

# **Department of Nursing Graduate Student Handbook**

## **2008-2009**

Department of Nursing  
James Madison University  
MSC 4305  
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## Graduate Nursing Student Handbook

The Graduate Nursing Student Handbook is prepared as a resource for graduate nursing students at James Madison University (JMU) Department of Nursing (DON). It provides general information, policies, and procedures of the graduate nursing program. It should be used in conjunction 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](http://www.nursing.jmu.edu) contains information for students, including clinical policies and procedure, and web-based course information.

### 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 Graduate School

The Graduate School (TGS) 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.

#### Mission:

It is the mission of The Graduate School to support, facilitate and promote excellence in lifelong education through graduate programs of distinction, innovative outreach programs, and a diverse student body. The Graduate School is committed to preparing students to be educated and enlightened citizens who will lead productive and meaningful lives. The mission addresses the first three defining characteristics of the university in that, as a unit, it will strategically select innovative and new academic programs for development and implementation, serve primarily full-time students but will increase programs that fulfill non-degree and competency certification requirements as a complement to the traditional academic programs and bachelor's degrees, and offer graduate programs of distinction.

The Office of the Dean of TGS has academic responsibility for all issues of graduate education at JMU. In addition, the college oversees all continuing professional development programming. The University Graduate Council and the graduate faculty body are significant in the organization and administration of the TGS.

#### 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). 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 program, and a master's/post-master's program. Dr. Merle Mast is the Nursing Department Head; Dr. Patty Hale, the Graduate Program Coordinator, and Professor Sharon Strang, the Graduate Clinical Coordinator. Graduate faculty serve as advisors.

The Master of Science in Nursing program has full accreditation the Commission on Collegiate Nursing Education (CCNE).

The Master of Science in Nursing program has two role options: 1) Family, Geriatric 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 begin the program. The first year of the MSN program was completed during 2004-05, and the program has graduated three classes.

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) and broader community. These initiatives include nursing participation or leadership in a summer course in Malta, the Caregivers Community Network, exploration of nurse managed clinics, 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**

James Madison University  
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 from *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 National Organization of Nurse Practitioner Faculties [NONPF] Domains and Core Competencies of Nurse Practitioner Practice (2006) and the Nurse Practitioner Core Competencies in Specialty Areas (NONPF and AACN, 2002).

The Nurse Educator (NE) program objectives are based on National League for Nursing (NLN) practice domain categories from *Certified Nurse Educator (CNE) 2005 Candidate Handbook*.

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

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

1. Effectively develop and communicate professional role with clients and colleagues (NONPF Domain IV & VI; NLN1)
2. Demonstrate cultural competence in the ethical delivery of care to vulnerable populations (NONPF Domain VI & VII; NLN 1,2, & 5)
3. Utilize knowledge from sciences, humanities, and nursing to promote health, prevent disease, and provide quality health care to individuals, families, groups, and communities (NONPF Domain 1, NLN 1)
4. Contribute to nursing knowledge through the scholarship of integration, application, and teaching (NLN 3 & 7)
5. Analyze economic, policy, environmental, and social forces to impact health care delivery and quality of care (NONPF Domain V; NLN 5)

### **Additional Nurse Practitioner Track Objectives**

The nurse practitioner graduate will demonstrate the ability to:

1. Synthesize assessment data to diagnose and manage patient health and illness needs (NONPF Domain I & III)
2. Effectively serve as client partner and advocate within the health care delivery system to meet client needs. (NONPF Domain II)

### **Additional Nurse Educator Track Objectives**

The nurse educator graduate will demonstrate ability to:

1. Develop and implement educational curriculum and teaching-learning activities based on theories, knowledge, and principles of learning and pedagogy (NLN 4 & 8)
2. Engage in formative and summative evaluation of teaching-learning and use results of evaluation to revise and enhance nursing education (NLN 6)

**Section II. Curriculum**

**James Madison University  
Master’s of Science in Nursing  
Nurse Educator –Full and Part Time Curriculum  
Program Requirements**

**Nurse Educator - Full Time (35 credits)**

| Year One (24 Credits) |                                      |   | Year Two (11 Credits) |   |   |
|-----------------------|--------------------------------------|---|-----------------------|---|---|
| <b>Fall (12)</b>      |                                      |   | <b>Fall (11)</b>      |   |   |
| NSG 520               | Advanced Health Assessment           | 3 | NSG 611               | Research for the Advanced Health Professional | 3 |
| NSG 521               | Advanced Concepts in Pathophysiology | 3 | NSG 641               | Curriculum Evaluation                         | 3 |
| NSG 646               | Theory/Role of the Nurse Educator    | 3 | NSG 675               | Education Residency II                        | 5 |
| NSG 640               | Curriculum Development in Nursing    | 3 |                       |   |   |
| <b>Spring (12)</b>    |                                      |   |                       |   |   |
| NSG 643               | Technology in Nursing Education      | 3 |                       |   |   |
| NSG 690               | Advanced Principles of Epidemiology  | 3 |                       |   |   |
| NSG 674               | Education Residency I                | 3 |                       |   |   |
| NSG 692               | Health Care Policy                   | 3 |                       |   |   |

**Nurse Educator  
Part Time (35 credits)**

| Year One (12 credits) |                                      |   | Year Two (15 credits) |   |   | Year Three (8 credits) |                            |
|-----------------------|--------------------------------------|---|-----------------------|---|---|------------------------|----------------------------|
| <b>Fall (6)</b>       |                                      |   | <b>Fall (9)</b>       |   |   | <b>Fall (8)</b>        |                            |
| NSG 520               | Advanced Health Assessment           | 3 | NSG 611               | Research for the Advanced Health Professional | 3 | NSG 641                | Curriculum Evaluation 3    |
| NSG 521               | Advanced Concepts in Pathophysiology | 3 | NSG 646               | Role of the Nurse Educator                    | 3 | NSG 675                | Educational Residency II 5 |
|                       |                                      |   | NSG 640               | Curriculum Development                        | 3 |                        |                            |
| <b>Spring (6)</b>     |                                      |   | <b>Spring (6)</b>     |   |   |                        |                            |
| NSG 690               | Epidemiology                         | 3 | NSG 643               | Technology in Education                       | 3 |                        |                            |
| NSG 692               | Health Care Policy                   | 3 | NSG 674               | Educational Residency I                       | 3 |                        |                            |

**Calculation of Educator Residency Hours:**

Required residency courses total 180 hours of teaching learning activities. For residency courses

NSG 674 (2 credits) = 72 contact hours

NSG 675 (3 credits) = 108 contact hours

**James Madison University  
Master's of Science in Nursing  
Nurse Practitioner (NP) - Full Time and Part Time Curriculum  
Program Requirements**

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. The ANP and GNP require 43 credits, and the FNP requires 46 credits.

**Nurse Practitioner - Full Time (43-46 Credits)**

| Year One (21 Credits)             |   |   | Year Two (22 Credits) |   |   |
|-----------------------------------|---|---|-----------------------|---|---|
| <b>Fall</b>                       |   |   | <b>Fall</b>           |   |   |
| NSG 520                           | Advanced Health Assessment                        | 3 | NSG 611               | Research for the Advanced Health Professional | 3 |
| NSG 521                           | Advanced Concepts in Pathophysiology              | 3 | NSG 632               | Coordinated Care of the Elderly               | 3 |
| NSG 630                           | Care Deliver and Coordination I                   | 4 | NSG 672               | Practicum II                                  | 5 |
| NSG 634                           | Role of the APN                                   | 1 |                       |   |   |
| <b>Total</b>                      | <b>11</b>   |   | <b>Total</b>          | <b>11</b>                                     |   |
| <b>Spring</b>                     |   |   | <b>Spring</b>         |   |   |
| NSG 522                           | Advanced Clinical Pharmacotherapeutics            | 3 | NSG 692               | Health Care Policy                            | 3 |
| NSG 631                           | Care Delivery and Coordination II                 | 4 | NSG 690               | Epidemiology                                  | 3 |
| NSG 671                           | Practicum I                                       | 3 | NSG 673               | Practicum III                                 | 5 |
| <b>Total</b>                      | <b>10</b>   |   | <b>Total</b>          | <b>11</b>                                     |   |
| <b>SUMMER (FNP Students Only)</b> |   |   |                       |   |   |
| NSG 635                           | Family Centered Care Delivery (FNP Students Only) | 3 |                       |   |   |

**Part Time  
(43-46 Credits)**

| Year 1 (12-15 credits)                     |   |   | Year 2 (15 credits) |   |   | Year 3 (16 credits) |                                 |   |
|--|---|---|---------------------|---|---|---------------------|---------------------------------|---|
| <b>Fall</b>                                |   |   | <b>Fall</b>         |   |   | <b>Fall</b>         |                                 |   |
| NSG 520                                    | Advanced Health Assessment                            | 3 | NSG 611             | Research for the Advanced Health Professional         | 3 | NSG 632             | Coordinated Care of the Elderly | 3 |
| NSG 521                                    | Advanced Concepts in Pathophysiology                  | 3 | NSG 630             | Care Delivery & Coordination I                        | 4 | NSG 672             | Practicum II                    | 5 |
|  |   |   | NSG 634             | Role of the Advanced Practice Nurse                   | 1 |                     |                                 |   |
| <b>Total</b>                               | <b>6</b>  |   | <b>Total</b>        | <b>8</b>  |   | <b>Total</b>        | <b>8</b>                        |   |
| <b>Spring</b>                              |   |   | <b>Spring</b>       |   |   | <b>Spring</b>       |                                 |   |
| NSG 522                                    | Advanced Clinical Pharmacotherapeutics                | 3 | NSG 671             | Practicum I   | 3 | NSG 673             | Practicum III                   | 5 |
| NSG 692                                    | Health Care Policy                                    | 3 | NSG 631             | Care Delivery and Coordination II                     | 4 | NSG 690             | Epidemiology                    | 3 |
| <b>Total</b>                               | <b>6</b>  |   | <b>Total</b>        | <b>7</b>  |   | <b>Total</b>        | <b>8</b>                        |   |
| <b>Summer (FNP Students Only Take One)</b> |   |   |                     |   |   |                     |                                 |   |
| NSG 635                                    | Family Centered Care Delivery (for FNP students only) | 3 | NSG 635             | Family Centered Care Delivery (for FNP students only) | 3 |                     |                                 |   |

## **Nurse Practitioner (NP) - Full Time and Part Time Curriculum Program Requirements**

### **Required 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 = 50 hours/semester

NSG 671 = 3 credits = 150 contact hours (10 hours per week)

NSG 672 = 5 credits = 250 contact hours (16 ½ hours per week)

NSG 673 = 5 credits = 250 contact hours (16 ½ hours per week)

Optional for Dual Certification: NSG 696 = 3 credits = 150 contact hours

## Post Masters Certificate Program Curriculum Guide

### Nurse Educator Certificate

The Post-Master’s Nurse Educator Certificate Program totals 20 credits and is completed over 3 semesters. Students complete 8 credits of educator residency.

| Year One (12 Credits) |                                   |          | Year Two (8 Credits) |                        |          |
|-----------------------|-----------------------------------|----------|----------------------|------------------------|----------|
| <b>Fall</b>           |                                   |          | <b>Fall</b>          |                        |          |
| NSG 646               | Theory/Role of the Nurse Educator | 3        | NSG 641              | Curriculum Evaluation  | 3        |
| NSG 640               | Curriculum Development in Nursing | 3        | NSG 675              | Education Residency II | 5        |
| <b>Total</b>          |                                   | <b>6</b> | <b>Total</b>         |                        | <b>8</b> |
| <b>Spring</b>         |                                   |          |                      |                        |          |
| NSG 643               | Technology in Nursing Education   | 3        |                      |                        |          |
| NSG 674               | Education Residency I             | 3        |                      |                        |          |
| <b>Total</b>          |                                   | <b>6</b> |                      |                        |          |

### Nurse Practitioner Certificate (Adult, Geriatric, or Family)

The Post-Master’s Nurse Practitioner Certificate Program totals 25-37 credit hours, depending on courses previously taken. Transfer of master’s program credit will be evaluated on an individual basis. Students complete 13 credits of practicum.

| Year One (21-24)         |  |           | Year Two (13)     |                                 |          |
|--------------------------|--|-----------|-------------------|---------------------------------|----------|
| <b>Fall (11)</b>         |  |           | <b>Fall (8)</b>   |                                 |          |
| NSG 520                  | Advanced Health Assessment                           | 3         | NSG 632           | Coordinated Care of the Elderly | 3        |
| NSG 521                  | Advanced Concepts in Pathophysiology                 | 3         | NSG 672           | Practicum II                    | 5        |
| NSG 630                  | Care Deliver and Coordination I                      | 4         | <b>Total</b>      |                                 | <b>8</b> |
| NSG 634                  | Role of the APN                                      | 1         |                   |                                 |          |
| <b>Total</b>             |  | <b>11</b> |                   |                                 |          |
| <b>Spring (10)</b>       |  |           | <b>Spring (5)</b> |                                 |          |
| NSG 522                  | Advanced Clinical Pharmacotherapeutics               | 3         | NSG 673           | Practicum III                   | 5        |
| NSG 631                  | Care Delivery and Coordination II                    | 4         | <b>Total</b>      |                                 | <b>5</b> |
| NSG 671                  | Practicum I  | 3         |                   |                                 |          |
| <b>Total</b>             |  | <b>10</b> |                   |                                 |          |
| <b>SUMMER (Optional)</b> |  |           |                   |                                 |          |
| NSG 635                  | Family Centered Care Delivery<br>(FNP Students Only) | 3         |                   |                                 |          |

## **Masters of Science in Nursing Course Descriptions**

### **NSG 510. Health Informatics for the Advanced Health Professional. 2 credits.**

Information management skills are essential for practitioners and managers of all health care disciplines. This course is a multidisciplinary examination of informatics in health care focusing on technology, data management, best evidence practice tools and their applications. Information management tools and applications will change over time but the ability to evaluate and manage health care information systems will remain unchanged.

### **NSG 520. Advanced Health Assessment. 3 credits.**

This course provides advanced knowledge and health assessment skills. 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. Prerequisite: Admission to the Graduate Nursing program.

### **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 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 611. Research for the Advanced Health Professional. 3 credits.**

This course will provide a foundation for examination of components of the nursing research process. Integrative review methodologies and evidence-based practice models

will be emphasized. Skills needed to build and assimilate knowledge for improving practice outcomes or nursing education will be highlighted.

**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 across the adult lifespan within 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: NSG 520, NSG 521 Corequisite: 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, and pharmacology and ethics. Emphasis is placed on formulating diagnoses and developing plans of care that encompass clients, families and community resources. Prerequisites: NSG 520, 521, 522.

**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 corequisites: NSG 520, 521, 522.

**NSG 634. Role of the Advanced Practice Nurse. 1 credit.**

This course will focus on historical and developmental aspects and competencies of advance practice nursing (APN), and the continuing evolution of the APN role. Students will explore the varied roles that APNs assume in the health care system and the legal and ethical considerations for advanced practice.

**NSG 635. Family Centered Care Delivery. 3 credits.**

This course focuses on care given to the family unit, as well as individuals within the family unit. Family theory, assessment and management will be emphasized. Emphasis will be placed on assessment and care of the childbearing family and the family with young children. Individual care will focus on the pregnant woman, the newborn, infant, toddler, preschool and school age child (up to adolescence). This course builds on knowledge and skills from advanced health assessment, pathophysiology and pharmacology. Prerequisites: NSG 520, NSG 521, NSG 522.

**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.

**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 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: NSG 640.

**NSG 646. Role and Theory for the Nurse Educator. 3 credits.**

Provides students with educational concepts, theories and strategies central to the role of nurse educator in academic, staff development and/or client centered settings. Students will examine and explore role concepts critical to education and will apply theory to predict and explain behavior in a variety of educational and clinical settings.

**NSG 671. Practicum I. 3 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. Clinical competencies will be emphasized to prepare the student for nurse practitioner certification. Prerequisites: NSG 520, NSG 521, & NSG 630. Corequisites: NSG 522

**NSG 672. Practicum II. 5 credits.**

Emphasis will be placed upon the application of clinical skills, theories, concepts, issues and research findings to the clinical care of children, adolescents, adults and/or 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 nurse practitioner certification. Prerequisites: NSG 630 and NSG 671.

**NSG 673. Practicum III. 5 credits.**

Continues emphasis on the application of clinical skills, theories, concepts, issues and research findings to the clinical care of children, adolescents, adults and/or older adults. Care coordination issues will be addressed as they specifically impact the selected population. Clinical competencies will be emphasized to prepare the student for nurse practitioner certification. Prerequisites: NSG 631 and NSG 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 521, NSG 640 and NSG 646.

**NSG 675. Education Residency II. 5 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. Corequisite: NSG 641. Prerequisite: 674.

**NSG 680. Independent Study in Nursing. 1-3 credits.**

This course provides the opportunity for independent study in a specialized area of concentration. It is conducted under the supervision of a faculty member. Prerequisite: Approval of Graduate Program Coordinator and department head.

**NSG 690. Epidemiology and Population Assessment. 3 credits.**

This course focuses on the distribution of health-related conditions within human populations and factors influencing their distribution. Emphasis is on measurement of the health of populations, the natural history of diseases, study design and assessment of data sources. It addresses health systems that focus on health promotion and disease prevention.

**NSG 692. Health Policy for Practice and Advocacy. 3 credits.**

This course addresses the foundation of health policymaking. It emphasizes policy analysis for practitioners in leadership roles. Federal and state policy-making and the mechanisms for health policy change are emphasized. Policy issues impacting health delivery will form the basis for the development of critical understanding of policy development.

**NSG 696. Advanced Practicum. 3-6 credits.**

Emphasis on the application of skills, theories, concepts, issues and research findings to the clinical care of selected populations in age ranges appropriate for the selected track. Clinical competency for a specific population is emphasized. This course will use clinical preceptors as well as faculty. Prerequisites: NSG 673 or permission of the instructor. For FNP students, Co-requisite NSG 635.

### **Section III. Admission to Graduate Nursing**

Applicants are admitted to The Graduate School 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 Graduate School and the specific graduate programs.

#### **Conditional Admission**

Conditional admission indicates that applicants have met all the entry criteria of The Graduate School Programs, but the specific 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 Graduate School 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 Graduate School indicating the change of status.

Approval for graduate credit earned while enrolled in a provisional status will be determined by the dean of The Graduate School 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 Graduate School. 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 School ([www.jmu.edu/grad](http://www.jmu.edu/grad))
- Hold a Bachelor of Science with a cumulative GPA of 2.8
- Hold a current unrestricted Registered Nurse License.
- Provide GRE scores
- 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](http://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
- CPR certification
- Additional documentation will be required upon admission

## Nursing Graduate Program Post Master's Certificate Admissions Requirements

- Master of Science in Nursing Degree
- GPA Of 3.0 in a 4.0 scale in Master's level course work
- A current RN License
- Evidence of personal and professional qualifications in form of two professional recommendations
- A personal interview upon request

## Admission Policies

Students are admitted to the university and The Graduate School before they are admitted to the graduate nursing program. Because there are additional admission requirements for the nursing program, admission into the university and college does not guarantee admission into the nursing graduate program. Students must complete the web-based application form for admission, which is available online at [www.jmu.edu/grad](http://www.jmu.edu/grad).

As part of the TGS admissions procedure, official transcripts from all previously attended colleges and universities must be sent directly from these institutions to TGS. After receiving an acceptance letter from TGS, new students make an initial advising appointment with the nursing Graduate Program Coordinator or faculty advisor to discuss admission to the program and to complete a Plan of Study.

A GPA of 2.8 in the bachelors program is required for regular admission to the program. Students with a bachelor's degree in a field other than nursing are considered on a case-by-case basis, and transcripts are reviewed for required courses to articulate into the Master's of Science in Nursing Program. Students with a GPA below a 2.8 may be considered for provisional admission. 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. 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 credits earned at JMU prior to acceptance into the Graduate Program.

Students must submit copies of health and professional documentation records to the nursing program prior to matriculation. This includes the RN license and specific health records as noted in admission letter. If students have completed graduate courses at another university and wish to transfer credit, copies of transfer course descriptions and course syllabi must be provided to the Graduate Program Coordinator for evaluation for equivalency with required courses.

## Section IV: Advising

Information about admission requirements and registration is available on the TGS and Nursing websites. The University Catalog and the Graduate Catalog contain 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](http://www.jmu.edu/handbooks) and the Graduate Catalog on the TGS website. Specific graduate nursing policies have been written in this handbook under Section V: Academic & Progression Policies.

### Advising Requirements

Each student is assigned a faculty advisor upon admission into the graduate nursing program. 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. Graduate faculty advisers are available to assist students in selecting a program of study, clarify coursework requirements, and identify available course offerings. Contact information for individual faculty advisers is available on the DON web site.

After the student is accepted into the graduate program in nursing, the student is required to meet with the assigned adviser. The adviser assists with determining the best academic plan and with completion of the Plan of Study Form, which outlines the courses the student is to complete in order to be eligible for graduation. The Plan of Study Form is located in the last section of this handbook. The completed form is copied to the student file and also sent to the Graduate Program Coordinator.

Specific Curriculum Guides Forms, located in the last section of this handbook, provide a schedule of courses to be completed during specific semesters of enrollment. Advisers assist students with knowing which classes are available during each semester. Students should consult this handbook and TGS Graduate Catalog to ascertain general requirements and departmental requirements that should be given attention in completing their degree program.

Each semester students are required to review the Plan of Study Form and to confer with their adviser to update changes before registering for classes.

### 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.
2. Completion of requirements of provisional or conditional admission.
3. Changes in concentration (e.g. from the adult nurse practitioner program to the family nurse practitioner program must be made in writing to TGS and the Graduate Program Coordinator.
4. 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 must be completed within six years.
5. 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.
6. Complete the portfolio by published deadline.
7. Apply for graduation by the application deadline stated for the semester in which students wish to graduate. Graduation application forms are available in TGS office or website. Submit the graduation application form two weeks prior to university deadline to assure adequate processing time.
8. Post-master's certificate students must complete a Certificate Completion Form to finish the program by the published deadline.

### Schedule of classes

A schedule of the classes is published electronically prior to each academic semester.

### 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. If students need to be on leave for a semester, they must notify the

Graduate Program Coordinator, TGS, and enroll in a 1-credit course at a reduced tuition fee in order to stay in the graduate program.

### **Eligibility for Classes**

Courses are sequenced to ensure requisite knowledge. Thus, prior to enrolling in a course, students must assure that they have completed prerequisite and corequisite courses. These requirements are noted in the graduate catalog along with course descriptions. In some situations, a waiver may be requested in writing to the course faculty, after consultation with the adviser.

### **Adding/Dropping Classes**

Students may add or drop a class via the web within the grace period noted for each semester, <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, and discuss concerns with the instructor before adding or dropping a course.

### **Transfer Credit**

Per TGS policy, all credit taken at either JMU or another institution prior to acceptance in the program must be transferred during the first semester of graduate study. An "Approval of Transfer Credit" form, located in the last section of this handbook, must be submitted.

## 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 Graduate School(TGS) 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 and the University student handbook for additional information and guidelines.

### Academic Progression

Students must achieve at least a “B-” in the following courses in order to satisfactorily progress:

- 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.

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

### 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 receives a “C” in a course requiring the minimum B-, she/he may have the option to progress sequentially to the next semester, and to retake the failed course through guided independent study following the course failure. If the failed course is prerequisite to another specialty course, it may require that the student wait to progress until the following semester. In the event a student earns a grade of “c” in a course, he/she is encouraged to slow progression through the program. This provides an opportunity for students to master the material while taking fewer credit hours

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 in conjunction with the Graduate Program Coordinator and academic unit head, and will be referred to the Dean of TGS 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 reapply for admission. 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.

### **Clinical Probation**

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 by receiving a grade of lower than “B-” due to unsatisfactory clinical/residency performance. Depending upon the type and seriousness of the problem, the student may be put on clinical probation or asked to withdraw from the course and/or program prior to the end of a semester. Unsatisfactory performance occurs when the student:

1. Consistently fails to meet clinical objectives.
2. Does not take initiative and/or takes initiative inappropriately, thereby endangering client's safety and well being.
3. Is insensitive to client's needs.
4. Is consistently unable to develop communication skills and form therapeutic relationships with clients, families and coworkers, even with guidance.
5. Exhibits negligent behavior causing potential irreversible damage to the client.
6. Violates professional ethics through behaviors such as:
  - o Carelessness with client confidentiality.
  - o Inconsistency in complying with agency policies.
  - o Failure to recognize implications of behavior for the professional role.
  - o Violation of therapeutic nurse/client relationship.
  - o Gross violation of agency policies.
  - o Consistently fails to meet obligations.
  - o 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. The student will be administratively withdrawn from courses requiring the incompleting course as a pre-requisite. If the student receives an “incomplete” for a spring semester course, it must be completed by the end of May in order to progress.

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

- 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 Graduate Program Coordinator or Academic Unit Head.

### **Academic Review**

In the event that a student’s progress is unsatisfactory, a meeting of the Nursing Graduate Academic Review Committee is held. This committee is comprised of three full-time faculty who are graduate faculty and teach in the graduate program in 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 sent 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 TGS, 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 TGS 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 in the last section of this handbook.

## 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, the outcomes of a course, department policies or procedures, the way a specific 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:
  - o 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 Graduate Program Coordinator.
  - o 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.
  - o 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 found in the JMU Graduate Catalog.

## 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

A student who desires to withdraw from the graduate program must follow TGS policy as noted in the JMU Graduate Catalog available on TGS web site.

### **Re-admission Policy**

Students are required to review the Department of Nursing's re-admission policies and TGS's "Reinstatement policy" found in the Graduate Catalog. When a student withdraws from the nursing program for personal, performance, or academic reasons, the student may seek re-admission, which will be considered on the basis of available space 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**

The Graduate Catalog identifies specific requirements for graduation. 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 comprehensive assessment.

### **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. 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 TGS.
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. Apply for graduation by the deadline set by TGS.

**James Madison University  
Nursing Department  
Graduate Nursing Comprehensive Assessment  
Portfolio Guidelines**

A portfolio is a collection of materials that is compiled to document professional experiences and competencies. It represents the student's assessment of her/his progress toward achieving specific goals. Items are added to the portfolio in an ongoing process to show mastery of the graduate program outcomes and specialty competencies as designated by professional organizations.

The Graduate School requires each student to complete a Comprehensive Assessment in order to graduate. In the JMU Master of Science in Nursing Program, the Portfolio serves as the final assessment. The portfolio is submitted for the evaluation for your candidacy as an M.S.N. student, and therefore you must prepare the portfolio as these guidelines specify. It is important to note that if you fail to follow these procedures, the reviewers may give a failing grade even if they have not read the portfolio.

The portfolio will be initiated during the first semester of full time study, and will be maintained throughout the program. During the final semester of the program, a reflective narrative will be written to provide a self-assessment of growth and achievement in the program. The portfolio final review will occur by two faculty: the course professor of the final residency or practicum course, and your academic advisor. If this is the same person, the graduate program coordinator will identify a second reader.

Before you begin your portfolio, read the following articles:  
Oermann, M. H. (2002). Developing a professional portfolio in nursing. *Orthopaedic Nursing, 21, 2, 73-78.*  
Twaddell, J.W. & Johnson, J.L. (2007). A TIME for nursing portfolios. *Advances in neonatal care, 7, 3, 146-150.*

The portfolio is reviewed by the faculty in the designated courses listed below:  
NSG 646 (Nurse Educator) or NSG 634 (Nurse Practitioner)  
NSG 674: NE Residency I or NSG 671: NP Practicum I  
NSG 675: NE Residency II or NSG 672: NP Practicum II  
NSG 673: NP Practicum III

The portfolio will be evaluated and given a passing or failing grade. Within each of the courses designated above, it will be a part of student's progress in the course and will contribute to progression in the program. If a failing grade is given, the student will not progress in the program. Feedback from each course will be documented and included in the portfolio with each review.

#### **Portfolio Contents**

You will design the portfolio (in a 3-ring binder) and include tabs to reflect specific sections of the portfolio. A sample title page and table of contents for your use is located at the end of this document. This document represents you and your work, so make an effort to put your best "self" forward. Include all materials pertaining to professional nursing and advanced practice education and research. When turning in for each review, include all materials previously accumulated, as well as previous faculty evaluation forms. The Comprehensive Evaluation Form is used for grading each submission, and is included below.

1. Table of Contents
2. Cover Page
3. Resume/Curriculum Vitae
4. Professional Objectives and Goals– Write a 1-page document outlining your professional goals and objectives for a position you plan to pursue upon completion of your graduate program. Be sure to include any additional credentials you expect to obtain. Include a statement addressing your objectives 5 years from now.

5. Student Learning Outcomes – Please see the table below which lists the student learning outcomes and the assignments which provide evidence of their achievement. Additional evidence in the form of individualized assignments can and should be used as documentation of meeting these outcomes.
6. Self Evaluation – Graduate education has as its hallmark the ability to engage in self assessment concerning one’s own learning, skills, and expertise. Describe the skills/abilities/experiences that distinguish you for employment and areas for growth. Focus your evaluation on specific skills related to clinical practice, teaching and pedagogy, and enhancing organizational change.
7. Professional Competencies - Competencies with dates and course in which each is met. Include copy of the NLN domains (Nurse Educator) or NONPF domains and competencies (Nurse Practitioner) from the websites. Develop a table to track dates when each is achieved.
8. Reflective Narrative – Completed in final semester. See guidelines below.
9. Residency/Clinical Experiences – summarize your clinical experiences to date including a description of the setting, the patient population served, contact hours, your role within the setting, and a list of skills performed.
10. Academic Transcripts
11. Clinical/Residency Evaluations- Include all preceptors’ practicum or residency evaluations
12. Certification & Professional Development
13. Creative Scholarship – *Scholarship* refers to systematic and diligent inquiry for the purpose of creating, discovering, developing, integrating, creatively applying, or refining knowledge. In nursing, scholarship occurs in many forms and contexts, for example formal research or the development of evidence based practice guidelines. includes integrating research into practice or integrating research into patient education/classroom teaching, and sharing this with the broader professional community through poster presentations, paper presentations, or articles.
14. Professional Service – Encompasses activities in academic, professional and community organizations. Includes consulting and opportunities to serve as role models for other health professionals through local, state, national and international levels. Documentation can be in the form of letters of appreciation noting service.
15. Letters of recommendation
16. Additional/Other Materials

| <b>Individual Course and Specific Content Due</b>            |   |
|--|---|
| <b>Course</b>  | <b>Content Items Included (see above)</b> |
| <b>NSG 646 or NSG 634:</b>                                   | <b>2, 3, 4, 5, 7, 10</b>                  |
| <b>NSG 674: NE Residency I or NSG 671: NP Practicum I</b>    | <b>6, 9, 11, 12, 13-16 as available</b>   |
| <b>NSG 672: NP Practicum II</b>                              | <b>1, 11, 13-16 as available</b>          |
| <b>NSG 675: NE Residency II or NSG 673: NP Practicum III</b> | <b>1,8,11, 13-16, 13-16 as available</b>  |

### **Portfolio Evaluation**

The portfolio is evaluated and given a “pass” (Competencies Demonstrated with proficiency) or a “fail” (unacceptable or weak presentation).

NOTE: The final semester before graduating, the portfolio is due November 1<sup>st</sup> for December graduates and March 1<sup>st</sup> for spring and summer graduates (the final semester of study).

It is evaluated on four criteria: comprehensiveness, presentation, written composition, and analysis.

**Comprehensive** : Clear, appearance is neat and professional

Contains all content materials for present semester

Each content item is complete, substantive

**Presentation:** Professional in appearance, neat and orderly

**Written Communication**

Student written work is evaluated using the criteria below. NOTE: A 3.0 or higher on the written scale is required for a passing grade.

**5 Exceptional (Perfection)**

**4.0 - 4.5 Excellent, Outstanding**

Content is sharply focused, accurate, relevant, and comprehensive  
 Writing contains original thinking and reflects full depth and breadth of thought  
 Ideas progress and transition smoothly in well-constructed sentences and paragraphs  
 Language and terminology are used effectively to communicate ideas

The writing is concise and free from distracting errors

**3.0 – 3.5 Good, Very Good**

Content communicates significant points with few omissions  
 Writing reflects independent, informed thinking and a logical progression of ideas  
 Words are used appropriately  
 Most ideas are developed fully, reflecting solid, but not striking, thinking  
 There may be a few minor, but no major, errors in mechanics and usage

**2.0 - 2.5 Needs Improvement**

The writing contains identifiable, though broad or diffuse, areas of focus  
 Content, though organized and generally accurate, lacks depth of critical thinking  
 Points may be obvious or there may be omissions  
 Ideas may be thinly supported, or partially developed  
 Word choice may be general or inaccurate  
 There may be notable errors in mechanics or usage  
 The writing is competent but evokes no strong response

**0 – 1.5 Unsatisfactory**

The work fails to communicate essential requirements of the assignment  
 Content lacks focus, coherent organization, or is inaccurate or illogical  
 There is little original thought and the writer has little of importance to say  
 The writing is confusing and difficult to read; and it may contain errors in mechanics or usage

**Analysis**

Self-reflection indicates growth in communication, scholarship, and critical thinking.  
 Exemplifies evidence of scholarly achievement at the graduate level.  
 Statements are individualized, insightful, sufficiently complex for graduate study  
 Demonstrates range and depth of critical thinking abilities in clinical practice and personal professional thinking.

**Portfolio Reflective Narrative**

The Reflective Narrative is due at the last review of the portfolio in the final residency/practicum. Graduate nursing students will write a first person reflective narrative that is an indepth analysis that describes individual experience and growth during graduate study. This reflection allows students to discuss in detail the most significant learning activities and progress made toward reaching professional goals. Specifically, the reflective narrative must include the following:

1. Summarize your experience while in the program. Specifically describe your personal growth and learning experiences that were catalysts for the change/growth.
2. For each of the student learning objectives/outcomes, write a self-evaluation of your learning and document the learning experiences that resulted in your attainment of them.
3. Describe how your understanding of nursing as a discipline has changed for you as a nurse, and also for you as an individual.
4. Describe the three most significant learning experiences you have had in the entire program, and why these are the most important.
5. What are your career goals upon graduation?

## Portfolio Evaluation Form

Course Name/Number \_\_\_\_\_

Faculty \_\_\_\_\_

Date \_\_\_\_\_

Strengths:

Changes needed:

Grade:

## MSN Program Portfolio:

| Student Learning Outcome   | Behavioral Criteria  | Evidence/Artifact<br>(For final review, select 2 to include)   |
|--|--|--|
| 1). Effectively develop and communicate professional role with clients and colleagues  | Writing is clear, demonstrating critical analysis and reflection. Exhibits correct use of grammar, syntax, and APA format. Describes and demonstrates confidence in oral speaking abilities.<br>Describes professional activities and/or memberships | NSG 520: Comprehensive Health History and Physical Exam<br>NSG 672 and 673 Preceptor evaluations<br>NSG 674/675 Residency evaluations<br>Comprehensive Curriculum Vitae  |
| 2). Demonstrate cultural competence in the ethical delivery of care to vulnerable populations  | Verbally and through writing identifies cultural issues in professional practice<br>Refers to values-based or ethical considerations in clinical situations  | NSG 520: Comprehensive Health History<br>NSG 646: Philosophy of Nursing paper<br>NSG 631: WebMD or Medscape Case study (Dx and management of Chronic Disease in non-Caucasian pt).   |
| 3). Utilize knowledge from sciences, humanities, and nursing to promote health, prevent disease, and provide health care to individuals, families, groups and communities. | Provides evidence of competency at advanced practice level   | NSG 520: Integrated Physical Exam<br>NSG 690: Epidemiology Analysis Paper<br>NSG 630: DXR case studies; Protocol Paper<br>NSG 672: Clinical and DXR Case Studies<br>NSG 673: Clinical and Patient Case Studies<br>NSG 640: Needs assessment for Curriculum Development Project<br>NSG 674/675 Residency evaluation |
| 4). Contribute to nursing knowledge through the scholarship of integration, application, and teaching  | Writing reflects ability to analyze and synthesize research findings to answer clinical questions  | NSG 611: Integrative Review<br>NSG 630: Scholarly paper on a controversial issue in health care<br>NSG 632: Older Adult Syndrome paper/presentation<br>NSG 643: Development of Online Community Paper  |
| 5). Analyze economic, policy, environmental, and social forces to impact health care delivery and quality of care.   | Writing reflects ability to analyze the impact of the health care delivery system on patient care and professional practice. onvincingly defends a position using appropriate sources to effectively communicate in both written and oral formats.   | NSG 692: Health Policy Paper<br>NSG 673: Legislative Project<br>NSG 634: Role of NP  |
| <b>NP Student Learning Objectives</b>  |  |  |
| 1). Synthesize assessment data to diagnose and manage patient health and illness needs   | Writing reflects use of research and evidence-based practice   | NSG 520: Problem-focused demonstrations<br>NSG 630: DXR Case studies<br>NSG 632: DXR Case studies<br>NSG 672: Clinical and DXR Case studies<br>NSG 673: Clinical and Patient Case Studies<br>NSG 631: Case studies: Clinical application of chronic illness; Chronic Illness Analysis paper                        |
| 2). Effectively serve as client partner  | Describes advanced practice nursing care that includes:  | NSG 520: Problem-focused demonstrations and  |

| Student Learning Outcome   | Behavioral Criteria  | Evidence/Artifact<br>(For final review, select 2 to include)  |
|--|--|---|
| and advocate within the health care delivery system to meet client needs.  | a). advocacy<br>b). patient care<br>c). teaching-learning experiences  | Integrated Physical Exam<br>NSG 672: Clinical Evaluation Tool<br>NSG 673: Clinical Evaluation Tool  |
| <b>NE SL Outcomes</b>  |  |   |
| 1). Develop and implement educational curriculum and teaching-learning activities based on theories, knowledge, and principles of learning and pedagogy. | Effectively uses educational software and technology presents examples of use of technology (power point, adobe presenter) | NSG 643: Online Community Development Project (Paper/ppt Presentation); Webquest Assignment (ppt)<br>NSG 640: Curriculum Proposal; Teaching Presentation<br>NSG 646: Case Studies; Concept Papers<br>NSG 674 & 675: Clinical/Classroom Teaching Preceptor evaluation/faculty site visit<br>NSG 646: Mid-range theory paper; Case development & analysis (?paper?); Role Development paper; Teaching Presentation and peer evaluation<br><br>NSG 646: Residency logs; Discussion Board |
| 2). Engage in formative and summative evaluation of teaching-learning and use results of evaluation to revise and enhance nursing education.             | Evaluates outcomes of teaching/learning objectives with clarity; revises content appropriately                             | NSG 646: Discussion Boards; Case Analysis<br>NSG 646: Discussion Boards; Reflective journaling logs;<br>NSG 641: Curriculum Evaluation Project; Test development project; Research Article Critique   |

**Example of Title Page**

Master of Science in Nursing Comprehensive Assessment

Name of Student

A portfolio submitted to the Graduate Faculty of  
The Nursing Department  
in  
Partial Fulfillment of the Requirements  
for the degree of  
Master of Science  
Nursing

March 22, 2008

***Sample Portfolio Table of Contents***

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| Program Competencies.....   | Tab 5 |
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## **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 may 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 and the Dean's Advisory Committee. Committee membership is formed at the beginning of the academic year.

Other opportunities include the following:

### **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 JMU nursing faculty members.

### **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.

### **Virginia Nurses Association (VNA)**

During the fall of each year the local chapter of the VNA holds a legislative dinner with state congressional representatives that graduate students may attend in conjunction with course activities. Contact Graduate Program Coordinator for information.

## Section VII: Additional Policies and Procedures

General policies and procedures are located at the Department of Nursing Homepage [www.nursing.jmu.edu](http://www.nursing.jmu.edu) and are applicable to all nursing students.

### Practicum Policies

All graduate students are mandated to review the health related and clinical policies and procedures in clinical settings, by review the nursing department web site: <http://www.nursing.jmu.edu>

### Practicum/Residency Faculty, Preceptor, and Student Responsibilities

The following table summarizes the responsibilities of practicum or residency preceptors, course faculty, and students. Students can use this as they plan their practica and residency experiences.

| Faculty/Department of Nursing Responsibilities   | Student Responsibilities   | Preceptor Responsibilities  |
|--|--|---|
| <ol style="list-style-type: none"> <li>1. Collaborates with students to identify learning needs.</li> <li>2. Collaborates with students to coordinate placement with available preceptor.</li> <li>3. Negotiates clinical affiliation agreements with site.</li> <li>4. Provides preceptors with course syllabus, student assignments, and evaluation forms.</li> <li>5. Facilitates communication between faculty, students and preceptors.</li> <li>6. Meets with student and preceptor at least once a term.</li> <li>7. Provides feedback to preceptors and students.</li> <li>8. Evaluates preceptors and practice site for appropriateness of student learning.</li> <li>9. Maintains responsibility for supervision, guidance, and evaluation of student learning experiences.</li> </ol> | <ol style="list-style-type: none"> <li>1. Develops personal learning objectives for practicum or residency experience.</li> <li>2. Completes all course assignments and objectives.</li> <li>3. Meets with preceptor prior to practicum or residency experience to discuss details and logistics of experience.</li> <li>4. Seeks regular feedback from preceptor regarding activities and student progress.</li> <li>5. Collaborates with preceptor regarding the provision of plans of care (NP) or the delivery of teaching/learning (NP or NE).</li> </ol> | <ol style="list-style-type: none"> <li>1. Negotiates dates and times for student learning experiences.</li> <li>2. Reviews course objectives and their feasibility.</li> <li>3. Serves as a host, sponsor, teacher, and role model for student.</li> <li>4. Orients student to clinical agency.</li> <li>5. Selects clients/learners that assist students to meet learning objectives.</li> <li>6. Intervenes where appropriate to assist student to manage situations.</li> <li>7. Provides learning experiences to meet objectives. Facilitates critical thinking regarding planning and implementing plans.</li> <li>8. Evaluates student.</li> <li>9. Plans additional experiences on basis of evaluation.</li> </ol> |

## Practicum/Residency Placement

Clinical and residency placements are identified in conjunction with course faculty and the Graduate Clinical Coordinator. Students are encouraged to identify potential sites for clinical practica or educational residency, but these must be approved by course faculty/Graduate Clinical Coordinator. The quality of the learning experience is affected by the type of services provided and patients seen. Students may have to commute a distance to attend a clinical experience in order to meet course objectives. Transportation is the responsibility of the individual student. Students are responsible for all arrangements and expenses for travel to practicum sites.

## Responsibilities to Practicum Sites

The Nursing Department contracts with agencies for practicum courses and both students and faculty are guests in these agencies. Many agencies require documentation of CPR certification, criminal background check, professional liability insurance, and results of TB testing; the information you provide may be shared with clinical agencies. In addition to other policies relative to practicum experiences, the following expectations relate specifically to practicum sites and personnel:

- Students are expected to act in a responsible, respectful manner in all interactions with clients and staff.
- Nursing students are expected to comply with written policies and procedures governing nursing practice in the practicum agency or institution, including policies and procedures regarding hazardous material, standard precautions and health requirements.
- HIPAA - Health Insurance Portability and Accountability Act- "The Department of Health and Human Services and all other health care agencies must insure that their customers ( ex: patients, insured individuals, providers and health plans) that the integrity, confidentiality, and availability of electronic protected health information they collect, maintain, use, or transmit is protected." APA ref (Federal Register, 2003, p1).
- Students are responsible to notify both the faculty and appropriate agency personnel if they will be absent from an assigned experience due to illness, weather or other reasons.
- When students miss practicum experiences as an excused absence (for reasons including inclement weather, death of a family member or illness) the student must "make up" the practicum experience in some manner. The practicum faculty instructor will determine how the student is to make up the experience. All information and personal data gained in practicum experiences must be treated confidentially.
- Nursing students are expected to dress in accordance with nursing department policy and as acceptable to the agency.
- If a student is injured during any clinical experience, the designated agency procedure is to be followed.

## Suggestions for Students Working with Community Practices

- Call your preceptor at least one week prior to your scheduled date of arrival:
  - Introduce yourself.
  - Establish when and where to meet on the first day.
  - Clarify any dress code or other requirements.
- During your first two or three days of the rotation, be sure the preceptor clarifies:
  - Daily and weekly schedules, office practice, call, etc.
  - Desired work pattern for students in the practice (e.g., see patients with preceptor alone first and present to preceptor, see only (designated patients, etc.).

- Desired pattern for teaching/feedback time (i.e., after each patient, at end of patient encounter).
- During your first few days, be sure you clarify for your preceptor:
  - Your previous experiences, areas of strength and weakness.
  - Reviewing your Clinical Skills Self-Assessment Form will help with this.
  - Any areas of special interest you might like to address.
- Ask for additional feedback from your preceptor if you have any questions regarding your clinical performance.
- Feel free to call the Clinical Coordinator if you have any concerns or questions that can't be answered at the practice site.
- The student is encouraged to resolve problems directly with the preceptor. Consult course faculty or the Clinical Coordinator regarding problems you are not able to solve.

### **Expectation of Competent Behavior and Performance:**

- Unsatisfactory or unsafe behaviors - may result in clinical probation or removal from the course (and subsequent failure of the course) at the discretion of the faculty practicum instructor. When a student is placed on clinical probation, the course faculty will document the incident or pattern of behavior. The instructor and student will meet to discuss the incident and to establish specific re-evaluation criteria and behavioral goals that will be put in writing and signed by the student and faculty member. Following clinical probation, subsequent unsatisfactory performance in the clinical or laboratory setting will result in faculty review and failure of the course.
- Physical or mental inability to perform practicum responsibilities - If a student has sustained an injury (e.g. broken bone), illness, or disability after entry into the nursing program that prevents the student from meeting the objectives of a practicum course, the student may need to withdraw from the course. The practicum instructor will determine:
  - Whether course objectives can be met within the time frame of the course.
  - Whether the student is able to receive an incomplete (I) in the course and satisfy requirements according to university policy; or

Whether the student will need to withdraw and re-take the course when the problem is resolved. This will affect student progression within the program.

### **Standard Precautions**

### **Procedures for Evaluation and Follow-Up of Exposure Incidents:**

1. An exposure incident refers to specific contact of eye, mouth, or other mucous membrane, non-intact skin, or parenteral contact with blood or other potentially infectious material. A significant occupational exposure is defined as:
  - A needle stick or cut caused by a needle or other sharp that was actually or potentially contaminated with blood or other body fluid.
  - A mucous membrane (i.e., splash to the eye or mouth) exposure to blood or other body fluid.
  - A cutaneous exposure involving large amounts of blood or prolonged contact with blood, especially when the exposed skin was chapped, abraded, or afflicted with dermatitis.
2. Immediate antiseptic procedures should be followed after possible or accidental exposure and the CDC guidelines for occupational exposure should be followed.

3. A student or faculty member has an ethical duty to report any incident that exposed him/herself or a patient to the risk of transmission of a blood borne disease and is ethically obligated to be tested for HIV when the patient is exposed to a provider's blood.
4. Faculty having an exposure incident are expected to immediately report their exposure to the department head. Incidents of student exposure are to be reported immediately to the faculty member responsible for the specific experience. The faculty member in turn reports the incident to the department head. Documentation of the exposure incident is to be submitted within 24 hours to the department head and should include: route(s) of exposure; circumstances under which the exposure occurred; identification and documentation of the source individual if feasible; and follow up steps taken. When faculty members report an exposure incident they will be offered a confidential medical evaluation, testing, counseling, follow-up and post-exposure prophylaxis according to outlined university procedures.
5. Students having an exposure incident in a clinical agency without an established protocol should return to the university and follow university procedures. Students will be responsible for payment of any necessary medical testing or care.

### **Independent Study 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. 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. Register for NSG 680: Independent Study in Nursing.
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 and Online 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. Blackboard is the course management system used in the Nursing Department, and 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". The Department of Nursing web site provides information and support services for distance learning.

Web-enhanced courses are traditional face-to-face graduate courses that incorporate 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. Online courses are taught primarily via computer interface with rare to occasional face-to-face meetings.

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 and online 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.

### **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](http://www.nso.com)) and Nurses Protection Group ([www.npg.com](http://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 TGS website: [www.jmu.edu/grad](http://www.jmu.edu/grad) or the specific web addresses for more information.

Academic Advising and Care [www.jmu.edu/career/](http://www.jmu.edu/career/)

Bookstore [www.jmu.edu/bookstore](http://www.jmu.edu/bookstore)

Card Services [www.jmu.edu/cardctr/](http://www.jmu.edu/cardctr/)

Copy Services [www.jmu.edu/copycenter](http://www.jmu.edu/copycenter)

Center for Multicultural/ International Student Services [www.jmu.edu/multicultural](http://www.jmu.edu/multicultural)

Counseling and Student

Development Center [www.jmu.edu/counselingctr/](http://www.jmu.edu/counselingctr/)

Dining Services [www.jmu.edu/dining/](http://www.jmu.edu/dining/)

Disability Services [www.jmu.edu/disabilityser](http://www.jmu.edu/disabilityser)

Financial Services [www.jmu.edu/stufin](http://www.jmu.edu/stufin)

Mail Services [www.jmu.edu/postoffice/mailexpress.shtml](http://www.jmu.edu/postoffice/mailexpress.shtml)

Office of Affirmative Action [www.jmu.edu/affirmact/](http://www.jmu.edu/affirmact/)

Office of Judicial Affairs [www.jmu.edu/judicial](http://www.jmu.edu/judicial)

Parking Services [www.jmu.edu/parking/](http://www.jmu.edu/parking/)

Police [www.jmu.edu/pubsafety/index.shtml](http://www.jmu.edu/pubsafety/index.shtml)

Student Government Assoc. <http://sga.jmu.edu>

Student Handbook [www.jmu.edu/judicial/handbook.html](http://www.jmu.edu/judicial/handbook.html)

Student Success [www.jmu.edu/stusuccess](http://www.jmu.edu/stusuccess)

University and College Centers [www.jmu.edu/ucenter](http://www.jmu.edu/ucenter)

Student Organization Services [www.jmu.edu/ucenter/sos/](http://www.jmu.edu/ucenter/sos/)

University Health Center [www.jmu.edu/healthctr/](http://www.jmu.edu/healthctr/)

University Recreation [www.jmu.edu/recreation/](http://www.jmu.edu/recreation/)

Reading/Writing Resource Center [www.jmu.edu/acadaffairs/rwsupp.shtml](http://www.jmu.edu/acadaffairs/rwsupp.shtml)

## **JMU Services/Libraries**

### **The HelpDesk**

Phone: (540) 568-3555

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

### **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/>

## 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, for the graduate nurse practitioner students, 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 Reading Room**-. 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. There are general computing labs on campus, with 3 of these in the ISAT/HHS Buildings. Additionally, the main library has many networked computers with Internet access available for student use, and the CISAT library 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 10 computers available at the bedside in the Health Assessment and Skills laboratories. These computers are dedicated to nursing, share a common network drive, and are Internet accessible. 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 use e-campus to register for classes and coordinate schedules, check financial aid and account information, buy textbooks and pay tuition bills. Faculty are able to track course enrollment and the academic progress of students through e-campus.

CISAT personnel 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. 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.

## **Section IX. Forms**

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

|                 |  |                   |  |
|-----------------|--|-------------------|--|
| Student Name    |  |                   |  |
| Faculty Advisor |  |                   |  |
| Topic           |  |                   |  |
| Semester/Year   |  | Number of Credits |  |
| 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 Advisor |  | Date |  |
| Department Head |  | Date |  |

## Application for a Graduate/Doctoral Degree

**Incomplete forms will not be processed**

Anticipated semester meeting degree requirements:  Fall  Spring  Summer Year: \_\_\_\_\_

Walking during commencement?  Yes  No  Fall  Spring Year: \_\_\_\_\_

**Please Print:** Full Legal Name: \_\_\_\_\_

Student ID: \_\_\_\_\_ Local Telephone: \_\_\_\_\_

Permanent Address: \_\_\_\_\_  
 (Diploma mailing) Street Telephone City State Zip

Local Address: \_\_\_\_\_  
 (Graduation mailings) Street Telephone City State Zip Valid Until

Email Address: \_\_\_\_\_ Completing requirements for teacher licensure:  
 Yes  No

JMU to submit graduation information to newspaper?  Yes  No

Newspaper Name: \_\_\_\_\_ City \_\_\_\_\_  
 \_\_\_\_\_ State \_\_\_\_\_

Program Major: \_\_\_\_\_ Concentration(s): \_\_\_\_\_

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

Date Academic Program Began:  Fall  Spring  Summer Year: \_\_\_\_\_

List your Program of Study course information below. Attach a separate sheet if necessary. **Do not attach a transcript. PLEASE NOTE: You must be registered for at least a one-credit course in your program of study the semester in which you graduate.**

| Course # | Title | Semester Taken | Credit Hours | Grae | Course # | Title | Semester Taken | Credit Hours | Grade |
|----------|-------|----------------|--------------|------|----------|-------|----------------|--------------|-------|
|          |       |                |              |      |          |       |                |              |       |
|          |       |                |              |      |          |       |                |              |       |
|          |       |                |              |      |          |       |                |              |       |
|          |       |                |              |      |          |       |                |              |       |
|          |       |                |              |      |          |       |                |              |       |
|          |       |                |              |      |          |       |                |              |       |
|          |       |                |              |      |          |       |                |              |       |
|          |       |                |              |      |          |       |                |              |       |
|          |       |                |              |      |          |       |                |              |       |
|          |       |                |              |      |          |       |                |              |       |
|          |       |                |              |      |          |       |                |              |       |
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|          |       |                |              |      |          |       |                |              |       |
|          |       |                |              |      |          |       |                |              |       |
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|          |       |                |              |      |          |       |                |              |       |
|          |       |                |              |      |          |       |                |              |       |
|          |       |                |              |      |          |       |                |              |       |

Thesis/Dissertation/Ed.S. project chair (if applicable): \_\_\_\_\_

Dissertation title (if applicable): \_\_\_\_\_

**Provide the following signatures:**

\_\_\_\_\_  
 Student Date Academic Unit Head Date

\_\_\_\_\_  
 Adviser (Print Name) Adviser (Signature) Date

\_\_\_\_\_  
 Program Coordinator Date Dean of TGS

**James Madison University  
Department of Nursing**

**Plan of Study - Nurse Practitioner Concentration**

Name \_\_\_\_\_ ID # \_\_\_\_\_

Faculty Advisor \_\_\_\_\_ Entry to Program \_\_\_\_\_ Expected Grad \_\_\_\_\_

Which option are you selecting? Family \_\_\_\_\_ Adult \_\_\_\_\_ Gero \_\_\_\_\_ Dual \_\_\_\_\_

One copy of Plan of Study to be submitted to advisor and graduate program coordinator.

| Course Number                      | Course Name                               | Co or Prerequisite Courses | Credit Hours | Term(s) Offered | Term Planned | Term Completed |
|------------------------------------|---|----------------------------|--------------|-----------------|--------------|----------------|
| <b>Core Classes</b>                |   |                            |              |                 |              |                |
| NSG 611                            | Research for Advanced Health Professional |                            | 3            | Fall            |              |                |
| NSG 690                            | Advanced Concepts in Epidemiology         |                            | 3            | Spring          |              |                |
| NSG 692                            | Health Care Policy                        |                            | 3            | Spring          |              |                |
| NSG 520                            | Advanced Health Assessment                |                            | 3            | Fall            |              |                |
| NSG 521                            | Advanced Concepts in Pathophysiology      |                            | 3            | Fall            |              |                |
| <b>Advanced Practice Specialty</b> |   |                            |              |                 |              |                |
| NSG 522                            | Advanced CI Pharm                         |                            | 3            | Spring          |              |                |
| NSG 630                            | Care Delivery and Coordination I          | NSG 520,521                | 4            | Fall            |              |                |
| NSG 631                            | Care Delivery and Coordination II         | NSG 630                    | 4            | Spring          |              |                |
| NSG 632                            | Coordinated Care of Elderly               | NSG 631                    | 3            | Fall            |              |                |
| NSG 634                            | Role of the APN                           |                            | 1            | Fall            |              |                |
| NSG 635                            | Family Centered Care Delivery (optional)  | NSG 520, 521, 522          | 3            | Summer          |              |                |
| NSG 671                            | Practicum I                               | NSG 520,521,522, 630,634   | 3            | Spring          |              |                |
| NSG 672                            | Practicum II                              | NSG 631,671                | 5            | Fall            |              |                |
| NSG 673                            | Practicum III                             | NSG 632,672                | 5            | Spring          |              |                |
|                                    | <b>Total Credits</b>                      |                            | <b>43-46</b> |                 |              |                |

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 Concentration**

Name \_\_\_\_\_ ID # \_\_\_\_\_

Faculty Advisor \_\_\_\_\_ Entry to Program \_\_\_\_\_ Expected Grad \_\_\_\_\_

One copy of Plan of Study to be submitted to advisor and graduate program coordinator.

| Course Number                   | Course Name                               | Prerequisite Courses    | Credit Hours | Term(s) Offered | Term Planned | Term Completed |
|---------------------------------|---|-------------------------|--------------|-----------------|--------------|----------------|
| <b>Core Classes</b>             |   |                         |              |                 |              |                |
| NSG 611                         | Research for Advanced Health Professional |                         | 3            | Fall            |              |                |
| NSG 690                         | Advanced Principles of Epidemiology       |                         | 3            | Spring          |              |                |
| NSG 692                         | Health Care Policy                        |                         | 3            | Spring          |              |                |
| NSG 520                         | Advanced Health Assessment                |                         | 3            | Fall            |              |                |
| NSG 521                         | Advanced Concepts in Pathophysiology      |                         | 3            | Fall            |              |                |
| <b>Nurse Educator Specialty</b> |   |                         |              |                 |              |                |
| NSG 640                         | Curriculum Development                    |                         | 3            | Fall            |              |                |
| NSG 641                         | Curriculum Evaluation                     | NSG 640                 | 3            | Fall            |              |                |
| NSG 643                         | Tech in Nursing Education                 |                         | 3            | Spring          |              |                |
| NSG 646                         | Theory/Role of the NE                     |                         | 3            | Fall            |              |                |
| NSG 674                         | Education Residency I                     | NSG520,521,640,643, 646 | 3            | Spring          |              |                |
| NSG 675                         | Education Residency II                    | NSG 674                 | 5            | Fall            |              |                |
|                                 | <b>Total Credits</b>                      |                         | <b>35</b>    |                 |              |                |

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: \_\_\_\_\_

**James Madison University  
Department of Nursing  
Nurse Practitioner Post Masters Program of Study**

Name \_\_\_\_\_ ID # \_\_\_\_\_

Faculty Advisor \_\_\_\_\_ Entry to Program \_\_\_\_\_

Which option are you selecting?

Family \_\_\_\_\_ Adult \_\_\_\_\_ Gero \_\_\_\_\_ Dual \_\_\_\_\_

One copy of Plan of Study to be submitted to advisor and graduate program coordinator.

| <b>Course Number</b> | <b>Course Name</b>                   | <b>Credit Hours</b> | <b>Term(s) Offered</b> | <b>Term Planned</b> | <b>Term Completed</b> |
|----------------------|--------------------------------------|---------------------|------------------------|---------------------|-----------------------|
| NSG 634              | Role of Advanced Practice Nursing    | 1                   | Fall                   |                     |                       |
| NSG 521              | Advanced Concepts in Pathophysiology | 3                   | Fall                   |                     |                       |
| NSG 520              | Advanced Health Assessment           | 3                   | Fall                   |                     |                       |
| NSG 522              | Advanced CI Pharm                    | 3                   | Spring                 |                     |                       |
| NSG 630              | Care Delivery and Coordination I     | 4                   | Spring                 |                     |                       |
| NSG 631              | Care Delivery and Coordination II    | 4                   | Fall                   |                     |                       |
| NSG 632              | Coordinated Care of Elderly          | 3                   | Spring                 |                     |                       |
| NSG 635              | Family Centered Care Delivery        | 3                   | Summer                 |                     |                       |
| NSG 671              | Practicum I                          | 3                   | Spring                 |                     |                       |
| NSG 672              | Practicum II                         | 5                   | Fall                   |                     |                       |
| NSG 673              | Practicum III                        | 5                   | Spring                 |                     |                       |
|                      | <b>Total</b>                         |                     |                        |                     |                       |

Faculty Signature: \_\_\_\_\_ Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**James Madison University  
Department of Nursing  
Nurse Educator Post Masters Program of Study**

Name \_\_\_\_\_ ID # \_\_\_\_\_

Faculty Advisor \_\_\_\_\_ Entry to Program \_\_\_\_\_

One copy of Plan of Study to be submitted to advisor and graduate program coordinator.

| <b>Course Number</b> | <b>Course Name</b>                | <b>Credit Hours</b> | <b>Term(s) Offered</b> | <b>Term Planned</b> | <b>Term Completed</b> |
|----------------------|-----------------------------------|---------------------|------------------------|---------------------|-----------------------|
| NSG 640              | Curriculum Development in Nursing | 3                   | Fall                   |                     |                       |
| NSG 641              | Curriculum Evaluation             | 3                   | Fall                   |                     |                       |
| NSG 643              | Technology in Nursing Education   | 3                   | Spring                 |                     |                       |
| NSG 646              | Theory/Role of the Nurse Educator | 3                   | Fall                   |                     |                       |
| NSG 674              | Education Residency I             | 3                   | Spring                 |                     |                       |
| NSG 675              | Education Residency               | 5                   | Fall                   |                     |                       |
|                      |                                   |                     |                        |                     |                       |

Faculty Signature: \_\_\_\_\_ Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_



## Certificate Program Completion Form

Student' Full Legal Name: \_\_\_\_\_ PeopleSoft ID: \_\_\_\_\_

Certificate Program: \_\_\_\_\_ Date of Completion: Month \_\_\_\_\_ Year \_\_\_\_\_

Permanent Mailing Address: \_\_\_\_\_

Local Address: \_\_\_\_\_

Email: \_\_\_\_\_ Current Telephone: \_\_\_\_\_

### Program of Study course information:

| Course # | Title | Date | Hrs | Grade | Course # | Title | Date | Hrs | Grade |
|----------|-------|------|-----|-------|----------|-------|------|-----|-------|
|          |       |      |     |       |          |       |      |     |       |
|          |       |      |     |       |          |       |      |     |       |
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|          |       |      |     |       |          |       |      |     |       |
|          |       |      |     |       |          |       |      |     |       |

Approved course substitutions and waivers:

*Signatures*

Student: \_\_\_\_\_ Date:  
\_\_\_\_\_

Adviser: \_\_\_\_\_ Date:  
\_\_\_\_\_

Program Coordinator: \_\_\_\_\_ Date:  
\_\_\_\_\_

The Graduate School Dean: \_\_\_\_\_ Date:  
\_\_\_\_\_

## Approval of Transfer Credit



THE GRADUATE SCHOOL

Name: \_\_\_\_\_ Phone Number: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

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

### Instructions

The courses listed below are being submitted for approval as transfer credit. **No more than one-half of the total graduate credits** required for completion of a program will be considered for transfer in the student's program, **including any hours taken at JMU prior to acceptance**. Students may not transfer in more than 9 credit hours from institutions other than JMU. **Academic credit, including transfer credit, taken more than six years before the master's degree award date or eight years before the doctoral degree award date may not be used to satisfy degree requirements.**

Grades of "B" or better are required in all courses for which transfer credit is requested. Pass/fail or

satisfactory/unsatisfactory grades cannot be used for transfer credit. Academic work taken more than the maximum number of years allowed for completion of the advanced degree may not be used to satisfy degree requirements.

The Graduate School must receive an official transcript from the previous university/college that indicates successful completion of courses. It is the student's responsibility to request the transcript be sent. Official unopened transcripts should be sent to **James Madison University, The Graduate School, MSC 6702, Harrisonburg, VA 22807**. Those requesting permission to take final courses toward program completion at institutions other than JMU must wait until the following semester to graduate.

| Univ./College Name | Course # | Course Title | Date Completed | Grade | Hrs. | *JMU Course Substitution # |
|--------------------|----------|--------------|----------------|-------|------|----------------------------|
|                    |          |              |                |       |      |                            |
|                    |          |              |                |       |      |                            |
|                    |          |              |                |       |      |                            |
|                    |          |              |                |       |      |                            |
|                    |          |              |                |       |      |                            |
|                    |          |              |                |       |      |                            |

\*Failure to indicate appropriate JMU course substitutions will result in the program name and “000” being listed on the transcript. Courses so listed will not be counted as part of 600-level course requirements.

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Student Signature

---

Date

**Required Signatures**

The student named above is a graduate student in good academic standing and has permission to enroll at your institution to take the courses listed above.

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Major Adviser/Date

---

Program Coordinator/Date

---

The Graduate School Dean/Date

Receipt of this form with original signatures and official transcripts ensures that the requested courses have been approved and will be properly recorded on the student’s JMU transcript. Upon completion, a copy of this form will be sent to the adviser for retention in the student’s file.

Copies to: Student, Registrar, Graduate School, Major Adviser, Program Coordinator.

Revised: 1/08

**Intent to Offer a Undergraduate Course in Clinical Residency  
Nursing 674/675**

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

**Student Phone Numbers:** \_\_\_\_\_

**Name of Course:** \_\_\_\_\_

**Course Credit Hours:** \_\_\_\_\_

**Course Preceptor:** \_\_\_\_\_

**Course Design: Hybrid, Online, (if only online, give any FTF Meeting Dates  
(Time/Day/month)\_\_\_\_\_**

**Traditional Classroom /List Preferred Dates and Time**

\_\_\_\_\_

**Number of Students (15 maximum, if online)\_\_\_\_\_**

**NOTE: A copy of this form is due to Drs. Rocchiccioli & Eaton by September 15 for spring semester course offering, and by February 15<sup>th</sup> for fall semester course offering. If the course teaching request is NOT received by these dates, the course will not be offered.**

