

Eastern Michigan University

School of Nursing

**MSN and Graduate Certificates
Student Handbook**

**2015-2016
(Revised Fall 2015)**

The contents of this Handbook are subject to revision at any time.
The University and the School of Nursing's right to revise includes, but is not limited to, policies, programs, grading guidelines, graduation requirement, courses, services, fees and personnel.

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Winter 2015

Dear Graduate Nursing Student:

Greetings and welcome to Graduate Studies at Eastern Michigan University School of Nursing. This is a very important time for nursing in our state and throughout the country. *The Future of Nursing: Leading Change, Advancing Health* report has thrust nursing in the national spotlight with a call to action for nurses to achieve higher levels of education and training. The *Patient Safety and Affordable Care Act* has also created opportunities for nurses with higher levels of education to markedly impact the healthcare of the nation.

You are joining EMU School of Nursing at an exciting time. We recently revised our graduate programs that has maintained accreditation from the Commission on Collegiate Nursing Education (CCNE) since inception. The faculty have given much thought and energy in revising our programs of study. Whether you are going the MSN Adult-Gerontology CNS program, the MSN Adult-Gerontology NP program, the MSN Nursing Education program or either of graduate certificates, rest assured the faculty are here for you!

This handbook is filled with helpful information designed to help you navigate through graduate study in the School of Nursing. Students are held accountable for knowing and abiding by the contents of this handbook as well as all University graduate policies and procedures.

On behalf of School of Nursing faculty, staff and administration all the best as you embark on this new chapter in your professional career. Thank you for responding to the call to action to advance nursing knowledge.

Sincerely,

A handwritten signature in cursive script that reads "Michael L. Williams".

Michael L. Williams, PhD, RN, CCRN, CNE
Director & Associate Professor
School of Nursing

The nursing faculty members at Eastern Michigan University welcome you to Eastern Michigan University Graduate Nursing Programs. Our programs are designed to provide you opportunities to grow in the knowledge and skills required to practice nursing at an advanced level. This Nursing Graduate Student Handbook has been compiled for reference by faculty and students in the Eastern Michigan University School of Nursing.

Policies and procedures outlined here are subject to change and may be superseded by action of the School Director and the faculty. When such change occurs, the updated information will be provided to you in the form of substitute pages for this handbook, posted in an updated handbook online. Each student is responsible for the information contained in the current handbook .

References, which contain policies relevant for graduate students at Eastern Michigan University, include the following:

1. Nursing Graduate Student Handbook, Eastern Michigan University School of Nursing.
2. Graduate Student Services. Information for all graduate students is available on the Graduate School web site: <http://www.emich.edu/graduate/>
3. Capstone/Thesis Information for Graduate Students: This is available at: http://www.emich.edu/graduate/thesis_dissertation/capstone.php
4. American Psychological Association (2012). *Publication manual of the American Psychological Association, (6th ed.)*. Washington, D.C.: Author.
(APA editorial style must be followed for all graduate program papers.)

Nursing Director: Michael Williams, PhD, RN, CCRN, CNE

Nursing Faculty: (See Appendix A for contact numbers and specialty area.)

Betty Beard, PhD, RN

Laurie Blondy, PhD, JD, RN, PNP-BC

Sherry Bumpus, PhD, PhD, RN, FNP-BC

Susan Bushinski, DNP, RN, ACNP-BC, FNP-BC

Deborah Collins-Bohler, PhD, RN

Marguerite DeBello, MSN, RN, CNE, ACNS-BC, NP

Diane Fox, EdD, RN

Sandra H. Hines, PhD, RNC, WHNP

Jenni Hoffman, DNP, RN, FNP-BC

Virginia M. Lan, PhD, RN

Kiesha Lovance, DNP, RN, ACNP-BC

Angela P. Lukomski, DNP, RN, CPNP-BC

Mary Sue Marz, PhD, RN

Lydia McBurrows MSN, PNP-BC

Linda Myler, DNP, RN, CNE

Sandra Nelson, PhD, RN, APRN-BC

Gerald Newberry, PhD, RN

Cecilia O'Connor, DNP, RN

Caroline, Peltz, PhD, RN

Delbert Martin Raymond III, PhD, RN

Sandra Restaino, DNP, NP-C, CSC

Kathleen Seuryneck, DNP, RN

Julie Slack, MSN, RN

Peggy Trewn, PhD, RN

Tsu-Yin Wu, PhD, RN

ACCREDITATION

The BSN and MSN programs at Eastern Michigan University have met the standards for accreditation by the Commission on Collegiate Nursing Education (CCNE). Accreditation for ten years was awarded in Fall, 2012 through December 31, 2022.

ADMINISTRATIVE STRUCTURE

The College of Health and Human Services (CHHS) is composed of four schools including the School of Nursing, School of Health Sciences, School of Social Work, and School of Health Promotion and Human Performance. The Director of the School of Nursing reports directly to the Dean of the CHHS, Murali Nair, PhD. The Associate Dean of CHHS is Christine Karshan, PhD.

In the School of Nursing, there are program directors and coordinators for all programs: doctorate, MSN and graduate certificates, BSN, and RN/BSN. Decisions regarding the MSN and Graduate Certificate programs, planning, admission and retention of graduate students are made by the Master's Program Admissions and Curriculum Committee (MPAC).

Graduate students may serve on MPAC, and also have other opportunities to provide input to the School of Nursing and address their concerns. Student cohorts select two to three representatives who will meet with the MSN Director and the School of Nursing Director to provide input and to address any of their concerns. These representatives also assist in selecting students to serve on the planning committee for the annual Convocation ceremony.

MISSION, PHILOSOPHY, BELIEFS, OBJECTIVES, PROGRAM OUTCOMES, & CONCEPTUAL FRAMEWORK

Mission: The mission of the School of Nursing is to deliver high quality education that prepares students to become nurse clinicians, educators, leaders and scholars.

Philosophy: The School of Nursing became an integrated unit of Eastern Michigan University, College of Health and Human Services (CHHS) in 1971 and the first group of baccalaureate nursing students graduated in 1975. The RN/BSN completion program began in 1979 and in August, 1993, the Master of Science Degree Program was instituted to confer advanced practice standing in Adult Health Nursing.

In partnership with the University and the College, the School of Nursing is committed to excellence in teaching, the extension of knowledge through research, and preparation of caring and competent professionals to enhance health and quality of life within the global community.

The faculty of the School of Nursing is committed to the shared values of the University, and recognize that as members of the academic community they are required to fulfill the three-pronged role of teaching, research and service. They also accept the responsibility for the continued development and enhancement of clinical practice.

Faculty believe that programs that prepare professional nurses must include opportunities for students to acquire a knowledge base that is rich in the social sciences, the physical sciences and the humanities. When learners have a broad base of knowledge, they are better prepared to be

critical thinkers and problem solvers who use critical inquiry throughout their professional development. A nursing program must be guided by beliefs about person, environment, health, nursing, and teaching/learning. The faculty of the School of Nursing at EMU are guided by the following:

The MSN program philosophy is rooted in an eclectic approach that embraces the four concepts of the nursing meta-paradigm: person, environment, health and nursing. Beliefs about teaching/learning are also central to this philosophy.

Persons are dynamic, whole and human. Knowledge and awareness of the human systems-- biological, psychological, social, cultural, spiritual-- are necessary in order to interact with persons in the wholeness of their being. Persons have worth, dignity, and the capacity for growth and change. They also have the right to make decisions about their lifestyles, health care and educational processes. Persons experience and constantly interact with their ever-changing internal and external environments that affect their responses to health and well-being. Responses are manifested in a variety of ways depending on developmental life span; cultural, racial/ethnic backgrounds; gender; economic status; and unique abilities. Persons are viewed as individuals, families, or communities.

Environment is an open system including all that is external to the person whether viewed as individual, family, or community. Persons are in constant interaction with the environment. The external environment is envisioned as a global community composed of physical, social, political, technical, economic and cultural influences. The environment is recognized as important for both clients and providers of health care. Choices in health care are influenced by a person's ability to meet basic needs, availability of resources, and access to resources. Organizational and political constraints affect the availability and provision of health care resources. The constant exchange of energy between persons and environments constitutes an arena for assessment action. Nurses need skills to operate within health care systems and to deliver needed services.

Health is a dynamic phenomenon experienced by persons in different dimensions and degrees throughout the life span. Health is a dynamic state defined by the person. Three phases of health are: (1) healthful living, harmony with one's environment; (2) health disruption, disharmony with one's environment, and (3) health reorganization, the process of changing to achieve, preserve, and/or recover healthful living. Health also relates to functioning within roles, engaging in personally identified aspects of joy, wonder, and need, and developing one's potential for the fullest state of being. Not only do persons define health for themselves, they also make decisions affecting the level of health they wish to attain.

Nursing is an art and a science. As a profession, nursing is rooted in caring as a value. As a science, nursing integrates theory and practice through research to build a body of unique knowledge. Nursing is goal oriented, yet responsive to the dynamic changes in persons, their environments and their health. As an action, nursing is defined as the diagnosis and treatment of human responses to actual or potential health problems (ANA Social Policy Statement, 1980, p.9; 2010, p.10). Nurses advocate for and promote the self-advocacy of health in recipients of nursing and other health care services. Nurses work collaboratively with other health professionals in striving for an optimal health care delivery system. Just as persons are growing and evolving, nursing as a profession also continues to develop as an art and as a science.

Teaching-learning is an ongoing process that results in goal attainment for each person. Learners are self-aware persons with responsibility for their actions. Learners bring strengths, knowledge and responses to the learning environment. Teachers and learners engage in ongoing developmental processes. Both teachers and learners have styles of learning which influence their creative interactions. Learning environments must be open, encourage diverse ideas, and promote generation and acquisition of knowledge. In creative collaboration with clients and other health professionals, nursing students engage in synchronous experiences enabling them to participate in meeting the health needs of society.

Graduate Program Beliefs: The School of Nursing faculty believes that professional education at the graduate level encompasses the following components:

1. The clinical knowledge component (courses specific to developing the knowledge, attitudes, and skills central to the discipline);
2. The research component (courses focusing on scholarly critical inquiry which provide the knowledge and skills to identify and investigate knowledge);
3. The role component (courses that define the manner in which discipline-specific content should be enacted)

The Master's of Science in Nursing (MSN) program allows students to explore a variety of nursing models within diverse clinical settings. Using a systems framework based on the nursing meta-paradigm, students gain advanced knowledge and skills for delivering care to clients in the specialty area of adult-gerontology health nursing. Clinical nursing skills in advanced health assessment and advanced content in critical areas of adult-gerontology health provide the basis for the development of a variety of nursing interventions. Advanced nursing leadership/management skills are developed. Critical thinking and clinical judgment are emphasized throughout the curriculum.

The faculty believes that graduate education develops a practitioner capable of expert clinical practice with clients; able to examine health care policies and issues in terms of implications for the delivery of nursing care; and able to analyze the intersection of roles of nursing and other health professionals in planning, delivery, and evaluation of health care.

Graduate Program Objectives: MSN Graduates in Adult-Gerontology at EMU will meet the four program objectives below:

1. Practice nursing of adults, at an advanced level, using selected theoretical frameworks;
2. Develop leadership skills in promoting health for adult individuals and groups in the organizational and political arenas;
3. Manage caseloads of adult patients/clients within selected health care delivery systems;
4. Apply the process of scientific inquiry toward appraisal and translation of research evidence

Graduate Program Student Learning Outcomes: Upon completion of the MSN program, students will:

1. Demonstrate the specialized body of knowledge and experiential base necessary for the assumption of the role as an advanced practice nurse, providing both direct and indirect care to adult and geriatric populations in a manner that promotes and improves the health of respective individuals.

2. Utilize critical thinking skills to integrate nursing theory, concepts of human behavior and cultural preferences, individual experience and education to meet patient and family needs for health promotion, maintenance, and improvement
3. Work collaboratively with interdisciplinary teams to direct patient care, and improve patient outcomes through advocacy, continuous quality improvement, and systems leadership.
4. Develop, implement, and evaluate evidence-based practice that informs health care decision making for direct and indirect care of individuals, populations, communities and healthcare systems.
5. Utilize informatics and health-care technologies in the advocacy and delivery of patient care to guide and improve patient outcomes, and promote quality and safety in practice.

Conceptual Framework: Recognizing nursing's change and growth as a profession and as a field of study, faculty believe that graduate level practitioners must build on more than one theoretical model in developing their practice. Graduate students must explore a variety of models and select the model that best directs clinical practice. Further, graduate students need to be aware of a variety of models as they practice in the diverse settings within local and global communities. Accordingly, the graduate program is designed with a conceptual framework based on the concepts of nursing's meta-paradigm, i.e., the relationships of person, environment, health and nursing. These concepts are examined within a systems perspective. The systems perspective provides the broadest framework within which to investigate and develop the concepts crucial to nursing. Furthermore, a large number of conceptual models and theories are built upon the foundation of systems theory.

Adult persons, clients of the health care system, are seen as multidimensional yet expressing a wholeness of being. Clients may be individuals, families or communities. As nurses assess the dimensions of clients as a basis for providing care, they must simultaneously assess the health care system in which care is being delivered in order to provide care most effectively.

Students will gain advanced knowledge and skills for delivering care to clients as advanced generalists in the specialty area of adult health nursing. Clinical nursing skills will include advanced knowledge in health assessment related to the multiple dimensions of adult persons. Advanced content in critical areas of adult health such as health promotion, stress and coping, grief and loss, and pain and disuse phenomena will provide the basis for the development of a variety of advanced nursing interventions. Advancement of critical thinking and clinical judgment will be emphasized as processes throughout the curriculum. There are four optional functional concentrations. Teaching in health care systems is an optional three-course sequence that may be selected. This role function is designed to prepare those nurses who will be engaged in teaching in community college systems or for those whose clinical role functions have expanded to include staff development or patient education. Another concentration is clinical systems management. A three-course sequence provides knowledge and skills in the theory and practice of leadership and management. An interdisciplinary sequence of three courses concerns quality management in health care systems. Students interested in gerontology may select an interdisciplinary sequence of courses to enhance their nursing practice caring for elders. Students may elect to receive a graduate certificate in these concentrations except Clinical Systems Management.

In addition, students will be provided with the basis for effecting change and for managing conflict and change within systems. Leadership and management skills are critical for the delivery of effective care to clients, for the maintenance of client health, and the continuity of the

system of care delivery. The health of both adult clients and the environment constitute the output of the conceptual framework proposed for the program. The effects of values, politics, ethics, and law are seen as the basis for the evaluation and quality control integral to the feedback mechanism in this systems framework. The synchronous nature of nursing and management knowledge will be initiated and developed throughout the curriculum.

MASTER OF SCIENCE IN NURSING (MSN) PROGRAM OPTIONS

The Master of Science in Nursing program builds on the knowledge and competencies of baccalaureate nursing education. The structure and process of this master's program provides for the attainment of advanced knowledge and skill in the practice of nursing with adult-gerontology populations. This program provides a curriculum that focuses current practice while analyzing trends concerning evolving needs of the community for health care and for nursing in particular.

The master's program prepares graduates for clinical practice as advanced practice nursing in the role of Clinical Nurse Specialist, or Primary Care Nurse Practitioner in the specialty area of adult-gerontology nursing, with the knowledge and skill to function in various roles within health care settings.

The **program of study** consists of 40 to 53 credits depending on the program/track, and whether a role concentration is selected.

Choose one program below:

- MSN in Adult - Gerontology for the Clinical Nurse Specialist (40 hours)
- MSN in Adult – Gerontology for the Clinical Nurse Specialist and Role Concentration (49 hrs)
- MSN in Adult – Gerontology for the Primary Care Nurse Practitioner (42-44 hours)
- MSN in Adult - Gerontology for the Primary Care Nurse Practitioner and Role Concentration (51-53 hrs)
- Graduate Certificate—Teaching in Health Care Systems (12 hours)
- Graduate Certificate—Quality Improvement in Health Care (12 hours)
- Additional Graduate Certificates are offered through other schools (credit hour totals will vary)

MSN Core Courses:

- NURS 500 Advanced Pathophysiology (3 cr)
- NURS 502 Advanced Health Assessment (3 cr) [20 practicum hours required]
- NURS 505 Health Status and Trends and Health Care Delivery Systems (3 cr) (formerly NURS 605)
- NURS 506 Nursing Theory for Practice and Research (3 cr)
- NURS 606 Advanced Practice Nursing Role Development (3 cr)
- NURS 608 Health Promotion and Risk Reduction (3 cr) (replaces the former NURS 642)
- NURS 611 Advanced Pharmacology (3 cr) (formerly NURS 510)
- NURS 640 Evidence Based Nursing Practice I (3 cr)

Optional courses:

- NURS 688 Field Study (2 cr)
- NURS 693 Thesis (4 cr)

ADVANCED CLINICAL PREPARATION (9 hours)

Clinical Nurse Specialist - Clinical Program/Track:

- NURS 653 Advanced Adult Health Nursing I (5 cr) [120 practicum hours minimum]
- NURS 663 Advanced Adult Health Nursing II (5 cr) [120 practicum hours minimum]
- NURS 668 Practicum in Adult Health Nursing I (6 cr) [240 practicum hours minimum]
- NURS 691 Advanced Practice Registered Nurse Capstone (3 cr)

Primary Care Nurse Practitioner - Clinical Program/Track:

- NURS 664 Advanced Adult Health Nursing I (5 cr) [120 practicum hours minimum]
- NURS 666 Advanced Adult Health Nursing II (5 cr) [120 practicum hours minimum]
- NURS 669 Practicum in Adult Health Nursing I (6 cr) [240 practicum hours minimum]
- NURS 691 Advanced Practice Registered Nurse Capstone (3 cr)

Role Concentrations/Graduate Certificates available (Optional)

Option 1: Teaching in Health Care Systems (12 Credits)

- NURS 505 Health Status and Trends and Health Care Delivery Systems (3 cr)
(NURS 623 will replace NURS 505 in this certificate program effective 2016)
- NURS 620 Teaching in Health Care Systems: Instructional Strategies and Skills (3 cr)
- NURS 622 Teaching in Health Care Systems: Curriculum/Program Development and Evaluation (3 cr)
- NURS 624 Practicum in Teaching Health Care Systems (3 cr) [135 practicum hours]

Option 2: Quality Improvement in Health Care Systems (12 credits)

- NURS 505 Health Status and Trends and Health Care Delivery Systems (3 cr)
- HLAD 525 Quality Improvement in Health Care (3 cr)
- NURS 686 Quality Improvement Practicum (3 cr) [135 practicum hours]

and one of the following electives:

- QUAL 546 Total Quality Management (3 cr), *or*
- QUAL 568 Lean Service Quality (3 cr), *or*
- MGMT 638 Building Continuous Improvement Teams (3cr)

Students meet with their advisor as soon as possible after admission to the program to develop their plan of study. When this is completed, the student receives a copy to direct his or her study, and the original is sent to the Graduate Records Office.

MSN course descriptions are available in the EMU Course Catalog.

These can be found at: <http://catalog.emich.edu/index.php?catoid=15>

ADMISSION REQUIREMENTS

General Admission Requirements: By the time you receive this handbook, you may already be admitted to one of the Eastern Michigan University School of Nursing graduate programs. This information will assist students taking courses before admission. Students must apply to and be admitted to each program from which they want to graduate. The maximum number of graduate credits a student may take prior to applying for admission to the MSN program and/or any post-graduate certificate is **six credits, and these must be approved by the School of Nursing**. See the Graduate School policies, and the *MSN Information Packet* for more information available on the School of Nursing website, under MSN Program.

GRADUATE STUDENT ADVISING

Once a student is admitted to one of the nursing graduate programs, he or she will be assigned to an academic advisor. Students are expected to meet with this advisor at least once per academic year; once per semester is preferred. The function of an advisor is to assist the student to plan his or her course of study, answer any academic questions and assist students in their progress toward graduation.

PLAN OF STUDY

The student must complete a Plan of Study form for each program in which he or she is admitted. A form outlining each program is included at the back of this handbook in Appendix B. It is important to complete this Plan of Study as soon as possible after your admission. The form must be signed by the student, the advisor and the MSN Director. The original is submitted to the Graduate Records Office, one copy is placed in the student record, and one copy is given to the student. The purpose of this form is to keep an ongoing record of your plan for graduate study. The Plan of Study can be amended at any time if the student wishes to change the planned courses or falls out of sequence. Revisions must also be signed by the student, advisor and MSN Director before being sent to the Graduate Records Office.

GRADUATE TRANSFER CREDITS

Students who are in good standing (not probationary or conditional) in a degree program may request to transfer credits from other accredited universities or colleges, provided the coursework has not been used to complete another degree. These requests must be approved by the graduate nursing faculty advisor, program director, and the Dean of graduate studies. To be eligible for transfer to Eastern Michigan University (EMU), the credit must be earned at the graduate level with a grade of B, documented by an official transcript, applicable to the student's program, and not be older than six years. Additionally, students must be cognizant of the Graduate School policies; one such policy prohibits counting credits from any course over 10 years old toward a degree at the time of graduation. See graduate school policies available at: <http://www.emich.edu/graduate/policies/index.php>. The student should meet with his or her academic advisor to complete a course transfer request form. Any request for transfer of credit should be filed as soon as possible after admission to EMU. Official transcripts of the work must be on file in the graduate school. Transfer of credit policy and the application form is available on the Graduate School web site at: http://www.emich.edu/graduate/policies/trans_credit.php It is EMU policy that a maximum of 12 semester transfer credit hours is acceptable toward a graduate degree, 3 credits for a graduate certificate. Once approved, transfer credit will appear

on the student's official transcript. Note that in order to transfer any credit hours, all requirements of the transfer credit policy of the Graduate School must be met.

ORIENTATION TO EMU LIBRARY

Arrangements will be made for students to become familiar with the use of library resources at Eastern Michigan University. The library staff may present this information in person or provide the information in an online format. It is very important for all students to become familiar with resources available on campus, online, and through inter-library loan. Students at outreach sites also have a variety of mechanisms to obtain the information required for the program. Success in the graduate program includes the ability to locate appropriate professional resources from the academic literature.

The graduate nursing programs require the use of the *current* American Psychological Association (APA) format in the preparation of all required course papers. APA style is also used in the preparation of the research or capstone project. The Eastern Michigan University web site has very useful information on APA format and plagiarism. Go to: www.emich.edu/halle. You should also purchase the most recent edition of the APA manual.

SCHOOL OF NURSING GRADING SCALE

The Faculty of the Whole in the School of Nursing has adopted the following grading scale in the graduate program. (Fall, 2013).

Satisfactory Grades

A = 100-94

A- = 93-90

B+ = 89-87

B = 86-84

B- = 83-80

Unsatisfactory Grades

C+ = 79-78

C = 77-75

C- = 74-70

D+ = 69-66

D = 65-63

D- = 62-60

E = 59 or lower

ALL GRADES ARE BASED ON STANDARD MATHEMATICAL RULES OF ROUNDING NUMERIC GRADES TO THE NEAREST 10TH.

(Ex: 74.49 = 74%; 74.51 = 75%.)

Refer to the Office of the Registrar at: http://www.emich.edu/registrar/registration_info/ for information and instructions on grading procedures, including course withdrawals and final exam schedule.

Passing Grade

Acceptable performance in 500 level or greater nursing courses is a grade of 80% or greater. This is equivalent to a B- or higher. Students who receive less than a B- in any course must repeat that course.

"I" (Incomplete) Grades

An "I" grade is awarded when illness or extenuating circumstances beyond the control of the student have prevented completion of the required components of the course AND academic performance for the completed portion of the course was equivalent to a grade "B" or better. In such cases, the instructor will provide the student and school director with a statement of the reason for the "I" grade and will specify the amount and the nature of the work required in order to remove the incomplete.

The initiative for conversion of an "I" to a letter grade rests with the student. If not converted to a letter grade within one calendar year, the "I" will remain as a permanent part of the student's academic record. Incomplete grades received in thesis, capstone and independent study courses are not governed by these time limitations and are restricted only by the six-year time limitation for degree completion policy. Check graduate school policies.

ACADEMIC PROBATION, DISMISSAL, AND APPEALS

A graduate student (degree or non-degree) is placed on academic probation at the end of the semester in which the student's cumulative grade point average in courses taken for graduate credit at Eastern Michigan University is less than 3.0 ("B" average) based on the student's completion of at least six graduate credit hours. A graduate student who does not remove his/her probationary status by the improved GPA at the end of the next two periods of enrollment (spring and summer equals one enrollment period) is subject to dismissal from the University for academic reasons.

Probation Guidelines

1. First probation letter: At the end of any semester in which a student's cumulative GPA falls below 3.0 he/she is placed on academic probation. A letter is sent from the Graduate School indicating probationary status.
2. Second probation letter: If a student's cumulative GPA is still below 3.0 at the end of the subsequent period of enrollment, the student remains on probation. A letter is sent to the student from the Graduate School indicating that probationary enrollment in only one more semester will be allowed.
3. If the student's cumulative GPA remains below 3.0 after the next two periods of enrollment while on probation, he/she is subject to dismissal from the University.
4. If at any time a student's cumulative honor points are 15 or more points below that required for a "B" in all completed graduate courses, the student will be dismissed.

Removal from Academic Probation

When a student's cumulative GPA is raised to 3.0 or above during any probationary period, the student is removed from academic probation.

Academic Dismissal

At the end of the third consecutive enrollment period after which any graduate student has a cumulative GPA of less than 3.0, the student is subject to dismissal from the University. Dismissal letters are sent to the student from the Graduate School.

After the dismissal letter is received, the student may appeal the expulsion from the University by submitting an appeals petition (letter form) for re-entry to the dean's office of Graduate School. The petition should include information about the causes of the student's academic problems; the modifications/changes in the student's individual situation that have occurred and how such will presumably help to rectify the situation; and the student's proposed plan of action to become successful in his/her graduate studies. For detailed information please see the Graduate School policies at: <http://www.emich.edu/graduate/policies/probation.php>

Please see your academic advisor and MSN Program Director for information about the appeal process, appeals hearing, and composition of the Academic Dismissal Appeals Board.

READMISSION POLICY AND PROCEDURE

Students should maintain active enrollment during their graduate program. Students that do not enroll for a period of 6 consecutive semesters are no longer considered active students, and must reapply to the School of Nursing and the Graduate School if they wish to seek readmission. Students who maintained a GPA of 3.0 or better (“B” letter grade or better) while in the MSN program prior to interrupting their studies will be considered for readmission. Readmission is not automatic. Reasons for withdrawal will be evaluated by members of the School of Nursing Masters Program Admission and Curriculum Committee (MPAC) in addition to review of all other admission requirements. See the Graduate School website for policies regarding enrollment.

University Graduate School Policy states that a master’s degree must be completed within a six-year time frame. A student that has remained “active” but needs additional time to complete a master’s degree, must petition the Graduate School to extend time to degree completion. Information about this petition can be found on the Graduate School website at: <http://www.emich.edu/graduate/>

CONTINUOUS ENROLLMENT POLICY

Effective Fall 2012, students who enrolled for NURS 688 (Field Study) or NURS 693 (Thesis) and are completing their research/projects are required to enroll in **NURS 697 (1 credit; independent study)** every semester until the research/project is completed.

Effective Winter 2013, students who enrolled for NURS 665 or NURS 667 (under a prior program plan), or have enrolled in 688 or 693 under a current program plan, and are completing projects beyond the semester or original course enrollment, are required to enroll in **NURS 697 (1 credit; independent study)** every semester until the project is completed.

Continuous enrollment is required to maintain an affiliation with the University for access to student services, faculty time, library, health center, liability coverage for research or internship, international-student SEVIS issues, or financial aid for scholarships, fellowships, assistantships, or loans. Enrollment requires department permission, and regular tuition and fees apply. The director of the MSN program will submit "CR" (credit) at the end of the semester.

GRADUATION PROCEDURES

Application for Graduation

Candidates for graduation, either for the MSN or a post-baccalaureate graduate certificate, must submit an application for graduation via my.emich Student Services by the end of the first two weeks of the final semester in which all requirements will be completed. If applying for more than one degree and/or certificate, an application must be submitted for each. There is a non-refundable fee for each graduation application that will be charged to the students account. Students who apply for graduation but fail to complete their degree requirements in a timely manner must notify the Office of Records and Registration in writing and submit a new graduation application for a subsequent semester. No additional fee is required. Deadlines for submitting applications for graduation are included in the course schedule bulletins. Information about graduation is available at the following website:
<http://www.emich.edu/registrar/graduation>.

Grade Point Average Requirements for Graduation

No student will be recommended and approved for a master's degree unless he or she has achieved a cumulative GPA of 3.0 in all courses taken for graduate credit and 3.0 in the areas of concentration. Only courses taken for graduate credit at EMU are used in computing a student's GPA. Grades received in courses accepted as transfer credit are not included. Students who do not have a GPA high enough for graduation can take additional courses to raise their grade point average. Because the person is receiving a degree in a particular program area, the student should take any additional courses in that area versus potentially easier courses in an unrelated area.

Credit Hour Graduation Requirements for MSN Program

Forty to 49 credit hours are required for the MSN in Adult Gerontology Nursing (for CNS or NP program) depending on selection of Certificate program and whether a field study or thesis is chosen.

Twelve credits minimum are required for the Post-Baccalaureate Graduate Certificates: Teaching in Health Care Systems and Quality Improvement in Health Care. The thirteen credits of the Gerontology Concentration can be applied to a Graduate Certificate in Gerontology.

Graduation Ceremonies

Each year formal graduation ceremonies are held in December and April. When a student applies for graduation, he or she will receive information about the graduation schedule and purchase of a cap and gown. Graduate students also purchase a hood with the appropriate academic trim color.

The School of Nursing holds a Convocation ceremony in December and April of each year. These events are usually scheduled on the same weekend as graduation. All nursing graduates are honored, there is a guest speaker, and families are invited. A graduate nursing student representative will be sought to assist in planning. Students are requested to RSVP to facilitate planning. Academic attire is worn. One graduating MSN student will typically be asked to provide comments for the class. Students should expect to receive their degree verification letter within three to four weeks after the close of the semester. Diplomas and student-issued transcripts are mailed approximately eight weeks after the close of the semester in which the degree is conferred.

FINANCIAL AID

The following forms of financial assistance are available at Eastern Michigan University:

Graduate Assistantship (GA) Program:

- a. Must be admitted to the MSN program and maintain a GPA of 3.0 and be enrolled in a minimum of six (6) graduate credits per semester;
- b. Award consists of tuition plus a stipend;
- c. Stipends and time commitment of service to the School of Nursing vary with the percentage of appointment. Graduate Assistant activities may include activities such as grading papers, supervising laboratories, preparing lecture demonstrations, assisting faculty research, holding regular office hours, and providing general program service.

Time of Appointment	Hours per week
Full time	20
1/2 time	10

Stipends are subject to change; check School.

Nurse Professional Fund Scholarship: Amount and eligibility varies from year to year. Notification from the State of Michigan is usually sent out in the winter term.

Nurse Faculty Loan Program (NFLP):

The Nurse Faculty Loan Program (NFLP) is a federally funded program through the Health Sciences Research Administration (HRSA). It was created to recruit students enrolled in advanced nursing education programs into teaching positions at nursing schools across the country. NFLP provides loan debt reduction through forgiveness of up to 85% in exchange for fulfilling a four-year service requirement as a full time faculty in a U.S. school of nursing post graduation. To participate, students must be enrolled in at least 3 credits per semester during fall and winter semesters as a degree-seeking student in the EMU School of Nursing MSN program, with a Concentration in Teaching in Healthcare Systems.

*¹To be eligible to qualify for the NFLP, students must be admitted to the MSN program, commit to serving as a nurse educator in a school of nursing within one year of graduation, complete the Certificate for Teaching in Healthcare Systems (CTHC) program while admitted as a student in the MSN program, and:

- Be a U.S. citizen, a non-citizen national, or a foreign national having in his/her possession, a visa permitting permanent residences in the U.S.
- Be a student in good standing in the MSN-Teaching Concentration program at the school.
- Have no judgment liens entered against him/her based on the default on a Federal debt 28 USC 3201 (e)

¹ *eligibility does not guarantee NFLP funding for any student, as funding is based on fund availability and varies from one year to the next.

Interest:

The NFLP loan will bear interest on the unpaid balance of the loan at:

1. The rate of 3% per annum, beginning 3 months after the borrower graduates from the MSN program with a Teaching Concentration, or
2. The prevailing market rate if the borrower fails to complete the MSN program with a Teaching concentration program, or fails to serve as a nurse faculty member for the consecutive 4 year period post graduation.

Service Requirements and Cancellation:

The borrower has 12 months after graduating to begin working full-time as a faculty member in a U.S. school of nursing. AT that time the school will cancel an amount up to 85% of the principle and interest of an NFLP loan as follows:

1. Upon completion by the borrower of each of the first, second, and third year of full-time employment s a faculty member in a school of nursing, the school will cancel 20% of the principle of and interest on the NFLP loan, as determined on the first day of employment.
2. Upon completion by the borrower of the fourth year of full-time employment as a faculty member in a school of nursing, cancel 25% of the principle of and interest on the NFLP loan, as determined on the first day of employment.

Repayment:

NFLP loans are repayable over a 10 year period beginning 9 months after the borrower completes the MSN Program with Teaching Concentration; ceases to be enrolled as a student in the MSN program, or ceases to be employed as full-time faculty post-graduation.

Borrowing Limits:

NFLP funds are awarded through the EMU Office of Financial Aid based on the most current cost of attendance figures. Students may receive total funding up to the cost of attendance for the year in combination with other scholarships and financial aid. A NFLP loan may not exceed \$35,000/student per year, and funding is not to exceed 5 years.

²Interested Students:

NFLP funding is not available to students prior to being admitted to the MSN program. Students wishing to apply for NFLP funds at the start of their MSN program should:

- submit an application for the MSN program for the Winter 2016 semester, **and**
- submit a CTHC application for the Summer 2015 semester simultaneously with the MSN application for Winter 2016 semester.

² Students applying to both the MSN program and the CTCH program are not guaranteed NFLP funding. Funding varies from year to year and is awarded first to current NFLP recipients in the MSN program, and then to new, eligible students admitted to the MSN program and the CTHC, provided additional funding is available.

Interested students should clearly discuss their intent to serve as nursing faculty in their goal statement and also indicate they intend to seek NFLP funding and apply for admission to the Graduate Certificate in Healthcare Systems. Students should note that the CTHC classes are offered during the summer and fall prior to the start of the MSN program coursework, and it is recommended that they complete these courses prior to beginning the MSN coursework. Alternatively, students may take some of these courses concurrently with MSN coursework or at the end of their MSN program; however, the CTHC courses must be completed before graduating with the MSN; otherwise, any funds disbursed to students from NFLP funds will become payable at the prevailing market rate as indicated on the prior page upon graduation from the MSN program. Once admitted to both the MSN program and the CTHC Program, students may request a NFLP application from Dr. Laurie Blondy (contact information below).

Students that are not admitted to the MSN program at the time of starting the Graduate Certificate Program for Teaching in Healthcare Systems, will not receive NFLP funding. Dual admission to both the MSN program (CNS or NP track) and the CTCH is required.

For further information, please contact Dr. Laurie Blondy at lblondy@emich.edu, or by phone at 734-487-3275.

NFLP Note: *“This project for the 2015-16 academic year, is supported by the Health Resources and Services Administration (HRSA) of the U.S. Department of Health and Human Services (HHS) grant# E01HP28771, Nurse Faculty Loan Program, funding totaling \$116,753 (with 1/9th of this amount financed with nongovernmental sources). This information or content and conclusions are those of the author and should not be construed as the official position or policy of, nor should any endorsements be inferred by HRSA, HHS or the U.S. Government”*

Eastern Michigan University

GRADUATE STUDENT ORGANIZATIONS & PARTICIPATION

Masters Program Admissions Committee (MPAC)

To assist the School of Nursing with input from graduate students, graduate student representation is sought for the Masters Program Admissions Committee (MPAC). This committee usually meets monthly to address graduate nursing program issues. At least one student is encouraged to participate. The representative can be a volunteer or selected by the other students. Participants should be available for most meetings.

Graduate Council

The Graduate Council is a University council that includes the Dean of the Graduate School and faculty representatives from each department with graduate programs. Its purpose is to address the concerns and needs of the Graduate School including periodic review of all graduate programs in the University. The elected student will attend meetings with the School of Nursing faculty who sits and Graduate Council.

Sigma Theta Tau, Eta Rho Chapter

Sigma Theta Tau International is Nursing's international honor society, with members in every avenue of healthcare, in countries, territories and provinces around the globe. It encourages and recognizes nursing students whose scholarship and leadership set them apart. The Eta Rho Chapter was chartered at EMU in 1984. The chapter's work at EMU includes sponsoring educational events for the nursing community, providing continuing education credits for relicensing, and mentoring nurse leaders in the community. Candidates for membership are selected on the basis of superior scholastic achievement, evidence of professional leadership, and dependable personal qualifications. Graduate nursing students are eligible for membership when they have completed ten credit hours of study toward the graduate program and have a grade point average of 3.5 or above.

CLINICAL PRACTICUM REQUIREMENTS/HEALTH-RELATED POLICIES

Selection of Preceptors

Developing a skilled practitioner depends upon both academic learning in the classroom and appropriate experiences in clinical practice. Clinical nurse specialists and nurse practitioner will be required to identify and contact preceptors. As a graduate student, developing the skills to promote yourself are very important and one way to enhance this experience is to have students work to develop their clinical practice relationships. Ultimately students are more comfortable with sites, preceptors, and locations that they have procured than sites that we can provide.

Once you have identified your potential site and preceptor you should contact the faculty of record for the course. Please provide them detailed information about the site so that they may determine its appropriateness. Once approved you will need to contact Bobbi Towne. Bobbi Towne is the official coordinator for the graduate program and will work with the site to obtain an affiliation agreement permitting you to do your clinical hours in that facility and with that preceptor. The School of Nursing has a number of clinical preceptorships that may be an option

for students unable to obtain a site on their own. Students should begin their search at least 3 months prior to the desired clinical date. This will ensure adequate time to evaluate the clinical site, ascertain preceptor credentials and gather the appropriate information needed to formalize a contractual agreement between the University and the facility if one does not already exist. A current affiliation agreement must exist between the agency and Eastern Michigan University **before** the practicum begins.

Clinical Practicum Requirements:

- **[The Clinical Practicum](#),**
- **[Clinical Evaluation Forms](#),**
- **[Receptor Agreement](#),**
- **[Student Placement Request Form](#).**

CAPSTONE COURSE and SCHOLARLY PROJECT (Field Study or Thesis)

Capstone Course

Students in either the CNS or NP program/track who complete(d) all of their clinical coursework (except NURS 502) in 2015 or later will be required to complete NURS 691: APRN Capstone course. These students will not be required to complete a Field Study or Thesis, but may do so as elective coursework. If elected, students must maintain continuous enrollment until the Field Study or Thesis is completed. Completion of a Field Study or Thesis, does not satisfy the NURS 691 requirement, as this course will still be required.

Field Study or Thesis

Some MSN student program plans required a field study or thesis in past years. Students for which this was required who completed any or all of their advanced clinical coursework *prior* to 2015 (NURS 502 excepted) will be held to this requirement. These students are expected to complete a scholarly project related to their chosen area of interest under the direction of a faculty member. These students will complete a scholarly project that is significant to nursing and relates to their area of interest. Research methodology will guide the research project. This project is a culmination and synthesis of prior graduate coursework. Scholarly projects are ideally developed in NURS 640 (Evidence Based Nursing I) and are either completed in the Field Study (NURS683) or Thesis (NURS693).

The objectives of the Field Study or Thesis project are to:

- Demonstrate the ability to analyze and synthesize the knowledge and skills acquired in prior MSN core course work, advanced practice nursing core coursework, and specialty curriculum content.
- Design and implement a project that demonstrates actual or potential practice or policy change initiatives and/or evaluations.
- Analyze results and its implications for future clinical research and practice.
- Disseminate the project through a written scholarly paper.

Guidelines: Please refer to the AACN document on “Defining Scholarship for the Discipline of Nursing to help guide your project selection. This can be found at the following website: **<http://www.aacn.nche.edu/Publications/positions/defining-scholarship.htm>**

and Appendix A.

****Students completing a Field Study or Thesis, wishing to graduate must have their research project completed and signed off by their chair and second reader two weeks prior to graduation date. In order to facilitate this, students must be organized and follow the following steps listed below****

Field Study or Thesis Steps:

Step One: Determine the focus of your scholarly work. Many students start their work with a topic that is much too broad. You may want to discuss this with your faculty advisor before starting your proposal. Another important consideration is the type of scholarship that this capstone will demonstrate. Please access the information on the four dimensions of scholarly work at the following AACN website: www.aacn.nche.edu/Publications/positions/defining-scholarship.htm. Examine each area carefully to determine which category of scholarship best fits your topic of interest.

Step Two: Review the faculty list (available online) to see what faculty member(s) are best aligned with your area of interest. This may take several phone calls, emails or meetings to establish the best faculty chair and reader fit. You may also consult with your faculty advisor for direction in this very important step. The student then must identify who is the first reader (chair) and second reader for their project. Enroll in either NUR 688 or NURS 693 once Faculty Readers are in place. Your Faculty Advisor will help you determine the appropriate course to register for based on the scope of your project.

Step Three: Prepare a Proposal for your capstone project. This proposal should include the following components:

- Overview of the topic, including your rationale for doing this work.
 - Discussion of the type of scholarship this will demonstrate
 - Description and discussion of a conceptual framework for the scholarly work—this will guide your entire work
 - Preliminary review of the literature on the topic, conceptual framework, and any relevant related topics
 - Discussion of your methodology for conducting this scholarship
 - A proposed time table for completion
- Institutional review Board (IRB) approval through EMU and any other organizations where data may be collected (please review this process and consider taking the CITI training).
- Note:** Students should not simply turn in the proposal developed in NURS 640/642. Often after meeting with your Faculty Advisor and Reader a new literature search or new dimension is added. It is important that your proposal guides your final product. Your NURS 640/642 proposal may serve as guideline, but will likely require revision

Step Four: Submit your proposal to your first reader (chair) and second reader. Your readers may ask you to edit your proposal before seeking IRB approval. **Note that an IRB “expedited” review may take two-three weeks. A full review may take as long as more than a month so plan accordingly. No work can begin on the research until the necessary review has occurred and approval by that committee is given. Any work completed prior to this time**

cannot be used in the scholarly work. Your scholarly work may be exempt from review. See the guidelines for discussion of works that are exempt from review.

Step Five: Your first reader (chair) will notify you when you may begin your project. Moving forward, all communication with your readers will be coordinated by the first reader. This ensures that communication is consistent in all directions. Plan to write/edit several drafts of your project before it is approved as a final document. The number of drafts will depend on how well you write and your ability to clearly articulate your thoughts and ideas.

Step Six: Once your project is approved (see Appendix C for grading rubric) by your chair and second reader, the paper must be prepared and signed using the approved cover sheet (Appendix B). Your chair/reader will direct you on how they want to receive a copy (digital or hard copy). Additionally, a copy of your capstone will need to be sent to our digital commons and stored electronically (insert site).

Other things to consider:

1. The scholarly work **must** be the work of the degree candidate.
2. Research proposals involving human subjects must be reviewed and approved by EMU IRB prior to the initiation of the actual data collection. When applicable, the proposal may also be subject to approval by the appropriate IRB committee of the institution/facility in which the research or project will be conducted.
3. All scholarly works must be written in English. The scholarly work must demonstrate effective critical thinking and communication skills as well as synthesis of the student's knowledge and experience in the specialization. Editing for clarity, grammar, spelling, cohesiveness, and organization is the responsibility of the student.
4. Scholarly works must be written according to the guidelines established by EMU School of Nursing, under the guidance of a nursing faculty member (chair/reader) and formatted according to The Publication Manual of the American Psychological Association (6th edition).
5. A signature page is the first page of each scholarly work (See Appendix A for a sample).
6. The final documents must be submitted to your first reader/faculty for final grading.
7. The length of time the capstone will depend on the extent of revisions needed and the type of scholarship you select. If you are conducting research, you will have to plan for data collection. If working with another discipline in the scholarship of integration, you will need to consider the time needed to communicate with others. Generally, it will approximately a two week turn-around time for faculty to read and respond to your work so consider that as well. If you need to have IRB review, that may add additional time to the start up phase. Develop a timeline for yourself so that you can plot out the estimated timeframe. Review this timeline with your faculty chair and second reader and modify as necessary.

What is the Difference Between a Field Study and a Thesis?

Field Study, Nursing 688, 2 credits:

1. Conduct a smaller scope research project or pilot study:
 - a. Nature of the Project:
 - 1) Addresses a research question with a limited conceptual model and scope.
 - 2) Uses a smaller sample size.
 - 3) Uses limited data analysis with mostly descriptive statistical techniques or a limited qualitative study.
 - b. Steps in the research project:
 - 1) Complete a draft of the proposal in NURS 640/642.
 - 2) Select advisors who will facilitate and approve the project.
 - 3) Submit the proposal to CHHS Human Subjects Review Committee after advisors approve the proposal.
 - 4) Register for NUR 688.
 - 5) Implement the research after Human Subjects approval.
 - 6) Submit 2 copies to the School of Nursing: 1 for each advisor.
 - 7) Disseminate findings through a publication or presentation, such as the Graduate School Research Fair at EMU.

Thesis, Nursing 693: 4 credits (Conduct of an independent research project):

1. Nature of the research:
 - a. Incorporates a conceptual model.
 - b. Uses a significant sample size.
 - c. Analyzes data using a variety of statistical techniques or a qualitative study.
2. Steps in the research project:
 - a. Complete a draft of the proposal in NURS 640/642.
 - b. Choose advisors who will facilitate and approve the project.
 - c. Submit the proposal to CHHS Human Subjects Committee and study site (if needed) after advisors approve the proposal.
 - d. Register for NUR 693.
 - e. Implement the research after approval by the appropriate Human Subjects Committee/s.
 - f. Submit to the Graduate School by the semester deadline once advisors & director of the School have approved. (See Graduate School Thesis Guidelines).
 - g. Submit 2 copies of the final project to the School of Nursing: 1 for each advisor.
 - h. Disseminate findings through a publication or presentation, such as the Graduate Research Fair at EMU.

Visit the Graduate School website for additional information about the thesis project:
http://www.gradschool.emich.edu/student/student_subdir/stud_res/capstone/capstone.html

SECURING CAPSTONE/RESEARCH/SCHOLARLY PROJECT ADVISORS

Specific members of the graduate and undergraduate faculty have been designated as potential scholarly project advisors. Acceptance of a student for scholarly project guidance is dependent on that faculty member's current teaching and project advisement load as well as interest and expertise in the particular area to be studied. A minimum of two advisors from EMU School of Nursing are required for any thesis or field study project. A minimum of one faculty advisor and one preceptor are required for approved clinical projects. Student and advisors complete the form titled: *Request for Appointment of Capstone/Research/Scholarly Project Advisor* (Appendix C) and submit this to the MSN Program Director.

Once your project is completed, we would encourage you to share your project professionally, during the annual Graduate Research Fair. In addition, we would encourage submission of the product to the EMU Halle Library, Digital Commons site. It would serve as an example for other current graduate students and give new students or applicants an idea of projects completed with your degree. To submit to Digital Commons, email your final pdf version to your advisor, who will send it to the Graduate School. Please include a completed Rights and Permission form which is available online here: http://www.emich.edu/graduate/thesis_dissertation/capstone.php The Graduate School will coordinate posting the document to Digital Commons.

The Rights and Permission form adapted to include hard copies of student works, is also available, and can be found in Appendix D.

APPENDIX A
EASTERN MICHIGAN UNIVERSITY
SCHOOL OF NURSING
Faculty Research/Scholarly Activity Interests

School of Nursing Faculty Members' Research Areas of Interest

Faculty	Research/Scholarly Activity Interests
Betty Beard	Curriculum Development & Evaluation in less developed countries; Learning needs and development of nursing adjunct clinical faculty
Laurie Blondy	Critical thinking in nursing; nursing education and online learning; pediatrics; faculty retention
Sherry Bumpus	Nurse Practitioner models of care; Transitional Care; Preventative cardiology; Secondary prevention of coronary disease; Medication persistence; Cost effectiveness of care models; Hospital readmissions; Women and cardiac disease; Bridging the Discharge Gap Effectively (BRIDGE); Fibromuscular Dysplasia
Susan Bushinski	Evaluation of undergraduate nursing students in the clinical setting; Frailty syndrome; changing the way NPs are taught prescribing practices; vitamin D and its effects on immunity
Deborah Collins-Bohler	Breast cancer-related lymphedema in African American, Hispanic and Asian women; qualitative methodology; Mixed-methods designs; healthcare of the elderly and healthcare disparities and issues of ethnic diversity; Health-related quality of life in diverse ethnicities
Marguerite DeBello	End of life care; oncology; nursing education; general health literacy; parish nursing
Diane Fox	Perceived Self-Efficacy in Clinical Thinking; Interdisciplinary Teaching; Faculty Shortage in Nursing/Emerging technology in Nursing Ed; PDA's; Pod cast; Clickers
Sandra Hines	Urinary Incontinence; Transition to on-line RN-BSN program; Promoting BSN Academic Writing Proficiency
Jenni Hoffman	Sexual health promotion and sexually transmitted diseases among adolescent and young adult females
Virginia Lan	Aging and health; Health related quality of life; Genetics and genomics education for nurses; Cross-cultural health & nursing education issues

Faculty	Research/Scholarly Activity Interests
Keisha Lovence	Evaluation of post-fall care practices among hospitalized older adults; human simulation in nursing education; application of problem-based learning in nursing education
Angela Lukomski	Patient/Parental satisfaction with nursing care from nursing students, pediatric nurses, and advanced practice nurses; Implementation of web-based, online mobile applications to assess for neurobehavioral disorders in children; Implementation of mobile applications to track immunization and medical history in pediatric patients
Mary Sue Marz	Management and supervision in inpatient settings
Lydia McBurrows	Adolescent health; School Health; Health disparities in minorities; Integration of primary care and public health
Linda Myler	Nursing education innovations; simulation in nursing education to promote patient safety and clinical nursing education remediation
Sandra Nelson	Student retention; Use of technology in nursing education; Simulations; On-line learning; Pod-casting; Cooperative/Collaborative learning; Anxiety; Anxiety related disorders; mood disorders(unipolar and bipolar)
Gerry Newberry	Student experiences with simulation in nursing education; clinical teaching strategies and best practices in instruction
Caroline Peltz	How students perceive and experience mentoring and the ability to persist in a nursing program; Testing of a conceptual model for mentoring nursing students
Marty Raymond	Occupational Health/Health Promoting/ Health Protective Behavior Focus areas: Noise - induced hearing loss; Transtheoretical Model Application
Sandra Restaino	International Healthcare (global healthcare) holistic medicine; critical care and education including simulation lab; technology in education; mentoring in education and clinical; Cultural awareness, language and healthcare policy
Kathleen Seurnyck	Objective structured clinical examination in nursing education; innovation in nursing education, and optimizing educational outcomes
Julie Slack	Cognition and chronic disease; geriatric nursing education; Emerging technology into curriculum, simulation and teaching strategies

Faculty	Research/Scholarly Activity Interests
Peggy Trewn	Cultural competency; Health disparities and minority population; Black women's health; Teaching vs. expectations-Agency
Tsu-Yin Wu	Health Disparities; Underserved Populations; Health Interventions; Asian Health; Cancer Control; Disease Prevention; Health Behaviors (cancer screening, exercise, diet); work related stressors and coping among nurses

APPENDIX B
EMU School of Nursing
Master of Science in Nursing Program &/or Role Concentration - Plan of Study
 (to be completed by MSN Advisor & Student)

Name: _____ Student ID Number: E_____

Email: _____

Conditional Admission Requirements: *(noted in student file)*

Select the Program of Study to which the student has been admitted:

- † MSN Adult Health/Gerontology CNS w/o Role Concentration (43 credits minimum)
- † MSN Adult Health Gerontology CNS with Role Concentration
 in: _____ (52 credits minimum)
- † MSN Adult Health/Gerontology NP w/o Role Concentration (43 credits minimum)
- † MSN Adult Health/Gerontology NP with Role Concentration
 in: _____ (52 credits minimum)
- † Role Concentration Only (Certificate) only in: _____ (12-credits)

Core Courses for all MSN Tracks:

Course # and Title	Credit Hours	Transfer Credit	Semester Planned	Semester Completed & Grade Received
NURS 500 Adv'd Pathophysiology	3			
NURS 502 Adv. Health Assessment	3			
NURS 506 Nursing Theory	3			
NURS 510 or NURS 611: Adv. Pharmacology (course # changed from 510 to 611 Fall 2015)	3			
NURS 605 or 505: Health Status & Trends (course # changed from 605 to 505 Fall 2015)	3			
NURS 606 Adv. Practice Role Dev't	3			
NURS 640 Evidence Based Prac. I	3			
NURS 608: Health Promotion & Risk Reduction	3			
NURS 691 APRN Capstone Course – Required for students completing all advanced clinical courses for NP or CNS in 2015 or later.	3			

Advanced Clinical Courses for CNS Track: *(if student is completing a phased out program, please consult with MSN Assoc Director or SON Director for advising assistance)*

NURS 653 Adv. Adult –Gero Nsg I	5			
NURS 663 Adv. Adult - Gero Nsg II	5			
NURS 668 Adv. Adult - Gero Nsg Practicum	6			

Advanced Clinical Courses for NP Track:

NURS 664 Adv. Adult - Gero Nsg I	5			
NURS 666 Adv. Adult – Gero Nsg II	5			
NURS 669 Adv. Adult – Gero Nsg Practicum	6			

Field Stud or Thesis for CNS/NP: *OPTIONAL*

(Required only if any advanced clinical courses were completed before 2015)*

NURS 688 Field Study	2			
NURS 693 Thesis	4			

Role Concentration Selections & Specific Courses

Teaching in Health Care Systems Certificate: (12 CH)

Course # and Title	Credit Hours	Transfer Credit	Semester Planned	Semester Completed & Grade Received
NURS 505: Health Status & Trends <i>or</i> NURS 623: Teaching Online*	3			
NURS 620 Instructional Strategies	3			
NURS 622 Curriculum/Program Development & Evaluation	3			
NURS 624 Practicum (135 hrs minimum)	3			

*Students admitted to the TCHC certificate in Summer 16 or later, must take NURS 623 instead of NURS 505

Quality Improvement in Health Care Systems Certificate: (12 CH)

NURS 605 <i>or</i> 505: Health Status & Trends	3			
HLAD 525 QI in Health Care	3			
QUAL 546 <i>or</i> QUAL 568 <i>or</i> MGMT 638	3			
NURS 686 Practicum in QI (135 hrs minimum)	3			

Gerontology Certificate with MSN in Adult-Gerontology*: (18 CH)

BIO 570 Biol. Aspects of Aging	2			
AGIN 512 Psychosocial Aspects of Aging	3			
SWRK 553 Ethnicity & Gender Issues Among the Aged	2			
SWRK 620 Policy Issues & Older People	3			
NURS 668 <i>or</i> 669 Adult-Gero Nsg Practicum for CNS <i>or</i> NP*	6			
Approved Elective- (contact Aging Studies dept.)	2			

*Acceptance into Gerontology Certificate Program and practicum course requires approval by director of Aging Studies.

Total MSN Program Credits (include concentration credit hours as applicable): _____ Program of Study sent to Records & Registration on _____(date)

Changes to Original Program of Study (if applicable): _____(date)

Changes in Program of Study sent to Records & Registration on _____(date)

Date: _____

Student Signature

Date: _____

Advisor Signature

Date _____

MSN Director Signature

(A copy of this form should be provided to the student, SON student file, and Records & Registration)

APPENDIX C
EASTERN MICHIGAN UNIVERSITY
SCHOOL OF NURSING

Return to MSN Program Director

REQUEST FOR APPOINTMENT OF RESEARCH/SCHOLARLY
PROJECT ADVISORS

Name: _____ Student EID: _____

Address: _____

Telephone Number: Home: _____ Work: _____

E-mail: _____

Title of Project: _____

(The section below this line is to be completed by the primary project advisor)

Directions: Please print the following information.

(Primary Advisor for project)

(Secondary Advisor for project)

Signature

Date

Signature

Date

APPENCIX D
EASTERN MICHIGAN UNIVERSITY
SCHOOL OF NURSING

Rights and Permission Form for Electronic General Coursework, Thesis, or Capstone Project/Field Study Placement in Digital Commons @ EMU (<http://commons.emich.edu>) or electronic and/or hardcopy filing in SON of General Coursework

Student Name _____ Student ID _____

E-mail Address _____ Phone (W) _____ (H) _____

Dept. _____

Document Type: General Coursework Master's Thesis Capstone Project/Field Study Dissertation

Document Title _____

Student Agreement:

General Coursework: I grant EMU SON permission to archive, either electronically or in hard copy, my document as named above and to make this work accessible, in whole or in part, in all forms of media now or hereafter known. This is a license rather than an assignment, and I therefore retain all other ownership rights to the copyright of the document named above.

Thesis/Capstone Project/Field Study: I hereby certify that I have obtained all necessary permission in writing for copyrighted material to be published in my thesis, dissertation, or capstone project/field study. Further, I certify that I have obtained a written permission statement from the owner(s) of any copyrighted matter or property owner(s), organization(s), or institutions to be included in my thesis, dissertation, or capstone project/field study allowing distribution as specified below. Copies of all such permissions are maintained in my files and will be provided if requested.

I hereby grant to Eastern Michigan University and its employees the nonexclusive license to archive and make accessible, under the conditions specified below, my thesis, dissertation, or capstone project/field study, in whole or in part, in all forms of media now or hereafter known. This is a license rather than an assignment, and I therefore retain all other ownership rights to the copyright of the thesis, dissertation, or capstone project/field study. I also retain the right to use in future works (such as articles or books) all or part of this thesis, dissertation, or capstone project/field study.

In addition to the unrestricted display of the bibliographic information and the abstract, I agree that the above mentioned document be placed in the Digital Commons @ EMU with the following status (**CHOOSE ONE OPTION**):

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I agree to abide by the statements above, and I agree that this approval form updates any and all previous approval forms submitted.

Student Signature

Advisor Signature

D

APPENDIX E
EASTERN MICHIGAN UNIVERSITY

International and Foreign Student Information

EMU School of Nursing welcomes international students to its program. It is our pleasure to assist you with your professional nursing career. It is also our pleasure to share in the richness of the cultural and health experiences from which all of us can learn! For the most current information (changes may be made after preparation of this handbook), visit the Office of International Students website: <http://www.emich.edu/ois/index.html>

Since September 11, 2001, there has been a heightened awareness and responsibility of academic institutions to re-iterate the Student and Exchange Visitor Information (SEVIS) policy for International/Foreign Students. Below is the information International/Foreign Students must be aware of:

Revised Sevis Statement 8/2004 Attention students who hold an F or J visa: To avoid being out-of-status, **it is your responsibility** to report within 10 days to the Office of International Students (OIS), King Hall, any change in name, current address of residence, academic status (full or part-time enrollment), date of program completion, program/major change, level change (undergraduate to graduate), change in funding source (employment or graduate assistant position), probation or disciplinary action leading to suspension due to conviction of a crime. Effective January 1, 2003, EMU has 21 days from the date of the reported event to inform the U. S. Government – Department of Homeland Security, Bureau of Border & Transportation Security and the Bureau of Citizenship and Immigration Services – SEVIS database (functions of the formerly known as Immigration and Naturalization Service are a part of two new offices effective March 1, 2003).

OIS enters the data into a real-time database and new document (I-20 or DS2019) are then issued to you. Remember that dropping or withdrawing from course(s) may put you below full-time enrollment. **Before** a drop/withdrawal change is made that reduces enrollment below full-time status, you **must** receive permission from the OIS. If you plan to transfer to another university, this process must begin **before** the end of your last semester at EMU, contact the Office of International Students. **Noncompliance could result in actions leading up to a fine, arrest, or deportation per the U.S. Government.**