# DOCTORAL STUDENT HANDBOOK

## Doctor of Nursing Practice (DNP) Program

## *Southern California CSU DNP Consortium*

*California State University, Fullerton*

*California State University, Long Beach*

*California State University, Los Angeles*

*Schools of Nursing*

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# SECTION I: GENERAL INFORMATION
# DNP Student Handbook

## WELCOME TO THE SOUTHERN CALIFORNIA CSU DNP CONSORTIUM

The *DNP Student Handbook* was developed by the School of Nursing faculty to assist you as you work toward your goal of furthering your education and career in nursing. The information contained in this *Handbook* provides detailed explanations of the Consortium's mission, philosophy, policies, and procedures. It is important that you read your *Handbook* thoroughly, ask for clarification of any part you do not understand, and keep it for reference throughout your enrollment in the program.

In addition to the *DNP Student Handbook* there are several other resources you should utilize routinely. It is important that you obtain a copy of the CSUF *University Catalog* for reference while you are enrolled in the DNP Program as CSUF is the administrative campus for the Southern California CSU DNP Consortium. You will note that there are sections in the *DNP Handbook* that refer to the *University Catalog* on specific university policies. Students are expected to be familiar with all university student and academic policies. The School of Nursing policies conform to those of the University, as well as to the College of Health and Human Development (CHHD), of which it is a part.

The *Registration Guide*, found in your Titan Online, also contains information for students enrolled in the DNP Program. The front of the *Registration Guide* lists important policies, procedures, dates, and deadlines for the semester. Information related to classes offered is given under each Department's section of class listings. Registration dates, policies, and a worksheet are included.

Finally, the CSUF website http://www.fullerton.edu/ offers an incredible amount of university information and resources. For example, in the Graduate Studies site, http://www.fullerton.edu/graduate/, you can find important dates and deadlines, student responsibility guidelines, and graduate forms. The School of Nursing website http://nursing.fullerton.edu/ also has a wealth of information including the Mission and Philosophy, the Graduate Program, the DNP Student Learning Objectives, as well as scholarship resources and technology information.

The faculty and staff are pleased that you have been accepted into the joint CSU Fullerton/Long Beach/Los Angeles DNP Program. Each of you is entering upon a new endeavor by returning to school and we are sure you have questions about what will be encountered along the way! It is our hope that this *Handbook*, which has been prepared to answer questions you may have about the program and to provide information to assist you during your DNP program, will help to allay some of the anxiety that you may have concerning what lies ahead.

We are excited to begin our mutual journey of exploration and new learning and hope that you are too. **WELCOME!**

## The Doctor of Nursing Practice and the Southern California DNP Consortium Program

The program's emphasis is that of a professional practice degree, which will be required for entry into advanced nursing practice. "The purpose of the DNP…is to prepare practitioners to take the knowledge created by researchers and theoretical scholars and use it in the delivery of services and advancement of policies that support high-quality health care. The scholarship of the DNP prepared nurse focuses on integration, application, and teaching of knowledge…They will be able to exploit the evidence base to strengthen evidence-based practice[1]." We regard the DNP, a professional practice doctorate, as an extremely demanding and rigorous academic experience to prepare nurses to assume the highest levels of nursing professional practice.

In addition to developing advanced competencies in evidence-based practice, leadership, health policy and advocacy, graduates will develop in-depth skills in a focused area of nursing practice. Students will complete a total of 1,000 clinical hours in practicum experience. The program provides rich opportunities for practice experiences so graduates achieve the essential competencies upon graduation. The end of program integrative clinical scholarship provides synthesis and expansion of the learning and also provides the clinical context in which the final research for the doctoral project is completed. There is a minimum of 6 units of preparation for the faculty role, including curriculum development and teaching methods. Students may also take practice teaching as an elective.

The curricular design of the program has been based on the *Essentials of Doctoral Education for Advanced Nursing Practice* (AACN, 2006) and learning outcomes have been mapped to the nine essentials specified by the AACN.

The pedagogy for this program is geared to adult learners who come with a strong clinical focus and expertise. Thus, active learning strategies are favored, with an emphasis in searching the literature and reviewing practice to become experts in translating knowledge to improve patient care and outcomes. Not only will they be users of research, but will be able to implement applied research and evaluation in a variety of settings. Classroom and clinical experiences in the DNP are designed to provide systematic opportunities for feedback and refection, as well as involvement with experts in nursing and other disciplines. Throughout the program, faculty will serve as mentors to these advanced practice nurses and foster their development in critical analysis skills and professional leadership.

As a joint program, the CSU Fullerton/ Long Beach/Los Angeles Schools of Nursing have brought expertise to the development of the program and will serve as the specialty faculty for the role development and Integrative Clinical Scholarship courses. We believe that a synergy of ideas and approaches from faculty's varied areas of nursing expertise enriches the learning and experiences of the DNP student.

The Mission, Program Goals and Student Learning Objectives are found in the Appendix A.

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[1] Edwardson, S.R. (2010). Doctor of Philosophy and Doctor of Nursing Practice as complementary degrees. *Journal of Professional Nursing, 26* (3), 137-140. DOI: 10:1016/jprofnurs.2009.08.004

## TEACHING/LEARNING PHILOSOPHY

Teaching is a complex, interactive, and outcome-focused operation. Based on a body of evidence, it promotes disequilibrium and contributes to learners' growth. Well applied evidence-based teaching strategies takes into account learning goals, student diversity (including learning styles), and faculty and student resources. Teaching strategies are matched to student learning styles, reflect on-going formative and summative assessment, and are driven by the ideal of continuous improvement. The teacher focuses on learners and provides environments that facilitate student learning where desired learner outcomes (cognitive, affective, psychomotor) are achieved.

Liberal learning that prepares students to live responsible, productive, and creative lives is the foundation of professional nursing education. Nursing education fosters a well-grounded intellectual resilience, a disposition toward lifelong learning, and an acceptance of responsibility for the ethical consequences of ideas and actions (*Statement on liberal learning,* 1998). Liberal education requires a respect for truth, recognition of the importance of context (e.g., historical, cultural), and examination of connections among formal learning, citizenship, and community service.

Integration of liberal education and nursing education comes from faculty members guiding students to build bridges between key concepts in both. In a practice discipline such as nursing, assisting students to make these connections is the basis or foundation for development of clinical judgment skills required for professional nursing practice (American Association of Colleges of Nursing [AACN], 2008). Students must achieve competency with critical thinking, communication, ethical decision-making, evidence-based practice, and information literacy. Information literacy enables students to recognize when information is needed and locate, appraise and effectively incorporate salient information.

Ideally, nursing education takes place in an environment that promotes true transdisciplinary experiences where individuals from each discipline show mutual understanding and respect towards and for the other's discipline and contribution. Such transdisciplinary practice is patient-centered, results oriented and enhances care effectiveness for patients (Greiner & Knebel, 2003).

The teaching and learning philosophy that will guide our DNP program is congruent with the DNP *Essentials*. Thus, the faculty through innovative teaching strategies will strive to inspire students to become advanced practice nursing leaders dedicated to excellence in patient care and change agents transforming nursing practice in all care settings.

# DOCTOR OF NURSING PRACTICE STUDENT LEARNING OUTCOMES

***Mission Statement***

The Southern California DNP Consortium is committed to providing a quality doctoral education program, which is accessible to a diverse student population of advanced nursing practice specialists. In doing so, we strive to be a center of excellence in nursing education. We endeavor to be proactive in meeting societal health imperatives for nursing practice, leadership, and education. We are committed to promoting the health of individuals, populations, and communities through innovative educational partnerships, faculty, scholarship, and service; and to the preparation of graduates who share these values and who demonstrate their commitment throughout their nursing careers.

***Program Goals***

1. To prepare graduates who can provide culturally sensitive care within a frame work of scientific and professional accountability and function independently in a variety of settings, including direct specialty practice and indirect practice as leaders or educators.

2. To prepare graduates who demonstrate commitment to lifelong learning for personal and professional growth.

***DNP Program Student Learning Outcomes***

The DNP learning outcomes were derived from the Consortium Schools' mission and philosophy statements and reflect current educational and professional standards, including the American Association of Colleges of Nursing's *Essentials for Doctoral Education.*

***Ethics***

1. Develop and /or evaluate effective strategies for managing the ethical dilemmas inherent in advanced nursing practice at individual, family, community, and population levels, health care organizations and information systems, and research.

***Professional Practice***

1. Utilize appropriate theories and evidence from nursing and related fields to provide high quality, accountable healthcare to diverse clients including diagnosis and management in advanced practice, to evaluate outcomes, to develop and evaluate new practice approaches, and to evaluate and improve healthcare delivery systems, practice guidelines and health policy.

2. Access, analyze, interpret and develop information at the individual/family, community/population, and organizational levels to provide high quality health care and health education, initiate change, and improve nursing practice and health care outcomes.

3. Utilize principles of instructional design to develop, promote learning outcomes, and evaluate nursing and health education curricula.

***Clinical Scholarship (EBP)***

1. Use a systematic approach to identify, analyze and diagnose actual or potential problems within a variety of health care settings, and develop, evaluate, manage, and test possible

solutions based upon highest level of evidence available, allowing for innovative solutions.

2. Demonstrate competence in knowledge application activities: the translation of research in to practice, the evaluation of practice improvement of the reliability of health care practice and outcomes, and participation in collaborative research.

***Communication (Interprofessional Collaboration)***

1. Demonstrate effective oral and written communication, including the use of informatics, with clients, colleagues, and diverse groups to foster effective interprofessional collaboration to promote optimal health outcome in individuals/families/communities/populations and within healthcare organizations, and to disseminate professional practice findings.

## CONSORTIUM NURSING FACULTY

The faculty members of the Nursing Consortium come from some of the most prestigious universities in the United States. They are accomplished educators and are committed to student achievement of outcome objectives. The student should refer to the individual campus websites for a listing of their faculty members. Students will have the opportunity to work with faculty who have expertise in their advanced practice specialty especially during the culminating doctoral project.

**CSUF SCHOOL OF NURSING SPECIALTIES**

- **Nurse Anesthesia**
- **Nurse-Midwifery**
- **Nurse Practitioner (Women's Health)**
- **Leadership**
- **Public Health**

**CSULA SCHOOL OF NURSING SPECIALTIES**

- **Nurse Practitioner – Women's Health, Pediatric, Adult**
- **Leadership**
- **Acute Care Nurse Practitioner**

**CSULB SCHOOL OF NURSING SPECIALTIES**

- **Nurse Practitioner – Women's Health, Pediatric, Adult – Geriatric, Family, Psych/Mental Health**
- **Adult Clinical Nurse Specialist**
- **Leadership**
- **Public Health**

# SECTION II: DNP CURRICULUM

The DNP program consists of 36 units of post-master's courses with 5 core components: Evaluation and Measurement Core, Management and Leadership Core, Practice Core, Integrative Clinical Scholarship Core, and Faculty Development Core.

The DNP program offers small, intimate classes where learning can flourish. The program is offered in a supportive, congenial atmosphere.

## CURRICULUM

### Evaluation and Measurement Core

**NURS 600 Biostatistics for Advanced Practice Nurse**−Provides DNP students with the necessary skills and knowledge to interpret research that employ multivariate statistical techniques. Topics include choosing correct statistical methods; descriptive, univariate and multivariate statistics; probability; estimation and hypothesis testing; and use of a statistical software package. (3 units)

**NURS 605 Advanced Evidence-Based Practice in Nursing**−Advanced research course focused on reading, interpreting, and evaluating studies using quantitative and qualitative methods in nursing and other health care disciplines; develop initial literature review for integrative scholarship proposal. (3 units)

**NURS 615 Epidemiology and Clinical Prevention**−Emphasis on application of epidemiological principles and approaches related to health and illness in at-risk populations. Epidemiological models and inquiry are used to determine population needs and promote interventions to enhance health-related quality of life and prevent illness. (3 units)

**NURS 620 Informatics in Healthcare**−Use of information systems/technology resources to implement quality improvement initiatives and support practice and administrative decision-making. Topics include standards and principles for selecting and evaluating information systems and patient care technology, and related ethical, regulatory, and legal issues. (3 units)

### Management and Leadership Core

**NURS 610 Leadership, Management and Economics in Advanced Practice Nursing**− Emphasis on analyzing leadership theories and organizational models within healthcare delivery systems. Principles of change theory, financial management, strategic planning, program development and implementation are evaluated. Application focuses on fiscally sound leadership management in providing healthcare for individuals and populations. (3 units)

**NURS 630 Healthcare Politics, Ethics and Advocacy for Nurses**−Critical appraisal of how national and international health policies, advocacy efforts, ethics, and economics

impact health care delivery and its outcomes and influence advanced practice nursing. Development of health care policy, delivery models, reimbursement mechanisms, and economic perspectives are investigated. (3 units)

**Practice Core**

**NURS 640 DNP Clinical Practicum: Professional Role Development**−Supervised clinical opportunities in selected clinical settings to enhance professional role development in advanced nursing practice. Synthesis of prior graduate learning experience; focus on evidence-based best practices to enhance safety, quality and efficiency in the student's nursing specialty area (135 clinical hours). Course may be repeated for credit up to 12 units, as needed to complete required practice hours at the DNP level. (3 units)

**Integrative Clinical Scholarship Core**

**NURS 697A Integrative Clinical Scholarship I: Evidence-based Practice**−Advanced research/laboratory course focused on analysis of history/role of DNP, role transition, interprofessional collaboration and leadership, clinical microsystems thinking, project development and management within healthcare systems. Includes principles of grantwriting and development of DNP project proposal. (135 clinical hours) (3 units)
**Prerequisite:** NURS 605

**NURS 697B Integrative Clinical Scholarship II: Evidence-based Practice**−
Implementation of DNP project within a clinical setting using integration of theory and evidence-based change from nursing science and other disciplines. Emphasizes incorporation of principles of practice inquiry and evidence-based practice. Integration of core DNP concepts and competencies (135 clinical hours). (3 units)
**Prerequisite:** NURS 697A

**NURS 697C Integrative Clinical Scholarship III: Evidence-based Practice**−Within a clinical setting, evaluation and completion of the DNP project. Emphasizes incorporation of principles of practice inquiry and evidence-based practice. Integration of core DNP concepts and competencies (135 clinical hours). (3 units)
**Prerequisite:** NURS 697B

**Faculty Development Core**

**NURS 510 Development and Evaluation of Nursing Curricula**−This course reviews the major components of, and processes for, curriculum development and program evaluation. Students analyze a curriculum and utilize a program evaluation model to recommend curricular revisions. (3 units)

**NURS 512 Instructional Design in Nursing Education**−Behavioral, cognitive, constructivist learning theories, related concepts and their implications for designing instruction for patients, populations, staff, or nursing students. Develops critical thinking about desirable cognitive outcomes when designing educational experiences. (3 units)

# PROGRESSION WITHIN THE DNP PROGRAM

A study plan is provided for appropriate progression throughout the doctoral curriculum. Coursework is scheduled to allow full-time work. Students who do not follow the recommended part time study plan are not guaranteed prompt progression through the program; students following their recommended study plan are given priority for entrance to classes before students who are off study plan.

Students will be placed on academic probation if they receive a grade less than a "B" for graduate courses. Once a student is placed on academic probation, the student has the option of remediation. A course with a grade of B- or less may be repeated once. Students will be advised that their progression of study may be interrupted if the course where the unacceptable grade is received is prerequisite to others that follow. Students will need to remediate the next time the course is taught, which may cause a delay as courses are only taught once each year. This option can only be used once. A student who receives a second unacceptable grade in another course while in the program will be dismissed from the Southern California CSU DNP consortium program.

**Probation and Disqualification**
A graduate student is subject to academic probation if a cumulative GPA of at least 3.0 (B) is not maintained. A listing of students subject to probation is reviewed each semester by the Office of Graduate Studies (OGS). The OGS will, with the advice of the Program Coordinator, disqualify a graduate student who is on academic probation if the student does not, or cannot, raise the study plan course work cumulative GPA to 3.0 by the completion of the second regular semester (exclusive of summer sessions) following the session in which the cumulative GPA failed to meet the minimum 3.0 standard.

Disqualification will remove a student from graduate standing and prevent further enrollment in the university.

A graduate student may be placed on probation, or may be disqualified, for reasons other than cumulative GPA. These reasons include repeated withdrawal, failure to progress toward an educational objective, non-compliance with an academic requirement, and inappropriate behavior as defined in the Student Bill of Rights and Responsibilities, and in the Academic Dishonesty sections of the University Catalog.

**DNP Project—refer to Appendix B (DNP Guidelines)**
Doctoral education, whether practice or research, is distinguished by the completion of a specific project that demonstrates synthesis of the student's work and lays the groundwork for future scholarship. The DNP primarily involves mastery of an advanced specialty within nursing practice. Therefore, other methods must be used to distinguish the achievement of that mastery. The doctoral project may take a number of forms. One example of a final DNP product is a practice change initiative. This may be represented by a pilot study, a program evaluation, a quality improvement project, an evaluation of a new practice model, a consulting project, or an integrated critical literature review. Additional examples of a DNP final product could include manuscripts submitted for publication, systematic review, research utilization project, practice

topic dissemination, substantive involvement in a larger endeavor, or other practice project. The theme that links these forms of scholarly experiences is the use of evidence to improve either practice or patient outcomes. The final DNP project produces a tangible and deliverable academic product that is derived from the practice immersion experience and is reviewed and evaluated by an academic committee. The final DNP product documents outcomes of the student's educational experiences, provides a measurable medium for evaluating the immersion experience, and summarizes the student's growth in knowledge and expertise. The final DNP product should be defined by the academic unit and utilize a form that best incorporates the requirements of the specialty and the institution that is awarding the degree. Whatever form the final DNP product takes, it will serve as a foundation for future scholarly practice. (DNP Essentials, 2006).

The doctoral project will reflect evaluation of practice, interpretation and use of research findings in practice, and/or participation in collaborative research. The project thus will contribute to practice-based evidence, evidence-based practice, or practice inquiry. See Appendix B for further information on the doctoral project process.

**IRB Requirements**

All Institutional Review Board (IRB) procedures associated with the DNP program shall conform to the policies and requirements of each of the participating Consortium campuses. Human subject approvals and reviews, including where required the review of doctoral projects, shall be administered by the student's home campus and coordinated by Fullerton. Copies of all IRB approvals and doctoral projected associated with the DNP program shall be provided to and be on file at Fullerton.

Appropriate Institutional Review Board (IRB) approval shall be obtained to conduct any research involving human subjects. Failure to obtain required IRB approval prior to collection of data on human subjects may disqualify a student from further use of those data. The doctoral project committee chair shall advise the student regarding human subjects review requirements and regarding compliance with IRB regulations. The proposal shall contain either:

a. Human subjects research documents that have been submitted to the IRB regarding the proposed doctoral project research, if applicable or;

b. Required materials pertaining to human subjects research that have been completed but not yet submitted to the IRB, if applicable.

## DNP Study Plan

| | | | |
|---|---|---|---|
| **Year 1** | Fall | NURS 600 Biostatistics for APN (3)<br>NURS 605 Advanced Evidence-Based Practice in Nursing (3)<br>NURS 630 Healthcare Policy, Ethics and Advocacy for Nurses (3) | **9 units** |
| | Spring | NURS 620 Informatics in Healthcare (3)<br>NURS 615 Epidemiology and Clinical Prevention (3)<br>NURS 697A Integrative Clinical Scholarship I: Evidence-based Practice (3) | **9 units** |
| | Summer | NURS 640 DNP Clinical Practicum: Professional Role Development (3)<br>NURS 610 Leadership, Management and Economics in Advanced Nursing Practice (3)<br>***Qualifying Doctoral Assessment (Late Summer or Early Fall)*** | **6 units** |
| **Year 2** | Fall | NURS 697 B Integrative Clinical Scholarship II: Evidence-based Practice (3)<br>NURS 510 Development and Evaluation of Nursing Curricula (3) | **6 units** |
| | Spring | NURS 697C Integrative Clinical Scholarship III Evidence-based Practice (3)<br>NURS 512 Instructional Design in Nursing Education (3)<br>NURS 516 Nurse Educator Practicum (3) − Elective<br>***Doctoral Project Defense*** | **6-9 units** |
| | | Total Units | **36-39** |

# SECTION III: CSUF GUIDELINES FOR GRADUATE STUDIES

CSUF is the lead administrative campus for the Southern California DNP Consortium. Student enrollment is maintained at CSUF, and students are governed under CSUF academic policies for graduate students. Financial aid is administered through the Fullerton Campus. Students in this joint program also have access to all library and student services on the Long Beach and Los Angeles campuses.

The DNP program requires a doctoral project as a culminating process for the degree. You are encouraged to visit the Graduate Studies website at www.fullerton.edu/graduatestudies for more detailed information for submission deadlines. Information at the Graduate Studies site is in addition to the guidelines for the Doctoral Project found in Appendix B.

Important information concerning selected CSUF policies is given below. You should consult the *University Catalog* or the appropriate CSUF website (see www.fullerton.edu for the CSUF home page) for more detailed information about any policy or requirement of the university.

## UNIVERSITY ADMISSION REQUIREMENTS

Applicants seeking admission to the D.N.P. program must have:

1. A master's degree, from an accredited institution, in nursing or a health related field (i.e., public health or health administration) and national certification as an advanced practice registered nurse (CNM, CNS, CRNA or NP) for preparation as clinicians, leaders or educators,

   OR

   A master's in nursing from an accredited institution in nursing leadership or administration, nursing education, or community health nursing for preparation as nurse educators or nurse leaders. National certification in a clinical nursing specialty is preferred and must be attained by the end of the first year of D.N.P. study.
2. A grade point average of at least 3.5 on a 4.0 scale in overall graduate coursework.
3. Pre-requisite courses for admission include master's level coursework in Advanced Physical/Health Assessment, Advanced Pathophysiology and Advanced Pharmacology. Also required is a course in inferential statistics or its equivalent. Students with a degree other than nursing will be required to make up deficiencies in preparation, such as nursing theory, research, and transcultural nursing.
4. Current, unrestricted California RN licensure or eligibility and advanced practice national certification and national furnishing/prescriptive authority, if applicable, current CPR card (BCLS; ACLS for Acute Care Nurse Practitioners; and for Nurse Anesthesia, ACLS and PALS), medical clearance 2 (physical exam, PPD or chest x-ray, MMR, Tdap, Hepatitis B, Varicella, and Influenza immunizations), proper automobile licensure and insurance are also required.
5. Eligible for credentialing within clinical site(s) as appropriate.
6. Three letters of reference and a personal written statement of purpose.
7. Official documentation of nursing practicum hours attained during the master's degree program or the post-master's certificate program.
8. Completion of the School of Nursing Application and proof of university application.
9. Completion of interviews and on-site writing sample, as requested,
   A. Graduate Record Examination results may be submitted but are not required.
   B. Students must maintain current documents (e.g., medical clearance, immunizations, insurance, licensure, certification and clear background check) while enrolled; requirements may change.

*Note*: All applicants, regardless of citizenship, whose preparatory education was principally in a language other than English, must demonstrate competence in English by taking the TOFEL test. A minimum score of 550 (paper) or 213 (computer) on the TOEFL Test is required. A score of 7 or above on the IELTS exam is also acceptable. Questions should be directed to Admissions and Records.

## GRADUATE STANDING: CONDITIONALLY CLASSIFIED

Students who have deficiencies in prerequisite preparation or in GPA may be considered for admission in conditionally classified status with the approval and recommendation of the appropriate authorities. Students admitted in this status may subsequently be granted classified status in an authorized graduate program if professional, personal, scholastic, or other standards are met.

## GRADUATE STANDING: CLASSIFIED

Classified standing is normally granted when all prerequisites have been satisfactorily completed, the official study plan formulated, recommendation made by the appropriate graduate adviser to the associate vice president, Academic Programs who gives final approval. An eligible student may be granted classified standing prior to the first registration or during the first semester of study.

It is the student's responsibility to initiate the request for classified standing by making an appointment with their faculty adviser during the first semester of study. A student is not officially classified until an approved study plan is on file in the Graduate Studies Office (GSO). The student will be sent a copy of the approved study plan. Copies will be filed in the academic unit, university records and GSO.

## TRANSFER CREDIT POLICY

Doctoral students may be able to transfer a limited number of course units in meeting the requirements for a doctoral degree. Such work can only be accepted with **prior** approval of both the Graduate Adviser and the Office of Graduate Studies. The use of transfer credits on the student's study plan is subject to the following:
Each course must:

- Have been taken at an accredited college or university
- Be acceptable for credit toward a graduate degree at the institution where the course was taken
- Have been completed with a grade of B or better
- Not have been used in meeting the requirements for another earned degree
- Have been completed within the student's 5-year time limit

In addition, all transfer units are subject to the same policies in effect for the DNP Study Plan. Course work taken at another institution after admission to CSUF as a doctoral student is rarely accepted for credit toward the doctoral degree. Such work can only be accepted with **prior** approval of both the Graduate Adviser and the Office of Graduate Studies. All approved transfer units and grade points will be entered on the CSUF transcript at graduation.

## PETITION FOR VARIANCE IN ACADEMIC (DNP) REQUIREMENTS

Students may submit a petition, available on the nursing website, for a variance in academic requirement. The petition should be submitted to the Director of the DNP Program with all supporting information. The petition will be reviewed by the DNP Executive Committee at its next regularly scheduled meeting and the decision will be rendered within 30 days of the Executive Committee meeting.

No substitution course work will be considered on the DNP study plan without prior approval of the DNP Director and the Office of Graduate Studies.

## FINANCIAL INFORMATION

Financial aid is available from a variety of programs funded by federal, state, university and private sources. These include grants, scholarships, loans and employment opportunities. Nursing students are eligible for many forms of financial aid available to the general student body as well as for those specific to health/nursing majors. Additional scholarships or grants are described in the university *Scholarship and Awards Bulletin* published every December. The *Bulletin* is available from the Financial Aid Office and The Graduate Studies Office. Limited numbers of Graduate Equity Fellowships are available through the Graduate Studies Office.

Information on state grants and federal loan programs is available at www.fullerton.edu/financialaid or in the Financial Aid Office. Students interested in applying for assistance can call University Financial Aid at 657- 278-3125 or visit in person at UH-146. The School of Nursing website, www.nursing.fullerton.edu, has more information on scholarships available to nursing students.

# DNP – DETERMINATION OF CLINICAL HOURS

A ***minimum*** of 1,000 hours of practice post-baccalaureate as part of a supervised academic program is required to prepare DNP graduates to achieve the *DNP Essentials* and nursing specialty competencies. Hours toward the DNP clinical practicum are awarded based on prior master's or post master's practicum experiences in an academic program and completion of the DNP Clinical Practicum: Professional Role Development clinical practicum and the Integrative Clinical Scholarship series of courses. The Campus Coordinators of the DNP program shall validate clinical hours and complete the *Determination of DNP Clinical Hours* form that is kept in the student's permanent file.

**Determination of Clinical Hours to be Awarded for Prior Master's or Post Master's Practicum Experiences**

It is the responsibility of the DNP student to present documentation of the total number of practicum hours completed in his/her advanced nursing practice program. Validation of the total number of clinical practicum hours may be achieved by the following:

- A letter of verification from an appropriate nursing administrator responsible for the master's program from which the student graduated. The letter shall indicate the total number of practicum hours completed by the student during the program of study. This number is then used toward the required ***minimum*** of 1,000 hours of practice post-baccalaureate.
- A letter from a national nursing certification agency attesting to the minimum number of clinical practicum hours required for certification in the student's advanced nursing practice area at the time that the student was certified. The student is credited with the identified minimum number of practicum hours which is used towards the required ***minimum*** of 1,000 hours of practice post-baccalaureate.

Documentation of prior practicum hours in an advanced practice program provided will be reviewed by the Director or the Campus Coordinators of the DNP program for acceptance towards clinical hour requirements in the program. This review will be conducted after the student has accepted admission to the program and prior to the second week of the first semester of enrollment. The student will meet with the Campus Coordinator to sign the *Determination of DNP Clinical Hours* form to document that the student has been duly informed.

**Determination of Clinical Hours to be Awarded for DNP Coursework**

In addition to prior clinical hours completed prior to admission to the DNP, all students shall complete a minimum of 540 clinical hours during their DNP. The DNP course of studies includes 405 hours dedicated to Integrative Clinical Scholarship coursework and a minimum of 135 hours of Professional Role Development clinical coursework. All students must complete at least three (3) units of Professional Role Development regardless of the number of hours awarded for prior master's or post-master's clinical practicum experiences. Students whose prior master's or post master's practicum experiences is judged to be less than 460 hours will need to complete additional Professional Role Development clinical coursework. They will be advised of this requirement as noted in the section above.

**CSU Fullerton / Long Beach / Los Angeles**
**DNP Program**

***Determination of DNP Clinical Hours***

**I. Determination of Clinical Hours to be Awarded for Prior Master's or Post Master's Practicum Experiences**

A. Source of documentation of prior master's or post master's practicum experience. **Note:** Such documentation must be retained as a permanent record in the student's file.

___ Letter from an appropriate administration (document name below)

_____

___ National Certification Organization Documentation (document title below)

_____

___ Other (document name/title below)

_____

B. ____ **Total number** of prior master's or post master's practicum experience in the area of advanced nursing practicum awarded

_____ _____
Signature of Campus Coordinator & Date Signature of Student & Date

**II. Clinical Hours Awarded for DNP Coursework**

A. ____ Clinical hours through Professional Role Development course(s)
B. ____ Clinical hours in Integrative Clinical Scholarship
C. ____ **Total number** of clinical hours awarded in DNP coursework

**III. Summative DNP Clinical Hours**

____ **Total number** of DNP Clinical Hours Awarded (sum of I.B and II.C)

_____ _____
Signature of Campus Coordinator & Date Signature of Student & Date

## DNP PROGRAM ADVISERS, FACULTY ADVISERS, STUDENT SUPERVISORY COMMITTEES

Doctoral degree programs are developed and approved in accordance with procedures and regulations established by Title 5 of the *California Code of Regulations*, actions of the Board of Trustees, Chancellor's Office directives, and Academic Senate policies.

All graduate programs shall establish a **Graduate Committee** (Graduate Program Committee) responsible for recommending all major actions concerning a student's admission to, advancement in, and completion of, the DNP program. The program will also identify a coordinator referred to as the **Graduate Program Coordinator**. Specific functions and decisions regarding individual students' programs may be delegated to the DNP Director, who may, in turn be assisted by individual **Faculty Coordinators** from California State University, Long Beach and California State University, Los Angeles.

A doctoral project chair provides for the supervision of a student's culminating experience. Each student will have a doctoral project committee, consisting of three persons. Two of the committee members will be doctorally prepared faculty members from an academic setting; ideally, one of these members is knowledgeable in the area of the student's nursing specialization or specific project topic. It is recommended that the third person be from the clinical setting where the project is being done. The project chair will be a committee member from academia who will lead the final clinical practica (Integrative Clinical Scholarship I, II and III).

The student will defend the final doctoral project in a public oral presentation followed by private questioning of the Doctoral Project Committee. The final defense of the capstone project serves as the final oral comprehensive examination for the DNP program. This oral examination serves to determine that the student has met all the requirements of the capstone project and has completed a project reflective of practice doctoral level academic and clinical work.

## GENERAL REQUIREMENTS FOR GRADUATION WITH A DOCTORAL DEGREE

In order to graduate with a DNP degree, students must meet university as well as School requirements. To be granted a Doctoral degree, a student must have been classified, advanced to candidacy, and completed a satisfactory pattern of study in an approved field. Each student's program for a doctoral degree (including eligibility, classified standing, candidacy, and award of the degree) must be approved by the Graduate Program Adviser, and the Graduate Studies Office. To assist you in this process, a DNP Program Checklist is available in Appendix C. For further information, students should consult the School of Nursing or the Graduate Studies Office.

## UNIVERSITY WRITING REQUIREMENTS

DNP students must meet the University Writing Requirement. Students can demonstrate meeting the University Writing Requirement by:

- Having passed the upper-division writing requirement at any CSU campus;
- Having passed with a grade of C (2.0) or better an upper-division writing course at another university equivalent to a course, which meets the CSUF requirement. Such equivalence must be certified by the department or program responsible for the student's academic work;
- Passing with a grade of B (3.0) or better the 3 unit NURS 505B: Seminar in Nursing Research course at CSUF; or
- Scoring a minimum of 4.0 on the Graduate Record Exam (GRE) Writing Assessment.

## ADVISEMENT AND STUDY PLAN

A student remaining in continuous attendance in regular semesters and continuing in the same curriculum may elect to meet degree requirements in effect at the time of admission or at the time of completion of degree requirements. University policy provides that each student's program for the doctoral degree shall be under the guidance of a faculty adviser. During the first year, the DNP Advisor for each campus provide guidance; Dr. Penny Weismuller for Fullerton, Dr. Margaret Brady for Long Beach, and Dr. Tom Barkley for Los Angeles. During the second year, the faculty who is chairing the student's doctoral project committee provides advisement.

It is the student's responsibility to arrange appointments for advisement and other information. As a minimum, students should obtain advisement

- ***either prior to or during the first semester of attendance;***
- when requesting classified standing; and
- when applying for a graduation check prior to the final semester

It is advisable for the student to maintain a personal file of transcripts and other evidence of grades and achievements, and to have these documents available whenever seeing an adviser. (It is essential that the student inform the Graduate Program Coordinator or the School of Nursing Administrative staff of any changes in address, phone numbers or e-mail!)

## STUDY PLAN

Each student is required to file a **General Study Plan** with the Graduate Studies Office. This plan will be generated during the initial meeting with the Faculty Advisor in the student's first semester.

The general requirements for the doctoral degree study plan include:

- A minimum of 36 approved semester units, or more, as determined by the School of Nursing

- A minimum of 24 semester units in residence (does not include transfer of CSUF extension credits)
- 500 and 600 level courses only. Title 5 transfer unit policy
- No more than 12 semester units for a doctoral project
- None of the following: correspondence courses, credit by examination, or similar.
- No courses with nontraditional grades (e.g., CR, S, P) and no grade on the study plan below a C
- A minimum GPA of 3.0 (B) in all courses attempted to satisfy requirements for the degree
- Completion or satisfactory validation of all study plan courses within 5 years starting with the earliest course on the study plan A qualifying doctoral assessment at the completion of the first year of the program
- A culminating experience, the doctoral project
- The student shall have completed all requirements for the degree within five years of matriculation in the doctoral program. The appropriate campus authority may extend by up to two years the time for completion of the requirements under the following circumstances:

  (1) the student is in good standing,
  (2) the extension is warranted by compelling individual circumstances, and
  (3) the student demonstrates current knowledge of research and practice in advanced nursing practice, as required by the campus.

The approved study plan is valid as long as the student maintains continuous enrollment in the program. Changes in the plan can be made by requesting such to the Program Adviser on the appropriate form. No course may be removed from the plan after a student has taken it.

## CANDIDACY AND GRADUATION

A student who has been granted classified standing is normally advanced to candidacy after the student files a request for graduation; and, the graduate program adviser makes an affirmative recommendation based on student's GPA and successful completion of the general study plan. The degree is awarded upon the satisfactory completion of all state and university requirements, the specific program requirements, the recommendation of the appropriate graduate adviser and committee, and the approval of the faculty and the Office of Graduate Studies.

It is highly recommended that all work for the degree, except final course examinations, be submitted by the last day of classes, in order to assure granting the degree by the end of the semester in question. **It is the student's responsibility *to file an application for a graduation check and pay the graduation and diploma fee prior to the beginning of the final semester.*** Forms are available at the Admissions and Records information counter, Graduate Studies Office, and the Registrar's Office graduation unit.

The application for graduation initiates a review of degree requirements and formal approval by the faculty as well as serving as the order for the diploma. The last date to file the application is listed in the front cover of the *Registration Guide* for each semester. ***Candidates for August graduation must file their requests prior to registration for the spring semester***.

Commencement ceremonies are held only at the end of the spring semester. Students completing requirements at the end of fall and spring semesters and during the following summer may participate in those ceremonies. ***Graduation ceremonies are held in May and all students for the Doctor of Nursing Practice are scheduled to complete their course of study in the spring semester.*** Additional information is sent to concerned graduates by the Registrar's Office during the final semester. Arrangements for cap, gown and hood rental can be made in the campus bookstore.

# CSUF ACADEMIC REQUIREMENTS

## Grade Point Average

Overall CSUF policy for grading is described below. ***Individual departments may require a higher standard as is the case in the School of Nursing*** (see School of Nursing Graduate Program grading standards below). **A graduate degree student is expected to earn a 3.0 average in all units attempted subsequent to admission to the program**. In addition, a graduate degree student must earn a 3.0 average in all courses taken in the program (including prerequisites). Only grades of A or B are considered satisfactory for DNP study plan courses. If a student receives a grade less than a Bon a study plan course, the course must be repeated and passed with a grade of B or better. A course may be repeated only once. This will necessitate a longer progression to degree, as each course is only taught once each academic year and all pre-requisite courses must be completed before starting the Integrative Clinical Scholarship sequence. A second grade of less than B will result in dismissal from the DNP program and disqualification from the University.

If permission is given to repeat a course, both grades are used to calculate the GPA. However, successful repetition of a course originally passed carries no additional unit credit toward a degree. When a course is added, the original course stays on the study plan and both grades received shall be used to calculate the GPA. Requests for course work changes on the study plan must be approved by the Graduate Program Coordinator and the Office of Graduate Studies prior to registration. If the GPA, at any time, falls below such a level that it cannot be raised to 3.0 within the prescribed limits, this has the effect of disqualifying the student from the DNP degree program.

## Probation and Disqualification

A student enrolled in a doctoral degree program will be placed on academic probation if either the graduate or the Study Plan grade point average falls below 3.0. A Doctoral student may also be placed on probation for reasons other than graduate and/or Study Plan grade point average. This is known as administrative-academic probation. The reasons for this may include repeated withdrawal, failure to progress toward an educational objective, non-compliance with an academic requirement, failure to demonstrate a level of professional competence or fitness commensurate with the standards of the student's discipline, or inappropriate behavior as defined in the Student Bill of Rights and Responsibilities and in the Academic Dishonesty sections of the University Catalog (see "University Regulations").

Doctoral students will be allowed two semesters on academic probation, following the semester in which the grade point average fell below the minimum 3.0 standard, before being subject to

disqualification. Students will remain on administrative-academic probation contingent upon conditions required for their continuing in the program. The Graduate Studies Office maintains a list of students on probation and subject to disqualification.

The associate vice president, Graduate Programs and Research (or designee), in consultation with the student's graduate program adviser, will disqualify a doctoral student who is on probation if the student does not, or cannot, raise the Study Plan and graduate grade point average to 3.0 by the completion of the second regular semester following the semester in which the grade point average fell below the minimum 3.0 standard.

If a student's grade point average becomes so low that it cannot be raised to 3.0 within the prescribed limits of coursework, the student will be disqualified from the doctoral program.

***In Nursing, disqualification occurs for more stringent grade requirements. See section below on grading standards in the Doctoral Program.***

Students placed on probation for reasons other than grade point average will be disqualified if

- the conditions for removal of administrative-academic probation are not met within the period specified;
- the student becomes subject to academic probation while on administrative-academic probation; or
- the student is removed from administrative-academic probation and subsequently becomes subject to administrative-academic probation for the same or similar reasons as originally placed on probation.

Disqualification removes a student from graduate standing and prevents further enrollment in university courses (except through University Extended Education). A student who has been disqualified from the doctoral program may not apply for readmission to that program. Appeals related to doctoral degree probation or disqualification should first be directed to the school graduate program adviser. Please contact the Graduate Studies Office for further information and procedures.

## STUDENT BILL OF RIGHTS AND RESPONSIBILITIES

The University *Student Bill of Rights and Responsibilities* (UPS 300.001) is based on the concept that the student-faculty relationship is a partnership that is one of co-learning toward common objectives. The foundation of this relationship is trust and respect among the students, administration, and faculty of CSUF. The complete document can be read by accessing either of the following websites: www.fullerton.edu/handbook/policy, or www.fullerton.edu/deanofstudents.

## ACADEMIC INTEGRITY

Academic dishonesty includes but is not limited to cheating on examinations or assignments, unauthorized collaboration, plagiarism, falsification/fabrication of university documents, any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor), assisting or allowing any of these acts, or the attempt to commit such acts.

Cheating is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent, or unauthorized means. Examples of cheating include, but are not limited to, the following: using notes or aides (including electronic devices) or the help of other students on tests and examinations in ways other than those expressly permitted by the instructor, or any acts which defeat the intent of an examination, plagiarism as defined below, and collaborating with others on any assignment where such collaboration is expressly forbidden by an instructor. Violation of this prohibition of collaboration shall be deemed an offense for the person or persons collaborating on the work, in addition to the person submitting the work. Documentary falsification includes forgery, altering of campus documents or records, tampering with grading procedures (including submitting altered work for re-grading), fabricating lab assignments, or altering or falsifying medical excuses or letters of recommendation. Plagiarism is defined as the act of taking the work (words, ideas, concepts, data, graphs, artistic creation) of another whether that work is paraphrased or copied in verbatim or near verbatim form and offering it as one's own without giving credit to that source. When sources are used in a paper, acknowledgment of the original author or source must be made through appropriate citation/attribution and, if directly quoted, quotation marks or indentations must be used. Improper acknowledgment of sources in essays, papers, or presentations is prohibited.

The initial responsibility for detecting and dealing with academic dishonesty lies with the instructor concerned. An instructor, who believes that an act of academic dishonesty has occurred, is obligated to discuss the matter with the student (s) involved. The instructor should possess reasonable evidence with respect thereto, such as documents or personal observation. In this meeting, and throughout the process, every effort should be made to preserve the integrity of the educational relationship between instructor and student. The student should be given the opportunity to respond to the complaint. If the violation is discovered during the offering or grading of the final exam, the instructor may assign a mark of "RP" until the instructor has an opportunity for such a meeting. Also because the student may challenge the allegation, he or she must be allowed to attend all classes and complete all assignments until the appellate process is complete. When necessary, such discussion may be conducted by telephone or electronic mail.

However, if circumstances prevent consultation with student(s), the instructor may assign an appropriate academic sanction (subject to student appeal). An instructor who is convinced by the preponderance of the evidence (the greater weight of the credible evidence) that a student is responsible for academic dishonesty, shall perform the following actions:

1. Assign an appropriate academic penalty, including, but not limited to: oral reprimand; "F" or "O" on the assignment; grade reduction on assignment or course; or "F" in the course. Factors to take into consideration in assigning a grade sanction include:

normative sanctions for comparable acts, severity of the offense (academic gain or potential academic gain if the action had gone undetected), harm or potential harm to other students in the class, premeditation of the act.

2. Report to the student(s) involved, to the Director of the DNP Program, to the Director of the School of Nursing , and to the Dean of Students Office, Judicial Affairs, the alleged incident of academic dishonesty, including relevant documentation, actions taken by the instructor including grade sanction, and recommendations for additional action that he/she deems appropriate. The written report should be distributed as soon as possible, preferably within 15 calendar days from discovery, but not later than 30 calendar days after the first day of classes of the regular semester (fall or spring) following the grade assignment.

The Dean of Students Office, Judicial Affairs, shall maintain a disciplinary file for each case of academic dishonesty with the appropriate documentation. Students shall be informed that a disciplinary file has been established and that they have an opportunity to appeal the actions of the instructor under the Academic Appeals Policy. Dean of Students Office, Judicial Affairs may initiate disciplinary proceedings under Title 5, Section 41301 and Executive Order1043. Sanctions which may be assessed include but are not limited to: warning, probation, educational sanctions, removal from academic program, suspension, expulsion, denial of admission or enrollment in university classes including Extended Education.

When two or more incidents involving the same student occur, the Dean of Students Office, Judicial Affairs shall initiate disciplinary proceedings. A student may appeal any sanction assessed for a charge of academic dishonesty under UPS 300.030, “Academic Appeals.” If the Academic Appeals Board accepts the student’s appeal then the disciplinary file will be purged. If a student does not appeal the instructor’s action or if the Academic Appeal Boards rejects the student’s appeal the disciplinary file will be maintained in a confidential file in the Dean of Students Office, Judicial Affairs for a minimum of seven years. Disciplinary probation and suspension are noted on the student’s academic record during the term of the probation or suspension. A permanent notation will be made on a student’s academic record if he or she is expelled from the university. A second academic integrity violation usually results in suspension from the university for a period of time. See resources about student conduct at http://www.fullerton.edu/deanofstudents/Judicial/index.asp

## ACADEMIC APPEALS AND STUDENT GRIEVANCES

The Academic Appeals Board (UPS 300.031) hears student complaints about grading and academic integrity charges following the process delineated in UPS 300.030. http://www.fullerton.edu/senate/documents/PDF/300/UPS300-030.pdf

Procedures for student grievances are published in policy statements on student rights and responsibilities. http://www.fullerton.edu/senate/documents/PDF/300/UPS300-000.pdf

## DISCRIMINATION

The California State University does not discriminate on the basis of race, color, national origin, sex, religion, sexual preference, marital status, pregnancy, age, or disability in the educational programs or activities it conducts. Such programs and activities include but are not limited to admission of students, employment and intercollegiate athletics. Discrimination is prohibited by Title VI and Title VII of the Civil Rights Act of 1964, as amended, Title IX of the Educational Amendments of 1972, and Sections 503 and 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990, including all subsequent amendments and administrative regulations adopted there under by the Department of Education.

Inquiries concerning compliance with these Acts and implementing regulations should be addressed to:

Rosamaria Gomez-Amaro
Director, Diversity and Equity Programs, CSUF
College Park 700, 657- 278-3951

Paul K. Miller
Director, Disabled Student Services, CSUF
University Hall 101, 657- 278-3117

Office of Civil Rights
Regional Director, Region IX
Old Federal Building
50 United Nations Plaza, Room 239
San Francisco, CA. 94102

## OTHER POLICIES

Other policies related to students include the *Sexual Harassment Policy, Alcohol and Drug Use Policy, Drug Free Use Policy, and Computer Policy*. CSUF Discipline Policies include the *California Code of Regulations, Title V, Article 2, Student Discipline; Academic Dishonesty, University Policy Statement* (UPS 300.021); *Repetition of Courses* (UPS 300.015); and *Academic Appeals Policy* (UPS 300.030). Each of these policies can be accessed via www.fullerton.edu/deanofstudents or through the Academic Senate, www.senate.fullerton.edu.

# SECTION IV: SCHOOL OF NURSING POLICIES AND OTHER INFORMATION

## ADMISSION PROCESS

Applicants must meet both CSUF and Southern California CSU DNP Consortium requirements for admission to the DNP program. Students must complete application materials for both the University and the DNP Consortium. Application to the University is completed on CSU Mentor and all other materials should be sent to the CSUF School of Nursing in one packet. Failure to do so will prevent the application from being processed

**Requirements for Admission to the DNP program**[1]

1. A master's degree, from an accredited institution, in nursing or a health related field (i.e., public health or health administration) ***and*** national certification as an APRN (CNM, CNS, CRNA or NP) for preparation as clinicians, leaders, or educators;

   **OR**

   A master's in nursing from an accredited institution in nursing leadership or administration, nursing education, or community health nursing for preparation as nurse educators or nurse leaders. National certification in a clinical nursing specialty is preferred.
2. A grade point average of at least 3.5 on a 4.0 scale in overall graduate course work.
3. Prerequisite courses for admission include master's level coursework in Advanced Physical/Health Assessment, Advanced Pathophysiology, and Advanced Pharmacology and a course in inferential statistics or its equivalent. [2]Students with a degree other than nursing will be required to make up deficiencies in preparation, such as nursing theory, research, and transcultural nursing.
4. Current, unrestricted California RN licensure or eligibility and advanced practice national certification and national furnishing/prescriptive authority, if applicable, current CPR card (BCLS and for Nurse Anesthesia, ACLS and PALS), medical clearance (physical exam, PPD or chest x-ray, MMR, Tdap, Hepatitis B and Varicella, Influenza[3] immunizations), proper automobile licensure and insurance are also required.
5. Eligible for credentialing within clinical site(s) as appropriate.
6. Three letters of reference and a personal written statement of purpose.
7. Official documentation of nursing practicum hours attained during the master's degree program or the post-master's certificate program.
8. Completion of the Southern California CSU DNP Consortium Application and proof of University application.
9. Completion of interviews and on-site writing sample, as requested.

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[1] All applicants, regardless of citizenship, whose preparatory education was principally in a language other than English, must demonstrate competence in English by taking the TOFEL test. A minimum score of 550 (paper) or 213 (computer) on the TOEFL Test is required. A score of 7 or above on the IELTS exam is also acceptable. Questions should be directed to Admissions and Records.

[2] Graduate Record Examination results may be submitted but are not required

[3] Students must maintain current documents (e.g. medical clearance, immunizations, insurance, licensure, certification) while enrolled; requirements may change.

**Application Procedures**

Submit the following in one packet to the CSUF School of Nursing Office (EC-199):

1. **The CSUF Graduate application** or confirmation of online application (available on line: www.csumentor.edu/AdmissionApp/).

2. **The Southern California CSU DNP Consortium application**
   - Nursing application form
   - Two (2) copies of official transcripts from each institution attended
   - Completion of the Consortium recommendation forms (3)
   - One copy of unofficial transcript from each institution attended
   - One copy of each of the following: California RN license, appropriate CPR card(s)
   - Copies of medical clearances as required
   - Copy of California driver's license and automobile insurance
   - Statement of Purpose describing in 100 words or less the interest in the DNP program

The CONSORTIUM provides a doctoral student advisor to help students through application, admission and graduation processes, and provide support throughout the program. Information about the student advisor (i.e., name, office number, and office hours) can be found by visiting the CSUF School of Nursing Advisement Center.

# ACADEMIC STANDARDS

## Academic Integrity

Students are expected to conform to university standards of academic integrity at all times. Failure to do so may result in severe penalties.

**ANY EVIDENCE OF CHEATING, PLAGIARISM, OR OTHER DISHONESTY MAY RESULT IN AN "F" FOR THE ASSIGNMENT OR EXAMINATION AND MAY RESULT IN AN "F" IN THE COURSE.**

You should consult the publication, ***Academic Integrity: A Guide for Graduate Students***, available on-line at www.fullerton.edu/judicialaffairs or from the Dean of Students Office, Judicial Affairs TSU Room 235 (x3211) for more detailed information.

## Attendance Policy

The faculty members believe that attendance in all nursing courses is conducive to learning. The learning that results from interaction and sharing with other students is an important and integral aspect of the learning process. Therefore, attendance at all classes is expected. School policy states that attendance is required for at least 90% of all laboratory/clinical courses. If attendance falls below 90%, the course grade will be lowered proportionately.

## Grading Policies

Grading criteria will be discussed at the beginning of each course by the instructor. Criteria for A, B, C grade levels, as well as + and – grades, are described below. Numerical/percentage grading scales, if used, will be clearly identified in the course syllabus. Remember, for progression, a grade of "B" or better is required in each course in the DNP program.

## Assignments

An assignment is any assigned learning activity undertaken by the student to achieve course objectives, other than formal examination. All assignments must be turned in by the due date to satisfy course requirements. Deductions to the grade will be made if the assignment is late, unless special arrangements have been made with the instructor in advance. Specific details will be determined by the instructor and discussed on the first day of the course and/or written in the course syllabus.

## Examinations

An examination is an objective test, essay test, clinical skills examination, or any combination thereof. Examination policies and grading criteria will be determined by each instructor for the specific examination.

## Criteria for Performance/Grade Levels

Criteria for evaluating and grading assignments and examinations have been established for A, B, and C levels. The faculty members of the School of Nursing view learning as a student responsibility for continuous growth and lifelong learning. Each student has the capacity to analyze, synthesize, and evaluate in relation to his/her own individual perceptions and life experiences. Thus, students are provided a variety of activities to achieve learning goals and to master the specified objectives for each course.

At the doctoral level, students are expected to do ***above average (B) work***. **All courses must be passed with a grade of B or better.** A course grade of B- is not acceptable and will place the student on academic probation. Above average work requires enhanced conceptual/analytic and critical thinking skills, greater creativity, initiative and autonomy, better verbal and written communication skills, and so on. For some students, this may take some adjustment in self-expected norms of behavior/performance outcomes and more focused time and attention to study habits. Your faculty adviser and the individual course faculty are here to help you as you adjust to your new graduate student role. Please do not hesitate to call on them.

The faculty members believe that students should be provided with the "critical elements" that identify B level work (the standard for a passing grade). Therefore, the following criteria will be used when evaluating and grading work, and/or participation in class, seminar, and clinical experiences.

## Critical Elements of B Level Work

- Completes all assignments by prescribed time, and meets criteria outlined in course syllabus guidelines for "B" level (83%) work. Although some assignments may be passed with a grade lower than a "B", the course average must reach the "B" level to pass. In some courses, specific assignments are designated as "must be passed with a B or better to pass the course." Be sure to read the syllabus carefully and look at the evaluation/grading rubrics being used.
- Participates with consistency in classroom, seminar and clinical/field experiences and does not miss more than 10% of any course time or as prescribed in the course syllabus.
- Applies and analyzes concepts learned in class to the seminar and to practice in the clinical area/field experience [clinical rubrics spell out performance expectations].
- Organization of written work: demonstrates ability to articulate thoughts and incorporate new knowledge with clarity and logic, utilizes proper formatting including documentation, with a total absence of plagiarism.
- Content of written work: demonstrates ability to explore content areas; expresses own and others' points of view with depth, breadth, quality, and consistency as indicated in the assignment criteria.

Work that does not meet this standard of performance will be given a lower grade. Work that exceeds this standard will be judged accordingly and given a grade of B+, A- or A depending on the instructor's judgment of the degree to which it excels the stated criteria. You may discuss grading policies in each course with the instructor on the first day of class. You may also schedule an appointment with the faculty member to discuss evaluation/grading issues.

## Written Work

The faculty members believe that the ability to communicate both orally and in written form is an essential component of the professional nursing role. Therefore, it is expected that students will meet acceptable criteria, standards, and format in the preparation of all written/formal papers. Included for your reference is a grading rubric for graduate level work that has been developed through the Graduate Curriculum Committee. The rubric differentiates the characteristics of A, A-, B+, B, B-, C+, and C level grades for written work (see **Appendix D**).

## Guidelines for Written Work

The faculty members encourage student creativity in the content of assignments, yet believe the process of writing must assume some formal mode so as to encourage acceptable standards for research or publication. Therefore, the format of written work will include consistency of presentation, correct spelling, grammar, and punctuation.

The School of Nursing requires that students write papers according to the current format of the American Psychological Association. *The Publication Manual of the American Psychological Association* can be purchased from the Titan Bookstore. Papers should be typed; using APA standard form for page set up, tables and charts, and references. Errors should be corrected in an

acceptable fashion and not detract from the finished work. If a computer is used, letter quality print is the minimal acceptable print quality with a font size of 11 or larger.

Formal papers and projects follow a format that includes an introduction, body (content, conclusion, summary), and references. In writing a formal paper, evidence of the relationship between a theory base and nursing practice should be present. Additionally, it is suggested that the student limit the topic to allow for in-depth study within manageable length. In documenting a paper, the student should state in his/her own words the concepts used and limit quotes to those that are vital.

⇒ ***A copy of all papers should be made and kept so that a loss of the paper by the student or instructor will not cause additional time loss or tension and anxiety.***

# OTHER POLICIES & IMPORTANT INFORMATION

## Student Handbook

The Southern California CSU DNP Program Handbook is available on the CSU Fullerton website. All students are required to download this handbook. During the initial orientation session, the Handbook is reviewed. Each student is asked to acknowledge (sign that the *Handbook* has been reviewed and the contents understood. Any revisions or additions to the *Handbook* are shared with students as they occur.

## Petition Policy

Any nursing major who requests a waiver of any Southern California CSU DNP Consortium or School of Nursing policy must submit a petition to the Chair of the Gradate Program Committee for consideration and decision (Approved 6/2001). Materials submitted will be considered at the next committee meeting. Include supporting documentation with the petition. The student may be requested to submit additional information before a final decision is reached. The decision is based on the majority vote of the committee membership. Petition forms are available in the CSUF School of Nursing Office.

## Leave of Absence

Continuous enrollment is a normal expectation of graduate degree students, for sound academic reasons including assurance of currency in the field and integration of knowledge at a sophisticated level. Continuous enrollment means that a student registers in every Fall and Spring semester, following admission to the University, until award of the degree or credential. Continuous enrollment further permits degree students to elect the catalog graduation requirements for their degree programs which were in force at the time of admission to the program regarding leaves of absence:

A. Leaves of absence may be granted to conditionally classified or classified graduate students in good academic standing who have completed at least six units' work in residence at this University toward the degree.
B. Students requesting a first-time leave of absence for a duration of one semester shall fill out an appropriate form at the Office of Admissions and Records. All leaves are subject to review by the will normally be granted on request.
C. A leave of absence normally is not granted for more than one semester. Students who have had a leave of absence of one semester who request a successive leave, and students requesting any leave of a duration longer than one semester, must have their applications endorsed by the appropriate degree program authority (normally the department graduate adviser) and approved by the Associate Vice President for Academic Affairs. Appropriate substantial documentation shall be provided. In the instance of an approved leave, the student's normal discretion in election of catalog requirements shall be maintained.

Grounds for Leaves of Absence

- Illness or disability (permanent or temporary) or similar personal exigencies including pregnancy that makes it impossible or inadvisable for a student to register for classes.
- Activities that enhance a student's professional career objectives.
- Active duty in the armed forces of the United States.
- Other reasons at the discretion of the Associate Vice President, Academic Programs.

Consequences of Leaves of Absence or Break in Enrollment

Graduate degree or credential students may be granted a leave of absence which maintains their place in the University and in degree or credential programs (i.e., they do not have to reapply following the leave). A leave granted to a degree objective student also preserves the election of curriculum rights regarding catalog requirements.

The time limit for completion of course work for which a grade of "Incomplete" has been received may be extended by the instructor when the leave of absence is approved. However, leaves of absence do not affect the time limit for completion of course work for the degree. As students on approved leaves of absence are not required to pay fees, services provided in whole or in part by fees (such as student health center services) are not available to students on approved leaves of absence.

Non-approved breaks in enrollment require that the student reapply for admission to the University. No preference in admissions can be given to students returning from a non-approved break in enrollment. Students who are readmitted to the University and to a degree or credential program following a non-approved break in continuous enrollment are subject to catalog requirements in effect at the time of readmission.

## Course/Faculty Evaluation Process

At the end of each semester students will be asked to evaluate both the course and the faculty instructor(s). Students will complete standardized forms from both the University and the Department in the last few weeks of the course. Responses are anonymous. Instructors will not receive the results until after grades have been submitted for the semester. Constructive evaluation is valuable in modifying course content and instructor teaching methods. Faculty evaluations are utilized in the personnel review process for retention, promotion, and tenure.

## Student Participation in School Committees

Graduate student representatives are members of the following department committees:

- Graduate Program Committee,
- Ad hoc committees: as needed

Student members of standing committees are selected by the student body and have voting privileges. The student body may designate alternates as required. Each of these committees is made up of both students and faculty. Meetings are held once a month between September and May. Doctoral students should elect one representative from the cohort to represent them. You will be advised each semester when and where the meetings will be held.

The Graduate Program Committee has been established to conduct all business related to DNP curriculum and curriculum development, learning styles, teaching methods, and so forth.

## Independent Study

Independent study is the pursuit for credit of topics or problems of special interest to the student beyond the scope of the department's regular course offerings. To apply for an independent study project the student should consult with the supervising faculty member to develop a plan of study and complete the CSUF form *Application for Independent Study*, which is available in the School of Nursing Office. The student must consult with the supervising faculty member before registering for the study units.

The following School Policies comply with the California State University, Fullerton policies:

- The School of Nursing course shall be designated NURS 699− Independent Study (1-3 units).
- The independent study project shall be of an investigative or creative nature and shall be discussed with the faculty member involved before registering for the course.
- The student will obtain the CSUF form *Application for Independent Study* from the department office and will complete the study plan with the supervising faculty member prior to obtaining the department chair's signature. This form will be kept on file in the department office. The supervising faculty member and student will also have a copy.
- The study plan will consist of the student's objectives, proposed project activities and statement of the criteria to be used in evaluating the project.
- Independent Study courses may be taken on a credit/no credit basis or for a grade.
- A student may take no more than six units of Independent Study per semester and may apply no more than six units towards the completion of the graduate degree.
- Tangible evidence of work accomplished (reports, bibliographies, photo essays, research data, etc.) signed by the student and supervising faculty member will be kept on file.

If a student does not complete the doctoral project during NURS 697C, he/she will be required to register in NURS 699 each semester until the project is complete, including the final oral defense of the project.

## Continuing Education Requirements

State Boards of Nursing consider academic studies as one form of continuing education. In California, each theory hour of a course is accepted as one hour of continuing education. So, one 3-unit course, which equals 45 contact hours, more than fulfills the state requirements− since a registered nurse only needs 30 contact hours for relicensure. These hours must, however, be accumulated within two years prior to license renewal. Since the CSUF SON has a BRN provider number, any academic course on this campus, as long as it shows evidence of increasing your competency and knowledge in relationship to your area of practice, is accepted by the California Board of Registered Nursing.

## Graduation Check

Students are advised to read the *University Catalog* for details about the procedure and requirements for filing a Graduation Check. Students should file a "Grad Check" before the first day of the semester prior to the semester of graduation. You will be notified when your Grad Check is completed. The completed form will be returned to the School of Nursing Office (EC 199) for distribution to you. It is your responsibility to see that the Grad Check is completed in a timely manner. Failure to do so could delay your participation in graduation activities.

## Advising

Advising for first-year students will be handled by the DNP Coordinator faculty for each campus to assist students in developing their study plans and selecting the chair for their doctoral project committee. Students should meet with their advisor at least once each semester.

Advising for second-year students will primarily focus on the doctoral project and will be managed by the doctoral committee chair; the DNP Coordinator faculty will continue to be available to assist students with other issues or concerns. Regular contact with the Doctoral Project Chair is imperative to completing the project in a timely manner.

## Student Files

For the purpose of academic counseling and advisement and to maintain a record of the student's progress throughout the program, a student file is developed and retained in the School office until graduation. Open access to see a student's own file is a student's right under law and the file is normally available at all advising sessions.

## Computer Requirements and Technology Support

The School has established basic requirements for computers in order to facilitate on-line and web augmented learning activities. A detailed Technology Support Manual is provided in **Appendix E**.

## School Grievance Procedure — Academic Appeals

All students have the right to make an academic appeal if they feel that they received “capricious or prejudicial treatment by a faculty member or a university administrator in the assignment of a course grade” (U.P.S.300.030). U.P.S. document 300.030 outlines the appeal process in detail. However, a brief summary of the steps is given here:

- The first step is to consult with the faculty member involved.
- If this fails:
    - The student should consult the chair or head of the appropriate department.
- If unresolved, the student consults with the division chair (when the department is part of a division) and then the dean of the college concerned.

- If the student is not satisfied, the student submits a signed statement stating specifically the nature of the allegations and the remedy requested to the coordinator of Academic Appeals.
- At that point, if warranted, the coordinator of Academic Appeals convenes the Academic Appeals Board, which ultimately decides if a hearing is necessary and conducts all such hearings.
- Two additional factors must be noted here with regards to the appeal process:
    - The burden of proof rests on the student.
    - The student must initiate the appeals process within one month after he/she could be reasonably expected to become aware of the action in question.
- The normal exercise of professional judgment by a faculty member shall not be considered evidence that supports a charge of an arbitrary grade assignment.

# POLICIES RELATED TO CLINICAL COURSES

## Professional Standards Policy and Criteria

Professional standards are to be maintained. It is expected that all students adhere to the ANA *Code of Ethics Standards for Clinical Practice,* specialty-specific code of ethics/standards/guidelines and Guidelines for Student Responsibility (see **Appendix F**). A student who demonstrates unprofessional behavior, or behavior which indicates unsafe practice, may be denied progression or may be dismissed from the program (either by CSUF or one of its partner institutions).

## Criteria

- Safety:
    - Demonstrates safe clinical performance skills.
    - Notifies the instructor or agency immediately if an error has been made or safety has been violated.
    - Protects the patient from environmental hazards and provides for the safety of the patient, self, and others.

- Personal/Professional Accountability:
    - Consistently takes initiative in seeking faculty consultation and supervision.
    - Seeks assistance in aspects of patient assessment in which student lacks confidence or skills.
    - Communicates in a manner that maintains and promotes professional relationships with co-workers, patients, and staff members.
    - Communicates important patient problems identified during the clinical experience to the appropriate persons accurately and without delay.
    - Performs all clinical assignments or informs the instructor of inability to do so in adequate time or with the required level of competence.
    - Recognizes and assumes responsibility for the consequences of own actions.
    - Demonstrates organizational skills and priority setting appropriate to the clinical setting.

- Assumes responsibility for attempting to identify and organize data for problem-solving.
- Exhibits decision-making and leadership skills appropriate for an independently functioning professional.
- Demonstrates judgment appropriate for an independently functioning professional.
- Demonstrates professional conduct at all times while performing clinical assignment (non-professional conduct will include use of abusive language, substance abuse — alcohol and drugs, and other behavior indicating loss of emotional control).
- Demonstrates honesty at all times.
- Reports to the agency prepared for assignment on time and dressed appropriately (hair and clothes clean and appropriate for the assignment).
- Notifies appropriate persons of absences or when late in arriving for clinical experience.
- Demonstrates ethical behavior as outlined in the ANA Code of Ethics.
- Provides services with respect for human dignity and the uniqueness of the client, unrestricted by consideration of social or economic status, personal attributes, or the nature of the health problem.
- Safeguards the client's right to privacy by judiciously protecting information of a confidential nature.
- Acts to safeguard the client and the public when health care and safety are affected by the incompetent, unethical or illegal practice of any person.

### Policy

- The student is expected to meet all clinical assignments and to arrive on time.
- The instructor, who becomes aware of a student failing to meet one or more critical behavior, will notify the student immediately.
- If the student fails to meet the same critical behavior a second time, the student will stop attending clinical lab sessions and will receive a grade of "no credit" or failure.
- If a gross error in clinical performance places a patient in jeopardy, the student will be immediately dismissed from the clinical unit. Follow-up measures, after investigation of the incident, will be instituted at the discretion of the instructor, in consultation with the Department Chair.
- Substance abuse will result in dismissal from the clinical setting and will be reason for termination from the nursing program.

## MALPRACTICE INSURANCE & CLINICAL COURSE REQUIREMENTS

The School of Nursing requests that you annually update the following for your student file in the Administration Office:

- Proof of current R.N. licensure and furnishing number if applicable.
- CPR Certification.
- Current required immunizations (See School of Nursing listing of required immunizations).

- Current California driver's license and automobile insurance.
- Malpractice Insurance so we may provide this data to the clinical agency prior to your participation in a clinical course.

Students must show documentation for antibody development of MMR, Varicella, and Hepatitis B, as well as documentation for PPD [if negative, within 3 months of the start of the clinical experience; or Chest X-ray within one year of start date]. Tdap and yearly influenza immunization are also required.

## IMPAIRED STUDENT POLICY

The School of Nursing faculty members follow the guidelines established by the Board of Registered Nursing related to Impaired Nursing Students:

BOARD OF REGISTERED NURSING

IMPAIRED NURSING STUDENT GUIDELINES FOR SCHOOLS OF NURSING IN DEALING WITH THE MATTER OF NURSING STUDENTS IMPAIRED BY ALCOHOLISM, DRUG ABUSE, AND EMOTIONAL ILLNESS.

In the matter of nursing students impaired by alcoholism, drug abuse and emotional illness, the California Board of Registered Nursing recognizes that:

a. These are diseases and should be treated as such;
b. Personal and health problems involving these diseases can affect one's academic and clinical performance and that the impaired nursing student is a danger to self and a grave danger to the patients in his or her care;
c. Nursing students who develop these diseases can be helped to recover;
d. It is the responsibility of the nursing student to voluntarily seek diagnosis and treatment for any suspected illness;
e. Confidential handling of the diagnosis and treatment of these diseases is essential.

Therefore, the Board of Registered Nursing expects schools of nursing with students impaired by these diseases to offer appropriate assistance, either directly or by referral. Furthermore, the Board expects that schools of nursing will ensure that instructors have the responsibility and authority to take immediate corrective action with regard to the student's conduct and performance in the clinical setting.

It is outside of the Board's scope of function to endorse or recommend a particular course of therapy; however, it does wish to inform nursing students of the importance of seeking voluntary aid for conditions that could, if left unattended, lead to disciplinary action and may prevent them from being licensed [or losing their license] to practice nursing in the State of California.
As a preventive measure, schools of nursing are asked to provide factual material to incoming students regarding school policy on drug or alcohol abuse and mental illness among nursing students.

BOARD APPROVED 11/84
EDP-B-03

## Concern of Faculty

The nursing faculty members are committed to facilitating the success of the nursing student and will make every effort to assist in maintaining optimal health in order to safely achieve academic and clinical performance objectives. Impaired health status, which includes physical problems, mental/emotional problems, and drug and alcohol use/abuse, affects academic and clinical performance. Substances that may impair student performance include legal drugs (prescription and over-the-counter), illegal drugs, alcohol, and other chemicals. The impaired nursing student is a danger to self and to others in his/her care.

The nursing faculty members, out of concern for the impaired student, have developed the following policy, which is consistent with the Board of Registered Nursing Guidelines of 11/84. Confidentiality will be strictly maintained at all times.

## Policy

- A student who, in the opinion of the instructor, is exhibiting impaired behaviors will be removed from any classroom or clinical setting.
- It is in violation of law, and of university regulations to obtain, possess, prescribe, administer to self or to another person any controlled substance or patient medications not prescribed by the physician.
- It is in violation of law, and of university regulations to falsify, alter, or misuse records for controlled substances.

**1. Assessment**

The student shall be removed from the classroom or clinical setting when the student's behaviors and performance pose a danger to the safety and well-being of self or others. These behaviors may include:

- physical impairment
- impaired judgment
- mental or emotional impairment
- physical impairment
- disruptive actions
- inconsistent behavior patterns

**2. Procedure**

When a student, in the instructor's opinion, is exhibiting any of the above behaviors, the following actions will be taken:

- The student shall be removed from the classroom or other setting.
- The instructor shall immediately report the incident to the Chair of the School of Nursing.
- The student shall immediately report to the Director of the School of Nursing for investigation pursuant to university regulations.
- The student shall be referred for further professional assessment. The student shall be given a referral form indicating the impaired behaviors, which led to the classroom exclusion. This form must be signed by a health care professional, indicating

clearance, and returned to the instructor before the student may be readmitted to the nursing classroom.
- The professional assessment shall be performed by someone other than a member of the California State University, Fullerton faculty.
- The instructor shall call the student's emergency contact person for transport from the campus if, in the instructor's judgment, the student is not capable of driving safely.

**3. Dismissal**

If the student is believed to be impaired, and therefore a danger to self or others, and refuses to submit to further professional assessment, the student will be dismissed from the Nursing Program. The student may also be subject to suspension or expulsion from other university programs in accordance with the university rules and regulations.
If the student submits to further professional assessment and is found to be impaired, and therefore a danger to self or others, the student will be dismissed from the Nursing Program and required to provide proof of having received professional treatment prior to re-entry.

**4. Readmission**

After a minimum period of six months from the time of dismissal, the student may petition for readmission to the Nursing Program.

The requirements for readmission are:
- The student shall submit a petition to the Director of the School of Nursing
- The student shall provide proof of active participation in a recognized treatment program on a regular basis, and evidence of rehabilitation and/or recovery at the time of petition for re-entry
- The student may be required to participate in on-going rehabilitation treatment as a condition of readmission
- If admitted to the Nursing Program and required to participate in on-going rehabilitation treatment, the student shall provide evidence of such continued rehabilitation treatment on a schedule as determined the Director of the School of Nursing
- Failure to submit evidence of on-going rehabilitation treatment will result in permanent dismissal from the Nursing Program
- Readmission is on a space-available basis

A second documented incident of impaired behavior will result in permanent dismissal from the Nursing Program.

# SECTION V: UNIVERSITY AND SCHOOL OF NURSING RESOURCES

## PUBLICATIONS

A number of useful publications are available to students:

### University Catalog and Schedule of Classes

The *University Catalog* is the official document that contains university policies and procedures. The *University Catalog* in effect at the time you start your master's degree program at California State University, Fullerton will serve as the foundation and guide to admission prerequisites and graduation requirements for the nursing major. It is very important that you purchase and keep this catalog and use it as on ongoing reference throughout your course of study at California State University, Fullerton.

The School of Nursing has the responsibility to inform you of any changes that occur in academic policies in the School of Nursing. At the time of graduation you have the option to use the initial catalog from the time of admission or the current catalog to determine graduation requirements. The *Registration Guide* is published each semester and contains academic policies, procedures, calendars, registration and other useful information as well as the schedule for all classes offered each semester.

### Syllabi

Each of your nursing courses will have a syllabus that describes the course and serves as a guide to the achievement of the course objectives. The syllabus is available as an electronic document course site on the learning management system (TITANium).

### Project Manuals/Guidelines

The University *Dissertation Manual* is available in the Office of Graduate Studies. The School of Nursing Guidelines for Doctoral Projects is in **Appendix B** of this *Handbook*.

# CAMPUS RESOURCES – See also Appendix G

## The Graduate Studies Office

The Graduate Studies Office coordinates all matters related to graduate education. It is located in MH-129 and at extension 2618. Interested students should read the handout, *Survival Tips from Those Who Know! Former Graduate Students Speak Out* (Graduate Studies Office, 1997).

## Admissions and Records Office

The Office of Admissions and Records is your primary resource for all general education requirements and transcripts. They provide copies of transcripts and records on request. This office also completes the graduation checklist the semester before your planned graduation date. For information call extension 2300; forms are available at LH-114.

## Registration Instructions – see Appendix H

## Financial Aid and Scholarships

The Financial Aid Office is located in UH-146 (x3125). Scholarships and other types of financial aid are available to students attending California State University, Fullerton. Staff will assist you in assessing your financial status. One application for aid covers all programs for which you may be eligible. Scholarships may also be available from outside sources through the School of Nursing (please see www.nursing.fullerton.edu for more information on available scholarships). General scholarship information for the university can be found in the *University Catalog* under Student Academic Affairs and Scholarships, and Institutional Grants.

## Library Resources

The library is perhaps the most important resource you have on campus. It contains the vital books and periodicals you will use extensively throughout your education and career in nursing. The Pollak library also provides access to a variety of on-line searches. A special service for graduate students is offered through the Library Guide for Graduate Students: www.library.fullerton.edu/gradstudents/. Electronic resources are available through remote access from off campus to users signed up for the Titan Internet Access Program (see http://access.fullerton.edu).

The library offers general tours each semester. Required readings and assignments may be placed on reserve in the library for limited two-hour or two-day use for your benefit and availability. Reading rooms, study areas and photocopy machines are available in the library. If among the 500,000 or so volumes or 4,000 periodicals you do not find what you need, the library through inter-library loan with all of the University of California and State College system campuses can borrow the material for you and have it available within three to five days.

CSU Long Beach and Los Angeles have similar libraries resources that are also available to DNP students as part of this joint program. DNP students may use library services at all three campuses.

## Disabled Student Services

On the CSUF campus, the Office of Disabled Student Services has been delegated the authority to certify disabilities and to prescribe specific accommodations for students with documented disabilities. DSS provides support services for students with mobility limitations, learning disabilities, hearing or visual impairments, and other disabilities. Counselors are available to help students plan a CSUF experience to meet their individual needs. Prior to receiving this assistance, documentation from a qualified professional source must be submitted to DSS. The CSU Office of the Chancellor provides the policy for verification of a disability as follows:

> … a professionally verified disability means a condition certified by a licensed physician, psychologist, audiologist, speech pathologist, registered nurse, social worker, rehabilitation counselor, physical therapist, corrective therapist, learning disability specialist, or other appropriate professional.

The student shall either provide the verification documentation to the director, or sign a release authorizing the campus to obtain necessary documentation from one of the above mentioned professional persons or agencies. A student with a diagnosed learning disability must provide testing/evaluation results that are dated no more than three years prior to the date of request for learning disability services.

Any CSU student who has transferred and received services from a California community college or UC campus in the last three years as a student with a disability may be eligible for services from DSS.

DSS professional staff reviews the documentation from the referring agency and prescribes individual disability-related accommodations and support services on the campus and in the classroom.

Contact information for these services is at http://www.fullerton.edu/DSS/

## University Learning Center

The University Learning Center is located in the 2nd floor of the Pollak Library (http://www.fullerton.edu/ulc/Default.asp). It is open 5 days a week throughout the semester; hours are posted on the website Academic tutors in many subjects as well as tutoring in writing, speaking and sentence construction are available. Students can make appointments or drop in for tutoring. A computer lab with access to word processing, the Internet, several instructional programs and a laser jet printer is also available.

## The Testing and Research Center

University-wide testing programs are coordinated and administered by the Testing Center located at UH-229 (x3838).

## The Student Health Center

The Student Health Center is located on Gymnasium Campus Drive at the northern end of campus. It provides health services five days a week. For on-campus students these services, except in a few specific instances, are covered by your registration fees.

## Counseling, Career Planning and Placement Center

The Counseling, Career Planning and Placement Center provides career counseling, personal counseling and employment search services. It is located in LH-208 (x3121).

## TitanCard

The TitanCard is CSUF's official university means of identification and provides quick and convenient access to a variety of campus services and products. You must go to the TitanCard office located on the first floor of the Pollak Library South to have your picture taken and card issued while you wait. Be sure to bring a form of photo ID with you. For more information visit www.fullerton.edu/it/titancard.

## Titan Student Center and Titan Bookstore

The Titan Student Center faces State College Boulevard and is a place for students to find a variety of good things to eat/drink, socialize and relax. It provides several services such as a gift shop, food court, a travel service, bowling, TV, music room, billiards, and meeting rooms for campus clubs and associations.

The Bookstore (Titan Shops) is located in the University Commons and is the center for textbook purchases, school supplies and other campus necessities. Your Titan Card is required for all check cashing. The Bookstore web page is located at www.fullerton.edu.

## Child Care Center

The Child Care Center is sponsored and funded by Associated Students, Inc. For a nominal fee, children aged 3 months through 5 years whose parents are CSUF students, staff, or faculty can benefit from the services of the center. Trained preschool teachers offer a comprehensive curriculum, which covers learning skills in several areas of education. The center is located at T-200. The phone number is 657-278-2961.

## The Help Desk

The Help Desk (657-278-7777) is available to assist students with computer/technology related problems.

## Parking on Campus

Parking on campus can be a challenge. A number of alternate transportation programs are available to students, including carpool zones, OCTA bus pass discounts, etc. Students are required to purchase a parking permit to park on campus. For detailed information on all parking and transportation programs visit the website: www.parking.fullerton.edu or call 657-278-3082 for more information.

## Directory: Telephone Services

The main campus telephone number is 657-278-2011. All individual campus telephone numbers use the 278 prefix followed by the extension number. From a phone on campus, only the extension number is required. Below are some useful extension numbers:

- Admissions and Records: 2300
- Campus Fire/Rescue/Police/Medical: 911
- Computer Help Desk: 7777
- School of Nursing: 3336 and 7461
- School of Nursing FAX: 3338
- Financial Aid: 3125
- Graduate Studies Office: 2618
- Health Center: 2800
- Pollak Library: 2714
- Testing Center: 3838
- Titan Shops: 3918
- University Learning Center: 2738

## Campus Web Sites

| | |
|---|---|
| CSUF main web site | www.fullerton.edu |
| School of Nursing | www.nursing.fullerton.edu |
| Pollak Library | www.library.fullerton.edu |
| Graduate Studies | www.fullerton.edu/graduate |

# VI. APPENDICES

Appendix A
DNP Mission, Goals and Student Learning Outcomes

Appendix B
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Appendix C
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Appendix D
Grading Rubric for Written Work - Graduate Level Courses

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# Appendix A
# DNP Mission, Goals and Student Learning Outcomes

***Mission Statement***

The California State University, at Fullerton, Long Beach and Los Angeles, Schools of Nursing DNP Consortium are committed to providing a quality doctoral education program, which is accessible to a diverse student population of advanced nursing practice specialists. In doing so, we strive to be a center of excellence in nursing education. We endeavor to be proactive in meeting societal health imperatives for nursing practice, leadership and education. We are committed to promoting the health of individuals, populations and communities through innovative educational partnerships, faculty, scholarship, and service; and to the preparation of graduates who share these values and who demonstrate their commitment throughout their nursing careers.

***Program Goals***

1. To prepare graduates who can provide culturally sensitive care within a frame work of scientific and professional accountability and function independently in a variety of settings, including direct specialty practice and indirect practice as leaders or educators.

2. To prepare graduates who demonstrate commitment to lifelong learning for personal and professional growth.

***DNP Program Student Learning Outcomes***

The DNP learning outcomes were derived from the Consortium Schools' mission and philosophy statements and reflect current educational and professional standards, including the American Association of Colleges of Nursing's *Essentials for Doctoral Education*.

***Ethics***

1. Develop and /or evaluate effective strategies for managing the ethical dilemmas inherent in advanced nursing practice at individual, family, community, and population levels, health care organizations and information systems, and research.

***Professional Practice***

1. Utilize appropriate theories and evidence from nursing and related fields to provide high quality, accountable healthcare to diverse clients including diagnosis and management in advanced practice, to evaluate outcomes, to develop and evaluate new practice approaches, and to evaluate and improve healthcare delivery systems, practice guidelines and health policy.
2. Access, analyze, interpret and develop information at the individual/family, community/population, and organizational levels to provide high quality health care and health education, initiate change, and improve nursing practice and health care outcomes.
3. Utilize principles of instructional design to develop, promote learning outcomes, and evaluate nursing and health education curricula.

***Clinical Scholarship (EBP)***

1. Use a systematic approach to identify, analyze and diagnose actual or potential problems within a variety of health care settings, and develop, evaluate, manage, and test possible

solutions based upon highest level of evidence available, allowing for innovative solutions.

2. Demonstrate competence in knowledge application activities: the translation of research in to practice, the evaluation of practice improvement of the reliability of health care practice and outcomes, and participation in collaborative research.

***Communication (Interprofessional Collaboration)***

Demonstrate effective oral and written communication, including the use of informatics, with clients, colleagues, and diverse groups to foster effective interprofessional collaboration to promote optimal health outcome in individuals/families/communities/populations and within healthcare organizations, and to disseminate professional practice findings.

# Appendix B
# DNP Guidelines for Doctorial Projects

## Guidelines: Advancing to Doctoral Candidacy and the Doctoral Project in Nursing

### Introduction

"Nursing exists to guide individuals through the labyrinth of health care choices, to guide populations toward lifestyle change, to advocate beyond chronic disease to wellness, and to guide a health care system back to sanity" (Brown-Benedict, 2008, p. 455). Doctoral education in nursing, whether practice or research, is characterized by completion of a specific project that demonstrates synthesis of student work and lays the groundwork for future scholarship (American Association of Colleges in Nursing [AACN], 2006). Requiring original research is not the intent of the practice-focused doctorate. The Doctor in Nursing Practice (DNP) primarily involves mastery of an advanced specialty within nursing practice. Therefore, other methods are used to distinguish the achievement of that mastery. Unlike a research-focused dissertation, doctoral project work may take a number of forms and should relate to issues derived from the student's clinical experience during doctoral study. One example of the final DNP product might be description of a practice change initiative including documentation of its impact or outcomes. Other examples include a pilot study, a program evaluation, a quality improvement project, an evaluation of a new practice model, a consulting project, substantive involvement in a larger endeavor, leadership in collaborative research, or an integrated literature review. The theme that links these scholarly experiences is use of evidence to improve practice or patient outcomes, and the contribution to practice-based evidence, evidence-based practice, or practice inquiry.

Title 5, California Code of Regulations specifies that the doctoral project is required for completion of the DNP. The following requirements are stipulated in Title 5, § 40513 The Doctor of Nursing Practice Degree [***emphasis added***]:

- The doctoral project shall be the ***written product of systematic, rigorous research on a significant advanced nursing practice issue***. The doctoral project is expected to contribute to an improvement in professional practices or policy. ***It shall evidence originality, critical and independent thinking, appropriate form and organization, and a rationale.***
- The doctoral project shall reflect a command of the research literature and shall demonstrate student mastery of evidence-based practice at the doctoral level.
- The written component of this project shall be organized in an appropriate form and shall identify the research problem and question(s), state the major theoretical perspectives, explain the significance of the undertaking, relate it to the relevant scholarly and professional literature, identify the methods of gathering and analyzing the data, and offer a conclusion or recommendation.

- No more than 12 semester units (18 quarter units) shall be allowed for the doctoral project.
- An oral defense of the doctoral project shall be required.

Documentation of the DNP doctoral project requires a tangible and deliverable academic product that is derived from a practice immersion experience and is reviewed and evaluated by an academic committee (AACN, 2006). The final capstone product documents outcomes of student educational experiences, provides a measurable medium for evaluating the immersion experience, and summarizes the student's growth in knowledge and expertise.

Samples of completed DNP projects from other universities (most are abstracts only) are available at the website http://www.doctorsofnursingpractice.org/studentprojects.php. Note that not all of these would meet the guidelines for our universities.

## Advancement to Candidacy

Advancement to candidacy normally takes place at the end of the first full year in the program. Students may not advance to candidacy if they have grades of I, RP, or below B- for any class in the degree program. There are two specific candidacy requirements: successful defense of the written doctoral project proposal and successful passing of the Qualifying Doctoral Assessment.

### Defense of the Doctoral Project Proposal

Students must have a proposal accepted for their final project by their Doctoral Project Committee as part of their advancement to candidacy. As part of advancement to candidacy, committee members will systematically evaluate the student's ability to analyze, synthesize, and evaluate practice and substantive knowledge in nursing based on the written proposal and an oral presentation of the proposal.

### Qualifying Doctoral Assessment

The purpose of the qualifying doctoral assessment is to

- Discern the extent to which the student has met program objectives and student learning outcomes thus far;
- Evaluate the student's breadth and depth of knowledge in the area of specialization;
- Determine the student's critical thinking ability with respect to synthesizing the content of courses and constructing meaning from them;
- Assess the student's ability to determine how various theories, constructs, and conceptual frameworks may be applied to solve problems of practice in a specific area of specialization;
- Discern the extent to which the student can critically analyze the professional literature (both theoretical and empirical) pertaining to topics in nursing;
- Determine the student's ability to make informed decisions and recommendations for nursing and nursing care using various sources of patient or nursing data, databases, reports, and other quantitative/qualitative sources; and
- Evaluate the student's ability to clearly define and defend a point of view.

- Students will have a Qualifying Doctoral Assessment towards the end of the summer of their first year in the program.

## Final Doctoral Nursing Project Product

The tangible and deliverable DNP doctoral product may take the form of a (a) manuscript submitted for publication or (b) formal 5-chapter report, meeting the current CSUF graduate program standards for dissertations. Each of the three collaborating Schools of Nursing (CSUF, CSU Long Beach, CSU Los Angeles) require an approved copy of the submitted manuscript or formal report as part of graduation requirements. Also required of all students is the final oral presentation.

### Submitted Manuscript

A copy of the submitted manuscript will be professionally bound per the CSUF dissertation publication process.[1] See link at http://fullerton.edu/graduate/currentstudents/graduateforms.html All bound copies will contain a signature sheet indicating approval of the project, an updated copy of the doctoral proposal, a copy of the submitted manuscript, and a copy of the target journal guidelines.

The manuscript will reflect implementation/completion of the doctoral project. Journal selection for the manuscript will be approved by the members of the Doctoral Project Committee. It is expected that the journal selected will be highly ranked within nursing or other appropriate discipline, and will require a peer review process for acceptance.

### Formal Report

A copy of the formal report (including a signature sheet indicating approval of the project with original signatures) will be professionally bound per the CSUF dissertation publication process.[1] See link at http://fullerton.edu/graduate/currentstudents/graduateforms.html

## Doctoral Project Process

### Placement in the Curriculum

The successful advancement to candidacy permits the student to proceed to conduct and complete a final DNP project. The usual timeline for accomplishment of candidacy requirements can be found on page 57.

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[1] A bound copy and microfilm copy of the final approved original doctoral project will be deposited and catalogued in the Pollak Library and the abstract published in the print bulletin and online database of *University Microfilms International Publications*. University regulations apply to all doctoral reports or dissertations. Each section of the report will be checked by the university Dissertation Reader for conformity to these requirements

The doctoral project proposal is usually completed during NURS 697A with the proposal defense scheduled towards the beginning of NURS 697B. The doctoral project is implemented and completed within NURS 697B and NURS 697C, and the written product completed within or shortly following NURS 697C along with a public presentation of findings. Students must be aware of CSUF approval deadlines related to final projects. See http://fullerton.edu/graduate/currentstudents/dates.html

Students completing a doctoral project must take a total of 6 credits of NURS 697B and 697C. In the event the student is unable to complete the project in two semesters, the student will enroll in NURS 699 for a minimum of 3 credits of coursework each semester until the project is completed and the final defense of the capstone is approved by the Doctoral Project Committee.

Faculty members may or may not be available to work with students during summer months. Students must secure appropriate committee support during the entire N697A through N697C course series. Students must file a School and Graduate Studies summer completion petition (check on deadline date) to make arrangements for summer completion of the doctoral project.

**Doctoral Project Committee**

Each student will have a doctoral project committee, consisting of at least two persons. The chair will be a doctorally prepared tenured or tenure-track faculty member who will lead the final clinical practicum (NURS 697B/C Integrative Clinical Scholarship II and III). A second member shall be a doctorally prepared nursing faculty member. One member should be knowledgeable in the area of the student's specific project topic or have knowledge in the area of the student's nursing specialization (e.g., nurse anesthesia, nurse leadership); this person will have at least a master's degree (e.g., MSN, MPH) or professional doctorate (e.g., MD). To the extent possible, it is appropriate to have one person from the clinical setting where the project is being done. The campus program director may approve an exception to membership criteria.

**Doctoral Project Proposal**

The written proposal for the DNP project is written using the following guidelines, and will be have citations, references, and headings formatted according to the most recent version of the *American Psychological Association Manual*. The proposal must be approved by the doctoral committee. Once approved, the doctoral project chair and committee member(s) will sign in black ink the *School of Nursing Approval of the Doctoral Project Proposal.* The form will be filed in the School of Nursing Office and the student will receive a copy.

# Proposal Outline

## Background

### Needs Assessment/Problem Statement

### Supporting Framework

### Project Goals/Objectives OR Study Purpose/Research Question(s)

## Review of Literature

### Topical Literature Synthesis with Abbreviated Table of Evidence for Each

The review of literature contains evidence that supports the need for the practice or process improvement or research study. An important dimension of this will be support of the particular intervention (if appropriate) used in the doctoral project and rationale for selection of that intervention. The review briefly documents the validity/reliability of measures to be used and methodology selected.

## Methods

### Ethical Considerations

### Project Implementation

In this section, there is a clear description and explanation of project scope and activities. The implementation of the project should be described in such detail that a reader could adequately replicate the methods used. Collection of all types of data used in the project is described rigorously and with detail. Procedures used for project evaluation or data analysis shall be described. For research studies, this section will follow the standard format for a quantitative or qualitative study methods description: Design, sample, measures, procedures, data analysis.

**Sequence of Activities**. The activities planned are delineated and described.

**Time Line of Activities**. Activities to be accomplished during in the project from start to finish are listed. This section gives the practice change a "face." That is, what practice is to be implemented, and how.

**Organizational Setting.** Where the project will occur is discussed in terms of the organization, its "type," size, patient population, etc.

**Stakeholders Involved.** Persons and groups to be involved in the project from start to finish are listed and their roles discussed.

**Patient Participation/Selection**. Target patients are described. This includes inclusion and exclusion criteria.

**Resources Needed for Project Completion**. Resources to be used in project implementation are listed.

**Evaluation Methods.** How the project will be evaluated is described.

## References

**Evaluation and Scoring Rubrics: Doctoral Project Manuscript and Project Defense**

When the project is completed, students write up the results in one of two formats: (a) manuscript to be submitted for publication or (b) 5-chapter paper. They will also complete an oral final defense of the project. The Doctoral Project Manuscript and Project Defense Evaluation and Scoring Rubrics will be used by Committee members; a passing score must be achieved from each member for a successful defense. An average score of 21 or above is required for passing (all committee members score; an average is taken).

**Doctoral Project Written Manuscript**

Following completion of the final manuscript (manuscript for submission or 5-chapter paper), students will get feedback from committee members on the written product using the **Doctoral Project Manuscript and Project Defense Evaluation and Scoring Rubrics.** Students writing the 5-chapter paper should obtain a copy of the current Doctoral Dissertation Manual at http://fullerton.edu/graduate/currentstudents/graduateforms.html. This will be used along with these School of Nursing guidelines.

**Doctoral Project Defense**

Following or concurrent with doctoral project written manuscript evaluation, students will defend the final doctoral project in a public oral presentation that may include private questioning by the Doctoral Project Committee. The final defense of the capstone project serves as the final oral comprehensive examination for the DNP program. This oral examination serves to determine that the student has met all the requirements of the project and has completed a project reflective of doctoral level work.

**Doctoral Project Approval**

Approval of the final defense of the doctoral project by the Doctoral Project Committee serves as documentation that the student has met all project expectations (including those for the final written manuscript) and is eligible for graduation, once all academic/clinical requirements have been met. Once the capstone product has been approved, the doctoral project chair and committee members will sign in black ink the *School of Nursing Doctoral Project Approval.* The form and completed Oral Defense Assessments from each Doctoral Project Committee member will be filed in the School of Nursing Office; the student will receive a copy of the Project Approval form.

If a student does not pass the defense, the student must correct any deficiencies and meet again with the Doctoral Project Committee. Students are allowed to repeat the final defense once. If the student fails the project defense a second time, the student is dismissed from the DNP program. Students who do not complete the doctoral project or do not pass the final defense of the project before completion of DNP program coursework are required to maintain registration in NURS 699 for a minimum of 3 credits of coursework each semester until the final defense of the capstone is completed and approved by the Doctoral Project Committee.

## Sample Timeline

**Fall Year 1**

Student-faculty discussions about project topics occur. Students begin collecting literature in project area, and have discussions with doctoral faculty and clinical preceptors about feasibility and practicality issues with their project topic.

**Spring Year 1**

NURS 697A Students formulate their problem statement, review literature, and develop a proposal.

**Late Summer Year 2**

Proposal defense with full committee occurs along with the Qualifying Doctoral Assessment.

**Fall Year 2**

NURS 697B Students put into play strategies to implement their doctoral projects and begin writing their final product.

**Human Subjects Issues.** Institutional Review Board (IRB) approvals are achieved, if needed, from clinical site(s) and appropriate university.

**Project Implementation.** Baseline data collection is done. Any recommended practice changes are implemented. Post-implementation data collection occurs. Initial data analysis begins.

**Background and Methods Sections of Paper.** These two sections are written for either the manuscript for publication or 5-chapter paper.

**Spring Year 2**

NURS 697C Students complete unfinished work on their projects, finalize data analysis, and write the results and discussion sections of the manuscript or 5-chapter paper (may require NURS 699 in Summer Year 2 if student is delayed in obtaining IRB approval or by the nature of the project).

With help from their Doctoral Project Committee, students finalize the document (manuscript or 5-chapter paper). Oral defense (recommended six weeks prior to last day of classes) occurs.

The University Dissertation Reader reviews the manuscripts for university compliance following Committee approval. See http://www.fullerton.edu/graduate/currentstudents/thesis.html#deadlines

- Obtain approval by department and approval signatures from committee.

The following process in this phase is as follows:

- Student brings the doctoral project manuscript (with fully signed committee signature page[2]) to the Graduate Studies office MH-112, where it is processed.
- Dissertation Reader reads it, and contacts student with itemized list of corrections, if any.
- Student resubmits the corrected manuscript to Dissertation Reader, if necessary.
- When Dissertation Reader has finished reviewing corrections, student and department are notified.
- Student receives final departmental instructions and forms, and prints copies.
- Student meets with Dissertation Reader for final inspection of manuscript and gets Dissertation Approval Form.
- Student takes all materials to Titan Bookstore for publication.

After these steps have been completed, and assuming that an Application for Graduation Check for the DNP Degree has been filed and approved (http://fullerton.edu/graduate/gradCheck.html ), the Graduate Studies Office will review and determine if all other university requirements are completed. All students must apply for a graduation check (called the *grad check*) prior to the beginning of his/her final semester. Specific deadlines are listed in the current Registration Guide and are posted under the Important Dates and Deadlines on the CSUF Graduate Studies website. Applying for a grad check is completed through the Student Center in CSUF Titan Online. A graduation processing and diploma fee will need to be paid with the application for graduation. Only after these reviews and certifications are made is the student recommended for the award of the appropriate degree. Dates are current on the CSUF Graduate Studies website http://fullerton.edu/graduate/currentstudents/dates.html

**2012 Sample Deadline Dates**

Normally, the deadline for submission for review by the Thesis/Dissertation Reader is three weeks before the last day of classes. Current dates will be listed on the Graduate Studies Office website, at http://fullerton.edu/graduate/ As students approach the end of their program, it is advisable for them to check the website, as adjustments in various university-wide policies may affect these dates.

*For Students Planning to Graduate in January 2012 (Fall 2011 semester):* Submit to Graduate Studies Office no later than Friday, November 18, 2011 Deposit in CSUF Bookstore no later than Friday, December 16, 2011

*For Students Planning to Graduate in May 2012 (Spring 2012 semester):* Submit to Graduate Studies Office no later than Friday, April 20, 2012 Deposit in CSUF Bookstore no later than Friday, May 18, 2012

[2] Signed title page on 8½ x 11 inch, 20- to 24-pound weight and 25- to 100-percent cotton rag paper, and printed on a laser printer. Same paper and printer used to print final, corrected copy of doctoral project.

*For Students Planning to Graduate in August 2012 (Summer 2012 semester):* Submit to Graduate Studies Office no later than Friday, July 13, 2012 Deposit in CSUF Bookstore no later than Friday, August 10, 2012

## REFERENCES

American Association of Colleges of Nursing. (2006). *Essentials of doctoral education for advanced nursing practice.* Retrieved from http://www.aacn.nche.edu/dnp/pdf/essentials.pdf

Brown-Benedict, D. J. (2008). The Doctor of Nursing Practice degree: Lessons from the history of the professional doctorate in other health disciplines. *Journal of Nursing Education, 47*, 448-457.



CALIFORNIA STATE UNIVERSITY
FULLERTON



CALIFORNIA STATE UNIVERSITY
LONG BEACH




**Southern California CSU DNP Consortium**

**Doctoral Project Title:**

Proposal Defense Date:

□ Approval

□ Approval with minor modification that can be reviewed by the chair.

□ Approval with substantive modifications that require review by the full committee. The chair provides a memorandum outlining the necessary revisions within two weeks.

□ Lack of approval. The chair provides a memorandum outlining the bases for the decision within two weeks. Review of a new proposal must take place within six months. Unless the second proposal is approved or approved with minor modifications, the student will be removed from the program.

---

Student:

Student Signature: _____ Date: _____

Committee Chair:

Committee Chair Signature: _____ Date: _____

Committee Member:

Committee Member Signature: _____ Date: _____

CALIFORNIA STATE UNIVERSITY FULLERTON

CALIFORNIA STATE UNIVERSITY LONG BEACH

Cal State LA

**Southern California CSU DNP Consortium**

Doctoral Project Title:

Final Project Oral Defense Date:

□ Approval and recommend conferral of degree

□ Approval with minor modification that can be reviewed by the chair.

□ Approval with substantive modifications that require review by full committee. The final committee vote will be postponed until changes are completed. The chair provides a memorandum outlining necessary revisions to be completed within a month.

□ Lack of approval. The chair provides a memorandum outlining the basis for the decision within a month. Defense of a significantly revised project must take place within one year. Unless the second project is approved or approved with minor modifications, the student will be removed from the program.

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Student:

Student Signature: _____ Date: _____

Committee Chair:

Committee Chair Signature: _____ Date: _____

Committee Member:

Committee Member Signature: _____ Date: _____

California State University, (on the 5th line, centered)
Fullerton, Long Beach and Los Angeles (insert 2 spaces after)

TITLE MUST BE IN ALL CAPITALS,
SINGLE SPACED, CENTERED,
IN INVERTED PYRAMID (3 single spaces after)

A Doctoral Project (3 spaces after)

Submitted in Partial Fulfillment of the Requirements
For the Degree of (2 spaces after)

DOCTOR OF NURSING PRACTICE (2 spaces after)

By

Student Name (4 spaces after)

Doctoral Project Committee: (4 spaces after)

Name, Project Chair
Name, Committee Member
(Optional) Name, Committee Member

Year

The Doctoral Project of *Student Name* (on the 5th line, left justified)
is approved and acceptable in quality and
form for publication on microfilm and in digital formats: (15 spaces)

Approved by:

Committee Member_____

Committee Member (optional)_____

Committee Chair_____

California State University, Fullerton, Long Beach, and Los Angeles
Year (of publication, not of approvals)

**DOCTORAL PROJECT OUTLINE** (centered, 1" from top)

The format will follow that of the current CSUF dissertation guidelines. This sample mimics CSUF dissertation guidelines using American Psychological Association (APA) format when appropriate (for citations, references, and headers). The following list includes the expected sections. Within each chapter, headers, tables, and figures are used that are appropriate to the project.

1. Title
2. Signature page
3. Abstract
4. Table of contents
5. Lists of figures and tables
6. Acknowledgements (optional)
7. Main body of the text
    - This could either follow the traditional 5 chapter format, or
    - An alternative format such as:
        - Publishable Manuscript
        - Program Evaluation
        - Policy and Procedure Development
        - Or other format including those listed in the introduction to Appendix B
        - Or as approved by the Doctoral Committee
8. Mandatory Reference list (List separately if not included in one of the alternative formats.)
9. Appendix or appendices

Pagination changes will occur between the front matter (numbered in the center of the bottom of pages with small Roman numerals−i, ii, iii, etc.) and the body of the text (numbered in the top right corner with regular numbers−1, 2, 3, etc.). Recommendation is to **create at least two files** for the doctoral project: one for the front matter and one for the body.

**TOP FORMAT TIPS**

- Left margin must be 1.5 inches on ***every*** page. This is reflected in the sample document.
- The paper should be ***justified on the left***, with a ragged right edge, not in block style.
- Set your headers and footers at 1 inch—page number placement is **not** at .5 inch (except for front section; should be in upper right corner).
- Dashes should look like this—or this--with no space between the dash and the word.
- Ellipsis dots take a space before and after each . . . like this. You can set this correctly in Tools, AutoCorrect.
- Numbers: Do you spell out or use numerals? Check your APA style manual for consistency.
- "Commas and periods," she cautioned, "always go inside quotation marks."
- Single quotes stay 'inside.'
- Be consistent in heading and subheading format; do not mix and match.
- Margins for tables, figures and graphs are the same as for text.
- Insert one space after periods, commas, colons, and semi-colons in general punctuation.

ABSTRACT (centered, 2” from top)

Type your Abstract here below the ABSTRACT header. It will be no more than 350 words. All titles should be two inches from the top of the page. You can line titles up with the vertical ruler on the left of the screen or on the information line at the bottom. The page numbers are set with one-inch footer at the center bottom of the page.

The abstract must be double-spaced, with the beginning of each paragraph indented. The abstract should not contain footnotes or references. You do not include the title and your name as author of the doctoral project.

For the Table of Contents (in a Word file by itself labeled with your last name and some identifying information), the tabs can be set automatically to allow appropriate formatting. To set the tabs in Word 2007, Click the Page Layout tab, click the Paragraph Dialog Box Launcher (lower right corner), and then click Tabs (lower left corner). Set the tabs to .2, .38, .63, 5.7, and 6. If you have a header that goes over the “line,” you will need to use a hanging indent in order to show this (on the Home or Page Layout tab, click the Paragraph Dialog Box Launcher, and then, click Special (select Hanging and set the spacing to .2). An example of this is the third header under Chapter 1.

TABLE OF CONTENTS (centered, 2” from top)

ABSTRACT ..... ii

LIST OF FIGURES ..... xx

LIST OF TABLES ..... xx

ACKNOWLEDGMENTS ..... xx

CHAPTER 1: BACKGROUND ..... 1

Needs Assessment/Problem Statement ..... x
Supporting Framework ..... x
Project Goals/Objectives OR Study Purpose/Research Questions OR Other Way to Note that You Have Set Aims ..... x
Level II Heading 1 ..... x
Level II Heading 2 ..... x

CHAPTER 2: REVIEW OF LITERATURE ..... x

Topic 1 ..... x
Topic 2 ..... x
Topic 3 ..... x

CHAPTER 3: METHODS ..... x

Ethical Considerations ..... x
Project Implementation ..... x
Sequence of Activities ..... x
Time Line of Activities ..... x
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CHAPTER 4: FINDINGS ..... x

CHAPTER 5: DISCUSSION ..... x

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APPENDIX A: TABLE OF EVIDENCE FOR OUTCOME 1 ..... x

APPENDIX B: TABLE OF EVIDENCE FOR OUTCOME 2 ..... x

APPENDIX C: MEASURE USED TO EVALUATE OUTCOME 1 ..... x

APPENDIX D: SCALE USED TO EVALUATE STAFF SATISFACTION..... x

APPENDIX E: TIMELINE ..... x

LIST OF FIGURES (centered; 2” from top)

Figure Page

1. Title ..... x

2. Title ..... x

3. Title ..... x

LIST OF TABLES (centered; 2” from top)

Table Page

1. Title ..... x

2. Title ..... x

3. Title ..... x

**CHAPTER 1** (centered, 1" from top)

## BACKGROUND

### Needs Assessment/Problem Statement

This section contains an objective discussion of the specific situation, opportunity, problem, issue, or need that the proposal addresses. It also includes a brief description of the community/setting. The problem description is supported with research findings or local evidence to justify the need or problem. The case is made clearly and concisely that a relevant, compelling problem or need exists within a particular context. The discussion includes a description of the target population and the definition of the problem to be addressed in that population. This section ends with a single sentence statement of the problem to be addressed.

### Supporting Framework

When the project involves a practice change, the underlying change framework is briefly identified and applied to the project. For other projects, the conceptual model or theory is identified as appropriate to the project. This section will include support from nursing and other appropriate theories which frame the project or any intervention/practice change; several theories may be integrated in order to adequately describe the framework.

### Project Goals/Objectives OR Study Purpose/Research Question(s)

In this section, the outcome of the project is described in measurable terms. There is a succinct description of the proposed project outcome(s) and accomplishments, including the

overall goal(s) and specific objectives or ways in the goal(s) were met. The program goals and objectives should include:

- Minimum of one goal for each problem or need in the problem or statement.
- Description of whom/what were to be changed by the project.
- Performance--action(s) or strategies to be undertaken during the project.
- Process--planned method(s) by which the actions or strategies occurred.
- Product(s)--tangible results expected from the project.

In the case of a research study, the overarching study purpose is stated followed by the research questions to be answered in the project.

**This is a Level 2 Heading (APA Format)**

This represents a sub-section of the primary heading. All headings should be worded in the Table of Contents exactly as they are in the text. The text starts in the line one double space below the secondary heading and is indented.

**This is a Level 3 heading in APA format.** This level of sub-heading is a sub-section of a secondary heading, but the tertiary heading does not need to be included in the TOC. Both secondary and tertiary sub-headings are subparts of the primary heading, just like an outline.

**This is a second Level 3 heading.** There should be at least two headings of the same level within your paper. In order to prevent an abrupt paragraph, it is good to include avoid single sentence paragraphs.

**This is the Second Level 2 Heading**

There should be at least two headings of the same level for each level to meet with APA formatting requirements. There also should be at least two sentences in a paragraph. It is also good to avoid run-on paragraphs as they can lose your reader.

# CHAPTER 2

# REVIEW OF LITERATURE

## Topical Literature Synthesis with Abbreviated Table of Evidence for Each

The review of literature contains evidence that supports the need for the practice or process improvement or research study. An important dimension of this will be support of the particular intervention (if appropriate) used in the doctoral project and rationale for selection of that intervention. The review documents the validity/reliability of measures to be used and methodology selected. If the project involves a "systematic review" of literature on a topic, then Chapters 2 and 3 may be switched in order.

Pagination of the chapters will continue from Chapter 1 through Chapter 5. Each topic will have a Level 1 APA heading. Your tables of evidence can be housed in appendices at the end of the paper (see Appendices A and B), and can be single-spaced and in 10-point font to save space. They should be cited for the reader to know about them, as in the preceding sentence. They can also be cited by something like this: Appendix B includes a table that summarizes the evidence found on the concept.

# CHAPTER 3

# METHODS

[For research studies, this section will follow the standard format for a quantitative or qualitative study methods description: Design, sample, measures, procedures, data analysis.]

## Ethical Considerations

In the discussion, the student addresses how ethical standards for conducting research and quality improvement projects have been considered and addressed. There must be a second sentence for this paragraph.

## Project Implementation

In this section, you are giving a clear description and explanation of project scope and activities. The implementation of the project should be described in such detail that a reader could adequately replicate the methods. Collection of all data used in the project is described in detail. Procedures used for project evaluation or data analysis shall be described.

The process used to achieve the project outcome(s) is described in a rational, direct, chronological way. This includes actions that assisted in accomplishing the objectives, including who carried out the activities; the measured impact of activities; and a time frame for the entire project.

### Sequence of Activities

The activities accomplished and planned are delineated and described. There must be a second sentence for this paragraph. No widows and orphans can occur with lines (formatting tip).

**Time Line of Activities**

Activities used in the project from start to finish are listed. This section gives the practice change a "face." That is, what activities were done to make a practice change happen and when those occurred. The description is in enough detail that another nurse could replicate the practice change in a different setting. Framing this in a timeline gives a sense of how long each phase of the practice change implementation took to accomplish. The timeline also includes when processes (e.g., compliance of staff) or outcomes (e.g., patient variables) were assessed.

**Organizational Setting**

Where the project occurred is discussed in terms of the organization, its "type," size, patient population, etc. Again, you would not want to have a single sentence paragraph unless unavoidable.

**Stakeholders Involved**

Persons involved in the project from start to finish are listed and their roles discussed. Groups that were involved are described. That is, if approvals were sought and achieved, the involvement of the specific approval body is discussed. For example, in order to change a policy on administration of a drug in the peri-anesthesia recovery room, the approval of the Pharmacy and Therapeutics Committee was elicited (specify when), and achieved (when).

**Patient Participation/Selection**

Target patients are described. This includes inclusion and exclusion criteria, both planned and actual. Numbers of patients potentially involved are discussed, along with actual patients involved. Procedures used to engage participants are described in detail. Any problems encountered with patient selection are discussed, along with methods used to ensure patient safety and integrity of any practice changes implemented.

**Resources Used for Project Completion**

Resources required for the project completion are listed and discussed. Resources include people, equipment, money, and other means of accomplishing project aims. Again, the intent here is to lay out what was required to get the project done. Discussion should include barriers and facilitators to resource acquisition and use. For example, if a project were delayed due to inadequate personnel during a specific time, this should be thoroughly discussed. Or if the receipt of sample items from a pharmaceutical company allowed a project to proceed, and enabled evaluation of the sample items, this would be discussed.

**Evaluation Methods**

Here, the student writes up how the project goals were evaluated. Specific measures used are described in detail, along with how changes in each were analyzed or described.

This section gets to the deliverables of the practice change, and *how* they were evaluated, not the actual outcomes. This would be the final sentence of this chapter.

# CHAPTER 4

## RESULTS/OUTCOMES

Results of the project relate back to the project goals and objectives or study purpose and research questions. Headers are used as appropriate (e.g., topical headers from Chapter 2 may be used). Especially helpful will be graphs (considered figures) and tables that show patterns of trends in outcome measures, as statistical significance may not be the desired outcome. Narrative data are described as appropriate. This chapter should give a temporal sense for key phases in project implementation, as this aids evaluation of feasibility of replication.

For clinical projects, results for each project objective are included. This allows determination of to what extent the objective was achieved. For each objective, the key facilitators that made the objective achievable and the key barriers are described. A section that describes unintended consequences, both positive and negative, is included.

For research studies, findings for each research question are given. Any secondary findings are also described.

# CHAPTER 5

# DISCUSSION

The project results are discussed within the context of the clinical setting, the conceptual/organizing framework, and findings from the literature. New literature that has been published since the literature review is also discussed. This chapter gives a sense of the importance of the project findings, the feasibility of repeating the intervention with similar patients or with different samples, and the significance of the project to the specialty nursing practice area.

Specific recommendations are delineated for the site where the project was conducted. A discussion of how the project activities should be continued, reduced, phased out, or expanded is included. A description of any ongoing or planned evaluations for phases outside the scope of the doctoral project is given. Recommendations are placed within the framework of the organization's strategic plan and include discussion of who needs to be involved in or responsible for future phases. Finally, recommendations are discussed regarding the possible application of project findings in other settings, along with implications for future practice initiatives, educational programs, and research studies.

For research studies, implications for nursing practice, education, and research are discussed. This would conclude your discussion.

**APPENDIX A** (centered, 1” from top)

**TABLE OF EVIDENCE FOR MEASURE 1** (may be put in landscape orientation for readability, and use single-spacing and 10-point font)

**APPENDIX B** (centered, 1” from top)

**TABLE OF EVIDENCE FOR MEASURE 2**

**REFERENCES** (centered, 1" from top)

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**Consortium of Schools of Nursing**
**California State University, Fullerton, California State University, Long Beach, and California State University, Los Angeles DNP Program**

**Doctoral Project Manuscript and Project Defense Evaluation and Scoring Rubrics**

| Doctoral Project Written Manuscript Rubric | | | | | | |
|---|---|---|---|---|---|---|
| **Criteria** | **4 = Exceeds expectations** | **3 = Meets expectations** | **2 = Meets some expectations** | **1 = Does not meet expectations** | **0 = Unable to score** | **Final Score** |
| **Introduction** | All elements of the introduction to the applied nursing research problem statement and its significance are thoroughly addressed with clarity and precision; problem, purpose, and guiding questions are tightly coupled; argument for project's significance to nursing practice is masterfully crafted and persuasive; entire discussion clearly and thoroughly provides an excellent foundation for the remaining project manuscript. | All elements of the introduction to the applied nursing research problem statement and its significance are addressed clearly; relationship between the problem, purpose, and guiding questions is evident; argument for the applied nursing research project significance is persuasive; entire introduction provides a solid foundation for the remaining project manuscript. | Most elements of the introduction to the applied nursing research problem statement and its significance are addressed; relationship between the problem, purpose, and guiding questions is loose; arguments for developing the project are somewhat persuasive; there are some noticeable inconsistencies in the introduction; the introduction provides a beginning foundation for the remaining project manuscript. | Some key elements of the introduction to the applied nursing research problem statement and its significance are notably missing; relationship between the problem, purpose, and guiding questions is difficult to determine; arguments related to the significance for a applied nursing research project are not persuasive; introductory discussion has an inconsistent or obscure focus and does not provide an adequate foundation for the remaining project manuscript. | | |

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| **Literature Review** | Information is gathered from an impressive variety of healthcare and/or related research sources and databases. Sources are clearly relevant, balanced, and include critical readings related directly to the topic. Relevant research literature is presented fairly and thoroughly with no gaps or misrepresentations; studies' methods and findings are expertly summarized and analyzed; themes, trends, and patterns are identified and logically connected. Rationale for choice of literature is impressively cogent and well defined. | Information is gathered from a variety of healthcare and related research sources and or databases. Sources are relevant, balanced, and include readings directly related to the topic (nursing problem). Relevant research literature is presented well with few gaps or misrepresentations; studies' methods and findings are summarized and critiqued; themes, trends, and patterns are somewhat identified and logically connected. Rationale for choice of literature is cogent and defined. | Information is gathered from a limited variety of healthcare and related research sources and/or databases. Sources are basically relevant, not over balanced, and include studies somewhat or inconsistently related to the topic. Studies are presented with some gaps or misrepresentations; studies' methods and findings are adequately summarized with some critique; themes, trends, and patterns are somewhat identified and may not be logically connected. Rationale for choice of literature is limited. | Information is gathered from a limited number of healthcare and related sources or databases. Key studies are not included. Many sources are not relevant or balanced, and include readings not directly related to the topic. Studies presented have multiple gaps or misrepresentations; studies' methods and findings are superficial and do not support the overall points being made; minimal critique offered; themes, trends, and patterns are not identified or identified incorrectly; they are not logically connected. Rationale for choice of literature is limited in scope or not included. | | |
| **Methodology** | Each element of the applied research methods or project design is addressed thoroughly and with impressive detail. Applied research procedures are dated, conducted in a logical sequence, and detailed. Data analysis techniques are logical and complete and clearly match the data collection methods. | Each element of the applied research methods or project design is addressed in detail. Data analysis methods make basic sense and match the data collection methods. Applied research procedures are dated and sequential. | Each element of the applied research methods or project design is addressed in limited detail. Applied research procedures may be dated but may not be placed in a logically sequential manner. There are some gaps in the data analysis plan and demonstrate a limited relationship to the data collection methods. | Some elements of the applied research methods or project design may not be addressed. Data analysis methods do not demonstrate a relationship to the data collection methods. Research procedures may be dated but are not logical and sequential. | | |

| | | | | | | |
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| **Findings/Results** | An appropriate structure for communicating findings, incorporating an impressive variety of appropriate charts, tables, or data displays is skillfully constructed and presented. Results directly respond to the applied nursing research question(s). Information is skillfully organized with smooth transitions. High degree of scholarly analysis and interpretation of findings demonstrated. | A structure for communicating findings, incorporating a variety of charts, tables, or data displays is constructed. Results respond to the applied nursing research question(s). Information is organized with smooth transitions. A sufficient degree of analysis and interpretation of findings is demonstrated. | A structure for communicating findings, with some charts, tables, or data displays is constructed. Results respond to the applied nursing research question(s) but may be loosely connected. Adequate organization but with some illogical or difficult to follow transitions. Adequate demonstration of ability to analyze and interpret findings. | A structure for communicating findings, with few to no charts, tables, or data displays is constructed. Results may not respond to the applied nursing research questions or are inadequate. Organization of data presentation is difficult to follow; transitions are confusing or notably missing. Little ability to analyze and interpret data is demonstrated. | | |
| **Summary of Findings, Conclusions, Implications Recommendations for Policy and Practice, Recommendations for Further Study** | Summary includes an extensively developed and detailed description of findings, conclusions, and their implications with impressive evidence of a high degree of insight in the presentation of conclusions and recommendations for policy, practice, and further study. Discussion is skillfully woven together demonstrating a clear, obvious, and logical | Summary of the project findings, conclusions, implications, recommendations for policy and practice and further investigation are well developed and detailed with insight. Discussion is adequately woven together demonstrating a logical relationship between them. | Summary includes findings, conclusions, implications, recommendations for policy and practice and further research that are identified and detailed. However, the connection among the findings, conclusions, implications, and recommendations demonstrates a limited relationship | Summary of findings, conclusions, implications, recommendations for policy and practice and further research are neither well developed nor detailed. The connection among these areas is not well woven together; severally limited or no demonstration of the relationship among them. | | |

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| | relationship among them. | | | | | |
| **Scholarly Writing** | Language is used skillfully to communicate complex ideas and claims; transitions are facilitated smoothly with appropriate headings and subheadings; each section logically flows to the next with easy transitions; discussion is always focused and organized; the writing is grammatically correct and error free; writing clearly contributes to understanding the overall purpose and discussion; strong scholarly tone. | Language is used well to communicate complex ideas and claims; transitions are facilitated with headings and subheadings; each section flows to the next; work is focused and organized; the writing is grammatically correct with two or less errors; one spelling error; writing adds to the overall purpose and discussion. | Language is used inconsistently to communicate complex ideas and claims; inconsistent use of transitions; needed headings and subheadings are either not present or inappropriate; flow is interrupted by poor organization, inconsistent focus; writing has some minor grammatical and/or spelling errors; the writing quality detracts from the overall purpose and discussion. | Language is used poorly to communicate complex ideas and claims; poor use of or lack of transitions; major headings and sub-headings notably missing; poorly organized inhibiting writing flow, lack of focus; more than significant grammatical and/or spelling errors; the writing quality detracts from the overall purpose and discussion. | | |
| **Adherence to APA or journal manuscript format requirements, if different (i.e., MLA or AMA)** | APA style guidelines are followed consistently and correctly both in the body of the paper and in the reference list; APA error free. | APA style guidelines are followed both in the body of the paper and in the reference list; only one APA error. | APA style guidelines are inconsistently followed both in the body of the paper and in the reference list; two or three errors. | APA style guidelines are not followed both in the body of the paper and in the reference list; more than four errors. | | |
| **Total (0-28)** | | | | | | |

Adapted from the CSULB Ed.D.in Educational Leadership Doctoral Project Evaluation and Rubric

| Rubric for DNP Project Presentation and Defense (Student must meet all expectations) | | |
|---|---|---|
| **Criteria** | **Meets Expectations** | **Does Not Meet Expectations** |
| **Style** | Presentation is organized, and candidate is able to present in a scholarly manner. Pace of presentation is appropriate and maintains eye contact. | Presentation is disorganized and difficult to follow. Candidate does not maintain eye contact and pace is uneven—hurried or too slow. |
| **Level of Presentation** | Level of presentation is appropriate as to content, length, and audience. | Length of presentation is either too short to adequately cover the content or excessive lengthy. Content is overly simplified or given in excessive detail. |
| **Ability to Communicate Pertinent Information** | Candidate is able to succinctly explain complex concepts and captures the attention of the audience. Easy to understand, yet clearly based in scholarly evidence. Able to respond articulately to questions about the DNP project and defend choice of methods and project conclusions/recommendations. | Candidate has difficulty explaining the content, loses train of thought while presenting, is difficult to understand, or does not hold the attention of the audience. Has difficulty responding to questions. Does not show command of the scholarly evidence related to the DNP project. |
| **Time** | Candidate stays within identified time frame of presentation. | Candidate does not complete the presentation within the identified time guidelines. |

# Appendix C
# DNP Program Checklist

1. _____ Apply for admission
2. _____ Consult with School of Nursing for advisement
3. _____ Provide appropriate documents/materials as required

[Receive notification of admission from Admissions Office]

1. _____ Complete any course prerequisites and/or remove deficiencies if needed
2. _____ Consult adviser for development of official study plan and submit
3. _____ Apply for classified standing prior to completion of 9 units of study plan course work

[Receive notification of classified standing being granted from Graduate Studies Office, showing GSO approval of the study plan]

1. _____ If not received within a reasonable length of time, call the School of Nursing or GSO
2. _____ Complete course requirements
3. _____ Complete doctoral project following university and School Guidelines
4. _____ Obtain final approval doctoral project committee
5. _____ Apply for graduation check and advancement to candidacy prior to the beginning of the final semester and no later than the deadline initiating university review and formal approval by faculty.
6. _____ Obtain approval of university thesis reader
7. _____ Deposit approved copy of doctoral project in the campus bookstore by the applicable deadline

[Final, approved study plan, with School of Nursing recommendation, sent to GSO]
[Preliminary approval, pending adequate grades, and completion of any other requirements, granted by GSO]

1. _____ Deposit approved copy of doctoral project in the School of Nursing at CSUF and at home campus
2. _____ Complete all general and specific requirements, other than final course examinations, by the last day of classes
3. _____ Make appropriate arrangements for cap, gown and hood rental in the campus bookstore.

[Final verification of completion of requirements sent by the GSO to the registrar]
[Receive notification of award of degree from registrar approximately 8 weeks after the end of semester.

# Appendix D
# Grading Rubric for Written Work - Graduate Level Courses

**"A" Grade Paper: Outstanding, creative, strong basis for a future publication.**

- Focuses on selected topic, and makes original observations.
- Articulates several ideas, draws conclusions and explains a position.
- Assertions are supported by the literature.
- Shows analysis and synthesis.
- References from the literature are well-integrated, are drawn from various disciplines and relevant course topics.
- Literature sources are from leading periodicals in health care and from content experts.
- APA style for format and references is correct and consistent throughout the paper with no more than 2 major errors or omissions in content or format.
- Writing style is clear, logical, engaging and professional.
- Citations include credible internet sites.

**A- Grade Paper: Excellent, creative, worthy of an example for future students:**
The majority of the criteria for A, but some of the criteria are at the B level.

**B+ Grade Paper: Above the Standard.**
Meets the majority of the criteria for B, but some of the criteria are at the A level.

**B Grade Paper: Standard acceptable graduate work.**

- Adheres to topic, content thoughtfully paraphrased and synthesized.
- Clear positions are taken on the topic.
- Assertions carefully supported using course readings.
- Summarizes key points.
- Literature sources are primarily from periodicals in nursing.
- Writing style is clear, outline can be discerned and is logical.
- APA style for format and references carefully followed with no more than 4 major errors or omissions in content or format.
- Citations include credible internet sites.

**B- Grade Paper: Work needs to improve to meet acceptable graduate level standards.**
Meets the majority of the criteria for B, but some of the criteria are at the C level.

**C+ Grade Paper: May be acceptable for new learner but needs improvement to meet acceptable graduate level standards.**
The C+ paper meets the majority of the criteria for C, but some of the criteria are at the B level.

**C Grade Paper: Not acceptable graduate level work, student will need to demonstrate substantial improvement in any subsequent written work to continue in graduate program.**

- Difficulty adhering to topic
- Content primarily regurgitated from literature
- Not familiar enough with the material to express a clear position
- Assertions not well-supported by literature

- Main points not connected
- Explanations and assertions not clearly referenced from the literature
- Literature limited to primarily those readings required in the course
- Writing style hard to follow, outline not clear, content doesn't flow logically, or changes abruptly, incomplete
- APA style for format and references is inconsistently followed or absent, with more than 4 major errors or omissions
- Proofreading is careless

Papers below this level are considered failing and are logical extensions of above OR <u>any</u> violations of academic integrity.

Adapted from work by Dr. Jordan-March, 1996
Evaluation Committee/May 2002/Revised draft/Approved by faculty with revisions.

# Appendix E
# Technological Tools Available to You at CSUF

**CSUF Campus wide Services**
The California State University, Fullerton main website is located at: **http://www.fullerton.edu** From this site you can access information about the University and enter the Portal. The Portal can only be accessed by admitted students and gives access to your email and courses on Blackboard. To enter the Portal, you must have an ID and password. Your ID is assigned by Admissions and Records and you also receive an initial PIN to use as a password.

**Registration Information**
Only admitted students can register for courses. Registration for classes is available at: **http://www.fullerton.edu/titanonline**

**School of Nursing Resources**
The School of Nursing also maintains a website where information about the programs, online applications, scholarship information, and forms for download are located. You can access the Nursing website at: **http://nursing.fullerton.edu**
***The website is only viewable with Microsoft Internet Explorer.***

**Course Information**
Course information is located in a course shell called "Blackboard", which is accessed through the Portal. Once you have entered the Portal select the "Blackboard" tab to enter Blackboard directly. You will see a screen that introduces Blackboard and you can then click on the link to enter Blackboard and access your courses. Please note that you must have registered for the class in order to access it via Blackboard.

**General Computer Guidelines**
CSUF nursing students use computers both on the campus and in the distance education program. Nursing students agree to follow the University guidelines on computer use while working on campus and at home. Students agree not to use email lists from courses to solicit anything other than course-related information and will not share email addresses or other personal information with non-nursing students. It is the policy of the University that students, in line with the mission of the University, will use information resources. Access to the vast information infrastructure including the library, web sites, online course materials and other repositories of web-based data includes the responsibility to share information within the law and to protect intellectual products of the campus community. Any student who, without authorization, accesses, uses, destroys, alters, dismantles, or disfigures the university information technologies has engaged in unethical and unacceptable conduct. This activity will result in disciplinary action. For technology requirements and updates refer to the School of Nursing website http://nursing.fullerton.edu/StudentResources.aspx

In addition, you can also view videos on accessing the Portal, your BlackBoard courses and library services. The website should be marked as a "favorite" and used regularly!

**Browsers and Electronic Mail**
A Browser is a program used to access the internet. Like ISPs, browsers also have specific codes the help or impede your online work. At CSUF, it is recommended that you use Microsoft Internet Explorer exclusively. If you use AOL or MSN you must minimize it and then open up Internet Explorer.

**Electronic Mail**
Electronic mail, commonly known as email, and computer files are considered private to the fullest extent permitted by law. Individuals should not be unwittingly exposed to offensive material by the deliberate and knowing acts of others.

**These activities are prohibited by the School of Nursing**:
Sending/forwarding chain emails.

**General Email Guidelines**:
1. Never assume your email is private. Compose emails using professional standards and taking into consideration that the email may be inappropriately circulated.
2. Do not open attachments from people you do not know because they may contain viruses.
3. Keep paragraph short and to the point, use white space to leave breaks between paragraphs
    a. Do not use all caps
    b. Use a signature with your email address and phone number
    c. Use the chain of command when sending email
4. Acronyms can be used to abbreviate when possible, however messages that are filled with acronyms can be confusing and annoying to the reader.
    a. Examples: IMHO= in my humble/honest opinion
    b. FYI = for your information
    c. BTW = by the way
5. Emoticons can be used.
6. Be sure to use the spell checker function (F7 in Microsoft Internet Explorer).
7. Netiquette is the set of guidelines that is used in online synchronous or asynchronous communication. In brief, netiquette assumes that you will.
    a. Ask for clarification of postings you do not understand, rather than assuming the author is trying to start an argument
    b. Do not say anything in an email or posting that you would not say if the person was standing in front of you
    c. Avoid all the usual slang and jargon that is considered offensive in a face-to-face conversation.
    d. More information is available at: http://www.albion.com/netiquette/

**GETTING HELP WITH TECHNICAL TROUBLE**

**Course Manager:**
The course manager is the person who supports School of Nursing students with technical issues. Students are encouraged to view the training videos available on the Nursing web site at http://nursing.fullerton.edu/StudentResources/OnlineTutorials.aspx before beginning their

Blackboard courses. Many of the basic functions students use in Blackboard are covered in these training videos.

**Students and Technical Problems:**
Expect that you will have occasional or situational technical problems. Here is the general department standard for dealing with computer problems:

1. Attempt the process you are having trouble with two or three times.
2. Call or email your course manager regarding the problem. Make sure to include your first and last name, the course you are having trouble with, and information about the type of trouble you are having.
3. Give your course manager at least 24 hours to respond before you attempt to contact the course manager or anyone else about the problem you are having.
4. You are expected to have continuous access to a computer. You also need a backup plan if your computer fails for some reason. You can go to a library or cyber café in order to access your classes. You will be expected to maintain your participation in the online class, even during technical problems.
5. Maintain a list of phone numbers for your classmates so that you can help each other when technical problems arise.
6. Be sure to maintain backups of files and antivirus protection on your computer, this will also help you be more successful in the online class! The Titan Help Desk is available to students. They are open the same hours as the Library.

   **Basic technical help can be obtained from them:**
   Email: helpdesk@fullerton.edu
   Phone: 657-278-7777
   http://www.fullerton.edu/it/helpdesk/

   **Specific help regarding Blackboard should be referred to your Course Manager at 657-278-5177**.

## NECESSARY COMPUTER SKILLS

Students are expected to have the following computer skills:

- Word processing—Microsoft Word (all related skills)
- Power Point (beginning skills)
- Upload and download files from the Internet and email
- Use the CSUF library online
- Manage browser settings
- Search the Internet
- Send and receive email

Having these skills is the best prevention of technical problems!

**Computer Hardware and Software Requirements (and Technology Information):**
Most of the information that you will need for your academic career in the Nursing Department at CSU Fullerton can be found on the Department webpage:
http://nursing.fullerton.edu/StudentResources/HardwareandSoftwareRequirements.aspx

# Appendix F
# ANA Code of Ethics and Student Responsibilities

The House of Delegates of the American Nurses' Association adopted a new Code of Ethics on July 1, 2001. The provisions that follow were approved for immediate use in educational and practice settings. The Congress on Practice had not yet approved the new interpretive statements at the time of publishing this *Handbook.*

## The Code of Ethics for Nurses

Provisions:

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

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

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

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

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

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

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

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

9. The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice and for shaping social policy.

# Student Responsibility

## STUDENT RESPONSIBILITY

**Each student is responsible for meeting the requirements printed in the university catalog http://www.fullerton.edu/catalog/ and all published regulations of the university.**

### Resources:

http://www.fullerton.edu/admissions/CurrentStudent
http://www.fullerton.edu/admissions/Index.asp
http://www.fullerton.edu/handbook/resources/admissionservice.htm
http://www.fullerton.edu/handbook/resources/parking.htm

This includes following all processes and policies contained in the catalog chapter on "Graduate Regulations." For example, key policies include (but are not limited to) making certain that you are properly admitted to the degree program, meet or complete all academic prerequisites and grading standards, file an official Study Plan, meet the program requirements of the specific degree you are seeking, and apply for graduation according to the dates published in each semester's Class Schedule. Failure to submit forms on time may result in the delay of your graduation. In order to be eligible to register and eventually to graduate with a degree, a student must maintain continuous enrollment status until the award of the degree (see "Continuous Enrollment").

All master's students must apply for graduation by completing a **Master's Graduation Check** form and submitting that to the university cashier with a graduation processing and diploma fee of $115. If you need to change your projected date of graduation, you must inform the Graduate Studies Office as soon as possible by filing a Change of Graduation Date form and paying a $10 fee to the university cashier.

The university establishes certain academic policies and requirements that must be met before a degree is granted. These include major and unit requirements and prerequisites. ***While advisers, directors, deans and faculty will provide a student with information and advice, responsibility for meeting these requirements rests with the student. Since failure to satisfy these requirements may result in the degree being withheld, it is important for each student to become thoroughly acquainted with all regulations.*** **The catalog and the semester class schedule, available online at www.fullerton.edu, are the best sources of information on current policy and regulations.**

The student also has the responsibility for securing the consent of the instructor before enrolling in a course with prerequisites that the student has not completed.

**To ensure receipt of timely information from the university, each student must keep the Office of Admissions and Records informed of changes in personal data, including changes in name, address and program of study.** Enrollment corrections and changes must be reported to the Office of Admissions and Records by the 20th day of classes each semester, using TITAN Online. During the third and fourth week, a $20 administrative late fee will be required to make such changes. Other corrections should be reported on forms provided by and returned to the Office of Admissions and Records.

## COMMITMENT TO CIVILITY

At Cal State Fullerton we foster a climate where civility is valued, appreciated and expected, and where all members of the community are treated with dignity, respect and care. Civility is apparent when we are aware of the impact that our communications, practices and behaviors have on others and when we acknowledge each person's worth, cultural perspective and unique contributions to the community.

Establishing a civil climate is a shared responsibility of all university community members – students, faculty, staff and administrators. Civility is the expression of respect for others and for the tasks we share. Therefore, we believe that civility is a cornerstone of our university mission and values, and we reaffirm our commitment to civility on the campus – both inside and outside the classroom.

# Appendix G
# Resource Information

**Mailing address:**

**CSU, Fullerton**
**Dept. of Nursing EC 190**
**800 N. State College Blvd.**
**Fullerton, CA 9283 4-6868**
**Attn: Mary Lehn-Mooney**

**Federal School Code (FAFSA, etc):** 001137
**CSUF BRN Provider # 13309**

| | |
|---|---|
| **Nursing Advisement Center:** | **phone: 657-278-3217, fax: 657-278-2096** |
| **Main Nursing Dept:** | **657-278-3336** |
| **DNP Program Questions:** | **657- 278-8615 or dnp@fullerton.edu** |
| **Campus Operator:** | **657- 278-2011** |
| **Campus website:** | **www.fullerton.edu** |
| **Nursing website:** | **http://nursing.fullerton.edu/** |
| **Financial Aid:** | **http://www.fullerton.edu/financialaid/** |
| **CSUF Bookstore:** | **http://bookstore.fullerton.edu/** |
| **Titan Online:** | **https://titanonline.fullerton.edu** |
| **BRN Website:** | **http://www.rn.ca.gov/** |
| **Graduate Forms:** | **http://www.fullerton.edu/graduate/forms.htm** |
| **Graduation Info:** | **http://www.fullerton.edu/commencement/home.htm** |
| **Free Counseling:** | **http://www.fullerton.edu/shcc/CAPS/** |
| **Campus Map/Directions:** | **http://www.fullerton.edu/campusmap/** |
| **E-mail policy and FAQs:** | **http://www.fullerton.edu/TitanAppsHelp/FAQs.htm** |

# Appendix H
# Registration Instructions

1) Use your **study plan** (found in your information/application packet) to select your classes.

2) Learn how **registration** works for the term you are interested in. Every semester, the classes being offered will be available on-line as real-time, searchable information. (http://www.fullerton.edu/schedule) In addition to this, students are advised to access the Registration Guide on the CSUF webpage (www.fullerton.edu) under Admissions>Current Students>Registration and by selecting the appropriate term (e.g. Fall 2009). The information will be in PDF format and the user may choose to print it for future reference if desired. It will be provided for you in your first term, but learn how to get there for future terms.

3) Log in to your **student portal** at www.fullerton.edu , click on **new titan online**, then access your **student center** to be able to search and register for class. **Look for and take care of any holds.** Go to **"Enrollment dates"** to find your appointment, and then click on **details** to get the time of the appointment.

On the **add a class** tab, you may select your classes by entering the class number, browsing the catalog or searching for classes. Use your study plan in order to enter the course number (e.g. 505a) and course subject (e.g. Nursing) for your specific class. When you pull up a class, click "view all" to see if there are multiple sections. Then ***click on each schedule number to find out which specific class is meant for your concentration. It will be located at the bottom under 'Class Notes'. This is critical. Any other section of the same class will block you.***

***BOOKS:*** Once you have enrolled in the classes, you can find and order the books required and recommended by clicking on "My Textbooks" (left side bar). This links you to the Titan Bookstore with your current booklist. (You must be enrolled, and the books must be available on sale already for the required/recommended booklist to appear).

4) **Register EARLY** and alert me if you are having problems gaining classes you should be in. (mlehn-mooney@fullerton.edu)

5) Print a confirmation showing what you registered for, and double check it against your study plan for accuracy. Make sure the units match.

6) Correct problems during your registration window and during "Change of Program" periods.

7) Check with your bank to be sure your fees went through.

8) Keep everything in a file for your records. ☺

# Appendix I
List of Forms Available Online
at http://nursing.fullerton.edu

**Application for Independent Study**

**Application for Graduation Check**

**Certificate of Completion Request**

**Change in Study Plan Request**

**Excess Units Request**

**Extension of the Time Limit**

**Grad Student Checklist**

**Late Grad Check Petition Instructions**

**Late Grad Check Petition**

**Leave of Absence Form**

**Validation of Outdated Coursework Petition**