

**DOCTOR OF NURSING PRACTICE PROGRAM**  
Graduate Student Handbook

Policies and Procedures



College of Nursing and Health Sciences  
The University of Massachusetts, Boston

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## Welcome to the Doctor of Nursing Practice Program

This Handbook is designed to provide Graduate Students, Faculty, and Administrators associated with the Doctor of Nursing Practice (DNP) Program (“Program” hereinafter) of the College of Nursing and Health Sciences (CNHS or “College” hereinafter) of the University of Massachusetts, Boston (UMB or “University” hereinafter) with an overview of the mission, elements of the curriculum, and guidance found in Program, College, and Program Policies and Procedures.

### Preamble

All members of the University community participating in or associated with the 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.

We provide this Handbook as one part of your orientation and guidance as a member of the Program, College, and University community. You 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.

That said, we are growing a great academic nursing practice community at this institution and we look forward to your contributions to the many excellent discussions, activities, and projects either currently underway or created as parts of our healthy growth – producing nutrient and fruits that sustain us all – the Future of Advanced Practice Nursing!

### Handbook Overview and Organization

The Handbook is divided into sections that are listed (and, in electronic form, hyperlinked) in the Table of Contents. “Point” your computer’s mouse/pointing device arrow over any line in the TOC, press and hold “Control key” (“ctrl”) and “click” the left mouse/pad button and you will jump to that section in the Handbook.

As you read the Handbook, you will also see words highlighted and underlined in [blue](#) – the color with underline indicates a link that can work in any of several ways to: provide a definition, provide a statement of policy, display a form, jump (hyperlink) to another section in the Handbook, or jump to another resource on the Web, Internet, CNHS Intranet or Web, or UMB resource. You can always use your word processor “undo” button or, if the link launches your browser or Adobe pdf reader, you can go to the

bottom of the screen and click on the taskbar “window” for the Handbook to return to the section you were reading.

In the first section of this Handbook, we provide an Overview of the Program. In this section, you will find a bit of the Program’s background, including our mission; the Program one-page brief description; the Curriculum listing with core course listing by year and semester, course descriptions and objectives; and a statement of “The Essentials” – the description of the Competency-based Education elements and philosophical basis provided by AACN in establishing the DNP degree.

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.

Students, please discuss any questions or clarification requirements you may have first with your assigned (or later “approved”) Program or Capstone Advisor. If additional guidance is required beyond this level, your Advisor may either pursue clarification from the Program Director or suggest that you directly address your inquiry to the Program Director or the Program Coordinator, as appropriate.

Faculty and Administrators please discuss among yourselves and then bring your concerns to the Program Director or, if appropriate, the Program Coordinator for clarification and updating the documents and guidance provided through this and any other Program documentation or content element.

### **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 Program Wiki at: <http://cnhs.dnp.wikispaces.umb.edu> .

## **The DNP Program WIKISPACE: Our community news center and resource**

Students should get very comfortable accessing and using the DNP Program WIKI at least every two days. This is the place faculty, administrators, and all students will put updates to the program and other DNP Program, CNHS, UMB, and Advanced Practice Nursing resources and information.

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 here:

<http://cnhs-dnp.wikispaces.umb.edu/>

## **Financial Aid**

DNP students may be eligible for a 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.

## **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.

Preparing DNP graduates for leadership in health care involves incorporating curricular opportunities for public service and innovation. The DNP program has as its core the improvement of patient care and systems outcomes by increasing students' knowledge, research translation, and leadership skills for advanced clinical practice. Graduates will learn to develop solutions to such problems as consumer barriers to health care access. Through service learning projects, conducted during the final capstone project, students

will develop innovative approaches to solving problems related to health care disparities and improving the delivery of high quality health care

## **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:

1. advanced scientific underpinnings for practice;
2. organizational and systems leadership for quality improvement and systems thinking;
3. clinical scholarship and analytic methods for evidence-based practice;
4. technology and information for the improvement and transformation of healthcare;
5. health care policy for advocacy in health care;
6. interprofessional collaboration for improving patient and population healthcare outcomes;
7. clinical prevention and population health for improving the nation's health; and
8. advanced nursing practice at the highest level of clinical expertise.

## **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.

## Table 1: Doctor of Nursing Practice Curriculum

### Post-Master's Program in Nursing (DNP)

College of Nursing and Health Sciences

Plan of study (online)

Program Year	Semester	Course Number	Course Name	Semester Credits
Year 1	Fall Semester	NU 715	Health Informatics*	3
		NU 760	Biostatistics I *	3
				<b>Total Credits 6</b>
	Spring Semester	NU 616	Evidence Based Practice I	3
		NU 770	Biostatistics II	3
		NU 780	Principles of Epidemiology*	3
				<b>Total Credits 9</b>
	Summer	<i>Summer Courses TBA w Advisor</i>		
Year 2	Fall Semester	NU 722	Quality Outcomes	3
		NU 761	DNP Internship I	1
		NU 716	Evidence Based Practice II	3
				<b>Total Credits 7</b>
	Spring Semester	NU 797a**	Health Economics/Finance	3
		NU 762	DNP Internship II	1
			<b>Elective *</b>	<b>3</b>
				<b>Total Credits 7</b>
Summer	<i>Summer Courses TBA w Advisor</i>			
Year 3	Fall Semester	NU763	DNP Internship III	1
		NU 797b**	Organizational Analysis and Skills	3
				<b>Total Credits 4</b>
	Spring Semester	NU 765	Leadership and Management in Healthcare	3
		NU 764	Capstone Seminar and Internship IV	3
			<b>Total Credits 6</b>	
			<b>Overall Total Credits 39</b>	

\* May be taken during summer session

\*\*Numbering may be changed by UMB Office of Graduate Studies

Electives include: NU 637 Psychosocial Mental Health, NU 697 Global Health, NU 618 Health Policy, Finance, Ethics, NU 705 Health Disparities

**Table 2: Doctor of Nursing Practice Curriculum – Description & Goals  
Post-Master’s Program in Nursing (DNP)**

Program Year	Semester	Course Number	Course Title	Course Description	Course Objectives
First	Fall	NU 715	Health Informatics*	<p><b>3 Credits: 3-lecture hrs/week online:</b> 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.</p>	<p><b>Course Objectives:</b> Upon completion of the course, the learner will:</p> <ol style="list-style-type: none"> <li>1. Apply information theories and models to the process of improving access, cost, and quality of healthcare.</li> <li>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.</li> <li>3. Evaluate and develop technologies to distribute consumer health information that is readable and sensitive to diverse cultures.</li> <li>4. Advance the use of selected healthcare informatics technologies in the management of health care systems.</li> <li>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.</li> </ol>
First		NU 760	Bio-statistics I *	<p><b>3 Credits: 3-lecture hrs/week online:</b> This is the first course in a two-semester Biostatistics sequence. 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.</p>	<p><b>Course Objectives:</b> Upon completion of the course, the learner will:</p> <ol style="list-style-type: none"> <li>1. Understand the basic concepts of biostatistics</li> <li>2. Understand different types of data and levels of measurement, and apply descriptive statistics, i.e. measures of central tendency and variation</li> <li>3. Construct and interpret confidence intervals</li> <li>4. Understand basic statistical hypothesis testing and interpret p-values</li> <li>5. Distinguish nonparametric and parametric methods</li> <li>6. Understand the correlation coefficient and the regression coefficient, and the relationship between these two measures of relation</li> <li>7. Identify the strengths, limitations, and potential</li> </ol>

					<p>application of different types of study designs</p> <ol style="list-style-type: none"> <li>8. Choose appropriate statistical tests for different types of study designs and variables</li> <li>9. Gain conceptual understanding of sample size estimation based on power analysis</li> <li>10. Apply the basic concepts and statistical techniques in critical review and critique of published literature</li> </ol>
<b>First</b>	Spring	NU 616	Evidence Based Practice I	<p><b>3 Credits: 3-lecture hrs/week online:</b></p> <p>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.</p>	<p><b>Course Objectives:</b></p> <p>Upon completion of this course the learner will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify the contributions of theory guided and evidence-based nursing research.</li> <li>2. Frame focused, searchable, answerable clinical questions.</li> <li>3. Differentiate between the elements of quantitative and qualitative research methods and designs</li> <li>4. Appraise evidence for validity and applicability to practice.</li> <li>5. Critically appraise validity of systematic reviews</li> <li>6. Evaluate the validity of practice protocols</li> <li>7. Synthesize available evidence related to clinical practice.</li> <li>8. Conduct an evidence-based review for a specific clinical problem.</li> <li>9. Explore strategies to improve dissemination and utilization of nursing research findings in advanced clinical practice.</li> <li>10. Discuss ethical issues in the conduct of research with human subjects.</li> </ol>
<b>First</b>		NU 770	Bio-statistics II	<p><b>3 Credits: 3-lecture hrs/week online:</b></p> <p>This is the second course in a two-semester Biostatistics sequence. This course covers several advanced methods of statistical analysis that are most often used in Healthcare research, including multiple linear regression, logistic regression, log-linear (Poisson) regression, Cox proportional hazards regression, and longitudinal data analysis. This course also discusses the methods and techniques in assessing the presenting confounding and interaction effects, and handling missing values. The</p>	<p><b>Course Objectives:</b></p> <p>Upon completion of this course, the students will be able to:</p> <ol style="list-style-type: none"> <li>1. Select a specific model to analyze the relationship between explanatory variables and continuous, binary, count, time-to-event, and repeated responses;</li> <li>2. Check assumptions of a specific model;</li> <li>3. Interpret regression coefficients, confidence intervals, p-values, and model fit results;</li> </ol>

				primary purpose of this course is to help students gain understanding of the advanced statistical methods and use these concepts to critique literature in the field of clinical and population based research.	<ol style="list-style-type: none"> <li>4. Predict with regression models;</li> <li>5. Understand the concepts of confounding and interaction, assess and present confounding and interaction;</li> <li>6. Understand different types of missing values and know how to handle missing values.</li> </ol>
<b>First</b>		NU 780	Principles of Epidemi-ology*	<p><b>3 Credits: 3-lecture hrs/week:</b> 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.</p>	<p><b>Course Objectives:</b> Upon completion of the course, the student will understand how to apply basic epidemiologic principles and methods for describing health and diseases in populations.</p> <ol style="list-style-type: none"> <li>1. Analyze population-specific health problems according to time, place, and socio-demographic measures.</li> <li>2. Analyze selected epidemiological trends related to health disparities.</li> <li>3. Evaluate the influence of epidemiology on the science of evidence-based practice.</li> <li>4. Synthesize epidemiological data to influence health public policy recommendations</li> <li>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.</li> </ol>
<b>First</b>	Summer	<i>Crs TBA</i>			
				<b>Total Credits First Year: 6 + Summer</b>	
<b>Second</b>	Fall	NU 722	Quality Outcomes	<p><b>3 Credits: 3-lecture hrs/week:</b> 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 patient populations. Students gain familiarity with quality improvement techniques from management, policy, and clinical perspectives.</p>	<p><b>Course Objectives:</b> Upon completion of the course, the student will:</p> <ol style="list-style-type: none"> <li>1. Critique theoretical frameworks that address the science of improvement, clinical quality and process improvements in the delivery of care.</li> <li>2. Describe the three categories of improvement: <ol style="list-style-type: none"> <li>a. eliminating quality problems related to failing to meet expectation of the customer</li> <li>b. reducing waste and cost while maintaining or improving quality</li> <li>c. improving, increasing and enhancing value to the customer</li> </ol> </li> </ol>

					<ol style="list-style-type: none"> <li>3. Identify policy implications for quality improvement at local, state, and national levels.</li> <li>4. Appraise available methodologies for clinical quality and process improvement initiatives.</li> <li>5. Identify barriers and facilitators to organizational change in health care and to the creation of a culture of quality and safety</li> <li>6. Apply the knowledge developed to design a quality and safety program and related initiatives in the health care setting.</li> <li>7. Apply the six aims of the Institute of Medicine attributes of quality: safety, effectiveness, efficiency, equity, patient focused and timely</li> </ol>
<b>Second</b>		NU 761	DNP Internship I	<p><b>1 Credit experience in Student's Healthcare Organization:</b> 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 and further refine the capstone project proposal work commenced in Evidenced Based Practice II.</p> <p>Prerequisites are: NURSNG 616, 760 and PBHLTH Informatics Co-requisite is: NURSNG 716</p>	<p><b>Course Objectives:</b> <b>At the conclusion of this clinical immersion experience students will demonstrate the ability to:</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Demonstrate an analysis of the current state of science concerning the problem area identified.</li> <li>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.</li> <li>4. Refine the clinical focused question that can be investigated through the DNP capstone clinical immersion experience.</li> <li>5. Demonstrate ongoing professional development of practice and scholarly behaviors consistent with <i>DNP Essentials' Competencies</i>.</li> </ol>
<b>Second</b>		NU 716	Evidence-Based Practice II	<p><b>3 Credits: 3-lecture hrs/week:</b> 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. Emphasis will be placed</p>	<p><b>Course Objectives:</b> Upon completion of this course the learner will be able to:</p> <ol style="list-style-type: none"> <li>1. Use analytic methods to appraise and implement evidence.</li> </ol>

				<p>on the evaluation of practice, practice improvement initiatives and the development and utilization of evidence-based practice. The end product of this course will serve as the foundation for the Capstone project in the last year of study.</p>	<ol style="list-style-type: none"> <li>2. Ask a focused, searchable, answerable clinical question related to their practice area.</li> <li>3. Design a study to answer their clinical question.</li> <li>4. Design and implement processes to evaluate practice</li> <li>5. Design, direct and evaluative quality improvement methodologies</li> <li>6. Develop practice guidelines.</li> <li>7. Use information technology and research methods</li> <li>8. Function as a practice specialist/consultant, making recommendations based on evidence</li> <li>9. Disseminate findings to improve healthcare outcomes.</li> <li>10. Discuss ethical issues in the conduct of research with human subjects.</li> </ol>
<b>Second</b>	Spring	NU 7XX (697?)	Health Economics/ Finance	<p><b>3 Credits: 3-lecture hrs/week:</b>  <u>This course is under development at this time</u>  A previously offered course fulfilling this competency content was:  NURSNG704 Seminar in Health Care Financing with synopsis:  This course will provide an overview of the structure and operations of various contemporary health care financing and reimbursement systems and related policy issues. The course will address the broad role of financial incentives in health delivery systems from the perspective of payers, patients, and providers. We will analyze historical, current, and proposed policy options in health care financing, including private health insurance and government programs, and issues of provider reimbursement.</p>	<p><b>Course Objectives:</b>  <u>Under development at this time</u></p>
<b>Second</b>		NU 762	DNP Internship II	<p><b>1 Credit experience in Student's Healthcare Organization:</b>  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</p>	<p><b>Course Objectives:</b>  At the conclusion of this clinical immersion II students will demonstrate the ability to:</p> <ol style="list-style-type: none"> <li>6. 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.</li> <li>7. Analyze and refine of the state of science literature related to the capstone project.</li> <li>8. Develop and defend the DNP capstone</li> </ol>

				<p>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-requisites: NURSNG 761 and all prereq's to NURSNG 761. Co-requisite: NURSNG 716</p>	<p>proposal. 9. Demonstrate ongoing professional development of practice and scholarly behaviors consistent with <i>DNP Essentials' Competencies</i>.</p>
<b>Second</b>		TBA	<b>Elective *</b>	<b>3 credits: 3-lecture hrs/week: TBA with Student DNP Program Faculty Advisor</b>	
<b>Second</b>	Summer	Crs TBA			
				<b>Total Credits Second Year: 14 + Summer</b>	
<b>Third</b>	Fall	NU763	DNP Internship III	<p><b>1 Credit experience in Student's Healthcare Organization</b> 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 of NURSNG 762</p>	<p><b>Course Objectives:</b> At the conclusion of this clinical immersion experience students will demonstrate the ability to:</p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Implement the action phase of the capstone project under the supervision of the student's clinical immersion facilitator and faculty advisor.</li> <li>3. Continue to develop professional practice and scholarly behaviors consistent with DNP Essentials' Competencies</li> </ol>
		NU 7XX (797?)	Organizational Analysis and Skills	<p><b>3 Credits: 3-lecture hrs/week:</b> <u>This course is under development:</u> This course focuses on the organization of the future, identifying its characteristics and exploring the strategic design and political and cultural implications for working in and managing such an organization. It examines the impact of the new organization on the roles and careers of individual managers, the functioning of groups, the processes that exist within organizations, the relationships of organizations with their environments, and the learning</p>	<p><b>Course Objectives:</b> <u>Under development at this time.</u></p>

				and change practices needed to enhance global performance. First-semester MBA students are introduced to a variety of skills that they will be called upon to use throughout their MBA experience (case analysis, analytical writing, self-awareness, team-building, oral communication).	
Spring	NU 765	Leadership and Management in Healthcare	<b>3 Credits: 3-lecture hrs/week:</b> 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. Topics include leadership and management theories/models, strategic planning, fiscal management, human resource management, and managing change in a complex environment.	<b>Course Objectives:</b> Upon completion of the course, the learner will be able to: 1. Apply leadership and management theories to the management role in a health care organization 2. Demonstrate high level communication skills critical to success in health care organizations 3. Design strategies for facilitating work team performance through team building, conflict management, and negotiation 4. Construct a budget for a practice initiative 5. Analyze processes that facilitate/impede complex change management 6. Develop and/or evaluate effective policies for managing ethical practices in health care systems/organizations	
	NU 764	Capstone Seminar and Internship IV	<b>3 Credits: 3-lecture hrs/week:</b> Students continue to integrate the role of the DNP in the clinical practice context that includes leadership, consultation, advocacy, and interdisciplinary collaboration. They will synthesize the highest level of scientific knowledge and clinical practice expertise to the solving of an identified health care delivery problem for populations at risk. Following DNP committee and IRB approvals of the capstone project work done in preceding courses, students complete the Doctor of Nursing Practice immersion experience, summarize their portfolio experiences to reflect their meeting the Essentials Competencies, and submit and defend their scholarly capstone project work. In seminars, students meet to explore the projects and findings of their colleagues and discuss application of evidence and theory to solving health services delivery problems. Prerequisites: NURSNG763 and all prerequisites of NURSNG763	<b>Course Objectives:</b> At the conclusion of this seminar and final clinical immersion experience the student will demonstrate the ability to: 1. Apply leadership, systems management, and strategic planning methods with the goal of improving health care outcomes. 2. Evaluate the evidence supporting quality improvement outcome strategies applied to agency, state, or federal health policy goals and initiatives presented in seminar discussions. 3. Defend the DNP capstone project in a scholarly oral presentation. 4. Disseminate clinical scholarship through oral and written communication.	
			<b>Total Credits Third Year: 10</b>		

		<b>TOTAL REQUIRED PROGRAM CREDITS: 39 MINIMUM</b>	
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\*= May be taken during summer session

Electives include: NU 637 Psychosocial Mental Health; NU 697 Global Health; NU 618 Health Policy, Finance , Ethics; NU 705 Health Disparities; Other options may be discussed with DNP Program Faculty advisor and submitted for approval of the DNP Program Director and Committee.

## 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

A	4.00
A-	3.70
B+	3.30
B	3.00
B-	2.70
C+	2.30
C	2.00
F	0.00

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), “AUD” (Audit). Explanations of these grades appear below. The lowest passing grade for a graduate student is a “C.” Grades lower than “C” which are submitted by faculty will automatically be recorded as “F.”

#### Incomplete

A grade of “Incomplete” is not given automatically. A student must request a grade of “Incomplete” and receive approval from the instructor. The Program 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.

University policy allows that a student obtain credit for an “Incomplete” by finishing the work of the course before the end of the calendar year from the time of enrollment in that course. However, students may be required to finish the “Incomplete” prior during a shorter time frame if it is a pre requisite for subsequent courses. The initiative to arrange for the removal of an “Incomplete” rests with the student. At the end of this period, if a grade is not submitted, an “F” for failure will automatically be recorded. A grade of “F” is grounds for immediate dismissal from the Program.

#### 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 into which the student wishes to transfer credit. 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 DNP, 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 in Nursing 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. 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.

## **Course Waiver Policy**

A student may seek a waiver from a prescribed course in the DNP Program in Nursing 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 written approval of the faculty member and the Director. Waivers are completed in triplicate: one copy for the student, the faculty member, and the Program Director. 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 requirement.

### **Independent Study**

Students may complete an independent study to fulfill required or elective credits. Independent study credits vary from one (1) 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 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 Program Director.

to the faculty in the semester prior to registering for 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.

### **Academic Progress**

The College of Nursing and Health Sciences specifies that a student must make satisfactory progress toward completion of a degree within the Statute of Limitations for the degree.

### **Statute of Limitations**

Each DNP in Nursing 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. Students wishing to take less than six credits must petition the Program Director for an exception. The expectation is that students take a minimum of six credits per semester to stay in the class cohort. It is possible that some students may enroll in nine or more credits a semester which is considered full time.

### **Academic Advising**

The DNP Co-Directors serve as academic advisors to all students. Each student will have an individualized plan of study that is reviewed and updated every semester during the advising period.

### **Leave of Absence**

The University requires that a student seeking a leave of absence (LOA) must petition the 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 until the degree has been formally awarded. If the student does not register for courses or dissertation credits during any semester, the student must pay a \$175 (or current fee) per semester program fee to maintain continuous registration.

### **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/academics/graduate/continuing\\_students/documents/04\\_Regulations\\_Procedures\\_Degree\\_Reqs.pdf](http://www.umb.edu/academics/graduate/continuing_students/documents/04_Regulations_Procedures_Degree_Reqs.pdf)

The following excerpt is taken directly from the above document in its entirety (page numbers not provided in the original):

#### **Academic Standing and Progression Policies** (UMB Graduate Academic Regulations (2010))

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.

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.

**1.1** All full and part time students must maintain a cumulative average of 3.0 to graduate.

**1.2** All full and part-time students who fail to maintain a 3.0 GPA may be subject to academic dismissal.

**1.3** 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 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 Chair and Graduate Program Director.

**1.4** 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.

**1.5** 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.

**1.6** The Graduate Program Director will request the Dean of Graduate Studies to place the student on Academic Probation or Dismissal.

**1.7** 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.

**1.7.1** The student must receive a grade of B- or better in the repeated course in order to meet the degree or post master's certificate requirements.

**1.7.2** 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.

## **2.0 Course Policies**

**2.1** It is an expectation that students will demonstrate the ability to meet the course objectives as stated in the course syllabus.

**2.2** 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.

**2.2.1** In Graduate nursing courses that have two components, theory and practicum, 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.

**2.2.2** If at any time during a course, a faculty member deems that a graduate student's academic and/or clinical performance is unsatisfactory, or if demonstrated

work indicates that a student is in jeopardy of failing, a written warning or an At Risk of Failure Form will be given to the student. Students must meet with the course faculty to develop a plan for meeting the course objectives.

### **3.4 At Risk of Failure Form Policy and Procedures**

At any time during the practicum 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.

**3.4.1** 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.

**3.4.2** 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.

**3.4.3** 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.

**3.4.4** 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.

**3.4.5** 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 following policies and procedures are copied from the University of Massachusetts, Boston Student Code of Conduct (accessed at [http://www.umb.edu/students/student\\_rights/code\\_conduct.html](http://www.umb.edu/students/student_rights/code_conduct.html) on August 2, 2010.) Sentences explicitly pertaining ONLY to Undergraduate Students have been removed from the following text. The full document is currently available only in online version, at the cited URL.

[Editor's NOTE: ERRORS of spelling and syntax are from the original. Some section indentations and list spacing have been made here in hopes of providing clear guidance to our DNP Program Graduate Students, Faculty, and Administrators. RJM, editor]

“The Code of Student Conduct provides a framework of standard acceptable behavior for students. It is set forth to give students general notice of prohibited conduct; it should not be regarded as an exhaustive definition of misconduct or construed as a contract between the student and the University. Students are responsible for understanding and complying with this Code. Copies of the Code of Student Conduct are available in the Office of the Vice Chancellors for Academic and Student Affairs, in the undergraduate catalog and graduate bulletin, in the UMass Boston Student Handbook, and on the University’s website.

### II. Authority:

Ultimate authority for student discipline is vested in the Board of Trustees of the University of Massachusetts. Disciplinary authority is delegated to the Chancellor of the University of Massachusetts Boston, who in turn has delegated authority over student misconduct to the Vice Chancellor for Student Affairs and authority for student academic dishonesty to the Vice Chancellor for Academic Affairs/Provost. In accordance with Family Education Rights and Privacy Act (FERPA) regulations, the Vice Chancellor of Student Affairs is responsible for maintaining all student judicial records.

### III. Governing Principles:

A. The University reserves the right to take appropriate disciplinary action when student conduct constitutes misconduct or academic dishonesty, as defined in this Code. The University may also take disciplinary action for student conduct offcampus, when such conduct constitutes misconduct, as defined in this Code, is serious in nature, and adversely impacts the University and/or the campus community. Such action may include pursuing disciplinary action for any violation of local, state, or federal law, on or Off campus, that affects the University’s educational interests.

B. In any instance where the continued presence of an individual on campus may pose an imminent threat to his/her own well being or to that of others, or to the rights or property of the University community, the Vice Chancellor of Student Affairs may impose an interim suspension. This action is designed to prohibit the presence of the student on campus until the case can be resolved in accordance with prescribed campus procedures. This interim suspension is not entered on a student’s record and does not affect the student’s status except as described below.

C. This Code is independent of any proceeding in civil or criminal law in which a student may also be held accountable. Disciplinary action at the University may proceed despite the pendency of any other civil or criminal proceedings and shall not be subject to dismissal solely because of the result of any such proceeding.

D. Formal rules of evidence shall not be observed; any information having reasonably probative value as to a relevant fact may be admitted.

E. Students found responsible for unacceptable conduct will be subject to the complete range of sanctions and penalties provided in the Code of Student Conduct.

F. Failure by any student to cooperate with these proceedings, or any attempt to impede an investigation is, in itself, a violation of the Code of Student Conduct and may lead to sanctions.

G. Failure by any student to comply with imposed sanction(s) may result in more severe disciplinary action, up to and including suspension or expulsion from the University.

H. Any time requirements set forth in this Code may be extended by agreement of the parties, or as may be required.

I. The University reserves the right to amend any provision of this Code with appropriate notice to the campus community.

#### IV. Definitions:

- A. "University" refers to the University of Massachusetts Boston and all of its undergraduate, postbaccalaureate, and graduate colleges, schools, divisions, and programs.
- B. "Student" is defined as any person enrolled in or accepted for any course or academic program regardless of credits or competencies carried, at the University.
- C. "Faculty" refers to any person hired by the University to conduct classroom activities.
- D. "Advisor" refers to any member of the University community who assists and accompanies the student to meetings and/or hearings. The advisor may not be an attorney, unless criminal charges are pending.
- E. "Code" refers to this Code of Student Conduct.
- F. "Policy" is defined as written regulations and procedures of the University as found in, but not limited to, the Code of Student Conduct, Graduate/Undergraduate Bulletin/Catalog, Student Handbook, and Trustee Documents.
- G. "Student Affairs Designee" is a member of the Division of Student Affairs or appointed representative.
- H. "Appeal Panel" is the hearing panel consisting of selected members of the standing Joint Discipline and Grievance Committee.
- I. "Joint Discipline and Grievance Committee" is a standing committee of the Faculty Council and the Student Governments – Undergraduate Student Senate and Graduate Student Assembly.
- J. "Appellate body" refers to any person designated to review an appeal, including but not limited to, the Vice Chancellors, Deans, and the Appeal Panel.
- K. "Director/Dean" refers to the Director of Undergraduate Education and the Dean of Graduate Studies.

#### V. Student Protections:

Students accused of violating the Code are entitled to the following procedural protections:

- A. To be informed, in writing, of the alleged violation, and its outcome.
- B. To be informed of the substance of the information or evidence against them.
- C. To be given an opportunity to respond to the charges.
- D. To be accompanied at any proceeding by an Advisor. If the student wishes to have an Advisor but is unable to obtain one, the Student Affairs Designee shall assist the student in finding one. Advisors may not directly participate in the hearing process.
- E. To be accompanied by legal counsel only if criminal charges are pending against the student. In such case, legal counsel will take on the role of Advisor as defined above. A student who wishes to be accompanied by legal counsel is required to give (3) three business days' advance notice to the Vice Chancellor for Student Affairs.
- F. To present relevant information and witnesses and to question other witnesses who participate in the hearings.
- G. To be assured confidentiality of all information exchanged, both verbal and written, in accordance with the Family Education Rights and Privacy Act (FERPA).
- H. To appeal as outlined in this Code in §VI B4 and §VII B3.

The University Code is divided into two subsections: Academic Honesty (§VI below) and Student Conduct (§VII below).

#### VI. ACADEMIC HONESTY

It is the expressed policy of the University that every aspect of academic life not only formal coursework situations, but all relationships and interactions connected to the educational process shall be conducted in an

absolutely and uncompromisingly honest manner. The University presupposes that any submission of work for academic credit indicates that the work is the student's own and is in compliance with University policies.

In cases where academic dishonesty is discovered after completion of a course or degree program, sanctions may be imposed retroactively, up to and including revocation of the degree. Any student who reasonably believes another student has committed an act of academic dishonesty should inform the course instructor of the alleged violation.

#### A. Academic Honesty Violations

The University defines violations to include, but not be limited to, the following:

1. Submitting as one's own an author's published or unpublished work (e.g. material from a journal, Internet site, newspaper, encyclopedia), in whole, in part, or in paraphrase, without fully and properly crediting the author.
2. Submitting as one's own work or materials obtained from another student, individual, or agency without full and proper attribution.
3. Submitting as one's own work material that has been produced through unacknowledged or unauthorized collaboration with others.
4. Submitting substantially the same work to more than one course without prior approval from all instructors involved: i.e., dual or multiple submission.
5. Using any unauthorized material during an examination, such as notes, tests, calculators, cell phones, PDAs, or other electronic or mechanical communication devices. Abuse of cellular devices with photographic capabilities and use of devices for purposes of photographing test questions or other notes and materials are also prohibited.
6. Obtaining answers to examination questions from another person with or without that person's knowledge; furnishing answers to examination questions to another student; using or distributing unauthorized copies of or notes from an examination.
7. Submitting as one's own an examination taken by another person; or taking an examination in another person's place.
8. Gaining or seeking to gain unauthorized access to, or altering or destroying the paper or electronic files of a student, faculty member, or staff member for the purpose of gaining better academic standing and success.
9. Failing to adhere to professional standards or ethics of a discipline and/or violating the rules of an agency in the course of completing field work, internship, practicum, student teaching, or clinical placement.
10. Interfering with an instructor's ability to evaluate accurately a student's competence or performance; misleading any person in connection with one's academic work.

#### B. Academic Dishonesty Procedures:

1. Prior to reporting a suspicion of academic dishonesty, the faculty member may discuss the matter with the student and/or the faculty member's chair (in cases involving undergraduate students) or graduate program director (in cases involving graduate students), or otherwise investigate the circumstances of the alleged violation. If, after such consultation and investigation, the faculty member determines that academic dishonesty did not, in fact, occur, no formal charge of academic dishonesty will be made.
2. To initiate formal proceedings, a faculty member who suspects a student of academic dishonesty must inform the student in writing of that fact within ten (10) business days of the discovery of the alleged violation. Such written notice should inform the student of the factual basis for the charge, and the specific

sanctions the faculty member proposes to impose and any University Sanctions he/she may recommend to the Director of Undergraduate Education or the Dean of Graduate Studies, as appropriate. The letter should also inform the student that s/he may be subject to University Sanctions imposed directly by the Dean/Director beyond those recommended by the faculty member. The faculty member shall offer to meet with the student and the faculty member's chair (in cases involving undergraduate students) or graduate program director (in cases involving graduate students), to discuss the case. No more than ten (10) business days after meeting (or offering to meet) with the student, the faculty member may impose penalties within his/her purview, and so inform the Director/Dean. If, upon meeting with the student, the faculty member determines that the student did not commit academic dishonesty, s/he will so inform the student and Director/Dean in writing.

If no penalty has been imposed within the specified timeframe, the charges shall be considered dropped. All correspondence concerning an allegation of academic dishonesty should be copied to the faculty member's department chair (for undergraduates) or the faculty member's graduate program director (for graduate students), the faculty member's collegiate dean, the Director of Undergraduate Education or the Dean of Graduate Studies, depending on whether the student is an undergraduate or graduate student, and the Office of the Vice Chancellor for Student Affairs. The chair/graduate program director and/or relevant collegiate dean(s) may, at their option, consult with the faculty member and/or student, review the case and make separate recommendations to the Director/Dean regarding University sanctions.

3. Academic dishonesty by graduate students lies primarily within the purview of the Dean of Graduate Studies, who will determine whether University sanctions should be applied in a particular case. The Dean's decision will be informed by any recommendations made by the student's graduate program director and/or collegiate dean. Within (10) ten business days of the notification of the faculty member's imposition of sanctions, the Dean will review the case. In doing so, s/he may choose to interview or question the parties involved or otherwise investigate the case. The purpose of this review is to consider the imposition of University sanctions. At the end of this review, the Dean may impose additional University Sanctions, including but not limited to those listed in VII for misconduct. University Sanctions will normally be imposed for violations of an especially serious nature or in cases of repeat offense.
4. Within (10) ten business days of the Dean's imposition of University Sanctions, or (10) ten business days of the expiration of the period of time available to the Director/Dean to impose such sanctions, whichever comes first, the student may submit an appeal in writing to the Provost/Vice Chancellor for Academic Affairs, copying the Office of the Vice Chancellor of Student Affairs. The Vice Chancellor of Academic Affairs/Provost will convene an Appeal Panel, consisting of 34 Faculty members and 2 students from the standing membership of the Joint Discipline and Grievance Committee and instruct the Panel to review the case by convening a hearing. At this hearing, at which, at minimum, the panel will interview and question the student and faculty member. The Vice Chancellor for Academic Affairs/Provost will appoint a member of the panel to serve as the Chair.
5. Within (10) ten business days after completion of its hearing and review, the Panel will make a report of its findings and recommendations to the Vice Chancellor for Academic Affairs /Provost. Within (5) five business days of receiving this report, the Provost/Vice Chancellor for Academic Affairs will uphold, reverse, or modify the faculty member's and Dean's decisions. Modifications may include any of the sanctions listed in VII c for misconduct. The decision of the Provost/Vice Chancellor for Academic Affairs is the final University disposition of the matter and is not subject to further appeal, except in cases of expulsion. Expulsions may be appealed to the Chancellor within 10 business days of the Provost/Vice Chancellor for Academic Affairs' decision to expel.

#### C. Academic Dishonesty Sanctions:

1. Sanctions to be imposed by faculty members may include one or more of the following:
  - a. Failure in the assignment in which the infraction occurred.
  - b. Forced withdrawal: the student is required to withdraw from the course. A grade of W will appear on the transcript, and no refunds of tuition, fees, or other charges will be made.
  - c. Failure in the course or competency in which the infraction occurred.

- d. Recommendation of additional Sanctions: The faculty member, in cases of an especially serious nature, may recommend to the Director/Dean the imposition of additional penalties, including those listed in VII c for misconduct.

2. Sanctions to be imposed by the Director of Undergraduate Education and/or the Dean of Graduate Studies are University Sanctions and are described in detail in the University/Misconduct Sanctions section (§VII c) of this Code.

## VII. STUDENT CONDUCT

This Code is intended to create an environment supportive of a diverse academic experience, in which individual students' behavior does not infringe upon the rights of others or upon the educational process of the University. The expectation is that students will understand the extent to which their personal growth depends upon the maintenance of selfdiscipline, responsibility, and respectful interactions with others, and high standards of honesty and moral conduct.

### A. Conduct Violations:

The University defines student conduct violations to include, but not be limited to, the following:

1. Forgery, alteration, misuse, or destruction of, or unauthorized access to, official University records, documents, forms, or identification cards.
2. Furnishing of false or incomplete information to the University.
3. Disruptive conduct, including any attempt to impair, interfere with, or obstruct the orderly operations of the University community.
4. Obstruction or disruption of teaching, research, or other academic or administrative activities.
5. Harassment or intimidation of others, including stalking.
6. Violence, threats of violence, disorderly, lewd, or indecent conduct on University property or at a University-sponsored or supervised function.
7. Trespass or unauthorized entry.
8. Unlawful assembly on University property or at a University sponsored or supervised function.
9. Theft of or damage to University property or the property of others on the University premises.
10. Possession or use on University property or at a University sponsored or supervised function of firearms or other weapons, fireworks, or chemicals of a dangerous or explosive nature, except as specifically authorized by the Department of Public Safety.
11. Manufacture, or attempted manufacture, or use, possession, or distribution of narcotic or dangerous drugs or controlled substances, including but not limited to marijuana and lysergic acid diethylamide (LSD), except as expressly permitted by law. Please note: The fact that conduct in violation of this Code may have been influenced by the use of drugs or alcohol shall not in any way limit the responsibility of the student for the consequences of his/her actions.
12. Violation of campus alcohol and drug policies.
13. Violation of the campus smoking policy
14. Unauthorized possession, use, distribution, or duplication of any key or keys issued for a University building, laboratory, room, or facility.
15. Failure to comply with directives of University officials or other public officials acting in the performance of their duties. Directives must be lawful and conform to University policy and may not abridge the rights of directed individuals. Also, officials must identify themselves prior to initiating said directives to all parties involved.
16. Hazing—defined as any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person, as set out in Massachusetts General Law c.269 §17 & 18.
17. Use of the University Internet/Vax accounts for criminal or unauthorized purposes.
18. Harassment Complaints of sexual harassment, or harassment on the basis of age, race, national origin, religion, sexual orientation or disability, should be reported to the University's Office of Affirmative Action and Multicultural Relations.
19. Violation of the University Policy on Sexual Offenses – i.e., unwanted sexual conduct, including but not limited to a sexual offense and/or rape. A sexual offense may include, but is not limited to, any

sexual act directed against another person forcibly and/or against that person's will, or where the victim is incapable of giving consent.

20. Any unauthorized use of electronic or other devices to make an audio or video record of any person while on University property without his/her knowledge, video/photographing individuals in secured areas such as bathrooms, locker rooms, or other areas where there is a reasonable expectation of privacy, and/or taking video/photographs of an individual without his/her effective consent, and electronic transmission of video/photographs of any person without his/her express permission are strictly prohibited.
21. Violation of copyright rules, regulations, and laws.
22. Violation of local, state, and/or federal laws.

#### B. Misconduct Procedures:

1. All cases of alleged student misconduct shall be referred in writing to the Vice Chancellor of Student Affairs. Any member of the University community may refer alleged student misconduct to the Vice Chancellor of Student Affairs or his/her designee. Any charges concerning alleged student misconduct must be referred in writing, along with any supporting documentation, statement, or evidence, to the Vice Chancellor of Student Affairs or his/her designee within thirty (30) days of the discovery of the incident. Charges should include a specific description of the alleged wrongful conduct, the date/time/locations of the incident, and identification of any witnesses. The Student Affairs Designee shall conduct a review of the charges and determine whether to resolve the matter informally or file formal charges.

2. If formal charges are filed, the following apply:

a. Within ten (10) business days of the initial referral, the student will be notified, in writing, of the alleged misconduct and the charges. This notice will include a description of the complaint, the time and place if known, and the person who filed a report. The Student shall be provided a copy of the Code.

b. Within ten (10) business days of informing the student accused of misconduct, the Student Affairs Designee shall commence an investigation of the accusation(s). The investigation may include interviews with the person(s) making the accusation, the student(s) accused of misconduct, and other identified relevant parties who may have knowledge concerning the allegations.

c. Within ten (10) business days following the conclusion of the investigation, the Student Affairs Designee shall make a finding concerning the accusation and inform the student in writing of that finding. The Student Affairs Designee may issue a finding of:

**RESPONSIBLE:** In this case, the Student Affairs Designee may impose appropriate sanctions.

**NOT RESPONSIBLE:** In this case, no sanctions will be imposed and the individual charge(s) shall be dismissed.

3. Within (10) ten business days after the Student Affairs Designee's decision, a student may request an appeal in writing to the Vice Chancellor of Student Affairs. The Vice Chancellor shall convene an Appeal Panel from the standing membership of the Joint Discipline and Grievance Committee, consisting of 23 faculty members, 1 professional staff member, and 2 students, to review the case by convening a hearing. The Vice Chancellor for Student Affairs will appoint a member of the Panel to serve as the Chair. The hearing will be closed to all persons other than those invited by the Chair of the Appeal Panel. The hearing will be taped by the Chair of the Appeal Panel. The tape shall be kept by the Vice Chancellor of Student Affairs; all parties shall be informed in advance that the hearing will be taped. All information, both verbal and written, exchanged in the hearing shall be confidential, subject to applicable provisions of the Fair Information Practices Regulations of the University and applicable state and federal laws.

4. Within (10) ten business days after completion of its hearing and review, the Panel will make a report of its findings and recommendations to the Vice Chancellor for Student Affairs upholding,

reversing, or modifying the Student Affairs Designee's decisions.. Within (10) ten business days of the receipt of this report, the Vice Chancellor for Student Affairs will accept or reject, in whole or in part, the Panel's findings. The decision of the Vice Chancellor for Student Affairs is the final University disposition of the matter and is not subject to further appeal, except in cases of expulsion. Expulsions may be appealed to the Chancellor within (10) ten business days of the decision to expel.

### C. University/Misconduct Sanctions:

Disciplinary Sanctions which may be imposed for misconduct shall include one or more of the following. Further infractions of University regulations will result in more severe disciplinary sanctions than those originally imposed.

1. Case Dismissed: An action which closes the case for any one of the following reasons: a "not responsible" finding is reached, or there is lack of sufficient information and/or evidence.
2. Verbal Warning: The lightest form of disciplinary action. This will be documented in the decision letter.
3. Written Reprimand: An official written notice to a student that his/her conduct is in violation of University rules or regulations and will not be tolerated.
4. Disciplinary Probation: A more severe sanction than a reprimand. For the duration of a stated probationary period, no less than one month, the student must demonstrate a willingness to comply with University rules or regulations or other stipulated conditions or requirements, which may include forfeiture of the privilege of participation in club or team activities or other Universitybased extracurricular activities. While on Disciplinary Probation, a student may not represent the University in any context, run for or hold office in any student organizations or participate in intercollegiate athletic teams, intramural programs, or any student clubs or organizations.
5. Suspension from the University: Withdrawal from all divisions of the University and premises for a period no less than one semester or fifteen (15) weeks. The suspension period will be stated in writing at the time of its imposition.
6. Expulsion from the University: Permanent separation from the University. An expelled student may not be readmitted to any of the University's academic units, and a notation of expulsion may be placed on the student's official University transcript.
7. Restitution: The assessment of financial charges or other forms of recompense for any damage or loss incurred by the University or any members of the University community.
8. Counseling/Training/Community Service: When appropriate, students may be required to seek counseling or training or to perform community service as a condition of readmission to or continued attendance at the University.
9. Restrictions and Trespass: The student is subject to arrest if s/he enters University premises (either generally or specific areas as noted in the sanction) without seeking prior approval from the Vice Chancellor of Students Affairs or his/her designee, who in turn will notify Campus Police.
10. Sanction Held in Abeyance: If there are sufficiently extenuating circumstances, the sanction is assessed but not imposed. The sanction may be imposed at a later time, however, if the student is subsequently found responsible for other violations of the Code. Local, State, and Federal Charges: In cases where criminal or civil charges may apply, a case may be referred to local, state, or federal authorities

Revised 10/19/2005"

## The DNP Capstone Proposal, Advancing to Candidacy, and Project Processes

### Background and overview of the process

The DNP student must demonstrate acceptable progress through the curricula coursework and internships, as defined and evaluated by course and program faculty, in order to advance to Candidacy and begin the Capstone Project.

Advancing to Candidacy is the first step in the process. To advance to candidacy the student must have 1) successfully completed required coursework, 2) formed a Capstone Committee, 3) successfully completed and submitted the State of the Science Review paper and 4) had a successfully Proposal Hearing. 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 coursework, 2) the Capstone Project including an oral defense and a written, publishable paper which outlines the project and results and 3) the DNP Portfolio.

The Capstone 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. To be of quality worthy of the conferral of the Doctor of Nursing Practice degree, in the choice and conduct of the Capstone Project, the doctoral candidate must demonstrate:

1. Advanced clinical judgment, expertise, and specialization in a defined content area.
2. Advanced levels of systems thinking and accountability in designing, delivering, and evaluating evidence-based care to improve health care quality, safety, and outcomes
3. Leadership in the development and implementation of patient-driven, institutional, local, state, federal and/or international health policy in a select content/specialty area.

### Advancing to Candidacy and the Capstone Process

As a Doctor of Nursing Practice degree program participant, you must demonstrate competencies of knowledge, skills, and judgment sufficient for your course faculty, program Chairperson, Capstone Committee members and the College of Nursing & Health Sciences to ratify that you are prepared at each successive stage of your progression in the Doctor of Nursing Practice program.

1. 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.

2. 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. The Internship faculty will advise students in the formulation of their portfolio.

### 3. State of the Science Paper

In partial fulfillment of the requirements for the DNP degree students will write a “State of the Science” review directly related to the practice issue or innovation which will be evaluated in the Capstone Project. This paper lays the foundation for the student’s DNP Capstone project. It is begun in Evidence Based Practice I and II and finalized under the direction of the student’s Capstone Committee. Students are expected to submit this paper for publication in a relevant peer-reviewed journal. Criteria for this paper are contained in the Syllabus for NU 716 Evidence Based Practice II.

### 4. Forming the Capstone Committee

Once NU 716 EBP II has been completed, the student selects a Capstone Committee and Chair. The committee should have three (3) members. At least two (2) members including the Chair should come from the College of Nursing and Health Sciences. The third member should be a content expert from the practice site. The Chair should be a member of the DNP faculty. If the student thinks that it is appropriate for a faculty member outside the College of Nursing and Health Sciences to chair the Capstone, the student must request written approval from the Program Director and DNP Program Committee. The candidate must submit the names of the committee members and Chair to the Program Coordinator who will prepare the appropriate form for the Program Director. The Program Director reviews the submission and, if approved, signs and forwards the form to the Office of Graduate Studies for review and approval. The CV for every external member of the committee must accompany the form.

Once formed, the Capstone Chair and committee will guide the student in finalizing the State of the Science Review paper for submission. Completion of this paper and submission for publication is a requirement for advancing to candidacy and beginning the Capstone project.

### 5. Capstone Project Proposal and Advancement to Candidacy

Although the length of the proposal will vary with the candidate and the topic, the proposal must conform to the criteria for the Capstone Proposal contained in the Syllabus for NU 716 Evidence Based Practice II.

The student should work closely with the Chair of the committee. Together they will decide when to forward the draft proposal to the entire committee for review. The student and Chair will review the committee members’ recommendations and make necessary adjustments to the proposal. The Chair will schedule a proposal hearing. Three weeks prior to the scheduled hearing, the final draft of the proposal will be delivered to all committee members. 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.

Following the student presentation the committee meets in executive session and makes one of four determinations regarding the project proposal: 1) approve; 2) approve subject to minor changes; 3) action deferred pending major revisions; and 4) disapprove. Each member initials their vote on the Capstone Tracking Form. In the case of approval, the

candidate may proceed with the project. In the case of approval with minor revisions, the candidate need only resubmit the revised proposal to the Chair and any other specified committee members. Once revised, 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 Capstone tracking form.

In the case of major revisions, the candidate must resubmit the proposal to all committee members. The candidate must complete both minor and major revisions within three (3) months. In the rare case of a rejection, the committee will meet with the candidate and decide how to proceed.

Following successful completion of the proposal hearing and upon signature of approval by the Dean of Graduate Studies, students will be advanced to Doctoral Candidacy at the University of Massachusetts, Boston. Once advanced to candidacy, students begin formal conduct of the DNP Capstone Project by preparing with the help and advice of the committee of experts, a formal IRB Project Review submission to obtain approval to conduct the DNP Capstone Project to BOTH or ALL (as appropriate to your situation and project):

1. UMB Office of Research and Sponsored Projects Institutional Research Board (IRB),
2. The IRB reviewing projects for your work Organization, and
3. 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. 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](mailto:kristen.kenny@umb.edu).

## 6. Capstone Project (oral defense and written paper)

### *The Capstone Project*

The candidate will work closely with the Chair and other committee members throughout the implementation of the Capstone project including data collection, data analysis and final writing phases. The candidate should expect some repeated iterations of the project to accommodate the committee Chairs' and members' input and guidance designed to enhance the overall conceptual and methodological quality of the project. While carrying out the Capstone project, students register for NUR 763 DNP Internship III (1 credit) and NU

764 Internship IV & Capstone Seminar (3 credits) and engage in selected activities designed to assure the success of their projects.

### *The Capstone Project Defense*

A Capstone Project defense will only be scheduled after the committee members agree that the paper is sufficiently complete to undergo defense. Three weeks prior to the scheduled defense, the final draft of the Capstone Paper must be delivered to all committee members. The student should notify the Program Coordinator who will schedule a room and complete the requisite forms.

Following the student presentation of the Capstone project, the committee meets in executive session and makes one of four determinations regarding the project: 1) approve; 2) approve subject to minor changes; 3) action deferred pending major revisions; and 4) disapprove. Each member initials their vote on the Capstone Tracking Form. In the case of approval, the candidate submits the Capstone Paper for publication and forwards the requisite number of copies to the Program Director. The Program Director forwards the requisite number of copies to the Office of Graduate Studies, along with the Capstone tracking form.

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 revised, the student submits the paper for publication and the Chair forwards two (2) copies of the approved Capstone Paper 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, along with the Capstone tracking form.

In the case of major revisions, the candidate must resubmit the Capstone Paper to all committee members. The candidate must complete both minor and major revisions within three (3) months. In the rare case of a rejection, the committee will meet with the candidate and decide how to proceed.

The final copy of the Capstone Paper with any revisions should be submitted for publication and requisite number of copies must be provided to the Program Director and the Office of Graduate Studies before the candidate can be certified for the DNP degree.

## **Outline and Required Components (Sections) of the Capstone Scholarly Project Proposal and Final Paper**

- Introduction
  - Statement of the practice problem/issue
  - Scope of the problem/identified need
  - Purpose of the project
- Background:
  - Synthesis of the review of the literature
  - Site-specific background relevant to the practice issue/innovation
  - Theoretical framework.
  - Significance/Impact of the practice issue/innovation
- Project Methods:
  - Practice question or innovation

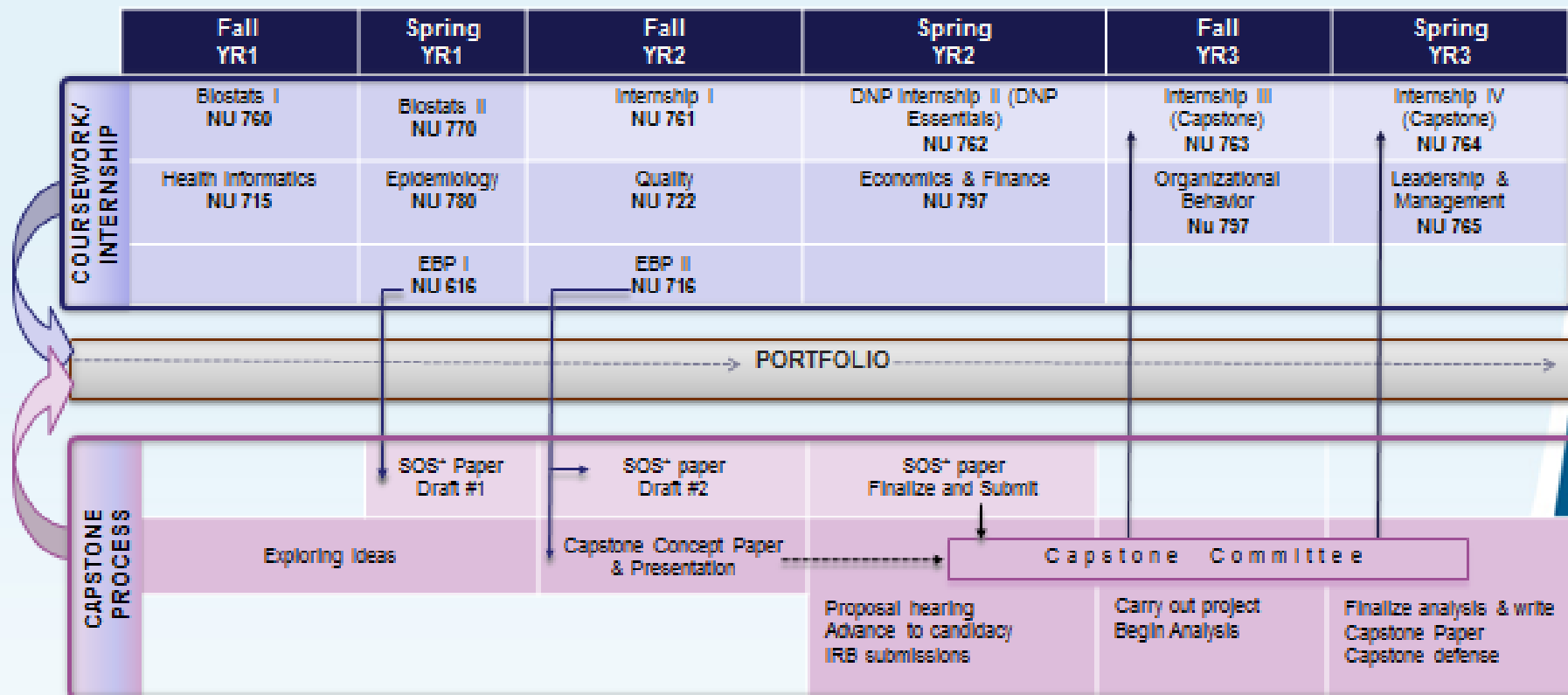
- Project aims
- Project design
- Population.
- Intervention/innovation
- Measures
- Data source
- Data analysis procedures
- Site resources/constraints.
- Protection of human subjects
- Results
- Conclusions and Recommendations
- References

NOTE: For the proposal hearing you will not have either results nor conclusions/recommendations sections – you will create and add these after you complete the project and before you submit your Capstone Project Paper to your Chair and Committee for your Capstone Defense Hearing (in your last semester in the program).

## **Student Progression Diagrams: the Post-Master's Doctor of Nursing Practice Curriculum**

The following Post-Master's Doctor of Nursing Practice Curriculum Diagrams illustrate the current and future DNP program elements and how the student progresses to the degree.

## Post-Masters Doctor of Nursing Practice



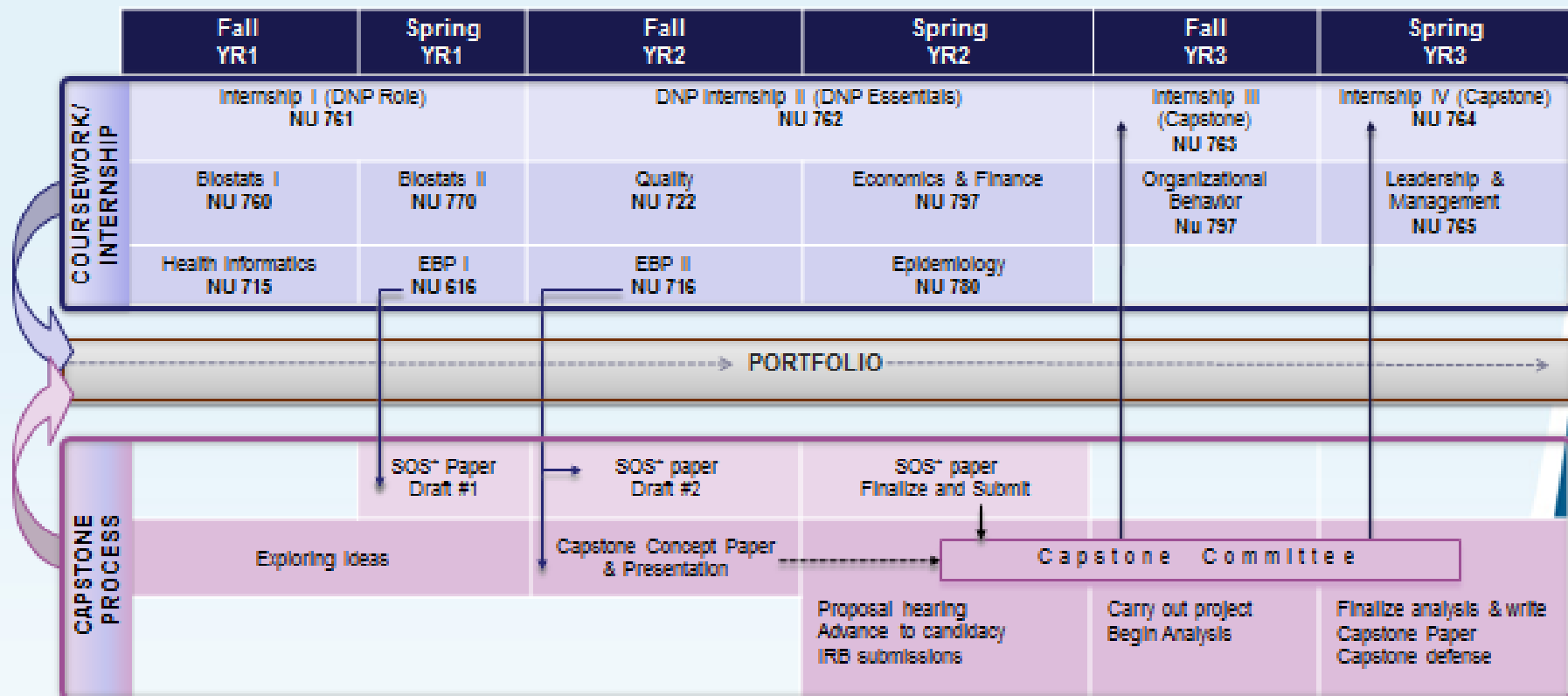
\*SOS = State of the Science

**Current Curriculum**

Internship: 100 hours per semester; total 400 hours



## Post-Masters Doctor of Nursing Practice



\*SOS = State of the Science

Proposed Revision 11/12/10

Internship: 100 hours per semester; total 400 hours



**Table 3: Capstone Project Progress Tracking**

	What it means	What is required	Approvals required
Ready to form a Capstone Committee	<ul style="list-style-type: none"> <li>* Successfully completed required coursework</li> <li>* Successfully completed Draft 2 of the State of the Science paper in EBP II (NU 716)</li> <li>* Capstone Concept presented to faculty in EBP II (NU 716)</li> </ul>		
Advance to Candidacy	<ul style="list-style-type: none"> <li>* Formed Capstone Committee</li> <li>* Completed State of the Science paper and submitted for publication.</li> <li>* Successful Capstone Proposal hearing.</li> </ul>	Committee approval form  Capstone Proposal form  Advance to Candidacy form	Graduate Program Director (GPD) signs form then sent to Graduate Studies
Completed Capstone project	<ul style="list-style-type: none"> <li>Successfully completed</li> <li>* oral defense and</li> <li>* written Capstone Project Paper to be submitted for publication.</li> </ul>	Graduate Studies form filled out by the Department office	Capstone Project Committee members and GPD sign form.
Completion of Portfolio	Final approval of student portfolio by Internship Advisor		
Conferral of the DNP Degree.	<ul style="list-style-type: none"> <li>* Completed Coursework</li> <li>* Submitted State of the Science Paper for Publication</li> <li>* Completed Portfolio</li> <li>* Successfully oral defense of Capstone project</li> <li>* Submitted Capstone</li> </ul>	Capstone project publication submitted to Office of Graduate Studies by stated deadline	Office of Graduate Studies approves format of the capstone project publication.

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## APPENDICES

## **Appendix A: Admissions Requirements for the UMB DNP Program**



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

Applicants to the Post Master's DNP program must meet the entrance requirements of the University of Massachusetts Graduate Program and the College of Nursing and Health Sciences. There are four options for students to consider when applying to the Post Master's DNP program at UMass Boston CNHS.

**I. Traditional MS prepared, certified APRN Applicants for the DNP** with a Master of Science degree in nursing with national certification and at least one year of experience.

The admission criteria are:

- 1) Graduate of a nationally accredited NLNAC or CCNE program
- 2) Sealed transcripts.
- 3) 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.
- 4) Provide official sealed transcripts from ALL higher education institutions attended, demonstrating:
  - Overall Grade Point Average (GPA) of 3.0 or higher in the BS program of study and,
  - Overall GPA of 3.2 in MS program of study,
  - 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).
  - Evidence of completion of a graduate health assessment course grade with a grade B (3.0 on 4.0 scale) or better.
- 5) Submit a complete application package with documentation of the following:
  - Official sealed transcripts for all undergraduate and graduate programs attended
  - 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).
  - 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
  - A scholarly abstract of a completed project or academic paper (no more than 300 words).
  - A professional goal statement and that describes in five career objectives (no more than 500 words).
  - 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.
  - Registered nurse license in the state of residence.
  - Advanced practice licensure in the state of residence. TOEFL scores (if required for non-citizens of the United States of America per University Admission Policies)
  - Evidence of professional certification in the advanced practice role or eligibility to sit for the exam at the time of application to the program.
  - 
  - Evidence of prescriptive authority.
  - Optional: Post Master's DNP applicants may elect to submit GRE scores as an additional source of supporting data to strengthen their application portfolio.



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## II. Dual Program - APRNs applying to BOTH the Post Master's Certificate and the DNP Programs

The Dual Program is an option for students wishing to apply for both the Post Master's Certificate program for NP Certification and the Post Master's DNP program at the same time. This option allows for direct entry into the Post Master's DNP program upon completion of the Post Master's Certificate Programs as either an Adult (ANP), Gerontologic (AGNP) or a Family Nurse Practitioner (FNP).

The applicant must submit the following information:

- Evidence of Master of Science Degree in Nursing for certified practicing nurse practitioners in any of the following **population focused APRN roles:**
  - Women's Health
  - Acute Care
  - Adult NP,
  - Pediatric NP
  - Neonatal NP
  - Gerontology NP
  - Family Practice NP or
  - Psychiatric Mental Health NP
- APRNs who are certified and practicing as:
  - Certified Nurse Midwife (CNM)
  - Certified Registered Nurse Anesthetist (CRNA)

Students eligible for the Post Master's DNP programs who wish to first obtain Postgraduate Certification as an NP in adult, gerontology or family practice must meet the criteria as listed in Section I, at the time of admission to the either the Post Master's 12 or 21 credit option.

Upon completion of the Post Master's certificate program, the graduate will need to provide evidence of successful completion the national certification exam as a Family or Adult and /or Gerontological Nurse Practitioner. Upon submission of successful exam results, the student may then continue on for at least the 39 credit DNP degree without additional application fees.

The Program Director will provide the dual program applicant with a joint program of study following receipt of the admission deposit.

Post master's DNP and Post Master's NP applicants should indicate in their statement of interests and intent whether they are applying to the Family or Gerontology/Adult Nurse program of study 12 or 21-credit options.

The DNP program committee will determine if a personal interview by phone is required; the Chair of the Graduate Admissions Committee will inform applicants of their admission to the program.

The applicant must demonstrate all of the below:

- A Master's Degree in nursing from an NLNAC or CCNE approved graduate program in nursing.
- A minimum cumulative GPA in undergraduate work of 2.75.
- A minimum cumulative GPA in graduate work of 3.0 and/or a B or better in all required nursing courses.
- Evidence of grades of B or better in graduate level courses in Advanced Health Assessment, Advanced Pharmacology and Advanced Health Assessment completed within the last seven (7) years a prior course in Role of the Advanced Practice Nurse and evidence of course content in health promotion as required pre requisite courses.
- A current unrestricted Massachusetts license in nursing or a current license in another state in which the student lives or is doing their clinical practicum.
- Evidence of at least two years of professional nursing experience.
- Evidence of clinical placement preceptor commitments (necessary to fulfill the clinical objectives for the post master' certificate).
- Evidence of national certifications or current eligibility to sit for the exam for advanced practice nursing specialty certification.

- Evidence of clinical placements to be included in a 500 word essay describing clinical placements for the program and professional goals and time frame for the completing the program of study.



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Website: [www.cnhs.umb.edu](http://www.cnhs.umb.edu)

- Professional resume to include professional work experience, all institutions attended; certifications, supervised clinical practicum placements, CPR, scholarship, and professional activities or organizations.

### III. APRNs completing the Post Master's Certificate Program and continuing on to the DNP Program

APRNs completing the Post Master's Certificate Program who wish to continue into the Post Master's DNP Program may request admission during their last term of study but no later than the posted application date for the DNP program.

If the request of admission to the Post Master's DNP Program occurs within two years of completing the Post Master's Certificate Program at UMass Boston, no additional application fees or application is required. Send the request to the DNP Program Director.

Applicants should submit the following:

- A letter of request to the DNP program committee
- A scholarly abstract of a completed project or academic paper (no more than 300 words).
- A professional goal statement describing five (5) career objectives (no more than 500 words).
- An updated resume indicating at least one year of clinical practice experience in the role of advanced practice nurse, a complete listing of all supervised clinical practice experiences during the MS or Post Master's Certificate Programs, agencies, and supervised hours completed as well as the names of preceptors.
- Submit letters of recommendation by a Post Master's NP faculty and the Post Master's Program Director that describes reliability, scholarship, and ability to pursue advanced doctoral education.
- Submit the Post Master's program transcript showing evidence of a 3.2 or better in academic standing at UMass Boston with no evidence of incomplete course work.
- Evidence of national certification in the population focused Adult and or Gerontology or Family NP role.

### IV. Non APRNs accepted into the Post Master's Certificate who wish to continuing on to the DNP Program

This option is for students applying to the 21-credit Post Master's program of study who have a MS in Nursing but are not NPs, CNS, CNMWs or Nurse Anesthetists.

Applicants must submit the following;

- Provide evidence of completion of the the Post Master's 21-credit NP program of study and all pre requisite courses not successfully completed with a grade of B or better as noted in above.
- Obtain national certification as a NP in a the population focused Adult Gerontology or Family NP role and
- Provide evidence of successful NP practice for a minimum of one year.
- After successfully completed each of the above, the individual may then apply for admission to the 39-credit degree DNP program as outlined above in Section III.

Courses as a non-matriculated student in the DNP program may be completed during the first year of practice as an APRN.

## 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 (\$40 for residents, \$60 for non-residents) 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 mail boxes 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 admitted 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 by a \$25 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.

On a weekly basis, normally Monday or Tuesday, admissions reports are distributed to program mailboxes. They include a list of all applicants for the next two semesters. In addition to the lists, the programs receive a report of those applications for which a Profile Sheet has been issued, but no decision has been made.

#### **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



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### DNP Capstone Project Committee Review Form

**\*\*Attach UMB course transcript (available through WISER) (label "Attachment A: Courses Completed")\*\***

Name (Last, First, Initial):			
Address:Street 1:			
Street 2:			
City:	State/Province:	Postal Code:	Country:
Phone [10 digit or 12 if outside US/Canada]: (Area) (xxx-xxxx) ( )			
Email :	@umb.edu	Student ID#:	

**Intended Semester of Graduation (Semester/YYYY):**

**Tentative Title of DNP Capstone Project:**

**Estimated date (mm/dd/yyyy) of completion of the DNP Project:**

#### The Doctor of Nursing Practice Capstone Project Committee

Forming your Committee:

(TWO (or more) UMass Boston Nursing Faculty, you may justify ONE qualified member from outside of the CNHS / UMass Boston)

- It is the responsibility of the candidate to choose members for Capstone Project Committee and Chair.
- The committee must have a minimum of three (3) and no more than five (5) members.
- At least two (2) members, including the chair should come from the College of Nursing. If the student thinks a faculty member outside the College of Nursing and Health Sciences is most appropriate to chair the capstone project committee, the student must request written approval from the DNP Program Director and the DNP Program Committee.
- The candidate must submit the names of the proposed committee members and chair to the Program Director.
- The Program Director, reviews the submission and if approves forwards the form to the Office of Graduate Studies for review and approval.
- A CV for each external member of the committee must accompany the form.<sup>1</sup>

<sup>1</sup> Adapted from the PhD Program in Nursing (2010) Academic Handbook: January 2010. Ph.D. Program of the College of Nursing and Health Sciences, The University of Massachusetts, Boston. Also available at [http://www.cnhs.umb.edu/nursing/programs/phd/documents/PhD\\_Handbook\\_2010.pdf](http://www.cnhs.umb.edu/nursing/programs/phd/documents/PhD_Handbook_2010.pdf)

**Doctor of Nursing Practice Capstone Project Committee Approval Form**

Provide the names of **a minimum of three and maximum of five** Doctor of Nursing Practice Capstone Project Committee Members with signatures agreeing to participate and advise you in your project progression, scholarly writing for publication, and final review of the quality, content, and completion of your doctoral project.

The following individuals have agreed to serve on my DNP capstone project committee:

<b>Committee Member Name (Type or Print Legibly)</b>	<b>Signature of Committee Member</b>	<b>Date (mm/dd/yyyy)</b>
1.		/ /
2.		/ /
3.		/ /
4.		/ /
5.		/ /

**Attach (labeled “Attachment B: Rationale for Committee Membership”) and submit a brief (1-2 paragraph) statement of the rationale for each member of your proposed DNP capstone committee.**

Seal of the College of

DNP Program Director Approval:

Nursing & Health Sciences

\_\_\_\_\_ Date \_\_\_\_\_

Dean of Graduate Studies

Office of Graduate Studies Approval

\_\_\_\_\_ Date \_\_\_\_\_



UNIVERSITY of  
 MASSACHUSETTS  
 BOSTON  
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 617.287.7500  
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 Website: www.cnhs.umb.edu

**Doctor of Nursing Practice Advance to Candidacy Form**

**Graduate Program: Doctor of Nursing Practice (DNP)**

**Student Name:** \_\_\_\_\_

**Student ID:** \_\_\_\_\_

**Title of the State of the Science Review paper:**

**Journal to which submitted:**

**Title of DNP Capstone Proposal:**

**\*\*ATTACH or append to this form your Project Abstract.\*\***

**Capstone Committee approval process** – a majority approval is required to advance the student to candidate status (under “Proposal Approval” for the Chair and each Committee Member, enter “A” for Approved, as is; “AR” for Approved with Revisions, “N” for not approved) :

DNP Committee Members	Dept/Affiliation	Proposal approval
Chair:		
2.		
3.		
4.		
5.		

**The candidate has successfully completed required elements of the DNP Program, including coursework, State of the Science Review paper and journal submission, and submission and defense of a DNP 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** \_\_\_\_\_

