Dear Students,

Congratulations on your acceptance into graduate nursing studies at the University of Mary! You are to be commended for seeking a graduate degree in nursing. Your degree will prepare you for future leadership roles within the profession.

Your successful progression within this program will require considerable effort; however, it is the faculty’s wish that your learning will be stimulating and enjoyable as you embark on this important venture. Please dedicate yourself to putting forth the effort required to accomplish the goal of becoming a nurse leader with advanced education.

This Graduate Nursing Student Handbook is intended to be used as a guide related to expectations required by the faculty in the Division of Nursing. Please understand that no document ever contains all the answers. We appreciate that each of you has individual needs and questions. Towards that end, we have assigned you an advisor, who along with your faculty, are good listeners and available to respond to your concerns.

Best wishes as you set out on this most important journey.

Sincerely,

Glenda Reemts, PhD, RN
Chair, Division of Nursing

Billie Madler, DNP, RN, FNP-C
Chair of Graduate Nursing
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University of Mary
Graduate Program Information

University of Mary General Policies
Graduate Studies Catalog
Graduate nursing students are obliged to the University of Mary Catalog, and Graduate Nursing Handbook as electronically published annually. Students are subject to the policies of the most current Graduate Nursing Handbook. Students are expected to satisfy curricular program requirements in effect at the time of their admission to a specific graduate nursing program if meeting satisfactory academic progression and continuously enrolled. If a student does not meet satisfactory academic progression of their program of study, students may be subject to curricular updates.

**University of Mary General Policies**

Several general policies applicable to any University of Mary student are listed below. To review a university general policy related to a specific topic, click on the link.

- Acceptable Use Policies for Information Technology at the University of Mary
- Amendments to General University Policies
- Annunciation Monastery Property and Grounds
- Communication of Official University Business
- Compensation for Weather
- Conduct Grievance Board and Procedure
- Conduct Grievance Procedure Complaint Form
- Copyright Infringement Policy
- Disability-related Accommodations for Visitors Policy
- Discrimination and Harassment Policy
- Drug Free Schools Policy
- Drug Free Workplace
- Fair Treatment Policy Employees
- General Grievance Policy for Students
- Hazing
- Identity Theft Red Flag Policy
- Inclement Weather Policy
- Institutional Review Board
- Liturgy and Prayer
- Non-Discrimination Statement
- Policy Enforcement
- Posting Policy
- Retaliation
- Sexual Misconduct Policy
- Student Health Clinic
- Tobacco Policy
- Weapons Policy

**Graduate Studies Catalog**

The Office of Academic Affairs regularly updates and publishes the University of Mary Graduate Studies Catalog. This catalog serves as the foundation to graduate studies containing a variety of general and program specific information. Please visit the University of Mary Catalog. Graduate nursing students will find more detailed program information in the contents of the Graduate Nursing Handbook, which comprises the following pages.
Graduate Nursing

Overview
Accreditation
Nursing Meta-Paradigm
Nursing Program Mission and Vision Statement
Division of Nursing Philosophy
Organizational Structure of the Division of Nursing
Graduate Nursing Program Outcomes
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Overview

The complex healthcare delivery system and the evolving academic setting of our present time, places high demand for nurses with advanced education. The University of Mary Graduate Nursing Programs continue to recognize and respond to this need by preparing competent and compassionate leaders.

The Division of Nursing at the University of Mary offers a Master of Science in Nursing with specialization opportunities in three areas: Nurse Educator, Nursing Leadership & Management, and Nurse Informatics. A dual degree MSN/MBA in Healthcare Administration is also offered. A Doctorate of Nursing Practice degree is available in the area of Family Nurse Practitioner.

Accreditation

The University of Mary Division of Nursing is approved by the North Dakota Board of Nursing and accredited by the Commission on Collegiate Nursing Education, One Dupont Circle NW, Suite 530, Washington DC 200366-1120. Phone 202-887-6791. The University of Mary is accredited by North Central Association of Colleges and Universities.

Nursing Meta-Paradigm

NURSING
Nursing practice, guided by professional standards is characterized by caring, accountability, critical thinking, and the integration of evidence-based findings. Through the application of the art and science of nursing, professional nurses empower individuals, families, and communities to promote healthful living, enhance well-being, prevent or minimize negative effects of injury or disease and their treatments, or ensure a dignified peaceful death. As a member of the collaborative healthcare team, nurses deliver safe and effective patient-centered care through utilization of research, evidence-based practice, and informatics; knowledge of quality improvement processes; provision of patient teaching; advocacy; and service to others.

PERSON
Persons are holistic individuals who evolve through the influence of culture and environment. All persons, comprised of body, mind, and spirit possess inherent dignity and worth. Professional nurses recognize and incorporate unique differences, values, preferences, and expressed needs to provide person/family/community centered care.

HEALTH
Health is not merely the absence of disease; it is an optimal adaptation achieved through a balance of physical, psychological, social, cultural, developmental, and spiritual components. Perceptions of health are individually determined within socio-cultural contexts that are influenced by knowledge, experiences, and values. Within a collaborative environment, nurses promote, maintain, and restore optimum health in individuals, families, groups, and communities throughout the lifespan.

ENVIRONMENT
Persons are continually adapting to their environments in order to meet biological, psychological, social, and spiritual needs. Nurses promote safe healthy environments through practice, education, and inter/intraprofessional collaboration. Nursing practice at the individual, organizational, community, and population based levels, supports optimal health and quality healthcare in an ever-changing global environment committed to the just allocation of resources.

for Life.
Nursing Program Mission and Vision Statement

Every profession operates out of a set of beliefs and values. The Nursing Division has developed this mission, vision, and philosophy as our guide.

MISSION
The Nursing Division prepares nurses to provide safe, quality, patient-centered healthcare to the people in the region and beyond without regard to race, religion, cultural background, or gender. By fostering a Christian, Catholic, and Benedictine learning environment, the Division supports the University mission to prepare leaders in the service of truth and to be competent in spirituality and ethics, communication, critical thinking, and global stewardship. Academic preparation and nursing practice opportunities in a variety of health-care settings along the continuum of care will prepare students to achieve competence in the areas of communication, scholarship, professional distinction, and moral courage.

VISION
The undergraduate nursing faculty maintains that the baccalaureate degree (BSN) is the essential entry level of education for professional nursing practice. The BSN degree prepares professional nurses in the generalist role. Concurrent with professional nursing standards and the mission, vision, and philosophy of the University of Mary, faculty believe that nursing practice is built on knowledge, theory, and research.

Faculty believe graduate nursing education builds upon the knowledge and skills defined by the Baccalaureate Essentials document and prepares one for nursing practice at an advanced level. The faculty’s goal is that nurses of graduate programs acquire depth and breadth of advanced nursing knowledge for expert practice.

Graduates of the Nursing Division will be successful leaders, effective collaborators, and sophisticated consumers of research. These graduates will be socially accountable, culturally sensitive, and responsive to the changing healthcare environment.

Division of Nursing Philosophy

The Nursing Division prepares nurse leaders to meet the healthcare needs of persons throughout the lifespan in an ever changing and complex healthcare environment to promote safe, ethical, transparent, and equitable care to diverse populations in various settings. We believe the essence of nursing is caring. Nurses are in the privileged position of witnessing life’s most intimate events when patients and families are most vulnerable and, therefore, are charged to utilize the art and science of nursing to create an atmosphere of mutual respect and trust. Fundamental beliefs concerning Teaching and Learning, Critical Thinking, Diversity, and the Nursing Meta-paradigm (Nursing, Health, Person, and Environment) and the Rule of Saint Benedict guide the endeavors of the faculty.

TEACHING AND LEARNING
The creation of an active learning environment encourages students to achieve their highest levels of personal and professional growth. Faculty facilitate the acquisition of knowledge, skills, and attitudes which are integral components of the teaching learning environment leading to changes in behavior. We believe nursing knowledge, as well as relevant knowledge from the arts and sciences is foundational to encourage lifelong learning essential for the professional nurse.

CRITICAL THINKING
Faculty encourage students to engage in effective clinical reasoning and critical analysis of information and actions to improve patient care and advance the scholarship of the profession of nursing. We believe students who engage in critical thinking use concepts, ideas, and theories to interpret multiple sources of data and experiences to answer questions, solve problems, prioritize, and resolve issues. Students develop
intellectual curiosity, rational thought processes, self-awareness, open-mindedness to diversity, and reflective decision making practices.

**DIVERSITY**

We believe diversity among faculty, students, and members of society enriches the educational experience; the curriculum is designed to meet diverse learning needs. Cultural competence is grounded in an appreciation of the profound influence of culture in people’s lives, and the commitment to encourage positive responses of healthcare providers to these differences. Graduating nursing professionals are prepared to respond with sensitivity to multicultural/ethnic populations’ varying healthcare needs in relation to human values including life, justice, personal freedom, health, and well-being.

**RULE OF ST. BENEDICT**

St. Benedict mandated, “Care of the sick must rank above and before all else” (RB 35:1). The Rule of St. Benedict encompasses values foundational in the development of ethical decision making and integrity essential to the nursing profession. These values permeate the nursing curriculum at the University of Mary with emphasis of the Benedictine values: hospitality, respect for person, prayer, service, moderation, and community. These values guide students to integrate spiritual, emotional, physical and intellectual characteristics into their personal and professional lives.

**Organizational Structure of the Division of Nursing**

The Division of Nursing is within the School of Health Sciences. Please refer to the organizational chart of the Division of Nursing in the Appendix section of this handbook.

**Graduate Nursing Program Outcomes**

In the spirit of the University of Mary, School of Health Sciences, and the Division of Nursing mission and philosophies, the Division of Nursing seeks to prepare graduate students who meet outcomes respective to their chosen MSN or DNP specialty.

**BSN to MSN: Nurse Educator Program Outcomes**

- Demonstrates an expanded knowledge base of the art and science of nursing.
- Creates teaching environments, established by nursing standards, which incorporate the application of learning theories, implementation of varied teaching strategies, and use of diverse evaluation methods.
- Evaluates curricular design in regard to the student experience, the achievement of program outcomes, and the attainment of accreditation standards.
- Illustrates the nurse educator’s responsibility to foster professional competence, behavior, and role socialization of students in teaching/learning milieus.
- Understands the role of the nurse educator in student development of intra- and interprofessional communication skills to advance the delivery of safe patient care.
- Recognizes how political, institutional, societal, and economic forces influence the role of the nurse educator.
- Prioritizes the nurse educator’s role as a change agent and facilitator of innovation through the utilization of servant leadership principles and the Benedictine values.
- Articulates a commitment to the practice of lifelong learning to maintain competence as a nurse educator, cultivate nursing knowledge, and promote the scholarship of nursing.
BSN to MSN: Nursing and Healthcare Informatics
- Discuss the influence of professional nursing standards, the code of ethics, principles of servant leadership, Benedictine values, nursing philosophy, and personal beliefs on the professional informatics nurse’s practice.
- Value the input of collaboration with the patient, family, healthcare team to improve quality and safety in patient outcomes when developing strategies, policies, or procedures for introducing, evaluating, or modifying information technology applied to nursing practice, administration, education, or research.
- Analyze and interpret patient, nursing, or information systems data to improve nursing services and to inform health policy and advocacy efforts.
- Translate nursing practice information and informatics technology between nurses, healthcare team members, administration, systems engineers, analysts, or designers.
- Develop or implement policies or practices to ensure the integrity, privacy, confidentiality, and security of patient information.
- Apply knowledge of computer science, information science, nursing, and informatics theory to nursing practice, education, administration, in collaboration with other health informatics specialists with focus on patient safety, patient outcomes and population health.
- Design, develop, select, test, implement, and evaluate new or modified informatics solutions, data structures, and decision-support mechanisms to support patients, health care professionals, and their information management and human-computer and human-technology interactions within health care contexts.

ADN to MSN and BSN to MSN: Nursing Leadership & Management Program Outcomes
- Designs processes to achieve quality, cost-effective and ethical health outcomes.
- Appreciates the complexity of human resource management in today’s healthcare.
- Evaluates quality and safety measures.
- Designs a plan of change using principles of servant leadership.
- Collaborates with others to improve the quality of professional nursing practice and health care policy.
- Utilizes evidence based practice for performance improvement.
- Possesses requisite knowledge to pursue doctoral education.
- Uses information technology to improve processes.
- Demonstrates effective principles of change while providing client centered care.

MSN/MBA in Healthcare Administration Program Outcomes
- Integrate ethical practices and policies which appropriately address the unique healthcare laws and regulations healthcare organizations must follow.
- Synthesize information through research and data analysis using best business and evidence based nursing practice to facilitate change toward high quality, cost effective and ethical nursing care delivery systems.
- Collaborate with interdisciplinary teams, consumers, and other key stakeholders to effect needed change in healthcare delivery systems.
- Utilize stewardship of human, fiscal, and organizational resources based on principles of finance, accounting, and economics.
- Incorporate service and Benedictine values into nursing leadership practices.
- Evaluate current domestic and global issues on healthcare and possible impacts to a changing healthcare industry.
- Analyze significant issues between clinical nursing practice and healthcare administration to offer effective conflict resolution and provide leadership for practical solutions.
BSN to DNP: Family Nurse Practitioner Program Outcomes

- Demonstrates competence in health promotion, disease prevention, and illness management of individuals, families, and communities.
- Utilizes servant leadership principles and expanded knowledge in health policy, advocacy, and healthcare quality to promote positive change in the delivery of care along the healthcare continuum.
- Applies Benedictine values to foster a collaborative nurse practitioner-patient relationship that fosters respect, protection, and enhancement of spiritual integrity, human dignity, as well as cultural diversity to improve patient and population health outcomes.
- Acts as a leader in knowledge translation and application of evidence based practice from nursing and related fields through critical evaluation, synthesis, and integration of health information data and research findings.
- Influences, negotiates, and manages change among an interprofessional team for purposes of advancing healthcare quality among patients, populations, and systems.
- Practices reflectively as an advanced practice nurse who is aware of and responsive to environmental contexts that shape healthcare decision making.

Graduate Nursing Committees

The Graduate Nursing Committee is the core committee of graduate nursing education at the University of Mary. In addition to this committee, there is a program specific committee for each program of study: 1) Nurse Educator Program Committee, 2) Nursing Leadership & Management Program Committee, 3) Family Nurse Practitioner Committee and 4) Nursing and Healthcare Informatics Committee. Each program also convenes Advisory Committee meetings at regular intervals. All meeting agendas and minutes are stored on the shared nursing network drive.

The Graduate Nursing Committee is composed of: 1) Division of Nursing Chair, 2) Chair of Graduate Nursing, 3) Program Coordinators, 4) Academic Liaison for Graduate Nursing, 5) Director of Graduate Enrollment, 6) School of Health Sciences Graduate Enrollment Representative, 7) graduate faculty, and 8) invited guests.

Program Committee membership is composed of: 1) Division of Nursing Chair, 2) Chair of Graduate Nursing, 3) Program Coordinators, 4) Faculty, 5) Academic Liaison for Graduate Nursing, 6) Enrollment Services representatives, 7) student representatives, and 8) invited guests.

Regular committee and program meetings are held once a month. Special meetings may be called by the Chair of Graduate Nursing or the Chair of the Division of Nursing. The purpose of the committee is to assure program quality. Program Committees report pertinent Graduate Nursing Committee meeting information in their respective monthly program meetings.

Graduate committees assume responsibility for the ongoing study of curricular trends, review of curricular content, course sequence, and recommendations of faculty, students, and advisory groups for changes in curricula. In addition, this group assures consistency among delivery sites, syllabi/learner guides. The Graduate Committee proposes changes or additions to the graduate catalog narrative, course descriptions, and course outcomes of Graduate Nursing Programs to the University Graduate Council.

The Graduate Nursing Committee and Program Committees are responsible for monitoring the quality of graduate education. Input is sought and welcomed in a variety of ways: formal course evaluations (completed by students), course audits (completed by program coordinators), end of course reports
(completed by course faculty), informal student input, program exit evaluations, 1 and 3 year alumni surveys, and through Advisory Committee recommendations. Graduate students participate in all forms of assessment. The graduate assessment plan is consistent with the Divisional Annual Plan and the University’s Graduate Assessment Plan. Implementation and evaluation of the Nursing Graduate Assessment Plan comes under the purview of the Graduate Committee and is guided by Program Coordinators.

The Graduate Nursing Committee monitors quality of graduate student life, receives suggestions for curricular and non-curricular items, reviews student policies/procedures, encourages personal and academic growth of student, recognizes student achievement, publishes the Graduate Nursing Handbook.

Recommended nursing program changes are approved through the following process: 1) Nursing Division, 2) School of Health Sciences, 3) Graduate Council, 4) University Senate, and 5) if a new program, the University President. Graduate Council proposals related to curriculum and programmatic changes are referred to University Senate for approval except for the following which are referred directly to the President of the University of Mary: 1) Recommendations for appointments to graduate faculty. 2) Changes in program outcomes, addition and deletion of courses, and graduation requirements that do not significantly alter other courses in the program.
Academics

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**General Information**

The University of Mary Division of Nursing offers a Master of Science in Nursing in these programs: 1) Nurse Educator, 2) Nursing Leadership & Management, 3) Diploma/ADN to MSN: Nursing Leadership & Management, 4) MSN: Nursing and Healthcare Informatics; as well as a Doctorate in Nursing Practice: Family Nurse Practitioner. In collaboration with the Gary Tharaldson School of Business the Nursing Division also offers an MSN/MBA in Healthcare Administration.

Students in the Master of Science program with a major in Nursing are required to complete between 36 and 60 semester hours of credit depending on the chosen program of study.

Students in the Doctorate of Nursing Practice: Family Nurse Practitioner program are required to complete 86 semester hours of credit.

Graduate nursing students are allowed to take up to nine graduate nursing core courses prior to beginning a plan of study specific to a specialty program. Core courses include Healthcare Across the Population, Healthcare Law and Policy, Critique and Design of Research, Professional Roles in Advanced Nursing, Evidence Based Practice & Strategic Healthcare Decision Making, Influential Nursing Leadership, and Leadership & the Future of Nursing. Students are encouraged to contact their advisor for guidance regarding core courses.

Please refer to the [University of Mary Catalog](#) for course numbers, course descriptions, and prerequisite listings.

**Degree Plan**

A degree plan is an agreement between the student and the University regarding coursework required and timing of coursework for completion of a selected program of study.

It is required that degree seeking students complete a degree plan in collaboration with their academic advisor within the first semester of study. The degree plan, signed by the student and the academic advisor, must be kept on file at the University of Mary Registrar’s Office. A blank degree plan is included in the student’s letter of acceptance; the graduate student is responsible for completion and submission of this degree plan. If there is a change in the program of study the degree plan must be updated.

The student is referred to the example degree plans in the appendix of this handbook.

Please refer to the [University of Mary Catalog](#) for policies related to Admission to Graduate Studies, Notice of Withdrawal from Graduate Studies, Special Circumstances, and other related policies.

**Advisor Assignment**

All students accepted to graduate studies will be assigned an academic advisor who is faculty within the Division of Nursing. Students are notified of their assigned academic advisor in their acceptance letter. The graduate nursing student should initiate regular communication with his/her advisor for any questions.
related to academic processes or policies. Questions related to your courses, your faculty, University policy, registration, progression in your program, graduation, etc., should be directed to your nursing faculty academic advisor.

**Attendance**

Graduate study not only focuses on individual study, but also hinges on discussion and exchange of ideas between faculty and students and non-faculty professionals and students. Therefore, it is the expectation of the Division of Nursing that all graduate nursing students regularly attend scheduled lectures, discussion boards, seminars, conferences, clinical/practical experiences, presentations, and other required educational offerings. Students should refer to their course faculty, syllabus/learner guides and topical outlines for course expectations.

Online nursing students will have various courses throughout all programs of study with scheduled synchronous meeting times. During these times, students will meet as a class over a virtual meeting space. Students will be made aware of these synchronous meeting times at the beginning of those courses that have such expectations. Attendance at these class meeting times is expected. Attendance is taken by faculty as a federal financial aid requirement. Students who are not in attendance will be subject to the attendance and late assignment policies in individual course syllabi.

Onsite nursing students will need to be prepared to participate in online discussion and assignment submission as part of their learning experience. Course faculty will identify for students what online course elements will be covered online versus in the face to face classroom setting.

Students should consult with course faculty prior to planning commitments that could conflict with the course schedule or course expectations given the potential of conflicts that could prevent successful completion of a course. If a graduate nursing student has an unplanned emergency that prevents attendance at a class meeting time or a clinical or practical experience, the course of action will be individually determined on a case by case basis by course faculty.

In the case of clinical or practical experience absence, both the clinical preceptor and the responsible faculty member are to be notified by the student prior to the scheduled experience.

Institute dates are mandatory for students enrolled in FNP program.

**Scholarly Work**

Effective written communication skills are essential in both professional roles and Academic environments. The University of Mary Graduate Nursing Programs emphasize the development of these skills.

The American Psychological Association (APA) is the adopted writing standards for Graduate Nursing Programs. All written assignments must conform to the stylistic requirements outlined by the APA, unless specifically indicated otherwise by course faculty. Students in graduate nursing courses are required to have a copy of the most current edition of the Publication Manual of the American Psychological Association.
Most courses include written assignments; grading for these assignments is based on the student’s ability to demonstrate critical thinking, synthesis of evidence, grammar/writing skills, and appropriate use of APA format. Appropriate research and citation of sources is important to Academic honesty.

**Capstone Work: Thesis, Seminar and Service Project, or DNP Project**

All graduate nursing students are required to complete a capstone course(s):

Nurse Educator students complete a thesis (NUR 699/NUR 700/NUR 701). The thesis is a publishable, nursing, primary research study performed under the direction of a graduate faculty member, who serves as committee Chair. Nurse Educator students are referred to the University of Mary Thesis Handbook. Thesis is an independent student driven expectation. Typically students require 3 semesters to complete their thesis. Costs associated with thesis preparation (i.e., statistician, binding, editor, etc.) are the responsibility of the student.

Nursing Leadership & Management students complete a seminar and service project (NUR 696 and NUR 697). These students partner with a healthcare organization to plan, implement, and measure outcomes on the project initiated and completed within that organization. Costs associated with project preparation (i.e., statistician, editor, etc.) are the responsibility of the student.

MSN/MBA in Healthcare Administration Dual Degree students complete a seminar and service project (NUR 696 and NUR 698). These students partner with a healthcare organization to plan, implement, and measure outcomes on the project initiated and completed within that organization. Costs associated with project preparation (i.e., statistician, editor, etc.) are the responsibility of the student.

Family Nurse Practitioner students complete a DNP project (NUR 830/840/930/940). The DNP project is an evidence-based project resulting in a systems change at a health care organization completed under the direction of a graduate nursing faculty member, who serves as the Project Chair. This project is to be completed within a four-semester timeframe. This is scholarly project that Nurse Practitioner students prepare and submit to a national peer reviewed journal. Costs associated with project preparation (i.e., editor, etc.) are the responsibility of the student.

University of Mary [Institutional Review Board (IRB)](IRB) approval must be obtained prior to data collection for Nurse Educator students engaged in thesis work and Nursing Leadership & Management students engaged in Seminar and Service Project work.

**Capstone Work: Formatting, Proofreading, Editing, and Co-Authorship**

Graduate nursing preparation requires the development of professional papers, thesis and manuscripts. Often these scholarly endeavors are disseminated to the professional community. Works of this nature usually require multiple iterations to achieve a quality product. Students must be mindful that the writing must be of their own work; however, results are enhanced with critique and input from others. The purpose of this document is to define the varying levels of assistance faculty or outside individuals may contribute to a student’s work to improve the quality of a particular document.
FORMATTING
- Formatting is defined as arranging all of the information in a particular form that meets publication layout requirements that are set by an institution.
- It requires fitting a paper to a structure set out to meet the requirements of the educational institution.
- Correct formatting is as essential to a finished paper as its content and conclusions.
- Formatting can be completed by any or all of the following (as applicable): students, advisor, co-author(s), thesis committee members, and a paid secretarial support person.

PROOFREADING
- The process of proofreading assures that a paper is smooth, readable, and that its flow of thought is adequate.
- Proofreading points out mistakes (such as spelling, grammatical, and punctuation errors) but it does not correct stylistic or contextual flaws.
- Proofreading focuses on surface errors such as misspellings and mistakes in grammar and punctuation.
- The person who proofreads a paper needs an understanding of the topic. It is the responsibility of the following (as applicable) to proofread scholarly papers: students, advisor, co-author(s), and thesis committee members.

EDITING
- Editing is a part of writing a formal paper that requires reading of the paper for correct spelling, grammar, vocabulary, punctuation, and formatting mistakes. The process of editing requires the reading of a paper thoroughly to check for mistakes. Examples of mistakes include (but are not limited to):
  - Indenting paragraphs
  - Ensuring that all sentences are complete
  - Capitalization
  - Correct use of punctuation
  - Noun and verb usage
  - Correct spelling
  - Use of descriptive words
  - Word variety
- Editing requires examination of the content of the paper, the overall structure of the paper, structure within the paragraphs, clarity, style, and proper citation of references.
- Editing of a paper is the responsibility of the following (as applicable): students, advisor, co-author(s), and thesis committee members.

The process of editing and proofreading professional works are not the same. The terms are used interchangeably; editing and proofreading are two different stages of the revision process. Both processes demand close and careful reading but they focus on different aspects of the writing and employ different techniques.

CO-AUTHORSHIP
The International Committee of Medical Journal Editors has recommended the following criteria for authorship; these criteria are still appropriate for those journals that distinguish authors from other contributors.
Authorship credit should be based on:

1. Substantial contributions to conception and design, or acquisition of data, or analysis and interpretation of data.
2. Drafting the article or revising it critically for important intellectual content.
3. Final approval of the version to be published.

Authors should meet conditions 1, 2, and 3 (International Committee of Medical Journal Editors http://www.icmje.org).

In consideration of these guidelines, if a faculty person has some involvement in criteria 1 and 2 and then approves the final version of the manuscript (3), this person should be acknowledged as a co-author. When faculty persons contribute extensive amounts of time and intellectual effort toward data analysis, methods development, or work in close collaboration with the author on multiple occasions then this person should be acknowledged as a co-author to the scholarly work.

This policy applies to all University of Mary Graduate Nursing students. Co-authors need to be acknowledged in all podium and poster presentations.

Capstone Work: 
Thesis or Scholarly Project Dissemination

All graduate nursing students are expected to disseminate knowledge from their capstone work. Please refer to the University of Mary Catalog policy regarding Completion of the Graduate Program of Study for additional information. It is expected that dissemination, podium or poster presentation, of any capstone work to any organization is prepared and delivered on the University of Mary PowerPoint templates found on the home page of every online course.

Students should consult their academic advisor or program coordinators with any questions regarding capstone works.

Plagiarism

Plagiarism violates Academic honesty and is a practice not tolerated in graduate nursing programs. The following descriptors outline general categories of plagiarism and provide suggestions for actions to be taken if identified.

MINIMAL PLAGIARISM

Doing any of the following without attribution:

- Inserting verbatim phrases of 2-3 distinctive words
- Substituting synonyms into the original sentence rather than rewriting the complete sentence
- Reordering the clauses of a sentence
- Imitating the sentence, paragraph, or organizational structure, or writing style of a source
- Using a source’s line of logic, thesis or ideas

Consequence and Process:

- Use situation as an educational opportunity to discuss with the student the nature of plagiarism and the values of a scholarly, Christian community.
At the professor’s discretion, assignments may be rewritten and resubmitted, with or without a grade penalty. Repeated instance of minimal plagiarism may, at the professor’s discretion, be treated as substantial plagiarism. If the professor plans to exercise discretion in cases of minimal plagiarism, procedures and consequences should be clearly described in the course syllabus/learner guide.

Faculty are encouraged to keep records of all instances (e.g., in the form of a report to the Dean). If a student chooses to appeal the decision, they may follow the Academic appeals procedure found in the University catalog.

**SUBSTANTIAL PLAGIARISM**

Doing any of the following without attribution:

- Inserting verbatim sentences or longer passages from a source
- Combining paraphrasing with verbatim sentences to create a paragraph or more of text
- Repeatedly and pervasively engaging in minimal plagiarism

**Consequence and Process:**

- First Offense: The student receives a failing grade on the assignment that has been plagiarized and a Faculty Report of Student Plagiarism is submitted to the Dean. A copy of the report is provided to the Assistant Vice President for Academic Affairs (AVP AA).
- Second Offense: The student receives a failing grade in the course and a Faculty Report of Student Plagiarism is submitted to the Dean. A copy of the report is provided to the AVP AA.
- Third Offense: The student is recommended for expulsion from the University. Action is taken at the discretion of the Dean. A copy of the report is provided to the AVP AA.

Faculty are encouraged to keep records of all instances (e.g., in the form of a report to the Dean). If a student chooses to appeal the decision, they may follow the Academic appeals procedure found in the University catalog.

**COMPLETE PLAGIARISM**

Doing any of the following without attribution:

- Submitting or presenting someone’s complete published or unpublished work (paper, article, or chapter)
- Submitting another student’s work for an assignment, with or without that student’s knowledge or consent
- Using information from a campus file or old assignments
- Downloading a term paper from a web site
- Buying a term paper from a mail order company or web site
- Reusing or modifying a previously submitted paper (e.g., from another course) for a present assignment without obtaining prior approval from the instructor/s involved

**Consequence and Process:**

- First Offense: The student receives a failing grade in the course and a report is submitted to the Dean within 10 school days. A copy of the report is provided to the Assistant Vice President for Academic Affairs (AVP AA).
- Second Offense: The student is expelled from the University. Action is taken at the discretion of the Dean. A copy of the report is provided to the AVP AA.

Faculty are encouraged to keep records of all instances (e.g., in the form of a report to the Dean). If a student chooses to appeal the decision, they may follow the Academic appeals procedure found in the University catalog.

*Source: Westmont College*
Student Authorization for Use of Scholarly Work

On occasion, the Division of Nursing wishes to use examples of student work as demonstration for current students or for accreditation bodies. In order for the Division of Nursing to use a student’s work as an example, the student’s permission must be obtained. It is requested that students complete the Authorization to Use Scholarly Work document found in the appendix.

Proctor Information: Nurse Practitioner Students Only

When students are away from campus for an extended period of time (i.e., preceptor experiences or participating in online coursework), faculty may or may not chose to administer proctored examinations. Students are referred to their individual course syllabi for information regarding examination expectations. If exams are to be proctored, the proctor is chosen by the student and approved by the faculty. The proctor system is an integral part of the Academic process and is critical to Academic integrity. ANY violations of the proctor agreement or process will be considered a flagrant violation of the Academic Honesty policy and the student will be subject to the consequences stated in the policy.

Requests for proctors will require the approval of the graduate nursing faculty. The following conditions have to be met for approval.

A proctor must meet the following conditions to be considered for approval:

- Cannot be related to the student in any way.
- Cannot be the student’s employee.
- Cannot be supervised by the student.
- Cannot live with the student.
- Must have a different mailing address from the student (If the proctor and the student work together, there must be assurance that the proctor’s mail cannot be obtained by the student).
- Must have an email address and be familiar with attachments.
- Cannot receive the exam by PO Box address.
- Cannot have a present relationship with (peer, friend, clinical instructor, etc.).
- Cannot be subsequently enrolled in the same degree program at University of Mary for a period of 2 years following service as a proctor.
- Cannot have graduated from the same degree program at the University of Mary within a 2 year time period.
- Provide complete information of Proctor Information and Approval Form.

See the Proctor Memorandum and Proctor Approval and Information Form in the appendix. This form must be completed, submitted to, and approved by nursing graduate faculty prior to scheduling the first proctored service. Documentation of proctor forms are completed as part of HUM 506 New Graduate Student Orientation course.

Faculty will communicate with approved proctors regarding specific testing expectations (i.e., testing time limits, materials/resources allowed or not allowed in testing area, etc.). If any charges are applied by the proctor they will be the responsibility of the student.
Grading Scale

Success in graduate study requires a serious commitment and performance of high quality. Programs in the Master of Science and Doctorate of Nursing Practice degrees require students to obtain a minimum grade of B- in all required courses and passing scores on program comprehensive exams, projects, thesis, and competencies.

Students involved in programs with clinical or practical components must pass all clinical experiences, expectations, and required documentation for those courses.

The grading scale used by graduate programs in Division of Nursing is as follows:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100</td>
</tr>
<tr>
<td>A-</td>
<td>92-93</td>
</tr>
<tr>
<td>B+</td>
<td>90-91</td>
</tr>
<tr>
<td>B</td>
<td>86-89</td>
</tr>
<tr>
<td>B-</td>
<td>84-85</td>
</tr>
<tr>
<td>C+</td>
<td>82-83</td>
</tr>
<tr>
<td>C</td>
<td>75-81</td>
</tr>
<tr>
<td>D</td>
<td>71-74</td>
</tr>
<tr>
<td>F</td>
<td>&lt;70</td>
</tr>
</tbody>
</table>

The earned grade will not be rounded based on decimal.

Professional Behavior Standards

The faculty has expectations for students to develop as professional nursing clinicians, educators, informaticists, and administrators with all the rights and responsibilities therein. The following is a summary of some of the professional behavioral principles that should transcend from these roles and that must be followed as a graduate nursing student. All principles are explications of professional nursing practice.

- Timeliness will be expected. Be on time to all classes, assignments, postings and appointments. If there is an unavoidable reason for being tardy, explain this to the professor.
  
  *Your colleagues and patients deserve your respect and part of this respect is not wasting their time while waiting for you.*

- Pay attention to the schedules for assignments. You are accountable for your work. Assignments are due on time; there will likely be no reminders.
  
  *As a professional, you will be adhering to patient and meeting schedules.*

- Keep up with your studying. It is necessary to be actively involved with your schoolwork on a daily basis. At times, there will be several tests in one week making it impossible to ‘cram’ for all of them.
  
  *Time management is a crucial skill to foster in one’s professional behavior.*

- Be a positive person. Be aware that your attitude can have a profound effect on your classmates. If you are positive about your educational experience, it goes a long way in making the educational experience rewarding. Positive people are more fun to be around!
Cultivating a positive attitude during your educational experience can only help in developing a positive attitude in your patients and colleagues.

- Seek knowledge independently. Try to get the answers to your questions through independent research. You will learn a lot more that way. 
  
  *This is the beginning of lifelong learning. It's an excellent habit to cultivate!*

- If you have a disagreement about a test question, visit with the instructor of the class and present the source of information for discussion. 
  
  *While professional differences occur, it is valuable to communicate and arrive at a mutual understanding of the problem.*

- If you are having problems with a class, don’t wait until you are in trouble. See your advisor. It is up to each student to initiate this action. 
  
  *A professional person needs to be responsible for his/her affairs.*

### Professional Conduct and Behavioral Standards

Students are referred to the Student Conduct in Instructional Settings and in Online Courses and Discussions Policy in the [University Course Catalog](#).

It is an expectation that graduate nursing students demonstrate professional conduct in all interactions that include but are not limited to peers, faculty members, patients, colleagues, and all other persons with whom they may interact. Professional conduct reflects active practice of the Benedictine values of Respect, Community, Hospitality, Moderation, and Service which are integral to the practice of nursing. Professional conduct and maintenance of behavioral standards is a measure of satisfactory academic progression. Students who fail to meet the professional conduct and behavioral standards set forth may have the incident brought before the Satisfactory Academic Progression Committee. Satisfactory Academic Progression (SAP) requirements and subsequent recommendations that the SAP committee may make for those circumstances falling outside of expected parameters can be found in the Academic Section of the Graduate Nursing Handbook.

Although this is not an all-inclusive list, professional standards include the following behaviors:

- Uses appropriate vocabulary.
- Interacts in a manner that demonstrates civility and respect.
- Demonstrates self-direction and initiative in one’s own learning process.
- Participates thoughtfully in self-evaluation processes.
- Seeks and/or thoughtfully considers constructive criticism.
- Accepts responsibility for own actions and judgments.
- Demonstrates professional interactions that are consistent with the American Nurses Association (ANA) Code of Ethics for Nurses.

There are many documents that cite the need for professional conduct and civility that include the ANA Code of Ethics for Nurses; the American Association of Colleges of Nursing (AACN) Baccalaureate, Master’s, and Doctorate Essentials; The Joint Commission (TJC); patient safety literature; and the University of Mary Student Handbook.

In congruence with these documents, graduate nursing faculty have: 1) a strong commitment to the Mission and Vision of the University of Mary that includes the Benedictine values, and 2) an obligation to the development of professional behavior competence among graduate nursing students.
The ANA Code of Ethics for Nurses (2001) states:
“The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth, and uniqueness of every individual....” (p. 4)

Principles of respect extend to all encounters, including colleagues....”This standard of conduct precludes any and all prejudicial actions, any form of harassment or threatening behavior, or disregard for the effect of one’s actions on others.” (p. 9)

“Nurse Educators have a responsibility to....promote a commitment to professional practice prior to entry of an individual into practice.” (p. 13)

The AACN Baccalaureate Essentials state:
“....inherent in accountability is responsibility for individual actions and behaviors, including civility. In order to demonstrate professionalism, civility must be present. Civility is a fundamental set of accepted behaviors for a society/culture upon which professional behaviors are based.” (Hammer as cited in AACN, 2008, p. 26)


The AACN Master’s Essentials document has numerous statements that outline expectations of graduate curricula that must be incorporated in graduate nursing programs of study. Student achievement of competence from this Essentials document must be demonstrable. Many of the Master’s Essentials are related to professional behaviors. For example, The Essentials of Master’s Education in Nursing states “Master’s-prepared nurses build on the competencies gained in a baccalaureate nursing program” (AACN, 2011, p. 9).

Other essentials from this document include:
Essential II: Organizational and Systems Leadership
- “To be effective, graduates must be able to demonstrate leadership by initiating and maintaining effective working relationships using mutually respectful communication and collaboration within interprofessional teams, demonstrating skills in....initiating conflict resolution strategies.” (p. 11)
- “Skills essential to leadership include communication, collaboration, negotiation, delegation, and coordination.” (p. 11)

Essential III: Quality Improvement and Safety
- “Graduates of master’s-level programs must be able to analyze systems and work to create a just culture of safety in which personnel feel comfortable disclosing errors—including their own—while maintaining professional accountability.” (p. 13)
- “Promote a professional environment that includes accountability and high-level communication skills when involved in peer review, advocacy....and professional writing.” (p. 14)

Essential VII: Interprofessional Collaboration for Improving Patient and Population Health Outcomes
- “Recognizes that the master’s-prepared nurse, as a member and leader of interprofessional teams, communicates, collaborates, and consults with other health professionals to manage and coordinate care.” (p. 22-23)

Essential IX: Master’s Level Nursing Practice
- “Use leadership skills to teach, coach, and mentor other members of the healthcare team.” (p. 27)
- “Design strategies that promote lifelong learning of self and peers and that incorporate professional nursing standards and accountability for practice.” (p. 28)
- “Integrate an evolving personal philosophy of nursing and healthcare into one’s nursing practice.” (p. 28)

The AACN Doctorate Essentials document has numerous statements that outline expectations of graduate curricula that must be incorporated in graduate nursing programs of study. “The DNP is a graduate degree and is built upon the generalist foundation (AACN, 2006, p. 6) and is designed to prepare nurses for the highest level of leadership in practice and scientific inquiry” (p. 7).

Other essentials from this document include:

Essential II: Organizational and Systems Leadership for Quality Improvement and Systems Thinking
- Ensure accountability for quality of health care and patient safety for populations with whom they work. (p. 10)
- Use advanced communication skills/processes to lead quality improvement and patient safety initiatives in health care systems.
- Demonstrate sensitivity to diverse organizational cultures and populations, including patients and providers.

Essential III: Clinical Scholarship and Analytical Methods for Evidence-Based Practice
- Function as a practice specialist/consultant in collaborative knowledge-generating research.
- Disseminate findings from evidence-based practice and research to improve healthcare outcomes.

Essential V: Health Care Policy for Advocacy in Health Care
- Advocate for the nursing profession within the policy and healthcare communities.

Essential VI: Interprofessional Collaboration for Improving Patient and Population Health Outcomes
- Employ effective communication and collaborative skills in the development and implementation of practice models, peer review, practice guidelines, health policy, standards of care, and/or other scholarly products.
- Lead interprofessional teams in the analysis of complex practice and organizational issues.
- Employ consultative and leadership skills with intraprofessional and interprofessional teams to create change in health care and complex healthcare delivery systems.

Essential VIII: Advanced Nursing Practice
- Guide, mentor, and support other nurses to achieve excellence in nursing practice.


The Joint Commission (TJC) has identified behaviors that undermine a culture of safety. TJC has made the link between professional behaviors and patient safety outcomes. As a result, TJC has set expectations of professional behaviors with health organizations. TJC issued the following statements in their Sentinel Event Alert (Issue 40, July 2008):

- “The majority of health care professionals enter their chosen discipline for altruistic reasons and have a strong interest in caring for and helping other human beings.”
- “To assure quality and to promote a culture of safety, health care organizations must address the problem of behaviors that threaten the performance of the health care team…..Intimidating and disruptive behaviors include overt actions such as verbal outbursts….., as well as passive activities such as refusing to perform assigned tasks or quietly exhibiting uncooperative attitudes…..Overt and passive behaviors undermine team effectiveness and can compromise the safety of patients.”
- “Any behavior which impairs the health care team’s ability to function well creates risk.”
- “All intimidating and disruptive behaviors are unprofessional and should not be tolerated.”
The University of Mary Student Handbook Standard 19 states: Students are Responsible to Respect All Persons:

Respect is one of the University of Mary’s core Benedictine values. The value of respect affirms the belief that each human being is gifted by God with great dignity and worth as a unique creation of God, fashioned in God’s own image and loved by God. To value respect requires us to steadfastly refuse to accept any philosophy that permits one human being to treat another as lacking in dignity or as an object to be mistreated, used, exploited, abused or manipulated for another’s own selfish ends. Instead, St. Benedict tells us to welcome the other as Christ. At a university that values respect, students are responsible to treat all others with respect and dignity using respectful language. (p. 31)

Incivility has been defined as “Rude or disruptive behavior which often results in psychological or physiological distress for the people involved – and if felt unaddressed, may progress into threatening situations” (Clark, 2009). Failure to exhibit expected professional behaviors and conduct that are discussed in this document will be considered actions of incivility and will result in initiation of a contract for behavior change and/or dismissal from the University of Mary Graduate Nursing Program.

The chain of command that will be utilized for students when violations of professional conduct or behavior, including incivility, are identified include:

Faculty ----> Program Coordinator ----> Satisfactory Academic Progression Committee ---->
Chair of Graduate Nursing ----> Chair of Division of Nursing ----> Dean of School of Health Sciences

**Academic and Professional Behavioral Standards Review**

A review of the student’s academic performance is completed at the conclusion of each course. Professional behavior is evaluated on an as needed basis.

During academic review, the earned letter grade, cumulative GPA, and percentage of successfully completed courses are evaluated. This evaluation determines if the student has met academic requirements prescribed by University of Mary and Graduate Nursing Programs.

Concerns regarding a student’s professional behavior can be brought forward by students, peers, faculty, preceptors, patients, colleagues, program leadership and all other persons with whom they may interact.

In situations that a student’s academic performance or professional behavior is in question, the Nursing Academic Progression Committee will be convened.

**Nursing Academic Progression Committee**

This committee consists of the Chair of the Nursing Academic Progression Committee appointed by the Chair of Graduate Nursing, program coordinators and the Academic Liaison for Graduate Nursing. The committee reviews any student’s academic history that has been identified to fall outside of academic progression requirements and/or issues concerning professional behavior with input sought from relevant constituents. It is the responsibility of the Nursing Academic Progression Committee to advise the Chair of Graduate Nursing of recommended courses of action.

Options available to the Nursing Academic Progression Committee in situations of questionable student performance are, but are not limited to, the following:

- Repetition of the course
- Development of an alternative schedule
- Implementation of a learning contract
Dismissal from program of study
Dismissal from Graduate Nursing studies
Other

The final decision and responsibility for the course of action is with Chair of Graduate Nursing. Students who disagree with decisions rendered about an academic matter may refer to the academic appeals process found in the University of Mary Catalog.

Graduate Nursing Satisfactory Progression

Satisfactory progression in graduate nursing programs requires:
- Maintenance of cumulative GPA of 3.0 or greater
- Successful completion of no less than 67% of attempted courses (definition of an attempted course includes any course that a student earns a W, P, WP, WF, I, or a letter grade)
- Achieve a grade of B- or higher in each course
- Demonstrate evidence of continuous engagement in thesis/project work (Nurse Educator students)
- Pass all clinical or practical educational experiences
- Pass all course and program competency exams, practical and written
- Adherence to Professional Conduct and Behavioral Standards

Students will be dismissed from Graduate Nursing studies if they:
- Earn a letter grade of lower than a B- in a repeated course
- Students will not be allowed to repeat more than one course during their program of study
- Fail to uphold Professional and Behavioral Standards

Channel for Communication

When a student has a grievance related to their learning experience at the University of Mary, they are to follow the channel of communication beginning with the individual most closely aligned to the grievance, if possible. The channel of communication is illustrated below.

Instructor ➔ Program Coordinator ➔ Chair of Graduate Nursing ➔ Chair of Division of Nursing ➔ Dean of School of Health Sciences

Graduate Audit and Degree Conferral

A graduation audit is completed by the academic advisor of each student at the conclusion of the term just prior to the student’s anticipated final term of study. The completed graduation audit is signed by the advisor and submitted to the Registrar’s Office. Degrees are conferred by the Registrar once the students have completed their final semesters of study, satisfactorily met all requirements of their respective program of study, and taken care of any outstanding balance with Student Accounts.

Requirements for Graduation

It is the responsibility of degree-seeking students to file an application for graduation in the Registrar’s Office one full semester prior to the date of program completion. Please refer to the University of Mary Catalog for information regarding the Application for Graduation.

for Life.
Graduation Ceremony and Degree Conferral Defined

The University of Mary has one annual graduation commencement ceremony available for graduates to participate in. Graduation is a ceremony; the ceremony is not commensurate with degree conferral. Students are reminded that a degree has not been earned until it is conferred by the University Registrar. A diploma will not be issued until a degree has been conferred. Conferred degrees are mailed by the Registrar’s Office. Degrees are conferred at the time the Registrar’s Office has been notified the student has met all graduation requirements. For example, if a student completes degree requirements in December, the student is encouraged to participate in annual commencement ceremonies at the conclusion of the spring term; however, the degree will be conferred in December when the student has met graduation requirements.

Because of the variability of degree completion dates that are associated with the self-directed thesis capstone work in the Nurse Educator (NE) track, NE students must obtain all necessary IRB approvals for their thesis by April 1 of the academic year to qualify for participation in the graduate hooding and graduation ceremonies.

Withdrawals • Refunds • Add/Drop Policies

Students are encouraged to discuss questions regarding withdrawals/add/drop policies with their academic advisor or the Registrar’s Office. Students are also referred to the University of Mary Catalog for information regarding these policies. Questions regarding tuition refunds should be forwarded to Student Accounts and/or the Office of Financial Aid.

Graduate Assistantships

A number of graduate assistantships are available for graduate students interested in providing a supportive role in scholarly and/or teaching activities with nursing faculty. Graduate assistant roles and responsibilities vary according to Nursing Division needs. To be eligible for appointment, an individual must be enrolled in graduate nursing coursework and remain registered during the entire appointment period. The appointment is renewable for a maximum of two years. Remuneration includes an amount of tuition reimbursement and a stipend. Students interested in applying should inquire with the Chair of the Division of Nursing. Applicants must submit a written resume and will be interviewed by the Chair of the Division of Nursing. Appointments are made based on the applicant’s qualifications and needs of the Nursing Division with preference to students enrolled in the Nurse Educator program of study.
Associated Programmatic Requirements

Computing Requirements
Summary of Projected Costs
Computing Requirements

All students registered for courses in Graduate Nursing Programs are expected to have basic computer competency. Computer competency is defined as a familiarity with computers, use of the internet, email, and word processing. The following table outlines basic computer requirements for graduate nursing programs.

It is required that all graduate students have a University of Mary email account, Microsoft Word, Microsoft Power Point, web cam, computer headset, and high speed internet access for communication and coursework. University of Mary email addresses will be assigned to each student. It is the student’s responsibility to manage that assigned email. The expectation is that students are reviewing their email accounts daily when engaged in coursework. All official university related communication will be sent through this email address. Browser compatibility requirements for Canvas, the Learning Management System students engage in coursework, are outlined here.

<table>
<thead>
<tr>
<th>Recommended PC Requirements</th>
<th>Minimum Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>64-bit (x64) dual core processor</td>
<td>4 GHz 32-bit (x86) or 64-bit (x64) single processor</td>
</tr>
<tr>
<td>4 GB of system memory</td>
<td>4 GB of system memory</td>
</tr>
<tr>
<td>120 GB hard drive</td>
<td>80 GB hard drive</td>
</tr>
<tr>
<td>DVD-ROM drive</td>
<td>DVD-ROM drive</td>
</tr>
<tr>
<td>Windows 7, Windows 8</td>
<td>Windows 7</td>
</tr>
<tr>
<td>Up to date antivirus</td>
<td>Up to date antivirus</td>
</tr>
<tr>
<td>Flash Player (Free)</td>
<td>Microsoft Security Essentials</td>
</tr>
<tr>
<td>Unity 3-D Web Player (Free)</td>
<td>AVAST</td>
</tr>
<tr>
<td>Adobe Acrobat Reader (Free)</td>
<td>Flash Player (Free)</td>
</tr>
<tr>
<td>Java or update to latest version (Free)</td>
<td>Unity 3-D Web Player (Free)</td>
</tr>
<tr>
<td>Webcam</td>
<td>Adobe Acrobat Reader for Mac (Free)</td>
</tr>
<tr>
<td></td>
<td>Java or update for Mac and get latest version (Free)</td>
</tr>
<tr>
<td></td>
<td>Webcam</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Recommended Apple Requirements</th>
<th>Free Antivirus Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apple OSX 10.8.4 (Minimum OSX 10.7)</td>
<td>Microsoft Security Essentials</td>
</tr>
<tr>
<td>OSX Up to date</td>
<td>AVAST</td>
</tr>
<tr>
<td>Sophos Antivirus - Free for Macs</td>
<td>Flash Player (Free)</td>
</tr>
<tr>
<td>Flash Player (Free)</td>
<td>Unity 3-D Web Player (Free)</td>
</tr>
<tr>
<td>Unity 3-D Web Player (Free)</td>
<td>Adobe Acrobat Reader for Mac (Free)</td>
</tr>
<tr>
<td>Adobe Acrobat Reader for Mac (Free)</td>
<td>Java or update for Mac and get latest version (Free)</td>
</tr>
<tr>
<td>Java or update for Mac and get latest version (Free)</td>
<td>Webcam</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Recommended Items</th>
<th>Software Specific to the Graduate and Distance Learning Education Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Microsoft Office Suite 2007, 2010, 2013 or Office 365 for Students</td>
<td>IBM SPSS Statistic Standard GradPack 23 for Windows (Mac version also available)</td>
</tr>
<tr>
<td>USB memory stick</td>
<td>- 6 Month Rental starting at $55</td>
</tr>
<tr>
<td>GoTo Meeting Codec (Free)</td>
<td>Go to: <a href="http://www.onthehub.com">www.onthehub.com</a> to download.</td>
</tr>
</tbody>
</table>

This package is only needed for NUR565 and those students who will be running statistics for student conducted research. 7/22/15

7/22/15
Summary of Projected Costs

Education is an investment of not only time and effort but also of fiscal resources. Such an investment is made to further career aspirations. Each graduate nursing program of study has unique monetary costs associated with them. For the benefit of student resource planning and in the spirit of being transparent, associated costs for each program are projected and published. Despite concern to attention, as a result of evolving program needs, these lists may not always be inclusive. All costs are approximate and subject to change.

Faculty are stewards of student resources and are mindful of expenses associated with graduate education. Care is taken not to require unnecessary expenditures.

Nurse Educator  \((prices\ subject\ to\ change)\)

| 2016-17 Graduate Tuition $570/credit | $23,940 |
| Program Technology Fees | $1625 |
| Liability Insurance Fee | $170 |
| *applied in NUR 580, 680 |
| Graduation/Degree Conferral Fee | $100 |
| Books | $2250 (approximate cost for new, hard copy texts) |
| Picture ID | $10 (if required) |
| Initial Criminal Background Check | $82.75 (approximate) |
| Thesis Binding at Welder Library | $25/copy (minimum of 2 required copies) |
| Other potential expenses | variable |

*Statistician, editor, proctor fees, transportation to clinical site, computer

Students are responsible for their own health insurance, transportation and associated costs related to clinical experiences.

Nursing and Healthcare Informatics  \((prices\ subject\ to\ change)\)

| 2016-17 Graduate Tuition $570/credit | $21,660 |
| Program Technology Fees | $1750 |
| Liability Insurance Fee | $85 |
| *applied in NUR 679 |
| Graduation/Degree Conferral Fee | $100 |
| Books | $TBD (approximate cost for new, hard copy texts) |
| Picture ID | $10 (if required) |
| Initial Criminal Background Check | $82.75 (approximate) |
| Other potential expenses | variable |

*Statistician, editor, proctor fees, transportation to clinical site, computer

Students are responsible for their own health insurance, transportation and associated costs related to clinical experiences.

Diploma / ADN to MSN: Nursing Leadership & Management  \((prices\ subject\ to\ change)\)

| 2016-17 Graduate Tuition $570/credit | $24,510 |
| Program Technology Fees | $1875 |
| Liability Insurance Fee | $85 |
| *applied in NUR 696 |
| Graduation/Degree Conferral Fee | $100 |
| Books | $2275 (approximate cost for new, hard copy texts) |
| Picture ID | $10 (if required) |
| Initial Criminal Background Check | $82.75 (approximate) |
| Other potential expenses | variable |

*Statistician, editor, proctor fees, transportation to clinical site, computer

Students are responsible for their own health insurance, transportation and associated costs related to clinical experiences.
Students are responsible for their own health insurance, transportation and associated costs related to clinical experiences.

**BSN to MSN: Nursing Leadership & Management** *(prices subject to change)*

```
2016-17 Graduate Tuition $570/credit $20,520
Program Technology Fees $1625
Liability Insurance Fee $85
    *applied in NUR 696
Graduation/Degree Conferral Fee $100
Books $2070 (approximate cost for new, hard copy texts)
Picture ID $10 (if required)
Initial Criminal Background Check $82.75 (approximate)
Other potential expenses variable
    *Statistician, editor, proctor fees, transportation to clinical site, computer
```

Students are responsible for their own health insurance, transportation and associated costs related to clinical experiences.

**MSN/MBA in Healthcare Administration Dual Degree** *(prices subject to change)*

```
2016-17 Graduate Tuition $570/credit $34,200
Program Technology Fees $2625
Liability Insurance Fee $80
    *applied in NUR 696
Graduation/Degree Conferral Fee $100
Books $3800 (approximate cost for new, hard copy texts)
Picture ID $10 (if required)
Initial Criminal Background Check $82.75 (approximate)
Other potential expenses variable
    *Statistician, editor, proctor fees, transportation to clinical site, computer
```

Students are responsible for their own health insurance, transportation and associated costs related to clinical experiences.

**Family Nurse Practitioner** *(prices subject to change)*

```
2016-17 Graduate Tuition $570/credit $49,020
Program Technology Fees $3250
Clinical Placement Fees $1000/course $5000
    *applied in NUR 567, NUR 590, NUR 720, NUR 836, NUR 959
Doctoral Course Fees $375/course $1875
    *applied in NUR 830, NUR 840, NUR 930, NUR 940, NUR 850
Acland Anatomy $50
    *applied in NUR 586
Clinical Key Access $375/course $1125
    *applied in NUR 519, NUR 569, NUR 850
Liability Insurance Fee $255
Graduation/Degree Conferral Fee $100
Books $5000 (approximate)
Shadow Health $99
Typhon System $80
Epocrates $99 (annually, approximate)
Picture ID $10 (if required)
Initial Criminal Background Check $82.75 (approximate)
Other potential expenses variable
    *Statistician, editor, proctor fees, transportation to clinical site, computer
```

Students are responsible for their own health insurance, Transportation, and Room and Board during Institute meetings and clinical experiences.
Nursing Practice Policies

Practical Experiences
Leadership Experiences Placement Procedure
Nurse Educator: Educational Experiences Placement Procedure
Family Nurse Practitioner: Clinical Experiences Placement Procedure
Timeline for FNP Preceptor Procedure
FNP Clinical Hour Policies
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Dress Code
Practical Experiences

During your graduate program you will be required to complete practical nursing experiences. The number of hours required in these experiences varies between program of study (Nursing Informatics [360 hours], Nursing Leadership & Management and Nurse Educator [500 hours], Family Nurse Practitioner [1180 hours]).

Hours spent in practical experiences fall into the following categories:

- Leadership Experiences (i.e., during NUR 613 students will spend time with nurse leaders)
- Education Experiences (i.e., Nurse Educators will be offering units of instruction in academic or healthcare settings)
- Clinical Experiences (i.e., FNP students will be in experiences providing direct patient care)

Practical experiences occur in healthcare organizations and academic settings. These settings often require such things as a(an):

- MOU (Memorandum of Understanding)
- Letter of Understanding
- Interagency Agreement (between University of Mary and an organization)
- Criminal background check information
- Immunization information
- HIPPA training

As a result, it will be important each student communicate early with their program coordinator and the Graduate Nursing Clinical Placement Liaison. In collaboration, the student; program coordinator; and Graduate Nursing Clinical Placement Liaison will determine documentation required by individual healthcare organizations and/or academic settings. Students are asked to refrain from seeking practical experiences without having been provided direction from their program coordinator.

Leadership Experiences Placement Procedure

In all graduate nursing programs students complete practical hours associated with leadership experiences. To help facilitate the differentiation of practical experience associated with direct patient care and those associated with non-direct patient care, these hours are referred to as “Leadership Experiences.” NUR 613 Leadership and the Future of Nursing is a course all graduate nursing students complete and one that has 80 Leadership Experience hours associated with it.

The Nursing Leadership and Management and Dual Degree curriculum contain two (2) additional courses that have Leadership Experiences hours associated with them (NUR 696, NUR 697 or 698). The Graduate Nursing Clinical Placement Liaison, course faculty, and graduate nursing students collaborate to meet the organizational needs of the site in which the student will be completing Leadership Experiences.

The process for this work is outlined below:

1. During the student’s first term of study, the Academic Liaison for Graduate Nursing or the Program Coordinator sends an e-mail to Graduate Nursing Clinical Placement Liaison (CPL) listing the names of graduate students with the anticipated date of enrollment in NUR 613.
2. The CPL will email students from these programs at least one semester in advance of that enrollment. This message will contain a welcome and an introduction of the CPL as the first point of contact with questions or concerns related to arranging the student’s Leadership Experiences. The CPL is available to serve as a liaison with the organization where the student intends to complete their Leadership Experiences.
3. Some organizations will require that an affiliation agreement be in place between the University of Mary and the organization. It is the student’s responsibility to notify the CPL at least 6 weeks prior to the Leadership Experience if the organization requires an affiliation agreement.

for Life.
4. Student and CPL works with the Chair of Graduate Nursing (heretofore referred to as “the Chair”) and/or the NA Program Coordinator to identify the Administrative contact person who will be best to contact at the organization as identified by the student.
5. CPL will send the organization:
   a. Copy of liability insurance.
   b. Any other documents required, e.g., Affiliation Agreement.
6. CPL will facilitate any affiliation agreements or contracts needed in collaboration with the Chair.
7. CPL will notify student when Leadership Experiences Hours paperwork is complete and in place.

Nurse Educator: Educational Experiences Placement Procedure

The Nurse Educator Program Coordinator, Graduate Nursing Clinical Placement Liaison (CPL), course faculty, and Nurse Educator students will collaborate to effectively plan and arrange preceptor facilitated student experiences during the Nurse Educator program. Arrangement procedures will be managed by the Graduate Nursing Program Office, the Nurse Educator Program Coordinator, and course faculty.

The steps that need to be followed for general preceptor arrangements for NUR 580 and NUR 680 include:
1. Student must submit their proposed preceptor for approval online via the Academic Setting Data Sheet (ASDS) at least one semester prior to the student’s enrollment in NUR 580 or NUR 680. The ASDS must be submitted online by the assigned deadline which will be communicated by the CPL to the students. The ASDS outlines the professional the student would like to have considered as a potential preceptor.
2. The CPL, NE Program Coordinator, and course faculty will review the ASDS, verify preceptor qualifications, and consider site appropriateness.
3. The CPL and NE Program Coordinator will determine if the preceptor and site are considered appropriate for the objectives related to that semester of study. Once reviewed, one of two processes will occur at the discretion of the program coordinator:
   a. CPL will choose to inquire with the potential preceptor.
   b. CPL will direct the student to inquire with the potential preceptor.
4. Once a preceptor has accepted a student, the CPL will notify the student placement has been secured. Two documents must be in place:
   a. Letter of Agreement. This signed letter allows an individual student to complete hours under the supervision of the selected preceptor. The letter of agreement contains the following information:
      • Student name
      • University or facility name
      • University or facility address
      • Timeframe and number of hours requesting
      • Preceptor’s name
      • Preceptor’s credentials
      • Enclosed with the letter of agreement will be a copy of the University sponsored liability insurance coverage on students, preceptor manual (which contains evaluation tools).
   b. Affiliation Agreement. If there is not a current agreement, the CPL will send an affiliation agreement to clinical site as a PDF. This document allows any approved University of Mary Graduate Nursing student to complete hours at this site until the agreement expires.
5. The CPL will create and send the Letter of Agreement, Affiliation Agreement, copy of liability insurance certificate, and a copy of the preceptor manual for the course to the approved preceptor. The letter of agreement and affiliation agreement must be signed and returned by the preceptor before initiating the educational experience.
6. The CPL will ask the preceptor if the clinical portion of the educational experience hours will be completed on-site (lab or SimLab setting) or at another healthcare organization(s).
a. If clinical portion will be completed at another healthcare organization, the CPL will contact
the organization to initiate an affiliation agreement with the organization and inquire about
any student health requirements or paperwork to be completed. This documentation may
include immunizations and certification requirements, background checks, and completion of
HIPAA/Orientation modules.

7. The CPL will notify the student when the placement paperwork is in place. The student will be
responsible for establishing his/her educational experience schedule in collaboration with his/her
preceptor. Course faculty will establish the timeframe within each semester for educational
experience completion to ensure necessary course material has been covered prior to the rotation.

8. The course faculty will conduct clinical site visits.

9. Upon completion of the educational experience, the student and the preceptor will complete online
evaluations of the educational experience and share these evaluations with each other. The
evaluations will be collated and reported by the CPL, Nurse Educator Program Coordinator, and
course faculty for assessment purposes.

Family Nurse Practitioner: Clinical Experiences Placement Procedure

The Graduate Nursing Clinical Placement Liaison, FNP Competency Coordinator, course faculty and FNP
students will collaborate to effectively plan and arrange clinical experiences throughout the student’s nurse
practitioner program. Arrangement procedures will be managed through the Graduate Nursing Program
Office. Below are the steps to be followed for general preceptor arrangements for NUR 567, NUR 568, NUR
584, NUR 720, NUR 836 and NUR 959.

Please note: Students are not allowed to inquire with prospective preceptors until granted permission
by the Graduate Nursing Clinical Placement Liaison. Care is taken to place the students with a preceptor
and a location that will best equip them to achieve required clinical competencies associated with that
course. While a goal is to place the student in a location in or near their home community, occasions do
arise that the student will be required to travel for their clinical experience.

Arrangements for all courses must include the following steps:

1. The student will complete and submit an online Preceptor Data Sheet (PDS) to the Graduate Nursing
Clinical Placement Liaison (CPL). The PDS must be submitted by the assigned deadline communicated
to students by the CPL. The PDS outlines the medical professionals the student would like to have
considered as potential preceptors.

2. CPL, FNP Competency Coordinator, and course faculty will review the PDS, verify preceptor
qualifications, and consider clinical site appropriateness.

3. The CPL and FNP Competency Coordinator will determine if the preceptor and clinical site are
considered appropriate for the clinical objectives related to that semester of study. Once reviewed,
one of two processes will occur:
   a. CPL will choose to inquire with the potential preceptor.
   b. CPL will direct the student to inquire with the potential preceptor.

4. Once a preceptor has accepted a student, two documents must be in place:
   a. Interagency Contract (agreement between the University of Mary and the organization where
      the clinical experience will occur).
   b. Letter of Agreement (an agreement between the preceptor and the FNP program). The letter
      of agreement contains the following information:
       • Student name
       • University name
       • Clinical Placement Liaison name
       • Phone number of the Clinical Placement Liaison
       • Timeframe and number of hours requesting
       • Preceptor’s name and address
Enclosed with the letter of agreement will be a copy of the University sponsored liability insurance coverage on students and a preceptor manual.

5. CPL will create and send the letter of agreement to the approved preceptor. The letter of agreement must be signed and returned by the preceptor before initiating the clinical experience.

6. The CPL, in collaboration with students, will ensure the preceptor and clinical site information is up to date in the clinical tracking system (Typhon®).

7. The student will be responsible for establishing their clinical schedule in collaboration with their preceptor within two weeks of receiving clinical placement confirmation. Course faculty will establish the timeframe within each semester for clinical placement completion to ensure necessary course material has been covered prior to the rotation. This timeframe, along with the means by which the preceptor would like to be contacted for scheduling, will be communicated to the student via the CPL.

8. Students are expected to enter this schedule into the clinical tracking system (Typhon®), as well as log each patient encounter and track daily time logs. The FNP Competency Coordinator and assigned clinic faculty from each respective course will monitor both the online clinical schedule and Typhon® patient encounter entries.

9. The FNP Competency Coordinator will communicate with preceptors at the beginning of the semester. This communication is meant to strengthen the connection between the preceptor and program faculty. The message will include the preceptor manual, reiterate student expectations and extend contact information for the preceptor to reach faculty. Near the midpoint of the student’s experience a site visit (in person, over the phone, or technologically facilitated) will be conducted to evaluate the student’s experience, the student’s performance and clinical site effectiveness. It is the student’s responsibility to schedule this site visit through an electronic sign up mechanism provided to them by the Graduate Nursing Office.

10. Upon completion of the clinical rotation, the student must notify the CPL. At this time, a third communication will be made to the preceptor. In this communication, the CPL will send the preceptor a student evaluation. Students must also complete an evaluation of the clinical site.

11. At the conclusion of the clinical rotation, the CPL will send the preceptor a thank you and a letter documenting the hours of service provided on behalf of the FNP Program and faculty.

Preceptor qualifications are verified by a number of means. One is from previous experiences of the preceptor with our program. Other means include web inquiries for bio’s commonly found on clinical agency pages and contacts to medical staff service or credentialing offices for verification of preceptor qualifications.

### Timeline for FNP Preceptor Procedure

**NUR 567**

60 clinical hours: 8 hours optometry, 8 hours cardiology, 8 hours dental, 8 hours elective - the remainder of clinical experiences in this course will occur in a laboratory setting during institute and through virtual simulation experiences with Shadow Health.

- Preceptor data sheet submission deadline: September 10th of student’s first year
- Fill out online and submit: [Preceptor Data Sheet (PDS)](#)

**NUR 590**

112 clinical hours: 16 hours mental health, 16 hours orthopedic sites, ~120 hours family practice.

- Preceptor data sheet submission deadline: October 30th of student’s first year
- Fill out online and submit: [Preceptor Data Sheet (PDS)](#)
NUR 720
150 clinical hours: 75 hours women’s health, 75 hours pediatric.
- Preceptor data sheet submission deadline: April 1st of student’s first year
- Fill out online and submit: Preceptor Data Sheet (PDS)

NUR 836
150 clinical hours: 40 hours hospitalist, 110 hours emergency division.
- Preceptor data sheet submission deadline: October 30th of student’s second year
- Fill out online and submit: Preceptor Data Sheet (PDS)

NUR 959
390 clinical hours: Students are required to spend greater than half of their NUR 959 clinicals in family practice. The preference is that all of these hours are with one provider. Students are able to focus the remaining NUR 959 hours with up to two other areas of care/preceptors (i.e., some students want to spend time in a practice area they feel weaker in, or some have potential areas of employment that are not family practice but they would like to spend in).
- Preceptor data sheet submission deadline for family practice hours and specialty hours (if applicable): April 29th of student’s second year
- Fill out online and submit: Preceptor Data Sheet (PDS)

Deadlines will be communicated by the Graduate Nursing Clinical Placement Liaison and are subject to change based on the overall needs of Graduate Nursing Program.

FNP Clinical Hour Policies

POLICY 1
Time dedicated to experiences with a licensed family nurse practitioner
- Of the 1100 clinical hours required between NUR 567, NUR 568, NUR 584, NUR 720, NUR 836 and NUR 959 courses, a recommended number of clinical hours with a family nurse practitioner is 275. The minimum number of clinical hours with a FNP that will be acceptable is 200.

POLICY 2
Maximum hours allowed in a clinical day
- A preceptor may be on call for a 24 hour period or longer, but the maximum number of hours a student may count towards their clinical in a 24-hour period is 16 hours. Furthermore, students may only log the hours they are actively engaged in patient care. On-call hours may not be logged.

POLICY 3
Potential employment or specialty practice hour allotment
- In the final practicum, NUR 959, the required total number of clinical hours is 390.
- A student who has a desire to spend hours outside of primary care for a population along the lifespan may do so for a total of no more than 150 hours during this course with up to two other areas of care/preceptors.

POLICY 4
Workshop attendance
- The number of workshop/conference hours that may be substituted for clinical/practicum hours are a total of 16 hours over 5 semesters.
- The student must receive approval prior to attending the workshop/conference.
- Respective course faculty will give the final approval.
• The workshop/conference topics must be related to the focus of that semester’s course or pertinent to primary care.
• The student may be required by course faculty to write a formal summary or reflection of conference.
• Prior to conference attendance the student will:
  ❖ submit to the course faculty copies of the workshop/conference agenda
  ❖ topic descriptions (if available in conference brochure)
  ❖ presenters’ credentials

POLICY 5
Review course hours allotted
• Students are encouraged to attend a certification exam review course in their final semester of this program.
• The total number of hours (travel and class time) that may be substituted for NUR 959 practicum hours is 25.

Policy on Drug Testing

If an agency requires drug testing, the student is responsible for any costs associated with this testing.

Student Health

HEALTH REQUIREMENTS
Up to date immunizations records must be made available by the end of the first term of study for all MSN students and by September 1st for DNP students. It is the student’s responsibility to obtain the necessary immunization health records, titers, or needed immunizations. All requirements are the student’s expense.

On request from an affiliated organization for which the student is engaged in a learning experience, the Graduate Nursing Program will share student immunization information. At times, affiliated organizations may have additional health requirements. In these situations, the student will be held responsible for compliance with these requirements.

Immunization requirements are defined in the Graduate Nursing Students Health Requirements Policy. Please refer to the Appendix for a copy of this policy.

Hepatitis B Information
Hepatitis B is transmitted from those who are acutely affected and from those who are carriers of the infection. Blood contains the highest concentration of Hepatitis B virus. Lesser concentrations of the virus occur in other body fluids, such as saliva and semen.

The virus can be transmitted from one person to another in the following ways:
• Following the transfusion of blood or blood products
• Around time of birth
• Exposure to infected blood
- Contaminated needles and syringes
- Sexual contact with an infected person
- Unapparent transfer, probably by blood

The major route of transmission of Hepatitis B virus is similar to that of HIV, except for the unapparent transfer. Unapparent transfer appears in household contacts. HIV is not transmitted in this way and is in general much less easily transmitted than Hepatitis B.

Reducing Spread of Hepatitis B

All University staff and students who come in contact with human blood or body fluid in such settings as a laboratory, a clinical setting, and possibly sporting settings are at risk of acquiring Hepatitis B. This risk can be reduced by observing the following safety precautions and by vaccination.

Checklist for infection control of acquiring Hepatitis B:
- Where processes involve human blood or body tissue, information is to be provided to all staff and students about risks and preventative measures to control Hepatitis B.
- Where processes involve human blood or body tissue, training is to be provided in safety precautions and monitoring of laboratory and clinical practices in accordance with Universal Precautions.
- Staff and students who are at risk of acquiring Hepatitis B are advised to be tested for antibodies for Hepatitis B and should be vaccinated if they are not immune.
- For students, advice on vaccination (or confirmation of their immune status) should be early in their studies and well before they are exposed to any risk.

Checklist for students at risk of transmitting Hepatitis B:
- Students who are Hepatitis (HBeAg) positive should seek expert advice in order to determine which activities or clinical practices are appropriate in view of their higher risk of transmitting the virus while HBeAg positive.
- Students who are HBsAg positive but HBeAg negative are to be reminded of the standard safety precautions that are necessary in all contacts with patients.

UNIVERSAL PRECAUTIONS

This document recommends that blood and body fluid precautions be consistently used for all patients, regardless of their blood-borne infectious status. This extension of the usually diagnosis-driven blood and body fluid precautions is referred to as "Universal Blood and Body Fluid Precautions" or Universal Precautions." Under Universal Precautions, blood and certain body fluids of all patients are considered potentially infectious for HIV, HBV, and other blood-borne pathogens.

Universal Precautions are intended to prevent parenteral, mucous membrane, and non-intact skin exposures of health care workers to blood-borne pathogens. In addition, immunization with Hepatitis B vaccine is recommended for health care workers who have exposures to blood.

Body Fluids to which Universal Precautions Apply

Universal Precautions are only directed towards those body fluids, which are capable of transmitting blood-borne viruses, not to all body fluids. The fluids, which are implicated, are as follows:
- Blood
- Semen
- Synovial fluid
• Cerebrospinal fluid
• Peritoneal fluid
• Breast milk
• Vaginal secretions
• Pericardial fluid
• Human tissues
• Pleural fluid
• Amniotic fluid

The fluids to which Universal Precautions do NOT routinely apply are feces, sweat, urine, nasal secretions, sputum, tears, and emesis. But if these fluids are blood-stained, then Universal Precautions do apply. Of course, routine infection control measures for the prevention of contact with other potential pathogens, such as Pseudomonas aeruginosa in the urine of catheterized patients, so still apply.

Implementation of Universal Precautions

Hand washing
Hands should be washed after every patient contact, and immediately if soiling with blood or body fluid occurs, and when gloves are removed. Any cuts of abrasions on the hands and forearms should be covered with occlusive tape, which should be impervious to moisture, and replaced when no longer effective.

Gloves
Should be worn when there is any likelihood of hands coming into contact with body substances, non-intact skin or mucous membranes. Gloves should be changed and the hands washed, between patients or when damaged.

Aprons
Clothing should be protected with a plastic apron or impervious gown if splashing or soiling is likely, such as when emptying a suction canister, or tending to a multiple trauma patient.

Masks/eye protection
Eyes and mucous membranes should be protected when splashing with body fluids is likely, such as with irrigation of wounds or when suctioning patients.

Needles and Sharps
It is best to dispose of used needle/syringe units in a sharps container at the point-of-use. If this is not possible, needles should be recapped using one hand, or alternatively, placed into a foil container (uncapped), and the whole container should be put into a sharps container at another location. Sharps should never be forced into an already full container, nor discarded into rubbish or linen containers. Assistance should be obtained prior to giving an injection to a restless or agitated patient. Care should be taken with "piggyback" IV infusions as the needles may dislodge.

Specimens
All specimens should be securely capped, and placed into a biohazard bag prior to transport to the laboratory.

Spills
Blood or body fluid spills should be cleaned up promptly while wearing the appropriate protective clothing. If Universal Precautions are correctly and logically applied, health care workers will be at very little risk from blood-borne pathogens in the course of their work.
Policy on Needle-Stick Injury

Students should take proper precautions to prevent needle-stick injury. If one should occur, the student must contact their instructor immediately and follow the procedures of the agency in which they are practicing.

If students are not in an agency or there is no needle-stick injury policy in the agency:

- Wash area of needle-stick injury for 10 minutes with antibacterial soap, chlorhexidine or betadine.
- Contact instructor.
- Obtain contact information (name, address, phone number) and permission to obtain blood specimen and medical information from person whose blood/body fluid contaminated the needle.
- Follow institution procedure for needle-stick if applicable.
- Contact personal health care provider. (If student does not have a personal health care provider, they may obtain care in an emergency division or through the University of Mary Student Health Clinic, if open).

Note: The University of Mary is not responsible for any charges incurred as a result of care or follow-up from needle-stick injury.

Policy on Care of Clients with Suspected Active Tuberculosis

In compliance with CDC guidelines, anyone caring for a client with suspected tuberculosis should wear a properly fitting specialized mask. Students may not care for clients with suspected active tuberculosis unless they have been properly fit-tested for a specialized mask used for clients in airborne precautions.

Liability Insurance

A group policy of liability insurance is provided by the University of Mary. As a practice discipline, nursing deals with the public and may be subject to litigation. Therefore, liability insurance is mandatory for all nurse graduate students. A separate fee will appear on the financial billing statement.

Confidentiality Policy

HIPAA BUSINESS ASSOCIATE AGREEMENT

The University of Mary has students studying in fields such as social work, nursing, physical therapy and occupational therapy. As part of their education, a student may participate in a training program at a facility which is a health care provider. Health care providers are now subject to the Health Insurance Portability and Accountability Act of 1996 (HIPAA). HIPAA establishes privacy standards for protected health information (PHI), which is individually identifiable medical information maintained in any form or medium. Pursuant to HIPAA, many health care providers at which university students are trained have required the university to enter into a HIPAA Business Associate Agreement. These agreements limit the use and disclosure of PHI.
To ensure compliance with its Business Associate Agreements, this university policy is established:

1. This policy shall be distributed to all university divisions that require students to participate in training programs with health care providers.
2. All such students shall be provided a copy of this policy by their division.
3. Any student, faculty member or employee of the University of Mary that possesses tangible PHI in any form or medium shall promptly forward the same and all copies thereof to the University’s office of Human Resources.
4. Upon receipt, the University’s office of Human Resources shall document the receipt and destruction of the PHI and all copies thereof.
5. Students returning from training programs may participate in classroom case discussion. In all events, no individually identifying information (such as name, geographical location, dates, telephone or fax number, email address, social security number or any other unique identifying number, characteristic or code, biometric identifier, or photographic image) whatsoever shall be disclosed. All discussion shall be limited to the classroom setting, shall remain confidential and shall not be further disclosed.

CONFIDENTIALITY & PRIVACY OATH

All nursing students are required to sign a Confidentiality & Privacy Oath as shown in the appendix. This document is part of the student online orientation. Students who complete the student online orientation and upload a signed document within the orientation course have met the requirement. Additional confidentiality statements may be required for specific nursing practice sites. If an organization has such a requirement, students will be required to comply with that organization’s expectations prior to engaging in any clinical/practical experience.

Transportation Policy

Students are responsible for their own transportation to all experiences related to their academic program of study. Students are not allowed to transport clients, due to liability concerns.

Certification Requirements

Certifications are a common expectation of the graduate nursing student. Students are responsible to locate, register and fund all required certification courses. The student is also responsible to forward a copy of each current certification card to the Graduate Nursing Office.

Family Nurse Practitioner students are required to achieve and maintain current certifications in Basic Life Support (BLS), Advanced Cardiac Life Support (ACLS), Pediatric Advanced Life Support (PALS) and Trauma Nursing Core Course (TNCC) by specific times in their Academic coursework. FNP students will be expected to hold current BLS certification by the time of enrollment to NUR 567 and ACLS certification by the time they enrolled in NUR 568 Common Health Problems of Maturing Adults. Students will be expected to hold current PALS prior to NUR 720 Primary Care of Women and Children Practicum and TNCC certifications by the time they enroll in NUR 836 Acute and Emergent Health Problems.

Nurse Educator students are expected to hold a current BLS certification by the time of enrollment in NUR 580.
Criminal Background Check Policy

The University of Mary Graduate Nursing Program requires completion and submission of a criminal background check on application to graduate nursing programs and annually thereafter. All applicants are expected to complete the background checks through CastleBranch or produce a background check, completed within the last calendar year, which evaluates the same data points investigated through CastleBranch. Any applicant, who is living outside of the US or who has not lived within the borders of the US for the last seven consecutive years, are required to also have an international background check completed.

All costs incurred in completing the criminal background checks are the responsibility of the student. Results from the criminal background check will be made directly available to the Graduate Nursing Office. Criminal background reports will undergo administrative review within the Division of Nursing. Certain convictions may be considered a disqualifying factor for academic admission or progression in the Graduate Nursing Program. It is the student’s responsibility to report any new criminal conviction(s) within 14 days from the date of the conviction(s) to the Chair of Graduate Nursing (regardless of whether an appeal is pending). Failure to do so may result in immediate dismissal from graduate nursing programs at the University of Mary.

Most clinical agencies require criminal background information. Students should be aware that offenses on their criminal background may prevent clinical placement or practical experiences at various agencies and therefore may impact their academic progression. On occasion, an agency may have a differing criminal background check policy. In this instance, a student would be required to be in compliance with both the individual agency policy and this policy.

All certification organizations, state nursing licensure boards, and the Drug Enforcement Agency (DEA) have criteria on criminal offenses and/or positive background checks. All offenses must be reported when applying for certification, licensure and/or DEA privileges. Criminal background process employed by this academic program may differ and/or not comply with policies from licensure or certification boards.

Students will be required to sign and return the Criminal Background Disclosure Form found in the Appendix. This release allows the Academic Liaison for Graduate Nursing, Clinical Placement Liaison, and graduate nursing program coordinators the authority to access and release a criminal background report to clinical agencies upon their request.

The criminal background check will be kept confidential and will be maintained in the electronic database, separate from the student’s academic file.

Licensure Requirements

Student must hold a current, unencumbered nursing license throughout their academic program. Students may be required to have a current nursing license not only in the state they work in but also in the state/s in which they participate in clinical or practical experiences.

Dress Code

CLASSROOM
Dress for classroom (lecture) is casual. Jeans, shorts, and sandals are acceptable. No hats are allowed during lecture. However, when students are scheduled to give presentations professional dress is required and expected.
PRACTICE SETTINGS
Students are to follow the facility's dress code.

Minimal requirements are:
- University of Mary or organizational assigned student nametag worn at all times.
- Dress should be neat, clean, practical, safe, and appropriate to staff duties and work area.
  Professional dress for females consists of dress slacks or skirt (skirts and dresses no shorter than three inches above the knee) and conservative top. Low cut, close fitting, or short tops which do not go below the waistline are unacceptable. Pants should fit at the waist as to not allow the showing of undergarments. Males should wear shirt and tie and dress slacks. Samples of clothing that are not allowed are: shirts with logos, team names, pictures, large brand names, mottoes. Nurse practitioner students are expected to wear lab coats during clinical experiences.
- Footwear should be professional. Shoes should be closed-toe and well-maintained. Tennis shoes, hiking boots, and flip-flops are unacceptable. White leather athletic shoes are acceptable in many clinics. Socks or hosiery must be worn.
- Hair should be clean and pulled back if appropriate. Visible body piercings, outside of simple ear piercing, should be avoided. Jewelry may include watches, appropriate rings, and small earrings. Nails should be clipped and clean.
- All students should be clean with no discernible body odor. The use of fragrances and colognes is not recommended as olfactory sense is often enhanced when ill.
- Tattoos should be covered as they might be considered offensive by patients or staff.
Communication
& Resources

Graduate Nursing Division Contact Information
UMary Email
Student Communication
Library Services
Career Services
Graduate Nursing Division Contact Information

The Nursing Division is found in the Casey Center for Nursing Education on the University of Mary campus, 7500 University Drive, Bismarck ND 58504.

The Graduate Nursing Office is staffed regularly. The Graduate Nursing Office number is (701) 355-8016 or (800) 408-6279 ext. 8016, and the fax number is (701) 355-8313.

UMary Email

Upon enrollment, each student is provided a University of Mary email account for official communication from University administrators and faculty. Students are responsible for all information sent to them through their University assigned email account. It is the responsibility of each student to check his/her University of Mary email on a frequent and consistent basis.

Students may expect to receive official information from the University regarding policies and procedures, special events, deadlines, changes in degree requirements, course schedule changes, regulatory changes, emergency notices, safety and security advisories, residence hall information, notice of student disciplinary action as well as other useful information from the Registrar, Office of Financial Assistance, the Business Office, Student Development, Academic divisions and individual faculty members. Teaching faculty will require students to utilize their University assigned email account for course content delivery, class discussion and instructor conferencing and may specify course related email policies in their syllabi.

The student is advised that the practice of forwarding email from one email account to another often results in lost or misdirected information. The University is not responsible for handling of the University email by outside vendors or servers.

The student may use his/her University assigned email account for personal use provided all use is consistent with the University’s “Acceptable Use Policies for Computers at the University of Mary.”

Please note: Your UMary email is different than your Canvas email. Canvas is an online learning management system where you will complete coursework. You can set your notifications in Canvas to alert you, via your Outlook inbox, as soon as a conversation is sent through the Canvas system. To set your Notifications, see Setting Canvas Notifications in Canvas.

When a message is sent through the Canvas inbox it is not the same as a message being sent through Outlook, your inbox in Canvas is really like its own email system. A message sent in Canvas is called a Conversation and should only be used to send instructors or fellow classmates a message.

Student Communication

A list of students’ names, land addresses, email addresses and phone numbers are kept in the Nursing Office for faculty use. It is a student’s responsibility to inform the Graduate Nursing Administrative Assistant, Division of Nursing, of any changes in name or address as soon as the change is made. Many communications to students are made by the means above; it is important that data is accurate.
Library Services

Access to current literature is central to professional nursing and successful graduate education. Upon presentation of proper credentials, students and faculty have access to the collections of Bismarck Public Library, Bismarck State College Library, Mandan Public Library, the North Dakota Library, St. Alexius Medical Center and Sanford Health Sciences Library.

Welder Library participates in local, regional, and national networks providing access to over 75 million volumes. Databases in nursing, medicine, and related fields provide full text for thousands of journals. Free electronic interlibrary loan service is available for all students.

Students can receive instructional or reference help in the library, via phone, or email.

Career Services

The University Career Services Office maintains an updated list of full- and part-time professional and non-professional employment opportunities. Students interested in full-time employment should register with Placement and Career Services to receive vacancy mailings and be referred to employers.

Services offered:
- Individual career counseling
- Fairs
- Mentor and job shadowing
- On-campus recruiting
- Marauders Jobs
- CLEP/DSST testing
- Assistance with applications
- Special events
- Salary surveys

University of Mary Career Services contracts with a vendor called CareerSpots who have put together short 1-2 minute videos on topics such as Job Search, Internships, and Careers. These videos are available to students 24/7 at www.umary.edu/careers.
Student Opportunities

Opportunities for Graduate Students Participation in Decision Making
Sigma Theta Tau
American Nurses Association
American Organization of Nurse Executives
American Association of Nurse Practitioners
State Nurse Practitioner Associations
Opportunities for Graduate Students Participation in Decision Making

The University of Mary Nursing Division values and seeks continued feedback from current students and alumni. There are a number of ways the graduate nursing student can participate in the decision-making related to the University and the doctorate and master’s programs in nursing.

Student input is vital to the maintenance of a quality program. Students are asked to evaluate courses and instructors each semester during the program. Each graduating student completes an exit program evaluation. Following graduation, graduates are asked periodically to evaluate the program and their preparation for graduate nursing practice. This feedback is utilized by faculty in ongoing curriculum development and revision.

In addition, students are asked to take an active role in the evaluation of the Graduate Nursing Program. Student representatives fill positions for each program and attend monthly program meetings. Students from online and each on site location and from varying stages in their respective program are sought to fill these roles.

Sigma Theta Tau

In May 1988, a chartering ceremony was held on the University of Mary for approved membership in Sigma Theta Tau, the National Honor Society of Nursing.

The purpose of the Society shall be to:
- recognize superior achievement
- recognize development of leadership qualities
- foster high professional standards
- encourage creative work
- strengthen commitment to the ideals and purposes of the profession
- provide unity and fellowship through social, educational and service activities
- scholarships

Eligibility requirements: Minimum GPA 3.0, rank in upper 35% of class, and demonstrate leadership potential.

Undergraduate and graduate students, as well as community nursing leaders are invited to join this organization each fall. Induction ceremonies are held annually.

American Nurses Association

The American Nurses Association is the only full-service professional organization representing the nation’s 3.4 million registered nurses (RNs) through its 54 constituent member associations. The ANA advances the nursing profession by fostering high standards of nursing practice, promoting the economic and general welfare of nurses in the workplace, projecting a positive and realistic view of nursing, and by lobbying the Congress and regulatory agencies on health care issues affecting nurses and the public.
American Organization of Nurse Executives

The American Organization of Nurse Executives (AONE) is the national organization of nurses who design, facilitate, and manage care. With more than 7,000 members, AONE is the voice of nursing leadership in health care.

Since 1967, the organization has provided leadership, professional development, advocacy and research to advance nursing practice and patient care, promote nursing leadership excellence and shape public policy for health care.

AONE's 48 affiliated state and metropolitan chapters and its alliances with state hospital associations give the organization's initiatives a regional and local presence.

Reference: AONE website http://www.aone.org/membership/about/welcome.shtml

American Association of Nurse Practitioners

The mission of the American Association of Nurse Practitioners (AANP), a full-service national professional membership organization for NPs of all specialties, is to lead NPs in transforming patient centered health care.

Reference AANP website: http://www.aanp.org/about-aanp

State Nurse Practitioner Associations

Most individual states have nurse practitioner associations. Students are encouraged to seek opportunities for involvement in professional nurse practitioner associations located in their respective states of residence.
Appendices

Organizational Chart
Health Requirements
Criminal Background Check Disclosure Form
Memorandum of Understanding
Test Proctor Requirements
Personal Injury Liability Waiver
Consent to Obtain Blood Sample
Authorization to Use Scholarly Work
Confidentiality & Privacy Oath
Consent to Photograph/Videotape
Picture Identification Refusal Form
Informed Consent
Degree Plan MSN: Nurse Educator
Degree Plan MSN: Nursing and Healthcare Informatics
Degree Plan ADN to MSN: Nursing Leadership & Management
Degree Plan BSN to MSN: Nursing Leadership & Management
Degree Plan MSN/MBA HC: Dual Degree
Degree Plan DNP: Family Nurse Practitioner
GRADUATE NURSING STUDENTS HEALTH REQUIREMENTS

It is the responsibility of the graduate nursing student to comply with the following requirements and provide documentation of all required immunizations prior to acceptance to the Graduate Nursing Program. Immunization records must be provided on letterhead or other form clearly labeled with the name of the provider or agency who administered the immunizations. Positive titers are acceptable evidence of immunity status.

Healthcare agencies that the student participates in clinical experiences have similar requirements. Failure to meet these expectations will prevent the student from entering a clinical experience.

Instructions:
1. All items listed, with the exception of Hepatitis B, are MANDATORY FOR ALL STUDENTS. Only persons born before January 1st, 1957 are exempt from having to submit this information.
2. Persons born before January 1st, 1957 must submit a copy of a valid driver’s license, passport, or birth certificate to establish proof of age.
3. Please label all pages of immunization records with appropriate identification including your current name if different from record.

<table>
<thead>
<tr>
<th>Immunizations Required</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Influenza Vaccine</strong></td>
</tr>
<tr>
<td>Submit proof of influenza vaccine within the last year</td>
</tr>
<tr>
<td><strong>Tetanus-diphtheria (Td or Tdap)</strong></td>
</tr>
<tr>
<td>Submit proof of a tetanus booster which is less than 10 years old</td>
</tr>
<tr>
<td><strong>Rubella (provide ONE of the following)</strong></td>
</tr>
<tr>
<td>Submit dates of immunization with live virus vaccine (after 1968 proof of TWO doses required)</td>
</tr>
<tr>
<td>Submit blood titer results proving immunity</td>
</tr>
<tr>
<td><strong>Mumps (provide ONE of the following)</strong></td>
</tr>
<tr>
<td>Submit date of immunization with live virus vaccine</td>
</tr>
<tr>
<td>Submit blood titer results proving immunity</td>
</tr>
<tr>
<td><strong>Rubella (provide ONE of the following)</strong></td>
</tr>
<tr>
<td>Submit dates of immunization with live virus vaccine</td>
</tr>
<tr>
<td>Submit blood titer results proving immunity</td>
</tr>
<tr>
<td><strong>Varicella (provide ONE of the following)</strong></td>
</tr>
<tr>
<td>Submit dates of immunization</td>
</tr>
<tr>
<td>Submit blood titer results proving immunity</td>
</tr>
<tr>
<td><strong>Tuberculin skin test (TB or PPD)</strong></td>
</tr>
<tr>
<td>Submit documentation of one of the following:</td>
</tr>
<tr>
<td>1. initial two step TB test and annual PPD within the last 12 months</td>
</tr>
<tr>
<td>2. results from T-SPOT.TB within the last 12 months</td>
</tr>
<tr>
<td>3. results QuantiFERON (QFT) within the last 12 months</td>
</tr>
<tr>
<td>4. results of either an initial T-SPOT.TB or QuantiFERON (QFT) and PPD within the last 12 months</td>
</tr>
<tr>
<td>Students with a positive past TB skin test must complete the annual TB questionnaire initially and annually, while enrolled.</td>
</tr>
<tr>
<td>While enrolled, annual PPDs, T-SPOT.TB, or QuantiFERON results are required.</td>
</tr>
<tr>
<td><strong>Hepatitis B</strong></td>
</tr>
<tr>
<td>Although not required, Hepatitis B vaccination series is highly recommended.</td>
</tr>
<tr>
<td>If completed submit dates of immunization or submit serology proving immunity.</td>
</tr>
<tr>
<td>Students who chose not to receive the vaccine must sign a form indicating they are familiar with the risks and decline the vaccine.</td>
</tr>
</tbody>
</table>
This disclosure form is pertinent to applicants and students currently enrolled in graduate nursing education.

According to the University of Mary Graduate Nursing Program Criminal Background Check Policy, a criminal background check is required to be completed on application to the University of Mary.

Students are required to sign a release of information form which is kept in their student file. The criminal background report will be shared with clinical agencies upon their request. Students who do not consent to disclosure of the criminal background report may not be allowed in the clinical site and therefore would not be able to progress academically. On occasion, an agency may have a differing criminal background check policy. In this instance, a student would be required to be in compliance with both the individual agency policy and this policy. The student is responsible for any costs incurred for all background checks.

Student Name: __________________________________________________________
Address: __________________________________________________________________
Phone: _____________________________ Date of Birth: ______________________

For student experiences affiliated with the University of Mary, I give my permission for information from this report to be shared with those agencies, organizations or individuals requesting it as part of standard procedure for accepting students within their respective settings.

Student’s Signature: _______________________________________________________
Date: ___________________________________________________________________
MEMORANDUM OF UNDERSTANDING
BETWEEN
THE GRADUATE NURSING FACULTY AND DIPLOMA / ADN TO MSN STUDENT

SUBJECT: Diploma / ADN to MSN: Nursing Leadership & Management Program Of Study

1. This document verifies that I understand that participation in and attainment of a Master’s degree in nursing through the completion of the Diploma / ADN to MSN: Nursing Leadership & Management program of study does not grant a baccalaureate degree.

2. There are some programs of study, such as the Nursing Leadership & Management program, that allow students to complete the program of study without the prerequisite baccalaureate degree.

3. Graduating from the University of Mary with a MSN in Nursing Leadership & Management does not involve granting a BSN and will not, therefore, entitle you to be accepted into programs of study which require a baccalaureate degree such as the University of Mary programs in Nurse Educator and Family Nurse Practitioner.

4. The graduate programs, including the Diploma / ADN to MSN: Nursing Leadership & Management program are accredited by the Commission on Collegiate Nursing Education.

5. Your signature indicates that you understand that participation in the Diploma / ADN to MSN: Nursing Leadership & Management program of study will not entitle you to a baccalaureate degree and will not substitute for a baccalaureate degree for those programs requiring one.

6. I understand that progression into the Diploma / ADN to MSN: Nursing Leadership & Management program is contingent upon successful completion of ALL required prerequisite courses. Students may be fully accepted to the University of Mary but are not accepted to begin the Diploma / ADN to MSN: Nursing Leadership & Management program until all prerequisite coursework is met.

____________________________________
Student Signature

____________________________________
Date
Memorandum

To: University of Mary FNP Students and Test Proctors
From: University of Mary Graduate Nursing Faculty
Date: July 21, 2016
Re: Test Proctor Requirements

Test proctors are utilized by University of Mary Family Nurse Practitioner students when the students are not present on campus and need to complete tests that are course requirements (i.e. preceptor experiences and online courses). The test proctor system is an integral part of the academic process and the maintenance of the academic integrity of University of Mary course materials is critical.

Test proctors are chosen by students and are approved by University of Mary Graduate faculty. Test proctors are informed of testing environment expectations prior to individual tests.

Test proctors may serve as a test proctor for a particular student for the duration of that student’s program of study. If a test proctor wishes to forego these responsibilities before the student graduates, he/she is asked to notify the student and University of Mary Graduate Nursing Office at 701-355-8016.

Test proctors must meet the following conditions:

- Cannot be related to the student in any way.
- Cannot be the student’s employee.
- Cannot be supervised by the student.
- Cannot live with the student.
- Must have a different mailing address than the student (If the test proctor and the student work together, there must be assurance that the test proctor’s mail cannot be obtained by the student).
- Must have an email address and be familiar with the use of Word attachments.
- Cannot receive the exam by a post office box address.
- Cannot have a present relationship with the student (peer, friend, clinical instructor etc.).
- Cannot be subsequently enrolled in the same program of study at University of Mary for a period of two years following service as a test proctor.
- Cannot have graduated from the same degree program at the University of Mary within a two year time period.

The Test Proctor Approval and Information Form are on the following page. This form must be completed and submitted to the proctor assignment page in the online orientation course (HUM 506). All proposed proctor applications will be reviewed for approval by the students’ respective program coordinator or the Academic Liaison for Graduate Nursing. Students will be contacted only in the event there is concern with the choice of proctor.

Dev 8/2015, Rev 7/2016
## Test Proctor Approval and Information Form

### Section A. To be completed by the student.

1. **Student Contact Information:**
   - Student Name:
   - Student ID Number:
   - Student Email Address:
   - (Area Code) Phone Number:

2. The proctoring service or individual that I am submitting for approval is (check all that apply):
   - [ ] An education officer or librarian at a community library, college, university, elementary or secondary school
   - [ ] A director of nursing, nurse coordinator, or nurse educator at a clinic or hospital.
   - [ ] A University of Mary faculty or secretary identified as a test proctor
   - [ ] A testing administrator at a college, university or private testing service
   - [ ] A military Learning Center or military officer of a higher rank the above-named student
   - [ ] Other Describe:

3. Fill in the test proctor’s name and organization:
   - Proctor/Testing Center Director Name:
   - Organization Name:

4. I (the student named above) agree to the following:
   - (1) to locate a test proctor or testing center and set up an appointment for my course exam(s), according to published dates;
   - (2) to arrange for fee payment for the proctoring services, if any; and
   - (3) to submit this form the test proctor for completion and to provide him/her with the proctoring instructions.

   I attest that the test proctor that I selected meets the criteria that are listed on the front page of the attachment

   AND

   The information that is written in Section A of this form is correct to the best of my knowledge

   **Student Signature:**

   **Date:**

   *Your electronic signature is the legally binding equivalent to your handwritten signature. Whenever you execute an electronic signature, it has the same validity and meaning as your handwritten signature.*
### Section B. To be completed by the test proctor.

1. Test Proctor Contact Information:

   Test Proctor Name:

   (Area Code) Phone Number:

   Test Proctor Title and Credentials:

   Organization:

   Street Address:

   City State ZIP:

   Email Address:

2. Please check YES or NO for the following statements:

   ☐ YES ☐ NO My contact information may be made available to University of Mary students in your area.

   ☐ YES ☐ NO Fees are assessed to students for services associated with proctored testing.

   (The student is responsible for any of these associated fees)

3. I certify that:

   1) To the best of my abilities, I will uphold the University of Mary Academic Conduct Standards (available at http://www.umary.edu/pdflibrary/studenthandbook.pdf)

   2) I have Internet access and email at the testing site that will allow me to a) receive instruction regarding testing environment expectations from faculty and/or b) download or receive PDF files and print them.

   3) I meet the qualifications for test proctoring as described on the cover memo of this Test Proctor Approval and Information document.

I attest that I meet the criteria for test proctors that are listed on the front page of the attachment

AND

The information in Section B is correct to the best of my knowledge.

Test Proctor/Testing Center Director Signature:

Date:

Your electronic signature is the legally binding equivalent to your handwritten signature. Whenever you execute an electronic signature, it has the same validity and meaning as your handwritten signature.

### Section C. To be completed by the test proctor.

1. Test proctors, please provide one reference whom may confirm your title and organization (all information required):

   Reference Name and Title:

   (Area Code) Phone Number:

   Reference Relationship to Test Proctor (ex. Coworker, supervisor, manager):

   Reference Organization:

   Street Address:

   City State ZIP:

   Email Address:

2. Please check YES or NO for the following statements:

   ☐ YES ☐ NO The above reference can attest to my integrity as a test proctor for the University of Mary student(s).

   ☐ YES ☐ NO The above reference has known or worked with me for three years or longer.
PERSONAL INJURY LIABILITY WAIVER

The University of Mary, Division of Nursing acknowledges nursing is a practice discipline with potential risks for personal injury. It is the responsibility of the nursing Division to inform students of this and insure proper instruction in the performance of skills and nursing care so as to minimize such risk.

It is the responsibility of the student to be prepared to correctly perform patient care and procedures in the nursing practice setting, and to follow all agency policies in the performance of skills and procedures.

The University of Mary does not provide personal health insurance for students and is not responsible for any expenses incurred by students as a result of personal injury during nursing practice. This includes physician or emergency care charges, laboratory and diagnostic testing, medication or follow-up care.

Potential hazards/injuries in nursing practice include, but are not limited to:

- Exposure to infective material such as blood (needle stick injury) or body fluids (sputum, stool, urine, emesis)
- Falls
- Muscular injury, especially back injury
- Exposure to hazardous materials such as radiation (x-ray), radioactive dye, cleansers, latex, anesthetic gases
- Assault

If a student experiences a personal injury as a part of a nursing practice experience, the student is required to notify the instructor immediately after the injury, and follow all agency policies regarding the injury.

As a student in the University of Mary Nursing program, I am aware of potential injuries that may occur as a result of nursing practice experiences and I agree to participate in such experiences despite the risk of personal injury.

I also agree not to hold the University of Mary responsible for any injury incurred as a result of nursing practice experiences.

Student Name: __________________________________________________________

Student’s Signature: _______________________________________________________

Date: ___________________________________________________________________
CONSENT TO OBTAIN BLOOD SAMPLE AND MEDICAL INFORMATION

Because another person was exposed to my blood,

- I agree to allow the primary medical provider of ___________________________ (student name) to contact my primary medical provider ___________________________ to obtain my medical history/information.

- I agree to have my blood drawn for testing for the presence of infectious disease.

Name: __________________________________________________________
Address: _________________________________________________________
Phone: _________________________________________________________________________
Signature: _______________________________________________________


AUTHORIZATION TO USE SCHOLARLY WORK

I hereby authorize examples of my Academic work may be copied and used as an example for other students or put on display for accreditation purposes. I understand that if this work is used as an example for other students all identifying information will be removed.

________________________________________________________________________

course name

________________________________________________________________________

description of work: homework, project, paper, etc.

________________________________________________________________________

student ___________________________ date __________

________________________________________________________________________

instructor _________________________ date __________
CONFIDENTIALITY & PRIVACY OATH

As a student or course faculty in a graduate nursing program at the University of Mary I, ___________________________________________________________________________ promise to hold confidential, verbal and written information received through observations of, direct contact with, or written and verbal material about, individuals or groups of individuals who are recipients of services from health care providers and organizations. I further promise to uphold, in good faith ethical obligations expected by the University of Mary and the Nursing Program concerning privacy, rights, and respect of all information related to individuals and healthcare organizations who are a part of the learning experience, directly or indirectly, including health information, organizational data, professionals, families, student peers, and support staff.

Student Name: _____________________________________

Student’s Signature: _______________________________________________________

Date: ___________________________________________________________________
CONSENT TO PHOTOGRAPH / VIDEO

I hereby authorize the use of my photograph by the University of Mary for educational and promotional purposes only.

Student Name: __________________________________________________________

Student’s Signature: ____________________________________________________

Date: ___________________________________________________________________

Program of Study: _______________________________________________________
PICTURE IDENTIFICATION REFUSAL FORM

I, ________________________________ (print full name) refuse to have my digital photograph placed on the clinical tracking system in the Division of Nursing at the University of Mary or used for printed class rosters to be shared with clinical facilities and preceptors. I may choose to have my picture uploaded in the future by informing the secretary for the Division of Nursing at any time. I understand that not having my picture on the website will have no effect on my Academic or clinical progress at the university.

Signature: _______________________________________________________

Date: _____________________________________________________________________
INFORMED CONSENT
STUDENT POLICIES AND PROCEDURES

By signing this informed consent I am acknowledging that I have read and understood the content of the Graduate Nursing Handbook. Furthermore, my signature implies my consent to comply with the policies and procedures delineated in the Graduate Nursing Handbook.

Signature: __________________________________________________________
Date: __________________________________________________________________
Program of Study: _____________________________________________________
# University of Mary

**DEGREE: MASTER OF SCIENCE IN NURSING**

**PROGRAM OF STUDY: Nurse Educator**

## Degree Plan

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address:</td>
<td>Phone:</td>
</tr>
<tr>
<td>City/State/Zip:</td>
<td>Alt Phone:</td>
</tr>
<tr>
<td>Student ID#:</td>
<td>Email:</td>
</tr>
<tr>
<td>Term:</td>
<td></td>
</tr>
</tbody>
</table>

### Pre-requisite:

<table>
<thead>
<tr>
<th>Year</th>
<th>Term</th>
<th>Course</th>
<th>Course Title</th>
<th>Credits</th>
<th>Plan Start Date</th>
<th>Plan End Date</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Graduate Statistics Course</td>
<td></td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Year | Term | Course | Course Title | Sem Cr | Start Date | End Date |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>HUM 506</td>
<td>New Graduate Student Orientation – Nursing</td>
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<tr>
<td>NUR 510</td>
<td>Healthcare Across the Population</td>
<td>3</td>
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<tr>
<td>NUR 551</td>
<td>Critique &amp; Design of Nursing Research</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NUR 566</td>
<td>Advanced Health Assessment for Nurse Educators</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NUR 521</td>
<td>Advanced Pathophysiology for Nurse Educators</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NUR 531</td>
<td>Principles of Pharmacology for Nurse Educators</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NUR 601</td>
<td>EBP &amp; Strategic Healthcare Decision Making</td>
<td>2</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>NUR 699</td>
<td>Preparation for Thesis</td>
<td>1</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>NUR 612</td>
<td>Professional Roles in Advanced Nursing</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NUR 580</td>
<td>Seminar in Nursing Education I (90 Hrs)</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NUR 680</td>
<td>Seminar in Nursing Education II (90 Hrs)</td>
<td>3</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>NUR 700</td>
<td>Thesis (120 Hrs)</td>
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<td></td>
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</tr>
<tr>
<td>NUR 611</td>
<td>Influential Nursing Leadership</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>NUR 701</td>
<td>Thesis Continuation (120 Hrs)</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NUR 648</td>
<td>Health Care Law &amp; Policy</td>
<td>3</td>
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</tr>
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<td>NUR 613</td>
<td>Leadership &amp; the Future of Nursing (80 Hrs)</td>
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<td>HUM 799</td>
<td>Graduate Student Assessment – Nursing</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Credit Hours:** 42

**Total Experiential Hours:** 500

**Estimated Completion Date:**

### Comments:

*HUM 506 will need to be completed in the term prior to starting actual coursework*

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Student ___________________________ Date ___________________________

Academic Advisor ___________________________ Date ___________________________
## University of Mary
### DEGREE: MASTER OF SCIENCE IN NURSING
#### PROGRAM OF STUDY: Nursing and Healthcare Informatics

### Degree Plan

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**Total Credit Hours:** 38  
**Total Experiential Hours:** 360  
**Estimated Completion Date:**

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# University of Mary

**DEGREE: MASTER OF SCIENCE IN NURSING**

**PROGRAM OF STUDY: Diploma / ADN to MSN Nursing Leadership & Management**

## Degree Plan

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| NUR 437 | The Professional Nurse | 4 |
| NUR 402 | Community as Partner | 3 |
| NUR 510 | Healthcare Across the Population | 3 |
| NUR 551 | Critique & Design of Nursing Research | 3 |
| NUR 611 | Influential Nursing Leadership | 2 |
| BUS 504 | Management & Organizational Behavior | 3 |
| NUR 601 | EBP/Strategic Hlthcr Decision Making | 2 |
| NUR 613 | Leadership and the Future of Nursing (80 Hrs) | 2 |
| NUR 612 | Professional Roles in Advanced Nursing | 3 |
| NUR 696 | Seminar & Service Project I (220 Hrs) | 3 |
| NUR 560 | App Hlthcr Econ, Finance, Budgeting | 3 |
| BUS 505 | Human Resource Management | 3 |
| BUS 630 | Current Issues in Healthcare Administration | 3 |
| NUR 697 | Seminar & Service Project II (200 Hrs) | 3 |
| NUR 648 | Healthcare Law & Policy | 3 |
| HUM 799 | Graduate Student Assessment – Nursing | 0 |

**Total Credit Hours:** 43

**Total Experiential Hours:** 500

**Estimated Completion Date:**

**Comments:** *HUM 506 will need to be completed in the term prior to starting actual coursework*

---

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**Student Date**

**Academic Advisor Date**
## University of Mary
DEGREE: MASTER OF SCIENCE IN NURSING
PROGRAM OF STUDY: BSN to MSN Nursing Leadership & Management
Degree Plan

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Total Credit Hours: 36
Total Experiential Hours: 500
Estimated Completion Date:

### Comments:

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Student ___________________________________________ Date __________________

Academic Advisor __________________________________ Date __________________
# University of Mary

**DUAL DEGREE: MSN / MBA**

**PROGRAM OF STUDY:** Healthcare Administration

**Degree Plan**

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**Total Credit Hours:** 60  
**Total Experiential Hours:** 500  
**Estimated Completion Date:**

**Comments:**  
*HUM 506 will need to be completed in the term prior to starting actual coursework*

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**University of Mary**

**DEGREE:** Doctorate of Nursing Practice  
**PROGRAM OF STUDY:** Family Nurse Practitioner  
**Degree Plan**

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**Pre-Requisite:**

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**Total Credit Hours:** 86  
**Total Clinical Hours:** 1180  
**Estimated Completion Date:**

**Comments:**  
*Attendance required on campus during Institute Week.*

I am aware of and understand the university’s add/drop and satisfactory academic progression policies. I understand it is my responsibility to notify university staff in a timely manner in accordance with the add/drop policy if I choose changes to my scheduled program of study.

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