td>
<td>Family &amp; Cultural Diversity</td>
</tr>
<tr>
<td>Theories</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
</tr>
<tr>
<td><strong>NURS7910</strong> Advanced Nursing Research</td>
<td></td>
</tr>
<tr>
<td><strong>NURS7410</strong> Ethical Foundations of Advanced Nursing Practice</td>
<td></td>
</tr>
<tr>
<td><strong>NURS7740</strong> Advanced Health Assessment</td>
<td></td>
</tr>
<tr>
<td><strong>NURS7690</strong> Advanced Pharmacotherapeutics</td>
<td></td>
</tr>
<tr>
<td><strong>NURS7011</strong> Theoretical Basis for Evidence Based Practice</td>
<td></td>
</tr>
<tr>
<td><strong>NURS7210</strong> FNP I Adolescents &amp; Adults</td>
<td></td>
</tr>
<tr>
<td><strong>NURS7060</strong> Population Health</td>
<td></td>
</tr>
<tr>
<td><strong>NURS7040</strong> Applied Nursing Research</td>
<td></td>
</tr>
<tr>
<td><strong>NURS7220</strong> FNP II Women &amp; Children</td>
<td></td>
</tr>
<tr>
<td><strong>NURS7090</strong> Project Seminar</td>
<td></td>
</tr>
<tr>
<td><strong>NURS7920</strong> Outcome Methods for Advanced Practice Nursing</td>
<td></td>
</tr>
<tr>
<td><strong>NURS7230</strong> FNP III Adults &amp; Older Adults</td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------</td>
</tr>
<tr>
<td>NURS7070</td>
<td>Marketing &amp; Entrepreneurial Activity in Complex Health Care</td>
</tr>
<tr>
<td>NURS7530</td>
<td>Public Policy &amp; Health Care</td>
</tr>
<tr>
<td>NURS7030</td>
<td>Quality Mgmt &amp; Performance Improvement in Health Care Orgs</td>
</tr>
<tr>
<td>NURS7080</td>
<td>Evidence Based Nursing Practice in Direct Care</td>
</tr>
<tr>
<td>NURS7020</td>
<td>Organization &amp; Systems Leadership</td>
</tr>
<tr>
<td>NURS7100</td>
<td>Doctoral Project</td>
</tr>
<tr>
<td>NURS7970</td>
<td>Final Practicum</td>
</tr>
</tbody>
</table>

4. Encourage interprofessional collaboration and teamwork to enhance and improve population health outcomes.

**Essential #6:** Interprofessional Collaboration for Improving Patient and Population Health Outcomes.

**Essential #7:** Clinical Prevention and Population Health for Improving the Nation’s Health

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS7000</td>
<td>DNP Orientation</td>
</tr>
<tr>
<td>NURS7400</td>
<td>Theoretical Foundations of Advanced Nursing Practice</td>
</tr>
<tr>
<td>INDI8000</td>
<td>Introduction to Biostatistical Methods</td>
</tr>
<tr>
<td>NURS7680</td>
<td>Advanced Physiology &amp; Pathophysiology</td>
</tr>
<tr>
<td>NURS7050</td>
<td>Information and Technology</td>
</tr>
<tr>
<td>Essential #8: Advanced Nursing Practice</td>
<td>in Nursing &amp; Health Care Systems</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>NURS7500 Family &amp; Cultural Diversity Theories</td>
<td></td>
</tr>
<tr>
<td>NURS7910 Advanced Nursing Research</td>
<td></td>
</tr>
<tr>
<td>NURS7410 Ethical Foundations of Advanced Nursing Practice</td>
<td></td>
</tr>
<tr>
<td>NURS7740 Advanced Health Assessment</td>
<td></td>
</tr>
<tr>
<td>NURS7690 Advanced Pharmacotherapeutics</td>
<td></td>
</tr>
<tr>
<td>NURS7011 Theoretical Basis for Evidence Based Practice</td>
<td></td>
</tr>
<tr>
<td>NURS7210 FNP I Adolescents &amp; Adults</td>
<td></td>
</tr>
<tr>
<td>NURS7060 Population Health</td>
<td></td>
</tr>
<tr>
<td>NURS7040 Applied Nursing Research</td>
<td></td>
</tr>
<tr>
<td>NURS7220 FNP II Women &amp; Children</td>
<td></td>
</tr>
<tr>
<td>NURS7230 FNP III Adults &amp; Older Adults</td>
<td></td>
</tr>
<tr>
<td>NURS7070 Marketing &amp; Entrepreneurial Activity in Complex Health Care</td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------</td>
</tr>
<tr>
<td>NURS7530</td>
<td>Public Policy &amp; Health Care</td>
</tr>
<tr>
<td>NURS7030</td>
<td>Quality Mgmt &amp; Performance Improvement in Health Care Orgs</td>
</tr>
<tr>
<td>NURS7080</td>
<td>Evidence Based Nursing Practice in Direct Care</td>
</tr>
<tr>
<td>NURS7020</td>
<td>Organization &amp; Systems Leadership</td>
</tr>
<tr>
<td>NURS7100</td>
<td>Doctoral Project</td>
</tr>
<tr>
<td>NURS7970</td>
<td>Final Practicum</td>
</tr>
</tbody>
</table>

5. Engage in influencing the development and implementation of health policy that provides an interface between practice, research and policy development.

**Essential #2:** Organizational and Systems Leadership for Quality Improvement and Systems Thinking

**Essential #5:** Health Care Policy for Advocacy in Health Care

**Essential #8:** Advanced Nursing Practice

**NURS7000** DNP Orientation

**NURS7400** Theoretical Foundations of Advanced Nursing Practice

**INDI8000** Introduction to Biostatistical Methods

**NURS7680** Advanced Physiology & Pathophysiology

**NURS7050** Information and Technology in Nursing & Health Care Systems

**NURS7500** Family & Cultural Diversity Theories
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS7910</td>
<td>Advanced Nursing Research</td>
</tr>
<tr>
<td>NURS7410</td>
<td>Ethical Foundations of Advanced Nursing Practice</td>
</tr>
<tr>
<td>NURS7740</td>
<td>Advanced Health Assessment</td>
</tr>
<tr>
<td>NURS7690</td>
<td>Advanced Pharmacotherapeutics</td>
</tr>
<tr>
<td>NURS7011</td>
<td>Theoretical Basis for Evidence Based Practice</td>
</tr>
<tr>
<td>NURS7210</td>
<td>FNP I Adolescents &amp; Adults</td>
</tr>
<tr>
<td>NURS7220</td>
<td>FNP II Women &amp; Children</td>
</tr>
<tr>
<td>NURS7230</td>
<td>FNP III Adults &amp; Older Adults</td>
</tr>
<tr>
<td>NURS7060</td>
<td>Population Health</td>
</tr>
<tr>
<td>NURS7040</td>
<td>Applied Nursing Research</td>
</tr>
<tr>
<td>NURS7090</td>
<td>Project Seminar</td>
</tr>
<tr>
<td>NURS7530</td>
<td>Public Policy &amp; Health Care</td>
</tr>
<tr>
<td>NURS7030</td>
<td>Quality Mgmt &amp; Performance Improvement in Health Care Orgs</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Name</td>
</tr>
<tr>
<td>-------------</td>
<td>-------------------------------------------------</td>
</tr>
<tr>
<td>NURS7080</td>
<td>Evidence Based Nursing Practice in Direct Care</td>
</tr>
<tr>
<td>NURS7020</td>
<td>Organization &amp; Systems Leadership</td>
</tr>
<tr>
<td>NURS7100</td>
<td>Doctoral Project</td>
</tr>
<tr>
<td>NURS7970</td>
<td>Final Practicum</td>
</tr>
</tbody>
</table>

Total Clinical Hours: ______________

Student Signature: ___________________________ Date: ______________

Program Director Signature: ___________________________ Date: ______________

Created 11-26-2013
INDEPENDENT STUDY FOR DNP STUDENTS

Nurs7890 Independent Study Course Description

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

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

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

Required Text: Per arrangement with Faculty Advisor

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

Grading Policy:
This course is graded with letter grades.
Grading Scale:
90-100% is an A
80-89.5% is a B
70-79.5% is a C
60-69.5% is a D
<69.5% is an F
An earned grade of B or better is required for passing.

Assessment of Learning
Faculty written evaluation of contracted activities.

Class Schedule/Activities: Per arrangement with Faculty Advisor
SECTION 9 – GRADUATE PROGRAM MAJORS
GRADUATE PROGRAMS

I. Doctor of Nursing Practice
   A. Post-Master’s (MSN to DNP)
      1. Direct
      2. Indirect
   B. Post Baccalaureate (BSN to DNP)
      1. Family Nurse Practitioner
      2. Primary Care Pediatric Nurse Practitioner

II. Master of Science in Nursing Advanced Practice Majors
   A. Family Nurse Practitioner
   B. Primary Care Pediatric Nurse Practitioner

III. Master of Science Nurse Educator

IV. Master of Science in Nursing Clinical Nurse Leader-Graduate Entry

V. Certificate Programs
   A. Family Nurse Practitioner Post Master’s Certificate
   B. Primary Care Pediatric Nurse Practitioner Post Master’s Certificate
   C. Nurse Educator Certificate
DOCTOR OF NURSING PRACTICE PROGRAMS

Post Master' Doctor of Nursing Practice (MSN -DNP)

The Post Master’s Doctor of Nursing Practice (MSN to DNP) program at The University of Toledo builds on current master’s prepared, nationally certified Nurse Practitioners, Clinical Nurse Specialists, Nurse Midwives, and Nurse Administrators. The University of Toledo College of Nursing offers this program in collaboration with Wright State University College of Nursing and Health. Students are admitted in cohorts of ten at each university. The curriculum is designed to prepare advanced practice nurses to work in a variety of settings according to their education. The curriculum includes theoretically based and clinically focused courses.

<table>
<thead>
<tr>
<th>Semester I - Fall</th>
<th>Course #</th>
<th>Course Title</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NURS7010</td>
<td>Scientific Basis of Nursing Practice</td>
<td>3 SH</td>
</tr>
<tr>
<td></td>
<td>NURS7050</td>
<td>Information and Technology in Nursing and Health Care Systems</td>
<td>3 SH</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total</strong></td>
<td><strong>6 SH</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester II - Spring</th>
<th>Course #</th>
<th>Course Title</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NURS7040*</td>
<td>Applied Nursing Research</td>
<td>3 SH</td>
</tr>
<tr>
<td></td>
<td>NURS7060*</td>
<td>Population Health</td>
<td>3 SH</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total</strong></td>
<td><strong>6 SH</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester III - Fall</th>
<th>Course #</th>
<th>Course Title</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NURS7020</td>
<td>Org &amp; Systems Leadership (40 Clinical Clock hours)</td>
<td>3 SH</td>
</tr>
<tr>
<td></td>
<td>NURS7090</td>
<td>Project Seminar</td>
<td>3 SH</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total</strong></td>
<td><strong>6 SH</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester IV - Spring</th>
<th>Course #</th>
<th>Course Title</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NURS7030</td>
<td>Quality Management &amp; Performance Improvement in Health Care Organizations (40 Clinical Clock hours)</td>
<td>3 SH</td>
</tr>
<tr>
<td></td>
<td>NURS7070</td>
<td>Marketing &amp; Entrepreneurial Activity in Complex Health Care</td>
<td>3 SH</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total</strong></td>
<td><strong>6 SH</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester V – Fall</th>
<th>Course #</th>
<th>Course Title</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NURS7080</td>
<td>Evidence Based Nursing Practice in Direct Care (80 Clinical Clock Hrs.)</td>
<td>3 SH</td>
</tr>
<tr>
<td>Or NURS7180</td>
<td>Evidence Based Leadership in Complex Health Systems (Indirect Care) (80 Clinical Clock hours)</td>
<td>3 SH</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NURS7100</td>
<td>Doctoral Project</td>
<td>3 SH</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total</strong></td>
<td><strong>6 SH</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester VI – Spring</th>
<th>Course #</th>
<th>Course Title</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NURS7970</td>
<td>Final Practicum (Direct Care – 360 Clinical Clock hours)</td>
<td>6 SH</td>
</tr>
<tr>
<td>OR NURS7980</td>
<td>Final Practicum (Indirect Care – 360 Clinical Clock hours)</td>
<td>6 SH</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total</strong></td>
<td><strong>6 SH</strong></td>
</tr>
</tbody>
</table>

**Total Program Credits**: 36 SH

*Pre-requisite: *Must have completed graduate multivariate statistics course with a B or better within five years of enrollment in NURS7040/Applied Nursing Research and NURS7060 Population Health.*
Post Baccalaureate to Doctor of Nursing Practice (BSN to DNP)
Family Nurse Practitioner

The Post Baccalaureate Doctor of Nursing Practice (BNS to DNP) program at The University of Toledo (UT) is designed to take BSN prepared nurses to the highest level of clinical practice in order to meet the increasing complexities and challenges of the nation’s health care environment. As a DNP student at The University of Toledo you will learn how to:

- Translate and implement nursing research into evidence based practice to provide the best possible outcomes for your population of interest.
- Work as an advanced practice nurse in a variety of community and hospital-based practice settings.
- Develop the leadership and organizational expertise to effectively enact the policies and procedures necessary to meet the dynamic state of health care delivery.
- Identify approaches for quality management and performance improvement in health care organizations.

The BSN to DNP curriculum includes theoretical and clinical courses to prepare students to lead and develop innovative health care delivery in a variety of settings. In accordance with AACN specifications for 1000 academically supervised post-BSN clinical hours to earn a DNP degree, 1050 hours of academically supervised advanced clinical practice are included in the program.
### Post Baccalaureate to Doctor of Nursing Practice (BSN TO DNP) Family Nurse Practitioner

#### Sample Plan of Study:

<table>
<thead>
<tr>
<th>Semester I - Fall</th>
<th>Course #</th>
<th>Course Title</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS7000</td>
<td>DNP Orientation</td>
<td>1 SH</td>
<td></td>
</tr>
<tr>
<td>NURS7050</td>
<td>Information and Technology in Nursing &amp; Health Care Systems</td>
<td>3 SH</td>
<td></td>
</tr>
<tr>
<td>NURS7400</td>
<td>Theoretical Foundations of Advanced Nursing Practice</td>
<td>2 SH</td>
<td></td>
</tr>
<tr>
<td>NURS7680</td>
<td>Advanced Physiology &amp; Pathophysiology</td>
<td>3 SH</td>
<td></td>
</tr>
<tr>
<td>INDI8000</td>
<td>Introduction to Biostatistical Methods</td>
<td>3 SH</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>12 SH</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester II - Spring</th>
<th>Course #</th>
<th>Course Title</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS7410</td>
<td>Ethical Foundations of Advanced Nursing Practice</td>
<td>2 SH</td>
<td></td>
</tr>
<tr>
<td>NURS7690</td>
<td>Advanced Pharmacotherapeutics</td>
<td>3 SH</td>
<td></td>
</tr>
<tr>
<td>NURS7740</td>
<td>Advanced Health Assessment</td>
<td>5 SH</td>
<td></td>
</tr>
<tr>
<td>NURS7910</td>
<td>Advanced Nursing Research</td>
<td>3 SH</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>13 SH</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester III - Summer</th>
<th>Course #</th>
<th>Course Title</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS7210</td>
<td>FNP I Adolescents &amp; Adults (180 Clinical Hours)</td>
<td>7 SH</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>7 SH</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester IV - Fall</th>
<th>Course #</th>
<th>Course Title</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS7011</td>
<td>Theoretical Basis for Evidence Based Practice</td>
<td>3 SH</td>
<td></td>
</tr>
<tr>
<td>NURS7220</td>
<td>FNP II Women &amp; Children (180 Clinical Clock Hours)</td>
<td>7 SH</td>
<td></td>
</tr>
<tr>
<td>NURS7500</td>
<td>Family &amp; Cultural Diversity Theories</td>
<td>3 SH</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>13 SH</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester V – Spring</th>
<th>Course #</th>
<th>Course Title</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS7060</td>
<td>Population Health</td>
<td>3 SH</td>
<td></td>
</tr>
<tr>
<td>NURS7040</td>
<td>Applied Nursing Research</td>
<td>3 SH</td>
<td></td>
</tr>
<tr>
<td>NURS7230</td>
<td>FNP III Adults &amp; Older Adults (270 Clinical Hours)</td>
<td>8 SH</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>14 SH</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester VI – Summer</th>
<th>Course #</th>
<th>Course Title</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS7090</td>
<td>Project Seminar</td>
<td>3 SH</td>
<td></td>
</tr>
<tr>
<td>NURS7530</td>
<td>Public Policy &amp; Health Care</td>
<td>3 SH</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>6 SH</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester VII – Fall</th>
<th>Course #</th>
<th>Course Title</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS7020</td>
<td>Organization &amp; Systems Leadership (40 Clinical Clock Hours)</td>
<td>3 SH</td>
<td></td>
</tr>
<tr>
<td>NURS7100</td>
<td>Doctoral Project</td>
<td>3 SH</td>
<td></td>
</tr>
<tr>
<td>NURS7920</td>
<td>Outcome Methods for Advanced Practice Nursing</td>
<td>3 SH</td>
<td></td>
</tr>
<tr>
<td>NURS7970</td>
<td>Final Practicum Direct Care (Direct Care 360 Clinical Clock Hours) <em>at least three credits need to be taken final semester</em></td>
<td>3 SH</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>12 SH</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester VIII – Spring</th>
<th>Course #</th>
<th>Course Title</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS7030</td>
<td>Quality Mgmt &amp; Performance Improvement in Health Care Organizations (40 clinical hours)</td>
<td>3 SH</td>
<td></td>
</tr>
<tr>
<td>NURS7070</td>
<td>Marketing &amp; Entrepreneurial Activity in Complex Health Care</td>
<td>3 SH</td>
<td></td>
</tr>
<tr>
<td>NURS7080</td>
<td>Evidence Based Nursing Practice in Direct Care (80 Clinical Hours)</td>
<td>3 SH</td>
<td></td>
</tr>
<tr>
<td>NURS7970</td>
<td>Final Practicum Direct Care (180 Clinical Clock Hours)</td>
<td>3 SH</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>12 SH</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Total Program Credits** | **89 SH** |
Post Baccalaureate to Doctor of Nursing Practice (BSN to DNP)
Primary Care Pediatric Nurse Practitioner

The Post Baccalaureate Doctor of Nursing Practice (BNS to DNP) program at The University of Toledo (UT) is designed to take BSN prepared nurses to the highest level of clinical practice in order to meet the increasing complexities and challenges of the nation’s health care environment. As a DNP student at The University of Toledo you will learn how to:

- Translate and implement nursing research into evidence based practice to provide the best possible outcomes for your population of interest.
- Work as an advanced practice nurse in a variety of community and hospital-based practice settings.
- Develop the leadership and organizational expertise to effectively enact the policies and procedures necessary to meet the dynamic state of health care delivery.
- Identify approaches for quality management and performance improvement in health care organizations.

The BSN to DNP curriculum includes theoretical and clinical courses to prepare students to lead and develop innovative health care delivery in a variety of settings. In accordance with AACN specifications for 1000 academically supervised post-BSN clinical hours to earn a DNP degree, 1060 hours of academically supervised advanced clinical practice are included in the program.
### Sample Plan of Study:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Year</th>
<th>Course #</th>
<th>Course Title</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>I - Fall</td>
<td></td>
<td>NURS7000</td>
<td>DNP Orientation</td>
<td>1 SH</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NURS7050</td>
<td>Information and Technology in Nursing &amp; Health Care Systems</td>
<td>3 SH</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NURS7400</td>
<td>Theoretical Foundations of Advanced Nursing Practice</td>
<td>2 SH</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NURS7680</td>
<td>Advanced Physiology &amp; Pathophysiology</td>
<td>3 SH</td>
</tr>
<tr>
<td></td>
<td></td>
<td>INDI8000</td>
<td>Introduction to Biostatistical Methods</td>
<td>3 SH</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Total</strong> 12 SH</td>
</tr>
<tr>
<td>II - Spring</td>
<td></td>
<td>NURS7410</td>
<td>Ethical Foundations of Advanced Nursing Practice</td>
<td>2 SH</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NURS7690</td>
<td>Advanced Pharmacotherapeutics</td>
<td>3 SH</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NURS7740</td>
<td>Advanced Health Assessment</td>
<td>5 SH</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NURS7910</td>
<td>Advanced Nursing Research</td>
<td>3 SH</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Total</strong> 13 SH</td>
</tr>
<tr>
<td>III - Summer</td>
<td></td>
<td>NURS7810</td>
<td>PNP I Care of Children &amp; Concepts of Wellness (180 Clinical Hours)</td>
<td>6 SH</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Total</strong> 6 SH</td>
</tr>
<tr>
<td>IV - Fall</td>
<td></td>
<td>NURS7011</td>
<td>Theoretical Basis for Evidence Based Practice</td>
<td>3 SH</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NURS7500</td>
<td>Family &amp; Cultural Diversity Theories</td>
<td>3 SH</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NURS7820</td>
<td>PNP II Common Acute and Stable Chronic Illnesses (180 Clinical Clock Hours)</td>
<td>6 SH</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Total</strong> 12 SH</td>
</tr>
<tr>
<td>V - Spring</td>
<td></td>
<td>NURS7060</td>
<td>Population Health</td>
<td>3 SH</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NURS7040</td>
<td>Applied Nursing Research</td>
<td>3 SH</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NURS7830</td>
<td>PNP III Complex Chronic Illnesses or Disabilities (180 Clinical Hours)</td>
<td>6 SH</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Total</strong> 12 SH</td>
</tr>
<tr>
<td>VI - Summer</td>
<td></td>
<td>NURS7090</td>
<td>Project Seminar</td>
<td>3 SH</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NURS7530</td>
<td>Public Policy &amp; Health Care</td>
<td>3 SH</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Total</strong> 6 SH</td>
</tr>
<tr>
<td>VII - Fall</td>
<td></td>
<td>NURS7020</td>
<td>Organization &amp; Systems Leadership (40 Clinical Clock Hours)</td>
<td>3 SH</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NURS7100</td>
<td>Doctoral Project</td>
<td>3 SH</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NURS7920</td>
<td>Outcome Methods for Advanced Practice Nursing</td>
<td>3 SH</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NURS7970</td>
<td>Final Practicum Direct Care (360 Clinical Clock Hours) at least three credits need to be taken final semester</td>
<td>3 SH</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Total</strong> 12 SH</td>
</tr>
<tr>
<td>VIII - Spring</td>
<td></td>
<td>NURS7030</td>
<td>Quality Mgmt &amp; Performance Improvement in Health Care Organizations (40 clinical hours)</td>
<td>3 SH</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NURS7070</td>
<td>Marketing &amp; Entrepreneurial Activity in Complex Health Care</td>
<td>3 SH</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NURS7080</td>
<td>Evidence Based Nursing Practice in Direct Care (80 Clinical Hours)</td>
<td>3 SH</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NURS7970</td>
<td>Final Practicum Direct Care (180 Clinical Clock Hours)</td>
<td>3 SH</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Total</strong> 12 SH</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Total Program Credits</strong> 85SH</td>
</tr>
</tbody>
</table>
ADVANCED PRACTICE MAJORS

The Master of Science in Nursing degree and Advanced Practice major are two-year, full-time programs with part-time options. Students choose majors in Family Nurse Practitioner (FNP), or Primary Care Pediatric Nurse Practitioner (PNP). The theoretically based and clinically focused courses that comprise the curricula are designed to prepare advanced practice nurses to work in a wide variety of community and hospital-based health settings. All students seeking full-time study should matriculate in the fall.

FNP, PNP, Master of Science in Nursing Majors

Family Nurse Practitioner  
Primary Care Pediatric Nurse Practitioner  
55 semester credits  
51 semester credits

Sample Plan of Study for Family Nurse Practitioner

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>INDI6000</td>
<td>Introduction to Biostatistical Methods</td>
<td>3</td>
</tr>
<tr>
<td>NURS5400</td>
<td>Theoretical &amp; Ethical Foundations of Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS5680</td>
<td>Advanced Physiology &amp; Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>NURS5740</td>
<td>Advanced Health Assessment (4 lab hours/week)</td>
<td>4</td>
</tr>
</tbody>
</table>

Semester II - Spring

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS5190</td>
<td>Advanced Interpersonal Interventions</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(4 lab clinical hours/week)</td>
<td></td>
</tr>
<tr>
<td>NURS5530</td>
<td>Public Policy and Health Care</td>
<td>3</td>
</tr>
<tr>
<td>NURS5690</td>
<td>Advanced Pharmacotherapeutics</td>
<td>3</td>
</tr>
<tr>
<td>NURS5910</td>
<td>Advanced Nursing Research</td>
<td>3</td>
</tr>
</tbody>
</table>

Semester III - Summer

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS6210</td>
<td>FNP I: Adolescents &amp; Adults (12 clinical hours/week)</td>
<td>7</td>
</tr>
</tbody>
</table>

Semester IV - Fall

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS5500</td>
<td>Family and Cultural Diversity Theories</td>
<td>3</td>
</tr>
<tr>
<td>NURS6140</td>
<td>Advanced Practice Nursing: Roles &amp; Issues</td>
<td>2</td>
</tr>
<tr>
<td>NURS6220</td>
<td>FNP II: Women &amp; Children (12 clinical hours/week)</td>
<td>7</td>
</tr>
</tbody>
</table>

Semester V - Spring

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS6230</td>
<td>FNP III: Adults &amp; Older Adults (18 clinical hours/week)</td>
<td>8</td>
</tr>
<tr>
<td>Capstone</td>
<td>Field Experience, Thesis, or Comprehensive Exams</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Semester Credits  
55

The curriculum includes a minimum of 600 contact hours for clinical practice and selected laboratory experiences.
# Sample Plan of Study for Primary Care Pediatric Nurse Practitioner

<table>
<thead>
<tr>
<th>Semester I - Fall</th>
<th>Course #</th>
<th>Course Title</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>INDI6000</td>
<td>Introduction to Biostatistical Methods</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NURS5400</td>
<td>Theoretical &amp; Ethical Foundations of Nursing</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NURS5680</td>
<td>Advanced Physiology &amp; Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NURS5740</td>
<td>Advanced Health Assessment (4 lab hours/week)</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester II - Spring</th>
<th>Course #</th>
<th>Course Title</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NURS5690</td>
<td>Advanced Pharmacotherapeutics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NURS5810</td>
<td>PNP I: Care of Children and Concepts of Wellness</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(odd years only) (12 clinical hours/week)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NURS5910</td>
<td>Advanced Nursing Research</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester III - Fall</th>
<th>Course #</th>
<th>Course Title</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NURS5190</td>
<td>Advanced Interpersonal Interventions</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(4 lab clinical hours/week)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NURS5500</td>
<td>Family and Cultural Diversity Theories</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NURS5820</td>
<td>PNP II: Common acute and Stable Chronic Illnesses</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(odd years only) (12 clinical hours/week)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester IV - Spring</th>
<th>Course #</th>
<th>Course Title</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NURS5530</td>
<td>Public Policy and Health Care</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NURS5830</td>
<td>PNP III: Complex Chronic Illnesses or Disabilities</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(even years only) (12 clinical hours/week)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NURS6140</td>
<td>Advanced Practice Nursing: Roles &amp; Issues</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Capstone</td>
<td>Field Experience, Thesis, or Comprehensive</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Exams</td>
<td></td>
</tr>
</tbody>
</table>

| Total Semester Credits | 51 |

The curriculum features theoretically based and clinically focused courses and includes a minimum of 500 contact hours for clinical practice and selected laboratory experiences.
NURSE EDUCATOR CURRICULUM  Nurse Educator Major

The Nurse Educator major offers preparation for bachelor’s prepared nurses to become nursing faculty or patient/staff educators. Graduates are envisioned as teachers of undergraduate nursing students in the classroom and clinical setting. This major focuses on: curriculum development, teaching-learning processes, classroom and clinical pedagogies, and evaluation principles. The Nurse Educator major offers full-time and part-time options. Students who are seeking full time study should matriculate in the spring semester.

Sample Plan of Study

<table>
<thead>
<tr>
<th>Semester I – Fall</th>
<th>Course #</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NURS6720</td>
<td>Teaching, Learning, and Evaluation in Nursing</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>NURS5400</td>
<td>Theoretical and Ethical Foundations of Nursing</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NURS5680</td>
<td>Advanced Physiology and Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NURS5530</td>
<td>Public Policy and Health Care</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>INDI6000</td>
<td>Introduction to Biostatistical Methods</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total Semester Credits</strong></td>
<td><strong>39</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester II – Summer</th>
<th>Course #</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NURS6710</td>
<td>Developing Instructional Programs in Nursing</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NURS 5330</td>
<td>Health Assessment</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NURS5910</td>
<td>Advanced Nursing Research</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester III – Fall</th>
<th>Course #</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NURS6730</td>
<td>Practicum and Seminar in Teaching (9 practicum hours/week)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>NURS5690</td>
<td>Advanced Pharmacotherapeutics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NURS5510</td>
<td>Advanced Clinical Seminar in Nursing (4 lab hours/week)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Capstone</td>
<td>Field Experience, Thesis, or Comprehensive Exams</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Semester Credits **39**
SECTION 9 – CERTIFICATE PROGRAMS
Post Master’s Certificate Programs

Students who have previously achieved a MSN degree and desire to prepare for national certification as an advanced practice nurse may elect to seek admission to the Primary Care Pediatric Nurse Practitioner or Family Nurse Practitioner.

Advanced Practice Nursing Certificate Programs

Family Nurse Practitioner Certificate 25 semester credits*
Primary Care Pediatric Nurse Practitioner Certificate 21 semester credits*

*Does not include prerequisite courses listed in the following sample plans of study.

Prerequisites FNP, PNP**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS5680**</td>
<td>Advanced Physiology &amp; Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>NURS5740**</td>
<td>Advanced Health Assessment (4 lab hrs./week)</td>
<td>4</td>
</tr>
</tbody>
</table>

**If the course was completed greater than 5 years prior to matriculation, it must be repeated.

Family Nurse Practitioner Certificate Curriculum*

Sample Plan of Study

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS5690</td>
<td>Advanced Pharmacotherapeutics</td>
<td>3</td>
</tr>
</tbody>
</table>

Spring Semester

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS6210</td>
<td>FNP I: Adolescents and Adults (12 clinical hours/week)</td>
<td>7</td>
</tr>
</tbody>
</table>

Summer Semester

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS6220</td>
<td>FNP II: Women &amp; Children (12 clinical hours/week)</td>
<td>7</td>
</tr>
</tbody>
</table>

Fall Semester

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS6230</td>
<td>FNP III: Adults &amp; Older Adults (18 clinical hours/week)</td>
<td>8</td>
</tr>
</tbody>
</table>

Spring Semester

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS6230</td>
<td>FNP III: Adults &amp; Older Adults (18 clinical hours/week)</td>
<td>8</td>
</tr>
</tbody>
</table>

Total Semester Credits 25

The minimum number of credits for the FNP Graduate Certificate is 25

http://www.utoledo.edu/nursing/pdfs/gainfulemploymentnurseeducator.pdf
Primary Care Pediatric Nurse Practitioner Certificate Curriculum*

Sample Plan of Study

<table>
<thead>
<tr>
<th>Spring Semester Odd Years Only</th>
<th>Course #</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 5690</td>
<td>Advanced Pharmacotherapeutics</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>NURS 5810</td>
<td>PNP I: Care of Children and Concepts of Wellness (12 clinical hours/week)</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall Semester Odd Years Only</th>
<th>Course #</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 5820</td>
<td>PNP II: Common Acute and Stable Chronic Illnesses (12 clinical hours/week)</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring Semester Even Years Only</th>
<th>Course #</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 5830</td>
<td>PNP III: Complex Chronic Illnesses or Disabilities (12 clinical hours/week)</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

Total Semester Credits 21

The minimum number of credits for the PNP Graduate Certificate is 21
http://www.utoledo.edu/nursing/pdfs/gainfulemploymentnurseeducator.pdf

Nurse Educator Certificate

The Nursing Education Certificate Program is designed to provide an opportunity for current and potential nurse educators in academic and healthcare settings to develop and refine the practice of teaching. Enrollment is open to graduate students and certificate students who are registered nurses with a baccalaureate (or higher) degree. All classes are conducted online.

Sample Plan of Study

<table>
<thead>
<tr>
<th>Semester I - Spring Semester</th>
<th>Course #</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS6720</td>
<td>Teaching, Learning and Evaluation in Nursing</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester II - Summer Semester</th>
<th>Course #</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS6710</td>
<td>Developing Instructional Programs in Nursing</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester III - Fall Semester</th>
<th>Course #</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS6730</td>
<td>Practicum and Seminar in Teaching*** (NURS6710 and NURS 6720 are pre-requisite.)</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

Total Semester Credits 11

*** In the practicum course, students are supervised by faculty and precepted by a master teacher. Students spend the equivalent of nine hours per week in practicum experiences that are arranged in an educational setting in a locale suggested by students and approved by course faculty. http://www.utoledo.edu/nursing/pdfs/gainfulemploymentnurseeducator.pdf

Please see information on gainful employment at the links provided below:

FNP: Gainful Employment Disclosure Report

PNP: Gainful Employment Disclosure Report

Nurse Educator: Gainful Employment Disclosure Report
SECTION 10 – CLINICAL NURSE LEADER MASTER OF SCIENCE IN NURSING PROGRAM
Graduate Entry Clinical Nurse Leader Program

The Clinical Nurse Leader program is designed for a person with a bachelor’s degree who is not a nurse but seeks preparation to be a Registered Nurse (RN). The program builds on a student’s past academic success. The nursing major is a two-year, full-time program including one summer semester. The curriculum is designed to prepare nurses for entry-level nursing in a wide variety of community and hospital-based health settings. The curriculum includes theoretical courses and clinical (hands-on) experience. At the completion of the program, a graduate is eligible to sit for the National Council Licensing Exam-Registered Nurse (NCLEX-RN) and be licensed as a Registered Nurse. Graduates may also sit for the Clinical Nurse Leader Certification exam. Graduates of the Clinical Nurse Leader program are generalists; they may become advanced practice nurses by completing an additional University of Toledo graduate certificate program as a Nurse Practitioner or Clinical Nurse Specialist.

Clinical Nurse Leader (Graduate Entry)

Sample Plan of Study

<table>
<thead>
<tr>
<th>Semester I Fall</th>
<th>60 Clinical Hours Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course #</td>
<td>Course Title</td>
</tr>
<tr>
<td>NURS5040</td>
<td>Health Assessment and the Nursing Process for Promoting Health</td>
</tr>
<tr>
<td>NURS5050</td>
<td>Health Sciences I</td>
</tr>
<tr>
<td>NURS5060</td>
<td>Professional Socialization I</td>
</tr>
<tr>
<td>NURS5070</td>
<td>Therapeutic Communication Skills for Nurses</td>
</tr>
<tr>
<td>Semester II Spring</td>
<td>90 Clinical Hours Total</td>
</tr>
<tr>
<td>NURS5140</td>
<td>Designing Nursing Systems to Promote Self-Care</td>
</tr>
<tr>
<td>NURS5160</td>
<td>Professional Socialization II</td>
</tr>
<tr>
<td>NURS5250</td>
<td>Health Sciences II</td>
</tr>
<tr>
<td>NURS5670</td>
<td>Pharmacology</td>
</tr>
<tr>
<td>Semester III Summer</td>
<td>120 Clinical Hours Total</td>
</tr>
<tr>
<td>NURS5240</td>
<td>Designing Nursing Systems for Compromised Health States</td>
</tr>
<tr>
<td>INDI6000</td>
<td>Introduction to Biostatistical Methods</td>
</tr>
<tr>
<td>Semester IV Fall</td>
<td>120 Clinical Hours Total</td>
</tr>
<tr>
<td>NURS5440</td>
<td>Population Focused Nursing Care</td>
</tr>
<tr>
<td>NURS6070</td>
<td>Advanced Communication Skills and Group Dynamics</td>
</tr>
<tr>
<td>NURS5910</td>
<td>Advanced Nursing Research</td>
</tr>
<tr>
<td>Semester V – Spring</td>
<td>300 Clinical Hours Total</td>
</tr>
<tr>
<td>NURS5540</td>
<td>Advanced Practicum in Nursing Systems Design</td>
</tr>
<tr>
<td>Capstone</td>
<td>Thesis, Field Experience, or Comprehensive Exam</td>
</tr>
</tbody>
</table>

Total Semester Credits 66
SECTION 11 – STUDENT GRIEVANCE POLICIES
Name of Policy: Academic Due Process and Appeal of a Final Course Grade

Policy Number: 3364-82-05

Approving Officer: President

Responsible Agent: Dean of the College of Nursing

Scope: Any NURS course at UT College of Nursing Programs

☐ New policy proposal
☐ Minor/technical revision of existing policy
☒ Major revision of existing policy
☐ Reaffirmation of existing policy

Effective date: May 5, 2014

(A) Policy Statement

The University of Toledo, College of Nursing upholds the principles of fairness and integrity and equitable application of the course syllabi, College of Nursing policies and procedures for student evaluation and the grading processes for the assignment of a final course grade.

(B) Purpose of Policy

To set forth the criteria and procedures for when a student may challenge a final course grade when the Student believes that there has not been an equitable application of the course syllabus or College of Nursing policies and procedures for student evaluation and grading.

(C) Scope

The procedure for disputing a final course grade applies to all students enrolled in a College of Nursing programs and is the appeal process to be used instead of the undergraduate Grievance Policy 3364-71-05. Students enrolled in courses through the College of Graduate Studies are subject to and have additional appellate rights in addition to the rights set forth in this policy. See policies 3364-77-02 and -01.

(D) Procedure for Disputing a Final Course Grade.

1. When a Student May Dispute a Final Course Grade; Grievance Criteria. Students may dispute a final course grade when the Student believes that there has not been an equitable application of the course syllabus or College of Nursing policies and procedures for student evaluation and grading. Students may not dispute a final course grade because of dissatisfaction with an assigned grade, particular examination or grading process when course policies have been applied equitably to all students. Students may not challenge the actual grading policies themselves where applied equitably to all students.

2. Availability of Information. To protect the Faculty member and the Student, it is crucial that tests, papers, and other such material (which were evaluated and were considered in arriving at the final course grade but have not been returned to the Student) be available for inspection by the Student and by other persons (i.e., the departmental chair, the Dean or Faculty representatives, and members of the SGC Committee involved in the grievance procedure).
3. **Informal Resolution.** The procedure for disputing a final course grade must first start with an attempt at informal resolution. The Student must adhere to the steps as follows:

   a) **Step 1: To the Faculty Member.** Within **five (5) business days** of the posting of final course grade by the Registrar (not merely when posted by the Faculty member on Electronic Course Management System), the Student must submit to the Faculty member of the class who assigned the final course grade to the Student (hereinafter referred to as “Faculty”) a Petition of Final Course Grade form. The required Petition of Final Course Grade form is attached to this policy and must be initiated by the Student. After reviewing the petition, the Faculty member may gather information from other sources, including the Clinical Associate and Teaching Associate, if applicable, before making a decision, but no later than **five (5) business days** after submission of a proper petition. The Faculty member must notify the Student in writing of the decision no later than **five (5) business days** of submitting the petition. If the issue is not resolved to the Student’s satisfaction, the Student may petition to the Course Leader. If the issue is resolved then the Faculty member will forward the original Petition of Final Grade form to the Associate Dean of Academic Affairs for disposition.

   b) **Step 2: To the Course Leader.** If the Student wishes to further challenge the decision of the Faculty member, within **five (5) business days** of the Faculty member’s decision, the Student must forward the original written petition form to the Course Leader. After reviewing the petition, the Course Leader will meet with both the Faculty member and the Student. The Course Leader must notify the Student in writing of the decision no later than **five (5) business days** after the petition was filed with the Course Leader. If the issue is not resolved to the Student’s satisfaction, the Student may petition to the Program Director. If the issue is resolved, then the Course Leader will forward the Petition of Final Grade form to the Associate Dean of Academic Affairs for disposition.

   In the event the Faculty member is also the Course Leader, the student may petition to the Faculty member/Course Leader as in 3a, and then the Program Director as in 3b who will be the final person reviewing (3c will not apply).

   c) **Step 3: To the Program Director.** If the Student wishes to further challenge the decision of the Faculty member/Course Leader, within **five (5) business days** of the Faculty member/Course Leader’s decision, the Student must forward the original written petition form to the Program Director. The Program Director may call a meeting of the involved parties, which must include the Faculty member/Course Leader who assigned the final course grade, to explore options for resolution. If a resolution is not achieved to the satisfaction of the Student, the petition form will be forwarded by the Program Director to the Student Grievance Committee (SGC) Chairperson within **two (2) business days** for review or scheduling of a grievance hearing, if appropriate, in accordance with article E below. In the event the Program Director serves as faculty in which the course being grieved, the student will omit step 3 and petition directly to SCG Chair.

(E) **Formal Resolution Process/Student Grievance Committee**

Only after the Student has exhausted the Informal Resolution, does the Student have the right to a hearing by the College of Nursing Student Grievance Committee (SGC) and only when the Student meets the criteria for disputing a final course grade. The SGC Chair along with no less than two (2) other members of the SGC will determine whether the request fits the criteria, as set forth in Section (D) 1 above, for petitioning the final course grade, known as a grievance. If grievance criteria are met, the SGC Chair will provide all involved parties a written notice that includes: the charge(s), the date,
time, and location of the Hearing; and membership composition of the SGC within ten (10) business days before the hearing date. The SGC Chair may use discretion in setting the hearing date with the goal as having it within a reasonable time so as not to disadvantage the student from further studies. The notice will include the specific protocols to be followed in the Hearing and will include a copy of this policy. In the event that the SGC Chair is unavailable, the Vice Chair will serve in that role.

(F) Conduct of the SGC Hearing

1. The Hearing will be conducted as follows:

   a) The Chair of the SGC will promptly notify the Grievant, respondents, Associate Dean of Academic Affairs, and the Dean of the College of Nursing of the date, time, and place of the Hearing and the Committee members who will be present. The Chair of the SGC will appoint the members of the SGC Committee, which Committee will be comprised of no less than two (2) Faculty members from the College of Nursing, and two Student members in programs within the College of Nursing and the designated Chair of the SGC. The Chair should strive to make the Hearing Committee an odd number of persons (adding 2 additional Faculty members if necessary). The Committee members of the SGC will include those appointed by the College of Nursing Faculty. In the event that there is difficulty assembling a full committee from the members, either the Chairperson or Vice Chairperson of the Committee may appoint substitute(s) that are unbiased Faculty or Students to fill the vacancies. An appointed Committee member who perceives conflict or bias in a particular petition may also withdraw from serving on the Hearing after discussion with the Chair of the SGC. The Vice Chair will serve as Chair if a conflict exists with the Chair.

   b) The Student may challenge the composition of the Committee within 24 hours of the notification of the member composition by the Chair if there is a member with a potential or actual conflict. If challenged, the Chair may decide to appoint an acceptable replacement taking into consideration the best interests of the Student.

   c) Confidentiality will be maintained by all persons involved in the SGC Hearing and no discussion will be entertained outside by the parties involved as to the information, testimony, or recommendations of the grievance process or hearing. This is an essential component of the grievance procedure and due process. All specific information is kept within the Committee. Proceedings of the Committee are to be kept in a secured file at the College of Nursing for seven (7) years.

   d) The Student may have a Grievant Support Representative (GSR) attend the Hearing and assists the Student. The role of the GSR is to provide emotional support and neutrality for the Student during the hearing process. This representative may be a faculty member, a student, or an academic advisor. Attorneys and family members are excluded from functioning in this role. In addition, the GSR may not be a testimonial witness to the grievance. The Student may proceed without a GSR, but if the Student wishes to have a GSR present at the Hearing, the name of the GSR will be submitted in advance to the SGC Chair. GSR is to remain quiet during the Hearing; and may only address the Committee if requested by the Chair.

   e) The Student may wish to provide a witness if able to provide supporting evidence that is pertinent to the grievance at hand. The intent of a witness’s testimony should be submitted to the Chair 48 hours in advance of the Hearing. The Committee reserves the right to restrict the testimony to those issues relevant to the grievance during the Hearing. Any witness is to be available outside the hearing room until called; to answer specific questions; to leave the hearing room on completion of testimony.
f) The Student and the Faculty member(s) involved, including the Faculty member who assigned the final course grade and Program Director if appropriate, will be present during the grievance Hearing, but not during deliberations of the SGC Committee. Persons attending the Hearing will be limited to the Committee members, the appropriate Faculty members, a GSR for the Student, witnesses to be called and a recorder.

g) The Role of the Chair during the Hearing includes:

- Indicating the purpose of meeting and time limitations of the Hearing;
- Making introductions and identify role of each person in attendance;
- Read brief statements of Student’s petition;
- Direct the discussion;
- Call and excuse the witnesses;
- Allow for the making of final statements;
- Excuse the Student, GSR, Faculty members involved in the assignment of the Final Course Grade and witnesses;
- Facilitate the deliberation and the preparation of the written recommendations;
- Call for Committee vote with the Chair being a voting member; and
- Submit recommendations to Associate Dean of Academic Affairs

h) Audio recording or transcription will record the Hearing to ensure accuracy of the information and proceedings. Committee deliberation will not be part of the recording or be made a part of the record.

i) Deliberations will be conducted in closed session by SGC Committee members only. Deliberations will be limited to data and testimony collected during the Hearing. If the Committee wishes to review the transcript, the Committee deliberations may be suspended until the transcript is completed for review. The Chair will reconvene the Committee. The evidence presented during the Hearing is to be weighed and conclusions of fact should be drawn and a recommendation approved by majority vote. A written recommendation will be created by the committee Chair. Any recommendation will be based exclusively on the information received at the SGC Hearing.

j) The findings of fact and the written recommendation of the SGC Committee will be delivered by the SGC Chair to the Associate Dean of Academic Affairs within five (5) business days of the Hearing. The written report may also contain suggestions for the College of Nursing to consider with respect to policies or procedures or improvements. The Associate Dean of Academic Affairs will make a decision regarding the Student’s petition, which will be upheld or denied and the Student will be notified in writing within five (5) business days by personal hand delivery or by certified mail, return receipt requested, with a copy to the Dean of the College of Nursing and the SGC Chair.
(G) Appeal Process

1. A written request for appeal may be made by the Student to the Dean of the College of Nursing (“Dean”) and must be received within five (5) business days following the date of receipt of the written decision of the Associate Dean of Academic Affairs by the Student, or any further right to appeal is waived.

2. The Dean may review all applicable evidence presented in the Hearing and any other information requested or approved by the Dean.

3. After completing such review, the Dean will ask for a meeting with the Student.

4. The Dean will meet with the Student to consider the appeal only after the Student is provided with at least five (5) business days’ notice of the date, time, place of the appeal, and who will be present. The Student may have a GSR attend the appeal and assist the Student. The GSR is to remain quiet during the appeal, and may only address the Dean if requested by the Dean.

5. The Dean will review the information and may choose to uphold, reverse, or return findings and decisions to the SGC Hearing Committee or the Associate Dean for Academic Affairs for reconsideration of some or all of their findings or decisions. The Dean will provide the decision to the Student within ten (10) business days of the filing of the appeal, unless circumstances warrant additional time, with sufficient notice provided to the Student.

(H) Pendency of Action

Generally, implementation of dismissal of a Student from the College of Nursing will be deferred until all the due process hearing and time for appeals made by the Student have been exhausted. However, the Dean of the College of Nursing or the Associate Dean for Academic Affairs of the College of Nursing may impose immediate removal or restrictions on the Student if the alleged academic conduct in any way concerns patient or public safety (including faculty and other students).

Review/Revision Completed by:
College of Nursing
College of Nursing Faculty Assembly (5/5/14)
Office of Legal Affairs, HSC

Initial effective date: May 1, 2009
Review/Revision Date: May 5, 2014
Next review date: May 5, 2017
Name of Policy: Appeal of Disciplinary Action and Due Process

Process Policy Number: 3364-82-06

Approving Officer: President

Effective date: May 5, 2014

Responsible Agent: Dean, College of Nursing

Scope: Nursing students, College of Nursing

☐ New policy proposal ☐ Minor/technical revision of existing policy
☒ Major revision of existing policy ☐ Reaffirmation of existing policy

(A) Policy Statement

Students enrolled in the College of Nursing are subject to the general rules of conduct for the College of Nursing (“CON”) and The University of Toledo at large (the “University”), as well as additional standards of conduct and professionalism applicable to nursing students.

(B) Purpose of Policy

Students in the CON are responsible for understanding and complying with University and CON policies, procedures, regulations, standards of conduct, and expectations for professional behavior when representing the CON both on and off-campus. A failure to comply may result in disciplinary action up to and including dismissal from the College of Nursing. Students subject to certain adverse actions are entitled to due process and appeal rights as outlined below.

(C) Scope

This policy applies to all students enrolled in a College of Nursing program and works in conjunction with the University’s Student Code of Conduct Policy 3364-30-04.

(D) Procedure for Disciplinary Action

1. Procedure. This policy sets forth the procedure for disciplinary action and due process. The procedure for academic misconduct is guided by The University of Toledo College of Nursing Academic Due Process and Appeal of Final Course Grade Policy (3364-82-05).

2. Conditions for Disciplinary Action. Nursing students are subject to disciplinary action for violation of the institutional and nursing standards of conduct, including breach of student responsibilities and public safety. Students are responsible to inform the Associate Dean for Academic Affairs of any arrests, charges, convictions or pleas. The CON cannot guarantee the licensure of a student who has any criminal charges or convictions on their record regardless of the admission decision. Due process will be provided to a student accused of violating institutional standards where suspension or dismissal from a program or the CON/University is a possible outcome. Students who may be subject to disciplinary action, or believe that his/her rights are being impinged upon are entitled to due process and appeal rights in accordance with articles E and G below.
3. **Levels of Disciplinary Action**. When a code of conduct or professionalism violation is suspected the responsible CON Faculty member will discuss the incident with the Student and file a written report (in accordance with Faculty Manual CON-04-020).

The levels of disciplinary action include but are not required to be progressive and are dependent on the situation at hand, including suspension or dismissal.

(E) **Due Process**

The Student has the right to submit a written request for a hearing by the College of Nursing Student Grievance Committee (SGC) when the Student has been advised that dismissal from the CON is a possibility. The written request must be delivered by the Student to the Associate Dean for Academic Affairs **within ten (10) business days** of receiving the notice of dismissal. The Student will then be given a written notice that they have the opportunity to appear before the SGC to fully present their position on the charge(s) as set forth in section 1 below. The student may waive the right to a hearing at the student’s sole discretion.

1. Upon receiving a request for a hearing before the SGC, the SGC Chair will provide a written notice to the student that includes: the charge(s); the date, time and location of the hearing; and membership composition of the SGC **within ten (10) business days** before the hearing date. The notice will include the specific protocols to be followed in the hearing and will include a copy of this policy.

2. The Associate Dean for Academic Affairs may suspend the SGC hearing until finalization of a criminal matter before a criminal court or administrative venue which has the same acts or omissions as the conduct under review of the CON, in which case, written notice should be sent to the Student and SGC Chair immediately. The CON cannot guarantee licensure of a student who has any criminal charges or convictions on their record that is determined by the Ohio Board of Nursing, which has legal accountability for licensure.

(F) **Conduct of the Hearing**

1. The hearing will be conducted as follows:

   a) The Chair of the SGC will promptly notify the Grievant, Respondents, Associate Dean for Academic Affairs, and the Dean of the College of Nursing of the date, time, and place of the Hearing and the Committee members who will be present. The Chair of the SGC will appoint the members of the SGC Committee, which Committee will be comprised of no less than two (2) Faculty members from the College of Nursing, and two (2) Student members in programs within the College of Nursing and the designated Chair of the SGC. The Chair should strive to make the Hearing Committee an odd number of persons (adding 2 additional Faculty members if necessary). The Committee members of the SGC will include those elected by the College of Nursing Faculty. In the event that there is difficulty assembling a full committee from the appointed members, either the Chairperson or Co-Chairperson of the committee may appoint substitute(s) that are unbiased Faculty or Students to fill the vacancies. An appointed Committee member who perceives conflict or bias in a particular petition may also withdraw from serving on the Hearing after discussion with the Chair of the SGC. The Vice Chair will serve as Chair if a conflict exists with the Chair.

   b) The Student may challenge the composition of the Committee **within 24 hours** of the notification of the member composition by the Chair if there is a member with a potential or actual conflict. If challenged, the Chair may decide to appoint an acceptable replacement taking into consideration the best interests of the Student.
c) Confidentiality will be maintained by all persons involved in the SGC Hearing and no discussion will be entertained outside by the parties involved as to information, testimony, or recommendations of the grievance process or hearing. This is an essential component of the grievance procedure and due process. All specific information is kept within the Committee. Proceedings of the Committee are to be kept in a secured file at the College of Nursing for seven (7) years.

d) The Student may have a Grievant Support Representative (GSR) attend the Hearing and assist the Student. The role of the GSR is to provide emotional support and neutrality for the Student during the hearing process. This representative may be a faculty member, a student, or an academic advisor. Attorneys and family members are excluded from functioning in this role. In addition, the GSR may not be a testimonial witness to the grievance. The Student may proceed without a GSR, but if the Student wishes to have a GSR present at the Hearing, the name of the GSR shall be submitted in advance to the SGC Chair. GSR is to remain quiet during the Hearing; and may only address the Committee if requested by the Chairperson.

e) A Student may wish to provide a witness if able to provide supporting evidence that is pertinent to the grievance at hand. The intent of a witness’s testimony shall be submitted to the Chair 48 hours in advance of the Hearing. The Committee reserves the right to restrict the testimony to those issues relevant to the grievance during the Hearing. Any witness is to be available outside the hearing room until called; to answer specific questions; to leave the hearing room on completion of testimony.

f) The Student and the Faculty member(s) involved, including the Faculty member who assigned the final course grade and Program Director if appropriate, will be present during the grievance Hearing, but not during deliberations of the SGC Committee. Persons attending the hearing will be limited to the Committee members, the appropriate Faculty members, a GSR for the Student, witnesses to be called and a recorder.

g) The Role of the Chair during the Hearing includes:
   - Indicating the purpose of meeting and time limitations of the Hearing;
   - Make introductions and identify role of each person in attendance;
   - Read brief statements of Student’s petition;
   - Direct the discussion;
   - Call and excuse the witnesses;
   - Allow for the making of final statements;
   - Excuse the Student, GSR, Faculty members involved in the assignment of the Final Course Grade and witnesses;
   - Facilitate the deliberation and the preparation of the written recommendations;
   - Call for Committee vote with the Chair being a voting member; and
   - Submit recommendations to Associate Dean for Academic Affairs.

h) Audio recording or transcription will record the Hearing to ensure accuracy of the information and proceedings. Committee deliberation will not be part of the recording or be made a part of the record.

i) Deliberations will be conducted in closed session by SGC Committee members only. Deliberations will be limited to data and testimony collected during the Hearing. If the Committee wishes to review the transcript, the Committee deliberations may be suspended until the transcript is completed for review. The Chair will reconvene the Committee. The evidence presented during the Hearing is to be weighed and conclusions of fact should be
drawn and a recommendation approved by majority vote. A written recommendation will be based exclusively on the information received at the SGC Hearing.

j) The findings of fact and the written recommendation of the SGC Committee will be delivered by the SGC Chair to the Associate Dean of Academic Affairs within five (5) business days of the Hearing. The written report may also contain suggestions for the College of Nursing to consider with respect to policies or procedures or improvements. The Associate Dean for Academic Affairs will make a decision regarding the Student’s petition, which will be upheld or denied and the Student will be notified in writing within five (5) business days by personal hand delivery or by certified mail, return receipt requested, with a copy to the Dean of the College of Nursing and the SGC Chair.

(G) Appeal Process

1. A written request for appeal may be made by the Student to the Dean of the College of Nursing (“Dean”) and must be received within five (5) business days following the date of receipt of the written decision of the Associate Dean for Academic Affairs by the Student, or any further right to appeal is waived.

2. The Dean may review all applicable evidence presented in the Hearing.

3. After completing such review, the Dean will ask for a meeting with the Student.

4. The Dean will meet with the Student to consider the appeal only after the Student is provided with at least five (5) business days’ notice of the date, time, place of the Hearing, and who will be present.

5. The Dean will review the information and may choose to uphold, reverse, or return findings and decisions to the SGC Hearing Committee or the Associate Dean for Academic Affairs for reconsideration of some or all of their findings or decisions. The Dean will provide the decision to the Student within ten (10) business days of the filing of the appeal, unless circumstances warrant additional time, with sufficient notice provided to the Student.

(H) Pendency of Action

Generally, implementation of dismissal of a Student from the College of Nursing will be deferred until all the due process hearing and time for appeals made by the Student have been exhausted. However, the Dean of the College of Nursing or the Associate Dean for Academic Affairs for the College of Nursing may impose immediate removal or restrictions on the Student if the alleged conduct in any way concerns patient or public safety (including faculty and other students).

<table>
<thead>
<tr>
<th>Review/Revision Completed by:</th>
<th>Policies Superseded by This Policy:</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Nursing</td>
<td>Initial effective date: November 9, 2007</td>
</tr>
<tr>
<td>College of Nursing Faculty Assembly(5/5/14)</td>
<td>Review/Revision Date: May 5, 2014</td>
</tr>
<tr>
<td>Office of Legal Affairs, HSC</td>
<td>Next review date: May 5, 2017</td>
</tr>
<tr>
<td>(Form Rev: 5/2014)</td>
<td></td>
</tr>
</tbody>
</table>
SECTION 12 - APRN CLINICAL PLACEMENT REQUIREMENTS
**Grades/Credits For Clinical Courses**

*Students who are entering the clinical setting must follow these requirements for clinical placements and for experiences within the clinical setting.* Lack of knowledge of these requirements does not excuse one from the responsibility for adherence to them.

1. In order to receive credit for theory and clinical, students must successfully complete the theory and clinical requirements during the semester in which they are registered for the course.

2. Grades for theory and clinical will not be assigned until both portions of the course are complete.

3. If either the theory or clinical portions of the course must be repeated for any reason (e.g. receiving a grade of "C" or lower for course), both theory and clinical must be repeated.

4. Students who are repeating the theory and clinical portion of a clinical course will be enrolled on a space available basis.

5. Faculty must have written documentation of all clinical requirements in order for the student to receive a final grade for the course.

6. A student is expected to be able to complete the required clinical hours within the registered semester.

**Requirements for Placement**

1. APRN applicants must possess a current and unrestricted, unencumbered license to practice as a registered nurse in the state of Ohio. Licensure is monitored throughout enrollment. Should a restriction appear after admission to the program, the student shall not engage in patient contact. The case will be reviewed by the faculty and CON administration to determine whether the student is subject to dismissal from the program.

2. Students who seek a clinical experience outside the state of Ohio must also hold current and unrestricted, unencumbered licensure in that state.

3. Health requirements must be up to date. Any student who does not adhere to the health requirements as outlined by Student Health and Wellness Center may not attend clinical.
FLOWCHART FOR CLINICAL PLACEMENT PROCESS

1. STUDENT APRN Program

2. Work with the individuals responsible for APRN placement to locate an appropriate clinical site (Prior to semester)

3. Site is reviewed for valid contract by individuals responsible for APRN placement

4. Student completes preceptor form; scan completed form to individuals responsible for APRN placements

5. Confirmation Email will be sent to the student. The student is cleared to begin clinical

6. Student can NOT begin clinical until clearance has been received, and until after the first day of class
Clinical Placement Process

1. The clinical placement process is a process with responsibility shared among student, and individual(s) responsible for APRN placement.
2. The APRN faculty strongly recommends that every student complete a minimum of one clinical rotation with an advanced practice nurse (APRN).
3. Preceptors must have been in practice for a minimum of one year prior to precepting. APRN preceptors must hold national certification in their specialty area and must maintain rules and regulations by the respective Board of Nursing as an APRN.
4. Students shall NOT select a direct supervisor, spouse/first degree relative, personal care provider, or employer as a preceptor for a clinical experience. Should any student fail to disclose such a relationship with a preceptor, a grade of “F” will be assigned immediately for the course.
5. Individual(s) responsible for APRN placement retain(s) the right for final clinical site placement/preceptor selection.
6. Students will be placed at various clinical sites that are predominately located in Northwest Ohio and selected areas in Michigan. Students, who desire clinical placement in some locations in Northwest Ohio, as well as areas outside of the previously mentioned geographic locations will be required to identify potential clinical placements and discuss these placements with APRN faculty to determine the appropriateness of the site for the course objectives.

AHEC Placement

1. Clinical placements outside of the Toledo area will be done in cooperation with the Area Health Education Center (AHEC) through the APRN individual responsible for clinical placements.
2. Students may NOT contact any potential clinical preceptor of clinical site in an AHEC county area until meeting with the APRN coordinator.
4. A Student will be permitted to register for the appropriate clinical course upon commitment to an AHEC clinical placement.
5. Once a student commits to an AHEC clinical placement, the student is responsible for cooperating with the AHEC Regional Coordinator in clinical placement process.
6. Every student participating in an AHEC clinical placement is still responsible for completing the APRN Preceptor Form with the required signatures and submitting the completed and signed form to the APRN clinical placement coordinator.

Students participating in the AHEC program are responsible for completing all AHEC requirements and all course requirements.
Planning and Documenting Clinical Experiences

1. Students shall engage in clinical experiences only during semesters in which they are enrolled in a clinical course. Students must complete the required clinical hours within the dates of the registered course.

2. Students are encouraged to schedule for full clinical days to maximize their learning opportunity. Students must be at the clinical facility a minimum of four hours, or for the entire time the clinic is open if it is open less than 4 hours, in order to receive credit for the clinical experience. Clinical days are determined based on the preceptor’s schedule and availability.

3. Students are required to keep their clinical faculty informed of their clinical schedule so that the clinical faculty are always aware of days and times students are in the clinical facility. If the schedule changes for any reason, the clinical faculty must be informed in advance of schedule changes. Should students fail to notify the faculty of their schedule, any hours completed during unscheduled time will not be accrued toward the total hours required for the clinical course.

4. Students must notify their clinical faculty and the preceptor prior to the clinical experience if they will not be present in the clinical setting at a previously scheduled time.

5. Clinical hours are required to be documented in Typhon per clinical course requirements and shall accurately reflect clinical time spent at clinical site. There is a cost incurred for using Typhon.

6. Clinical site visits will be made by the faculty member or clinical associate for each student. Documentation of the visit will be required. During the visit, the student may be asked to demonstrate history and physical examination skills, assessment of diagnosis and determination of differential findings, laboratory or diagnostic tests that need to be obtained, treatment plans and educational/preventive teaching including plans for follow-up of findings. The student will also be expected to demonstrate documentation of the patient encounter, billing and coding of the visit, “staffing/reporting” to the preceptor, and therapeutic interpersonal skills with clients.

Please sign and date the following to submit to APRN Faculty prior to beginning clinical:

Form for Advanced Practice Clinical Placements

I have read and understood the requirements for the Advanced Practice Nursing Clinical Placements.

SIGNATURE________________________________________

PLEASE PRINT NAME____________________________________

DATE__________________________

If you have questions please contact APRN faculty.
REQUIREMENTS FOR CLINICAL COURSES

Professional Licensure

All students in the BSN to DNP, MSN Advanced Practice and Certificate programs must hold an active, unrestricted, unencumbered license as a registered nurse in Ohio. Students seeking clinical placements in Michigan, or any other state, must have a current, unencumbered license in that state. Students must maintain this licensure throughout the course of study. MSN to DNP and MSN Nurse Educator and Certificate students must hold an active, unrestricted, unencumbered license as a Registered Nurse in the state where the student plans to conduct clinical experiences.

Health Requirements

Prior to matriculation the student must submit required health information to Student Health and Wellness Center. A $150 titer fee is assessed to cover the proof of immunity. Students who submit proof of immunity will have their account credited accordingly. A $15.00 fee is charged each semester (fall, spring) for surveillance of health requirements and maintenance of records in Student Health and Wellness Center.

Criminal Background Record Check

Criminal record checks will be conducted on all students accepted for admission to CON programs, and for any student visiting university clinical facilities. Students are responsible for costs incurred.

The purpose of conducting criminal record checks is three-fold:

- To assure the public’s continuing trust in the nursing profession regarding the safety and well-being of patients.
- To assure compliance with various regulatory or accrediting agencies that require such checks.
- To identify students in The University of Toledo who have a criminal history that may preclude them from participating in clinical training programs, including but not limited to, care of patients in vulnerable populations.
- To put students with a criminal history on notice that there may be an issue with respective licensing boards regarding the impact of the criminal history on their ability to obtain professional licensure.

CPR Certification

Current CPR Basic Cardiac Life Support for health care providers is required of all students.

Liability Insurance

All students must be covered with liability insurance through the University of Toledo. The fee for liability insurance is automatically charged to students.
Mandatory Health Insurance

Policy 3360-30-15 - Health Insurance Mandate

Purpose: To require health insurance for University of Toledo students.

(A) All domestic students registered for six or more on-campus credit hours per term and all international students registered for one or more credit hours per term will have and maintain health insurance.

(B) Students as registered above who do not have proof of insurance will be assessed a premium for single student coverage per term under the University's student health insurance plan.

(C) Completed insurance waivers must be submitted by a date specified by the vice president for student affairs to eliminate insurance charges.

What This Policy Means to You

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

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.

Please refer to the waiver information located on this website. http://www.utoledo.edu/healthservices/student/MandatoryHealthInsurance.html
Definition of Clinical Preceptor: A clinical preceptor is defined as a person employed at the site that can facilitate the student’s entry and progress toward meeting their course objectives. The clinical preceptor should be the most qualified person available and may not be doctorally prepared.

Clinical Preceptor agreements are individual contractual arrangements for supervision of students. Arrangements are initiated by the College of Nursing and negotiated with each agency. Clinical experience involves one student and is negotiated with the clinical preceptor.

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

Role of Clinical Preceptor:
1. Discuss learning needs with student and faculty related to course objectives.
2. Review Preceptor Guidelines and complete the Preceptor Contract.
3. Provide a CV to the APN Placement Coordinator to be kept on file in the Graduate Program office.
4. Facilitate access to site(s).
5. Provide resources and contacts for student to accomplish planned activities.
6. Provide direction for student consistent with learning objectives.
7. Assist student in professional development, with opportunities to explore the doctoral level nursing role.
8. Provide feedback to faculty regarding student performance and experiences.
9. Complete an evaluation of the student at the end of the term.

Role of the Nursing Student:
1. Clearly identify learning needs, planned activities, and planned outcomes.
2. Distribute written plan to faculty and clinical preceptor for approval by the end of the first week of the term.
3. Provide clinical preceptor with course materials and evaluation forms.
4. Maintain professionalism in all aspects of clinical experience.
5. Seek assistance as needed to complete planned activities and deliver planned outcomes.
6. Communicate on a regular basis with faculty and clinical preceptor.
7. Seek regular feedback regarding clinical progress and completion of objectives.
8. Provide preceptor with all promised outcomes pertaining to the site.
9. Obtain all needed evaluations at the end of the clinical experience and deliver to the course faculty.
10. Provide feedback to preceptor following completion of the clinical experience.
Procedure:
1. For the Clinical I (NURS 7210/ NURS 7810), Clinical II (NURS 7220/ NURS 7820), and Clinical III (NURS 7230/ NURS 7830), the APN Placement Coordinator will select the agency/preceptor for students needs for this clinical experience.
2. For other courses with clinical components (NURS 7020, NURS 7030, NURS 7080, and NURS 7970), students are responsible to select sites and their preceptor that will meet course objectives. The direct supervisor or unit of employment is not acceptable. All sites must have the approval of the faculty in the specific course.
3. The preceptor will be given a copy of this guideline to make an informed decision regarding agreement to the terms of the role.
4. The student and preceptor will complete the preceptoring contract (see below).
5. The student will provide the preceptor and the instructor with their finalized plan for activities during this clinical experience no later than the first week of the term. The plan should address activities for achieving each of the clinical objectives for the course along with specific outcomes to be delivered at the completion of the clinical.
6. On completion of the agreed upon clinical hours, the preceptor is to provide the student with a copy of the completed “Evaluation of the Student” form (see below) to be delivered to the course faculty.
7. The student is to complete a copy of the “Evaluation of the Preceptor” form (see below) and submit the form to the course faculty.

Description of Practice Hours

The goals of practice experiences at the doctoral level include preparation of practitioners and administrators with advanced leadership skills who can facilitate translation of the evidence base into practice within a minimum amount of time and with a maximal positive impact on the health outcomes of the populations served.

Each course that has designated practice hours will have a doctorally prepared faculty member assigned. The faculty member will specify what practice behaviors/activities constitute a passing level in meeting the course objectives. In addition, a clinical preceptor is necessary to facilitate the student’s activities at the practice site. A clinical preceptor is defined as a person employed at the site that can facilitate the student’s entry and progress toward meeting their objectives. The clinical preceptor should be the most qualified person available and may not be doctorally prepared.

An intensive culminating practicum is designed within the program in order to provide a focused opportunity to synthesize the new doctoral skills into the student’s clinical practice. As with all practice hours (see above), the student will work with a course faculty member and a clinical preceptor to seek opportunities to practice and demonstrate proficiency with the new skills. The capstone practicum may or may not contribute directly to the student’s project. Students may take up to one-half of their practicum hours prior to the final term of the program. Taking practicum hours requires contracting with a faculty member to act as course faculty, a clinical preceptor, and approval from the student’s academic advisor/project chair if the practicum is designed around the project.

For NURS 7020, NURS 7030, NURS 7080, and NURS 7970, students have the opportunity to select sites that will meet course objectives and contribute to their professional goals, their current employer is not a preferable site. All sites must have the approval of the faculty in the specific course. Students must provide the course faculty member with a written plan signed by the student, the clinical preceptor, and the course faculty member. This written plan should set forth the learning objectives, specific learning activities, time commitment, and outcomes to be accomplished. The signed plan shall constitute a learning contract between faculty, the student, and the preceptor. However, at the request of the preceptor’s employing agency, a standard contract between the agency and the University may also be completed. This contracting process can take time to complete so planning ahead is strongly encouraged. The course faculty member, in
consultation with the clinical preceptor, will determine whether the objectives have been met at a satisfactory level.

Students must be identified as a UT student when conducting clinical/practicum activities. Students are to wear their official UT name tag clearly displayed. This enables the student to be identified as such and may help clarify the student’s role in instances where the student is performing clinical/practicum hours within their own agency.
SECTION 13 - 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. A general scholarship application form must be completed every academic year. Students apply through the office of Student Services.

Nurse Faculty Loan Program

To increase the number of qualified nursing faculty, the NFLP provides funding to assist registered nurses in completing their graduate education to become qualified nurse faculty. Students who receive loan will be required to take three nurse educator courses (NURS6710, NURS6720, NURS6730) in addition to their program plan of study. Students enrolled in certain MSN programs and post master’s DNP are eligible to apply. Students need to apply to the Director of Master’s Program.

Travel Support

Graduate students are eligible to apply, prior to traveling, for financial support during their tenure as a graduate student to present scholarly work at professional meetings. All graduate students enrolled at the University of Toledo are automatically members of the Graduate Student Association and thus are eligible for travel funding. Students are eligible for travel funding up to a specific amount per academic year (August 20, 2013 – August 19, 2014). See information on the Graduate Student Association web link: http://utoledogs.com/funding/travel-reimbursement/travel-funding-eligibility/
SECTION 14 - ACADEMIC RESOURCES
Networking on Campus

UTNet is provided free of charge to current UT students, faculty and staff. For information on how to connect to UTNet and configure your computer for connecting, go to http://www.utoledo.edu/it/NS/UTNet_Connections.html and click on the appropriate icon which corresponds to your operating system.

UTAD Account and the myUT portal

UTAD is your personal account that allows you to use many of UT’s online resources. Your UTAD account gives you access to your University e-mail account. You can access this at email.utoledo.edu with your UTAD username and password. Students are required to check their University provided email addresses at least daily for updates, eNewsletters, and other University related communication. It is the official means of communication from UT. Your UTAD account also gives you access to the myUT portal, a secure personalized Web site with a single access point for information. At the myUT portal (myut.utoledo.edu), you can access Student Self-Service, register for classes, view tuition bills, consolidate your e-mail and get important UT updates.

The College of Nursing web page address is http://www.utoledo.edu/nursing and our resource web page is http://www.utoledo.edu/nursing/grad_nursing_resources.html

Distance Learning/Online Courses

Students completing courses online need to review the information listed on the web page http://www.utoledo.edu/dl/helpdesk/tech_require.html for browser configuration, technology requirements, and required plug-ins and applications.

IT Help Desk

There are multiple ways to contact the help desk.

1. Phone: 419-530-2400 or 419-383-2400
2. Email: ITHELPDESK@utoledo.edu
3. Online: http://www.utoledo.edu/it/CS/HelpDesk.html
4. Walk-in:
   1. Main Campus – Information Commons, Carlson Library
   2. HSC – Information Technology Office, Dowling Hall Room 025

Computer Stations in Collier

There are computer stations on the second, and third floor Collier Building, and open singular stations throughout the building for student use on a first-come, first-serve basis.
Websites for Nursing Resources

American Academy of Nurse Practitioners: http://www.aanp.org/AANPCMS2

American Association of Colleges of Nursing: http://www.aacn.nche.edu/

ANCC, American Nurses Credentialing Center: http://www.nursecredentialing.org/default.aspx

Commission on Nurse Certification American Association of Colleges of Nursing: http://www.aacn.nche.edu/cnl/cnc

Doctoral of Nursing Practice – DNP Scholarly Projects: Archived and Searchable: http://www.doctorsofnursingpractice.org/studentprojects.php

Virginia Henderson International Nursing Library’s Online Research Repository including collections of DNP projects: http://www.nursinglibrary.org/vhl/

Ohio Association of Advanced Practice Nurses: http://www.Office of Student Disability Servicespn.org/

Ohio Board of Nursing: http://www.nursing.ohio.gov/
SECTION 15 - THESIS
**Researcher**

Students will consult with their major faculty advisor to obtain approval and plan the process for any and all grant applications for research conducted as a graduate student in the program. Current information about the UT requirements for external funding application can be found at http://www.utoledo.edu/research

**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 regular membership in the University of Toledo Graduate School.

1. Validates that Graduate School requirements are met.
2. Selection of 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.
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 or theses meets the requirements of content and proper grammar and formatting.
10. Oversees completion of required College of Nursing and Graduate School forms. (See Thesis Form Protocol).
Committee Members

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

Student Responsibilities

1. Students are ultimately responsible for their own thesis.
2. Assume responsibility for following thesis guidelines, meeting deadlines, making appointments, editing the manuscript, and the timely progress of the study.
3. Register for appropriate number of thesis credits each semester.
4. Develop 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. Selection of the thesis chair and committee with assistance of chair/major advisor.
6. Seek approval of major advisor/chair prior to distribution of drafts to other committee members.
7. Seek statistical consultation as appropriate before final approval of proposal if thesis uses a quantitative methodology.
8. Seek writing/editing consultation as needed.
9. Complete work in a timely manner.
10. Provide committee members with typed copies of manuscript at least two weeks before feedback is expected.
11. Provide 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. Complete College of Nursing and University of Toledo College of Graduate Studies forms and obtain signatures as required.
13. Review the ETD website for Health Science Campus and instructions for reloading documents to Ohio LINK and ProQuest.
14. Upload thesis OhioLink by posted deadline before uploading to ProQuest.
15. Upload 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

### (A) Graduate Assurance Form
- Student, Major Advisor & Advisor’s Department Chair sign
- Approved by CON Associate Dean & Senior Associate Dean for College of Graduate Studies

### (B) Optional Proposal for Funding
- SAH/CON Research Support Award
- Student and Major Advisor sign

### (C) CON Research Review Committee (RRC) Assurance
- Major Advisor signs

### Internal Review Board Application (DHRP Website)
- Major Advisor, Department Chair and RRC Chair signs

### (D or E) Acceptance of Thesis Defense Presentation
- Student, Major Advisor & Committee Members sign
- CON Dean approves Thesis

### (F) Report of Thesis Examination
- Examination Committee Members & Graduate School representative sign

### (G or H) Final Approval of Thesis
- Major Advisor & Committee sign
- Examination Committee, CON Associate Dean, CON Dean & College of Graduate Studies Dean Sign

### The University of Toledo IRB Final Report (DHRP Website)
- Major Advisor signs
Thesis Research Overview and Process

Prerequisite NURS5910: Description: Research in nursing to fulfill the research requirement of the Master’s Program. The required three credit hours may be repeated and divided across semesters. Only three credit hours are applicable for the degree. The thesis may be defined as part of faculty program of research, scholarly inquiry, or clinical practice.

Guidelines for Process

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

1. Select a Graduate Research Advisor and two additional College of Nursing faculty members for your Academic Advisory Committee. Your Major Advisor can assist you in accessing expert faculty consultants for your committee. Major Advisors must hold full membership on the Graduate Faculty in the University Of Toledo College Of Graduate Studies. (see Faculty Research document on the College of Nursing resource web page: [http://hsc.utoledo.edu/nursing/grad_nursing_resources.html](http://hsc.utoledo.edu/nursing/grad_nursing_resources.html)

   A. If you are doing a quantitative study, you will need access to expert consultation on quantitative methodology for data collection and statistical analysis.

   B. If you are doing a qualitative study, you will need access to expert consultation on qualitative methodology for data collection and analysis.

2. Discuss the publication agreement with your major advisor and have potential committee members sign the form.

3. Complete the UT GRAD Form and obtain the appropriate signatures. Submit the form to the Graduate Nursing Advisor in the College of Nursing. The Program Chair and Associate Dean for Academic Affairs in the College of Nursing will sign and submit the form to the Associate Dean and Vice Chancellor for Health Science Studies for approval and filing in Graduate Studies.

4. After submitting the GRAD form and NURS5910 is completed, the student is eligible to register for NURS6990, Thesis Research. Three credit hours of thesis are required. Consult with the Graduate Research Advisor to determine the number of credit hours for registration.

5. Use the thesis guidelines for Chapters 1, 2, and 3 included in this handbook to guide the proposal. Also use the current edition of the Format and (Style Guidelines of the Graduate School of the University of Toledo and current edition of the APA Publication Manual.

6. The Major Advisor must approve the proposal prior to submitting the document to committee members for review and comment.

7. Always allow the Major Advisor and committee members two weeks for review and feedback on submitted documents.
8. Plan on revisions all along the way! Students are expected to make numerous significant revisions in the proposal. Plan time for revisions on the finished document as well.

9. When approved by the Major Advisor, schedule a meeting with your Academic Advising Committee to discuss the proposal. Obtain and complete the CON Approval of Proposal Signature Form. Once all committee members approve your proposal, you may proceed to secure the Research Review Committee (RRC) and the University IRB approval.

10. Review the following information from the University of Toledo Research and Grants Administration as you 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 you will be collecting data from subjects in an agency other than The University of Toledo, you will need to complete IRB approval procedures in that institution before you obtain University of Toledo – IRB approval. Plan adequate time, because delays can be considerable!

12. Once you have secured all required IRB approvals, you may proceed with data collection. This step always takes longer than expected, so anticipate delays as you develop your timeline and schedule.

13. Complete the research procedures of data collection and analysis, and then write a draft of Chapters 4 and 5 using the College of Nursing Guidelines.

14. Submit a draft of the entire thesis to your 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 your committee, allowing two weeks for reading.


17. Take the typed form, Acceptance of Thesis for Defense, to the committee meeting. If your thesis is approved, the committee members will sign the form, set the date and time for your defense.

18. Take the signed form to the secretary of your Thesis Chair in the College of Nursing. Notify the secretary of the date and time to schedule the defense. Be sure to notify the secretary of equipment needed to present your defense. The secretary will arrange the room for your defense and complete necessary forms.

116
19. After the thesis is approved, submit a final draft of the document to the UT College of Graduate Studies Health Science Campus office along with the signed form, *Acceptance of Thesis for Defense*. You must also provide information on the date, time, and place for your 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 Senior Associate Dean of the Graduate School will provide two signature forms that are completed at the defense: Final Approval of Thesis and The University of Toledo Report of the Thesis Examination for the Degree of Master of Science in Nursing. Please refer to the Thesis & Dissertation deadlines posted on the College of Graduate Studies website. **Check dates each semester to be certain!**

21. Schedule a defense at a time when all committee members can meet. Plan a two-hour block of time. Presentation should be 35-40 minutes with 15-20 minutes for questions. The second hour is scheduled for time to meet with your 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 Senior Associate Dean of the College of Graduate Studies.


   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 [http://libguides.utoledo.edu/content.php?pid=58499&sid=428705](http://libguides.utoledo.edu/content.php?pid=58499&sid=428705) for Health Science Campus and instructions for uploading documents to OhioLink and ProQuest.

26. Upload thesis to OhioLink by posted deadlines before uploading to ProQuest.

27. Upload placeholder (Not actual thesis) to ProQuest UMI and any associated fees by the posted deadline.
Guidelines for Writing the Thesis

Please follow current APA format for levels of headings in writing the thesis.

Signed Final Approval Form obtained from the Major Advisor

Title Page
Contains following four items only:
Title 15-word maximum. Fully explanatory when stands alone. (Identifies variables of the study and relationship between them.)
Author Spell out your name
Institution “The University of Toledo” only (see sample title page)
Date Year of completion

Dedication, do not justify margins
Acknowledgments
Table of contents
List of figures

CHAPTER I INTRODUCTION
Begin with an unlabeled introductory paragraph (no heading) orienting the reader to chapter content.

Statement of Problem
Introduction to the problem/research is clear and complete.
Concise background information related to the population being studied, the nursing problem, and the variables included in the research purpose/question.

Discussion leads logically to need (rationale) for the data generated in answering the research question (brief statement about gaps in information that the research will fill).

Statement of Purpose
Purpose statement, a precise declarative sentence that adequately and logically orients the reader to the purpose of the investigation.

Identification of Nursing Conceptual/Theoretical Framework
A brief description of the nursing conceptual/theoretical framework and rationale for choosing it as a foundation for this work. May also incorporate theories of other disciplines as appropriate.

Research Question(s)
Research question(s) clearly identified.
Definition of Terms: Each term (variable) used in title/purpose/research question is clearly and concisely defined by:

(1) conceptual definition: expression of the general conceptual meaning of the terms and variables.

(2) operational definition: how the term/variable will be seen, observed, or measured.

Hypothesis (if appropriate to the research)
Hypothesis is explicit. Definitions of variables can be placed here if not included with research question[s].

**Significance**
Specifies precisely how the results of the research will contribute or are important to nursing, health care and the public. In general, address issues of importance in relation to morbidity, mortality, or costs. Importance to nursing will include contributions to one or more of the following knowledge/theory, research, education, and/or practice.

Literature citations support significance discussion.

**Assumptions**
Discuss the assumptions of the nursing conceptual/theoretical framework related to the research question(s) for this study.

**Limitations**
Describe the limitations of the nursing conceptual/theoretical framework related to the research question(s) for this study.

**Summary**
Concise summary of chapter contents (one paragraph).

**CHAPTER II LITERATURE**
Begin with and unlabeled introductory paragraph orienting the reader to chapter content.

**Nursing Conceptual or Theoretical Framework**
Conceptualization is crystal-clear, providing the nursing conceptual basis with which the research contributes information and shows derivation of the research with precise focus. Discussion includes the following:

a. Introduction outlining the framework and concepts to be discussed;

b. Conceptual basis discussed concisely for each concept (variable) and for showing the relationship between concepts with a “map” (schematic).

c. May include a synthesis paragraph as conclusion.

**Review of Research**
Discussion contains adequate review of existing research relevant to the purpose of the present study. It discusses what is known through research about the variables being studied and their relationships.

The review is selective; so relevant, important studies are reviewed in detail (purpose/question, design, subjects/sampling, methods, materials, results, limitations as appropriate). Less important studies with similar findings related to the projected results are summarized.

The review focuses on current and primary, rather than secondary sources. Citations are appropriate and complete. Review concludes with brief summary of previous research, its adequacy and gaps that are relevant to the present study.

**Summary**
Chapter concludes with concise summary of literature.
CHAPTER III METHOD
Begin with an unlabeled introductory paragraph orienting the reader to chapter content.

Design
Design is specified, e.g. specific type of descriptive, comparative, correlational, or experimental design.

Setting and Sample
Setting for study is described.
Description of sample is adequate and appropriate to study:
   a) Target population clearly described;
   b) Sample size adequate;
   c) Inclusion/exclusion criteria are specified and appropriate to the research.

Material
Materials used are described clearly (questionnaire/interview guide/observation guide/physiological instrumentation, etc.)
Rationale for choice of material is appropriate to the study.
Materials used are described adequately:
   a) purpose,
   b) scoring information,
   c) validity and reliability statistical information, as appropriate,
   d) source

Data Collection
All procedures are appropriate for generating data to answer the research question(s)/hypothesis (s). The list of steps is precise for all procedures.

   Sampling: selection/assignment of subjects.
   Protection of human rights.
   Procedures for experimental and control groups in a quantitative study.
   Data collection and recording.
   Controls to insure internal/external validity.
   Pilot study, if done.
   Assumptions and limitations related to the methods are clarified.

Data Analysis
Steps in data analysis are clearly specified.
Rationale for choice of statistics or qualitative analysis procedures is appropriate
Assumptions underlying data analysis procedures are clearly met.

Summary
Chapter ends with concise summary of contents.

CHAPTER IV RESULTS
Introduction
Begin with an unlabeled introductory paragraph orienting the reader to chapter content.
Sample
Sample for study is described clearly, using appropriate descriptive
statistics.
Representativeness of sample to the target population is discussed.

Findings
Quantitative Studies:
Data to answer each research question or to support/reject each
hypothesis/as stated.
Statistics are appropriate to research question/variables. Just the facts are
provided, as discussion of findings is presented in Chapter V.
Tables, graphs, and illustrations follow current APA format.

Qualitative Studies:
Format for qualitative study findings will depend upon the methodology
used. Discuss with your major advisor.

Summary
Chapter ends with brief summary of contents.

CHAPTER V DISCUSSION
Introduction
Begins with an unlabeled introductory paragraph orienting the reader to
chapter content.

Findings
Each finding (answer to research question(s) or support/rejection of
hypothesis) is discussed separately to explain the results you obtained.
Findings should be related back to the literature. (“These findings
support those of ...”, or “in contrast to the literature, these findings...”).
Findings are discussed in relation to the conceptual/theoretical framework and
whether or not the data support or fail to support the theory. What do the findings
mean?

Conclusions
Conclusions are based on the data and clearly stated.
Generalizations are warranted by the results.

Limitations
Limitations are specified.

Implications
Implications for nursing theory, practice, education, and administration (as
appropriate) are identified, with inferences clearly drawn from the
results and the research questions/hypotheses.

Recommendations for Further Research
Recommendations for further research are listed. Each is relevant and
appropriate to the controls used in the design.

Summary
Chapter ends with brief summary of contents.
REFERENCES

Current APA style is used correctly. All citations in the manuscript must appear in the reference and all references must be cited in text.

ABSTRACT

Maximum length: 350 words written in past tense. Follow the current APA Publication Manual format and the University of Toledo Manual for Formatting of Dissertations and Theses.

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! You may need more time for IRB approvals, data collection, data analysis, and final writing than is shown in the example. If you project a need for more time at the end, start earlier than in the example. Complete the proposal and secure IRB approvals, by the end of spring semester, so you 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 NURS5910
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.
Defense Successful.
Make changes to final copy as directed by Academic Advisory Committee.
Submit signed Report of Thesis Examination for the Degree of Master of Science 
in Nursing to College of Graduate Studies Health Science Campus office. Get 
signatures on Final Approval Form.

Month 5: Distribute copies.
Submit completed form, Final Approval of Thesis, with copies for the Graduate School 
Office.
Complete IRB Final Report form and attach copy of abstract and submit to Major 
Advisor.

CELEBRATE!
SECTION – 17 DOCTORAL PROJECT
Doctoral Project

Introduction

Doctoral projects reflect the student’s attainment of the characteristics of the graduate for the Doctor of Nursing Practice degree identified in the AACN (2007) *Essentials of Doctoral Education in Nursing* document and the objectives of the program. As explained in the *Essentials*, 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 work may take a number of forms. One example of the final DNP product might be a practice portfolio that includes the impact or outcomes due to practice and documents the final practice synthesis and scholarship. Another example of a final DNP product 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, a consulting project, or an integrated critical literature review. Additional examples of a DNP final product could include manuscripts submitted for publication, systematic review, research utilization project, practice topic dissemination, substantive involvement in a larger endeavor, or other practice project. The theme that links these forms of scholarly experiences is the use of evidence to improve either practice or patient outcomes (p. 20).

The purpose of these guidelines is to assist you in the preparation of a manuscript consistent with high standards of a scholarly doctoral project. The appearance and content of your doctoral project should represent scholarly excellence in the discipline of nursing. Projects may take a wide variety of forms. However, all projects must clearly exemplify critical thinking at the doctoral level and appropriate use of scholarly methods to further the practice knowledge of nursing and impact the health outcomes of patients and populations among a variety of organizations.

Choosing a Topic

While identifying potential doctoral projects, typically in the NURS 7040 Applied Nursing Research and NURS 7090 Project Seminar Courses are offered the opportunity to begin exploring potential clinical issues affecting a variety of patient populations. Students need to keep in mind not only their current employment situation, but also their goals for future employment and professional activities and how the doctoral project may impact these future goals. Students at the DNP level have often worked with a specific population for many years. Students may wish to continue working with this population or may choose a new population if they believe their career will take a divergent path during the program or upon completion of the program.

Any number of ideas may serve as the basis for a project. Many resources are available to assist students in determining a topic for their project including other student’s projects, faculty interest lists, the University libraries, and numerous university websites that have completed DNP project abstracts listed. Suitable topics of investigation should be discussed with the NURS 7040 faculty during enrollment in Applied Nursing Research. It is extremely helpful to begin a list of potential topics, clinical problems, issues or concerns from the first day of your program. As you read and discuss issues in classes or clinical seminars, or experience clinical issues within your nursing practice write down topics that interest you. Prior to determining a topic, consider the following:

- your interest in the clinical issue/problem;
- aspects of the clinical issue/problem to be explored;
• internal organizational data to support the existence of a clinical issue/problem and need for a practice change;
• feasibility of completing the project (your skills; the time required; resources needed; implementation site, population and instrument/resource availability);
• your professional goals;
• local, regional or national nursing priorities;
• faculty availability and interest in the topic area; and
• congruency with your specialty area.

**Considerations for Project Topics**

In selecting your project, you will need to 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 project may be done in partnership with agencies or other groups (i.e., public health departments, schools, governmental agencies, or professional organizations).
5. The DNP student will function as the Project Director; however identifying collaborative partnerships and stakeholders supportive of the project are vital to the project’s success.
6. Identification of a model or framework for design, implementation, and evaluation of the project outcomes.
7. The project meets accepted professional standards.
8. Opportunities are available for dissemination at professional and public forums that meet your time/financial constraints.

**Examples of Projects**

The Doctors of Nursing Practice online community web site provides a list of completed DNP scholarly projects contributed by other DNPs across the country. The link to access the web site is: https://www.doctorsofnursingpractice.org/studentprojects.php. Here is list of examples for your reference.

1. Creation, implementation, and evaluation of a new health initiative or program at a local or state level.
3. Evaluation and revision of an existing health program.
4. Extensive needs assessment of a system and participation in the change process within that system.
5. Health policy development, evaluation or change at the local, state, or federal level through partnering with health care organizations, political representatives, and/or community representatives.
6. Developing, implementing, and evaluating quality improvement initiatives within an organization.
7. Developing, implementing, and evaluating professional mentoring programs on a unit or within an institution.
8. Developing, implementing, and evaluating programs that enhance clinical competence.
9. Gap analysis for issues having extensive public health impacts such as preparedness for Avian flu, bioterrorism, sexually transmitted infections, etc.
10. Needs assessment, planning, and evaluation of new models of health care delivery for specific regions or specific populations.
11. Projects focusing on international health issues or the profession of nursing such as development of a collegial nursing initiative to assist an economically depressed country to improve provision or access to health care.
12. Development or use of databases to improve clinical decision making, planning or evaluation.
13. Implementation and evaluation of innovative uses of technology to enhance/evaluate care.
14. Collaborating with other professionals or researchers on problem specific projects such as improvement of pain management, care of dementia patients, family centered care issues, etc.
15. Conduct financial analyses to compare care models and potential cost savings, etc.
16. Portfolios that document a large number (15-20) in-depth case studies reflecting synthesis of knowledge, skills, and attitudes reflective of doctoral education. Students will need to identify a problem amenable to nursing intervention as an umbrella concept around which to focus the case studies. Extension of the discussion to family and community impact is also appropriate.

This list is not inclusive of the many doctoral projects completed by DNP students across the country. Keep in mind your project should impact current state of the nation’s health, be evidence-based, and have measurable outcomes.

**Selecting a Doctoral Project Chair**

The process of selecting a project chair begins with your 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. By interacting with as many graduate faculty members as possible, you can identify and discuss their major areas of interest. Usually the final selection of your chair is made during or following your Applied Nursing Research course. Contact the potential chair to discuss your topic and the faculty’s interest and availability. Your chair must agree to serve in this role prior to registration for NURS 7100 Doctoral Project. The role of the project chair is to:
- provide guidance from the proposal stage through completion of the project’s final defense;
- provide overall supervision of the project;
- raise questions and serve as an informed critic; and
- provide specific recommendations for improvement.
- available as faculty of record for all final practicum hours
- ability to meet your specified timeline for project completion (i.e., available during summer breaks).

At the present time, the chair must be a nursing faculty member, with a degree in nursing, who has full Graduate Faculty status as identified by the UT College of Graduate Studies. After a faculty member agrees to chair your project, the two of you discuss options for committee members who are within and outside the UT College of Nursing. The committee members must be acceptable to both you and the chair. It is then your responsibility to contact the potential committee members and assess their interest in the topic and willingness to serve on your committee and report back to your project chair.

**Selecting a Doctoral Project Committee**

The Project Committee will consist of a chair and two other graduate faculty members selected in collaboration with the chair. The project committee chair needs to have Full Graduate Faculty or
adjunct full Graduate Faculty status as appointed by the College of Graduate Studies. Other tow committee member must have Special/Associate/Full Graduate Faculty Status or from the agency where the project is being conducted (generally is a key stakeholder in the doctoral project), the community member may be in a profession other than nursing but is considered an expert in their field. You need to negotiate with these individuals regarding their availability and willingness to serve on the committee. Information about eligible faculty is available through the UT Office of Graduate Studies.

**Procedures for Developing and Conducting the Doctoral Project**

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

**Preparation**

- For students to enroll in NURS 7100 Doctoral Project must have completed Scientific Basis of Nursing Practice (NURS 7010), Applied Nursing Research (NURS7040), Project Seminar (NURS 7090), and the doctoral project proposal defense.
- Discuss project ideas with your academic advisor and faculty members in order to identify a suitable project and several potential committee members.
- Select a project chair as noted previously. In order to register for NURS 7100, you need agreement of your project chair to be available that term and agreement on number of credit hours to be taken. When registering, be careful to select the correct section number that reflects the appropriate number of credit hours.
- Select your committee members.
- Submit a GRAD form the College of Graduate Studies before work begins.
- Meet with the project chair and develop a mutual time line for completion of the project.
- Write the doctoral project proposal and defend the proposal.
- Develop the proposal for the project with input and approval from chair, committee members and agency member if appropriate.
- Submit draft(s) of proposal to project chair and your committee. Multiple drafts are to be expected.
- Arrange statistical consultation if needed and take along a written analysis plan. Your project chair should attend during this initial meeting.
- Complete the required forms.

**Guidelines for the Doctoral Project Proposal**

See Appendix A.

**Guidelines for the Final Doctoral Project**

See Appendix B.

**Institutional Review Board**

Based on your topic and your university’s policies, you may need to submit your project proposal to the Institutional Review Board (IRB) before defending your project proposal or after proposal defense, but prior to implementing your project. In some cases, it may not be necessary to go to IRB and your project may have an exempt status with the IRB. Check with your project chair regarding the appropriate action.
Grading of the Doctoral Project

Hours earned in NURS 7100, Doctoral Project, are counted in hours attempted and hours earned; however, they are not computed in the grade point average. Satisfactory work towards the project is denoted with the grade of “S;” satisfactory work not completed, but in progress is denoted with a PR; unsatisfactory work receives a “U.” If students opt to take an “I” in a course because they have not completed the requirements of the course, the student must complete the required work before the end of the following semester (excluding summers) in which the “I” grade was received. The grade of “I” for incomplete work may not be assigned for NURS 7100.

Forms to Sign

When students have selected a project chair and committee please check on the following form:

- Graduate Research Advisory (GRAD) Committee Approval and Assurance Form. This form can be found on the College of Graduate Studies web site.

When students successfully defend their proposal please check on the following form:

- Doctoral Project Proposal Defense Form. This form can be found on the DNP program website.

When students are ready to defend their final project, please check on the following forms from the College of Graduate Studies web site:

- Final Approval Form
Doctoral Project Proposal Defense Procedures

Please use the following pathway as a guideline for successful completion of the doctoral project proposal defense. Always remember to refer to your specific university’s guidelines.

1. Graduate Research Advisory (GRAD) Committee Approval and Assurance Form needs to be completed before the committee begins interaction with the student.
2. Project Chair determines that project is ready for proposal defense.
3. DNP student reserves room and necessary media resources via DNP program office.
4. At least 2 weeks prior to proposal defense, the DNP program office is notified of proposal defense.
5. Project Chair conducts final defense review with DNP student.
6. Proposal defense is scheduled for 2 hour block; Guests are not permitted during proposal defense.
7. One form is necessary to be completed at end of successful proposal defense, DOCTORAL PROJECT PROPOSAL DEFENSE form with suggested recommendations by the committee.
8. DOCTORAL PROJECT PROPOSAL DEFENSE form is signed by the chair, committee members, and copies are distributed and placed in student’s file.
9. Once approved by Project Chair, student submits IRB proposal.
10. Once Project chair confirms IRB approval or Exempt status, student is granted permission to begin implementation of project.
11. Student will discuss registration to NURS 7100 with Project Chair and Graduate Advisor.
Doctoral Project Final Defense Procedures

Please use the following pathway as a guideline for successful completion of the doctoral project final defense. Always remember to refer to university’s guidelines.

1. Project Chair determines that project is ready for defense.
2. DNP student coordinates Final defense date with committee members. Date is set at least 2 weeks prior to end of term if student is graduating that term.
3. DNP student reserves room and necessary media resources via DNP program office.
4. At least 2 weeks prior to Final Defense, the DNP Program office is notified so that defense can be made public.
5. Project Chair conducts final defense review with DNP student.
6. Final defense is scheduled for 2 hour block; Guests are permitted to hear student presentation and remain for a short question and answer period. Guests are then excused for the final part of the defense among student & committee.
7. Signatures are required on the Final Approval Form from College of Graduate Studies web site.
8. Final Approval Form is placed in student’s file and copies distributed to the committee members.
9. Once approved by Project Chair, student submits PDF version of final paper to Project Chair and DNP Program office.
10. Final versions of DNP project needs to be submitted to the Virginia Henderson International Nursing e-Repository.
Doctoral Project Proposal Guidelines

This document is to serve as a framework for the writing of the proposal for the doctoral project. The report is written in future tense and uses 6th edition 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. The Guidelines of the Graduate Office of the home institution serves as reference for formatting of the report.

Title Page
- Refer to 6th edition APA writing style

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

Guiding Framework/Model/Theory(s)
- Evidence based practice model/framework
- Other frameworks/models guiding the project
  o 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
  o Describe appraisal methods, tools, and leveling of the body of evidence (as there are several methods).
  o Evaluation of evidence will be displayed in evaluation tables
- Synthesis of the body of evidence
  o Development of a synthesis table
  o 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
  o Address team members including roles and responsibilities
  o Anticipated barriers and facilitators to implementation
    ▪ Contingency plan for any anticipated barriers

• Implementation process (using framework for guiding implementation)
  o Methods
  o Need for IRB
  o Develop a timeline for implementation and evaluation of project

• Outcome measures
  o What specific outcomes will be measured?
  o 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
  o How will data be collected to measure outcomes?
  o If using data collection tools discuss reliability/validity of instrument
  o How will outcome data be analyzed, interpreted, and reported?

Summary Conclusion
  o Short conclusion showing logical connection between the problems or needs of institution/population, anticipated project outcomes, and feasibility of project.

References

Appendices

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


**Doctoral Project Final Guidelines**

This document is to serve as a framework for the writing of the final report for the DNP doctoral project. The report is written in past tense and uses 6th 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. The Guidelines of the Graduate Office of the home institution serves as reference for formatting of the report (including table of contents, page layout, copyright statements etc.).

**Title Page**
- Refer to 6th edition APA writing style

**Abstract or Executive Summary**
- 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
    - 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 leveled 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 of implementation.

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

**Future Recommendations & Conclusion**
- Presentation of future recommendations based on the evaluation of the project outcomes
- Consideration of strengths and limitations to project implementation
- Next steps

**References**

**Appendices**
- Review of the literature abstraction tables, rapid critical appraisal forms (if applicable) evaluation tables and synthesis tables
- Copies of measures used
  - Data collection tools
- Supporting materials
  - Agency permission
SECTION 18 - COMPREHENSIVE EXAM PROCESS & PROCEDURES
Goal and Purpose of the Comprehensive Examination

Guidelines for Successful Course Completion
All students must have access to internet connectivity and Mozilla Firefox.

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.

Time Line: Students must take the Comprehensive Examination during the final semester in the master’s program. All prior coursework from previous semesters must be completed; if the student has an outstanding grade of “Incomplete” from a prior semester, the student must complete the coursework and produce written faculty confirmation of a passing grade prior to taking the Comprehensive Examination. This confirmation needs to be received by the Graduate Nursing Advisor prior to registration for NURS 5980.

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

Grading Policies: If the student is unable to take the exam for legitimate reasons (illness, death of an immediate family member, etc.), this reason must be documented and will result in the student receiving a WP (withdraw passing). If the student cannot take the exam for any other reason, he/she will receive a grade of unsatisfactory (U). Students who receive a WP or U must retake the course the next time it is offered. If the student repeats the course and receives an unsatisfactory, the student will not be given the option of repeating the course for a third time (Bulletin and Handbook for the Graduate Student) and will be dismissed from the program. An incomplete (I) grade is not permitted for this course.

Procedures: 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 designated testing center.
5. The student will have four (4) hours to answer examination questions.
6. The student will take the exam in UT 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 or unsatisfactory. A student who receives an unsatisfactory will not be allowed to graduate and must retake NURS 5980 the next semester it is offered. The student must receive a satisfactory the second time in order to successfully complete the program. If the student receives an unsatisfactory on the second attempt, the student will be dismissed from the program.

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

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

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

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

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

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

1. Begin studying several months prior to the examination. Spread the studying out over at least one semester.
2. Review the student examination procedures posted in NURS5980 within Blackboard.
3. Be familiar with the best way for you to learn and recall content. Some students do best studying alone; others prefer groups. Some students do well with only re-reading; others do well with rewriting notes, and some do best with “talking content out loud”. Know your style for reviewing!
4. Create a timeline and topical framework the semester preceding the comprehensive examination. Breaking down a review into distinct sections creates a strategy that makes studying more manageable.
5. Get organized. Create a file of all of the courses; include relevant notes; papers, examinations, etc.
6. Don’t 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 re-read and analyze responses for weakness or errors.
10. Engage in self-rewards as study goals are met. Determine a positive reward, perhaps some ice cream or a special movie. Practice self-care activities such as eating healthy, regular exercise, and rest.

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

(Rev 8/22/2013)
SECTION 19 - THE FIELD EXPERIENCE SEMINAR
Purpose of the Field Experience Seminar:
The Field Experience Seminar is one of three options which will satisfy the Master of Science in Nursing degree requirement for a capstone experience. These seminars incorporate concepts from theoretical foundations, research, and practice; these concepts are applied to phenomena specific to the practice of advanced practice nurses, nurse educators and/or clinical nurse leaders. Field Experience seminars are developed by faculty members, often individually, but sometimes as a team. These seminars offer students a broad range of experiences, including participation in faculty research and practice.

Notification of Field Experience Possibilities:
Graduate Faculty in the College of Nursing (CON) often enter into informal discussions with students regarding experiences they may be planning. Faculty may post the syllabus for the experience at http://www.utoledo.edu/nursing/grad_nursing_resources.html under the Capstone heading. In addition to NURS5910 Advanced Nursing Research, one credit hour of NURS5220 may be taken concurrently with faculty permission. Faculty have the option of designating prerequisite courses, experience, or licensure for the field experience. Availability of a Field Experience Seminar is not guaranteed.

Enrollment Process for a Field Experience Seminar:
Students who are interested in a Field Experience Seminar must contact the faculty member to request permission to enroll. A Grad form must be completed by the student and signed by the faculty member prior to registration. The Graduate nursing advisor will place the permit for registration and notify the student. Enrollment is limited.

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

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

Presentation Requirements for the Field Experience Seminar:
The requirements for all Field Experience Seminars include a public presentation by individual members of the group. These presentations are announced throughout the College of Nursing through distribution of an e-mail. Students are responsible for communicating information regarding presentations in a timely manner, not less than three weeks prior to the presentation. All presentations must be completed by the end of the semester.
SECTION 20 – ADVANCED PRACTICE CERTIFICATION
American Nurses Credentialing Center (ANCC):

All APN graduates are eligible to sit for the ANCC certification corresponding to their major on graduation. The process for application is found on the ANCC website at: http://www.nursingworld.org/ancc/cert/index.html

The verification of degree completion, Form A: Students are responsible for downloading this form from the OBN website http://www.nursing.ohio.gov/forms.htm and sending to the secretary in the Office of the Associate Dean for Academic Affairs upon posting of the degree by the Registrar’s office. This form is completed and sent directly to the Ohio Board of Nursing. Students are responsible to visit the website and complete all other application requirements.

American Academy of Nurse Practitioners (AANP):

Graduates of the Family Nurse Practitioner program are eligible to sit for AANP certification. The process for application is found on the AANP website at: http://www.aanp.org/ Students are responsible to visit the website and complete all other application requirements.

Ohio Board of Nursing (OBN) Certificate of Authority:

Advanced practice students seeking prescriptive authority in the state of Ohio must complete an application with the Ohio Board of Nursing. Application materials can be found at: http://www.nursing.ohio.gov/forms.htm#RX

Students who wish to seek prescriptive authority in other states must explore the Board of Nursing website for that state to learn about application procedures.

Pediatric Nursing Certification Board (PNCB):

Graduates of the Primary Care Pediatric Nurse Practitioner program 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: http://www.pncb.org/ptistore/control/about/prepare students are responsible to visit the website and complete all other application requirements.
SECTION 21 – GRADUATE ENTRY CLINICAL NURSE LEADER LICENSURE INFORMATION
National Council Licensure Exam-Registered Nurse (NCLEX-RN)

All graduating students must seek licensure as a registered nurse. This is accomplished by making application to the desired State Board of Nursing and the National Council. The National Council State Boards of Nursing is responsible for administration of NCLEX-RN. The NCSBN website offers a test map and scoring details at: https://www.ncsbn.org/1287.htm

The Pearson VUE application for NCLEX-RN, as well as information related to the testing process is available online at http://www.vue.com/nclex/.

The website for the Ohio Board of Nursing is: http://www.nursing.ohio.gov

Verification of CNL Education in a Professional Nursing Program

All states require some form of verification of education. In many states, including Ohio, a transcript is requested. HOWEVER, UT-CNL students do NOT need to request a transcript as documentation will be sent by the Office of the Associate Dean for Academic Affairs as soon as the degree is posted in the Registrar’s office.

Board of Nursing Background Check Requirement

Students who wish to seek licensure outside the state of Ohio should visit the website for the Board of Nursing in that state to learn about the processes therein. Students seeking licensure are required to follow the directions of the state board of nursing regarding background checks. In Ohio this information is printed clearly on the application form available on their website.

RULES PROMULGATED FROM THE LAW:
REGUALING THE PRACTICE OF NURSING 4723-7 OHIO ADMINISTRATIVE CODE
4723-7-02 Requirements and application for licensure by examination as a nurse.

(A) The NCLEX-RN shall be the approved examination for licensure as a registered nurse in Ohio.

(C) To apply for licensure by examination to practice nursing as a registered nurse in Ohio, an applicant shall have successfully completed a registered nursing education program that satisfies one of the following: (1) Is approved by the board in accordance with section 4723.06 of the Revised Code and Chapter 4723-5 of the Administrative Code;

(E) In addition to the requirements set forth in paragraphs (C) and (D) of this rule, an applicant for licensure by examination shall comply with all of the following:

(1) Submit to the board a completed application in a form required by the board;

(2) In accordance with section 4723.09 of the Revised Code, submit to a criminal records check completed by the bureau of criminal identification and investigation in a form prescribed by the board the results of which indicate that the individual has not been convicted of, pleaded guilty to, or had a judicial finding of guilt for any violation set forth in section 4723.09 of the Revised Code;
(3) Submit to the board the applicable licensure application fee as set forth in section 4723.08 of the Revised Code; and

(4) Complete the registration process for examination required by the testing service.

(F) In addition to meeting the applicable requirements set forth in this rule, prior to the board determining an applicant is eligible to take an examination, the board shall have received the following:

(1) For an applicant who has successfully completed an Ohio nursing education program approved by the board in accordance with section 4723.06 of the Revised Code and Chapter 4723-5 of the Administrative Code, written notification of completion of the program submitted directly by the education program administrator or designee to the board in accordance with paragraph (B)(9) of rule 4723-5-09 of the Administrative Code.

(G) The board may propose to deny admission to the licensure examination pursuant to an adjudication under Chapter 119. of the Revised Code. Based on the results of the adjudication, the board may grant admission to the licensure examination, deny admission to the licensure examination, or condition admission to the licensure examination on the applicant’s successful correction of the area of deficiency identified by the board.

(H) If an application for licensure by examination submitted to the board remains incomplete for one year, the application shall be considered void and the fee submitted with the application shall be forfeited. All applications provided or prescribed by the board shall state this limitation.

Effective: 02/01/2007  http://codes.ohio.gov/oac/4723-7

Candidates may contact the Board at 614.466.4357 or licensure@nur.state.oh.us to inquire about their application.

**Cost of Criminal Record Checks**

Applicants/students will be responsible for paying the cost of the criminal record check at the time of fingerprinting.

**Payment of Fees for Licensure and/or Background Check**

Fees are required for licensure with the Board of Nursing, for the background check, and for testing. Please read carefully to determine what form of payment is required. In many cases, a personal check is not acceptable.

**Record Keeping of Reports**

Criminal record check reports will be maintained securely and confidentially in the applicant’s admission file or the student’s educational file. Criminal record check reports will be maintained for a period of time consistent with the College of Nursing retention schedule applicable to the file in which it is placed.
Section 5104.09, Prohibition Against Employment

(A)(1) No individual who has been convicted of or pleaded guilty to aggravated murder in violation of section 2903.01, murder in violation of section 2903.02, voluntary manslaughter in violation of section 2903.03, involuntary manslaughter in violation of section 2903.04, felonious assault in violation of section 2903.11, aggravated assault in violation of section 2903.12, assault in violation of section 2903.13, failing to provide for functionally impaired person in violation of section 2903.16, aggravated menacing in violation of section 2903.21, menacing in violation of section 2903.22, patient abuse or neglect in violation of section 2903.34, kidnapping in violation of section 2905.01, abduction in violation of section 2905.02, child stealing in violation of section 2905.04, criminal child enticement in violation of section 2905.05, extortion in violation of section 2905.11, rape in violation of section 2907.02, sexual battery in violation of section 2907.03, corruption of a minor in violation of section 2907.04, gross sexual imposition in violation of section 2907.05, sexual imposition in violation of section 2907.06, importuning in violation of section 2907.07, voyeurism in violation of section 2907.08, public indecency in violation of section 2907.09, felonious sexual penetration in violation of former section 2907.12, compelling prostitution in violation of section 2907.21, promoting prostitution in violation of section 2907.22, procuring in violation of section 2907.23, prostitution in violation of section 2907.25, disseminating matter harmful to juveniles in violation of section 2907.31, pandering obscenity in violation of section 2907.32, pandering obscenity involving a minor in violation of section 2907.321, pandering sexually oriented matter involving a minor in violation of section 2907.322, illegal use of minor in nudity-oriented material or performance in violation of section 2907.323, aggravated arson in violation of section 2909.02, arson in violation of section 2909.03, disrupting public services in violation of section 2909.04, vandalism in violation of section 2909.05, aggravated robbery in violation of section 2911.01, robbery in violation of section 2911.02, aggravated burglary in violation of section 2911.11, burglary in violation of section 2911.12, inciting to violence in violation of section 2917.01, aggravated riot in violation of section 2917.02, riot in violation of section 2917.03, inducing panic in violation of section 2917.31, unlawful abortion in violation of section 2919.12, endangering children in violation of section 2919.22, contributing to unruliness or delinquency of child in violation of section 2919.24, domestic violence in violation of section 2919.25, intimidation in violation of section 2921.03, escape in violation of section 2921.34, aiding escape or resistance to authority in violation of section 2921.35, carrying concealed weapons in violation of section 2923.12, having weapons while under disability in violation of section 2923.13, improperly discharging a firearm at or into a habitation or school in violation of section 2923.161, corrupting another with drugs in violation of section 2925.02, trafficking in drugs in violation of section 2925.03, illegal manufacture of drugs or cultivation of marijuana in violation of section 2925.04, funding of drug or marijuana trafficking in violation of section 2925.05, illegal administration or distribution of anabolic steroids in violation of section 2925.06, a violation of section 2925.11 that is not a minor drug possession offense as defined in section 2925.01, or placing harmful objects in food or confection in violation of section 3716.11 of the Revised Code; or an existing or former offense of any municipal corporation, this state, any other state, or the United States that is substantially equivalent to any of these offenses shall be certified as an in-home aide or be employed in any capacity in or own or operate a child day-care center, type A family day-care home, type B family day-care home, or certified type B family day-care home.
RULES PROMULGATED FROM THE LAW:
REGULATING THE PRACTICE OF NURSING 4723-7 OHIO ADMINISTRATIVE CODE
4723-7-03 Authorization to test, accommodations, retesting, and notification.

(A) If the board determines an applicant is eligible to take the examination it shall request that the testing service issue to the applicant an authorization to test.

(1) The testing service shall issue an authorization to test to each eligible applicant.

(2) An eligible applicant who has received an authorization to test shall contact the testing service to schedule a time to take the examination.

(B) If an eligible applicant fails to take the examination within one year from the date of issuance of the authorization to test, the authorization shall be considered void, and the applicant must submit a new application for licensure by examination to the board and complete the registration process for the examination as required by the testing service.

(C) An eligible applicant may request accommodations for the examination related to the applicant’s disability by submitting written documentation to the board of the nature of the applicant’s disability and the accommodations requested. In addition, the board shall have received the following:

(1) Verification, if applicable, submitted from the applicant’s nursing education program administrator that the applicant was afforded accommodations of the type requested while completing the nursing education program; and

(2) Verification submitted from a physician or psychologist who has personally examined the applicant and made the diagnosis of a disability requiring the accommodations.

(D) A representative of the board may recommend to the national council of state boards of nursing that a request for accommodations related to an applicant’s disability be granted in accordance with examination procedures established by the national council of state boards of nursing.

(E) An applicant who is granted approval for reasonable accommodations to take the examination shall be eligible for the same reasonable accommodations if it is necessary for the applicant to repeat the examination for which the approval was originally granted.

(F) The board shall notify the applicant of the results of the examination as reported by the testing service.

(G) If an applicant fails the examination, the board shall inform the applicant of the right to repeat the examination.

(1) The applicant may repeat the examination in accordance with the policies established by the national council of state boards of nursing.

Effective: 02/01/2007

http://codes.ohio.gov/oac/4723-7
RULES PROMULGATED FROM THE LAW:
REGULATING THE PRACTICE OF NURSING 4723-7 OHIO ADMINISTRATIVE CODE

4723-13-03 Prohibitions.

(A) No person to whom a nursing task is delegated shall delegate the nursing task to any other person.

(B) An unlicensed person who performs a nursing task and does not comply with all the provisions as set forth in this chapter, and who is not otherwise excepted from licensure pursuant to section 4723.32 of the Revised Code, or otherwise legally authorized, shall be engaging in the unauthorized practice of nursing, which is prohibited by section 4723.03 of the Revised Code.  

http://codes.ohio.gov/oac/4723-13

Position on Nursing Students Employed As Unlicensed Assistive Personnel
Practice Statement NP 63  (Developed 7/91 Reviewed 6/03)

STATEMENT

Students of nursing who are working in health care facilities for remuneration are deemed unlicensed assistive personnel. Although enrolled in a pre-licensure nursing program, the student does not possess the licensure status required for assuming the role and duties of a registered or practical nurse in the employment setting.

Additionally, the academic institution is not required to provide supervisory oversight of the student undertaking employment in the health care setting; nor should the academic institution be held liable for the student’s actions as an employee of health care facility.

The trained unlicensed person, include a student of nursing, may perform specific tasks that are delegated to them by a licensed nurse in accordance with the rules of delegation (Ohio Administrative Code 4723-13).

While working as unlicensed assistive personnel, the student nurse(s) may not use the term “nurse” or any other term that would imply that they are licensed nurses, including “nurse extern” or “nurse intern”. Health care facilities that allow or encourage nursing students to accept work beyond those tasks normally delegated to an unlicensed individual may be guilty of abetting the unlawful practice of nursing.

Copyright 2003 by Ohio Nurses Association  www.ohnurses.org
PRE-LICENSURE INFORMATION FOR CNL STUDENTS

OHIO BOARD OF NURSING REQUIREMENTS FOR SECTION 4 OF THE APPLICATION
FOR LICENSURE AS A NURSE

Ohio Revised Code: Section 4723.28

It is the responsibility of each applicant for licensure as a Licensed Practical Nurse or a Registered Nurse to accurately fill out all areas of the application form for licensure. It is the responsibility of the Board of Nursing (Board), under Section 4723.28 of the Ohio Revised Code (ORC) to consider certain matters prior to granting licensure.

Each applicant for licensure will be required to answer questions on the application related to certain past behaviors or legal history. Among areas applicants must report to the Board is whether the individual seeking licensure has been convicted of, found guilty of, pled guilty to, or pled no contest to, or received treatment in lieu of conviction for the following:

1. Any misdemeanor committed in the course of practice in Ohio, another state or U.S. territory;
2. Any felony in Ohio, another state, or US territory;
3. A crime involving gross immorality or moral turpitude in Ohio, another state or US territory;
4. A violation of any municipal, county, state, or federal drug law.

If the applicant for a licensure examination must answer any of the above questions “yes”, the applicant is asked to submit explanatory documents with the application, address the envelope to “Manager, Compliance Unit,” Ohio Board of Nursing, and mark the envelope “Confidential.” The explanatory documents may include a statement of the problem related to the above area(s), the dates the behavior(s) occurred, a copy of a conviction record (if applicable), and a statement of what has happened since the occurrence of the conviction or behavior in question. Based upon the documentation submitted and further investigation, the Board will determine whether the candidate will be permitted to take the licensure examination or will be licensed.

It is critical that all questions on the application for licensure be answered honestly, since misrepresentation may constitute fraud or deception. Students needing more information are encouraged to request a copy of Chapter 4723 of the Ohio Revised Code from the Board, or consult with the Administrator of their nursing education program (or designee).

Substance abuse is always a serious concern of the Board. In order to promote and protect the health and well-being of the future nurses, the Board encourages student nurses with a substance abuse problem to seek entry into appropriate treatment as soon as the need is recognized. Impairment of the ability to practice nursing according to acceptable and prevailing standards of safe nursing care because of habitual or excessive use of drugs, alcohol, or other chemical substances can result in disciplinary action by the Board.

The Board frequently receives calls from prospective students, school officials, and the Bureau of vocational Rehabilitation Services regarding whether the Board will permit a person who has a prior record of misdemeanors and / or felonies to sit for the licensure examination or become licensed. The Board of Nursing has no statutory authority to advise as to whether an individual will be permitted to take a licensure examination or be able to become licensed until the individual actually applies to the Board for licensure by examination.
The Ohio Revised Code requires those applying for a license or certificate issued by the Ohio Board of Nursing (Board) to submit fingerprints for an FBI (federal) and BCI (civilian) criminal records check completed by the Bureau of Criminal Identification and Investigation (BCI&I).

Effective immediately, BCI&I will **ONLY** accept electronic fingerprints for FBI and BCI background checks, except for the reasons listed below. Electronic fingerprints must be completed by a Web check location in Ohio that will submit the applicant’s fingerprints electronically to BCI&I. The applicant must request that BOTH reports be sent to the Board **DIRECTLY** from BCI&I, or they will not be accepted by the Board. A complete list of Web check locations is available online at the following website address: [http://www.ohioattorneygeneral.gov/Business/Services-for-Business/Webcheck](http://www.ohioattorneygeneral.gov/Business/Services-for-Business/Webcheck)

When locating an electronic fingerprinting site on this web page, please note that only the locations designated with the notation of “BCI & FBI” perform both the BCI and FBI records check. The Board does not endorse or recommend any specific Web check fingerprinting company.

Fingerprint cards will **ONLY** be accepted by BCI&I (with an Exemption Form) for one of the following reasons:

- Applicant’s home address is 75 miles or more from the nearest Web check location;
- Amputations or digits missing (Web check 4.0 only);
- Out-of-state applicant;
- Poor quality prints (Not able to capture at Web check location, provide name of location where the background check was attempted on the waiver form);
- BCI/FBI rejects from original electronic submission. Note: The original reject letter must accompany the fingerprint card(s); and
- Public Housing Organization background checks.

If an applicant meets any of these exemptions, they may submit their name and complete address to the Board in writing (Attention: CRC) at the above address, by fax at (614) 466-0388, or by email at cre@nursing.ohio.gov to request the Exemption Form, fingerprint cards and instructions for completing the cards.

6/08
OHIO NURSES ASSOCIATION GUIDELINES FOR REGISTERED NURSES IN DELEGATING TASKS TO NURSING STUDENTS EMPLOYED BY HEALTH CARE AGENCIES

Nursing students are individuals who are currently enrolled in an approved program for nursing. Working under the direct supervision of a registered nurse, employed student nurses assist in providing a variety of direct and indirect care activities to clients. Some of the care activities that employed student nurses could participate in are below.

Employed student nurses may assist the nurse in the implementation and evaluation of performed care activities. They cannot perform tasks that are restricted to the role of the registered nurse or licensed practical nurse.

Each health care agency is responsible for educating, evaluating and documenting the competency of the employed student nurse in performing care activities. An evaluation should be performed during orientation and at appropriate intervals. Policies must be developed that reflect the scope of nursing practice and established professional nursing standards.

Care Activities which may be delegated to employed student nurses include:

- Taking vital signs
- Bathing
- Making beds
- Feeding patients
- Positioning
- Applying restraints
- Providing oral hygiene
- Assisting with preop and postop care
- Collecting specimens
- Transporting patients
- Applying non-sterile soaks/dressings
- Assisting in diagnostic procedures
- Assisting in admission and discharge procedures

OHIO BOARD OF NURSING:
STATEMENT ON EMPLOYMENT OF PRELICENSURE NURSING STUDENTS

Pub No:PRAC-1018
EDUC-3009
Eff: 3/14/91

Individuals currently enrolled in pre-licensure nursing education programs or who have graduated from a pre-licensure program, failed the licensure examination, and are waiting to retake the examination, who seek employment in nursing-related positions shall be considered unlicensed and therefore must not engage in the scope of practice for the registered nurse defined in Section 4723.02 (A), (B), (C), and (D) ORC, or the scope of practice for the licensed practical nurse defined in Section 4723.02 (F) ORC.

Permission was received from the Ohio Board of Nursing to re-distribute this notice.

Copyright ©1991 by Ohio Nurses Association Permission was received from the Ohio Nurses Association to re-distribute this notice.
EMPLOYMENT OF NURSING STUDENTS:
AS NURSE AIDES IN LONG-TERM CARE FACILITIES

In order to work as a nurse aide in a long-term care facility, students must complete Training and Competency Evaluation Program (TCEP) and the Competency Evaluation Program (CEP) examination. Nursing students will be exempt from the required 75-hour TCEP if the educational program verifies that the nursing student is able to perform the required basic nursing skills included in Rule 3701-17-071 (E) (2) Ohio Administrative Code. The required basic nursing skills included in the applicable sections of the TCEP are as follows:

Principles of infection control; infection control techniques which prevent growth and spread of microorganisms, signs and symptoms of infection and universal precautions; measures which ensure the safety of the geriatric patient, safety procedures involving the use of oxygen, oxygen equivalent, fire prevention, disaster procedures for fire and tornado and other natural disasters; principles of ergonomics, body mechanics and patient transfer and positioning; proper use and application of restraints, proper use of assistive devices such as wheelchairs, geriatric chairs, lifts, and ambulation devices; observational skills recognizing abnormal physical signs and symptoms and maintaining the safety and comfort of the patient’s environment; bed-making techniques and comfort measures for bed-bound residents; assisting with nutrition and fluid needs of individuals, measurement of height and weight, measurement of vital signs (temperature, pulse, respiration and blood pressure) and recognition of significant variations; assisting with or performing personal hygiene measures, principles of elimination, use of common techniques and devices used in urinary and bowel elimination; care of cognitively impaired residents

If the nursing student is currently enrolled in the nursing education program and has met the above criteria, the nursing education program may complete the Verification of Nursing Student Training Form and give it to the student in lieu of the nursing student taking the TCEP. The nursing student then has 120 days to work and to take and receive a passing score on the CEP exam administered by the Ohio Nurses Testing Service. If the nursing student has not passed the CEP exam at the end of the 120 days, the nursing student can no longer work as a nurse aide and the Verification of Nursing Student Training Form is no longer valid. If the nursing student is not currently enrolled in the nursing education program, the nursing student must be actively participating in a TCEP in order to work as a nurse aide in a long-term care facility.
Graduate Nursing Programs

INDI6000 Introduction to Biostatistical Methods
Fall, Spring, Summer
Credits: G 3
Prerequisites: CNL NURS5140, NURS5250, NURS5670 and NURS5160. Other MSN students: none
Introduction to statistical reasoning with an overview of selected descriptive and inferential statistics commonly used in healthcare research. Computer analysis of data will be included.

INDI8000 Introduction to Biostatistical Methods
Fall, Spring, Summer
Credits: G 3
Prerequisites: none. Introduction to statistical reasoning with an overview of selected descriptive and inferential statistics commonly used in healthcare research. Computer analysis of data will be included.

NURS5040 Health Assessment and the Nursing
Process for Promoting Health
Fall
Credits: G 6
Prerequisites: Admission to the CNL/major. Using Orem's SCDT, students assess individuals and families and apply the nursing process in order to promote the health of individuals and families across the life span. Includes 30 clinical hours and 60 lab hours.

NURS5050 Integrative Health Sciences I
Fall
Credits: G 3
Prerequisite: Admission to CNL/major. Examines foundational chemical, physical, cellular biological and microbiological principles of human physiology. Focuses on advanced physiologic and pathophysiologic mechanisms underlying human responses to genetic, defense, and nervous system disease.

NURS5060 Professional Socialization I
Fall
Credits: G 3
Prerequisite: Admission to CNL/major. Focuses on the development of the professional nursing role. Students explore the effects of historical, legal, and ethical influences on professional nursing. Cultural diversity also is examined.

NURS5070 Therapeutic Communication Skills for Nurses
Fall
Credits: G 3
Prerequisite: Admission to CNL/ major. Focuses on therapeutic communication skills at the intrapersonal and interpersonal levels. Explore nursing agency from a holistic perspective. Includes 30 clinical hours.

NURS5140 Designing Nursing Systems to Promote Self-Care
Spring
Credits: G 6
Prerequisite: NURS5040, NURS5050, NURS5060, NURS5070. Apply Orem’s SCDT in the design and implementation of nursing systems that assist individuals and families in achieving and maintaining optimal health. Includes 90 clinical hours
NURS5160 Professional Socialization II  
Spring  
Credits: G 3  
Prerequisite: NURS5040, NURS5050, NURS5060, and NURS5070. Integrate nursing theory and models into professional nursing practice. Focuses on ethical, political, and economic issues that impact nursing practice. Differentiation of advanced practice and entry level roles is explored.

NURS5190 Advanced Interpersonal Interventions  
Fall, Spring  
Credits: G 3  
Prerequisite: Admission to MSN major or permission of Faculty. Integrates interpersonal strategies and complementary modalities through peer counseling and supervision. Analyzes personal abilities and limitations in developing therapeutic relationships with individuals and groups. Includes 60 hours lab.

NURS5220 Field Experience Seminar  
Fall, Spring  
Credits: G 3 Graded S/U  
Prerequisite: NURS5910, and enrollment by permission of course faculty. With course faculty permission the student may register for 1 credit only of NURS5220 while currently enrolled in NURS5910. Course faculty reserves the right to require specific prerequisites per the course content. Program capstone experience that integrates nursing theory, research, and practice to fulfill the requirement of the Master of Science in Nursing Program.

NURS5240 Designing Nursing Systems for Compromised Health States  
Summer  
Credits: G 6  
Prerequisites: NURS5140, NURS5250, NURS5670. Using Orem's SCDT, students design and implement nursing systems that assist individuals and families with complex problems to achieve and maintain optimal health. End of life care is addressed. Includes 120 clinical hours.

NURS5250 Health Science II  
Spring  
Credits: G 3  
Prerequisite: NURS5040, NURS5050, NURS5060, and NURS5070. Focuses on advanced physiologic and pathophysiologic mechanisms underlying disease across the life span. Examines cardiovascular, respiratory, endocrine, muscular skeletal, nervous, genitourinary, hepatobiliary, renal, integumentary and gastrointestinal systems.

NURS5330 Health Assessment  
Summer  
Credits: G3  
Prerequisite: NURS56800 or NURS5250. Focuses on acquisition of graduate level skills in collection and documentation of assessment data across the life-span. Differentiates normal from abnormal findings. Supervised laboratory practice is required.

NURS5400 Theoretical and Ethical Foundations of Nursing  
Fall, Spring  
Credits: G 3  
Prerequisite: Admission to MSN major Explores roots of nursing as a science and art. Examines personal and professional values in the context of ethical decision-making. Emphasis is on analysis and evaluation of selected nursing and ethical theories.
NURS5440 Population Focused Care
Fall
Credits: G 6
Prerequisite: NURS5240, INDI 6000. Students apply epidemiological principles and Orem's SCDT to improve the health status of aggregates, vulnerable populations and communities. Includes 90 clinical hours.

NURS5500 Family and Cultural Diversity Theories
Fall, Spring
Credits: G 3
Prerequisite: Admission to MSN major or permission of Faculty. Explores family and cultural diversity theories and processes. Examines assessment, analysis and evaluation of family function. Analyzes cultural competence of advanced practice nursing.

NURS5510 Advanced Clinical Seminar in Nursing
Fall
Credits: G 4
Prerequisites: Admission to Nurse Educator major; NURS5330, NURS5400, NURS5680. Application of nursing theory and research with clients in wellness promotion or complex care states. Emphasis is on the assessment and analysis of human responses and outcomes of care. Includes 60 lab hours.

NURS5530 Public Policy and Health Care
Spring, Summer
Credits: G 3
Explores the public policy process from agenda setting through program evaluation. Focus is on how health problems are brought to the attention of government and solutions are obtained. Some field work is expected.

NURS5540 Advanced Practicum in Nursing Systems Design
Spring
Credits: G 12
Prerequisites: NURS5160, NURS5440, NURS5910, NURS6070. Students demonstrate integration of nursing knowledge and skill in designing and implementing nursing systems in a capstone clinical experience. Includes 300 clinical hours.

NURS5670 Pharmacology
Spring
Credits: G 3
Prerequisites: NURS5040, NURS5050, NURS5060, NURS5070. Focuses on fundamental pharmacological principles. Prepares for critical thinking in application of pharmacotherapy principles to nursing. Emphasizes physiological responses to drugs, expected outcomes, and potential drug interactions.

NURS5680 Advanced Physiology and Pathophysiology
Fall, Spring, Summer
Credits: G 3
Focuses on advanced physiologic and pathophysiologic mechanisms underlying human responses to disease illness across the life-span. Students will build on existing knowledge of human anatomy and physiology.
NURS5690 Advanced Pharmacotherapeutics
Fall, Spring
Credits: G 3
Focuses on advanced pharmacologic principles in decision making for pharmacotherapy. Emphasizes responses to drugs, expected outcomes, and potential drug interactions. Discusses professional responsibilities of prescriptive privileges.

NURS5740 Advanced Health Assessment
Fall
Credits: G 4
Prerequisite or Co-requisite: NURS568 and admission to MSN major. Focuses on acquisition of advanced skills in collection and documentation of assessment data across the life span. Differentiates normal from abnormal findings. Supervised laboratory practice is required. Includes 60 hours laboratory.

NURS5810 Pediatric Nurse Practitioner Clinical I: Care of Children and Concepts of Wellness
Spring (Odd Years)
Credits: G 6
Prerequisites: Admission to Primary Care Pediatric Nurse Practitioner Program, NURS5740, NURS5680, NURS5400, NURS5690 (Co-requisite), and NURS5190 (Co-requisite). Focuses on the health care needs of children and adolescents and principles of health promotion and wellness. Students will have opportunity to begin development of skills in primary and specialty care settings. Includes 180 clinical hours.

NURS5820 Pediatric Nurse Practitioner Clinical II: Common Acute and Stable Chronic Illnesses
Fall (Odd Years)
Credits: G 6
Prerequisites: NURS5690, and NURS5810. Focuses on the care of children and adolescents with an emphasis on the management of common acute and stable chronic illnesses. Includes 180 hours clinical.

NURS5830 Pediatric Nurse Practitioner Clinical III: Complex, Chronic Illnesses or Disabilities
Spring (Even Years)
Credits: G 6
Prerequisite: NURS5820. Focuses on management of common and complex acute and chronic conditions of children and adolescents. Issues of disability and developmental conditions are addressed. Emphasis is on integration of the advanced practice role. Includes 180 clinical hours.

NURS5910 Advanced Nursing Research
Fall, Spring, Summer
Credits: G 3
Prerequisites: NURS5240 and INDI6000 other MSN students NURS 5400 INDI 6000. Critically evaluate published research for clinical relevance, identify a research problem, select a conceptual framework, review selected literature, and prepare a quantitative or qualitative research proposal.

NURS5980 Comprehensive Examination in Nursing
Fall, Spring
Credits: G 3 Graded S/U
Prerequisite: students must be enrolled in the final semester of study as indicated on the plan of study. Program Capstone emphasized independent comprehensive review preparation for exams with synthesis of knowledge from the total graduate nursing curriculum and review of relevant literature in selected field of study.
NURS6070 Advanced Communication Skills and Group Dynamics for Nurses
Fall
Credits: G 3
Prerequisite: NURS5240 INDI 6000. Focuses on advanced therapeutic communication skills in the nurse-client relationship and analysis of Self-care agency. Complementary modalities are explored. Includes 30 lab hours.

NURS6140 Advanced Practice Nurse: Role and Issues
Fall, Spring
Credits: G 2
Prerequisite: Admission to APN major
Focuses on the issues and role of the advanced practice nurse, including historical and current perspectives of the advanced role. Examines health care system issues pertaining to advanced practice.

NURS6210 Family Nurse Practitioner Clinical I: Primary Care of Adolescents and Adults
Summer
Credits: G 7
Prerequisites: Admission to FNP major; NURS5680 and NURS5740; NURS5400 or previous MSN. Co-requisites: NURS5690, NURS5190 or previous MSN. Focuses on primary care of common and chronic illness of adolescents and adults. Clinical experiences will continue to incorporate women and children, adults, and target populations. Includes 180 clinical hours.

NURS6220 Family Nurse Practitioner Clinical II: Primary Care of Women and Children
Fall
Credits G: 7
Prerequisites and Co-requisites: NURS6210, and NURS5690 (or Co-requisite). Focuses on the primary care of children and women’s health and includes normal prenatal care. Emphasis is on health promotion and common acute illness. Includes 180 clinical hours.

NURS6230 Family Nurse Practitioner Clinical III: Primary Care of Adults and Older Adults
Spring
Credits: G 8
Prerequisite: NURS6220. Focuses on primary care management of acute and chronic conditions of adults and older adults. Urgent care issues are addressed. Emphasizes integration of primary care concepts across the life span. Includes 270 clinical hours.

NURS6710 Developing Instructional Programs in Nursing
Summer
Credits: G 3
Prerequisite: Admission to Educator major Focuses on skills to develop curricular components for nursing instructional programs. Examines the relationships among mission, philosophy, goals, and outcomes for various learning environments.

NURS6720 Teaching, Learning and Evaluation in Nursing
Spring
Credits: G 4
Prerequisite: Admission to Educator major Focuses on teaching-learning theories, processes, strategies, and styles. Examines evaluation principles and strategies in the classroom and clinical setting.
NURS6730 Practicum and Seminar in Teaching
Fall
Credits: G 4
Prerequisite: NURS6710 and NURS6720 Applies knowledge of learning and evaluation theories in the development and implementation of a program of instruction. Within a seminar format, emphasizes significant issues in healthcare education. Includes 135 clinical hours.

NURS6890 Independent Study in Nursing
Variable
Credits: G 1-4
Prerequisites: Consent of faculty and approval of Independent Study Contract and Evaluation Forms. The student and faculty member agree on a course of study that will enable the student to achieve his/her objectives. An independent study contract and evaluation form is submitted to the Associate Dean for Academic Affairs. May be repeated for credit.

NURS6990 Thesis Research
Variable
Credits: G 1-3
Fall, Spring
Prerequisite: NURS5910 and permission of Major Advisor. Research in nursing to fulfill the research requirement of Nursing Master’s Program. The 3 credit hours may be divided and repeated across semesters. Only 3 credit hours are applicable for the degree. Implementation of a Thesis: Students will complete a research project and disseminate the findings. If the student has not completed the Thesis after registering for the minimum of 3 credit hours, the student would continue to register for 1 credit hour with this course number during each semester that the student is actively working with a faculty member.

NURS7000 DNP Orientation
Credits: G 1
Pre-Requisite: Admission to the BSN-DNP program. Focuses on pertinent information needed by incoming students in the BSN-DNP Program. Emphasis on requirements of The University of Toledo and the College of Nursing to matriculate in the Program.

NURS7010 Scientific Basis Nursing Practice
Credits: G 3
Prerequisite: co-requisites: Admission to the DNP program or permission of instructor; graduate level nursing theories courses graduate level genetics course This course examines nursing science from a broad range of perspectives. The emphasis is on identification and analysis of nursing phenomena, use of nursing science to manage phenomena, and evaluation of outcomes.

NURS7011 Theoretical Basis for Evidence-Based Practice
Credits: G 3
Pre-Requisites: NURS7400 Theoretical Foundations of Advanced Nursing Practice, NURS7410 Ethical Foundations of Advanced Nursing Practice. This 3-credit course examines the inter-relationship between theory, research, and practice along with the nature of scientific knowledge development in nursing. Focus is on critical analysis and evaluation of theory and its use for designing evidence-based practice protocols.
NURS7020 Organizational and Systems Leadership in Health Care
Credits: G 3
Prerequisite: co-requisites: Admission to the DNP Program or permission of faculty. This course examines application of organizational and leadership theories/strategies to assess process/outcomes in health care settings. Focuses on role of advanced practice nurses analyzing clinical patterns/issues in complex practice settings. Includes 40 clinical hours.

NURS7030 Quality Management and Performance Improvement in Health Care Organizations
Credits: G 3
Prerequisite: co-requisites: Admission to the DNP Program or permission of faculty. This course examines principles/practice of quality management/clinical performance in care delivery and outcomes. Focuses on role and accountability of the advanced practice nurse/collaborative team for maintaining safety and improving quality care. Includes 40 clinical hours.

NURS7040 Applied Nursing Research
Credits G 3
Prerequisites: Admission to the DNP program; MSN-DNP pre-requisites: NURS7010 and a graduate level statistics course; BSN-DNP pre-requisites: NURS7011 and IND8000. This course builds on knowledge of research and clinical practice with emphasis on evidence-based practice. Students learn to critically examine and apply nursing research within the practice setting.

NURS7050 Information and Technology in Nursing and Health Care Systems
Credits: G 3
Prerequisite: co-requisites: Admission to the DNP Program or permission of faculty. Systematic assessment of clinical and administrative information needs of health care systems. Examines the technology and strategies needed to support patients, nurses, and health care delivery in dynamic environmental systems.

NURS7060 Population Health
Credits: G 3
Prerequisite: co-requisites: Admission to the DNP Program or permission of faculty. Graduate level biostatistics. This course uses epidemiologic models to analyze and construct interventions for health care delivery systems. The focus is on safe, quality, culturally-appropriate advanced nursing practice activities to meet emerging world needs.

NURS7070 Marketing and Entrepreneurial Activities in Complex Health Care
Credits: G 3
This course examines marketing and entrepreneurial strategies for advanced nursing practice in complex health states. The focus is on creating and evaluating market plans and entrepreneurial activities.
NURS7080 Evidence Based Diagnostic Methods in Advanced Practice
Credits: G 3
Prerequisite: co-requisites: Admission to the DNP program or permission of faculty. Examines diagnostic laboratory/imaging methods for assessment of patient populations. Explores basis for diagnosis using laboratory and imaging procedures, assessing quality/reliability/sensitivity of tests understanding technology used and utilizing cost-benefit data. Includes 80 clinical hours.

NURS7090 Project Seminar
Credits: G 3
Prerequisite: co-requisites: Acceptance into the DNP program, Applied Nursing Research (NURS 7040), and permission of the course faculty and /or capstone advisor. This course provides a forum to articulate and explore advanced nursing practice roles and responsibilities. The focus will be on leading nursing practice in patient advocacy, teaching, collaboration, and the design and provision of care.

NURS7100 Doctoral Project
Variable
Credits: G 1-3 Graded S/U
This variable credit course may be offered over more than one term. The number of credit hours allocated per term will be determined in collaboration with the capstone advisor. Prerequisite: co-requisite: Acceptance into the DNP program, Applied Nursing Research (NURS 7040), NURS7010, NURS7090, defense of project proposal and permission of the capstone advisor. This course is a guided, independent project, utilizing research to improve patient outcomes, health care delivery, or nursing practice.

NURS7180 Evidence Based Leadership in Complex Health Systems
Credits: G 3
Prerequisites/co-requisites: Admission to the DNP program or permission of faculty. This course examines evidence practices in administrative health care settings. The focus is on examining current status and creating and evaluating innovative administrative practices based on best practices. Competencies include model application for finance and clinical outcomes. Includes 80 clinical hours.

NURS7210 Family Nurse Practitioner Clinical I: Primary Care of Adolescents and Adults
Credits: G 7
Pre-Requisites: NURS7740 Advanced Health Assessment, NURS7400 Theoretical Foundations of Advanced Nursing Practice, NURS7410 Ethical Foundations of Advanced Nursing Practice.
Co-Requisite: NURS7690 Advanced Pharmacotherapeutics. Focuses on primary care of common/chronic illness of adolescents, adults; includes beginning understanding of role of APN in primary care; includes development of therapeutic relationships. Clinical experiences include populations across the lifespan. 180 Clinical Hours
NURS7220 Family Nurse Practitioner Clinical II: Primary Care of Women and Children
Credits: G 7
Pre-Requisites: NURS7210 FNP Clinical I. Focuses on primary care of children and women’s health. Emphasis on health promotion and common acute illness, role development, therapeutic communication, and continued emphasis on development of skills with individuals and groups. 180 Clinical Hours

NURS7230 Family Nurse Practitioner Clinical III: Primary Care of Adults and Older Adults
Credits: G 8
Pre-Requisite: NURS7220 FNP Clinical II. Focuses on primary care management of acute/chronic conditions of adults/older adults. Urgent care issues are addressed. Emphasizes holistic care across the lifespan integrating primary care concepts. Explores professional APN leadership role. 270 Clinical Hours

NURS7400 Theoretical Foundations of Advanced Nursing Practice
Fall
Credits: G 2
Pre-Requisite: Admission to the BSN-DNP program. Explores nursing as science and art. Identifies practice theory in the context of the nursing metaparadigm, grand and middle range theory with emphasis on analysis/evaluation of selected nursing theories.

NURS7410 Ethical Foundations of Advanced Nursing Practice
Credits: G 2
Pre-Requisite: Admission to the BSN/DNP program. Co-requisite: NURS7000 DNP Orientation.
Examines the inter-relationship between theory, research, practice in ethical decision-making. Focuses on critical analysis/evaluation of selected ethical theories, values, professional codes of ethics related to evidence-based practices.

NURS7500 Family and Cultural Diversity Theories
Credits: G 3
Prerequisite: Admission to MSN major or permission of Faculty. Explores family and cultural diversity theories and processes. Examines assessment, analysis and evaluation of family function. Analyzes cultural competence of advanced practice nursing.

NURS7530 Public Policy and Health Care
Credits: G 3
Explores the public policy process from agenda setting through program evaluation. Focus is on how health problems are brought to the attention of government and solutions are obtained. Some field work is expected.

NURS7680 Physiology & Pathophysiology
Credits: G 3
Focuses on advanced physiologic and pathophysiologic mechanisms underlying human responses to disease illness across the life-span. Students will build on existing knowledge of human anatomy and physiology.
NURS7690 Advanced Pharmacotherapeutics
Credits: G 3
Prerequisite: NURS7680 Advanced Physiology & Pathophysiology. Focuses on advanced pharmacologic principles in decision making for pharmacotherapy. Emphasizes responses to drugs, expected outcomes, and potential drug interactions. Discusses professional responsibilities of prescriptive privileges.

NURS7740 Advanced Health Assessment
Credits: G 5

NURS7810 Pediatric Nurse Practitioner Clinical I: Care of children and Concepts of Wellness
Credits: G 6
Pre-Requisites: NURS7740 Advanced Health Assessment, NURS7400 Theoretical Foundations of Advanced Nursing Practice, NURS7410 Ethical Foundations of Advanced Nursing Practice. Co-Requisite: NURS7690 Advanced Pharmacotherapeutics
Health care for children/adolescents, principles of health promotion/wellness. Understanding of APN role in primary care, development of therapeutic relationships. Competencies in primary care for children from birth to 21 years and families. 180 Clinical Hours

NURS7820 Pediatric Nurse Practitioner Clinical II: Common Acute and Stable Chronic Illnesses
Credits: G 6
Pre-Requisites: NURS7810 PNP Clinical I. Care of children/adolescents with an emphasis on the management of common acute and stable chronic illnesses and APN role development. Includes therapeutic communication skills development with individuals and groups. 180 Clinical Hours

NURS7830 Pediatric Nurse Practitioner Clinical III: Complex Chronic Illnesses or Disabilities
Credits: G 6
Pre-Requisites: NURS7820 PNP Clinical II. Management of complex acute/chronic conditions in children/adolescents. Holistic care for children and families including developmental concerns and disability. Explores APN leadership role. Integration of the advanced practice role. 180 Clinical Hours

NURS 7890 Independent Study
Variable
Credits: G 1-4
Independent Study for the DNP student is an academic course completed outside of the required classroom, clinical or college laboratory experiences that provide the learner with an opportunity to pursue an area of interest in depth. This course may not be used to substitute for required courses. The course is supervised by a faculty member and approved by the Program director. A contract must be completed by the student and approved by the faculty member and the program director prior to the semester in which the Independent Study is to be conducted. Faculty approval is required before the student can register for this course.
NURS7910 Advanced Nursing Research  
Credits: G 3  
Prerequisites: INDI 8000, NURS7400. Critically evaluate published research for clinical relevance, identify a research problem, select a conceptual framework, review selected literature, and prepare a quantitative or qualitative research proposal.

NURS7970 Final Practicum: Direct Care  
Variable  
Credits: G 1-6  
The total number of credit hours allocated per semester will be decided by the course faculty and/or capstone advisor. The total number of clinical hours taken as variable credit prior to the final term NURS797 cannot exceed 3 semester hours. Graded S/U Prerequisites/co-requisites: Acceptance into the DNP program, Scientific Foundations of Nursing (NURS701), and permission of the course faculty and/or capstone advisor. Individually precepted practicum that requires advanced nursing practice with individuals and groups. Include seminar that facilitates synthesis and application of all prior learning for evidence-based practice. Includes 360 clinical hours.

NURS7980 Final Practicum: Indirect Care  
Variable  
Credits: G 1-6  
This variable credit course may be offered over more than one semester. The number of credit hours allocated per semester will be decided by the course faculty and/or capstone advisor. The total number of clinical hours taken as variable credit prior to the final term NURS798 cannot exceed 3 semester hours. Graded S/U Prerequisites/co-requisites: Acceptance into the DNP program, Scientific Foundations of Nursing (NURS701), and permission of the course faculty and/or capstone advisor. Individually precepted practicum that requires leadership and practice at the aggregates/systems/organizational level of health care. Includes required seminar that facilitates application, synthesis, and evaluation of prior learning in applied practice. Includes 360 clinical hours.