

Department of Nursing
Graduate Student Handbook

2006-2007

Department of Nursing
James Madison University
MSC 4305
Harrisonburg, VA 22807

540-568-6314

Graduate Program Academic Calendar

Deadlines/Events	Fall 2006	Spring 2007	Summer 2007*
First day of classes	28 Aug	8 Jan	14 May
Thesis/Dissertation Committee Approval form due to CGOP	15 Sept	26 Jan	1 June
Last day to withdraw from the university with cancellation of tuition charges and refund * *	15 Sept	26 Jan	*
Application For A Graduate Degree form due in CGOP	6 Oct	30 Jan	24 May
James Madison Day	--	14 Mar	--
Comprehensive examination results due to CGOP	22 Nov	18 April	18 July
Incomplete work ("I") grade due to instructor for course work taken previous term(s)	27 Nov	13 April	26 Nov
Thesis/Dissertation due to CGOP	1 Dec	18 April	13 July
Incomplete work ("I") grade change due to Office of the Registrar	8 Dec	27 April	7 Dec
Last day of semester classes	8 Dec	27 April	--
Final Examinations	11-15 Dec	30 April-4 May	*
Commencement	16 Dec	5 May	--
Holidays (classes do not meet)	13 Oct 22-24 Nov	15 Jan 5-9 March	28 May 4 July

As departmental and school deadlines vary for both application review and other materials, please refer to the relevant section of the catalog or contact the department or school.

*Please refer to the 2007 Summer Schedule of Classes for registration, fee payment, final examination schedules and withdrawal information for the individual summer sessions.

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The Graduate Nursing Student Handbook is prepared as a resource for advanced practice nursing students at James Madison University (JMU) Department of nursing (DON). It contains information regarding the graduate program general information, policies, and procedures. It should be used in combination with the JMU Graduate Catalog, the official document for all graduate students at JMU. In addition to these handbooks, the Department of Nursing web site, www.nursing.jmu.edu contains information for students.

Section I: General Information

James Madison University

Founded in 1908 and located in the center of Virginia's famous Shenandoah Valley, James Madison University is a public, comprehensive university. The university offers programs at the bachelor's, master's, educational specialist and doctoral levels. JMU has 91 major campus buildings, including a 31-acre, off-campus farm. Nearly \$143 million worth of new facilities and improvements have been added since 1975. JMU offers students a full program of extracurricular and social programs, as well as a diversified program of intercollegiate and intramural athletics.

In its 96-year history, JMU has grown from a state normal and industrial school for women to today's coeducational comprehensive university. In 1914, the name of the university was changed to the State Normal School for Women at Harrisonburg. The university became the State Teachers College at Harrisonburg in 1924 and continued under that name until 1938, when it was named Madison College in honor of the fourth president of the United States. In 1977, the name was changed to James Madison University.

The College of Graduate and Outreach Programs

The College of Graduate and Outreach Programs (CGOP) offers graduate programs leading to master's degrees, Educational Specialist degrees, Doctor of Philosophy degrees and Doctor of Psychology degrees, and is located in the Grace Street House on West Grace Street.

The mission of the College of Graduate and Outreach Programs is to:

- Facilitate the development, growth and maintenance of graduate programs of distinction.
- Facilitate the development, growth and maintenance of high quality continuing professional development programs for non-degree seeking students.
- Establish, implement and maintain a high standard of excellence in graduate and professional programs at JMU.
- Serve the needs of the Commonwealth of Virginia, and those of national and regional graduate and non-degree seeking students.
- Support the continuation and development of diverse, innovative graduate and professional programs by building on existing graduate and undergraduate strengths.
- Encourage and facilitate students in their development of strengths in critical and creative thinking, communication, and applied skills.
- The mission of the College of Graduate and Outreach Programs is in concert with the overall mission of the university, which states,
- We are committed to preparing students to be educated and enlightened citizens who will lead productive and meaningful lives.

The office of the dean of the College of Graduate and Outreach Programs has academic responsibility for all issues of graduate education at JMU. In addition, the college oversees all continuing professional development programming. Significant in the organization and administration of the College of Graduate and Outreach Programs are the university's Graduate Council and the graduate faculty body.

Department Of Nursing

James Madison University is organized into five colleges. The Department of Nursing (DON) is located in the College of Integrated Science and Technology (CISAT). Organizationally, faculty members are directly responsible to the Department Head, Dr. Merle Mast, to the Dean, Dr. Jerry Benson, to the Vice President of Academic Affairs, Dr. Doug Brown, and then to the President, Dr. Linwood Rose.

The nursing department is one department within the College of Integrated Science and Technology (CISAT). The Department of Nursing offers a baccalaureate program, an RN-to-BSN/MSN program, and a master's/post-master's program. The Master of Science in Nursing program has two tracks representing two role options: 1) Gerontological and/or Adult Nurse Practitioner and 2) Nurse Educator. In July 2004 the department received a 3-year Advanced Education Nursing Program (AENP) grant from the U.S. Health Resources and Services Administration to fund the program. The first year of the MSN program was completed during 2004-05, and the program graduated its first class in 2006.

The nursing program continues to grow with increasing faculty guidance and participation in numerous initiatives within the Institute for Innovation in Health and Human Services (IIHHS). These initiatives include nursing participation or leadership in a summer course in Malta (summer 2006), the Caregivers Community Network, and several interdisciplinary elective courses. Service learning within community-based practicum courses provide services for vulnerable populations in IIHHS programs and other community agencies.

Department of Nursing Philosophy

The JMU faculty is committed to nursing education grounded in the arts, sciences, and humanities, meeting professional standards for nursing education and practice. Nursing is a humanistic profession that enhances the quality of life by promoting health and preventing illness through the effective delivery of coordinated health care. Nursing knowledge is advanced through thinking critically, engaging in scholarship, and applying knowledge to the delivery of nursing care. The values of altruism, autonomy, human dignity, integrity, and social justice are the foundation for professional nursing practice. Through community collaboration graduates are prepared to assume multiple roles to impact the profession, health care systems, and communities.

Mission Statement

The primary mission of the nursing department is to provide quality, professional undergraduate and graduate nursing education that prepares nursing leaders to influence a changing profession, society, health care system, and global health needs.

Purposes:

In order to support and accomplish this mission the nursing faculty has identified the following purposes:

1. Prepare nursing professionals who provide culturally competent, holistic, evidence-based nursing care to individuals, families, aggregates, and communities in a wide variety of settings.
2. Promote a community of learning that models professional values and lifelong professional development for both faculty and students.
3. Promote service-learning activities that include collaborative, interdisciplinary initiatives and partnerships between nursing education and the practice arena to meet the future health needs of consumers.
4. Conduct research and creative scholarship to generate nursing knowledge and disseminate that knowledge through collaboration, publication, and presentations.

Masters of Science in Nursing Program

The Master of Science in Nursing (MSN) program is based on the following documents and standards:

Core program objectives are based on Graduate Core Curriculum Content (*The Essentials of Masters Education for Advanced Practice Nursing*, American Association of Colleges of Nursing [AACN], 1996).

The Nurse Practitioner (NP) program and program objectives are based on Advanced Practice Nursing Core Curriculum (AACN, 1996), *Nurse Practitioner Primary Care Competencies in Specialty Areas* (National Organization of Nurse Practitioner Faculties [NONPF] and AACN, 2002), and NONPF (1998) Standards of Practice.

Nurse Educator (NE) program objectives are based on National League for Nursing (NLN) practice domain categories from *Certified Nurse Educator (CNE) 2005 Candidate Handbook*, and on Southern Regional Education Board (SREB) *Nurse Educator Competencies*, 2002.

Additionally, the program and program objectives reflect the American Nurses Association (ANA, 2003) Code of Ethics for Nurses, and the ANA (2004) Scope and Standards of Practice.

Core Program Objectives (Common to both NP and NE programs)

The graduate of the Master of Science in nursing program will:

1. Contribute to nursing knowledge through the scholarship of discovery, integration, application, and teaching (Also NLN Domain 6)
2. Analyze and influence economic, policy, environmental, and social forces affecting health care delivery effectiveness to assure quality of care (Also NONPF Domain V; NLN Domain 6;)
3. Integrate legal and ethical principles into decision-making and practice (Also NONPF Domain VI; NLN Domain 6)
4. Demonstrate role development and commitment in selected advanced practice role (Also NONPF Domain IV; NLN Domains 1,5)
5. Synthesize and apply to practice a wide range of theories from nursing and other related disciplines (Also NLN Domain 4)
6. Demonstrates an understanding and appreciation of human diversity in health and illness to assure appropriate delivery of health care to all, especially vulnerable, aging, and underserved rural populations (NONPF Domain VII; NLN Domains 1&2)
7. Utilize advanced practice nursing standards and content from the sciences, humanities, and nursing to promote health, prevent disease, and provide quality care to families and communities (NONPF Domain 1)

Additional Specific Nurse Practitioner Track Objectives

The nurse practitioner graduate will demonstrate ability to:

1. Competently manage patient health/illness status (NONPF Domain I)
2. Establish and maintain effective therapeutic relationships with patients (NONPF Domain II)
3. Develop and communicate professional role with clients and colleagues (NONPF Domain IV)
4. Provide effective education through teaching and coaching (NONPF Domain III)
5. Provide care coordination for patients and families through managing and negotiating health care delivery systems (NONPF Domain V)

Additional Specific Nurse Educator Track Objectives

The nurse educator graduate will demonstrate ability to:

1. Establish effective relationships and patterns of communication with learners and with colleagues that enhance the teaching learning process (NLN Domains 1 & 2)
2. Pursue continuous quality improvement in the nurse educator role (NLN Domain 6)
3. Develop and implement educational curriculum and teaching-learning activities based on theories, knowledge, and principles of learning and pedagogy (NLN Domains 3 & 4)
4. Engage in formative and summative evaluation of teaching-learning and use results of evaluation to revise and enhance nursing education (NLN Domain 4)

Section II. Curriculum

Master’s of Science in Nursing

Program Requirements

In addition to completing the graduate core and the advanced practice core, students select a specialty track (Nurse Practitioner or Nurse Educator) and complete either a directed study or a thesis option. Students can complete the adult or older adult nurse practitioner track in 48 credits; they complete the nurse educator track in 44 credits. NP students can complete an optional 3-credit practicum to qualify for dual certification as both adult and gerontological nurse practitioner.

Graduate Core

Course #	Course Title	Credits
NSG 511	Advanced Principles of Epidemiology	3
NSG 524 λ	Health Care Environments	3
NSG 611	Research for the Advanced Health Professional	3
NSG 633* OR NSG 642*	Theoretical Foundations & Roles in Nursing Practice OR Theoretical Foundations & Roles in Nursing Education	3
Total Credits		12

Note: Ethics content is integrated throughout curriculum

* 2 credits of NSG 633 and NSG 642 are shared Theoretical Foundations. 1 credit is role-specific.

λ NSG 524 is cross-listed as HTH 659

Advanced Practice Core

Course #	Course Title	Credits
NSG 510	Health Informatics for the Advanced Practice Professional	2
NSG 520	Advanced Health Assessment	3
NSG 521	Advanced Concepts in Pathophysiology	3
NSG 522	Advanced Clinical Pharmacotherapeutics	3
NSG 523	Concepts in Aging	3
Total Credits		14

Adult/Older Adult Nurse Practitioner Track

Course #	Course Title	Credits	Prerequisite or Corequisite
NSG 630	Care Delivery and Coordination I	4	NSG 520, 521 522
NSG 631	Care Delivery and Coordination II	4	NSG 630, 671
NSG 632	Coordinated Care of the Elderly	3	NSG 523, 631
NSG 671	Practicum I	2	NSG 520, 521, 522, 630, 633
NSG 672	Practicum II	3	NSG 630, 671
NSG 673	Practicum III	4	NSG 631, 672
NSG 696	Dual Certification Practicum (optional)	(3)	NSG 632, 673
Total Credits		20-23	

Nurse Educator Track

Course #	Course Title	Credits	Prerequisite or Corequisite
NSG 640	Curriculum Development in Nursing	3	NSG 642
NSG 641	Curriculum Evaluation	3	NSG 640
NSG 643	Technology in Nursing Education	3	NSG 642
NSG 674	Education Residency I	3	NSG 520, 521, 522, 640, 642
NSG 675	Education Residency II	4	NSG 674
	Total Credits	16	

Required Supporting Course

Course #	Course Title	Credits	Prerequisite or Corequisite
NSG 697	Directed Study * OR	2	NSG 611
NSG 700	Thesis*	5	NSG 611
	Total Credits	2-5	

* Students enroll during final year of study. Two credits of NSG 697 and NSG 700 are shared content.

Master's of Science in Nursing Nurse Practitioner (NP) Tracks Full Time and Part Time Curriculum Guide

The nurse practitioner (NP) tracks prepare advanced practice nurses who will manage the primary health care needs of adults and older adults. The program emphasizes advanced practice in rural settings with diverse populations. Key concepts are care coordination and collaboration across disciplines in the provision of care to individuals and families. The Nurse Practitioner (NP) program is based on Advanced Practice Nursing Core Curriculum (AACN, 1996), *Nurse Practitioner Primary Care Competencies in Specialty Areas* (National Organization of Nurse Practitioner Faculties [NONPF] and AACN, 2002).

Full Time Adult or Gerontological NP Plan (48 credits)

Fall Year One (12 credits)			Spring Year One (12 credits)		
NSG 520	Advanced Health Assessment	3	NSG 522	Advanced Clinical Pharmacotherapeutics	3
NSG 521	Advanced Concepts in Pathophysiology	3	NSG 524	Health Care Environments	3
NSG 611	Research for the Advanced Health Professional	3	NSG 630	Care Delivery and Coordination I	4
NSG 633	Theoretical Foundations & Roles in Nursing Practice	3	NSG 671	Practicum I	2
Fall Year Two (13 credits)			Spring Year Two (11 credits)		
NSG 511	Advanced Principles of Epidemiology	3	NSG 510	Health Informatics for Advanced Practice Professionals	2
NSG 523	Concepts in Aging	3	NSG 632	Coordinated Care of the Elderly	3
NSG 631	Care Delivery and Coordination II	4	NSG 673	Practicum III	4
NSG 672	Practicum II	3	NSG 697	Directed Study	2

Note: Students can take NSG 523, NSG 672, and NSG 696 during summers.

Part Time Adult or Gerontological NP Plan

Year One (15 credits)		Year Two (17 credits)		Year Three (16 credits)	
Fall		Fall		Fall	
NSG 521	(3)	NSG 520	(3)	NSG 631	(4)
NSG 633	(3)	NSG 523*	(3)	NSG 672*	(3)
NSG 611*	(3)	NSG 511	(3)		
Spring		Spring		Spring	
NSG 522	(3)	NSG 630	(4)	NSG 632	(3)
NSG 524	(3)	NSG 671	(2)	NSG 673	(4)
		NSG 510	(2)	NSG 697*	(2)

* Possibility of summer option

Calculation of Clinical Practicum Hours:

Required practicum courses total 540 contact hours of clinical practice. Dual certification requires a total of 720 contact hours. For practicum courses 1 credit = 4 hrs/week X 15 weeks = 60 hrs/semester

NSG 671 = 2 credits = 120 contact hours (One 8-hour day/week X 15 weeks)

NSG 672 = 3 credits = 180 contact hours (One and ½ 8-hour days/week X 15 weeks)

NSG 673 = 4 credits = 240 contact hours (Two 8-hour days/week X 15 weeks)

Optional for Dual Certification: NSG 696 = 3 credits = 180 contact hours (One and ½ 8-hour days/week X 15 weeks)

Post Masters Adult or Gerontological NP Plan (23 – 33 credits)

The Post-Master’s Nurse Practitioner Certificate Program totals 23-33 credit hours, depending on courses previously taken. Transfer of master’s program credit will be evaluated on an individual basis. Students complete 9 credits of practicum.

Fall Year One (10 credits)			Spring Year One (9 credits)		
NSG 520	Advanced Health Assessment	3	NSG 522	Advanced Clinical Pharmacotherapeutics	3
NSG 521	Advanced Concepts in Pathophysiology	3	NSG 630	Care Delivery and Coordination I	4
NSG 523	Concepts in Aging	3	NSG 671	Practicum I	2
NSG 633	Theoretical Foundations/Roles in APN	1			
Fall Year Two (7 credits)			Spring Year Two (7 credits)		
NSG 631	Care Delivery and Coordination II	4	NSG 632	Coordinated Care of the Elderly	3
NSG 672	Practicum II	3	NSG 673	Practicum III	4

Note: Students can take NSG 523, and NSG 672 during summers; or the program can be extended over 3 years (6 academic semesters).

Master's of Science in Nursing

Nurse Educator Track Full Time and Part Time Curriculum Guide

The nurse educator track prepares graduates to practice as nurse educators in collegiate and acute and community health care settings. The program is grounded in a solid practice base that emphasizes the care and coordination of care for adults and older adults. The Nurse Educator program meets the Nurse Educator Competencies as outlined by the Southern Regional Education Board and the National League for Nursing (NLN). It also provides the Graduate Core Curriculum Content recommended by the American Association of Colleges of Nursing (AACN) in *The Essentials of Masters Education for Advanced Practice Nursing*, 1996.

Full Time Nurse Educator Plan (44 credits)

Fall Year One (12 credits)			Spring Year One (12 credits)		
NSG 520	Advanced Health Assessment	3	NSG 524	Health Care Environment	3
NSG 521	Advanced Concepts in Pathophysiology	3	NSG 522	Advanced Clinical Pharmacotherapeutics	3
NSG 642	Theoretical Foundations & Roles in Nursing Education	3	NSG 640	Curriculum Development in Nursing	3
NSG 611	Research for the Advanced Health Professional	3	NSG 643	Technology in Nursing Education	3
Fall Year Two (12 credits)			Spring Year Two (8 credits)		
NSG 511	Advanced Principles of Epidemiology	3	NSG 510	Health Informatics for Advanced Practice Professionals	2
NSG 523	Concepts in Aging	3	NSG 675	Education Residency II	4
NSG 641	Curriculum Evaluation	3	NSG 697	Directed Study	2
NSG 674	Education Residency I	3			

Note: Students can take NSG 523 during summers. Some educator residency experiences may be negotiable during the summers for NSG 674 and NSG 675.

Part Time Nurse Educator Plan

Year One (15 credits)		Year Two (18 credits)		Year Three (11 credits)	
Fall		Fall		Fall	
NSG 521	(3)	NSG 520	(3)	NSG 641	(3)
NSG 642	(3)	NSG 523*	(3)	NSG 675**	(2-4)
NSG 611*	(3)	NSG 511	(3)		
Spring		Spring		Spring	
NSG 522	(3)	NSG 640	(3)	NSG 510	(2)
NSG 524	(3)	NSG 674	(3)	NSG 697*	(2)
		NSG 643	(3)	[NSG 675**	(2-4)]

* Possibility of summer option

** NSG 675 credits can be taken in a single semester or split across fall and spring semester, year 3.

Calculation of Educator Residency Hours:

Required residency courses total 420 contact hours of teaching learning activities. For residency courses

1 credit = 4 hrs/week X 15 weeks = 60 hrs/semester.

NSG 674 = 3 credits = 180 contact hours (One and one-half 8-hour days/week X 15 weeks)

NSG 6754 credits = 240 contact hours (Two 8-hour days/week X 15 weeks)

Post Masters Nurse Educator Plan (17 credits)

The Post-Master’s Nurse Educator Certificate Program begins during the spring semester and is completed in 3 semesters. Students complete 7 credits of educator residency.

		Spring Year One (6 credits)	
		NSG 640	Curriculum Development in Nursing 3
NSG 642*	Theoretical Foundations & Roles in Nursing Education 1	NSG 643	Technology in Nursing Education 3
Fall Year One or Two (6-7 credits)		Spring Year Two (4 credits)	
NSG 641	Curriculum Evaluation 3	NSG 675	Education Residency II 4
NSG 674	Education Residency I 3		

*NSG 642 can be taken during the fall semester of Year One

Masters of Science in Nursing Course Descriptions

NSG 510. Health Informatics for the Advanced Practice Professional. 2 credits.

This course focuses on the nature and functions of present and future applications of health care informatics. Emphasis is on preparing advanced practice professionals to plan, design and utilize informatics for effective health care delivery, health organizational management, and improved client outcomes.

NSG 511. Advanced Principles of Epidemiology. 3 credits.

This course provides an introduction to epidemiology as a body of knowledge and a method for analyzing community health problems. Emphasis is on measuring and describing the health of populations, the natural history of diseases in population groups, standardization of rates, sources of data, study designs, measurements of risk, and evaluation of screening tests.

NSG 520. Advanced Health Assessment. 3 credits.

This course provides advanced knowledge and skills in health assessment. Emphasis is placed on interviewing, history taking, physical assessment and diagnosis based on clinical findings. Normal and abnormal health assessment findings are emphasized. Characteristics of clients from diverse ethnic and cultural backgrounds and age groups are considered. Considerations for the aging client are emphasized. Classroom activities focus primarily on assessments that require history taking skills and utilize organizing theory and frameworks. Labs focus on the knowledge and skills for history taking and physical examination.

NSG 521. Advanced Concepts in Pathophysiology. 3 credits.

An advanced, clinically-oriented study of human physiology and the alterations in body functions that underlie diseases in humans.

NSG 522. Advanced Clinical Pharmacotherapeutics. 3 credits.

Building upon the knowledge of pharmacology learned at the undergraduate level, this course examines concepts in pharmacotherapeutics necessary for advanced nursing practice. Emphasis will be placed on pharmacokinetics and pharmacodynamics of important classes of drugs. Considerations for the aging client will be highlighted. Case studies will provide an opportunity for critical thinking, clinical application, and care coordination.

NSG 523. Concepts in Aging. 3 credits.

This web-enhanced course is divided into 8 modules and examines the physiological, psychosocial, cognitive, legal, and ethical aspects of aging within a care coordination context. A focus area is on the issues that surround the concepts of aging and how the ethical aspects of care relate to the utilization of resources. A service-learning project is required.

NSG 524 (HTH 659) Health Care Environments. 3 credits.

Health Care Environments provides a conceptual model of the American health care system and an overview of the component parts of that system. The course will focus particularly on the context of health care management and delivery and emphasize available services for adult and elder Americans. This includes a theoretical framework for the current system as well as a delineation of the functions and roles of the major sectors of the U.S. health care system.

NSG 611. Research for the Advanced Health Professional. 3 credits.

This course will focus on study of research methods that generate quantitative and qualitative data. Students will examine the components of the research process and the interrelationships among these components in the study of nursing. Emphasis will be placed on student critique of research literature and student participation in the research process.

NSG 630. Care Delivery and Coordination I. 4 credits.

This course focuses on the evaluation, management, and care coordination for clients with common acute health deviations in a variety of contexts. The course builds on knowledge and skills from health systems management, advanced health assessment, pathophysiology, and pharmacology. Emphasis is placed on formulating diagnoses and plans of care that encompass client, family, and coordinated systems of care. Prerequisites or corequisites: NSG 520, NSG 521 and NSG 522.

NSG 631. Care Delivery and Coordination II. 4 credits.

This course focuses on the evaluation, management, and coordination of care for adolescent and adult clients with common chronic health deviations within a variety of contexts. The course builds on knowledge and skills from advanced health assessment, pathophysiology, pharmacology and ethics. Emphasis is placed on formulating diagnoses and developing plans of care that encompass clients, families, and community resources. Prerequisite: NSG 630, NSG 671.

NSG 632. Coordinated Care of the Elderly. 3 credits.

This course focuses on the health issues and needs of older adults and principles for evaluating, managing, and coordinating their care. Students will differentiate normal changes and symptoms of aging from disease-related symptoms, focusing on the achievement of optimal health and function for older adults. Emphasis is on the collaborative role of advanced practice nurses in assisting older adults and family caregivers from diverse ethnic and cultural backgrounds to negotiate health care delivery systems. Prerequisites or co requisites: NSG 523, NSG 631.

NSG 633. Theoretical Foundations and Roles in Advanced Practice Nursing. 1 or 3 credits.

This course will provide students with an opportunity to analyze and utilize nursing models and theories to predict and explain advanced nursing practice. Students will explore advanced practice nursing (APN) and the varied and evolving roles that APNs assume in the health care system. The course will focus on historical and developmental aspects of advanced practice nursing and the continuing evolution of the APN role. This course can be taken for 1 credit by students enrolled in the post-master's certificate program.

NSG 640. Curriculum Development in Nursing. 3 credits.

This course investigates models, techniques, and instructional strategies for constructing curricula and developing programs in health care settings, the community, continuing education, and in collegiate settings. Instructional design processes, procedures, implementation, and evaluation are emphasized. Prerequisite: NSG 642.

NSG 641. Curriculum Evaluation. 3 credits.

This course focuses on the theory and practical application of the evaluation process for nursing education programs and health care systems. Test construction and measurement are featured and an emphasis is placed on evaluation of program goals, outcomes and evidence-based practice. Methods and processes in developing specific instruments for program evaluation data collection and data analysis will be discussed. Prerequisite: NSG 640.

NSG 642. Theoretical Foundations and Roles in Nursing Education. 1 or 3 credits.

This course prepares students to analyze and utilize nursing theory as a basis for advanced nursing practice and research. Educational concepts, theories, issues, and strategies central to the role of nurse educator in academic, staff development, or client centered settings will be examined. This course can be taken for 1 credit by students enrolled in a post-master's certificate program.

NSG 643. Technology in Nursing Education. 3 credits.

This course provides students an opportunity to acquire knowledge and skills for using a variety of computer technologies to support the teaching-learning process in nursing. The course will discuss principles of distance learning, use of the Internet for teaching-learning, and how to integrate computer technologies into nursing curriculum. Emphasis will be given to theoretical frameworks that guide the selection, use, and integration of technology into nursing education programs. Prerequisite or Co requisite: NSG 642.

NSG 671. Practicum I. 2 credits.

Emphasizes advanced practice role development, complex and holistic client/family care, health promotion/maintenance and care coordination. Practicum is individualized and will highlight the advanced practice roles of clinician, manager, consultant, educator, and researcher. Competencies will be emphasized to prepare the student for adult and geriatric nurse practitioner certification. Prerequisite: NSG 520, 521, 522, Co requisite: NSG 630, NSG 633.

NSG 672. Practicum II. 3 credits.

Emphasis will be placed upon the application of clinical skills, theories, concepts, issues, and research findings to the clinical care of adolescents, adults, and older adults. Care coordination issues will be addressed as they specifically impact diverse populations in all care settings. Clinical competencies will be emphasized to prepare the student for adult and gerontological nurse practitioner certification. This course will use clinical preceptors as well as faculty. Prerequisite: NSG 630, 671.

NSG 673. Practicum III. 4 credits.

Continues emphasis on the application of clinical skills, theories, concepts, issues and research findings to the clinical care of adults/older adults. Care coordination issues will be addressed as they specifically impact the adult population in all care settings. Clinical competencies required for adult and gerontological nursing will be emphasized. This course will use clinical preceptors as well as faculty. Prerequisite: NSG 631, 672.

NSG 674. Education Residency I. 3 credits.

Students apply theories of education to the development of teaching objectives, courses, and syllabi under faculty and preceptor guidance. A variety of assigned teaching practice settings afford the opportunity for students to develop competence with different teaching methods. Prerequisites or corequisites: NSG 520, NSG 521, NSG 522, NSG 640, and NSG 642.

NSG 675. Education Residency II. 4 credits.

Students demonstrate successful integration of theory with practice and synthesis of knowledge and skills in a selected teaching practice setting under faculty and preceptor guidance. Students practice and develop competence with a variety of advanced teaching methods. Students will engage in various forms of educational evaluation. Prerequisite: NSG 674.

NSG 696. Dual Certification Practicum. 3 credits.

Continues emphasis on the application of skills, theories, concepts, issues and research findings to the clinical care of adults or older adults in age ranges appropriate for the selected track the student has

chosen for dual certification. Care coordination issues will be addressed. Clinical competencies required for adult and /or gerontological nursing will be emphasized. This course will use clinical preceptors as well as faculty. Prerequisite: NSG 632, NSG 673.

NSG 697. Directed Study. 2 credits.

This course is designed to provide opportunities for professional role development and growth through the completion of a research or scholarly project relevant to advanced practice nursing or education. The project will focus on the specific professional goals of each student. Topic approval must be granted by the study advisor. Prerequisite: NSG 611.

NSG 700. Thesis. 5 credits.

The thesis project is an empirical research project that makes a scholarly contribution to the current body of nursing knowledge. The final thesis is a written interpretation of facts and opinions gained through critical reading and independent research. The thesis project spans at least two program semesters. Prerequisite: NSG 611.

Section III. Admission to Graduate Nursing

Applicants are admitted to the College of Graduate and Outreach Programs under three classifications: unconditional, conditional or provisional admission.

Unconditional Admission

Unconditional admission is admission to a graduate program without reservation and indicates that applicants have met all the entry criteria of the College of Graduate and Outreach Programs and the specific graduate programs.

Conditional Admission

Conditional admission indicates that applicants have met all the entry criteria of the College of Graduate and Outreach Programs, but the graduate program has identified specific conditions that must be met before the applicant attains unconditional admission status.

Provisions of conditional acceptance are usually determined at the programmatic level and can only be removed or modified at the same level. After the conditions have been addressed students may make a written request to their adviser, who decides if the conditions have been met. The adviser then contacts the dean of the College of Graduate and Outreach Programs indicating the change of status. While students are encouraged to attain unconditional acceptance as soon as possible, some programmatic conditions often cannot be completed until just before graduation, e.g., teacher licensure and competency in a foreign language or languages. Master's students have a maximum of six years to complete their programs. All students attain unconditional status prior to program completion.

Provisional Admission

Students who have not fully met the requirements of the program or department to which admission is sought may be granted admission under a provisional status as prospective candidates for a degree. Such students must have as their initial objective the removal of provisional conditions to achieve advancement to unconditional status. A student may be admitted to a graduate program under provisional status if

- the previous academic record is weak,
- prerequisite course work is insufficient, or
- the applicant has majored in another field and has not yet clearly demonstrated abilities in the proposed new field.

Provisional admission is a probationary status; the requirements for advancement to unconditional status are specified in each student's provisional admission letter. To change from provisional to regular status, students must submit a written request to their major adviser. The adviser then contacts the dean of the College of Graduate and Outreach Programs indicating the change of status.

Approval for graduate credit earned while enrolled in a provisional status will be determined by the dean of the College of Graduate and Outreach Programs upon recommendation of the appropriate academic unit head. No more than nine hours of graduate credit taken in this status may be applied to the degree program upon the recommendation of the academic unit head and approval of the dean of the College of Graduate and Outreach Programs. Regulations concerning unsatisfactory progress apply to this classification.

Nursing Graduate Program Admission Requirements

To be considered for admission to the program prospective students must:

- Apply to the Graduate College (www.jmu.edu/CGOP)
- Complete the Nursing Graduate Program Supplemental Application form.
- Hold a Bachelor of Science in Nursing (BSN) with a cumulative GPA of 2.8 (See below regarding provisional admission for lower GPA)
- Hold a current unrestricted Registered Nurse License.
- Provide GRE scores within the past 5 years. (Contact program coordinator for more detail.)
- Have the equivalent of 12 full-time months of clinical nursing experience within the past three years.
- Have taken undergraduate courses in statistics and health assessment with a grade of C or higher. (Challenge exam for Advanced Health Assessment is available.)
- Meet the Department's technical standards for admission (www.nursing.jmu.edu).
- Evidence of personal and professional qualifications in form of two (2) professional recommendations.
- For international students, obtain a passing grade on CGFNS exam (both parts); Apply for VA RN license (TOEFL 550 required). (Contact program coordinator for more information.)
- A personal interview upon request

Nursing Graduate Program Post Master's Certificate Admissions Requirements

- Master's degree from an accredited nursing program
- Graduate level courses in research
- GPA Of 3.0 in a 4.0 scale in Master's Program courses
- A current RN License
- Evidence of personal and professional qualifications in form of two professional recommendations
- A personal interview upon request

Admission Procedures

Students are admitted to the university and College of integrated Science and Technology before they are admitted to the graduate nursing program. Because there are additional admission requirements associated with nursing programs, admission into the university and college does not guarantee admission into nursing graduate program.

Students need to complete the standard application form for admission, which is available online at www.jmu.edu/cgop. To request an application contact the Nursing Department or visit www.nursing.jmu.edu.

As part of the CGOP admissions procedure, two official transcripts from all colleges and universities attended need to be sent directly from these institutions to the admission office (or hand carried in a sealed envelope). After receiving an acceptance letter from CGOP, new students make an initial advising appointment with the nursing graduate program coordinator to discuss admission to the program and to complete a Plan of Study.

Students must bring a copy of the admission letter, college transcript(s), RN license, and an original copy of malpractice insurance to the initial advising appointment. If students have completed graduate courses at another university and wish to transfer credit, also bring copies of these transfer course descriptions and course syllabi to the advisement appointment. These will be used to evaluate the equivalency of these courses with the required courses.

At the initial advisement appointment, students will be given forms to complete and will be interviewed by faculty. At this meeting the faculty adviser discusses the core courses offered in the program and the full-time and part-time study options. A tentative schedule of classes provides guidance for course selection and sequence.

A GPA of 2.8 in BSN education is required for regular admission to the program. Students can be considered for provisional admission with a lower GPA. Students are limited to 9 credits of enrollment at provisional status and must obtain a grade of B or higher in each course in order to continue in the program. This policy is consistent with the CGOP Graduate Catalog.

Students can transfer a maximum of 9 graduate course credits from other institutions. A grade of "B" or better must be earned in courses requested for transfer credit. Courses taken for pass/fail or satisfactory/unsatisfactory grades will not be accepted for transfer graduate credit. Under no circumstances can more than one-third of the total graduate credits required for completion of a program be considered for transfer inclusion in the student's program of study. This includes any hours taken at JMU prior to acceptance into the Graduate Program.

Section IV: Advising

Information about admission requirements and registration is available on the Graduate College website. The University Catalog and the Graduate Catalog contains official policies and regulations about student conduct, admission, fees, refund policies, advising, policies and procedures for graduation, thesis or research project, grading policies, and graduation requirements. You may access these handbooks on the web at www.jmu.edu/handbooks and www.jmu.edu/cgop/GradCatalog/06/index.html. Specific graduate nursing policies have been written in Section V: Academic & Progression Policies.

Advising Requirements

Graduate faculty advisers are available to assist students in selecting a program of study, clarifying coursework requirements, and identifying available course offerings. It is the student's responsibility to seek academic advisement initially and once every semester (after the initial plan for taking courses has been established), or more often as needed. Appointments should be made with advisors via e-mail with the individual adviser or by calling (540) 568-6314.

After the student is accepted into the graduate program in nursing, the student is required to meet with a graduate adviser. The student and adviser together develop an outline of the work that the student is to complete in order to be eligible for graduation. The Curriculum Guide form shows a schedule of courses to be completed during specific semesters of enrollment. Students are advised as to which classes will be available during certain semesters.

Students determine their progression and document it on the Plan of Study Form. The student also identifies plans for the thesis or non-thesis option of study. Since the graduate adviser reviews the Plan of Study Form, the student is assured that their progression will meet departmental requirements for graduation. The student should consult this handbook and the CGOP Graduate Handbook to ascertain general requirements and departmental requirements that should be given attention in completing their degree program.

Each semester, the student is required to review the Plan of Study Form and to confer with her/his adviser to update it before registering for classes. Copies of the form are available to students through their advisers or the Graduate Program Coordinator.

Important Milestones during the Graduate Program

The following steps must be completed to receive the Master of Science in Nursing Degree:

1. See the assigned faculty adviser in the nursing program to complete the Plan of Study form. The adviser will request a copy of your professional malpractice insurance, a copy of the RN license, and an unofficial copy of college transcript(s).
2. Any change in coursework must be approved in advance of course completion by assigned faculty adviser. A maximum study load for graduate students is 12 units per semester. All course and other requirements for the degree within six years.

3. Complete all coursework in the program with a minimum B average (3.0 grade point average). Note that students are required to achieve a minimum course grade of “B-” or better for specific courses as listed in Section V of this handbook.
4. Apply for graduation within the application period stated for the semester students wish to graduate. Graduation application forms are available in College of Graduate and Outreach Programs office or www.jmu.edu/CGOPp/gradforms.shtml. Submit the graduation application form two weeks prior to university deadline to assure adequate processing time.

Schedule of classes

A schedule of the classes is available on the JMU website, and also published prior to each academic semester. It is sent to students, along with information regarding registration for classes.

Additional Sources of Class Information

Each student will negotiate a projected plan of study. This form shows prerequisite courses and program specialty courses. Students are required to bring this document each time they have appointment for advising in advance of registering for new classes.

Academic Credit Loads

Graduate students must take 9 or more credit hours to be considered full time.

Registration Procedure

Students register on-line each semester after they are accepted for admission. Continuous enrollment must be maintained. Early registration is encouraged since courses may be cancelled before the first class meeting if too few students have registered.

Eligibility for Classes

Prior to enrolling in a course, students must assure that they have completed prerequisite and corequisite courses. Complete all pre-requisite courses or request a waiver from a graduate adviser or obtain consent of the course instructor.

Adding/Dropping Classes

Students may add or drop a class via the web within the time period listed, <http://www.jmu.edu/registrar/>. After that time, the instructor’s signature is required. Students who change enrollment in courses after these deadlines must obtain signatures from the Nursing Department Head and the Graduate Program Coordinator. Students should decide early if their schedule permits successful course completion. Discuss concerns with the instructor before adding or dropping a course.

**James Madison University
Department of Nursing**

Plan of Study - Nurse Practitioner Track

Name _____ ID # _____

Faculty Advisor _____ Entry to Program _____ Expected Grad _____

Which option are you selecting? Adult _____ Gero _____ Dual _____ Educator _____

Course Number	Course Name	Prerequisite Courses	Credit Hours	Term(s) Offered	Term Planned	Term Completed
Core Classes						
NSG 633* or 642*	Theoretical Foundation and Roles in Practice of Nursing or Theoretical Foundation and Roles in Nursing Education		3	Fall		
NSG 511	Epidemiology		3	Fall		
NSG 611	Research for Advanced Health Professional		3	Fall		
HTH 659/NSG524	Health Care Environment		3	Spring		
Advanced Practice Core Courses						
NSG 510	Health Informatics for Advanced Practice Professionals		2			
NSG 521	Advanced Concepts in Pathophysiology		3	Fall		
NSG 520	Advanced Health Assessment		3	Fall		
NSG 522	Advanced CI Pharm		3	Spring		
NSG 523	Concepts in Aging		3	Fall		
Advanced Practice Specialty						
NSG 630	Care Delivery and Coordination I	NSG520,521,522	4	Spring		
NSG 631	Care Delivery and Coordination II	NSG630,671	4	Fall		
NSG 632	Coordinated Care of Elderly	523,631,672	3	Spring		
Clinical						
NSG 671	Practicum I	NSG520,521,522,630,633	2	Spring		
NSG 672	Practicum II	NSG631,671	3	Fall		
NSG 673	Practicum III	NSG632,672	4	Spring		
NSG 696	Dual Certification Practicum (optional)	NSG673	(3)			
	Total Credits		20-23			
Research supporting Courses						
NSG 697	Directed Study	NSG611	2	Spring		
NSG 700	Thesis*	NSG611	5	Spring		
	Total Credits		2-5			

Note: Most classes in the Core and Advanced Practitioner Core can be taken in any sequence (note the prerequisite column). These core classes should be completed before proceeding to the Clinical courses. It is best to speak with your faculty adviser to plan an individualized Plan of Study.

Faculty Signature: _____ Student Signature: _____
Date: _____

**James Madison University
Department of Nursing
Plan of Study - Nurse Educator Track**

Name _____ ID # _____

Faculty Advisor _____ Entry to Program _____ Expected Grad _____

Which option are you selecting? Adult _____ Gero _____ Dual _____ Educator _____

Course Number	Course Name	Prerequisite Courses	Credit Hours	Term(s) Offered	Term Planned	Term Completed
Core Classes						
NSG 633* or 642*	Theoretical foundation & roles in Practice of Nursing or Theoretical Foundation and Roles in Nursing Education		1 or 3	Fall		
NSG 511	Epidemiology		3	Fall		
NSG 611	Research for Advanced Health Professional		3	Fall		
HTH 659/NSG524	Health Care Environment		3	Spring		
Advanced Practice Core Courses						
NSG 510	Health Informatics for advanced pract. Professional		2	Spring		
NSG 521	Advanced Concepts in Pathophysiology		3	Fall		
NSG 520	Advanced Health Assessment		3	Fall		
NSG 522	Advanced CI Pharm		3	Spring		
NSG 523	Concepts in Aging		3	Fall		
Nurse Educator Specialty						
NSG 640	Curriculum and Development	NSG 642	3	Spring		
NSG 641	Curriculum Evaluation	NSG 640	3	Fall		
NSG 643	Tech in Nursing Education	NSG 642	3	Spring		
NSG 674	Education Residency I	NSG520,521,522,64,0,642	3	Fall		
NSG 675	Education Residency II	NSG 674	4	Spring		
Required supporting courses						
NSG 697	Directed Study* (final spring semester)	NSG 611	2	NSG611		
NSG 700	Thesis*	NSG611	5	NSG611		
	Total Credits		2-5			

Note: Most classes in the Core and Advanced Practitioner Core can be taken in any sequence (note the prerequisite column). These core classes should be completed before proceeding to the Clinical courses. It is best to speak with your faculty advisor to plan an individualized Plan of Study.

Faculty Signature: _____ Student Signature: _____

Date: _____

Section V: Academic and Progression Policies

Students enrolled in the Graduate program must adhere to all applicable policies, rules and regulations of JMU and its divisions – administrative departments, the College of Graduate and Outreach Programs (CGOP) the College of Integrated Science and Technology, and the Department of Nursing. The following rules and regulations are either programmatic additions to other university and departmental policies or applications of university policies to the program. Students are referred to the JMU Graduate Catalog (www.jmu.edu/CGOP/gradcatalog), the University student handbook for additional information and guidelines. .

Academic Progression

Satisfactory academic progress is defined as achieving at least a “B-” in the following courses:

NSG 520 Advanced Health Assessment
NSG 671 Practicum I
NSG 672 Practicum II
NSG 673 Practicum III
NSG 674 Educational Residency I
NSG 675 Educational Residency II

In all other courses students may receive a maximum of two grades of “C”, and must maintain a grade point average (GPA) of 3.0. Students whose GPA falls below 3.0 or who receive a third grade of “C” may not progress in nursing courses.

Students must achieve satisfactory progress or successfully complete a prescribed remediation for every course in didactic prior to clinical rotations.

Unsatisfactory progress is subject to regulations put forth in the CGOP catalog. However, it is important to note that the Nursing Department policies on unsatisfactory progress supersede CGOP policies. Note the following highlights:

- If, at any time, a graduate student fails to make satisfactory progress toward the degree, the student may be denied permission to continue in the program.” Failure of a student to achieve the requirements as stated above will result in convening the Nursing Graduate Academic Review Committee (NGARC). See Academic Review below.
- Unless there are extraordinary circumstances, a student dismissed from the degree program may not enroll in any graduate-level courses for a period of one year. Students who want to return to the university must re-apply and be re-accepted in the usual manner.

Progression Policies

Students who receive a grade of less than a B- in a course requiring a “B-“ as a minimum grade must seek departmental approval to repeat the course. In the event a student fails a course, he/she are encouraged to slow progression through the program and to retake the course during the subsequent academic year. This provides an opportunity for students to master the material while taking fewer credit hours. In the event a student receives a “C” in a didactic course, students may have the option to progress sequentially to the

next semester, and to retake the failed course through guided independent study during the summer following the course failure. If the failed course is prerequisite to another specialty course, it may require waiting till the following semester.

If at any time a graduate student fails to make satisfactory progress toward the degree, the student may be denied permission to continue in the program. Such a decision may be reached by the student's major adviser, academic unit head, or graduate program coordinator and will be referred to the Dean of the College of Graduate and Outreach program for final action.

Probationary Status and Dismissal from the Program

A student who receives a third grade of "C" in the program, whether it be repeated or taken for the first time, will not be allowed to continue in the program. Students will not have the option of repeating failed courses following a second failure.

A student will be dismissed from the program or provisional status will be revoked if the student receives an "F" or "U" in any graduate course or a total of three "C" grades in his or her graduate program. Unless there are extraordinary circumstances, a student dismissed from the degree program may not enroll in any graduate level courses for a period of one year. Students who want to return to the university must re-apply and be re-accepted in the usual manner. A graduate student will receive a notice warning upon receiving a grade of "C" in any two graduate courses or if the student's GPA falls below 3.0. This academic warning will be noted on the student's transcript.

In clinical and residency courses, satisfactory performance (using the performance evaluation tool) is mandatory for a passing grade. A student may fail a practicum course and receive a grade of less than a "B-" because of unsatisfactory clinical/residency performance. Depending upon the type and seriousness of the problem, the student may be put on probation or asked to withdraw from the course and/or program prior to the end of a semester. Unsatisfactory performance occurs when the student:

- Consistently fails to meet clinical objectives.
- Does not take initiative and/or takes initiative inappropriately, thereby endangering client's safety and well being.
- Is insensitive to client's needs.
- Is consistently unable to develop communication skills and form therapeutic relationships with clients, families and coworkers, even with guidance.
- Exhibits negligent behavior causing potential irreversible damage to the client.
- Violates professional ethics through behaviors such as:
 - Carelessness with client confidentiality.
 - Inconsistency in complying with agency policies.
 - Failure to recognize implications of behavior for the professional role.
 - Violation of therapeutic nurse/client relationship.
 - Gross violation of agency policies.
 - Consistently fails to meet obligations.
 - Inability or unwillingness to acknowledge errors or areas of weakness, even when identified by the faculty.

Grading Policy

The grading policy is consistent with that of the university. The department of nursing will use plus and minus grades and no grade will be rounded upward. The following scale is used for all course final grades in the Department of Nursing:

A	93-100
A-	90.00-92.99
B+	87.00-89.99
B	83.00-86.99
B-	80.00-82.99
C	70.00-79.99
F	0 – 69.99

Incomplete Grade Policy

The university allows an “Incomplete” to be given in a course only when a student is unable to complete the course work because of illness or some other equally compelling reason. Courses in which a student receives a grade of an “I” must be completed by the end of the next regular semester or the grade is recorded permanently as an “F”. An incomplete grade will not be given to a student who has not assumed appropriate responsibility for completing the work of a given course; in this instance, a student receives a failing grade.

If the student wishes to stay on schedule with the current Plan of Study, an “incomplete” given for a fall semester course must be satisfactorily completed within the first 3 weeks of the spring semester. If this is not achieved, the student will not be allowed to continue in the remaining courses for that semester. If the student receives an “incomplete” for a spring semester course, it must be completed by the end of May in order to progress. The student will be administratively withdrawn from courses requiring the uncompleted course as a prerequisite.

If a faculty member gives an “incomplete” grade, the following documentation is required with a copy to both the student and department head:

- The reason for the “I” grade.
- The conditions for clearing the incomplete grade.
- Dates by which completion of each condition is to be accomplished.

When questions arise about the appropriateness of an incomplete grade, the situation will be reviewed with the Department Head.

Academic Review

In the event that a student’s progress is unsatisfactory, a meeting of NGARC will be convened. The Nursing Graduate Academic Review Committee (NGARC) is comprised of three full-time graduate faculty members from the Department of Nursing. The student will be required to attend. The Committee may invite others at its discretion. The purposes of the meeting are as follows:

- To identify the source of the student’s academic difficulty.

- Recommend remediation strategies by which the student can overcome the difficulties and succeed in the program. Recommendations of the NGARC for remediation will be submitted by the Graduate Program Coordinator to the Department Head for decision.
- If the committee sees no reasonable hope of success in remediation of the problem/s, the recommendation will be send to the Department Head. The decision is forwarded to the Dean of the Graduate College for the final decision, and the student may be denied permission to continue in the program.
- Unless there are extraordinary circumstances, remediation is limited to didactic courses as follows:
 - Repeating a course/s and earning a “B-“ or above.
 - Successfully completing a prescribed remediation exercise to be determined by the faculty and approved by the Department Head. The timing and required level of success for remediation exercises is determined by the faculty and approved by the Department Head.

Note: Clinical/Residency Course are of the utmost importance. No remediation will be offered for failure to attain at least a “B-“ in the Nurse Practitioner Practica Courses or the Nurse Educator Residency Courses (NSG 671, 672, 673,674,675).

Consistent with CGOP, the original course grade of “C” is not removed by remediation or by repeating the course, and all grades are calculated in the student’s GPA. Graduation requires a cumulative GPA of 3.0 or above.

Advanced Academic Standing

Completion of the curriculum requires that students successfully complete all required courses. As a general rule credit for the required courses is earned by successfully completing the listed JMU courses while enrolled in the program. No credit is granted for experiential learning attained prior to entry into the program. In accord with CGOP regulations on transfer credit, students who wish to receive graduate credit for courses taken prior to entering the JMU graduate program must submit requests to their adviser during the first semester of enrollment. The Transfer of Credit form is available online at <http://www.jmu.edu/gradprograms/forms.htm> or from the CGOP office.

Academic Complaints and Grievance Procedure

The nursing department operates within university policies for grade review and complaints relative to sexual harassment or discrimination. These policies can be found in the university catalog and web site. The following are guidelines to address any area of concern or conflict within the nursing program. Complaints may be related to course requirements or the outcomes of a course, department policies or procedures, the way a given situation was handled, etc.

1. The nursing faculty endorses direct and honest dialogue in seeking conflict resolution. It is committed to hearing student perspectives in areas of disagreement or conflict.
2. Students are expected to demonstrate responsible, accountable, and professional behavior in seeking to resolve conflict. This includes the use of open and direct communication with persons with whom one has differences.
3. Students with concerns or complaints related to course work or outcomes, scheduling, department policies or the way a situation was handled, are invited to discuss their concerns in the following manner:

- The concern should first be discussed with the individual(s) involved on a one to one, face-to-face basis. The purpose of this discussion is to listen to each other and to reach a consensus or resolution on the issue of concern. This may involve a student(s) and faculty member(s), or student(s) and the department head.
 - If the concern cannot be resolved between the parties directly involved they should be discussed with the department head who will offer to arrange for a face-to-face conversation with all parties present (student(s) and faculty member(s)) if deemed appropriate. If the concern involves a course issue the entire course team can meet with the student(s). Written materials may be submitted by or requested from the student for assistance in clarifying the issue.
 - If after conversation with the department head and all parties involved, the concern or issue is not satisfactorily resolved; the student may file a formal complaint and/or initiate a grievance procedure, following university policy and procedures. In a formal complaint the student is expected to provide data documenting the concern in writing, and to specify the action being requested. The formal complaint must be in writing in the form of a letter sent to the department head, with copies to all persons concerned.
4. If the outcome of this process is not satisfactory, the student has the option of appealing to the Dean of the College.
 5. Records of informal complaints are retained by the parties involved at their discretion and may be entered into the student's file. Graduate students are required to follow the JMU Graduate programs General Appeal Policies and Process at: [www. JMU Graduate Catalog](http://www.jmu.edu/catalog) pp.20-21.

Withdrawal from a Course

A student may drop a course without special permission through the time period designated as the “add/drop period”. A student may withdraw from a course without special permission through the time period designated as the “course adjustment period” Refer to e-campus at <http://www.jmu.edu/registrar/> for exact dates.

Students will not be permitted to withdraw from a course after the course withdrawal deadline has passed. Students are responsible for knowing their course schedules and for making any desired course adjustments by the published withdrawal deadlines. After the course withdrawal deadline, a grade other than a “W” must be issued for the course in question.

Withdrawal from the Graduate Program

This policy is available on line at: <http://www.jmu.edu/cgop/GradCatalog/06/>

Re-admission Policy

Students are required to review the Department of Nursing's re-admission policies on the web-site and CGOP's "Reinstatement policy" found in the College Graduate Catalog. When a student withdraws from the nursing program for personal, performance, or academic reasons, re-admission will be considered on the basis of space available in the courses to be taken and evidence that problems have been appropriately resolved. The student must:

1. Submit a request in writing to the Graduate Program Coordinator during the semester prior to the semester of desired enrollment. Re-admission is not automatic and priority is not necessarily given on the basis of previous enrollment. A personal interview with the Program Coordinator is required prior to re-admission.
2. when leaving the program due to unsatisfactory performance in the program, the student seeking readmission must:
 - Acknowledge responsibility and accountability for the problem that resulted in dismissal.
 - Show evidence of initiative to correct the problem. An example is activities that promote academic growth and insight while not enrolled in the program. Documentation to demonstrate readiness to perform beyond the minimal standard if readmitted may be provided through medical or counseling reports; letters of recommendation; new grade reports; employment records; special projects or volunteer work; evidence of academic remediation, and/or statement of personal goals and a plan of action.
3. Complete nursing courses in existence at the time of re-entry. Students applying for re-admission after a lapse of three or more years, may, at the discretion of faculty, be required to validate knowledge by examination or by repeating nursing courses.

Graduation Requirements and Procedures

Consult the current Graduate Catalog for specific requirements, found at <http://www.jmu.edu/cgop/GradCatalog/06/index.html>

Highlights include:

- Complete and submit the Application for Graduate Degree form.
- Be continuously enrolled to the graduate program from admission to graduation.
- Complete graduate program with an overall GPA of 3.0 or higher.
- Successfully complete a thesis or a research project.

Additional Nursing Graduate program requirements for graduation

Students must confer with their academic adviser one semester prior to the semester in which they expect to graduate to allow sufficient time for the adviser to review the student's academic record and assure that all requirements for graduation are met. All traditional students should apply for graduation early in the semester in which they plan to graduate by completing the application for graduation form, which is

available online <http://www.jmu.edu/CGOP/gradforms.shtml>. The form will be processed after the graduation fee is paid. Specific information about the graduation ceremony, caps, gowns, and diplomas will be provided after the form is processed. All graduates are encouraged to participate in the graduation ceremonies.

Nursing Graduate Students Graduation Check List

1. Complete a written graduate plan of study by the end of first semester and submit it to CGOP.
2. Fulfill the continuous enrollment in the graduate program.
3. Have satisfied any condition of her/his initial admission (provisional, conditional, etc.).
4. Complete all the requirements for MSN degree within six calendar years.
5. Have completed a portfolio, which has been graded and reviewed by faculty for each course the student has taken (Evaluated based on DON portfolio evaluation criteria).
6. Has an organized file for Clinical Logs which shows completion of required clinical hours with preceptors' signatures.
7. Successfully complete all the required credits with a GPA of 3.0 or better.
8. Submit a Research project or a thesis to the CGOP following the Graduate college guidelines: JMU –CGOP: Thesis and Dissertation Manual (March 2005) and following nursing requirements and guidelines for preparation of the thesis or research project (information is available to students in NSG 611 and NSG 697).
9. Apply for graduation following Graduate College calendar.

Directed Study Project or Thesis Requirements

All students are required to complete a Directed Study Project or a Thesis as a part of the requirement to complete the MSN degree. Some factors that are important to consider when making the decision to write a thesis/research project include the length of time available to the student, career choice following graduation, and feelings concerning one's ability to cope with stress. Completion of a thesis usually takes more time, while a directed study usually can be completed in two semesters. Career plans following graduation are important to consider. For example, if a student plans to work in education, a thesis may be a more valuable option. Research experience can enhance teaching and advising ability.

When selecting a focus for the thesis or project, select a topic of interest since an enormous amount of time and energy is invested in the area of study. In addition, incorporate some aspect of the potential area of study in graduate course papers and presentations in earlier courses because this increases familiarity with the topic, helps add to the literature review, and assists with refining the idea. Study topics can come from early work in the program or from student nursing knowledge and expertise.

During the Directed Study or Thesis it is common for one or more nursing faculty to work closely with the student to develop ideas and refine thinking related to the topic. Thus, faculty make significant contributions to the study. When this is the case, it is expected that if a student submits a manuscript for publication, the faculty will be a coauthor. If the student singularly develops the ideas and writes the paper independent of faculty ideas or coauthorship, the student will be sole author.

In preparing for the thesis/project process, it is important to review relevant Graduate Catalog information, http://www.jmu.edu/CGOPp/current/thesis_manual.html. Information and guidelines will be provided to students in NSG 611 and NSG 697, the research and directed study courses.

Section VI. Student/Nursing Groups

There are several opportunities for students to become involved in activities within the Nursing Program and/or the broader professional community. Within the Nursing Department, students serve as members of one of the committees that comprise the faculty organization. At the graduate level a student representative serves on the Graduate Curriculum Committee. Committee membership is formed at the beginning of the academic year.

Sigma Theta Tau International Honor Society of Nursing – Pi Mu Chapter

Pi Mu is the official chapter of Sigma Theta Tau of JMU and Eastern Mennonite University. Membership in Sigma Theta Tau is based on evidence of professional leadership potential, scholastic achievement, and/or noteworthy achievement in nursing. Graduate students are invited to apply during the academic year. Information may be obtained by asking one of the nursing faculty.

Virginia Council of Nurse Practitioners (VCNP)

Students in the nurse practitioner program are invited to join the Virginia Council of Nurse Practitioners. The VCNP, the statewide professional organization for all nurse practitioners (NPs) licensed in Virginia, is a council of the Virginia Nurses Association (VNA) Commission on Professional Practice. Meetings are held monthly and include continuing education units. Contact Professor Susan Conaty-Buck for more information.

Students interested in becoming involved in these opportunities may ask faculty for guidance as to the application process or membership criteria.

Section VII: Additional Policies and Procedures

General policies and procedures are located at the Department of Nursing Homepage www.nursing.jmu.edu/bsn/academicpolicies.html and are applicable to all nursing students.

Practicum Experience Policies

All graduate students are mandated to obtain and review a *Graduate Student Preceptor Clinical Handbook* from the nursing graduate clinical coordinator. For health related and clinical policies and procedures in clinical settings, review the nursing department web site:

<http://www.nursing.jmu.edu/bsn/clinicalpolicies.html>

Independent Studies Guidelines

An independent study is an out-of class, self-directed learning experience undertaken by a student with faculty guidance and supervision that provides opportunity for in-depth individual scholarly exploration. It can be an endeavor undertaken by one student or a group of students. Independent studies offer students the opportunity for exploring areas of personal interest in greater depth than is possible in the nursing courses within the curriculum. They also provide opportunity for developing responsibility in regard to scholarly pursuits and may be used to acquire elective credits or as a means of enhancing the student's academic program. Independent studies may include research or projects, as well as observational and practicum experiences. The primary responsibility rests with the student for making arrangements for any such experiences projected to be a part of the independent study, but consultation with the faculty member is required.

Considerable independence is required on the part of the student in planning for and implementing an independent study. It is an academic course and as such necessitates approval and evaluation by a faculty member. The faculty member exercises professional judgment in determining the adequacy and appropriateness of the proposal including its purposes, activities and evaluation. It is anticipated that the faculty will provide guidance in the development of the proposal and throughout its implementation.

While planning and evaluation must be done in conjunction with a faculty member, independent studies are primarily implemented in an independent manner. Objectives for the experience, specific activities, and methods of evaluation must be identified by the student and approved by the faculty member and department head. Independent studies may be done for varying amounts of credit but normally are for 1 or 2 credit hours. One credit hour involves approximately 45 hours of involvement on the part of the student. The steps in the process of setting up an independent study are outlined below:

1. Student expresses interest to either the department head or a faculty member. The expectations are explained to the student. Permission to register for an independent study may be denied when in the opinion of the faculty member or department head, it is inappropriate in light of the student's overall performance or other program requirements.
2. The student identifies a faculty member they would like to work with on the project and discusses their ideas for the project with them to determine their interest and willingness to serve as an adviser.
3. In order to register for an independent study the student must secure a faculty member willing to work with them on the project. Faculty members have the right to decline requests for an independent study on the basis of their time constraints and other responsibilities.

4. The student secures a copy of the guidelines and forms for an independent study and develops a proposal for their study that includes all components as outlined.
5. After completing the proposal a second meeting is held with the faculty adviser to secure approval. This discussion should include specific discussion of objectives, activities, means of evaluation, number of credits, etc.
6. After receiving initial approval from the faculty adviser, the student completes the independent study proposal form. Approval is achieved through securing the signatures of the faculty member and the department head on the form. The signature of the faculty member means that she/he agrees to provide guidance to the student during the implementation of the independent study project. The department head's signature indicates approval of the plan as described. Copies of the signed form are given to the department head, the faculty adviser and the student. The student is responsible to keep a copy for his/her own record.
7. An index number for the course is secured from the department head and then the student registers in the normal manner.
8. The student and faculty adviser are expected to maintain contact regarding the implementation of the study periodically throughout the semester or summer. The responsibility for maintaining this contact lies with the student.
9. The faculty member determines whether the study has been successfully completed and gives a grade accordingly.

Web-Enhanced Courses

James Madison University's nursing faculty use various educational technologies to enhance their teaching and expand student learning beyond the boundaries of the classroom. Web-enhanced courses are traditional face-to-face graduate courses that have successfully incorporated web technology into the design and delivery of the course. Students have access to online bulletin boards and to the instructor and classmates through the internet.

Face-to-face instruction allows students and faculty to get acquainted and for the group to have the opportunity for guest speakers and presentation of student projects. The web-based learning gives students a flexible schedule, allows students to work independently and occasionally in online work groups, and gives students the ability to easily access appropriate web resources.

The most common application for web-enhanced courses is the course management system Blackboard. Blackboard is user friendly, campus supported technology that allows the professor to post syllabi, create asynchronous discussions, archive lecture notes, and provide review strategies such as quizzes, PowerPoint presentations, and online "office hours".

Liability Insurance

JMU, through the State of Virginia, provides malpractice coverage in the amount required in The Code of Virginia. Coverage is per occurrence for each individual student and covers student practice that is an assigned course-related activity. It will NOT cover student work outside course experiences (e.g. as an aide, a volunteer, or a summer extern).

It is recommended that students purchase additional insurance beyond the state's policy. Two carriers are Nurses Service Organization (www.nso.com) and Nurses Protection Group (www.npg.com).

Student Job Placement Policy

All announcements of positions for employment received by the program are passed along to students and to alumni. Working with the Office of Career Services transition to graduate role, the program provides information or directs students to assistance in seeking employment. Topics include preparation of resumes, conducting a job search including referral to local, state and national employment listing, interviewing for a position, and negotiating salaries and benefits.

Section VIII: University Student Services

The University provides a wide range of student services. Students are encouraged to use the services as needed. Below is a partial list of the student services available on campus. Students are directed to the CGOP website: www.jmu.edu/CGOP or the specific web addresses for more information.

Academic Advising and Care	www.jmu.edu/career/
Bookstore	www.jmu.edu/bookstore
Card Services	www.jmu.edu/cardctr/
Copy Services	www.jmu.edu/copycenter
Center for Multicultural/ International Student Services	www.jmu.edu/multicultural
Counseling and Student Development Center	www.jmu.edu/counselingctr/
Dining Services	www.jmu.edu/dining/
Disability Services	www.jmu.edu/disabilityser
Financial Services	www.jmu.edu/stufin
Mail Services	www.jmu.edu/postoffice/mailexpress.shtml
Office of Affirmative Action	www.jmu.edu/affirmact/
Office of Judicial Affairs	www.jmu.edu/judicial
Parking Services	www.jmu.edu/parking/
Police	www.jmu.edu/pubsafety/index.shtml
Student Government Assoc.	http://sga.jmu.edu
Student Handbook	www.jmu.edu/judicial/handbook.html
Student Success	www.jmu.edu/stusuccess
University and College Centers	www.jmu.edu/ucenter
Student Organization Services	www.jmu.edu/ucenter/sos/
University Health Center	www.jmu.edu/healthctr/
University Recreation	www.jmu.edu/recreation/
Reading/Writing Resource Center	www.jmu.edu/acadaffairs/rwsupp.shtml

JMU Libraries

Carrier Library

Carrier Library Circulation
Phone: (540) 568-6150
Web site: <http://www.lib.jmu.edu>
Carrier Library Reference Desk Phone: (540) 568-6267

Music Library

Phone: (540) 568-6041
Web site: <http://www.lib.jmu.edu/music>

CISAT Library Services

Phone: (540) 568-2731
Web site: <http://www.lib.jmu.edu/cisat/>

Media Resources

Phone: (540) 568-6610
Web site: <http://www.lib.jmu.edu/media/>.

Center for Instructional Technology

Phone: (540) 568-7061
Web site: <http://cit.jmu.edu/cit/>

Distributed and Distance Learning Services

Phone: (540) 568-7061
Web site: <http://ddls.jmu.edu>

Distributed and Distance Learning Services (DDLS) is a support facility for online learning.

Computing Support

Web site: <http://www.jmu.edu/computing/support/>

Campus Network

Web site: <http://www.jmu.edu/computing/network/>

The HelpDesk

Phone: (540) 568-3555
Web site: <http://www.jmu.edu/computing/helpdesk/>

Nursing Laboratories and Computer Resources

Health Assessment Laboratory features 13 "office" units containing examination tables and wall-mounted equipment used for faculty demonstration and student practice of physical examination and other health assessment skills.

Microscopy Laboratory-This laboratory has been added this year for the graduate nurse practitioner students. It contains 2 microscopes and all necessary supporting equipment to allow students to do urine microscopes, wet preps and blood smears.

Shared Laboratories - In addition, nursing shares with other HHS programs a simulated home environment lab, as well as a videotaping skills lab set up as a typical office setting for practice with communication and interviewing skills and to conduct and record role-play interviews.

In all laboratories remote controlled cameras allow students to videotape skills performance. In the Skills and Health Assessment Labs computers at the bedside facilitate computer-assisted instruction and independent mastery of skills.

Graduate Work Room-A new area was added this year for the graduate students. It is a limited access room with a refrigerator, table and chairs that is available only to Graduate students in the Health and Human Services areas.

Madison Media lab. The Media lab is a state-of-the-art multimedia production facility. All JMU faculty, staff and students have access to tools and support to help them create materials for instruction, projects, presentations and publications. This lab supports a full range of animation, Internet development and CD authoring tools. It serves as a hands-on training ground for students who want to pursue careers in the multimedia industry. Students and staff provide one-on-one training on any hardware and software available in the lab. The Media lab has a variety of multimedia-related hardware including scanners, digital cameras as well as equipment for video and audio digitizing, graphic development, animation and 3D rendering and CD authoring and replication.

Computer Services. The campus of JMU is well endowed with computing resources for students and faculty alike. There are 13 general computing labs on campus, 3 of these in the ISAT/HHS Buildings. Additionally, the main library has approximately 53 networked computers with Internet access available for student use, and the CISAT library, located in the HHS Building, has an additional 24. Both the main library and the HHS Building have a wireless network in place, and users may connect to it with their own laptop or may borrow a laptop from the library.

The Department of Nursing has a computer laboratory with 13 computers. An additional 10 computers are available at the bedside in the Health Assessment and Skills laboratories. All 23 computers are dedicated to nursing, share a common network drive, and are Internet accessible. Internal communication and access to the Internet. The campus network backbone operates at 100 mb/second among key internal service points. The HHS Building, in which the CISAT library and the Department of Nursing are housed, also has a wireless network. A series of integrated information systems allow students, faculty and staff instant access to necessary business and academic progress information. Students now apply for admission online and are guided through orientation electronically. Using a set of functionality called e-campus, they also register for classes and coordinate their schedules, check financial aid and account information, buy textbooks and pay tuition bills using their computer. Faculty are able to track course enrollment and the academic progress of students through e-campus. The BlackBoard server provides similar website support with additional options such as electronic gradebooks and student mailing list management.

CISAT personnel who provide technology support within offices and classrooms. These individuals provide computer infrastructure and linkages to the central computing services for the faculty, staff and students.

Library Services. A branch of the library is located in the HHS Building, in the same corridor as the Department of Nursing. This location, which contains 24-networked Internet accessible computers, is a service point, providing access to reserve material, reference material, and media viewing. Additionally the CISAT library offers a free delivery service for books and documents from the main JMU library. Students may place an online request for any title in the main library collection and it will be delivered within two days. Interlibrary loan service is also web based, offering free delivery of materials owned by other libraries.

JMU Bookstore. The JMU Bookstore provides textbook services for faculty and students. Recently housed in a new building, the 28,100 sq. ft store carries at least 70 different health-related titles per semester. The bookstore maintains online Internet access with capabilities for students and faculty to inquire, search, and place textbook orders. The bookstore orders specialized textbooks for faculty and students that are not maintained in the store.

**INDEPENDENT STUDENT PROPOSAL
DEPARTMENT OF NURSING
JAMES MADISON UNIVERSITY**

Student Name			
Faculty Adviser			
Topic			
Semester/Year		Number of Credits	
Signatures			
I.	Brief Description of the Proposed Educational Experience		
II.	Objectives for the Independent Study		
III.	Proposed Learning Activities, Time Frames, etc.		
IV.	Proposed Plan (Methods) for Review and Evaluation		
Signatures			
Student		Date	
Faculty Adviser		Date	
Department Head		Date	



Approval of a Thesis or Dissertation Committee

Full Legal Name: _____

PeopleSoft ID: _____ Email Address: _____

Anticipated Date of Graduation: Month _____ Year _____

Program Major: _____ Concentration(s) (if any): _____

Anticipated Degree: AUD Ed.S. M.A. M.A.T. M.B.A. M.A./Ed.S. M.F.A. M.M.
 M.Ed. M.O.T. M.P.A.S. M.P.A. M.S. M.S.Ed. M.Ed./Ed.S. Ph.D.
 Psy.D. M.S.N.

Project being completed: Research Project Thesis Dissertation Other

Brief Project Description: _____

Adviser: _____

(Print name)

Each committee must consist of a chair and two other graduate faculty members. Additional faculty may be included. If a recommended member of the committee is not a graduate faculty member, please indicate his/her area of specialization and qualifications for inclusion. Attach additional sheets if necessary.

Committee Chair: _____ Academic Unit: _____

(Print name)

Committee (**print all names**):

Name: _____ Academic Unit: _____

Graduate Faculty Member? Yes No _____

Name: _____ Academic Unit: _____

Graduate Faculty Member? Yes No _____

Name: _____ Academic Unit: _____

Graduate Faculty Member? Yes No _____

Name: _____ Academic Unit: _____

Graduate Faculty Member? Yes No _____

Name: _____ Academic Unit: _____

Graduate Faculty Member? Yes No _____

Provide the following signatures for Committee Approval:

Student	Date	Adviser	
	Date		
Thesis/Dissertation Chair	Date	Academic Unit Head	
	Date		
Program Coordinator	Date	Dean of CGOP	
	Date		

