DOCTOR OF NURSING PRACTICE PROGRAM
Graduate Student Handbook
AY 2017-2018

Policies and Procedures

College of Nursing and Health Sciences
University of Massachusetts Boston

Approved and Published by the DNP Program Committee 9/1/2017
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Welcome to the Doctor of Nursing Practice Program

Introduction

This Handbook is designed to provide graduate students, faculty, and administrators associated with the Doctor of Nursing Practice (DNP Program) of the College of Nursing and Health Sciences (CNHS) of the University of Massachusetts Boston (UMB) with an overview of the mission, vision, values, and elements of the curriculum of the DNP Program.

Handbook Overview and Organization

The first section of this handbook provides an overview of the Post Master’s DNP Program and the BS-to-DNP Program. Background information, including the mission statement; a one-page brief program description, the curriculum listing with core course by year and semester, and course descriptions and objectives are found in section one. A statement of The DNP Essentials, the description of the competency-based education elements, and philosophical basis provided by American Association of College of Nursing (AACN) in establishing the DNP degree are also in section one.

The second section provides you with the Progression to DNP Degree Conferral approved by the DNP Program Committee, the official policy and procedure body, and the DNP Program Director.

The third section provides you with the College and University established and enforced Graduate Student policies and procedures for conduct and progression to conferral of your Doctor of Nursing Practice Degree.

Discuss any questions or clarification requirements you may have first with your assigned DNP Program or Capstone Advisor. If additional guidance is required beyond this level, your Capstone Chair Advisor may either pursue clarification from the Program Director or plan a conference call with you and your capstone advisor.

Preamble

All members of the UMB community participating in or associated with the DNP Program are recognized to be capable, intelligent adult professionals, who have the responsibility to read all of parts of this handbook, seek clarification of the Director of the Program for understanding where required, and engage collaboratively to create a community of learning that is committed to highest levels of intellectual engagement and ethical behavior, consistent with the rules, regulations, policies, and procedures contained in this handbook and all other college and university guidance.

This handbook is one part of the orientation and guidance provided to students who are considered members of the DNP Program, CNHS, and UMB community. Students are strongly encouraged to seek out many additional sources of academic and organizational policy and procedure documents and guidance so that you are well-grounded as you assume your critical roles in the program. As is reasonably true of all adult social behavior, ignorance of rules, regulations, policies, and procedures is not considered a reasonable excuse for violation at any time.

Mission, Vision and Values of University of Massachusetts Boston

“UMB is a public research university with a dynamic culture of teaching, learning, and a special commitment to urban and global engagement. The university promotes a culture of lifelong learning, and serves as a catalyst for intellectual interactions with scholarly communities, students, alumni, and the public.” For in depth information see the source of these quotations at https://www.umb.edu/the_university/mission_values.
The values of UMB are:

- Inquiry
- Creativity
- Discovery
- Transformation
- Diversity and Inclusion
- Engagement
- Environmental Stewardship and Sustainability
- Economic and Cultural Development
- An Urban Commitment

The DNP Program adheres to the mission, vision and values of UMB and as a program of the CNHS educates knowledgeable providers of skilled nursing care, analyzing and informing health policy, leading the way to the future of clinical nursing and health care delivery systems. Preparing DNP graduates for leadership in health care involves incorporating curricular opportunities for public service and innovation, community engagement and policy transformation.

The DNP program of study and has as its core goal and value the improvement of patient care and systems outcomes by increasing students’ knowledge, through the application of theory, applied evidenced based research, and leadership skills in advanced clinical practice role. Graduates will learn to develop solutions to such problems as consumer barriers to health care access, implementation of practice guidelines and innovations in health policy at the state, local, or systems level.

**Student Involvement in the University**

The Graduate Student Assembly (GSA) is comprised of representatives from the graduate student body, acts as the voice of UMB students and is dedicated to enhancing the academic and professional development of graduate students. The GSA provides information about resources available to graduate students such as graduate traineeships, assistantships, funding sources, and student services. See information at https://gsaumb.wordpress.com. DNP students who may wish to become a student representative should contact the office of student activities and leadership. To learn more about activities that may provide these opportunities contact the GSA at:

https://umb.edu/life_on_campus/student_involvement/activities.

**Funding for Projects and Scholarly Work to present at Conferences**

The Graduate Student Assembly offers funding for students to attend conferences to present work. The web link is below http://www.umb.edu/research/info_for_students/graduate_research_opportunities_funds

**Program Communication Policies for Students and Faculty**

All DNP Program information will be communicated to students by UMB email. Students are expected to check their University e-mail on a frequent and consistent basis to ensure that they are staying current with all official communications generated by not only the DNP program, but by the College of Nursing and Health Sciences and the University at large.

Students can find their email address by logging into WISER and selecting the link to their "Personal Portfolio" and then viewing "Email Addresses". All students receive a default email account. You can have mail and attachments sent to this default account automatically forwarded to another email (such as AOL, Hotmail, Yahoo, or work email). To obtain instructions and step by step help to set up email forwarding, contact the IT Service Desk. If you are comfortable with IT and configuring software applications, you may first want to try following the instructions we have provided on the DNP

The DNP Program WIKISPACE: Our community news center and resource

Students should get very comfortable accessing and using the DNP Program Wiki spaces. Information about the program, curriculum and course schedules, news and events, faculty, students, and alumni, as well as student resources such as forms, the DNP handbook, announcements, and social networking tools will also be posted at http://cnhs-dnp.wikispaces.umb.edu/

Financial Aid

DNP students may be eligible for positions as research assistant (RA) or teaching assistant (TA). These assignments require a commitment of 4.5 to 18 hours per week, depending on the percentage of the assistantship held. Students receive a 100% tuition waiver, and educational operations fee waiver pro-rated according to the percent of assistantship held, and an annual stipend pro-rated based on the percent of assistantship held. Students may also be eligible for advanced education traineeship monies as well.

Students should consult with the Financial Aid Office regarding eligibility for additional need-based assistance.

Assistance With Writing Skills

Writing House (WHO) is CNHS’s dedicated academic writing support center, serving all CNHS students, in any class, from first year through graduate level. Students and faculty have access to writing, learning, and teaching resources on the Writing House Online Blackboard site.

Schedule a live tutoring session (on-campus or online) or request asynchronous written feedback on your paper via WHO’s scheduling system: www.mywco.com/WHO. Writing House is located in Wheatley Hall, Third Floor, Room 154/06. For more information, please email WritingHouse.CNHS@umb.edu, or call Julie Baer at (617) 287-7372. Additional information is located at: http://graduatewritingcenter.wikispaces.umb.edu/
Post Master’s Doctor of Nursing Practice

The 39 credit Post Master’s DNP prepares advanced practice nurses with the highest skills of excellence and scope of nursing knowledge for practicing in the emerging health care environment. The scope of knowledge and skills to be acquired include expertise in direct, autonomous and interdisciplinary patient care management and health systems leadership as well as translational research. These advanced practice skills and knowledge will be augmented by an in-depth understanding of health care financing trends and the utility of information technology in the health care system. This breadth and depth of knowledge will prepare graduates to provide solutions to the problems encountered in today’s health care system and develop strategies to address the challenges of the future.

The program is modeled after the recommendations for the Doctor of Nursing Practice Programs and papers from national organizations including the National Organization of Nurse Practitioner Faculties (NONPF). A guide for DNP clinical practice experiences is set forth in this document http://www.nonpf.org/?page=83 and guidelines for the DNP projects. The American Association of College of Nursing has set forth the Essentials for DNP educational outcomes and competencies can be found here: http://www.aacn.nche.edu/dnp-home. The Commission on Collegiate Nursing Education is the accreditation body for the DNP program. Our accreditation expires in December 2016 at which time we are subject to a site visit and review in Spring 2016. As a student or an alumnus, you will be invited to participate in the review process.

Goals of the Post Master’s DNP program

1. Assuring an appropriate supply, diversity, and distribution of advanced practice nurses to meet emerging health care system needs in the Commonwealth and Boston urban and suburban community;
2. Preparing advanced practice nurses with the highest level of knowledge and competence to successfully pass the national certification exams in their specialty and obtain employment in their specialty area;
3. Developing advanced practice nurses with competence in health systems leadership, policy development, and interdisciplinary collaboration to improve health care quality and increase health care access for all populations;
4. Preparing graduates with transformational leadership skills in policy change in order to overcome disparities in health care for those population groups bearing a disproportionate share of disease and disability.

DNP Essentials

The scope of knowledge addressed in the UMass Boston CNHS core and specialty courses in the DNP program reflect the student outcome competencies cited in The Essentials of Doctoral Education for Advanced Nursing Practice (AACN, 2006) document including:

- Advanced scientific underpinnings for practice;
- Organizational and systems leadership for quality improvement and systems thinking;
- Clinical scholarship and analytic methods for evidence-based practice;
- Technology and information for the improvement and transformation of healthcare;
- Health care policy for advocacy in health care;
- Inter-professional collaboration for improving patient and population healthcare outcomes;
- Clinical prevention and population health for improving the nation’s health; and
- Advanced nursing practice at the highest level of clinical expertise.
# Doctor of Nursing Practice Curriculum (Must be taken in sequence)

<table>
<thead>
<tr>
<th>Program Year</th>
<th>Semester</th>
<th>Course Number</th>
<th>Course Name</th>
<th>Semester Credits</th>
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</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>Fall Semester 1</td>
<td>NU 765</td>
<td>Health Management and Health Care Leadership</td>
<td>3</td>
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<tr>
<td></td>
<td></td>
<td>NU 760</td>
<td>Biostatistics I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NU 761</td>
<td>DNP Internship I</td>
<td>0</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>(Taken over two semesters for a total of 1 credit; credit is awarded at end of spring, year 1)</td>
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</tr>
<tr>
<td></td>
<td>Spring Semester 2</td>
<td>NU 616</td>
<td>Evidence Based Practice I</td>
<td>3</td>
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<tr>
<td></td>
<td></td>
<td>NU 722</td>
<td>Health Care Systems Quality</td>
<td>3</td>
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<td></td>
<td></td>
<td>NU 761</td>
<td>DNP Internship I</td>
<td>1</td>
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<td></td>
<td></td>
<td></td>
<td>(Continued from fall semester 1)</td>
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<td></td>
<td>Fall Semester 3</td>
<td>NU 715</td>
<td>Informatics</td>
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<td></td>
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<td>NU 716</td>
<td>Evidenced Based Practice II</td>
<td>3</td>
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<td></td>
<td></td>
<td>NU 762</td>
<td>DNP Internship II</td>
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<td></td>
<td></td>
<td></td>
<td>(Taken over two semesters for a total of 1 credit; credit is awarded at end of spring, year 2)</td>
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<tr>
<td></td>
<td>Spring Semester 4</td>
<td>NU 618</td>
<td>Introduction to Health Policy, Finance &amp; Ethics</td>
<td>3</td>
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<tr>
<td></td>
<td></td>
<td>NU 780</td>
<td>Principles of Epidemiology</td>
<td>3</td>
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<td>NU 762</td>
<td>DNP Internship II</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(Continued from fall semester 3)</td>
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<td>Total Credits: 7</td>
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<td>Year 3</td>
<td>Fall Semester 5</td>
<td>NU 763</td>
<td>DNP Internship III</td>
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<td>Elective</td>
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<td>Total Credits: 5</td>
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<td></td>
<td>Spring Semester 6</td>
<td>NU 764</td>
<td>DNP Internship IV Capstone Seminar</td>
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<td></td>
<td></td>
<td>NU 766</td>
<td>Health Care Finance and Economics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Elective</td>
<td>3</td>
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<td>Total Credits: 8</td>
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Program Total Credits: 39

Electives include: NU 637 Mental Health, NU 697 Global Health, NU 607 Evidenced based teaching; NU 705 Health Disparities; 710 Oncology in Primary Care, 620 Primary Care Dermatology
## Capstone Integration

<table>
<thead>
<tr>
<th>Course Work/Internship</th>
<th>Fall YR1</th>
<th>Spring YR2</th>
<th>Fall YR2</th>
<th>Spring YR2</th>
<th>Fall YR3</th>
<th>Spring YR3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internship I</td>
<td>Internship I</td>
<td>Internship II</td>
<td>Internship II</td>
<td>Internship III</td>
<td>Internship IV</td>
<td></td>
</tr>
<tr>
<td>NU 761</td>
<td>NU 761</td>
<td>NU 762</td>
<td>NU 762</td>
<td>NU 763</td>
<td>NU 764</td>
<td></td>
</tr>
<tr>
<td>Leadership</td>
<td>Quality</td>
<td>Informatics</td>
<td>Epidemiology</td>
<td>Elective</td>
<td>Economics/Finance</td>
<td></td>
</tr>
<tr>
<td>NU 766</td>
<td>NU 722</td>
<td>NU 715</td>
<td>NU 780</td>
<td></td>
<td>NU 766</td>
<td></td>
</tr>
<tr>
<td>Biostats I</td>
<td>EBP I</td>
<td>EBP II</td>
<td>Health Policy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NU 760</td>
<td>NU 616</td>
<td>NU 716</td>
<td>NU 618</td>
<td></td>
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</tr>
</tbody>
</table>

### PORTFOLIO

<table>
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<tr>
<th>Capstone Process</th>
<th>SOS Draft Paper #1</th>
<th>SOS Draft Paper #2</th>
<th>SOS Final Paper</th>
<th>Implementation</th>
<th>Final Analysis</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Capstone Committee Formed and Working with DNP Student</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
BS-to-DNP Program

The BS-DNP program prepares BSN nurses to excel as leaders in health care as advanced practice nurses. The student first obtains an MS degree after 48 credits and 665 clinical hours in their program of study. Students are encouraged to take the national certification exam as an advanced practice nurse at the completion of the MS portion of the program. The DNP portion of study is 30 credits. The goals and objectives of the BS-to-DNP Program are the same as those cited in this handbook for the Post Master’s DNP Program.

The BS-DNP Program prepares the student in advance practice nursing in one of the population health tracks: Adult/Gerontological Acute Care Clinical Nurse Specialist, Adult/Gerontological Nurse Practitioner and Family Nurse Practitioner.

The scope of knowledge addressed in the UMASS Boston College of Nursing and Health Sciences core and specialty courses reflect the student outcome competencies cited in The Essentials of Doctoral Education for Advanced Nursing Practice (AACN, 2006) as addressed earlier in this handbook in the Post Master’s Doctor of Nursing Practice.

Degree Requirements

A total of 78 credits and 1,065 clinical hours are required for this program. The program of study culminates in the capstone experience. Students are guided by faculty throughout the program in completing a capstone project demonstrating the student’s ability to analyze and guide a change in health care delivery.

Core Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>NURSING 601</td>
<td>Introduction to Advanced Practice Nursing</td>
</tr>
<tr>
<td>NURSING 614</td>
<td>Advanced Pathophysiology</td>
</tr>
<tr>
<td>NURSING 615</td>
<td>Advanced Health Assessment</td>
</tr>
<tr>
<td>NURSING 616</td>
<td>Evidence Based Practice I</td>
</tr>
<tr>
<td>NURSING 618</td>
<td>Health Policy, Finance and Ethics</td>
</tr>
<tr>
<td>NURSING 634</td>
<td>Advanced Pharmacology</td>
</tr>
<tr>
<td>NURSING 640</td>
<td>Advanced Health Promotion Practicum I</td>
</tr>
<tr>
<td>NURSING 715</td>
<td>Health Informatics</td>
</tr>
<tr>
<td>NURSING 716</td>
<td>Evidence Based Practice II</td>
</tr>
<tr>
<td>NURSING 722</td>
<td>Improving Outcomes: Identification, Interventions, and Evaluation of Quality Improvement Activities</td>
</tr>
<tr>
<td>NURSING 760</td>
<td>Biostatistics I</td>
</tr>
<tr>
<td>NURSING 761</td>
<td>DNP Internship I</td>
</tr>
<tr>
<td>NURSING 762</td>
<td>DNP Internship II</td>
</tr>
<tr>
<td>NURSING 763</td>
<td>DNP Internship III</td>
</tr>
<tr>
<td>NURSING 764</td>
<td>DNP Internship IV</td>
</tr>
<tr>
<td>NURSING 765</td>
<td>Health Systems Leadership</td>
</tr>
<tr>
<td>NURSING 766</td>
<td>Health Economics and Finance for the Advanced Practice Nurse</td>
</tr>
<tr>
<td>NURSING 780</td>
<td>Epidemiology</td>
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</table>

Concentration Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURSING 637</td>
<td>Mental and Psychosocial Health of the Urban Family (A/GNP and FNP)</td>
</tr>
<tr>
<td>NURSING 639</td>
<td>Primary Care of Adults (A/GNP and FNP)</td>
</tr>
<tr>
<td>NURSING 664</td>
<td>Clinical Practicum I: Acutely Ill or Critically Ill Patient (A/G AC CNS)</td>
</tr>
<tr>
<td>NURSING 665</td>
<td>Clinical Practicum II: Focus on the CNS Role</td>
</tr>
<tr>
<td>NURSING 667</td>
<td>Clinical Practicum III: Nurse Educators in Clinical Practice Settings</td>
</tr>
<tr>
<td>NURSING 668</td>
<td>Clinical Practicum IV: Nurse Educators in Academic Settings (A/G AC CNS)</td>
</tr>
<tr>
<td>NURSING 670</td>
<td>Primary Care of the Adult / Older Adult Practicum III (A/GNP and FNP)</td>
</tr>
<tr>
<td>NURSING 671</td>
<td>Primary Care of Older Adults (A/GNP)</td>
</tr>
<tr>
<td>NURSING 672</td>
<td>Primary Care of the Adult / Older Adult Practicum III (A/GNP)</td>
</tr>
<tr>
<td>NURSING 681</td>
<td>Primary Care of the Childbearing Family (FNP)</td>
</tr>
<tr>
<td>NURSING 682</td>
<td>Primary Care of the Family Practicum III and Capstone (FNP)</td>
</tr>
<tr>
<td>NURSING 690</td>
<td>Advanced Practice in Acute and Critical Care I</td>
</tr>
<tr>
<td>NURSING 691</td>
<td>Acute and Critical Care Clinical Specialist II</td>
</tr>
</tbody>
</table>
## DNP Program of Study Core Courses by Course Description and Objectives 2017-2018

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Course Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NU765 LEADERSHIP &amp; MANAGEMENT</strong>&lt;br&gt;3 Credits: 3-lecture hrs/week:</td>
<td><strong>Course Objectives:</strong>&lt;br&gt;Upon completion of the course the student will:&lt;br&gt;1. Apply leadership and management theories to the management role in a healthcare organization&lt;br&gt;2. Demonstrate high level communication skills critical to success in health care organizations&lt;br&gt;3. Design strategies for facilitating work team performance through team building, conflict management, and negotiation&lt;br&gt;4. Construct a budget for a practice initiative&lt;br&gt;5. Analyze processes that facilitate/impede complex change management&lt;br&gt;6. Develop and/or evaluate effective policies for managing ethical practices in health care systems/organizations</td>
</tr>
<tr>
<td>The course will provide an introduction and overview of leadership, management, and organizational behavior in health care. Students will integrate theory with practice in the development of skills necessary to provide organizational and systems leadership in health care settings. Students will apply content from lectures and readings to cases studies as well as to actual experiences from their own workplaces.</td>
<td></td>
</tr>
<tr>
<td><strong>NU 760 BIO-STATISTICS</strong>&lt;br&gt;3 Credits: 3-lecture hrs/week:</td>
<td><strong>Course Objectives:</strong>&lt;br&gt;Upon completion of the course, the learner will:&lt;br&gt;1. Understand the basic concepts of biostatistics&lt;br&gt;2. Understand different types of data and levels of measurement, and apply descriptive statistics, i.e. measures of central tendency and variation&lt;br&gt;3. Construct and interpret confidence intervals&lt;br&gt;4. Understand basic statistical hypothesis testing and interpret p-values&lt;br&gt;5. Distinguish nonparametric and parametric methods&lt;br&gt;6. Understand the correlation coefficient and the regression coefficient, and the relationship between these two measures of relation&lt;br&gt;7. Identify the strengths, limitations, and potential application of different types of study designs.&lt;br&gt;8. Choose appropriate statistical tests for different types of study designs.&lt;br&gt;9. Gain conceptual understanding of sample size estimation based on power analysis.&lt;br&gt;10. Apply the basic concepts of statistical techniques in the critical review and critique of literature.</td>
</tr>
<tr>
<td>The course introduces students to the basic concepts and methods of biostatistics. The course is focused on some fundamental theories of biostatistics and basic methods of statistical inference at a conceptual level. It also covers some important topics in study design, such as different types of study design, sampling methods, sample size, and power calculation. Students will understand the concepts and methods of statistics, and apply them in critiquing literature in the field of clinical and population based research.</td>
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</tr>
</tbody>
</table>
**NU 761 DNP INTERNSHIP I (STARTS FALL SEMESTER & FINISHES SPRING SEMESTER)**

1 Credit over 2 semesters

Theory and evidenced based research are applied with the goal of improving health care outcomes. In supervised clinical experiences, students integrate the role of the DNP into the clinical practice context that includes leadership, consultation, advocacy, and interdisciplinary collaboration. Clinical learning is directed at discovering the history, and contextual evidence, and current strategies related to problems affecting patient safety and the quality of health care services for populations at risk. Emphasis is placed on translating research into practice as a means to improve the delivery of health care. Students investigate clinical problems, and refine the in-depth review of the literature started in Evidenced Based Practice I during second term of 761

Co requisite are: NURSNG 616, 765 Leadership and Management, Biostats I 760

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**NU 616 EVIDENCE BASED PRACTICE I**

**3 Credits:**

3-lecture hrs/week

Course Description This course focuses on theory-guided and evidence-based advanced practice nursing research to prepare students to become proficient in the utilization of research findings. Critical analysis of qualitative and quantitative research methods and design, and strategies to improve dissemination and application of nursing research findings in advanced practice settings, will be emphasized. Through an integrative literature review, students will synthesize research in an area of interest and develop skills in the use of electronic databases. Ethical issues in the conduct of research will be explored.

**Course Objectives:**

Upon completion of this course the learner will be able to:

1. Identify the contributions of theory guided and evidence-based nursing research.
2. Frame focused, searchable, answerable clinical questions.
3. Differentiate between the elements of quantitative and qualitative research methods and designs
4. Appraise evidence for validity and applicability to practice.
5. Critically appraise validity of systematic reviews
6. Evaluate the validity of practice protocols
7. Synthesize available evidence related to clinical practice.
8. Conduct an evidence-based review for a specific clinical problem.
9. Explore strategies to improve dissemination and utilization of nursing research findings in advanced clinical practice.
10. Discuss ethical issues in the conduct of research with human subjects.

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**Course Objectives:**

At the conclusion of this clinical immersion experience students will demonstrate the ability to:

1. Synthesize nursing and related health policy, quality improvement, and economic, ethical, or social theory to the identification of an existing direct clinical care or aggregate population health related problem to be addressed in the DNP Capstone Project.
2. Demonstrate an analysis of the current state of science concerning the problem area identified.
3. Further refine and document the need for the study based on existing evidence gained clinically and through the literature and other accessible data sources.
4. Refine the clinical focused question that can be investigated through the DNP capstone clinical immersion experience.
5. Demonstrate ongoing professional development of practice and scholarly behaviors consistent with DNP Essentials’ Competencies.
<table>
<thead>
<tr>
<th>NU 722 HEALTHCARE SYSTEMS QUALITY</th>
<th>Course Objectives:</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 credits-3 lecture hr/wk</td>
<td>Upon completion of the course the student will:</td>
</tr>
<tr>
<td>This course includes review of theoretical frameworks and research methods used to implement quality improvement in health care. Approaches to solving actual problems in clinical settings are considered, with emphasis on patients with chronic illnesses and other vulnerable populations. Students gain familiarity with quality improvement techniques from management, policy, and clinical perspectives.</td>
<td>1. Critique theoretical frameworks that address the science of quality improvement in the delivery of care.</td>
</tr>
<tr>
<td></td>
<td>2. Describe 3 categories of improvement:</td>
</tr>
<tr>
<td></td>
<td>a. eliminating quality problems failing to meet expectations of the customer.</td>
</tr>
<tr>
<td></td>
<td>b. reducing waste and cost while maintaining quality</td>
</tr>
<tr>
<td></td>
<td>c. improving, increasing, and enhancing value to the customer.</td>
</tr>
<tr>
<td></td>
<td>3. Identify policy implications for quality improvement at local, state, and national levels.</td>
</tr>
<tr>
<td></td>
<td>4. Appraise available methodologies for clinical quality and process improvement initiatives.</td>
</tr>
<tr>
<td></td>
<td>5. Identify barriers and facilitators to organizational change in health care and to the creation of a culture of quality and safety.</td>
</tr>
<tr>
<td></td>
<td>6. Apply the knowledge developed to design a quality and safety program and related initiatives in the health care setting.</td>
</tr>
<tr>
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<td>7. Apply the six aims of the Institute of Medicine: attributes of quality, safety, effectiveness, efficiency, patient focused and timely service.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NU 715 HEALTH INFORMATICS</th>
<th>Course Objectives:</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Credits: 3-lecture hrs/week</td>
<td>Upon completion of the course, the learner will:</td>
</tr>
<tr>
<td>Students learn advanced practice nursing competencies related to computer skills, informatics skill, and informatics knowledge. Application of information theory and computer technology skills is directed towards improving the organization and delivery of healthcare to multicultural populations receiving primary, secondary, and tertiary health care. Health Informatics deals with using technology tools for optimizing the collection, verification and utilization of data that relates to generating knowledge that informs best practices and leadership in both public and private health systems; Students are directed to the investigate ways in which information systems can address disparities in health services. (may be taken offered by advisement may be taken prior to admission to the program or waived if MS program course meets criteria for review by DNP program director.)</td>
<td>1. Apply information theories and models to the process of improving access, cost, and quality of healthcare.</td>
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<td></td>
<td>2. Utilize databases and informatics tools to generate evidence from practice and to retrieve and analyze data that can decrease the risk for health care disparities.</td>
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<td>3. Evaluate and develop technologies to distribute consumer health information that is readable and sensitive to diverse cultures.</td>
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<td></td>
<td>4. Advance the use of selected healthcare informatics technologies in the management of health care systems.</td>
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<tr>
<td></td>
<td>5. Analyze the processes of securing patient privacy and confidentiality, and system security related to the use of information, information technology, communication networks, and patient care technology.</td>
</tr>
</tbody>
</table>
NU 716 EVIDENCE BASED PRACTICE II  
3 Credits: 3-lecture hrs/week:

In this course students will refine and extend the competencies introduced in Evidence Based Practice I with emphasis on generating evidence for practice in implementing practice innovations. The end product of this course will serve as the foundation for the Capstone project in the last year of study.

Co requisite DNP II NU 762
At the end of the first term of DNP NU762 students will present their proposal and seek to confirm their Capstone chair and committee.

Students will confirm about their project thereafter with the DNP Capstone chair and committee and schedule regular meetings.

Course Objectives:

Upon completion of this course the learner will:
1. Use analytical methods to appraise and implement evidence.
2. Ask a focused, searchable, answerable clinical question related to their practice area.
3. Design a study to answer their clinical question.
4. Design and implement processes to evaluate practice
5. Design, direct and evaluative quality improvement methodologies
7. Use information technology and research methods
8. Function as a practice specialist/consultant, making recommendations based on evidence
9. Disseminate findings to improve healthcare outcomes.
10. Discuss ethical issues in the conduct of research with human subjects.

NU 762 DNP INTERNSHIP II (STARTS FALL SEMESTER AND FINISHES SPRING SEMESTER)
1 Credit over 2 semesters

Emphasis is placed on translation of research into practice as a means to improving the delivery of health care. In supervised clinical experiences, students continue to develop competence in the role of the DNP including experiences in leadership, consultation, advocacy, and interdisciplinary collaboration, and translation of research and theory into practice.

Clinical learning is directed at discovering the history, and contextual evidence, and current strategies related to problems affecting patient safety and the quality of health care services. Students participate in leadership and change agent experiences consistent with behaviors expected of the Doctor of Nursing Practice. Students investigate clinical problems in context of the health care system and analyze influencing factors; seek IRB approval and defend the capstone project proposal. Students successful in defending their proposal may move forward to the action phase of the capstone.

Pre req Epidemiology, 760 Bios tats, 765 Leadership and Management 722 Quality Matters 761 Internship One; 616 Evidenced based practice I and State of Science paper
Co requisite 716 Evidenced Based Practice II

Course Objectives:

At the conclusion of this clinical immersion II students will demonstrate the ability to:
1. Synthesize nursing and related health policy, quality improvement, and economic, ethical, or social theory to the identification of an existing direct clinical care or aggregate population health related problem.
2. Analyze and refine of the state of science literature related to the capstone project.
3. Develop and defend the DNP capstone proposal.
4. Demonstrate ongoing professional development of practice and scholarly behaviors consistent with DNP Essentials’ Competencies
<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course Objectives</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU618 Introduction to Health Policy</td>
<td>Upon completion of the course the learner will:</td>
<td>This course focuses on how issues and trends in health policy, economics, and ethics are linked to the U.S. health care delivery system. The role of the advanced practice nurse in developing a professional ethical framework, understanding the economic implications of health care and in shaping and formulating health policy is stressed with a focus on application of course concepts for the advanced practice nurse. Relevant evidence based research in health policy, economics and ethics is analyzed.</td>
</tr>
<tr>
<td>NU 780 PRINCIPLES OF EPIDEMIOLOGY</td>
<td>Upon completion of the course, the student will understand how to apply basic epidemiologic principles and methods for describing health and diseases in populations.</td>
<td>The course provides an epidemiological perspective on health by addressing general approaches for describing patterns of disease in populations. Students will identify, analyze, and compare practice patterns and health problems by geographic regions and ethnic groups.</td>
</tr>
</tbody>
</table>

1. Identify current local, state and national issues and trends in health policy, economics and ethics in diverse populations with an emphasis on underserved populations where diversity includes age, gender, race/ethnicity, religion, sexual orientation, abilities and socioeconomic status.

2. Evaluate the role of the advanced practice nurse in shaping/framing health policy, understanding health care economics and resolving ethical dilemmas which affect communities, societies, and health professions.

3. Analyze principles, values, beliefs, including conflicts of interests in policy, economics, and ethics.

4. Analyze relevant evidence based research in health care as it pertains to policy formation.

5. Complete a policy issues analysis on a current health policy.

1. Analyze population-specific health problems according to time, place, and socio-demographic measures.

2. Analyze selected epidemiological trends related to health disparities.

3. Evaluate the influence of epidemiology on the science of evidence-based practice.

4. Synthesize epidemiological data to influence health public policy recommendations.

5. Demonstrate the DNP leadership role in identifying and improving population health access related to health promotion, disease prevention, health restoration and maintenance for individuals and aggregate population experiencing health disparities.
<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course Objectives:</th>
<th>Credit Hours</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 766 HEALTH ECONOMICS &amp; FINANCE</td>
<td>Upon completion of the course the learner will:</td>
<td>3 Credits: 3-lecture hrs/week:</td>
<td>Course Description: Students apply health care economic and finance theory to the analysis of factors influencing health systems' structure, function and process. Both the US and global trends in health care delivery are examined from an historical and contemporary perspective of increasing social change and health care access. Students develop skills in financial management including budget preparation and tailoring budgets in response to changes in health policy at the local, state, and national level. Proficiency in finance tools, measures, analysis and reporting will be applied to case studies and real time scenario. Students are prepared to develop collaborative health care access points in order to advocate for vulnerable populations while controlling costs and improving quality. Pre req is 618 or Health Policy Course in MS program.</td>
</tr>
<tr>
<td>NU 764 CAPSTONE SEMINAR &amp; DNP IV</td>
<td>Course Objectives:</td>
<td>2 Credits: 2 hrs/week seminar (100 hr internship)</td>
<td>Students continue to integrate the role of the DNP into the clinical practice context that includes experience in application of evidence to practice, leadership, consultation, advocacy, and interdisciplinary collaboration. Following the DNP committee and IRB approvals of the capstone work done in preceding courses students complete the internship experience, the capstone project, and summarize their DNP internship experiences reflecting their achievement of the DNP Essentials Competencies. In seminars, students meet to examine the process and outcomes of their colleague’s projects and analyze theory and evidence related to health care policy and practice.</td>
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<td>By fully participating in this course the learner will:</td>
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<tr>
<td></td>
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<td></td>
<td>1. Demonstrate achievement of the DNP Essentials Competencies including leadership in health systems management, and application of theory and evidence to solutions improving health system improvement.</td>
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<td>2. Synthesize theories and conceptual models to epidemiological data demonstrating health care disparities, and inequity in health care access to populations at risk.</td>
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<td>3. Defend the capstone project in a scholarly oral executive summary in the clinical agency.</td>
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<td>4. Complete a publishable quality paper describing the capstone project.</td>
</tr>
<tr>
<td>NU 763 DNP INTERNSHIP III</td>
<td>2 Credits -2 hr wk</td>
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<tr>
<td>In supervised clinical experiences, students continue to develop competence in the role of the DNP including experiences in leadership, consultation, advocacy, and interdisciplinary collaboration, and translation of research and theory into practice. During the third clinical immersion experience, students continue to seek out opportunities to develop professional and scholarly behaviors consistent with the DNP Essentials; Competencies. In conjunction with their advisor and internship facilitator, learning is directed implementing the approved capstone project proposal and developing a scholarly paper that summarizes the state of the science of the problem, the processes to address the problem, and the outcomes achieved. Prerequisite: NURSNG 762 and all prerequisites and Co requisites of NURSNG 762 Approval of Capstone project proposal and advance to candidacy</td>
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<tr>
<td>Course Objectives:</td>
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<tr>
<td>At the conclusion of this clinical immersion experience students will demonstrate the ability to:</td>
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<tr>
<td>1. Synthesize the state of science literature concerning the clinical problem under study in the action phase of the DNP project; begin to write the scholarly paper for dissemination of the DNP capstone project.</td>
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<tr>
<td>2. Implement the action phase of the capstone project under the supervision of the student’s clinical immersion facilitator and faculty advisor.</td>
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<tr>
<td>3. Continue to develop professional practice and scholarly behaviors consistent with DNP Essentials’ Competencies</td>
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</tbody>
</table>
## BS to DNP Program of Study

<table>
<thead>
<tr>
<th>Year 1</th>
<th>A/G NP Track</th>
<th>A/G AC CNS Track</th>
<th>Family NP Track</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Fall</td>
<td>NU601 Introduction to Advanced Practice Nursing: Knowledge for Practice in the Global Community</td>
<td>NU601</td>
<td>NU601</td>
</tr>
<tr>
<td>1st Spring</td>
<td>NU616 Evidenced Based Practice I</td>
<td>NU616</td>
<td>NU616</td>
</tr>
<tr>
<td>2nd Fall</td>
<td>NU614 Advanced Pathophysiology</td>
<td>NU614</td>
<td>NU614</td>
</tr>
<tr>
<td>2nd Spring</td>
<td>NU634 Advanced Pharmacology</td>
<td>NU634</td>
<td>NU634</td>
</tr>
</tbody>
</table>

| Semester credits | 6 and 6 | 6 and 6 | 6 and 6 |

<table>
<thead>
<tr>
<th>Year 2</th>
<th>A/G NP Track</th>
<th>A/G AC CNS Track</th>
<th>Family NP Track</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd Fall</td>
<td>NU615 Advanced Health Assessment</td>
<td>NU615</td>
<td>NU615</td>
</tr>
<tr>
<td>3rd Spring</td>
<td>NU637 Mental and Psychosocial Health of the Urban Family</td>
<td>NU668 CNS Clinical Practicum: Nurse Educator in the Academic Setting (112 Hrs)</td>
<td>NU637</td>
</tr>
<tr>
<td>4th Fall</td>
<td>NU618 Introduction to Health Policy, Economics &amp; Ethics</td>
<td>NU618</td>
<td>NU618</td>
</tr>
<tr>
<td>4th Spring</td>
<td>NU639 Primary care of adults</td>
<td>NU690: A/G AC Nursing I</td>
<td>NU639</td>
</tr>
<tr>
<td>5th Fall</td>
<td>NU640 Advanced Health Promotion: Practicum I</td>
<td>NU640</td>
<td>NU640</td>
</tr>
</tbody>
</table>

| Semester credits | 6 and 12 | 9 and 12 | 6 and 12 |

<table>
<thead>
<tr>
<th>Year 3</th>
<th>A/G NP Track</th>
<th>A/G AC CNS Track</th>
<th>Family NP Track</th>
</tr>
</thead>
<tbody>
<tr>
<td>5th Fall</td>
<td>NU715 Informatics</td>
<td>NU715</td>
<td>NU715</td>
</tr>
<tr>
<td>6th Spring</td>
<td>NU670 Practicum in Primary Care Family and Adult-Gero NP II (Adult) 225 hrs</td>
<td>NU664 CNS Clinical Practicum: Focus on the Patient 112 hours [3 credits]</td>
<td>NU670 Practicum in Primary Care--Family and Adult-Gero NP II (Adult) 225 hrs</td>
</tr>
<tr>
<td>6th Spring</td>
<td>NU671 Primary Care of Adult/Older Adult</td>
<td>NU667 CNS Practicum: Nurse Educator in the Clinical Setting 112 hours [3 credits]</td>
<td>NU681 Primary Care of Childbearing Family</td>
</tr>
<tr>
<td>6th Spring</td>
<td>NU 672: Primary Care of the Adult/Older Adult Practicum 225 hrs.</td>
<td>NU 665 : CNS Clinical Practicum II--Focus on the CNS Role 112 hrs [3 credits]</td>
<td>Primary Care Family: Practicum 225 hrs</td>
</tr>
<tr>
<td>6th Spring</td>
<td>Capstone; MS and ongoing DNP students</td>
<td>Capstone; MS and ongoing DNP students</td>
<td>Capstone; MS and ongoing DNP students</td>
</tr>
</tbody>
</table>

| Semester credits | 9 and 9 | 9 and 9 | 9 and 9 |

| Masters | completed | 9 and 6 | 9 and 9 |

| Practicum Hours | 655 | 655 | 655 |
| Credits | 48 | 48 | 48 |

<p>| Sit for AGNP exam | Sit for A/G AC CNS exam | Sit for FNP Exam |</p>
<table>
<thead>
<tr>
<th></th>
<th>AG NP Track</th>
<th>AG/AC/CC CNS Track</th>
<th>Family NP Track</th>
</tr>
</thead>
<tbody>
<tr>
<td>7th Fall</td>
<td>NU765 Leadership in Health Care Systems</td>
<td>Elective</td>
<td>NU765</td>
</tr>
<tr>
<td>YR4</td>
<td>NU760 Biostats I</td>
<td>NU760</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NU761 DNP I 30 HOURS</td>
<td>NU761</td>
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<tr>
<td>8th</td>
<td>NU780 Epidemiology</td>
<td>NU 780</td>
<td>NU 780</td>
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<tr>
<td>Spring</td>
<td>Elective</td>
<td>Elective</td>
<td>Elective</td>
</tr>
<tr>
<td>YR4</td>
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<td></td>
<td>Total: 13</td>
<td>Total: 13</td>
<td>Total: 13</td>
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<tr>
<td>9th</td>
<td>NU722 Improving Outcomes: Identification,</td>
<td>NU722</td>
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<tr>
<td>Fall YR5</td>
<td>Interventions, and Evaluation of Quality</td>
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<td></td>
<td>Improvement Activities</td>
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<td></td>
<td>NU716 Evidenced Based Practice II: Translating</td>
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<tr>
<td></td>
<td>evidence to practice</td>
<td>NU716</td>
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<tr>
<td></td>
<td>NU762 DNP II 30 HOURS</td>
<td>NU762</td>
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<td>Total: 13</td>
<td>Total: 13</td>
<td>Total: 13</td>
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<tr>
<td>10th</td>
<td>NU766 Health Finance/Economics</td>
<td>NU766</td>
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<tr>
<td>Spring</td>
<td></td>
<td>NU766</td>
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</tr>
<tr>
<td>YR5</td>
<td>Elective/education course (NU668)</td>
<td>Elective</td>
<td>Elective/Educator course (NU668)</td>
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<td>Total: 13</td>
<td>Total: 13</td>
<td>Total: 13</td>
</tr>
<tr>
<td>11th</td>
<td>NU763 DNP III 100 HOURS</td>
<td>NU763</td>
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<tr>
<td>Fall YR6</td>
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<tr>
<td>12th</td>
<td>NU764 DNP IV 100 HOURS</td>
<td>NU764</td>
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<tr>
<td>Spring</td>
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<tr>
<td>YR6</td>
<td></td>
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<tr>
<td></td>
<td>DNP completed</td>
<td>410 Practicum Hours</td>
<td>410 Practicum</td>
</tr>
<tr>
<td></td>
<td></td>
<td>30 credits</td>
<td>Hours 30 credits</td>
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<tr>
<td></td>
<td>BS to DNP; TOTAL</td>
<td>410 Practicum</td>
<td>410 Practicum</td>
</tr>
<tr>
<td></td>
<td>Credits 78</td>
<td>Practicum Hours 1,065</td>
<td>Hours 30</td>
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<td></td>
<td>Total Credits 30  48 + 30= 78</td>
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</tbody>
</table>
BS to DNP and Post Masters DNP Program Policies

Grading Policy

For graduate students, the University has used a system of letter grades that are equivalent to numerical — quality points according to the following table:

**Letter Grade and Quality Point Equivalent**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100%</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>90-93%</td>
<td>3.70</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
<td>3.30</td>
</tr>
<tr>
<td>B</td>
<td>84-86%</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>80-83%</td>
<td>2.70</td>
</tr>
<tr>
<td>C+</td>
<td>77-79%</td>
<td>2.30</td>
</tr>
<tr>
<td>C</td>
<td>74-76%</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>70-73%</td>
<td>1.70</td>
</tr>
<tr>
<td>F</td>
<td>Below 70%</td>
<td>0.00</td>
</tr>
</tbody>
</table>

The quality points for each grade are multiplied by the number of credits for the course, and the totals for all courses are added; this result is the student’s cumulative quality point figure. The cumulative quality point figure is divided by the number of cumulative credit hours carried; this result is the student’s cumulative quality point average. Graduate students may also be given grades of: NA (Not Attending), Inc (Incomplete), Y(In Progress), SAT(Satisfactory), and/or AUD (Audit).

The lowest passing grade for a graduate student is a B- grade. Grades lower than B- which are submitted by faculty will automatically be recorded as F.

**Incomplete**

A grade of Incomplete (INC) is not given automatically. A student must be in good academic standing to be considered for an INC grade. A student must request an INC based on substantive reasons. The request will follow an approval from the instructor. The Program Director requires that the student and faculty member complete an Incomplete Grade Form, which will specify the incomplete work and an agreed upon time frame for completion. Both the student and the faculty member must sign the form and retain a copy. A copy is placed in the student’s file. The INC Form must be sent signed digitally to the program director and program assistant and a copy placed in the students DNP portfolio.

University policy allows that a student obtain credit for INC by completing all of the required course work before the end of the semester one year from the time of enrollment in said course. However, students may be required to finish the INC during a shorter time frame if it is a pre-requisite for subsequent courses. The faculty of record must complete a change of grade form signed by faculty and the program director. A copy of the change of grade is placed in the student’s portfolio. At the end of this 12 month period, if a grade is not submitted, an F for failure will automatically be recorded by the registrar. Such a grade cannot be reversed. A grade of F is grounds for immediate dismissal. The students is responsible to communicate their progress in completing the course material and submitting them in a timely manner. Incomplete grades in a pre-requisite course will prevent the student from progressing in the program and they will have to register for continuation.
**Program Credits**

The DNP Program Committee will review student’s prior course work and experiences to determine the need for additional coursework to meet the DNP Essentials at the time of graduation.

**Transfer Credit Policy**

Applicants who have completed graduate course work at other accredited institutions may transfer toward the completion of a UMass Boston graduate degree up to 6 credits from such courses in which the applicant received a grade of B or higher.

Applicants who have completed graduate course work at UMass Boston as non-degree students may transfer toward the completion of a UMass Boston graduate degree up to 6 credits from such courses in which the applicant received a grade of B or higher. These courses may be accepted for transfer provided that they have not been used to fulfill requirements for another degree, and were earned no more than seven years before matriculation in the program. The combined total of credits transferred from other institutions and of credits accumulated at UMass Boston as a non-degree student may not exceed 12 credits. For intercampus programs (Biology, Biomedical Engineering and Biotechnology, Marine Sciences and Technology, Nursing DNP and PhD, and Professional Science Masters), courses taken at other UMass campuses will not be subject to the six credit or 12 credit limit, but will require the approval of the graduate program director for transfer.

The DNP Program Director and the DNP Program Committee determine what credits are eligible for transfer based on a review of the official transcript at the time of admission to the program and a review of the course description or syllabus if requested. Once enrolled in the DNP Program, students also can request transfer credit. Requests should be made to the Director and include a copy of the student’s transcript and a copy of the course syllabus. Transfer credit decisions for either core or elective courses are made on a course-by-course basis. Courses accepted for transfer will show in student Wiser accounts but will not be included in your grade point average.

**Course Waiver Policy**

A student may seek a waiver from a prescribed course in the DNP Program if s/he has completed a course with substantially equivalent content at another institution or in another College of UMass Boston. If a course waiver is granted, the student will receive 0 credits towards degree requirements and must take additional courses to complete the required credits for the DNP degree.

Course waivers will be decided on a case-by-case basis, through negotiation between the student seeking the waiver and the faculty member who teaches the course. All waived courses require a written request of and the Program Director. Approved waivers are documented as W on the plan of study. Appeal of a denied waiver may be made to the DNP Program Committee.

**Electives**

Electives should enhance the student’s competency in meeting the DNP Essentials and/or in completing the capstone requirements. Electives are subject to approval by Program Director during advisement period. Electives can be accepted from a certificate program, but they cannot be transferred as an elective if the course was used to meet credits for a degree requirement.

**Independent Study NU 796**

Students may complete an independent study to fulfill required or elective credits. Independent study credits vary from one to three (3) depending on the scope of the project. The independent study should consist of study and work at the graduate level with a specified written product. The faculty member who agrees to work with the student in independent study will...
study must be a recognized expert in the content area. The student and faculty member must agree to the UMass Boston number of credits, scope of the work and the amount of supervision required (for example, weekly or biweekly meetings). A written agreement, signed by the student and the faculty member, must be approved by the assigned Program Director or advisor in the semester prior to registering for directed study internship credits. The proposal must identify the organizational setting, the student’s role and responsibilities (including amount of time), the type and nature of the policy issues, and the agency person who will oversee the project and attest to the nature and extent of the student’s work. Independent study credits may be from 1 to 3.

**Academic Progress**

The office of Graduate Studies specifies that a student must make satisfactory progress toward completion of a degree within the Statute of Limitations for the doctoral degree.

**Statute of Limitations**

Each DNP matriculated student must complete all degree requirements within eight (8) calendar years of entering the program.

**Full- and Part-time Status**

The DNP curriculum has been designed as a part time program. Part time students carry at least six credits per semester in the fall and spring and the minimum number required to qualify for federal financial aid. Students wishing to take less than six credits must petition the Program Director for an exception and changes must be documented on the electronic plan of study. Enrollment in nine or more credits a semester is possible and is considered full time graduate study.

**Academic Advising and Registration**

The DNP Director serves as an academic advisor to all students. Following admission, each student will develop an individualized plan of study, which is co-signed by the student and the academic advisor. Students are expected to follow this plan of study and if changes are needed, then the student must request a change of program plan and meet online with the program director. The DNP program courses are subject to registration through the graduate program assistant. Any holds on the student Wiser account will prevent the program assistant from registering the student in a timely manner and late registration may lead to an added fee. Students will see their registration reflected in their Wiser account.

Faculty will contact students using UMB email only. Faculty will inform students of live web based classroom sessions, required texts and important course due dates/exams. Required texts may also be found posted at the UMass Boston Campus Store.

UMass Boston Bookstore:

Feel free to contact the faculty for the course if you do not see this course information posted at least six weeks prior to courses commencing. Also please take the time to review the current academic calendar for online courses offered through the College of Advancing and Professional Studies. This will give you information on dates related to drop add and withdrawal, UMB holidays and course offerings for the graduate program.

**Academic Calendar**:
http://www.umb.edu/academics/caps
Leave of Absence

The Office of Graduate Studies requires that a student seeking a leave of absence (LOA) must petition the Program Director who provides justification for the request to the Dean of Graduate Studies. An approved LOA extends the statute of limitations for degree completion by the length of the leave. The University requires that each matriculated graduate student must maintain continuous registration for fall and spring terms until the degree has been formally awarded. If the student does not register for courses during fall or spring terms, the student must pay a continuation fee to maintain continuous registration. The course number for continuous registration is CAS 600. The program assistant can register you for continuation.

Academic Policies, Procedures, and Requirements

All graduate nursing students should familiarize themselves with the University’s Graduate Academic Regulations available at http://www.umb.edu/registrar/academic_policies

Academic Standing and Progression Policies

Academic standing is the basis for decisions regarding student progression, probation, graduation, and dismissal in the Graduate Nursing Programs. Academic standing is determined by the student's cumulative quality point average, a measure of all the grades the student has earned in the University which are applied to the course requirements of the DNP Program. See this link for more details: (UMB Graduate Academic Regulations (2014)): http://www.umb.edu/registrar/academic_policies

The following policies apply to all matriculated students in the DNP program. Policies in effect when the student is matriculated into the program of study will apply throughout the student’s program of study. Policies in the College of Nursing and Health Sciences handbook may be more stringent than those of general graduate policy as stated in the University Handbook. In matters of policy difference, the College of Nursing and Health Sciences and Health Sciences policy supersedes the University policy.

- All full and part-time students must maintain a cumulative average of 3.0 to graduate.
- All full and part-time students who fail to maintain a 3.0 GPA may be subject to academic dismissal.
- Students who do not maintain a cumulative quality point average of 3.00 will be referred to the CNHS Student Affairs Committee. Students will be asked to submit a letter of appeal to the CNHS Student Affairs Committee. Based upon review of the student's record and letter of appeal, the CNHS Student Affairs Committee will recommend conditions of Probation, or Dismissal and forward these to the Department Chair and Graduate Program Director.
- Students must earn a grade of B- (2.75) in all required courses listed on the student's program of study. Required courses include core courses, clinical concentration courses, theory courses, functional area courses, and clinical practicum’s (electives are not considered required courses). Any grade below a B- (2.75) is considered a failure in a required course.
- Students who do not earn a grade of B- (2.75) in all required courses will be referred to the CNHS Student Affairs Committee. Students will be asked to submit a letter of appeal with an explanation to the CNHS Student Affairs Committee. Based upon review of the student's record and letter of appeal the CNHS Student Affairs Committee will recommend conditions of Probation, or Dismissal and forward these to the Department Chairperson and Graduate Program Director. The Graduate Program Director will request the Dean of Graduate Studies to place the student on Academic Probation or Dismissal.
- Upon the decision of the CNHS Student Affairs Committee and Graduate Program Director the student may petition to repeat up to two failed courses a total of one time for each course during their entire program of study. The student must receive a grade of B or better in the repeated course in order to meet the degree requirements. If a satisfactory grade (B) is not achieved when the student repeats the previously failed course, the student will be
recommended by the Graduate Program Director to the Dean of Graduate Studies for dismissal.

Course Policies

It is an expectation that students will demonstrate the ability to meet the course objectives as stated in the course syllabus. Failure to meet course objectives as outlined in the syllabus, or as stated by course faculty, and determined by the course evaluation strategies specified in the course syllabus, will result in course failure.

- 2.3.1 In Graduate nursing courses that have two components, theory and internships, both components must be successfully completed in order to pass the course. If the theory or practicum portion is failed, both components must be repeated.
- 2.3.2 If at any time during a course, a faculty member in collaboration with an agency facilitator deems that a student’s academic and/or internship performance is unsatisfactory, or unsafe a conference will be held with the student in order to identify the problem clearly and to develop a plan for resolving the student’s performance ability.

At Risk of Failure Form Policy and Procedures:

At any time during the internship experience that the student is determined to be at risk of failing, the student will be advised in writing by the faculty course member. The student will be asked to meet with the course faculty to discuss their deficiencies and develop a plan for meeting the course objectives using the At Risk of Failure Form.

An At Risk of Failure Form details the reasons why the student is at risk of failing and an attaches a form that describes recommendations for meeting the course and clinical performance objectives. The form is written by course faculty and a copy is forwarded to the Graduate Program Director.

The graduate student receives a copy of both the course performance recommendations and the At Risk of Failure Form, and a copy will be placed in the student's file. Following receipt of an At Risk of Failure Form, the student and faculty member set up a schedule to meet and discuss the student's progress in meeting the course objectives. A Student-Faculty Conference is set up prior to the final clinical evaluation. Whenever possible this conference will occur such that there will be sufficient time between the receipt of the At Risk of Failure Form and the final clinical evaluation to allow the nursing student to time to work towards mastery of their deficiencies. A meeting occurs between the student and course faculty at the conclusion of the course. Students who have demonstrated achievement in mastery of the course objectives will have a note written on their At Risk of Failure Form indicating the above. However, if a student does not make sufficient progress in demonstrating competent clinical performance, as specified by the course objectives and the instructor they will fail the course.

Code of Student Conduct

The faculty strongly encourages students to review the Code of Student Conduct currently located at: https://www.umb.edu/life_on_campus/policies/community/code. This link covers the Student Code of Conduct Authority, Purpose of the Code, Jurisdiction, Definitions, Standards of Conduct, the review and Hearing Process, Student Conduct Process, During Criminal Proceedings, Appeals, Sanctions, Maintenance of Disciplinary Records, Academic Honesty, Academic Honesty Violations, Academic Dishonesty Procedures, and Academic Dishonesty Sanctions.

The Student Code of Conduct applies fully to the online DNP Program with adjustments made as necessary for long distance students who may require a virtual meeting. Please email the Office of the Dean of Students: dean.students@umb.edu or the DNP program director for any clarification of policies related to conduct.
The DNP Capstone Scholarly Project

The DNP *Capstone Scholarly Project* is the culmination of the doctoral candidate’s engagement in the DNP program and is expected to reflect the highest levels of nursing practice competencies. The project is practice focused, evidence-based and utilizes sound quality improvement methods. To be of the quality worthy of the conferral of the Doctor of Nursing Practice degree, in the choice and conduct of the *Capstone Scholarly Project*, the doctoral candidate must demonstrate:

- Advanced clinical judgment, expertise, and specialization, which demonstrates synthesis and application of the DNP essentials.
- Leadership and advanced levels of systems thinking and accountability in designing, implementing, and evaluating an evidenced-based intervention/innovation that is responsive to a local health need and leads to the improvement in health care quality, safety, cost or access.
- Leadership in the development and implementation of patient-driven, institutional, local, state, federal and/or international health policy in a select content/specialty area.

The DNP Capstone Proposal, Advancing to Candidacy and Project Processes

**Overview of the Process**

Advancing to candidacy is the first step in the process. To advance to candidacy the student must have:

1. successfully completed required coursework
2. formulation of the *Portfolio of DNP Experiences (DNP Portfolio)*
3. successfully completed the *State of the Science Review paper* which will serve as the framework and rationale for the project
4. successfully completed the initial draft of the DNP *Capstone Scholarly Project* Proposal Paper in Evidenced Based Practice II
5. formed a *Capstone Committee*
6. Submitted the completed, signed DNP Committee form
7. had a successfully *Proposal Hearing*
8. submitted the completed, signed DNP Project Proposal Hearing form

Once a student has advanced to candidacy, she/he is eligible to use the initials DNP(c).

To meet all requirements for fulfillment of the DNP degree the student must then successfully complete:

1. all remaining coursework
2. the final cumulative DNP portfolio
3. the *Capstone Scholarly Project* including an oral defense and a written, publishable quality paper in Squire II format
4. dissemination
Advancing to Candidacy and the Capstone Process

As a DNP Program participant, students will progress in the development of advanced knowledge, attitudes and skills, consistent with doctoral expectations of your capstone scholarly project chair and committee. Capstone committee members and the College of Nursing & Health Sciences will meet to ratify that a student is prepared at each successive stage of progression in the DNP Program.

Successful Completion of Coursework

The first stage of your DNP Program involves completing all core required courses and initial clinical experiences with satisfactory evaluation of competencies of each course and clinical experience.

Portfolio of DNP experiences

Throughout the DNP program, students will compile evidence of acquisition of the DNP essential competencies. Portfolios may include course papers, projects, internship journals and other sources of evidence of your scholarship. The DNP Internship course faculty (NU 761, NU 762, NU 763) will advise students in the formulation and updating of their portfolio. Criteria for portfolios are contained in the DNP Internship I, II, III and IV syllabi.

State of the Science Paper

In partial fulfillment of the requirements for the DNP degree, students will write a State of the Science (SOS) review directly related to the practice issue or innovation, which will be evaluated in the Capstone Scholarly Project. This paper lays the foundation for the student’s Capstone Scholarly Project and demonstrates mastery of the theoretical underpinning of the project. It is begun in Evidence Based Practice II and finalized under the direction of the student’s Capstone Committee. The paper must be of publishable quality. Criteria for the State of the Science paper are contained in the Syllabus for NU 716 Evidence Based Practice II.

Forming the Capstone Committee

Once NU 716 EBP II has been completed, the student selects a Capstone Committee, including the Committee Chair. The Chair is chosen through a match coordinated in the NU 716 EBP II course. It occurs on the last day of fall term year 2 (Y2, Fall). Once the Chair has accepted the role, the Chair will then assist the student in selecting the rest of the committee members.

The committee should have three (3) members. At least two (2) members, including the Chair, should come from the UMB College of Nursing and Health Sciences. The third member should be content expert from the practice site. The Chair should be a member of the faculty who is an experienced committee member. The DNP Capstone Scholarly Project Committee should be formed by March 1st (Y2, spring).

Once all of the committee members agree to serve, the student submits the completed/signed DNP Committee Form (See Appendix B) with all committee member signatures and the CV of the outside committee member to the Program Assistant by March 1st (Year 2). The Program Assistant will then obtain the Program Director’s signature, and then it is forwarded to the Office of Graduate Studies for their signature. A copy of such documents will be placed in the student’s portfolio.

Capstone Scholarly Project Proposal Hearing

The student is expected to work closely with the Chair of the committee on revisions to the proposal paper. Once it is satisfactory, it will then be forwarded to the entire committee for further review and feedback. The student and Chair will review the committee members’ recommendations and make necessary adjustments to the proposal paper.
The proposal hearing will be scheduled prior to April 15th (Spring, Year 2) based on the availability of the Capstone Committee and student. Two weeks prior to the scheduled hearing, the final draft of the proposal will be delivered to all committee members. One week before the proposal hearing the Power Point Slides will be shared with the Chair.

All members of the committee are expected to attend the proposal hearing in person or via teleconference. At the hearing students present the project and the committee asks questions. NOTE: For the proposal hearing you will not have the results or conclusions/recommendation section. The project evaluation aspects will be created and added after completion of the project as part of your final paper.

The length of the proposal hearing will vary with the candidate and the topic but is generally about 30 minutes of student presentation with additional time for discussion/ questions. The proposal hearing must conform to the criteria for the Capstone Scholarly Proposal contained in the Syllabus for NU 716 Evidence Based Practice II and follows the SQUIRE II guidelines for reporting practice improvement/quality improvement projects. Additional information on SQUIRE II Guidelines may be retrieved from: [http://squirestatement.org/index.cfm?fuseaction=Page.ViewPage&pageId=471](http://squirestatement.org/index.cfm?fuseaction=Page.ViewPage&pageId=471)

Following the student presentation, the committee meets in executive session and makes one of four determinations regarding the project proposal:
1) approved as is
2) approve subject to minor revisions
3) requires major revisions or
4) not approved.

Each member of the committee is responsible for documenting his or her determination on the DNP Project Proposal Hearing Form (See Appendix B). In the case of approval, the candidate may proceed with the project. In all other cases, within ten (10) days of the proposal hearing the Chair will provide the student with a written letter detailing the revisions required by the committee. The DNP Project Proposal Hearing Form is to be submitted to the Program Assistant by May 15th (Spring, Year 2).

Advance to Candidacy

In the case of approval with minor changes or revisions, the candidate need only resubmit the revised proposal to the Chair and any other committee members specified in the letter. Once the proposal is revised to the satisfaction of the Chair, it is submitted to the Chair with the completed DNP Advance to Candidacy Form (See Appendix B) by March 1st (Spring Year 3). The Chair forwards two (2) copies of the approved proposal to the Program Director with a letter stating that all minor revisions have been satisfactorily completed. The Program Director forwards one copy to the Office of Graduate Studies and Research along with the Doctor of Nursing Practice (DNP) Advance to Candidacy Form.

In the case of major revisions, the candidate must revise the proposal and resubmit the proposal to all committee members. The committee will decide if the revised proposal fulfills the requested revisions and if the student is required to orally present the project again. The candidate must complete both minor and major revisions within the designated due dates. If not completed to the committee satisfaction, then the student will be required to delay graduation by one year and not advance to candidacy.

In the rare case of a rejection, (not approved) the committee will meet with the candidate and decide how to proceed. Students may be required to delay graduation by a year to continue to develop the capstone proposal.

Assurance of the Protection of Human Subjects

Upon successful completion of the proposal hearing, students begin the conduct of the DNP Capstone Scholarly Project by preparing (with the help and advice of the committee), a formal IRB application to obtain approval to conduct the DNP Capstone Scholarly Project to one or more of the following:
- UMB Office of Research and Sponsored Projects Institutional Research Board (IRB)
• The IRB reviewing projects for your work Organization
• The IRB(s) reviewing projects for any and all organizations in which the project is either conducted or involves participants who are members of those organizations.

All research and research-related activity proposed by any member of the UMass Boston community that involves human subjects in any way must be reviewed by the University’s IRB and by the site IRB. This requirement is based upon the University’s assurance given to the Federal Department of Health and Human Services that UMass Boston researchers-- faculty, students, administrators, staff—are aware of and follow all federal rules and regulations concerning the protection of human subjects in research as contained in the Code of Federal Regulations, Title 45, Part 46 (45 CFR 46). UMass Boston has contracted with the University of Miami to provide free online training through the Collaborative IRB Training Initiative (CITI) for members of the UMass Boston community on issues related to the protection of human subjects in research. All students complete CITI certification in NU 616, EBP I. If there are questions concerning UMass Boston policy and procedures relating to research with human subjects, or questions concerning the CITI training and how to register for the training, please call or send a message to Kristen Kenny, IRB Administrator at (617) 287-5374 or kristen.kenny@umb.edu.

Many sites where the projects will be carried out do not have an Institutional Review Board. In these cases, the UMass Boston IRB approval process serves as the sole reviewer. In addition to the UMB IRB, the project must be submitted to that sites review mechanism. An application must be filled out and submitted even if the site determines that they will review the project as an expedited review or deem it to be exempt from review because it is quality improvement project.

All IRB approvals must be obtained before the student can begin the Scholarly Capstone Project. IRB approval is granted for one year; if data collection extends beyond one year, then the student must apply for continuing review. At the end of the project, a final report must be submitted to the institutional review board that granted approval. A copy of all approvals must be submitted to the DNP Program Director to be placed in the student portfolio.

Agency permission and support
A letter indicating the agencies permission and support of the Capstone Scholarly Project is required. The letter should be on agency letterhead and signed by student’s on-site facilitator and or other agency stakeholder. This must be submitted before the student can commence the Scholarly Capstone Project and following IRB or waiver of IRB approval. A copy of the signed letter will be placed in the student’s portfolio.

**Fulfillment of the DNP Program Requirements:**

**Successful Completion of Coursework**

To complete all degree requirements, all courses must be completed according to the program of study with satisfactory evaluation of competencies of each course and clinical experience.

**Portfolio of DNP experiences**

At the conclusion of NU 764 Capstone Seminar and DNP Internship IV, faculty and students will meet to review and evaluate the student’s portfolio. Evaluation will consist of faculty and student self-evaluation of the student’s progress toward mastery of the DNP essential competencies. Successful review of the portfolio is factored into the student’s grade for NU 764 and determination of meeting degree requirements.

**Capstone Scholarly Project**

**Capstone Scholarly Project: Role of Chair and Committee**
The candidate will work closely with the Chair and other committee members throughout the implementation of the Capstone Scholarly Project, including data collection, data analysis and final writing phases. The candidate should expect many iterations of the project paper as it is refined and improved to meet the overall conceptual and methodological quality expected of the project. While carrying out the Scholarly Capstone Project, students are registered for the DNP Internship courses (NUR 762 second half, NUR 763 DNP Internship III (1 credit), NU764 Internship IV & Capstone Seminar (3 credits)) and engage in selected activities in those courses designed to assure the success of their projects. During summer of year 2, students are expected to continue work on their projects for the implementation phase. Contact with the Chair and committee members during the summer is on an individual basis.

Capstone Scholarly Project: Capstone Paper

The Scholarly Capstone Project paper is to be written in SQUIRE II format. Further information on this writing standard may be found at http://squire-statement.org/index.cfm?fuseaction=Page.ViewPage&pageId=471. The expected length of the paper is usually between 20 and 30 pages. References may be in either APA or AMA format. Two (2) weeks prior to the scheduled defense, the final draft of the Capstone Scholarly Project paper must be submitted to all committee members. The document should contain the prescribed Program Title Page and follow the SQUIRE II standard.

If the capstone paper does not reach final iteration approval by the last day of April, then the student’s graduation date will be changed to a later date (even if the oral defense has been completed).

All Capstone Scholarly Project papers will follow the framework (SQUIRE II):

Title and Abstract
1. Title
2. Abstract (no longer than 350 words)

Introduction
3. Problem description
4. Available knowledge
5. Rationale
6. Specific aims

Methods
7. Context
8. Intervention(s)
9. Study of the intervention(s)
10. Measures
11. Analysis
12. Ethical considerations

Results
13. Results

Discussion
14. Summary
15. Interpretation
16. Limitations
17. Conclusions

The Capstone Scholarly Project: Oral Defense

A Capstone Scholarly Project oral defense is held at the end of March/first week of April (Year 3) for all students. Date(s) are announced in the fall semester of year 3. Students are expected to come to campus and present their Capstone Scholarly Project to an audience consisting of the committee members and Chair as well as other DNP students and UMB faculty. Committee members who cannot come to campus may attend via phone or other web based software provided by UMB. The session is also recorded and may be viewed by faculty, staff and/or DNP students.

The Power Point slides are to be submitted to the Chair at least two weeks prior to the defense date for review and
feedback. The presentations should follow the format of the *Capstone Scholarly Project* paper.

Each defense is scheduled for 45 minutes. Students should plan to present their project for about 30 minutes and leave 10-15 minutes for audience questions/answers.

Capstone Scholarly Project: Requirements for Completion

The oral defense is just one component of the defense requirement and both the oral defense and written paper must be approved before the student is determined to have completed the *Capstone Scholarly Project* and be permitted to graduate.

Upon determining both the oral defense and written paper have been completed according to the Capstone Committee satisfaction (approval), the candidate submits the *Capstone Scholarly Project* paper for dissemination; i.e. poster, podium presentations, an article in a journal and forwards the requisite number of copies to the Program Director with a title page (See Appendix B). The Program Director signs the signature page and defense form and forwards a copy of the final paper and forms to the DNP Program Assistant. The Program Assistant makes the requisite copies and sends the original signatures pages and approved paper to the Office of Graduate Studies, retains a copy of the documents in the student’s file and sends a copy to the committee members.

In the case of approval with minor revisions, the candidate need only resubmit the revised Capstone Paper to the Chair and any other specified committee members. Once the student has made all requested changes and it is approved by the student’s committee chair, the student submits the paper for dissemination. The Chair forwards a copy of the approved Capstone Paper to the Program Director with a title page and a letter stating that all minor revisions have been satisfactorily completed. The Program Director signs the signature page and defense form and forwards a copy of the final paper and forms to the DNP Program Assistant. The Program Assistant makes the requisite copies and sends the original signatures pages and approved paper to the Office of Graduate Studies, retains a copy of the documents in the student’s file and sends a copy to the committee members.

In the case of major revisions, the candidate must resubmit the *Capstone Scholarly Project* paper to all committee members. The candidate must complete both minor and major revisions by the last day in April to graduate in May. In the rare case of a not approved, the committee will meet with the candidate and decide how to proceed.

The final copy of the *Capstone Scholarly Project* paper should be printed, with title page, and placed in an 8x10 envelope. This printed final copy should be post marked by May 15\textsuperscript{th} (year 3) and sent via US Postal mail service to the Program Assistant.

Capstone Scholarly Project: The Dissemination Product

The Capstone Scholarly Project paper is required to be of publishable quality, although dissemination is not restricted to publishing. The final dissemination product may be a journal article, a poster that is presented at an approved professional conference, or a podium presentation at an approved professional conference. This approval is granted by the capstone committee prior to May 1\textsuperscript{st} (year 3). To obtain approval for dissemination, the student must provide proof of submission and acceptance. The actual dissemination (poster, presentation, journal article) may occur after graduation.

Additionally, students will have their projects submitted to UMB Scholar Works, accessed at: http://scholarworks.umb.edu/nursing_dnp_capstone/.

Authorship, Acknowledgements and Attribution

Determination of authorship of books or manuscripts based on *Capstone Scholarly Projects* can present difficulties. The doctoral student, as author of the capstone, holds the position of primary authorship of any subsequent publications based on it. Including co-authors, such as members of the committee, is appropriate if such persons meet the requirements of authorship set out in the International Guidelines that are abstracted below.
Authorship: Authors submitting a paper do so on the understanding that the manuscript has been read and approved by all authors and that all authors agree to the submission of the manuscript to the journal. ALL named authors must have made an active contribution to the conception and design and/or analysis and interpretation of the data and/or the drafting of the paper and ALL must have critically reviewed its content and have approved the final version submitted for publication.

The International Committee of Medical Journal Editors (ICMJE) authorship criteria state that authorship should be based on 1) substantial contributions to conception and design of, or acquisition of data or analysis and interpretation of data, 2) drafting the article or revising it critically for important intellectual content and 3) final approval of the version to be published. Authors should meet conditions 1, 2 and 3.

Contributors who do not qualify as authors should be mentioned under Acknowledgements.

Acknowledgements: Under Acknowledgements you can specify contributors to the article other than the authors accredited. It is helpful to include specifications of the source of funding for the study and any potential conflict of interests if appropriate. Suppliers of materials should be named and their location (town, state/county, country) included.
Appendix A: Admissions Requirements for the UMB DNP Program

Admission requirements for the Doctor of Nursing Practice (DNP) Program

Applicants to the DNP program must meet the entrance requirements of the University of Massachusetts Graduate Program and the College of Nursing and Health Sciences.

Options for application:
MS prepared applicants for the DNP with a Master of Science degree in nursing with at least one year of experience and national certification, or a Master of Science degree in nursing and significant clinical leadership experience.

The admission criteria are:
• Graduate of a nationally accredited NLNAC or CCNE program or significant clinical leadership.
• Sealed transcripts.

Documentation of both:
• Bachelor of Science (BS) degree in Nursing or another field, and,
• Master of Science (MS) degree in Nursing.

Students without a baccalaureate must provide a letter from the MS program stating that the RN-MS program has provided the equivalent content for a BS in Nursing.

- Provide official sealed transcripts from ALL higher education institutions attended, demonstrating:
  o Overall Grade Point Average (GPA) of 3.0 or higher in the BS program of study and,
  o Overall GPA of 3.2 in MS program of study,
  o For each required nursing course in the MS program of study. GPA of 3.0 or evidence of letter grade B (3.0 on 4.0 scale) or better for science courses (both BS and MS programs).
  o Evidence of completion of a graduate health assessment course grade with a grade B (3.0 on 4.0 scale) or better.
- Submit a complete application package with documentation of the following:
  o Official sealed transcripts for all undergraduate and graduate programs attended
  o Letter supporting one’s clinical expertise for at least one year’s experience in the Advanced Practice Role as a nurse practitioner (APRN), certified nurse midwife (CNM), clinical nurse specialist (CNS), or nurse anesthetist (CRNA) or significant clinical and leadership experience.
  o Or letter providing evidence of significant clinical leadership.
  o Three letters of recommendation from health professionals describing professional nursing experience in the role as an advanced practice nurse including leadership activities and/or scholarly achievements
  o A scholarly abstract of a completed project or academic paper (no more than 300 words).
  o A professional goal statement and that describes in five career objectives (no more than 500 words).
  o Professional resume to include all institutions attended; professional work experience, certifications, supervised clinical practicum placements, CPR, scholarship, and professional activities or organizations as well as population focus during the MS program of study including supervised clinical practice experiences, number of supervised hours in each clinical setting and agency names.
  o Registered nurse license in the state of residence.
  o Advanced practice licensure in the state of residence or significant clinical leadership as documented by resume and references. TOEFL scores (if required for non-citizens of the United States of America per University Admission Policies)
  o Evidence of professional certification in the advanced practice role or eligibility to sit for the exam at the time of application to the program or documentation of significant clinical leadership experience.
  o Evidence of prescriptive authority for all APRN candidates.

BS prepared applicants for the BS-to-DNP Program with current licensure in the commonwealth of Massachusetts.

The admission criteria are:
• BS degree in nursing from an NLNAC or CCNE accredited program.
• Applicants who are completing their BS degree may apply and be conditionally accepted pending final transcripts.
• GPA of 3.4 or higher in the undergraduate program
• A current unrestricted RN licensure in the state of Massachusetts. Applicants may be conditionally accepted pending final transcripts.
• Completion of college level course in introductory statistics
• Recent completion of college level course in physical assessment
• Strong scores on the Graduate Record Examination (GRE) aptitude tests with emphasis on the analytical writing component.

Admissions Overview – UMB Graduate Admissions Office
(Adapted from Graduate Student Office (2008), Graduate Program Director’s Handbook, Univ. of Massachusetts, Boston: Boston, MA)

Applicants submit the application with the application fee to the Graduate Admissions Office either through the online or the paper application. They are encouraged to include as many of the required credentials as possible with the application. Transcripts received with the application from the student must be received in sealed envelopes from the institution to be considered official. Credentials may also be submitted separately from the application, either before or after the application is submitted. Credentials received before an application has been filed are held for one year.

After the application and/or credentials are scanned into our imaging system, the original documents are distributed to the program using the mail boxes in our office. It is recommended that the mailboxes be checked for material at least twice a week during normal periods and daily during busy times (e.g. following an application deadline, during registration period).

Applicants are notified of any missing credentials via automatically assigned communications sent 10, 30 & 60 days after receipt of the application. Application status may also be checked through the WISER system on the web (see above, under "Web Services - UMassWise"); applicants are sent information about using this system.

During the Graduate Admissions evaluation process, each application is reviewed for evidence of a bachelor's degree or its equivalent. If an applicant is determined not to have either, a denial letter is sent, and no further processing occurs. In the case of international applicant's initial determination, where they maintain that their credentials are equivalent to a bachelor's degree, the student is referred to an external international documentation evaluation agency recognized by the University. If an evaluation is received from the agency recommending that the degree be considered equivalent, the application may continue to be processed.

When the application becomes complete (or complete enough for review as specified by the program), the Profile Sheet is distributed in the mailbox. This is the form on which the program indicates its recommended decision. The options are full admission, provisional admission, wait list, denial or deferral of consideration. Provisional admissions may be used in a number of different situations. If an applicant has applied while still working on the bachelor's degree, the provision is submission of the final transcript showing the award of the degree. If an applicant has not submitted test scores, the provision is receipt of the score report. In the case of marginal accepts, the provision may be to require grades of B or better in the student's first two courses, before full admission may be granted. The wait list option is used by programs that enroll only a limited number of students. If an accepted student declines the offer of admission, then the first student on the wait list is moved to admit status.

The Graduate Program Director (GPD) and Program or College Admissions Committee decision will be entered on each Applicant’s Profile Sheet, signed by the GPD and conveyed to the Graduate Admissions Office.

Upon receipt of the Profile Sheet, Graduate Admissions mails the official decision letter to the student. A confirmation form is sent out with acceptance letters, requiring submission of a non-refundable deposit of $250.00 along with the confirmation form. The deposit MUST be paid directly to the Graduate Admissions Office by check or credit card.
In some programs, students have the option of deferring their admission for one or two semesters. Students must request this option in writing; the request must be accompanied the processing fee.

At the end of each semester, the previous semester's transcript and test score provisional admits are reviewed by Graduate Admissions. Students who have failed to submit the required transcripts and/or test scores are so notified, and a registration hold is placed on their records until the required documents are received. Tracking of provisional admits based on performance in courses is the responsibility of the individual programs. If the student has not met the provision(s), the GPD must decide whether to allow the student to continue as a provisional admit or to recommend dismissal.

LEARNING DISABILITY STANDARDIZED TEST POLICY
In accordance with provisions of the General Laws of Massachusetts, Graduate Studies policy permits residents of Massachusetts who have been diagnosed as developmentally disabled (including those with specific language disabilities, such as dyslexia, but not including those whose sole disability is blindness) to request a waiver of the requirement to submit GRE, GMAT, MAT or MTEL scores. To qualify for a waiver, an applicant must submit documentation validating the disability. The required form is available through the Graduate Admissions office. A graduate program may require an alternative mode of assessment (e.g. a writing sample) in lieu of the standardized test score. For information, contact Graduate Admissions.
Appendix B: Program Forms

The following forms are required as part of the DNP Scholarly Capstone Project:
1. DNP Committee Form
2. DNP Project Proposal Hearing Form
3. DNP Advance to Candidacy Form
4. Capstone Scholarly Project Paper Title Page (total of 2 pages)

All forms must be completed in their entirety. They must be typed and printed by the student prior to committee member signatures. Signatures on the DNP Committee Form, DNP Project Proposal Hearing Form and DNP Advance to Candidacy Form may be completed electronically. All signatures on the Capstone Scholarly Project Paper Title Page must be original signatures in ink.
Doctor of Nursing Practice (DNP) Committee Form

Student Name ______________________________________

Student ID ____________________

Intended Date of Graduation ______________________

Tentative Title of DNP Capstone Project ___________________________________________

Provide the names of a minimum of three and maximum of five DNP Capstone Scholarly Project Committee Members. Signature confirms agreement to participate and advise you in your project progression, scholarly writing for publishable quality, and final review of the quality, content, and completion of your doctoral project.

<table>
<thead>
<tr>
<th>Committee Member Name (Type or Print Legibly)</th>
<th>Signature of Committee Member</th>
<th>Affiliation</th>
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<tbody>
<tr>
<td>1. CHAIR</td>
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<td></td>
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<tr>
<td>2.</td>
<td></td>
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<td>3.</td>
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<td>4.</td>
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<tr>
<td>5.</td>
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</tbody>
</table>

CV for each external member of the committee must accompany this form.

Approved by DNP Program Director ________________________________ Date ________

Received by the Office of Graduate Studies _________________________ Date ________
Doctor of Nursing Practice (DNP) Project Proposal Hearing

Student Name ________________________________

Student ID ______________________

Title of Proposed DNP Capstone Scholarly Project ____________________________________
__________________________________________________________________________

Date of Project Proposal Hearing ______________________

Proposal Approval: A majority approval is required to approve the Capstone Scholarly Project in partial fulfillment of the requirements for a Doctor of Nursing Practice degree. Under “Approved” for the Chair and each Committee Member enter “A” for Approved as is, “AR” for Approved with minor revisions, and “AM” for requires major revisions, “N” for not approved. If approved with revisions students will receive a letter from the committee chair detailing the changes to be made and the process for submitting the changes. All submissions must be completed and approved prior to the established deadline in order to graduate.

<table>
<thead>
<tr>
<th>DNP Committee Members</th>
<th>Affiliation</th>
<th>Approval</th>
<th>Signature</th>
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</thead>
<tbody>
<tr>
<td>Chair:</td>
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</tbody>
</table>

The candidate has successfully completed the proposal of his/her Capstone Scholarly Project to the satisfaction of the DNP Capstone Committee and Program Director.

Approved by DNP Program Director __________________________ Date ______

Received by the Office of Graduate Studies ______________________ Date ______
Doctor of Nursing Practice (DNP) Advance to Candidacy Form

Date of Project Proposal Hearing _________________________

Student Name_________________________________________

Student ID____________________________

Title of DNP Capstone Project_______________________________________________
_________________________________________________________________________

Project abstract (attached)

Capstone Committee Approval Process: A majority approval is required to advance the student to candidate status. Under “Approval” for the Chair and each Committee Member enter “A” for Approved as is, “AR” for Approved with minor revisions, and “AM” for requires major revisions, “N” for not approved. If approved with revisions students will receive a letter from the committee chair detailing the changes to be made and the process for submitting the changes. All submissions must be completed and approved prior to the established deadline in order to graduate.

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>Chair:</td>
<td></td>
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</tbody>
</table>

The candidate has successfully completed required elements of the DNP program, including coursework, State of the Science paper, and submission and presentation of the DNP Scholarly Capstone Project Proposal to the satisfaction of the DNP Capstone Committee and Program Director.

Approved by DNP Program Director _________________________ Date __________

Received by the Office of Graduate Studies _________________________ Date __________
PAPER TITLE

A Capstone Scholarly Practice Improvement Project

By

STUDENT NAME

Submitted to the Office of Graduate Studies and Research, University of Massachusetts Boston, in partial fulfillment of the requirements for the degree of

DOCTOR OF NURSING PRACTICE

Date

Department of Nursing
PAPER TITLE

A Capstone Scholarly Project Presented

By

STUDENT NAME

Approved as to style and content by:

________________________________
Faculty name, title
Chairperson of Committee

________________________________
Faculty name, title
Member

________________________________
Faculty name, title
Member

________________________________
Name,
DNP Program Director
# Appendix C: DNP Scholarly Capstone Project Timeline

## Year 2

### December
- Chair is approached by student
- Chair accepts role
- Chair and student plan timeline for project
- Capstone Scholarly Project proposal paper reviewed by Chair
- SOS reviewed by Chair
- Feedback/edits begin for proposal paper

### January
- Chair feedback incorporated into proposal paper

### February
- 2<sup>nd</sup> and 3<sup>rd</sup> committee members selected
- Letter sent to site member
- Capstone paper/SOS reviewed by committee and feedback provided to student/Chair

### March
- Capstone Scholarly Project Committee Form due March 1<sup>st</sup>
- Schedule proposal hearing, finalize proposal paper and slides for proposal hearing

### April
- Proposal Hearing must take place by April 15<sup>th</sup>
- IRB/site approval

### May
- DNP Capstone Scholarly Project proposal Hearing form completed by May 15<sup>th</sup>
- Student/Chair set up plan for communication/project implementation for summer

### June-July-August
- Project Implementation
- Update Chair as needed
# Year 3

## September
- Continued project implementation
- Begin post implementation data collection
- Meet with chair/committee to update on progress from summer

## October
- Continued project implementation
- Data collection
- Monthly check in with chair

## November
- Data analysis and interpretation
- Forming recommendations
- Monthly check in with chair

## December
- Data analysis and interpretation
- Forming recommendations
- Monthly check in with chair
- Paper reviewed with Chair with feedback to be worked on over Dec/Jan break

## January
- Iteration of paper by student
- 2nd committee member reviews paper

## February
- Ongoing review/feedback of iterative changes by chair and 2nd committee member

## March
- Project is completed
- Paper is in final iteration and submitted to committee 2 weeks prior to defense
- Power Point slides shared with Chair at least 2 weeks before defense date
- DNP Advanced to Candidacy Form due by March 1st
- Capstone Scholarly Project Oral Defense at UMB campus

## April
- All final edits completed on paper by last day in April
- Student determines how the project will be disseminated

## May
- Student provides proof of submission/acceptance of dissemination by May 1st to Chair
- Title Page completed with all signatures (must be in ink)
- The final copy of the *Capstone Scholarly Project* paper printed with title page, and mail to the Program Assistant by May 15th.