# Table of Contents

**General Information**
- Introduction Message from the DNP Program Director .......................................................... 3
- Statement of Philosophy ........................................................................................................... 4
- Vision, Mission, Core Values and Guiding Principles ............................................................ 5
- 2017-2018 Organizational Structure ....................................................................................... 6

**DNP Program Information**
- DNP Program ......................................................................................................................... 7
- Program of Study ................................................................................................................... 12
- Course Plans .......................................................................................................................... 13
- Post MS-DNP Program of Study ............................................................................................ 34
- DNP-MBA Dual Degree Program .......................................................................................... 35
- Request for Change in Faculty Advisor Form ........................................................................ 38
- DNP Course Descriptions .................................................................................................... 39
- Specialty Theory Course ....................................................................................................... 41
- Certificates .............................................................................................................................. 42
- Transfer of Credit Information ............................................................................................... 44
- Independent Study Guidelines ............................................................................................... 45
- Application for Independent Study Form .............................................................................. 46
- Faculty Member Agreement Form ......................................................................................... 47
- Independent Study Evaluation Summary ............................................................................... 48

**DNP Advising and Progression Policies**
- Advisory Process and Procedures .......................................................................................... 49
- DNP Milestones/Program Expectations .................................................................................. 51
- DNP Student Learning Portfolio Guidelines .......................................................................... 52
- DNP Procedure for Review of Portfolios ............................................................................... 55
- Evaluation of Student Performance: Portfolio Review Level I DNP ..................................... 56
- Evaluation of Student Performance: Portfolio Review Level II DNP .................................... 58
- Evaluation of Student Performance: Portfolio Review Level III DNP .................................. 60
- Annual Review ....................................................................................................................... 62
- DNP Project Proposal/Comprehensive Preliminary Examination Guidelines .................... 65
- DNP Residency Guidelines .................................................................................................... 67
- DNP Mentor Responsibility Agreement Form ........................................................................ 68
- Protection of Human Subjects ............................................................................................... 69
- DNP Project Defense ............................................................................................................. 70
- Room Scheduling Request (Electronic Screen View) ............................................................. 71
# DNP Project Proposal/Comprehensive Exam Documents

- 3 Semester Recommended Timeline for Residency and Project .......................................................... 72
- Level II Portfolio ................................................................................................................................. 76
- Residency Plan ................................................................................................................................. 77
- Project Proposal .............................................................................................................................. 78

# DNP Final Defense Documents

- Level III Portfolio ............................................................................................................................. 85
- Residency Summary ......................................................................................................................... 86
- Project Final Paper ............................................................................................................................ 87

# Policies and Procedures

- University of Wisconsin-Milwaukee Policies .................................................................................... 90
- Academic Policies and Information .................................................................................................. 91
- Progression in Graduate Level Programs and Certificates ............................................................ 93
- Grade Policy/Grading Scale ............................................................................................................. 94
- Policy on Essential Abilities ............................................................................................................ 95
- Technology Use and Electronic Media Policy .................................................................................. 98
- Graduate Appeals Subcommittee ..................................................................................................... 100
- Graduate Appeals Subcommittee Procedure Statement ............................................................... 101
- Student Request to Appeal a Rule or Regulation Form ................................................................... 104
- Student Request to Appeal a Decision for filing an Academic Appeal for reversal of an Adverse Decision in an Academic Matter Form .................................................................................. 106
- Open Closed Meeting Form ........................................................................................................... 108
- College of Nursing Policies ............................................................................................................. 109
  - Program Completion: Undergraduate and Graduate U/G courses
  - Auditing Courses
  - Non-Degree Candidate Courses/Credits
  - Time Limit for Program Completion
  - Changing Program Tracks
  - Extra Credit Policy
  - Request for Exception of College of Nursing Policy Form ............................................................. 110
- Practicum Requirements .................................................................................................................. 111
- Summary of Immunization Requirements and Policies .................................................................... 114

# Student Resources

- Graduate Student Internet Resources .............................................................................................. 118
- Campus Resources .......................................................................................................................... 119
- Directory of Writing Resources ....................................................................................................... 120
- Student Participation in College of Nursing Governance ................................................................ 123
- Utilization of Werley Center ............................................................................................................. 124
- Doctoral Student Scholarship & Financial Assistance ....................................................................... 125
Welcome to the DNP program at the University of Wisconsin-Milwaukee College of Nursing! We are delighted to have you join us.

What an exciting time to be a student: technology provides unparalleled opportunities to undertake additional education while remaining geographically situated in familiar settings; pursuing the highest practice degree provides opportunities to interact with national and international nurse scholars and clinicians at UWM, as well as around the globe. Faculty members have well-established expertise in clinical specialties, and many have funded programs of research. I encourage you to find opportunities to interact with these outstanding faculty members.

We know that pursuing doctoral education is a significant commitment of your time, energy and resources. Consequently, please know that you will be interacting with faculty members who have extensive experience working with doctoral students, and who are committed to facilitating your success.

This handbook has been designed to help you as you undertake this new path. Take time to become very familiar with it, and feel free to ask your advisor or the Program Director should you have questions. This handbook is your reference during your time with us. It has copies of required forms that you will complete at various points during your program, along with procedures and policies to which you may need to refer.

We hope that you will find your time with us personally and professionally stimulating. Please feel free to contact me should you have any questions.

Sincerely,

Peninnah M. Kako, PhD, RN. FNP-BC
Associate Professor
DNP Program Director
College of Nursing, University of Wisconsin-Milwaukee
Office: Cunningham Hall 629
Phone: 414-229-6238
Email: pmkako@uwm.edu
Consistent with and evolving from the core values the following principles about human beings, environment, health, nursing, learning, and teaching guide the educational programs of the University of Wisconsin-Milwaukee College of Nursing (UWM-Milwaukee, CON).

Professional nurses are educated at a variety of curricular levels for generation, application, and evaluation of knowledge. The teaching-learning process is interactive. Learning requires active student participation and is enhanced when the instructional environment is respectful and supports personal worth, dignity and self-identity in the teacher and the student and encourages each person to grow and discover meaning.

Each human is a unique, dynamic, integral being. Human beings exist within physical and social environments. These environments are shaped by dynamic events in socio-cultural, natural, local and global political milieus. Actions of individuals and groups also shape these environments that provide the context within which health and nursing systems operate. Nursing is committed to social justice, challenges existing paradigms when appropriate and creates innovative solutions for health care problems.

Nursing is a socially derived profession whose members assist person, families, groups and the larger society to pursue the goal of optimum health. Health is a dynamic state influenced by the constant interaction of internal and external factors. Health status is reflective of the well-being of individuals and aggregates within environments and encompasses wellness, risks, problems, and needs that may be or have the potential to be present.

Through the use of the nursing process, dynamic interactions between the nurse and the client facilitate the promotion, maintenance, or restoration of health. The knowledge base of nursing must be continually developed and evaluated in response to changing environmental health needs. Nursing care is guided by professional standards and requires personal and professional integrity.

Nursing, as a human interaction, is most effective when nurses reflect the population that it serves. The CON seeks to admit and educate a diverse student body in order to enrich the students’ educational experience and to prepare them to meet the health needs of a diverse society. Therefore, a holistic review of applicants to the CON includes an evaluation of academic achievement, work and leadership experiences, personal and professional accomplishments, skills, abilities and personal qualities. Consideration of these factors as well as a wide range of economic, social, racial/ethnic and geographic backgrounds will enhance diversity within the CON and the nursing profession.
Vision Statement
As an innovative, academic, nursing community, the University of Wisconsin-Milwaukee College of Nursing faculty, staff, students, and alumni are renowned leaders in creating bold and effective solutions for advancing local, national and global health.

Core Values
Accountability  Collaboration  Creativity  Diversity
Excellence  Integrity  Human Dignity  Social Justice

We, the University of Wisconsin-Milwaukee College of Nursing community, embrace and demonstrate these core values in our learning, teaching, research, practice, and service.

Guiding Principles
As a diverse Community of Scholars that values passionate, academic discourse and debate in a climate of civility, we live our core values and create opportunities to embrace, welcome, respect, and strive to understand the perspectives of others – colleagues, students, patients/clients, and community partners. As a CON community, we:

• live our core values;
• exhibit respectful, transparent and clear communication;
• expect and embrace shared accountability;
• appreciate and foster innovation; and
• seek collaboration in teaching, research, practice and service.

Mission Statement
The University of Wisconsin-Milwaukee College of Nursing is a premier, urban, academic, collegial, nursing community that acts collaboratively with partners to:

• Prepare a diverse population of students to become science based, compassionate, nurse leaders through innovative, quality, educational programs for all settings and levels of practice;
• Conduct research and scholarship that advance science in nursing and health;
• Address emerging health needs through evidence based practice and consultation; and
• Develop leaders who transform health care delivery and health policy.
I. **Conceptual Framework**

The Doctor of Nursing Practice at the University of Wisconsin-Milwaukee provides clinical focused doctoral nursing education for advanced nursing practice. The degree represents the highest academic preparation in clinical nursing. Clinical practice is the core of the program with emphasis on scholarly practice, practice improvement, innovation and testing of interventions and care delivery models, evaluation of health care outcomes, and expertise to inform health care policy and leadership in establishing clinical excellence.

The curriculum builds on the entry-level generalist base of nursing established in the pre-licensure curriculum and provides additional knowledge and clinical expertise. The DNP prepares highly educated and qualified practitioners who are able to use their education and expertise in evidenced based practice in providing outstanding care and collaborative leadership to impact and improve clinical care delivery, patient outcomes, and system management. Important priorities of the program are the development of skills related to critical thinking; advanced clinical decision-making; and effective communication that enable students to integrate nursing science, improve patient and population outcomes, facilitate evidence-based nursing practice, and use technology, information systems, and health policy to improve and transform healthcare.

II. **Objectives**

Upon completion of the DNP program, the graduate will:

1. Analyze and integrate nursing science with knowledge from diverse disciplines as the basis for the highest level of nursing practice.

2. Demonstrate collaborative leadership in the development and evaluation of models for improving patient and population health outcomes

3. Utilize the processes of scientific inquiry to explore clinical phenomena and facilitate evidence based nursing practice.

4. Apply technology and information systems for the improvement and transformation of health care.

5. Influence policy development that shapes health care delivery, financing and regulation

6. Expand personal and professional competencies to assume emerging advanced nursing practice roles
III. Curriculum

Post Baccalaureate Curriculum

The Doctor of Nursing Practice (DNP) is a three year, full time, 64-credit post-baccalaureate program, which includes 30 credit hours of DNP core theoretical courses, including the advanced nursing practice core (9 credits), research core (9 credits) and a systems core (12 credits); 30 credits hours of specialty theory and practicum courses; and 4 credits of DNP residency. Part-time study is also an option. Students may be admitted for the Fall or Spring semester. Students complete a specialization in one of the following areas:

- Family Nurse Practitioner
- Clinical Nurse Specialist population focus in Adult-Gerontology, Maternal/Infant/Womens Health, or Pediatrics,
- Community/Public Health
- Nursing System Leadership (Nurse Executive or Informatics)

DNP Core – 30 credits

Foundations of Advanced Nursing Practice Core – 9 credits
- NURS 735 Theory for Advanced Practice, 3 cr.
- NURS 810 Leadership for Advanced Practice in Healthcare, 3 cr.
- NURS 727 Epidemiology, 3 cr.

Evidence Based Practice Core – 9 credits
- NURS 725 Evidence Based Practice in Healthcare I, 3 cr.
- NURS 825 Evidence Based Practice in Healthcare II, 3 cr.
- NURS 720 Biostatistics, 3 cr.

Systems Core – 12 credits
- NURS 729 Organizational Systems, 3 cr.
- NURS 750 Outcomes and Quality Management, 3 cr.
- NURS 773 Information Systems to Support Clinical Decision-Making, 3 cr.
- NURS 803 Health Policy, 3 cr.

Specialty Theory and Practicum– 30 credits

FNP and CNS Specializations:

Advanced Practice Specialty Core – 9 credits
- NURS 753 Physiologic Basis of Advanced Nursing Practice, 3 cr.
- NURS 707 Advanced Pharmacology: Application to Advanced Nursing Practice, 3 cr.
- NURS 754 Comprehensive Assessment of Health: Implications for Clinical Decision-Making, 3 cr.

FNP and CNS Specialty Theory Electives-12 credits
Students develop a plan of study that includes a minimum of 12 credits that support their area of focus. For FNP students, 9 credits of these credits are prescribed.
For CNS students, the three theory courses vary by population focus and must provide content across the continuum from wellness through acute care for the selected population. The plan for theory course work must be approved by the CNS option coordinator.

The following courses (all 3 cr.) are examples of those that can be included as specialty support credits. Other courses can be included with advisor approval.

Advanced Practice Nursing I: Health Promotion of Women and Childbearing Families
Advanced Practice Nursing II: Women and Childbearing Families with Acute and Chronic Health Conditions
NURS 762: Family Theory and Intervention Strategies for Advanced Nursing Practice
Advanced Practice Nursing: Theoretical Foundations for Child Health
Advanced Practice Nursing: Health Promotion and Acute Illnesses in Children
Advanced Practice Nursing: Care of the Child with Chronic Health Conditions
NURS 779 Advanced Practice Nursing: Adult-Gerontology: Chronic Illness
NURS 779 Advanced Practice Nursing: Adult-Gerontology: Acute Illness
COUNS 710: Counseling Theory and Issues
COUNS 714: Counseling Practice Essentials
NURS 705: Instructional Strategies for Patient Education
NURS 760: Processes of Aging
NURS 763: Issues in Women’s Health and Development
NURS 764: Changing Health Behaviors
NURS 774: Trauma Counseling I Theory and Research
NURS 775: Trauma Counseling II Diagnosis and Treatment
NURS 779: Special Topics: Palliative Care
Ed Psych 743: Human Development: Infancy & Early Childhood
Ed Psych 746: Adolescence

FNP or CNS Practicum in the area of specialization - 9 credits

Community Health and Nursing Systems Leadership Specializations

Students in these areas develop a plan of study that includes a minimum of 21 credits that support their area of focus. The following courses (all 3 cr.) are examples of those that can be included in the 21 credits. Other courses can be included with advisor approval.

NURS 835 Theoretical Basis for Advanced Community/Public Health Nursing (required for Community/Public Health option)
NURS 836 Advanced Community Health Nursing – Community Assessment, Program Planning and Evaluation (required for Community/Public Health option)
NURS 779 Economics of Health Care and Health Care Systems (required for Systems/Leadership option)
Healthcare Finance
BUSAD 733 Organizational Development
BUS MGMT 706 Managing in a Dynamic Environment
BUS MGMT 720 Strategic Planning in Health Care Organizations
NURS 770 Nursing Administration (required for Systems Leadership-Nurse Executive)
ADLDSP 667 Program Planning in Adult Education
ADLDSP 647 Evaluation of Adult and Continuing Education Program
PH 740 Special Topics: Program Evaluation

Community/Public Health or Nursing Systems Leadership Practicum - 9 credits

NURS 995 DNP Residency, 4 cr.: All students, regardless of specialty, complete a residency.

Post Masters Curriculum Entry Points

1. Post Advanced Practice Masters Curriculum
   The Post Advanced Practice Masters Doctor of Nursing Practice (DNP) is a 22 to 28-credit, Post-Masters program, which builds upon the required entry point of advanced practice specialization in nursing. The variable credits reflect the credit intensive load of traditional Masters programs preparing Advanced Practice Nurses (generally greater than 40 credits). Up to six credits from the previous Advanced Practice Masters program may be recognized based on review of the previous Masters Program coursework and transcript if courses are duplicative of required courses.
   The program includes 24 credit hours of DNP core theoretical courses, including the advanced nursing practice core (6 credits), evidence-based practice core (9 credits), and a systems core (9 credits); and 4 credits of DNP residency.

DNP Core – 24 credits
   Foundations of Advanced Nursing Practice Core – 6 credits
     NURS 810 Leadership for Advanced Practice in Healthcare, 3 cr.
     NURS 727 Epidemiology, 3 cr.

   Evidence Based Practice Core – 9 credits
     NURS 725 Evidence Based Practice in Healthcare I, 3 cr.
     NURS 825 Evidence Based Practice in Healthcare II, 3 cr.
     NURS 720 Biostatistics, 3 cr.

   Systems Core – 9 credits
     NURS 750 Outcomes and Quality Management, 3 cr.
     NURS 773 Information Systems to Support Clinical Decision-Making, 3 cr.
     NURS 803 Health Policy, 3 cr.

NURS 995 DNP Residency, 4 cr. (may be done over 1 or 2 semesters)

2. Post Generalist Masters Curriculum (MN or equivalent)
   The Post Generalist Masters Curriculum is a minimum of 37 credits that builds upon the required entry point of a Generalist Masters in Nursing (MN or equivalent). Where course background varies, an individual plan of study will be developed based on review of the previous Master’s Program coursework and transcript.
   The program includes:
   Foundations of Advanced Practice Core-6 credits
NURS 735 Theory for Advanced Practice, 3 cr.
NURS 810 Leadership for Advanced Practice in Healthcare, 3 cr.

Evidence Based Practice Core-3 credits
NURS 825 Evidence Based Practice in Healthcare II, 3 cr.

Systems Core-3 credits
NURS 729 Organizational Systems, 3 cr.

Specialty Theory and Practicum-21 credits

NURS 995 DNP Residency, 4 cr.

3. Post Masters Curriculum (Other Nursing Masters Degrees)

The Post Masters Curriculum includes Nursing Masters Degrees that are not Advanced Practice or a Generalist Masters (MN or equivalent). Examples may include a Masters in Nursing Education or Nursing Leadership. An individual plan of study will be developed based on review of the previous Master’s Program coursework and transcript.

Admission

The admission requirements of the DNP program in Nursing are consistent with those requirements specified by the Graduate School of the University of Wisconsin-Milwaukee. In addition, students must also meet the following requirements for the College of Nursing:

1. A bachelor's degree in Nursing from a professionally accredited program, with a minimum undergraduate grade point average of at least 2.75 (4.0 scale) for the post baccalaureate DNP option.
2. A master's degree in Nursing with an advanced practice focus from a professionally accredited program, with a minimum grade point average of 3.2 (4.0 scale) for the post master's DNP option.
3. Completion with a grade of B or higher of an upper-level undergraduate course in statistics within the last five years.
4. Current registration as a professional nurse.
5. Completion of the Graduate Record Examination (GRE) if the previous GPA calculated by the Graduate School is less than 3.2.
6. Three (3) letters of recommendation for graduate study in nursing, two (2) of which are from persons most knowledgeable about the applicant’s recent academic and work experiences.
7. Completion of an autobiographical sketch.
8. Submission of two writing samples
9. Personal interview with a faculty member may be requested.

Previous Fac Doc # (09-10)126B, #(09-10)126D retired in its original form to become new GPC # 05-06-16
Approved by CON Faculty 5/20/16
Revised doc with Changes Requested by GCC 11/2/16
Retained & Reaffirmed by GPC 4-21-17
Program of Study

All students in the DNP program, BS-DNP and PM-DNP will have core courses in the three areas of:

- Foundations of Advanced Practice
- Research
- Systems

The **FOUNDATIONS OF ADVANCED PRACTICE CORE** includes Theory for Advanced Practice (NURS 735), Leadership for Advanced Practice in Healthcare (NURS 810) and Epidemiology (NURS 727). As PM-DNP students have completed the Theory course as part of their MS degree, it is not required in the PM-DNP curriculum. If a student took Epidemiology as part of their MS degree, that course, is also not required.

The **RESEARCH CORE** includes Biostatistics and Applications or Advanced Nursing Practice (NURS 720), Evidence Based Practice in Healthcare I (NURS 725) and Evidence Based Practice II (NURS 825). If a PM-DNP student has completed their research course after 2008, EBP I (NURS 725) is not required in the PM-DNP curriculum.

The **SYSTEMS CORE** includes Nursing Science and Public Policy (Health Policy) (NURS 803), Information Systems to Support Clinical Decision Making (NURS 773), Outcomes and Quality Management (NURS 750) and Organizational Systems (NURS 729). As PM-DNP students have completed Organizational Systems as part of their MS degree, it is not required in the PM-DNP curriculum.

**BS-DNP students will choose one of these four options:**

- Clinical Nurse Specialist (Adult-Gero, Pediatrics, or Maternal-Infant)
- Family Nurse Practitioner
- Community-Public Health
- Leadership/Systems (Nurse Executive or Informatics)

*It is at this point in the BS-DNP that the plans of study vary.*
Clinical Nurse Specialists and Family Nurse Practitioner students will complete the ADVANCED PRACTICE CORE, which includes Pathophysiology, Pharmacology and Advanced Assessment. These students will then complete 12 credits of specialty theory courses (4 classes) for a total of 21 credits.

The Community Public Health and Leadership Systems students will complete 21 graduate credits of specialty theory in consultation with their faculty advisor. Students in the Community/Public Health option must include NURS 835 Community Theory and NURS 836 Community Assessment as part of their 21 credits. Students in the Leadership Systems Nurse Executive option must include NURS 770 Nursing Administration and NURS 779 (Healthcare Economics) as part of their 21 graduate credits. Students in the Leadership Systems Nursing Informatics option must include NURS 776 Clinical Informatics and NURS 779 Healthcare Economics as part of their 21 graduate credits.

ALL students will then complete 9 credits of specialty practicum and 4 credits of residency. The practicum requires 540 hours, while the residency is 460 hours, for a total of 1000 hours of clinical time. All students will have completed the Foundations of Advanced Practice and Research core courses prior to the start of clinical specialty practicum. All core courses will be completed prior to the start of residency.

All DNP students must follow the Graduate Residency Policy. This policy states that students must take 6 or more graduate credits in each of three consecutive semesters or 8 to 12 graduate credits in each of two consecutive semesters, excluding summer term. The goal of this requirement is to help students become more immersed in their nursing studies with the hope of fostering greater participation within the community of scholars.

**Your responsible for your Plan of Study**

It is VERY important that you follow your prescribed plan of study. This plan of study is used to guide your progression placing courses in order in consideration of need and prerequisites, as well as in consideration of certification requirements. The College of Nursing uses these plans of study to schedule courses, and many of these courses are only offered once a year, making it critical that you stay on schedule.

**Your plan of study was included within your admission letter.** Any change in your program of study should be communicated to your faculty advisor and to the academic advisor in Student Affairs, Jennifer Daoood, daoood@uwm.edu.

The course schedule is subject to change based on enrollment need. Essentially, the college is not able to offer a class for only limited number of students.
### Fall Start, Family Nurse Practitioner Option - Full–Time Plan of Study

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<td>NURS 769 FNP Theory III 3cr</td>
<td>NURS 995 Residency 4cr</td>
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<td>NURS 759 FNP Specialty Practicum III 3cr</td>
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FNP Students will complete theory I, II and II (NURS 767, 768, and 769) concurrently with the FNP Practicum I, II and III (NURS 757, NURS 758 and NURS 759). In addition, students are required to choose a 3 credit graduate level specialty elective.
## Fall Start, Family Nurse Practitioner Option - Part–Time Plan of Study

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<td>NURS 754 Comprehensive Assessment of Health 3 cr</td>
<td>NURS 757 FNP Specialty Practicum I, 3 cr</td>
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### Spring Start Family Nurse Practitioner Option - Full-Time Plan of Study

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NURS 729 Organizational Syst. 3cr | NURS 803 Health Policy 3 cr  
NURS 753 Physiologic Basis for ANP 3 cr  
NURS 810 Leadership for Advanced Practice in Healthcare 3 cr | NURS 825 Evidenced Based Practice 3 cr |
| NURS 707 Advanced Pharmacology: Application to APN 3 cr  
NURS 754 Comprehensive Assessment of Health 3 cr  
Specialty Theory Elective 3 cr | NURS 773 Information Systems for Clinical Decision Making 3 cr  
NURS 767 FNP Specialty Theory 3 cr  
NURS 757 FNP Specialty Practicum I 3 cr | NURS 768 FNP Specialty Theory 3 cr  
NURS 758 FNP Specialty Practicum II 3 cr | |
| NURS 769 FNP Specialty Theory 3 cr  
NURS 759 FNP Specialty Practicum III 3 cr | NURS 995 Residency 4cr | |

FNP Students will complete theory I, II and III (NURS 767, 768, and 769) concurrently with the FNP Practicum I, II and III (NURS 757, NURS 758 and NURS 759). In addition, students are required to choose a 3-credit graduate level specialty elective.
### Spring Start, Family Nurse Practitioner Option - Part–Time Plan of Study

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NURS 757 FNP Specialty Practicum I 3 cr | NURS 768 FNP Specialty Theory 3 cr  
NURS 758 FNP Specialty Practicum II 3 cr | FNP Students will complete theory I, II and II (NURS 767, 768, and 769) concurrently with the FNP Practicum I, II and III (NURS 757, NURS 758 and NURS 759). In addition, students are required to choose a 3-credit graduate level specialty elective. |
| NURS 769 FNP Specialty Theory 3 cr  
NURS 759 FNP Specialty Practicum III 3 cr | NURS 995 Residency 4cr |
### Fall Start, Clinical Nurse Specialist Option - Full–Time Plan of Study

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## Fall Start, Clinical Nurse Specialist Option Part—Time Plan of Study

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| NURS 995 Residency 4cr | NURS Specialty Theory 3 cr  
NURS Specialty Practicum III 3 cr | |

CNS students will complete 3 theory courses in their specialty and 3 specialty practicums (spring, summer, fall). In addition, students are required to choose a 3-credit graduate level specialty elective.
## Fall Start, Community Public Health Option, Full-Time Plan of Study

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- PH 727: Program Planning & Implementation in Public Health
- PH 740: Special Topics in Public Health (specific topics vary)
- PH 743: Environmental Risk Assessment
- PH 745: Developmental Toxicology
- PH 750: Seminar in Environmental Health Sciences
- PH 752: Public Health and Mental Health
- PH 820: Maternal and Child Health Foundations, Policy and Practice
- ED PSY 711: Cultural Context of Children's Mental Health
- SOC WRK 713: Community Organization, Planning and Human Service Administration I
- SOC WRK 771: Development of the Family Over the Life Span
- SOC WRK 851: Social Issue and Policy Analysis (specific topics vary)
## Fall Start, Community Public Health Option, Part-Time Plan of Study

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### Fall Start, Leadership Systems Nurse Executive Option
### Full-Time Plan of Study

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**Bus Adm 744: Information Technology Strategy and Management, 3 cr**

**BusMgmt 715: Leadership, Team Building, and Effective Management, 3 cr**

**BusMgmt 720 Strategic Management in Health Care Organizations, 3 cr**

**BusMgmt 727 Health Care Accounting, Law and Ethics, 3 cr**

**HCA 722: Legal, Ethical and Social Issues in Health Care Informatics, 3 cr**
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### Spring start, Leadership Systems Nurse Executive Option

**Full-Time Plan of Study**

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## Spring Start, Leadership Systems Nurse Executive Option
### Part-Time Plan of Study

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NURS 770 Nursing Admin. 3 cr  
*(offered odd years, spring only)* | |
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*(offered even years, spring only)* | NURS 825 Evidenced Based Practice 3 cr  
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- Bus Adm 757 Managed Care and Integrated Health Networks, 3 cr
- **Bus Adm 744: Information Technology Strategy and Management**, 3 cr
- BusMgmt 706 Managing in a Dynamic Environment, 3 cr
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### Fall Start, Leadership Systems Nursing Informatics Option, Full-Time Plan of Study

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A total of 21 theory credits (including NURS 776 and NURS 779 Economics) are required and chosen with the advisor to support knowledge development in Nurse Executive track. Recommended specialty courses may include the following:

- BUS ADM 741 Decision Support Systems and Groupware
- BUS ADM 746 Data Warehousing
- BUS ADM 749 Advanced Data and Information Management
- BUS ADM 817: Infrastructure for Information Systems
- BUS MGMT 715 Leadership, Team building and Effective Management
- BUS MGMT 720 Strategic Management in health Care Organizations
- COMPSCI 557 Introduction to Database Systems
- COMPSCI 747 Human-Computer Interaction
- HCA 721 Health Information Technology Procurement
- HCA 722 Legal, Ethical, and Social Issues in Health Care Informatics
- HCA 723 Health Care Systems Applications – Administrative and Clinical
- HCA 760 Biomedical and Healthcare Terminology and Ontology
- PH 709 Public Health Informatics
- URB STD 840 Community Health Planning
# Fall Start, Leadership Systems Nursing Informatics, Part-Time Plan of Study

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# Spring Start, Leadership Systems Nursing Informatics

## Full-Time Plan of Study

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NURS 803 Health Policy 3 cr | NURS 825 Evidenced Based Practice 3 cr  
Specialty Theory 3 cr |
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| Specialty Theory 3 cr  
NURS 810 Leadership for Adv. Practice in Healthcare 3 cr  
NURS 729 Organizational Systems 3 cr | Specialty Elective 3 cr  
NURS 791 Informatics Practicum I 3 cr | NURS 792 Informatics Practicum II 3 cr  
Specialty Theory 3 cr |
| FALL | SPRING |
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Specialty Theory 3 cr | NURS 995 Residency 4 cr |

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### Part-Time Plan of Study

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- COMPSCI 747 Human-Computer Interaction
- HCA 721 Health Information Technology Procurement
- HCA 722 Legal, Ethical, and Social Issues in Health Care Informatics
Post-Master’s Doctor of Nursing Practice Program of Study

Post-MS-DNP Program of Study
Each student plans with his/her faculty advisor a course of study that constitutes a unified program. It is planned within the framework of doctoral program requirements and the student’s clinical interests and career goals. The major components of the doctoral program course of study are described below:

Foundations of Advanced Practice Core Courses 6 Credits
Within the required core courses (Leadership for Advanced Practice, Epidemiology), students develop conceptual skills in analyzing theoretical frameworks for leadership. In addition, students gain an understanding of the distribution and determinants of health and disease in populations.

Research Core Courses 9 Credits
Through the required research core courses (Biostatistics, Evidence-based Practice in Healthcare I & II), students are provided with the necessary skills to evaluate research relevant to their area of specialization, including the social context within which it occurs.

Systems Core Courses 9 Credits
The required courses (Health Policy, Information Systems for Clinical Decision Making, Outcomes and Quality Management) provide the student with the knowledge and skills needed to understand health care systems, employ the concepts and tools of health care policy development, use clinical information systems to implement evidence-based practice recommendations, and implement outcome and quality management programs.

All courses must be completed prior to the start of NURS 995 Residency.

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Note: pre–reqs: NURS 720 must be completed prior to NURS 725. And NURS 725 must be completed prior to NURS 825
The Lubar School of Business and the University of Wisconsin-Milwaukee College of Nursing collaboratively offer a program designed to provide a combined nursing and business curriculum to strengthen the graduate’s performance as a leader and manager in nursing and health care administration.

**Admission**

Students are admitted to both the University of Wisconsin-Milwaukee graduate programs in nursing and business administration. The admission requirements are consistent with those specified by the UWM Graduate School, College of Nursing and Lubar School of Business. Applicants may choose to complete either the GMAT or GRE and must have a BS in nursing degree and at least two years’ practice in a health care setting. Three letters of reference are required including one from a former faculty and one from a health care employer.

MBA foundation coursework provides the basis for the theory and practice of business. The MBA program requires Bus Adm 701 Foundations for Managerial Quantitative Analysis (3 cr). This course is waived for individuals who earn an appropriate Quantitative sub score on the GMAT or GRE or pass a proficiency exam. **Bus Adm 701 does not count toward the degree.**

**Credits and Courses**

Students accepted into the MBA/DNP program complete the following courses:

**Nursing (43 Credits) Core**
- NURS 725 Evidence Based Practice in Healthcare I, 3cr
- NURS 727 Epidemiology, 3 cr
- NURS 729 Organizational Systems, 3 cr
- NURS 735 Theoretical Foundations of Advanced Nursing Practice, 3 cr
- NURS 750 Outcomes and Quality Management, 3 cr
- NURS 770 Nursing Administration, 3 cr
- NURS 773 Information Systems to Support Clinical Decision Making, 3 cr
- NURS 803 Health Policy, 3 cr
- NURS 810 Leadership for Advanced Practice in Healthcare, 3 cr
- NURS 825 Evidence Based Practice in Healthcare II, 3 cr
- NURS 826 Nurse Executive Practicum I, 3cr
- NURS 827 Nurse Executive Practicum II, 3cr
- NURS 828 Nurse Executive Practicum III, 3cr
- NURS 995 Doctor of Nursing Practice Residency, 4 cr

**Business (25 Credits)**

- Basic Core 7 Credits (BusMgmt 735 Adv. Spreadsheet Tools, 1cr, BusMgmt 736 Corp Financial Statements, 2cr, BusMgmt 737 Business Strategies and Economics, 2 cr and BusMgmt 738 Critical and Analysis Thinking, 2 cr).

**Advanced Core (18 Credits)**

- BusMgmt 704 Accounting Analysis and Control, 3 cr
- BusMgmt 705 Corporate Finance, 3 cr
- BusMgmt 707 Information Technology Management in Contemporary Businesses, 3 cr
**BusMgmt 708 Marketing Strategy: Concepts and Practice, 3 cr**  
**BusMgmt 709 Predictive Analytics for Managers, 3 cr**  
**BusMgmt 711 Supply Chain Strategies & Competitive Operations, 3 cr**

**Dually Applied Courses (18 Credits)**

Required 12 Credits

- NURS 720 Biostatistics and Applications for Nursing Practice, 3 cr
- Bus Adm 738 Human Resources Management, 3cr
- BusMgmt 706 Managing in a Dynamic Environment, 3 cr
- BusMgmt 720 Strategic Management in Health Care Organizations*, 3 cr

*integrating course for the coordinated degree programs.

**Constrained Choice (6 Credits)**

Complete two courses from the following list:

- Bus Adm 759 Seminar in Health Care Management (Subtitle: Health Economics), 3 cr
- Bus Adm 759 Seminar in Health Care Management (Subtitle: Healthcare Finance), 3 cr

**Total Program**

For the coordinated degree program, students will complete 86 degree credit hours. A student not completing the requirements for the coordinated degree program would need to complete all requirements of an individual program—MBA or DNP—in order to earn a degree.

**DNP Clinical Project**

The candidate will complete a final comprehensive clinical project as part of the residency experience, which demonstrates the ability to implement the principles of evidence-based practice and translation under the direction of the major professor. The candidate must, as the final step toward the degree, pass an oral examination in defense of the clinical project. A candidate who does not pass this examination may apply for reexamination within one year from the initial examination date. This reexamination may occur only one time. A candidate who does not pass this examination within program time limits may be required to undergo another comprehensive preliminary examination and be readmitted to the program and/or candidacy.

**Time Limit**

Students in the coordinated MBA/DNP degree program must complete all degree requirements within seven years of the first enrollment semester as a degree student.

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GFC Doc 1205  
Approved 10/17/2011  
Revised 4/1/2016
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<td>BUS ADM 701 Foundations for Managerial Quantitative Analysis 3 cr <strong>(PRE REQ)</strong></td>
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<td>NURS 810 Leadership for Adv. Practice in Healthcare 3 cr</td>
<td>BusMgmt 720 Strategic Mgt. in Health Care Organizations 3 cr</td>
<td>NURS 825 Evidenced Based Practice II 3 cr</td>
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<td>BusMgmt 708 Marketing Strategy Concepts and Practice 3 cr</td>
<td>NURS 803 Health Policy 3 cr</td>
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<td>BusMgmt 711 Supply Chain Strategies and Competitive Oper. 3 cr</td>
<td>Specialty Theory 3 cr</td>
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<th>FALL: 6 cr</th>
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<th>SUMMER: 3 cr</th>
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<tbody>
<tr>
<td>NURS 773 Information Systems 3 cr</td>
<td>NURS 826 Practicum I 3 cr</td>
<td>NURS 827 Practicum II 3 cr</td>
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<tr>
<td>BUS ADM 738 Human Resource Mgt. 3 cr</td>
<td>NURS 770 Nursing Administration 3 cr <strong>(Freq. odd year, spring only)</strong></td>
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<th>FALL: 6 cr</th>
<th>SPRING: 4 cr</th>
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<tr>
<td>NURS 828 Practicum III 3 cr</td>
<td>NURS 995 Residency 4 cr</td>
</tr>
<tr>
<td>Specialty Theory 3 cr</td>
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**Complete two specialty theory (6 credits) from the following list below:**

- Specialty Theory BusMgmt 727 Health Care Acct., Law, and Ethics 3 cr **(Freq. odd years, fall only)**
- Specialty Theory Bus ADM 755 Health Care Adm., and Delivery Systems 3 cr **(Freq. even years, fall only)**
- Specialty Theory Bus ADM 757 Managed Care and Integrated Health Networks 3 cr **(Freq. odd years, spring only)**
- Specialty Theory NURS 779 Economics of Health care, 3 cr. **(Freq. even years, spring only)**
Request for Change in Faculty Advisor  
DNP Program

Student Name: ________________________________________________________________

Name of Current Faculty Advisor: ______________________________________________

Name of New Faculty Advisor: _________________________________________________

Rationale for Change in Faculty Advisor: _________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

Current Faculty Advisor: __________________________________ Date: ______________

Signature

New Faculty Advisor: __________________________________ Date: ______________

Signature

Approved by DNP Program Director: ______________________________ Date: ___________

Signature

After all signatures are secured, forward a copy to the Academic Advisor for Doctoral Students Cunningham Hall 135

__________________________________________________________

Previous doc # was GPC # 12-5-14
Revised & Approved by GPC 5-5-17 to have separate form for DNP & PhD
DNP Course Descriptions

**Foundations of Advanced Nursing Practice Core**
NURS 735 Theory for Advanced Practice (Not required in the PM-DNP Program): 3 credits, graduate level: This course is designed to enable the student to examine the use of theoretical frameworks and models that form the foundation for advanced nursing practice nursing roles in the delivery of health care. Theoretical foundations for advanced practice are explored with emphasis on critique, evaluation, and use of a wide range of theories from nursing and related fields. Prerequisite: Graduate standing; admission to Nursing Degree Program or consent of instructor. **

NURS 810 Leadership for Advanced Practice in Healthcare: 3 credits, graduate level. Examines role development of advanced practice nursing, including a strong focus on ethical practice. Emphasis is on working with multiple disciplines and leading multiple constituencies. Prerequisite: Graduate standing; admission to Nursing Degree Program or consent of instructor.

NURS 727 Epidemiology, 3 credits, graduate level. Study of the distribution and determinants of health and disease in populations including related methods and applications. Prerequisite: Graduate standing; admission to Nursing Degree Program; or consent of instructor.

**Research Core**
NURS 720 Biostatistics, 3 credits, graduate level. Emphasis on common analysis procedures relevant to nursing practice. Prerequisite: Graduate standing; admission to Nursing Degree Program or consent of instructor.

NURS-725 Evidence-Based Practice I: 3 credits, graduate level. Introduction to evidence-based practice including examination of research processes and methods. Emphasis on critique and use of research in healthcare, including the evaluation of changes made in practice. Prerequisite: Graduate standing; admission to Nursing Degree Program or consent of instructor.

NURS 825 Evidence-Based Practice II. 3 credits, graduate level. In depth exploration of approaches to development of practice guidelines and protocols, and evaluation of practice change. Prerequisite: Graduate standing; NURS 725(P); NURS 720 or grad level course in biostatistics admission to Nursing Degree Program or consent of instructor.

**Systems Core**
NURS 803 Health Policy: 3 credits, graduate level. Explores the roles and accountability of nursing scientists in responding to the health and social needs of the public and shaping of public policy, Prerequisite: Graduate standing, admission to Nursing Degree Program, or consent of instructor

NURS 773 Information Systems for Clinical Decision Making: 3 credits, graduate level. Provides fundamentals in integrating nursing science with information and computer sciences to support practice and administrative decision-making. Prerequisite: Graduate standing; admission to Nursing Degree Program or consent of instructor.

NURS 750 Outcomes and Quality Management: 3 credits, graduate level. Evaluation of nursing interventions and nursing sensitive outcomes, with emphasis on accountability for quality in practice. Prerequisite: Graduate standing; admission to Nursing Degree Program or consent of instructor.

NURS 729 Organizational Systems (Not required in the PM-DNP Program): 3 credits, graduate level: The purpose of this course is to enhance student knowledge of the systems of health care delivery for populations and communities. Emphasis is on relevant concepts, theories, and research on emerging health care models,
health care financing, and regulation of health care. Students will explore the multifaceted role of the advanced practice nurse in organizing care to address practice issues, creating change at the organizational level, promoting positive organizational and professional cultures, and evaluating cost-effectiveness of health care delivery strategies. **

**Advanced Practice Core**
The Advanced Practice Core is required for BS-DNP students selecting the CNS or FNP Option.

NURS 753: Physiological Basis of Advanced Nursing Practice: 3 credits
Human physiologic responses to actual and potential health problems, methods of measurement, developmental and environmental influences, and implications for advanced nursing practice.

NURS 707 Advanced Pharmacology: Application to Advanced Nursing: 3 credits
Advanced knowledge related to the use of pharmacotherapeutics in management of common health problems, nursing prescriptive authority, and development and use of clinical practice guidelines

NURS 754 Advanced Health Assessment: 3 credits
Approaches to comprehensive assessment of health of individuals including evaluation of health status, analysis of environmental contexts, and development of diagnostic strategies.

Advanced Practice Specialty Courses 21 credits
Both Clinical Specialist and Family Nurse Practitioner students will complete the Advanced Practice Core -- 9 credits) plus 12 specialty credits (FNP or CNS TRACK).

The DNP curriculum will offer the following advanced practice specialty foci:
- Family Nurse Practitioner
- Clinical Nurse Specialist (CNS) with options for focus in the following: Adult-Gerontology  
  Pediatrics and Maternal/Infant

Leadership Systems and Community-Public Health Specialty Courses 21 credits
The nursing systems leader or community/aggregate specialty area will support student development as community health nursing specialists and as nursing system leaders. Courses will be selected from nursing, business, public health, informatics, health sciences and/or other departments with permission of your advisor. Students in the Community Public Health track must include Theory (NURS 835) and Community Assessment (NURS 836) in these 21 credits. Students in Leadership Systems with a Nurse Executive track must include NURS 770 Nursing Administration and NURS 779 Health Economics in these 21 credits. Students in the Leadership Systems with a Nursing Informatics track must include NURS 776 Clinical Informatics and NURS 779 Health Economics in these 21 credits.

Specialty Practicum 9 credits
All students will complete three consecutive semesters of practicum (540 hours).

Residency (NURS 995) 4 credits
This residency experience will include 460 hours in the student’s specialty focus area and will include an emphasis on the evidenced-based practice, leadership and system competencies of the DNP prepared graduate. The residency experience will include the required DNP Project. The residency hours, plus the practicum hours, total 1000 hours. Students may choose to complete the residency over two semesters, in this case, 2 credits each semester. If the residency is not completed within 4 credits, students will be required to take one credit per semester until the residency project is completed.
Students may choose one 3-credit graduate course (must be at the 700 level or higher) to be selected from the following list. Other courses may be appropriate based on approval from the DNP Program Director.

**Adult /Gerontology**
- NURS 705 – Instructional Strategies for Patient Education
- NURS 760 – Processes of Aging
- NURS 763 – Issues in Women’s Health and Development
- NURS 764 – Changing Health Behaviors
- NURS 779 – Special Topics: Advanced Nursing Adult Gerontology Acute Illness
- NURS 779 - Special Topics: Advanced Nursing Adult Gerontology Chronic Illness
- NURS 779 - Special Topics: Pain and Symptom Management

**Maternal Infant Course**
- NURS 705: Instructional Strategies for Patient Education
- NURS 763: Issues in Women’s Health and Development
- NURS 764: Changing Health Behaviors
- EdPsych 743: Human Development: Infancy & Early Childhood
- EdPsych 746: Adolescence

**Pediatrics**
- NURS 705 – Instructional Strategies for Patient Education
- NURS 764 – Changing Health Behaviors
- NURS 774 Trauma Counseling I: Theory and Research
- NURS 774 Trauma Counseling II: Diagnosis and Treatment

**Leadership Systems: Informatics track**
- HCA 723 Health Care Systems Applications-Administrative and Clinical
- HCA760 Biomedical and Healthcare Terminology and Ontology
- PH 709 Public Health Informatics
- URB STD 840 Community Health Planning

**Leadership Systems: Nurse Executive track:**
- BusMgmt 715 Strategic Management in Health Care Organizations
- BusMgmt 727 Health Care Accounting, Law, and Ethics
- HCA 722 Legal, Ethical and Social Issues in Health Care Informatics

**Community Public Health track:**
- PH 820 Maternal and Child Health Foundations, Policy, and Practice
- ED PSY 711 Cultural Context of Children’s Mental Health
- SOC WRK 713 Community Organization, Planning and Human Service Administration I
- SOC WRK 771 Development of the Family Over the Life Span
- SOC WRK 851 Social Issue and Policy Analysis (specific topics vary)
- SOC WRK 932 Theories and Research on Behavior Change
Applied Gerontology
The Helen Bader School of Social Welfare’s Department of Social Work offers an 18 credit Applied Gerontology certificate program. More information about admission and program requirements can be found at this url: http://uwm.edu/catr/academics/agingcertificate/

Clinical Nurse Specialist Post-Graduate
"The Clinical Nurse Specialist Post-Graduate Certificate is designed to provide advanced practice preparation as a Clinical Nurse Specialist (CNS) for nurses with a Master’s degree in Nursing prepared for other roles or population groups. The student will choose one of the following populations: adult/gerontology, *pediatric, or *maternal/infant. The majority of the program will be taught online with clinical preceptor placements as close as possible to a student’s geographic location. More information about admission and program requirements can be found at this url: http://uwm.edu/nursing/academics/certificates/clinical-nurse-specialist/ *For Maternal Infant and Pediatric CNS Specialty, contact Dr. Julie Darmody, the CNS Option Coordinator, darmodyj@uwm.edu

Health Professional Education
The College of Nursing together with the School of Education and the College of Health Sciences offers the Health Professional Education certificate program that involves educational theory and pedagogy to support students in teaching roles with a focus on adult education, teaching strategies and changing health behaviors. More information about admission requirements and program details can be found at this url: http://uwm.edu/nursing/academics/certificates/health-professional-education/

Post-Masters Family Nurse Practitioner
Nurse prepared as an Advanced Practice Nurse (CNS, NP, Midwife, CRNA) can enhance their degree through the Post Master’s Family Nurse Practitioner Certificate program. The College of Nursing will need you to demonstrate coursework in Physiology, Pharmacology and Comprehensive Assessment. All coursework must be graduate level and a grade of B or better is required. More information about admission requirements can be found on this url: http://uwm.edu/nursing/academics/certificates/family-nurse-practitioner/
*See following page for information on preparing graduates for NP Certification.

Public Health (This certificate is currently on hold)
The College of Nursing together with the School of Public Health and the College of Health Sciences offers a 15 credit certificate program in Public Health. This program is designed for individuals involved in health programming, evaluation, education policy, engineering administration, research and other areas related to public health.

Trauma Informed Care
The College of Nursing together with the Helen Bader School of Social Welfare, School of Education, and College of Health Sciences offer a 15 credit certificate program in Trauma Informed Care. This multidisciplinary program is designed to help students learn about psychological trauma as it relates to theory and practice. More information about admission requirements can be found on this url: http://uwm.edu/nursing/academics/certificates/trauma-informed-care/
The DNP curriculum will offer the following advanced practice specialty foci:

Family Nurse Practitioner (18 credits)

Family Nurse Practitioner option prepares graduates to meet educational eligibility requirements for the national certification examination for Family Nurse Practitioner.

Eligibility criteria for national certification as a family nurse practitioner include:

- Hold a current, active RN license in Wisconsin state
- Hold a master’s or doctoral degree from a family nurse practitioner program accredited by the Commission on Collegiate Nursing Education (CCNE) or the Accreditation Commission for Education in Nursing (ACEN) (formerly NLNAC | National League for Nursing Accrediting Commission). A minimum of 540 faculty-supervised clinical hours, with exposure across the lifespan with health promotion, acute, and chronic illnesses and diseases, are required for the family nurse practitioner program.
- Three separate, comprehensive graduate-level courses to be completed with a grade of B or better in:
  - Advanced physiology/pathophysiology, including general principles that apply across the life span within 5 years of starting the program.
  - Advanced health assessment, which includes assessment of all human systems, advanced assessment techniques, concepts, and approaches within 5 years of starting the program.
  - Advanced pharmacology, which includes pharmacodynamics, pharmacokinetics, and pharmacotherapeutics of all broad categories of agents within 3 years of start of program. Evidence of prescriptive authority in the state of Wisconsin will be accepted in place of graduate pharmacology course.
- Content in:
  - Health promotion and/or maintenance
  - Differential diagnosis and disease management, including the use and prescription of pharmacologic and nonpharmacologic interventions.

Candidates may be authorized to sit for the examination after all coursework and faculty-supervised clinical practice hours for the degree are complete, prior to degree conferral and graduation, provided that all other eligibility requirements are met.
Course(s) taken at UWM as a Non-Degree student must complete a the “Transfer Credit Evaluation Form” to have the non-degree course(s) formally count toward your DNP program. It is best to do this early in your program.

- Forms are available online through the UWM Graduate School Website: Refer to this url: Go to Forms/Applications to “Transfer Credit Evaluation”. [http://uwm.edu/graduateschool/student-forms/](http://uwm.edu/graduateschool/student-forms/)

If you completed a course with at least a B or better and think it might be equivalent to a course you need to take as part of your Doctoral program, submit the syllabus in the term the course was completed and the transcript denoting the completion of that course to the Student Affairs Academic Advisor by email: daoood@uwm.edu

The course will be reviewed for equivalency by the faculty teaching the comparable UWM course. The faculty member review the course determines whether the course will transfer.

If the course transfers to UWM as part of your doctoral program, notation of the transfer course will be posted on the Formal Plan of Study and/or noted in your student file. All documentation will remain in your academic file located in the Student Affairs Office, Cunningham Hall room 135.

Questions can be directed to Jennifer Daoood, the Student Affairs Academic Advisor by email: daoood@uwm.edu
Go to The DNP SPOT on SharePoint to find the Independent Study-NURS 897 form.

I. Overview:
Independent Study in Nursing for DNP is an opportunity to pursue a topic or project with the guidance of a College of Nursing graduate faculty member. The student enrolled in an Independent Study is expected to assume primary responsibility for learning. The faculty member's role is to challenge and guide the student in intellectual efforts.

II. Procedure:
A. Prior to registration, mutual agreement is necessary between the student and the faculty member in terms of the topic, objectives, and evaluation for the Independent Study. The course plan must be appropriate for the content and credit (1-6 cr.).
   1. Pursuant to Graduate Programs Committee action of September 20, 1977, it is determined that contact hour allocation per credit in graduate courses be on the basis of 1 contact hour per credit in lecture; contact hour per credit in seminar; and 3 contact hours per credit in practicum.
   2. The student is expected to:
      a. Identify the title of study
      b. State the objectives
      c. Outline the plan for action and evaluation
      d. Obtain the Application for Independent Study and obtain the faculty member’s signature on the Faculty Member Agreement form and forward both original forms to the Director of the DNP Program.
   3. Any clinical component must be cleared through the agency with the faculty member responsible for informing the Associate Dean for Academic Affairs to assure contractual and insurance coverage.
   4. Credit earned in Independent Study applies to elective credit.

B. Student Responsibilities
   1. The student is responsible for scheduling regular conferences with faculty.
   2. All work is expected to be completed within the semester. Independent Study that requires more than one semester to complete must be divided into two or more semesters. In such cases, a separate grade will be awarded for each semester's work.
   3. Creative dissemination of completed work is encouraged such as presentation, publication, and colloquium.
   4. The student completes a faculty evaluation form according to UWM College of Nursing departmental policy and procedures.

C. Faculty Responsibilities
   1. The faculty approves the student's objectives, topic area, and evaluation plan.
   2. The faculty assures quality learning experiences through the provision of
      a. Individual conference time
      b. Challenging questions, comments and feedback
      c. Promoting critical thinking
   3. The faculty prepares an Independent Study Evaluation Summary of the student’s experiences and submits the grade in accord with UWM policy and procedures, to the Student Affairs Office for placement in student’s file.

Approved by the Doctoral Faculty March 17, 1986; Revised by the Doctoral Faculty May 13, 1986 Docs\dp002.
NURS 897 Doctoral Independent Study Form

Name: ___________________________________________ Student ID # ______________________

List # of credits assigned to study ___ Course # NURS 897 ________ Semester and Year: ____________

Graduate Students:  PhD    DNP

Faculty Member Selected: ________________________________________________________________

Did s/he agree to work with you?    YES ____________________ NO _______________________

TITLE of Independent Study: _____________________________________________________________

OBJECTIVES:
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

PLAN FOR MEETING THE OBJECTIVES (brief explanation):
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

EVALUATION PLAN (brief explanation):
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

Please discuss your plans for Independent Study with the faculty member you selected. When you and the
faculty member have reached agreement and this form is complete, return with the Faculty Member
Agreement form, to the DNP Program Director. The original will be placed in your file.

To be completed by the DNP Program Director:

Signature: ___________________________ Date: ______________________

DNP Program Director
Faculty Member Agreement Form

Print Student Name: ____________________________________________

For Independent Study in Nursing NURS- ____________________________

(course #) - (Instructor #)

I have discussed the proposed independent study with ___________________ and am willing to supervise this student’s work. We shall arrange for regular conferences and will submit an evaluation of this learning experience at the end of the semester.

__________________________________________
Date

__________________________________________
Faculty member’s signature

Please forward this form with the Application for Independent Study to the DNP Program Director. The original will be placed in the student’s file.

To be completed by the DNP Program Director:

__________________________________________
Signature DNP Program Director

__________________________________________
Date:
**Independent Study Evaluation Summary**

**Directions**: To be completed upon completion of the Independent Study course as stated below. See DNP SharePoint for link to form. Supervising professor should complete the form below to evaluate student’s performance. A copy of this completed form should then be sent to the Student Affairs Office/Cunningham Hall 135 for placement in the student’s file.

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<th>Name of Student</th>
<th>Name of Professor</th>
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<th>Semester/Year</th>
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**Evaluation/Summary of Independent Study (to be filled out by the faculty member):**

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**To be completed by the faculty member:**

Grade Earned: ______ Signature of Professor: __________________________ Date: __________

Make a copy, and forward original to the Student Affairs Office/Cunningham Hall 135

Isform.doc 7/13
I. The Faculty Advisor

The Faculty Advisor represents a vital link between the entering student and the doctoral program. This advisor plays an important role in orienting the student to the school and the program, assisting with clarification of goals, helping the student to structure a meaningful and integrated learning experience, and monitoring the student’s progress in and adjustment to doctoral study.

The specific responsibilities of the Faculty Advisor are:

1. Interpret to the student the doctoral program design, requirements, and policies.
2. Assist the student in planning objectives for doctoral study.
3. Assist the student in developing a plan of study in accordance with program requirements and individual research interests.
4. Monitor student progress consistent with the plan of study.
5. Assist the student in identifying additional opportunities as appropriate for professional development including sources of financial assistance.
6. Help the student choose a Residency Mentor.
7. Provide ongoing support and assistance in professional development, including support for funding applications and scholarships.
8. Serving as the Chairperson of the following student Committees: Comprehensive Examination, and DNP Project including:
   a. Assisting the student in selecting committee members for the comprehensive examination and DNP Project.
   b. Determining the student’s readiness to take the comprehensive examination.
   c. Complete the DNP Project Proposal form to reflect the Doctoral Preliminary Examination to the DNP Program Director for signature and disposition. Go to the DNP Faculty Resources on SharePoint to locate the DNP Project Proposal Planning form.
9. To assume primary responsibility for guiding the student throughout the capstone clinical project.

II. Student Affairs Advisor

The Student Affairs advisor assists students with questions related to admission, plan of study, appeals, and graduation. The Student Affairs Advisor helps the student orient to the school and the program.

III. Student Responsibilities

In general, it is the student’s responsibility to plan a program that is unified rationally with all parts contributing to a coherent program of study. Specifically, the student is responsible for:

1. Meet with your Faculty Advisor for annual review in April-May to discuss progress, goals, and plans. See The DNP Spot on SharePoint for the Annual Review form.
2. Meet regularly with your Faculty Advisor regularly especially prior to residency to plan the Comprehensive Exam and DNP Project.
3. Work with your Faculty Advisor to identify DNP Project Proposal/ Comprehensive Exam Committee members including the agency mentor and CON faculty member.
4. You are expected to attend a regional or national conference that is relevant to your specialization every year that you are in doctoral study. This should be documented in your annual review.
5. Any changes to your plan of study must be communicated to the Student Affairs Academic Advisor: Jennifer Daood, daood@uwm.edu to avoid delays in progression.
III. Change in Faculty Advisor

A request for change in Faculty Advisor (and, if appropriate, DNP Project Committee membership) is indicated if the substantive area of the student's focus changes markedly. Either the advisor or the advisee may initiate a change of advisor. A change of membership on the DNP Project Proposal/Comprehensive Examination Committee must be recommended by the student, and approved by the Faculty Advisor and the DNP Program Director. The DNP Program Director will coordinate reassignment of the student to another faculty advisor when a change of advisor occurs.

IV. Scope of Policy

These policies are supplemental to those of the Graduate School and describe those policies in the College of Nursing Graduate Program, which, in addition to all graduate school policies, apply to students in this program.
DNP Milestones and Program Expectations

Preamble:
Students are admitted to the DNP program with the expectation that they will complete their program of study in a timely fashion. In order to facilitate student realization of completion in a timely fashion, several milestones have been identified. These timelines are offered as a guide to faculty and students as a means of evaluating the timeliness of student progress. The expectation is that students should be progressing in an expeditious manner. Failure to meet these milestones will initiate a critical review of student progress, and the creation of a written plan identifying strategies to meet the milestones.

BS-DNP Students
Time from enrollment to Specialty Practicum: Complete 36 credits of required coursework by the end of the 4th semester (full-time student/Fall start) or by the end of the 6th semester (Full-time student/spring start) or the end of the 7th semester (part-time student/Fall start) or by the end of the 9th semester (part-time student/Spring start).

Time from start of specialty practicum to comprehensive exam:
Complete the three semesters of specialty practicum and required courses (full-time students). Complete the three semesters of specialty practicum and required courses over a total of four semesters (part-time students). Students must meet the comprehensive examination requirement prior to starting residency, and usually during their last semester of coursework. UWM Graduate School policy requires that comprehensive examinations be completed within five years of the start of admission.

Time from the start of DNP Project to Program Completion:
1-2 semesters. Students should be able to defend their final DNP Project during the last weeks of their residency.

PM-DNP Students must complete required coursework by the end of the 4th semester. Students must meet the comprehensive examination requirement prior to starting NURS 995 Residency. UWM Graduate School policy requires that comprehensive examinations be completed within five years of the start of admission.

Time from DNP Proposal (Comprehensive Examination) to Completion of the Program: 1-2 Semesters. Students should be able to defend their final capstone project during the last weeks of their residency.

All students are expected to complete all degree requirements within seven years of entering the program.
A learning portfolio is a tool used by professional nursing students to display their learning achievements as they progress through their educational program, including periodic written reflections assessing and analyzing the quality of their learning and learning goals for the following semesters. Portfolios are also used by nursing schools for program evaluation. They provide a mechanism by which students and instructors monitor the development of key skills, abilities, and attitudes necessary for professional nursing practice. Each student in the graduate program will create and maintain a learning portfolio to document the development of professional competencies as described below in the program learning outcomes and key program competency outcomes.

**PROGRAM OBJECTIVES/STUDENT CHARACTERISTICS:**

1. Analyze and integrate nursing science with knowledge from diverse disciplines as the basis for the highest level of nursing practice.
2. Demonstrate collaborative leadership in the development and evaluation of models for improving patient and population health outcomes.
3. Utilize the processes of scientific inquiry to explore clinical phenomena and facilitate evidence-based nursing practice.
4. Apply technology and information systems for the improvement and transformation of health care.
5. Influence policy development that shapes health care delivery, financing, and regulation.
6. Expand personal and professional competencies to assume emerging advanced practice nursing roles.

**KEY PROGRAM COMPETENCY OUTCOMES WITH DEFINITIONS:**

The Nursing Programs are designed to produce critical thinkers who can communicate effectively with others as they perform the following competencies:

**Clinical Problems** – Gather and analyze data and determine solutions to clinical problems.

**Impact Examination** – Examine the impact of information, frameworks, theories, problems, and issues on nursing and health care.

**Role Function** – Function effectively in the roles consistent with preparation.

**STUDENT LEARNING PORTFOLIO OBJECTIVES:**

The development of a student portfolio serves to

1) Document the student’s growth and development while progressing through the graduate curriculum.
2) Foster development of the student’s lifelong personal and professional growth.
3) Provide a record of evidence demonstrating progress at specific points in the program of study:
   a. For BS-DNP students: At the beginning of clinical course work [within the first week of CNS I /FNP I/ Systems/ Community-Public health practicum], prior to starting residency, and at the completion of the program. [Total of 3 times]
   b. For MS-DNP students: Prior to starting residency [at least 1-2 weeks prior to residency], and at the completion of the program [Total of 2 times].
**EXPECTATIONS:**
The student portfolio will be created in the first semester of enrollment in DNP courses, with additional materials submitted every semester. Guidelines will be provided each semester on required and suggested materials to be included in the portfolio. Students use the portfolio guidelines provided during orientation to the DNP program and included in the student handbook to compile and add to the portfolio examples that provide evidence to support a critical self-evaluation.

There are two parts to the portfolio. **Part 1** includes a brief commentary on each item / course product included in the portfolio to explain how the example selected demonstrates achievement of the program objectives and/or key program outcomes. Students provide a commentary and items/ course products every semester. **Part II** includes a narrative that provides a more general self-evaluation of:
1) evidence of progress towards attainment of overall program learning outcomes, and key program competency outcomes;
2) analysis of growth from the previous semester, and
3) identification of personal learning goals for next semester.

The self-evaluations and the evidence to support the self-evaluation as well as any required portfolio materials will remain in the learning portfolio until graduation. Students provide an electronic copy of their portfolio which includes evidence they believe reflects achievement of learning.

**PROCESS:**

**For BS-DNP Students**
1. While students maintain the portfolio on an ongoing basis, they are required to submit their portfolio for review by faculty at designated points:
   a. At the beginning of clinical course work [within the first week of practicum],
   b. Prior to starting residency, as part of the comprehensive exam
   c. And at the completion of the program. [Total of 3 times]

2. Representative samples of learning achievements from all courses must be included. Examples include papers from NURS 725, 735, etc.
   a. **Prior to starting the clinical sequence of courses**, students will include in their portfolios a 3-5 page written reflective/integrative paper that summarizes their achievement, to this point, of the level one program objectives, key program outcome competencies, and individual learning outcomes, including comments about how their graduate and advanced practice, systems, or aggregate core courses have helped them work toward mastery of these learning outcomes and competencies.

   b. **At 1-2 weeks before starting residency**, student will submit a detailed plan for their residency, including identification of the Residency Mentor.

   c. **Completion of the program**: Students will include in their portfolios a 3-5 page written reflective/integrative paper that summarizes their achievement of the program objectives, key program outcome competencies, and individual learning outcomes, including comments about how their graduate and advanced practice, systems, or aggregate core courses have helped them work toward mastery of these learning outcomes and competencies. In addition, students will include a summary of their residency experience and a copy of their scholarly project.

**For MS-DNP Students**
1. While students maintain the portfolio on an ongoing basis, they are required to submit their portfolio for review by faculty at designated points:
   a. Prior to starting residency:
   b. At the completion of the program [Total of 2 times].
2. Representative samples of learning achievements from all courses must be included. Examples include papers from NURS 725, 803, etc.
   a. **At least 1-2 weeks before starting residency**, student will submit a detailed plan for their residency, including identification of the Residency Mentor.
   b. **Completion of the program**: Students will include in their portfolios a 3-5 page written reflective/integrative paper that summarizes their achievement of the program objectives, key program competencies, and individual learning outcomes, including comments about how their graduate and advanced practice, systems or aggregate core courses have helped them work toward mastery of these learning outcomes and competencies. In addition, students will include a summary of their residency experience and a copy of their scholarly project.
When: Student portfolios are reviewed at specific times during the course of the student’s program of study:
- For BS-DNP students: At the beginning of clinical course work [within the first week of CNS I/FNP I], prior to starting residency, and at the completion of the program. [Total of 3 times]
- For MS-DNP students: Prior to starting residency [at least 6 months prior to residency], and at the completion of the program [Total of 2 times].

What: The following documents are reviewed. There are two parts to the portfolio.

Part 1 includes a brief commentary on each item / course product included in the portfolio to explain how the example selected demonstrates achievement of the program objectives and/or key program outcomes. Students provide a commentary and items/ course products every semester.

Part II includes a narrative that provides a more general self-evaluation of:
- evidence of progress towards attainment of overall program learning outcomes, and key program competency outcomes;
- analysis of growth from the previous review [if appropriate],
- identification of personal learning goals for next semester.
- A formal plan, including objectives and measurable outcomes, for their residency and capstone clinical project.

Who: Portfolios are reviewed by different people, depending on the point at which the review occurs:

<table>
<thead>
<tr>
<th>DNP OBJECTIVES</th>
<th>WHEN</th>
<th>BY WHOM</th>
</tr>
</thead>
<tbody>
<tr>
<td>DNP Level I Objectives</td>
<td>Start of FNP/CNS or Leadership/Systems or Community Public Health specialty practicums</td>
<td>Practice / Option Coordinator</td>
</tr>
<tr>
<td>DNP Level II Objectives</td>
<td>Start of Residency</td>
<td>Comprehensive Committee</td>
</tr>
<tr>
<td>DNP Program Outcomes</td>
<td>End of Program</td>
<td>Committee and GPC (selected)</td>
</tr>
</tbody>
</table>

Previous GPC #10-02-09(3)
Revised & Approved by GPC 3-3-17
**Evaluation of Student Performance: Portfolio Review Level I DNP**

**Page 1 of 2**

**Directions:** As part of the evaluation of the student’s portfolio review for evidence of attainment of level objectives, this form is to be completed by the DNP Program Director or Option Coordinator. Please evaluate student performance on the portfolio for the attainment of level objectives as a whole using the following rubric. For each objective, indicate the evaluation option that best fits the student’s performance specific to that objective. If inadequate, provide comments.

<table>
<thead>
<tr>
<th>DNP Level I Portfolio Review: Completed at the start of the first practicum.</th>
<th>Adequate Provides examples with brief commentary on each item/course product included to explain how the example demonstrates achievement of the program objective with critical self-evaluation</th>
<th>Inadequate No or limited examples provided Unable to tie course product to objective Limited self-evaluation</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Part I: Level I Objectives</strong></td>
<td>1. Evaluate existing and developing theories and models as they relate to a advanced nursing practice in a variety of settings</td>
<td></td>
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<tr>
<td></td>
<td>2. Develop a foundation in advanced practice nursing knowledge, processes and practices for the provision of culturally competent primary, secondary and/or tertiary care to individuals, families, communities and populations.</td>
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<td></td>
<td>3. Apply the processes of scientific inquiry to explore clinical phenomena and facilitate evidence-based nursing practice.</td>
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<tr>
<td></td>
<td>4. Examine technology and information systems for the improvement and transformation of health care.</td>
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</tbody>
</table>
5. Analyze leadership and collaborative roles with nursing, other professionals and health care consumers.

6. Develop personal and professional competencies to assume emerging advanced practice nursing roles.

**Part II: Reflective/integrative Paper** summarizing achievement to date, of the level one objectives, key program outcome competencies, and individual learning objectives with comments about how their graduate core courses have helped them work towards mastery of these objectives.

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Adequate</th>
<th>Inadequate</th>
</tr>
</thead>
</table>

Overall Decision: Adequate ________________ Inadequate ________________

Reviewer Signature: ____________________ Date of review: ____________________
## Evaluation of Student Performance: Portfolio Review Level II DNP

### DNP Level II Portfolio Review

**Part I: Level II Objectives**

<table>
<thead>
<tr>
<th>Adequate: Provides examples with brief commentary on each item/course product included to explain how the example demonstrates achievement of the program objective with critical self-evaluation</th>
<th>Inadequate: No or limited examples provided. Unable to tie course product to objective. Limited self-evaluation</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Apply nursing science with knowledge from diverse disciplines as the basis for the highest level of nursing practice.</td>
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<tr>
<td>2. Apply collaborative leadership in the development and evaluation of models for improving patient and population health outcomes.</td>
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<tr>
<td>3. Evaluate the processes of scientific inquiry to explore clinical phenomena and facilitate evidence based nursing practice.</td>
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<tr>
<td>4. Integrate technology and information systems for the improvement and transformation of health care.</td>
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<tr>
<td>5. Demonstrates leadership and collaborative roles with nursing, other professionals and health care consumers.</td>
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<tr>
<td>6. Demonstrate personal and professional competencies to assume emerging advanced practice nursing roles.</td>
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</tbody>
</table>
### Part II: Reflective/integrative Paper
Summarizing achievement to date, of the level two objectives, key program outcome competencies and individual learning objectives with comments about how their graduate core courses have helped them work towards mastery of these objectives

### Part III: Project Proposal

### Part IV: Residency Plan

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Adequate</th>
<th>Inadequate</th>
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</thead>
<tbody>
<tr>
<td>Overall Decision:</td>
<td>Adequate</td>
<td>Inadequate</td>
</tr>
<tr>
<td>Advisor Signature:</td>
<td>Date of review:</td>
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</tbody>
</table>
**DNP Level III Portfolio Review**

**Completed at Defense**

**Part I: Level III Final Program Objectives**

<table>
<thead>
<tr>
<th>Adequate: Provides examples with brief commentary on each item/course product included to explain how the example demonstrates achievement of the program objective with critical self-evaluation</th>
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</thead>
<tbody>
<tr>
<td>Inadequate: No or limited examples provided</td>
</tr>
<tr>
<td>Unable to tie course product to objective</td>
</tr>
<tr>
<td>Limited self-evaluation</td>
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</table>

1. Analyze and integrate nursing science with knowledge from diverse disciplines as the basis for the highest level of nursing practice.

2. Demonstrate collaborative leadership in the development and evaluation of models for improving patient and population health outcomes.

3. Utilize the processes of scientific inquiry to explore clinical phenomena and facilitate evidence based nursing practice.

4. Apply technology and information systems for the improvement and transformation of health care.

5. Influence policy development that shapes health care delivery, financing and regulation.

6. Expand personal and professional competencies to assume emerging advanced nursing practice roles.

**Comments**
<table>
<thead>
<tr>
<th>Part II: Reflective/Integrative Paper</th>
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<tbody>
<tr>
<td>summarizing achievement to date, of the level three objectives, key program outcome competencies and individual learning objectives with comments about how their graduate core courses have helped them work towards mastery of these objectives</td>
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</table>

<table>
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<tr>
<th>Part III: DNP Project Defense and Final Paper</th>
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| Part IV: Residency Summary |  |

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<th>Student Name:</th>
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<tr>
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<tr>
<th>Advisor Signature:</th>
<th>Date of review:</th>
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</table>


Annual Review of DNP Student

For the Annual Review form to The DNP Spot on SharePoint.

Name of Student: ____________________________ Year of Evaluation: ____________________________

The purpose of this form is to give doctoral students a chance to document briefly their progress toward the DNP degree during the current academic year, and then to have this documentation serve as the basis for an extended conversation [before April 30] with their Faculty Advisor about accomplishments and future plans.

Directions: Students should:
• complete Section A before the meeting,
• submit the form to their Faculty Advisor
• and make an appointment [in person or via telephone] to discuss their evaluation.

Faculty Advisors should:
• complete Section B of the form prior to meeting with the student.

Both the student and the advisor should sign the form at the end of the conference. One copy of the signed form is kept by the student, one by the advisor, and one is sent to the Director of Graduate Programs to be placed in the student’s file.

SECTION A (to be completed by the student)

I. PROFESSIONAL DEVELOPMENT
Write a brief integrative narrative describing your professional development this year. This description should place the experiences you delineate in Section II within the context of your overall professional goals and concerns.

II. ACCOMPLISHMENTS
In each of the following areas, please provide a brief description of experiences and examples of your accomplishments during the past academic year. In the ensuing discussion, compare this year with your previous year in graduate school, if applicable.

A. Courses taken, comprehensive exams completed, or portfolio reviews undertaken. Indicate grades received and status of incomplete or deferrals, if applicable. A brief plan of action for attending to the deferrals should be included.
B. Participation in local, regional, or international clinical or specialty conferences and events. (Identify the conference or event including dates and describe your participation)

C. Work-related experiences.
   1. Teaching Assistantship:
   2. Program Assistantship
   3. Clinical practice
   4. Professional memberships

D. Papers, presentations, and publications (Include relevant information).

E. Awards and Honors received

F. Service (e.g., committee work within the university, community agencies and professional organization.

III. AREAS OF GROWTH AND DEVELOPMENT
A. What are the areas in which you have developed and grown this year?

B. What are some areas that need improvement or development?
IV. FUTURE PLANS
A. Plans for the next year such as courses, work experiences, etc. How do these relate to your professional growth?

B. Pragmatic concerns.

SECTION B (to be completed by the Faculty Advisor)

Please comment about student’s accomplishments and areas for improvement and development.

Summary of Conference (to be completed by advisor and student):

STATUS:
Progress Satisfactory Consultation Required Plan Required Review Required

Student Signature & Date

Faculty Advisor Signature & Date
I. **Purpose of the Comprehensive Preliminary Examination**
This examination immediately precedes admission to candidacy for the doctoral degree. Successful completion is required to achieve candidacy. The comprehensive examination consists of the successful review of portfolio materials and successful defense of the DNP project planning documents.

II. **Composition of Comprehensive Preliminary Examination Committee**
The Comprehensive Committee is comprised of three members, including one CON faculty with graduate faculty status who serves as the advisor, one CON or UWM faculty with at least a terminal degree, and a third member will be the agency mentor. At least one member of the comprehensive examination committee should be a nurse. An additional member maybe added to meet that requirement.

III. **Policies Regarding the Comprehensive Examination**

A. Each student shall complete the comprehensive examination requirements prior to the start of residency, and upon the recommendation of the faculty advisor.

B. The Graduate Program Committee has the ultimate responsibility for the development, administration, and evaluation of the comprehensive examination process. The faculty delegates to the DNP Program Director the responsibility to approve the student's examining committee, which in turn, is responsible for developing and administering the examination to the student in order to evaluate the student's performance.

C. The comprehensive examination is comprised of a written and oral component, completed in that sequence. The oral component may not be taken until the written component is completed successfully. Both written and oral components of the examination are graded as either pass or fail, requiring a pass from at least two of the three committee members. Successful completion of the comprehensive examination requires a grade of pass on both the written and oral components.

D. Students must complete all components of the comprehensive examination successfully to achieve candidacy. The written component [portfolio, residency plan, and [project proposal] may be retaken only one time and must be retaken within six months of the initial failure. The oral component may be retaken only one time and must be retaken within three months of the initial failure. The form and content of these reexaminations will be comprised of the portfolio, residency plan and project proposal. A student who fails the reexamination in either component of the comprehensive examination may be terminated from the doctoral program.

E. The results of both comprehensive examination components must be communicated to the student in a timely fashion. The faculty advisor is responsible for this communication and all other procedural communications appropriate to the comprehensive examination process. Such communications are forwarded to the DNP Program Director and Associate Dean for Academic Affairs as appropriate.

F. Students must pass the preliminary examination within 5 years of initial enrollment.
IV. Process for Completion of Written Component

A. The student, in consultation with the faculty advisor and examining committee members, develops a written plan for both the residency and capstone clinical project. See the guidelines for the development of the DNP Project Proposal, the DNP Residency Plan, and the DNP Level II Portfolio in the DNP Student Handbook.

B. All written documents are submitted to the faculty advisor for review. The advisor approves that the documents may be sent to the other two committee members for review. Committee members will review documents and communicate any concerns to the advisor regarding student readiness for the oral component.

V. Process for Completion of Oral Component

A. The oral component of the comprehensive examination is scheduled and conducted by the student's examining committee upon successful completion of the written component of the examination.

B. It must be scheduled within six weeks from the date of submission of the portfolio, residency plan, and project proposal.

C. The examination will not exceed two hours in length of time. The oral examination is attended only by the members of the examining committee and the student.

VI. Procedure for the Oral Comprehensive Preliminary Examination

A. After the advisor and team members agree on a date and time, the student submits the Room Scheduling Request form to reserve a room and equipment for the DNP Project Plan Approval Meeting (Comprehensive Preliminary Oral Exam). Go to The DNP Spot to locate the form “Room Scheduling Request”.

B. The Student Affairs advisor receives an e-mail when the scheduling request is submitted and will review the student transcript to verify the student has completed or is in the process of completing all credit requirements prior to the DNP project.

C. At the project approval meeting, the advisor completes the DNP Project Proposal Approval Form and the DNP Level II Portfolio Evaluation Form and submits them to the DNP Program Director after the meeting.

D. DNP Program Director signs the Approval Form and sends to the Student Affairs advisor.

E. Student Affairs advisor notifies the Graduate School of DNP “prelim status” to be noted in PAWS.

Previous GPC #10-02-09(1)D
Revised & Approved by GPC 4-21-17
**DNP Residency Guidelines**

**Description:** This immersion experience, during which students are mentored and supervised, provides students with the opportunity to further synthesize and expand on learning developed to this point. Students are provided with opportunities to expand their leadership influence, translate research into practice, further develop clinical skills, make operational the DNP competencies, and work on specific initiatives or projects. It is expected that students will accomplish the requirements of the residency within one semester. Students may elect to undertake the residency over a two-semester period with approval from the Comprehensive Examination Committee. All course work and comprehensive examination must be completed successfully prior to the start of residency. The DNP project is an integral part of the residency.

**Objectives:** During this immersion experience the student will have the opportunity to:

1. Demonstrate leadership within the clinical residency practice setting.

2. Translate research and data to anticipate, predict, and explain variance in practice and health care policy.

3. Apply knowledge of organizational systems and health policy to clinical practice.

4. Exhibit the role competencies of a DNP.

**Residency Plan:** Students should begin to plan the residency early in their program. Planning occurs in consultation with their faculty advisor and Residency Mentor. The student is responsible for arranging their residency and for identifying the Residency Mentor. Residency sites vary and are chosen to facilitate achievement of residency and student objectives.

**Time Requirement:** Students must complete 460 clock hours. While residency may be completed in the setting in which the student is employed, completion of residency hours must be achieved separate from the employment role.
Organization Mentor Agreement Form
Nursing 995 DNP Residency and Project:

Provide the following information to complete the Organization Mentor Agreement.

Student Name: ___________________________ Semester and Year: ___________________________

Name of Mentor: ___________________________

Name of Organization: ____________________ Location of Organization: _______________________

Address of Organization: _______________________

Mentor’s E-Mail: ___________________________ Mentor’s Telephone #: ___________________________

The Nursing 995 DNP Project course requires the student to implement a project that addresses a complex practice, process, or systems problem within a practice setting. The student uses evidence to improve the practice, process, or systems problem. Examples of possible project methods may include quality improvement, evidence-based practice, or program development and evaluation.

The student works with a DNP Project Committee including the faculty advisor, a second faculty member, and an organization mentor to plan and implement the project. The organization mentor needs to be Masters prepared and is expected to facilitate the student’s implementation of the project within the organization. In conjunction with the faculty advisor, the organization mentor responsibilities include:

1. Assist the student and faculty advisor to identify possible practice, process, or systems problems within the organization that could become the focus for a DNP project.
2. Provide feedback to the student and faculty advisor during the planning phase about the feasibility of potential project plans/methods within the organization.
3. Participate on the DNP Committee for the DNP Proposal (Comprehensive Exam) to review and approve the student’s portfolio, residency plan, and project proposal. Mentors may participate in the proposal (comprehensive exam) meeting by phone, skype, or in person.
4. Assist the student as needed during the implementation phase to address unanticipated problems and implement the project.
5. Participate on the DNP Committee for the Project Defense to review and approve the student’s final portfolio, residency summary, and project final paper. Mentors may participate in the project defense meeting by phone, skype, or in person.

I am aware of these responsibilities and agree to participate as an organization mentor.

__________________________________________________________________________________
Organization Mentor Signature ___________________________ Date ________________

__________________________________________________________________________________
Faculty Advisor Signature ___________________________ Date ________________

Return this completed form, with a copy of your CV/Resume to the DNP student. The DNP student will submit these materials to the faculty advisor, who signs the form and returns it to the DNP Program Director.

Revised 2/13/2017
The University of Wisconsin - Milwaukee's Human Research Protection Program (HRPP) is the home of the Institutional Review Board (IRB) for the protection of human subjects. The IRB holds autonomous decision making when reviewing human subject research studies under the jurisdiction of the University of Wisconsin - Milwaukee. The mission of the IRB is to ensure the adequacy of the research plan, to minimize risks and to maximize the potential for benefit from human subjects’ who participate in research. The IRB’s decisions are based on the ethical principles in the Belmont Report, Declaration of Helsinki, Wisconsin State Laws, UWM Policies, and the Code of Federal Regulations. The IRB reviews research conducted by UWM faculty, staff, and students. The IRB is comprised of UWM faculty, staff, and community representatives.

You will find all policies, procedures and forms available on the internet using the website [http://www.uwm.edu/Dept/EHSRM/IRB/](http://www.uwm.edu/Dept/EHSRM/IRB/)
Go The DNP Spot to locate the “Room Scheduling Request”. Your defense will begin with you presenting a 20 minute, PowerPoint presentation of your project to your committee. This is the public part of your defense. The room will be open to the public, including faculty and students, and any guests you would like to bring. Following your presentation, the committee members will ask questions. Following questions from your committee members, members of the audience may ask questions. Once all questions related to your project have been asked and answered, everyone except you and your committee members will leave the room. At this time, the committee will do a final review of your portfolio. Once that is completed, you will be asked to leave the room for the committee members to discuss your total package: Presentation, residency, project and portfolio, and to vote. You will then be asked back into the room to hear the results of the vote.

To prepare, make sure you have your faculty advisor and then your committee review your written work, in advance, for editing. Ideally, they will have two weeks to do this. This includes your DNP Project paper and your final portfolio. Your faculty advisor should also approve your PowerPoint.
PhD/DNP Room Scheduling Request

Step 1: Your Name and Event Information

<table>
<thead>
<tr>
<th>Legal Name (with credentials):</th>
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| Dissertation Title (As approved by Your Major Professor/Faculty Advisor): |
|                                                                            |
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<table>
<thead>
<tr>
<th>Date of Event (e.g. Thursday, March 12, 2019)</th>
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<th>Start Time (e.g. 3:00 pm)</th>
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<th>Event Type</th>
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- Project Planning (DNP)
- Project Defense (DNP)
- Oral Comprehensive Exam (PhD)
- Proposal Hearing (PhD)
- Pre-Defense (PhD)
- Defense (PhD)

Step 2: Who are your committee members and how will they attend the event?

<table>
<thead>
<tr>
<th>Name of Major Prof./Faculty Advisor</th>
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<th>Contact Info:</th>
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- How will this person attend?
  - In-Person
  - Video (Skype for Business)
  - Phone (Conference Call)
  - Don’t Know Yet

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<th>Committee Member #2</th>
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<tr>
<td>Phone (Conference Call)</td>
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<td>Don’t Know Yet</td>
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</table>

Additional Comments/Requests:

lf

Step 3: Send Documents

- Room Scheduling Request (now)
- For Defenses, a copy of your abstract, as approved by your Major/Project Professor. This should be sent as a "Word" file. (2 weeks from event date)
- Send all files to: nuns-eventscheduling@uwm.edu
**Recommended Residency and DNP Project Timeline**

Guidelines for the Residency/DNP Project are in the DNP Program Student Handbook. The DNP Student Handbook is available in Office 365 on SharePoint. Log in to your Office 365 e-mail account, go to SharePoint, and search for “The DNP Spot”.

This is a recommended timeline that applies to any student schedule (part-time, full-time, BSDNP, PM-DNP). It outlines 2.5 semesters of planning followed by the final semester when the student is enrolled in the Nursing 995 DNP Residency and will implement and evaluate the project.

**2.5 Semesters before DNP Residency: Overall Plan and Background**

1. **1.0 Semester: Review guidelines, explore clinical questions/problems/issues, potential sites, and potential mentors for the residency/DNP project**
   1. Review the Nursing 995 DNP Residency Syllabus available on the DNP Comps D2L site. The syllabus provides specific guidelines for the residency/project and completing the required 460 clinical hours.
   2. Identify possible health care or community settings for a residency/DNP project.
   3. Identify possible clinical questions, problems, issues, and needs in a clinical setting and patient population.
   4. **Meet with your Faculty Advisor.** Discuss these problems/issues and possible health care settings with your Faculty Advisor and narrow the possibilities to the most feasible options.
   5. After discussion with your Faculty Advisor, make contacts within a specific health care or community setting to identify a potential mentor for the residency/DNP project. The mentor must be at least Masters prepared and could be a health care provider or a leader in the organization (manager or director).
   6. Meet with a potential mentor to discuss possible clinical question, problem, issue, or need that you might focus on for a residency/DNP project. Note: the residency/DNP project should be a partnership in which you are addressing a specific need for practice change within the health care or community setting.
   7. **Meet with your Faculty Advisor.** Report your findings. Identify the specific problem, health care or community setting, and mentor you will work with to conduct your residency/DNP project.
   8. After approval of the mentor by your Faculty Advisor, request that your organization mentor complete the mentor agreement form and provide a current resume or Curriculum Vitae (CV). The residency mentor agreement form is available on SharePoint at “The DNP Spot” under Academic Forms. The mentor and your Faculty Advisor need to sign the form. The signed mentor agreement form and the mentor CV/resume should be uploaded to the dropbox of the DNP Comps D2L site.

1. **1.0 Semester: Review of Literature and Initial Draft of DNP Project Proposal**
   9. Conduct a critical review of literature to identify current evidence related to the clinical problem/issue.

11. Prepare the initial draft of the proposal according to the “Guidelines for the DNP Project Proposal” available in the DNP Student Handbook on SharePoint or on the DNP Comps D2L site. The first draft may be only 4-8 pages. As you further develop the proposal, it will be about 15-20 pages.

12. Meet with the organization mentor to discuss background information and feasibility of potential project methods.

13. Continue to edit and refine your DNP Project Proposal.

14. Develop a draft of the overall Residency Plan with Timeline following the “Guidelines for the Nursing 995 DNP Residency Plan” available in the Student Handbook on SharePoint or on the DNP Comps D2L site. The residency plan includes a timeline, planned activities, and estimated hours.

15. Develop the Level II DNP Portfolio using the “DNP Level II Portfolio Guidelines” available in the Student Handbook on SharePoint or on the DNP Comps D2L site. You may present your sources of evidence in one of the following ways: a) D2L ePortfolio; b) individual electronic files; or c) hard copy binder (ePortfolio or electronic is preferred).

One Semester before DNP Residency:

**Detailed Plan and Approvals (Prelims/Comps/Project Approval & IRB Approval)** Finalize documents needed for the Preliminary Exam (Comprehensive Exam or Comps). The following documents are needed for the Preliminary Exam: a) residency plan; b) DNP project proposal; and c) Level II Portfolio.  (Weeks 1-7)

1. Submit drafts of all 3 documents to your Faculty Advisor by no later than Week 1 of the semester. Allow 2 weeks for your advisor to provide feedback on Draft 1 of your documents. Expect that you will need to submit a Draft 2 and a Draft 3 based on your Faculty Advisor’s feedback. Additional drafts may be needed.

2. Discuss with your Faculty Advisor a potential faculty member to serve on your committee and determine who will ask that faculty member to participate. Your DNP committee includes these 3 people: Faculty Advisor, faculty member, and your organization mentor.

3. Revise the residency plan, DNP project proposal, and Level II portfolio as requested by your Faculty Advisor.

4. Once your documents are approved by the Faculty Advisor, send them to the committee members. Documents should be sent to committee members two weeks before the comps/prelims meeting is scheduled to allow time for them to review and provide feedback.

**Scheduling & Completing Prelims/Comps (Weeks 8-10):**

5. Communicate with your Faculty Advisor, faculty member, and mentor to identify a tentative date and 2-hour time frame for your oral prelim/comp meeting (DNP Project Plan Approval Meeting). Also verify whether members will join the meeting in person, by phone, or skype.

6. To request a room and equipment, you must complete an online request form to schedule a room. Go to SharePoint and find “The DNP Spot”. Under “Academic Forms” click on scheduling.url. Select “Schedule a Room” and complete the form. Under event type select Project Approval (DNP). Indicate the date/start time of the meeting, how you will attend, DNP committee members (3), and how they will attend the meeting. Your DNP committee members include your Faculty Advisor (Chair of your Committee)), your organization mentor, and a second faculty member. For the DNP project approval meeting, you will not have an abstract to submit. Click submit.

7. With your Faculty Advisor’s approval, send the residency plan, DNP project proposal, and Level II Portfolio to the other two committee members. This must be done at least two weeks prior to your scheduled oral preliminary exam (comps) to allow time for them to review the documents.

8. On the scheduled date for your oral preliminary exam (comps), you will be asked to provide a brief overview of your planned residency and project. Then your Faculty Advisor and committee members will
ask questions, provide feedback, and make recommendations related to your residency plan, project proposal, and Level II Portfolio. You will be asked to leave the room briefly while the committee deliberates on your readiness to implement the project. The decision will be shared immediately with you.

Obtain Approvals to Conduct the Project (Week 11-14)

9. At the comprehensive exam or immediately following, discuss with your Faculty Advisor and mentor the approval process necessary to conduct the planned project. The approval process includes both a) administrative approval to conduct the project in a setting; and b) Institutional Review Board (IRB) approval from both UWM and the health care or community setting. These approvals should be obtained in writing.

10. Obtain administrative approval to conduct your project in the organization or setting. This approval is often from a manager or director, but the appropriate process depends on the setting and should be discussed with your organization mentor.

11. Obtain IRB approval to conduct your project from UWM and the organization or setting where you plan to conduct the project. The appropriate process will depend on the type of project you are planning and the organization or setting where you will implement the project. The first step will be to submit a Human Subjects Determination Form to UWM and the organization IRB. Based on the information you provide about your project, the IRB will determine whether your study involves research with human subjects. The majority of DNP projects will use a quality improvement or evidence-based practice method and the IRB will determine the project is not human subjects research and no further IRB review or approval is required. Depending on the level of review required for your project, it may take 1 to 4 weeks to receive an IRB decision about your project from both the UWM and site IRBs.

12. With approval of your Faculty Advisor, you may obtain a statistical consult if appropriate to plan for the data analysis needed in your project. Discuss your data analysis needs with your Faculty Advisor and whether or not you may need statistical support. The statistical support can be requested through the Harriet H. Werley Center for Nursing Research and Evaluation (WCNRE) at the College of Nursing. The online request form is available at: [http://uwm.edu/nursing/research/support/request-services/](http://uwm.edu/nursing/research/support/request-services/)

Semester of DNP Residency/Project: Enroll in Nurs 995 & Implement the Plan

Note: This is the semester the student is enrolled in Nurs 995 Residency for 4 credits. Another option: the required 4 credits of residency can also be taken over two semesters. If the student has chosen to do the residency in two semesters, the credits can be divided up in any combination to equal 4 credits (i.e. 2 credits/2 credits). If a student chooses to take the residency in more than one semester, the activities below occur across two semesters rather than one semester.

Weeks 1-7: Implement Residency Plan and Capstone Project

1. By Week 1 of the semester, obtain approval from the Institutional Review Board (IRB) at UWM and the health care setting as appropriate.
2. By Week 1 of the semester, obtain administrative approval to conduct your project in the health care setting.
3. Apply for graduation in PAWS by Week 3 of the semester (if you plan to complete the residency this semester).
4. Once IRB and administrative approvals have been obtained, implement your residency plan and DNP project following the steps and timeline as planned.
5. For any unexpected challenges or barriers encountered, communicate with your mentor and advisor for guidance.
6. Conduct data analysis. Seek assistance of a statistician as appropriate as described previously.
7. Write the first draft of the results and discussion sections of your DNP project final paper. Revise the introduction and methods sections of the proposal and add the results and discussion sections to form Draft 1 of the DNP project final paper. Use the “Guidelines for DNP Project Final Paper” posted on the Nursing 995 D2L site under Content.

8. Send Draft 1 of the DNP Project Final Paper to your advisor on or before Week 7. Weeks 8-12: Complete DNP Residency and DNP Project Defense. The following documents are needed for the DNP Project Defense: a) DNP residency summary; b) DNP project final paper; and c) Level III Portfolio.

10. Your Faculty Advisor reviews and student revises DNP Project Final Paper drafts as needed. Expect that you will need to submit multiple drafts of the final DNP project paper based on your Faculty Advisor’s feedback.

11. Write the residency summary and send Draft 1 to your Faculty Advisor. Follow the “Guidelines for DNP Residency Summary” posted on the Nursing 995 D2L site under Content.

12. Write the Level III Portfolio Narrative/Reflection and send Draft 1 to your advisor. Present your sources of evidence in one of the following ways: a) D2L ePortfolio; b) individual electronic files; or c) hard copy binder. Follow the “DNP Level III Portfolio Guidelines” and the “DNP Level III Portfolio Narrative Template” posted on the Nursing 995 D2L site.

13. Set a date and time with your committee for the DNP Project Defense.

14. Your Faculty Advisor must approve your project title and abstract.

15. To request a room and equipment for the defense, you must complete an online request form to schedule a room. Go to SharePoint and find “The DNP Spot”. Under “Academic Forms” click on scheduling.url. Select “Schedule a Room” then complete and submit the form. Under event type select Project Defense (DNP). Indicate the date/start time of the meeting, how you will attend, DNP committee members (3), and how they will attend the meeting. Your DNP committee members include your Faculty Advisor Chair of your Committee), your organization mentor, and a second faculty member. For the DNP project defense meeting, you will need to submit an abstract. The abstract can be submitted later, but must be sent at least 2 weeks before the scheduled defense so that it can be included with the defense announcement.

16. Develop ppt slides for your DNP Project Defense. Plan for a 20-minute presentation or approximately 20 slides. Send the ppt to your faculty advisor for feedback.

17. With approval of your faculty advisor, send the DNP project final paper, residency summary, and Level III Portfolio to your committee at least two weeks before the scheduled defense date.

Weeks 13-15: DNP Project Defense and Submit Final Documents

18. DNP Project Defense: Your defense will begin with you presenting a 20 minute PowerPoint presentation of your project to your committee and a public audience. This is the public part of your defense. The room will be open to the public, including faculty and students, and any guests you would like to bring. Following your presentation, the committee members will ask questions. Following questions from your committee members, members of the audience may ask questions. Once all questions related to your project have been asked and answered, the public portion of the defense is over. Everyone except you and your committee members will leave the room. At this time, the committee will do a final review of your DNP project paper, residency summary, and Level III portfolio. Once that is completed, you will be asked to leave the room for the committee members to vote. You will then be asked back into the room to hear the results of the vote.

19. Make any revisions to your documents as requested by your committee at the defense. Request final approval of your Faculty Advisor.

20. Submit final versions of residency summary, DNP project final paper, and Level III Portfolio to the Nursing 995 D2L Dropbox. (2017)
The DNP Level II Portfolio is due two weeks before the comprehensive exam (also called preliminary exam). The portfolio is a way for you to reflect on how you have achieved the level II program objectives through your course work so far in the program.

**Step 1: Write your Narrative**
The main part of the portfolio is a narrative paper in which you summarize how you have achieved the objectives and give examples of your accomplishments. In the portfolio narrative, you describe how you have met each of the 6 Level II Objectives for the DNP program. Go to The DNP Spot to use the DNP Level II Narrative Template or under Content in the DNP Comps D2L site. Download the form, fill in your name and information, and then under each objective, provide a few paragraphs to summarize how you have achieved the objective. Use examples of your papers, projects, presentations, and also annual evaluations completed in the program so far. Reflect on your learning and growth from these accomplishments.

**Step 2: Sources of Evidence**
After writing the narrative, you should gather the evidence (papers, presentations, projects, annual evaluations) you discussed in your narrative. Choose one of these three options for combining the narrative and sources of evidence:
- **Hard Copy**: Compile hard copies of the portfolio narrative and all sources of evidence in a binder and submit to the DNP Program Director
- **Electronic**: Upload the portfolio narrative and all sources of evidence to the Dropbox folder in the DNP Comps D2L site.
- **ePortfolio Presentation**: In your DNP Comps D2L site, a) upload the portfolio narrative and sources of evidence to My Items in ePortfolio; b) create an ePortfolio Presentation; and c) upload the ePortfolio Presentation to the D2L Dropbox folder. Detailed instructions for these steps are available under D2L Content in the document: Instructions for ePortfolio Presentation in D2L.

For questions related to DNP Portfolios contact:
Peninnah M. Kako, PhD, RN, FNP-BC
DNP Program Director
College of Nursing, University of Wisconsin-Milwaukee
Office: Cunningham Hall 629
Phone: 414-229-6238
Email: pmkako@uwm.edu
The residency is an immersion experience in which the DNP student applies skills in leadership, evidence-based practice, outcomes, quality, health policy, and technology to implement a project with a group or population within a specific setting. The outcome of the immersion experience (residency) is the DNP project.

Plan for Achieving Residency Objectives

For each Nursing 995 DNP Residency objective below, provide a brief explanation with specific examples of how you plan to achieve the objective while implementing the residency and capstone project.

5. Demonstrate leadership within the clinical residency practice setting.
   (suggestions: identify the organization mentor and how they will facilitate your project; describe the rationale and support for the project in the setting and “why now”; identify other stakeholders, groups, or committees you will plan to work with to implement the project)

6. Translate research and data to anticipate, predict, and explain variance in practice and health care policy.
   (suggestions: describe resources that will be needed to implement the project including data collection and analysis; resources may include personnel, equipment, time, financial, etc)

7. Apply knowledge of organizational systems and health policy to clinical practice.
   (suggestions: assess feasibility of conducting the project in the organization; discuss potential challenges or difficulties that may be encountered with implementing the project and how you plan to manage them)

8. Exhibit the role competencies of a DNP.
   (suggestions: discuss how this project will provide you the opportunity to demonstrate leadership, implement evidence-based practice change, and improve outcomes)

Plan for Residency Activities and Timeline

Complete the following table including major activities or steps to be accomplished during the residency with the estimated timeline and time commitment for each (460 hours required). Add rows as needed.

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<th>Activity or Step</th>
<th>Estimated Timeline (start date-completion date)</th>
<th>Estimated Time Commitment (total hours)</th>
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1. **Purpose: Description of Project:**
The project is an integrative, comprehensive, scholarly project that demonstrates the student’s achievement of program outcomes. It is equivalent to a dissertation in depth and breadth, and is an integral part of the residency experience. The project benefits a group, population, or community, rather than an individual patient. Typically the project arises from practice, and is undertaken in collaboration with another entity such as a clinical agency, school, health department, church, government or community group. The topic may be unique to the student or selected in consultation with the clinical agency. A student may undertake the project independently, or in collaboration with a Residency mentor, depending on the scope of the project.

The Project is intended to use evidence-based initiatives/protocols to change nursing practice. The DNP project may take a number of forms, to include: pilot study, program evaluation, quality improvement project, evaluation of a new practice model, practice change initiative, consulting project, evidence-based project, development of an evidence-based practice guideline, or substantive involvement in a larger endeavor.

2. **Proposal Guidelines:**
The following template has been designed to assist students in the preparation for, and writing of, their Project Proposal. The following template can be adapted for use with most projects. However, the student’s faculty advisor may suggest a different format, depending on the nature of the project.

The proposal of 20-30 pages needs to convincingly demonstrate the significant contribution this project will make in resolving an identified problem/issue, clearly describe the steps to be taken in implementing the project, and lay out the evaluation plan to determine if objectives have been met.

The foundational skills needed for the proposal should have been gathered during the core DNP courses. For example, in the NURS 825 EBP II, the topic for your project and population of interest might have been identified and explored and you examined an evidenced-based protocol/initiative/practice. In the Practicum courses- you should have started some field work for checking out an appropriate site and recruiting supportive stakeholders for conducting your study.

While students are writing their proposal, they should also be reviewing the UW-Milwaukee IRB application form to insure that the required IRB content is included in the proposal. [http://www4.uwm.edu/usa/irb/](http://www4.uwm.edu/usa/irb/)
Then, when your committee approves the proposal, it will be easy to cut and paste sections to attach to the IRB application form.

GPC #10-02-09(5)B

The proposal needs to be written in APA format (6th ed) or the most current. The proposal should include all of the elements listed in the following table of contents. Descriptions of each section are included.

Project Proposal Template*

1. Title page
2. Table of Contents
3. Executive Summary/Abstract
4. Problem Recognition
5. Evidence-based Initiative
6. Need and Feasibility Assessment of the Organization/Population
7. Project Plan
   a. Purpose of Project with Objectives
   b. Type of Project and Theory to Guide Implementation
   c. Setting and Needed Resources
   d. Design for the Evidence-based Initiative
   e. Participants/ Sampling and Recruitment Strategies
   f. Measurement: Sources of Data and Tools
   g. Steps for Implementation of Project, including Timeline
   h. Project Evaluation Plan
   i. Ethics and Human Subjects Protection
8. Budget
9. Stakeholder Support/Sustainability
10. Implications for Practice
11. Plans for Dissemination of Outcomes
12. References
13. Appendices

When you write up your final paper, you will use the proposal as a template, changing future to past tense, and then updating with proposed vs actual timeline, presentation of data, discussion of data, limitations of the study, implications for future research, education and policy.

*Note: Template above and descriptions below credited to, and adapted from, Loyola University Marcella Niehoff School of Nursing DNP Guidelines for DNP Capstone Projects, with thanks.
Description of Sections of the Project Proposal

1. **Title page**
   Include a title page with project title, your name and credentials.

2. **Table of Contents**
   All pages should be numbered using APA format (6th ed or the most current). Each section below should be listed in your table of contents.

3. **Abstract**
   The summary should be written when the proposal has been completed. It is a brief (approximately 250 words) paragraph summary of the contents of the proposal. It typically should include problem, significance, an overview of the background project, purpose, method (design plan, sample/site, procedures) and overview of the evaluation plan. It does not include citations. This is also required for the IRB application.

4. **Problem Recognition**
   This section includes a few paragraphs that provide a general introduction to/ overview of the topic with background information regarding the problem, including relevant data from national sources. The focus is on emphasizing why the topic is important and building a case for the project. It includes general populations affected by this problem or issue, along with key factors contributing to the problem. You should be able to include concepts discussed in courses like NURS 727 Epidemiology, NURS 803 Health Policy, NURS 773 Information Systems for Clinical Decision Making, and/or NURS 729 Organizational Systems. It should include several current approaches that are in place or proposed that have an impact on this problem. It may include a variety of evidence-based protocols/interventions in existence that have not been universally implemented or adhered to by healthcare organizations or providers. It may include the “gap in practice” that requires an intervention. This section should identify the specific target population/organization experiencing the problem/deficiency that you plan to work with for your DNP project. Also briefly state the proposed evidence-based intervention/innovation, or what new protocol could be designed for your project.

5. **Evidence-based Initiative**
   This section provides an in-depth synthesis of the literature regarding the evidence-based practice/protocol/intervention proposed for the DNP project. Rather than simply listing research studies performed on the topic, the material should be summarized and synthesized into key concepts/patterns/program characteristics in a logical order that provides support for a particular intervention/course of action. Use skills from NURS 725 EBP I and NURS 825 EBP II in developing this section.

   It is expected that the student will have systematically explored the literature that supports their evidence-based intervention prior to designing their project. The format for a literature review is listed below. Include the following in this section of the proposal, as applicable.
- Presentation of evidence leading off with synthesis any existing national guidelines, including the evaluation criteria used for the guidelines.
- Synthesis of any meta-analyses including any limitations of meta-analyses such as limited number of eligible studies.
- Synthesis of single studies that fall into similar categories (for example, if pain is the problem, then one category would be medications). Include study design, limitations and salient findings and recommendation.

Provide a summary of the theoretical or conceptual model that provides the basis for the practice/protocol/intervention project as applicable. Briefly discuss how you will use this theory or model to specify process and outcome indicators, guide implementation, and identify contextual variables.

Conclude the review of the literature with a concise summary of your findings, and provide the rationale for conducting your project based on your findings.

6. Need and Feasibility Assessment of the Organization or Population
The problem recognition section above pointed out the importance of the problem nationally. This section provides an overview of the organization you plan to work with, highlighting the need for positive change in practice. If you have collected any preliminary data/audits to document need for the project, you might include it here. You must also critically assess the feasibility of conducting the project in that setting. Major sponsors or stakeholders should be identified, along with a rationale as to why they support the project in general, and “why now”. It is also important to identify any potential barriers, challenges, threats or characteristics of the population/organization that could make adoption of the proposed project problematic. Conducting a S.W.O.T. analysis is a useful way for identifying these factors. Concepts from NURS 750 Outcomes and Quality Management and NURS 729 Organizational Systems may prove helpful.

7. Project Plan
With the above sections as background for the importance of tackling a specific problem in a specific setting at this time, this next section of the proposal provides the “nuts and bolts” details regarding the purpose, objectives, procedures for carrying out this project, and desired outcomes. This section consists of several subheadings (9) needed to clearly explain the work plan for the project.

a. Purpose of the Project with Objectives
This section explains the overall purpose for the project with rationale for undertaking it. It includes the project objectives stated in measurable terms (“to develop”, “to compare”, “to design”, “to implement”, “to educate”, “to monitor”, “to disseminate”, etc.) for later determination of achievement of desired outcomes. These objectives should include each phase of the project.
b. Type of Project and Theory to Guide Implementation

In this section describe the type of project you propose (quality improvement, demonstration of an evidence-based protocol, clinical practice change, pilot study, or program evaluation). Also consider the theories (NURS 735) and strategies explicated in your NURS 810 Leadership course that nurse leaders use to implement change in health care organizations and/or in the community. Provide a brief overview of the theory or conceptual model that will be used to guide implementation of your evidence-based protocol/QI project or program.

c. Setting and Needed Resources

Describe where the project will take place (institution, clinical sites, specific units) and the resources needed to complete the project. Resources may include other personnel who will work on the project, technology, your time, etc. Describe the team that you may assemble to assist in the project.

d. Design for the Evidence-based Initiative

Clearly describe the design of the proposed intervention. Will it be retrospective using data already gathered? Cross-sectional at one point in time, or longitudinal for weeks or months? Do you need to conduct a small pilot study before you implement the main intervention? Will you make before and after comparisons? Will there be a comparison group, or unit, which does not receive the intervention? Clarify what are customary procedures vs. what is a change in practice or a new procedure being added. Explain whether you will make comparisons of outcomes to data from within the organization or to national data. Consider including a diagram to illustrate clearly the project design.

e. Participants, Sampling and Recruitment Strategies

Describe the participants to be involved in the study/project (patients, staff, community members, medical records, etc) and the role they will play. Include the number of participants/units to be recruited, how they will be selected (inclusion/exclusion criteria), and methods for recruitment. Discuss the expected duration for their participation. Include in the Appendix any flyers or materials to be used for recruitment (these also are included with IRB application).

f. Measurement: Sources of Data and Tools

This section provides an overview of exactly what information you need to collect and the sources for this data (surveys, interviews, medical record, observations, physiologic
measures, questionnaires, checklists, documentation, focus group, etc). Variables of interest must be clearly operationalized/defined (for example, What exactly do you mean by compliance and how will it be measured? How is a pain score recorded and how much change in pain score is significant? How is a “change in practice” conceptualized and measured objectively?). Provide a table or an Appendix where you match the question you want to ask with the data source to answer the question. Discuss the reliability and validity of tools to be used. If you are creating your own tool for data collection, describe the steps you will take to pilot it to insure content validity as well as feasibility of using it with your population. Consider concepts from NURS 720 Biostatistics in completing this section.

g. Steps for Implementation of Project, including Timeline

In this section you must clearly indicate each sequential step in implementing the project. It needs to be written clearly enough so the reader could replicate the project and intervention. For example, outline any preliminary or pilot work that may be required, e.g., forming a team, designing an educational program, training staff, collecting pilot/baseline data, developing data collection tools. Then discuss how your project will be rolled out, clearly stating who will be responsible for doing what.

Project a timeline with milestones for each phase of the project using a Gantt chart or similar diagram. Be sure the timeframe is reasonable and comprehensive.

h. Project Evaluation Plan

This section provides an overview of the project evaluation strategy, including the who, what, when, where, and how. For each project objective, specify exactly what data you need to assess achievement of that objective, how the information will be collected, who is responsible for the data collection, the type of analyses being plan, and how you will know if the project objectives have been met, i.e., what is the indicator/threshold of success. Consider the types of charts and graphs that would make it easier for all stakeholders to understand what you have done and the results achieved.

i. Ethics and Human Subjects Protection

This section includes discussion of ethical considerations and the use of the UWM Institutional Review Board. Clarify if the project requires IRB review at the site where the project will be implemented. If that is so, you MUST be approved by the UWM IRB BEFORE submission to any outside agency IRB. Consider the benefits vs. risks for participation in the project. Clarify what level of IRB review is anticipated (exempt, expedited, full review). Make it very clear to the IRB reviewers how individual patient/unit/organizational data will be protected. Include discussion of your plan to protect identifiers from improper use/disclosure, when the identifiers will be destroyed, and who will have access to any protected health information. If consent is
required, discuss the consenting process and include a copy of the consent in the Appendix.

8. Budget
   This section requires an estimated budget for the project and who will be responsible for the costs. You may also consider if a budget for adoption of the project by the organization is appropriate to include (i.e., what would it cost the organization to adopt the practice/protocol/intervention you will implement?)

9. Stakeholder Support/Sustainability
   This section requires evidence that the site and stakeholders support implementation of the project in their organization and/or that relevant populations are willing to participate. What are plans for demonstrating a sustained effect? Include any letters of support in the Appendix and include in the IRB application.

10. Implications for Practice
    This section requires some discussion of the implications for nursing practice as a result of conducting this project.

11. Plans for Dissemination of Outcomes
    This section discusses the follow-up plan with the host organization/stakeholders concerning outcomes and recommendations. Include plans for presenting project results to the professional nursing community (oral presentation/journal publication).

12. References
    Provide a listing of supporting references using APA (6th ed) format. Only include authors cited within the proposal.

13. Appendices
    Include appropriate instruments/tools, supporting data and tables, research grids, consent forms, recruitment flyers, etc
The DNP Level III Portfolio demonstrates the student achievement of the DNP program outcomes. The Level III End of Program Portfolio is due to the DNP Committee (advisor, residency mentor, and faculty member) two weeks before the project defense. The portfolio is a way for you to reflect on how you have achieved the final DNP program objectives through your course work and residency.

**Step 1: Write your Narrative**

The main part of the portfolio is a narrative paper in which you summarize how you have achieved the objectives and give examples of your accomplishments. In the portfolio narrative, you describe how you have met each of the 6 Level III End of Program Objectives for the DNP program. Go to The DNP Spot or use the DNP Level III Narrative Template posted in D2L Content of your Nursing 995 Residency course. Download the form, fill in your name and information, and then under each objective, provide a few paragraphs to summarize how you have achieved the objective. Use examples of your papers, projects, presentations, and also annual evaluations completed in the DNP program. Reflect on your learning and growth from these accomplishments.

**Step 2: Sources of Evidence**

After writing the narrative, you should gather the evidence (papers, presentations, projects, annual evaluations) you discussed in your narrative.

Choose one of these three options for combining the narrative and sources of evidence:

- **Hard Copy Portfolio**: Compile hard copies of the portfolio narrative and all sources of evidence in a binder and submit to the Committee. Also submit a copy to Julie Darmody, DNP Program Director.

- **Electronic Portfolio**: Submit your portfolio narrative and all sources of evidence as electronic files via e-mail to your Committee. Also upload the narrative and sources of evidence to the D2L Dropbox portfolio folder in the Nursing 995 D2L site.

- **ePortfolio Presentation**: In your Nursing 995 D2L course website, a) upload the portfolio narrative and sources of evidence to My Items in ePortfolio; b) create an ePortfolio Presentation; and c) upload the ePortfolio Presentation to the D2L Dropbox folder in the Nursing 995 D2L site. Detailed instructions for these steps are available in Nursing 995 D2L content in the document: Instructions for ePortfolio Presentation in D2L. You can send a link to your ePortfolio to your Committee.

For questions related to DNP Portfolios contact:
Dr. Peninnah M. Kako PhD, RN, FNP-BC
Associate Professor
DNP Program Director
College of Nursing, University of Wisconsin-Milwaukee
Office: Cunningham 629
Phone: 414-229-6238
pmkako@uwm.edu
## Guidelines for DNP Residency Summary

### Residency Activities and Estimated Time

Complete the following table with a list of major activities accomplished during the residency with time commitments for each (total of 460 hours required). Add rows as needed.

<table>
<thead>
<tr>
<th>Residency Activity</th>
<th>Time Commitment (total hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Residency Objectives

For each residency objective below, provide a brief explanation and specific examples of how the objective was achieved during residency.

1. Demonstrate leadership within the clinical residency practice setting.
2. Translate research and data to anticipate, predict, and explain variance in practice and health care policy.
3. Apply knowledge of organizational systems and health policy to clinical practice.
4. Exhibit the role competencies of a DNP.
Guidelines for DNP Project Final Paper

The DNP Project Final Paper combines the project proposal developed for the comprehensive exam with the results, discussion, implications, and conclusions of the project. The method section of the original project proposal will need to be changed to past tense and report what was done instead of what was planned. A recommended outline is provided below. Your paper format may vary depending on the type of project and recommendations of your advisor. The paper should follow formatting guidelines of the APA Publication Manual, 6th edition.

Recommended Sections of the DNP Project Final Paper

Title Page:

Project Title
By
Student Name and Credentials

A Project Submitted in Partial Fulfillment of the Requirements for the Doctor of Nursing Practice Degree At
University of Wisconsin-Milwaukee
Date

Note: The project title summarizes the main topic in no more than 12 words (APA, 2010).

Table of Contents

Abstract
Overall summary of project in 150 to 250 words (APA, 2010).
Include the following:
- problem/significance
- purpose
- method
- results
- conclusion/implications

Introduction
- Description of the problem
- Significance of the problem
- Purpose of the project with specific objectives
Review of the Literature

- Describe the literature review process including databases searched, key words used, years searched, and inclusion/exclusion criteria (Bonnel & Smith, 2014).
- Provide in-depth analysis of the current literature and evidence-based practice related to the project problem. Key concepts, themes, similarities, differences, strengths, and weaknesses are identified in the literature (Bonnel & Smith, 2014).
- Summarize and synthesize the review of literature findings; describe what is known about the problem and the gaps (Bonnel & Smith, 2014).
- Theoretical framework used for the study. The theory or framework is used to provide a foundation, guide the project, and establish the boundaries of the project (Bonnel & Smith, 2014).

Method

Describe in detail how the project was conducted including the following as appropriate:

- Design: Overall approach used such as quality improvement, evidence-based practice, or program evaluation.
- Setting: type of health care setting and patient population
- Sample: participant characteristics, recruitment strategies, sample size
- Approval Processes: describe the process for obtaining both administrative approval from the setting and human subject approval from the IRB to conduct the project.
- Tools: describe any tools that were used to collect data
- Procedures: describe what was done (steps) including a detailed description of any interventions implemented and how data was collected

Results

Report the data collected and the analysis performed on those data. Summarize the key findings in the text of the paper and use tables or graphs to provide the detailed results as appropriate. This section is an objective reporting of findings and does not include inferences or interpretations of the results (Benton, 2014).

Discussion

Discuss the meaning of the results, why the results turned out the way they did, how the results fit into the current knowledge base, and how the findings can be used in practice (Polit & Beck, 2010).

- Summarize the major findings/outcomes of the project and provide interpretation or reaction to the findings. Compare the similarities and differences of your findings with the current literature and theoretical framework (APA, 2010).
- Limitations: Describe limitations of the study such as sample deficiencies or problems with the design or data collection (Polit & Beck, 2010).
- Implications of the findings for the organization/setting: describe how findings were shared within the setting; propose a plan for how the project outcomes could be used within the organization or setting of your project.
- Implications of the findings for nursing practice, nursing education, nursing research, and health policy.
Conclusion: A conclusion is not a restatement of results. The conclusion describes the potential value of the study and how the findings can be applied in practice to improve care (Benton, 2014)

References (in APA format)

Appendices

References


Submitting the DNP Project Final Paper: The project final paper is submitted to the DNP committee two weeks prior to the project defense. After any revisions requested by the committee are made and approved by the advisor, the final paper is uploaded to the Dropbox of the Nursing 995 Residency D2L course site for program evaluation and review.
Summary of University of Wisconsin-Milwaukee Policies

Participation by Students with Disabilities. If you need special accommodations in order to meet any of the requirements of a course, please contact your instructor as soon as possible.

Accommodation for Religious Observances. Students will be allowed to complete examinations or other requirements that are missed because of a religious observance. (UWM Faculty Document #1853)

Academic Misconduct. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others’ academic endeavors. (UWM Faculty Document #1686).

Complaint Procedure. Students may direct complaints to the head of the academic unit or department in which the complaint occurs. If the complaint allegedly violates a specific university policy, it may be directed to the head of the department or academic unit in which the complaining occurred or to the appropriate university office responsible for enforcing the policy.

Grade Appeal Procedure. A student may appeal a grade on the grounds that it is based on a capricious or arbitrary decision of the course instructor. Such an appeal shall follow the established procedures adopted by the department, college, or school in which the course resides. These procedures are available in writing from the respective department chairperson or the Academic Dean of the School. (UWM Faculty Document #1234).

Incomplete. A notation of “Incomplete” may be given in lieu of a final grade to a student who has carried a subject successfully until the end of a semester, but who, because of illness or other unusual and substantiated cause beyond the student’s control, has been unable to take or complete the final examination or to complete some limited amount of term work. An incomplete is not given unless you prove to the instructor that you were prevented from completing course requirements for just cause as indicated above. (UWM Faculty Document #1558 & #1602)

Discriminatory Conduct Policy. The University will not tolerate discriminatory conduct as defined: 1) intentional conduct, either verbal or physical by a member of the faculty, staff or student body, which 2) occurs on property under the jurisdiction of the Regents or under circumstances where an affiliation with UWM is significant in the occurrence; and 3) is predicated on considerations of any of the following: race, color, national origin, creed, ancestry, sex, sexual orientation, age, religion, disability, or other status protected under the law; and 4) which has the purpose and effect of adversely affecting any aspect or condition of an individual’s education, employment, housing, or participation in a university activity. (UWM Faculty document #1670)

Sexual Harassment. Sexual harassment is reprehensible and will not be tolerated by the University. It subverts the mission of the University and threatens the careers educational experience, and wellbeing of students, faculty, and staff. The University will not tolerate behavior between or among members of the University community which creates an unacceptable working environment. (UWM Faculty Document #1605)

Financial Obligation. The submission of your registration form and your subsequent assignment to classes obligates you to pay the fee-tuition for those classes or to withdraw your registration in writing no later than the date specified in the schedule of classes. It is important to both you and the University to make payment on time.
Inclement Weather. UWM students should contact the University at 229-4444 to ascertain the status of class cancellation due to inclement weather. Even when classes are canceled, University offices and services remain available, unless the entire University is closed by the Governor.

**Academic Policies and Information**

If you need special accommodations in order to meet any of the requirements of this course, please contact the professor as soon as possible. The University has a Student Accessibility Center that you might want to contact. Within the College of Nursing there is an Academic Enrichment Center, and the College participates in the Writing Across the Curriculum Program.

**Learning Environment**

Every student is responsible for taking an active part in the learning process and for working to ensure that the environment in the on-line classroom is suitable for learning. Creating an appropriate environment for learning involves demonstrating respect for others, actively discussing class-related concepts and ideas, promoting the active participation of classmates, and avoiding behaviors that are disruptive to others. Disruptive actions will not be tolerated.

**Accommodation or Religious Observances**

Students will be allowed to complete course requirements that are missed because of a religious observance.

**Academic Misconduct**

The University has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others’ academic endeavors.

A more detailed description of Student Academic Disciplinary Procedures may be found in Regents Policy Statements, UWS Chapter 14 and UWM Faculty Document #1686.

**Complaint Procedures**

Students may direct complaints to the head of the academic Lesson or department in which the complaint occurs. If the complaint allegedly violates a specific university policy, it may be directed to the head of the department of academic Lesson in which the complaint occurred or to the appropriate university office responsible for enforcing the policy.

**Grade Appeal Procedures**

A Student may appeal a grade on the grounds that it is based on a capricious or arbitrary decision of the course instructor. Such an appeal shall follow the established procedures adopted by the department, college, or school in which the course resides. These procedures are available in writing from the respective department chairperson or the Academic Dean of the College/School.

A more detailed description of the Grade Appeal Policy may be found in UWM Selected Academic and Administrative Policies, Policy #S-28 and UWM Faculty Document #1243.

**Sexual Harassment**

Sexual Harassment is reprehensible and will not be tolerated by the University. It subverts the mission of the University and threatens the careers, educational experience, and well-being of students, faculty, and staff. The University will not tolerate behavior between or among members of the University community that creates an unacceptable working environment.
A more detailed description of Sexual Harassment Policy may be found in UWM Selected Academic and Administrative Policies, Policy #S-36.1 and UWM Faculty Document #1605.

Incomplete’s
A notation of “Incomplete” may be given in lieu of a final grade to a student who has carried a subject successfully until the end of the semester but who, because of illness or other unusual and substantiated cause beyond the student’s control, has been unable to take or complete the final examination or to complete some limited amount of term work. An incomplete is not given unless you prove to the instructor that you were prevented from completing course requirements for just cause as indicated for just cause as indicated above.
A more detailed description of the Incomplete Policy may be found in UWS in UWM Selected Academic and Administrative Policies, Policy #S-31 and UWM Faculty Documents #1558 and #1602. Also, a description of the policy may be found in the UWM Schedule of Classes.

Financial Obligation
The submission of your registration form and your subsequent assignment to classes obligates you to pay the fee-tuition for those classes or to withdraw your registration in writing no later than the date specified in the class schedule. It is important to both you and the University that you make payment on time. A complete description of UWM fee policies may be found in the Schedule of Classes.

Student Responsibilities
The student is expected to:
• Demonstrate initiative and self-direction,
• Complete required readings as assigned,
• Participate in all discussions,
• Learn to use the many class-related resources available on campus,
• Identify academic problems to the instructor
• Submit assignments when they are due, and
• Participate in structured evaluations (instructor evaluation and course evaluation)

Copying materials
It is inappropriate to copy or use the work of others without appropriate citations and references.
Students must earn a grade of B- in all required nursing courses as the minimum acceptable level of performance for progression in a graduate level program or certificate. Any student receiving a grade below the minimum acceptable level will be reviewed by the College of Nursing Graduate Admissions and Progressions Subcommittee for a recommendation about continued progress in the program.

Once a student in the College of Nursing graduate program is enrolled in the sequence of clinical practicum courses it is expected that she/he will complete these courses in consecutive semesters. If a student steps out of the sequence of clinical courses and is absent for two or more semesters (excluding summer or UWinteriM sessions), she/he must reapply to re-enter the College of Nursing. The College of Nursing has the following requirements for a re-entering student:

- Cumulative graduate GPA of 3.0
- Approval of the College of Nursing Associate Dean for Academic Programs with recommendation from the Admissions and Progression Subcommittee of the College of Nursing Graduate Programs Committee

These requirements are in addition to UWM Graduate School Academic Rules and Procedures: Re-entering the Graduate School.
The grading scale for all undergraduate/graduate courses will be:

A    =  95 - 100
A-   =  93 - 94
B+   =  91 - 92
B    =  87 - 90
B-   =  85 - 86
C+   =  83 - 84
C    =  79 - 82
C-   =  77 - 78
D+   =  75 - 76
D    =  72 - 74
D-   =  70 - 71
F    =  Below 70
University of Wisconsin–Milwaukee College of Nursing Policy on the essential abilities of prospective and current nursing students in undergraduate and graduate professional programs

The University of Wisconsin–Milwaukee (UWM) College of Nursing generally represents that the recipient of a baccalaureate or higher degree from a professional nursing program has been educated to competently practice nursing in all healthcare settings and to apply for RN licensure in the State of Wisconsin. In light of this, UWM’s College of Nursing’s programs leading to licensure or advanced practice in nursing require students to engage in a variety of complex and specific experiences. The successful completion of these experiences is necessary for the nursing student to demonstrate the integration and application of a broad body of knowledge and suite of skills necessary to deliver safe and effective professional nursing practice across the spectrum of health and illness experienced by patients.

To this end, nursing requires a combination of physical abilities and motor skills, sensory abilities, affective, interpersonal, and communicative skills, cognitive abilities, behavioral and emotional sensitivity, and professionalism in order to satisfactorily practice. These abilities and skills are essential not only to deliver safe and effective professional nursing to patients, but also to ensure the health, safety, and well-being of the nursing student, fellow nursing students, faculty, other healthcare providers, and the community. As such, nursing students must possess the following essential abilities, which are necessary to possess and demonstrate competence in professional nursing, in order to be admitted to, continue, and successfully complete professional programs at the UWM College of Nursing:

**Physical Abilities and Motor Skills**

Nursing students should have sufficient physical abilities and motor function so that they are able to execute movements required to provide general care and treatment to patients in all healthcare settings. For example: For the safety and protection of individuals, the nursing student must be able to perform basic life support, including CPR, and function physically in an emergency situation. The nursing student must have the ability, within reasonable limits, to safely assist an individual in moving, for example, from a chair to a bed, or from a wheelchair to a commode, using appropriate bioengineering equipment consistent with national guidelines (e.g., the National Institute of Occupational Safety and Health) and to hold or otherwise care for infants and small children to meet their healthcare, emotional, and developmental needs. Fine motor skills and other psychomotor skills, including the use of one or both upper extremities, hands, and fingers, are needed for some essential tasks.

**Sensory Abilities**

The nursing student must have sufficient: **visual acuity** to see details near and at a distance, as well as be able to discriminate colors accurately; **auditory acuity** to hear conversation and other sounds in order to assess and protect the health and safety of individual patients and others in the vicinity; and **intact tactile sensation** to assess (e.g., hot/cold; rough/smooth) and perform appropriate professional nursing functions. Sight and hearing are also necessary to communicate
accurately and effectively. Auditory-visual-tactile perception and integration are needed to perform most essential nursing functions.

**Situation-Appropriate Affect, Communication, and Interpersonal Skills**

A nursing student must be able to communicate effectively with others, and effective communication requires consistency of message, integration of information, and synchrony with circumstances and other data. Situation-appropriate affect is necessary to convey emotions appropriate for the circumstances, and at the same time, to engage in interpersonal communication effectively and sensitively with others. The nursing student must express his or her ideas clearly and appropriately. (See also Behavioral/Emotional section below.) A nursing student must be able to convey or exchange information to conduct an appropriate health history; identify problems presented; explain alternative solutions; and give directions during treatment and post-treatment. The nursing student must be able to communicate effectively in oral and written forms and interpret non-verbal communication. He or she must be able to process and communicate information on the patient’s status with accuracy in a timely manner to other members of the healthcare team.

**Cognitive**

A nursing student must have sufficient cognitive abilities to be able to measure, calculate reason, analyze, integrate, and synthesize in the classroom and a variety of nursing practicum settings. The nursing student must be able to quickly read and comprehend extensive written material, as well as comprehend oral communication. He or she must also be able to effectively gather information to assess and evaluate individuals, families, groups, and community/environmental situations, and act in a timely fashion using critical thinking. Likewise, the nursing student must be able to select from a plethora of existing information to assess and evaluate the same and take action that shows evidence of integrative functions and critical thinking. Clinical judgment requires the integration of information that results in rational, timely, and informed action, and the anticipation of consequences associated with those actions (or inactions). He or She must be able to engage in critical self-evaluation, including demonstrating a willingness and ability to give and receive feedback and to make a correct judgment in seeking supervision and consultation in a timely manner.

**Behavioral/Emotional Sensitivity**

A nursing student must have the emotional ability required to fully use his or her cognitive abilities, employ good judgment and carry out all responsibilities in a timely manner with respect to his/her professional nursing functions. In addition, the nursing student must be able to develop and maintain professional, sensitive, and effective relationships with individual patients, families, students, and others with whom he or she has professional contact, regardless of the circumstances, which frequently can be stressful. The nursing student must be able to control impulsive behaviors and act in a socially responsible way regarding his/her own behavior and recognize the same in others and take appropriate action as warranted. The nursing student must have the emotional stability to function effectively under stress and to adapt to the environment, which can change rapidly and unpredictably. The nursing student must be able to experience empathy for the situations and circumstances of others and effectively communicate that empathy. The nursing student must be cognizant of his or her values, attitudes, beliefs, affect, and experiences and how these things may influence his/her own perceptions, behaviors, and relationships with others. The nursing student must be able and willing to examine and change
his or her behavior when it interferes with relationships with others so that he or she can function effectively and collaboratively in diverse academic and work environments.

Professional Conduct
The nursing student must be able to practice nursing in an ethical and professional manner adhering to the professional code of ethics and professional standards. S/he must possess characteristics including integrity, honesty, compassion, empathy, altruism, responsibility, and acceptance of differences. Nursing students must be able to engage in healthcare delivery in all settings and be able to deliver care to all client populations including but not limited to children, adolescents, adults of all ages, developmentally disabled persons, medically compromised individuals, individuals from all socioeconomic strata, and other vulnerable populations. Professional conduct is expected in both the academic and clinical/community environments. A nursing student must meet UWM’s attendance requirements in all didactic courses and clinical activities.

Reasonable Accommodation for Disabilities
UWM provides reasonable accommodation to qualified students with a disability. Upon admission, a nursing student who discloses a disability and requests accommodation may be asked to provide documentation of his or her disability for the purpose of determining appropriate accommodations, including modification to the program. The UWM College of Nursing will provide reasonable accommodations, but is not required to make modifications that would substantially alter the nature or requirements of the program or provide auxiliary aids that present an undue burden. To matriculate or continue in the curriculum, the nursing student must be able to perform all the essential functions either with or without accommodation. Requests for accommodation should be directed to:

UWM Accessibility Resource Center (ARC)
Mitchell Hall Room 112
P.O. Box 413
Milwaukee, WI 53201-0413 V/tty (414) 229-6287
Fax: (414) 229-2237 http://www4.uwm.edu/sac/zforms.html

Acknowledgements and References
The aforementioned policy has been significantly modified from Katz, J.R., Woods, S. L., Cameron, C.A., & Millam, S. (2004). Essential qualifications for nursing students. Nursing Outlook, 52, 277-288, as well as informed by these other key sources:

Electronica communications as well as online social media platforms allow UWM nursing students to engage in both professional and personal conversations. The ability to connect, collaborate, and communicate with the learning community is important for professional growth. The goal of this policy is to protect both UWM nursing students as well as the College of Nursing by providing standards of conduct which must be followed when nursing students use social media platforms.

Social media platforms are technology and online spaces for integrating and sharing user-generated content that allow individuals to engage in conversations with others and to participate in content creation. Examples of social media platforms include, but are not limited to, Facebook, Myspace, Twitter, LinkedIn, YouTube, Flickr, blogs and e-mail.

Students are personally responsible for the content they publish on blogs, wikis, social networks, forum boards, or any other form of user-generated media. It’s important to remember that all content contributed on online platforms becomes immediately searchable and is immediately shared. This content may leave the contributing individual’s control forever and may be traced back to the individual after long periods of time.

**Standards for Online Professional or Personal Activity:** The below technology use and social media standards apply to all students affiliated with the College of Nursing:

1. **Protect confidential information!** Students must follow University and UW System policies and procedures and state and federal laws, including the Health Insurance Portability and Accountability Act (HIPAA), and state privacy laws.

Nursing students are prohibited from publishing or otherwise disclosing any confidential information including patient health information without first obtaining written authorized consent from the patient, written permission from the clinical agency’s designated officer, and written permission from the College of Nursing clinical instructor. This includes, but is not limited to, patient records, conversations, photographs of clients, and/or videos. Do not post any information about your clinical rotations or clients in any online forum or webpage.

2. **Maintain academic integrity!** A variety of web-based technologies are used to facilitate and evaluate your learning. In order to provide a fair evaluation for all students, do not share any details of competency evaluation scenarios and/or course examinations including test questions with other students. Do not post any performance evaluation or simulation scenario videos in any online forum or webpage. Failure to maintain this confidentiality standard will be considered cheating.
3. **Do not speak on behalf of UWM or the College of Nursing!** In your communications, you need to ensure that it is clear that you are not speaking for UWM, and what you say represents your own individual personal views and opinions and not necessarily the views and opinions of UWM. Whenever you identify yourself on social media and/or the web as a UWM nursing student or use a UWM email address, your postings and personal web pages may be viewed by your colleagues, clinical agencies, and even clients/patients.

4. **Use good judgment!** As a UWM nursing student, you are preparing for a career providing services to the public. The College and future employers hold you to a high standard of behavior. Ensure that any content associated with you is consistent with your professional goals.

5. **Be civil and respectful!** Civility is an important component of online communication. There is great value in sharing and communicating one’s opinion. The College of Nursing is an organization whose students, faculty, and clients have a diverse set of customs, values, and points of view. Don’t be afraid to be yourself, but respect others. This includes not only the obvious (no ethnic slurs, personal insults, obscenity, pornographic images, etc.) but also proper consideration of privacy and of topics that may be considered objectionable or inflammatory.

Failure to abide by this policy, other University and UW System policies and procedures, including UWM’s Acceptable Computer Use Policy, state and federal laws, including the Health Insurance Portability and Accountability Act (HIPAA), and state privacy laws could lead to discipline or other adverse action.
1. MEMBERSHIP: Three voting members: Three graduate faculty members, appointed annually by the Chair of the Graduate Programs Committee.

2. MEETINGS: Meetings are to be held as necessary and determined by the subcommittee members.

3. FUNCTIONS: The functions of the Graduate Appeals Subcommittee are to:
   a. Review individual graduate student appeals for exceptions to College of Nursing rules and regulations and make recommendations to the Associate Dean for Academic Affairs of the College of Nursing.
   b. Hear Step 2 appeals of graduate students who have received an unsatisfactory decision in an academic or policy matter (e.g., dropping a course, grade, scholastic standing, and graduation decisions), according to the norms of the Graduate School “Academic Appeals Procedure,” in the Graduate School Bulletin.

   The Graduate Appeals Subcommittee does not hear requests for exemptions from rules and regulations of the Graduate School. Such appeals are routed directly to the Graduate School, provided that they are approved by the student’s advisor and by the College of Nursing Associate Dean for Academic Affairs.

4. PROCESS: The process for the Graduate Appeals Subcommittee are:
   a. Student affairs office representative distributes appeals to the Graduate Appeals Subcommittee members to review.
   b. Open session: Graduate Appeals Subcommittee members meet with program directors and student affairs office representative to get input on each student appeal. Student has the option to be present when their appeal is being discussed in open session and have one advocate with them.
   c. Closed session:
      a. Graduate Appeals Subcommittee members meet with each student who is appealing individually to receive input from the student. Students are allowed to have one support person with them in closed session.
      b. Graduate Appeals Subcommittee members meet without student present to decide on the recommendation to the Associate Dean for Academic Affairs
      c. Graduate Appeals Subcommittee members recommendation to the Associate Dean for Academic Affairs is shared with the student present

Approved by GPC 5-5-17
I. Procedure to File an Appeal for an Exemption from Rules and Regulations of the College of Nursing.

A. Appeals must be in writing and delineate precisely:
   1. The rule or regulation being appealed.
   2. The unusual, unique, or uncontrollable situation that led to the request to be exempt from normal application of rules or regulations.
   3. The actions and efforts taken and plans to correct the situation.
   4. Other factual information including name, current address and telephone number, student number, semester and courses taken during last semester enrolled at UW-Milwaukee, and semester of next enrollment.

B. Any further appeal by the student or instructor shall be directed to the Office of the Associate Dean for Academic Affairs of the College of Nursing.

C. The decision of the Associate Dean may be appealed to the Dean of the College of Nursing as the final step within the College of Nursing.

II. Procedure to File an Academic Appeal for Reversal of an Adverse Decision in an Academic Matter.

A. Graduate students who wish to file such an appeal must comply with the procedures listed in the current Graduate College Bulletin under “Academic Appeals Procedure.” Appeals of academic decisions proceed through a 3-step procedure beginning in the student’s program or department and ending with the Dean of the Graduate School and Research. A graduate student who chooses to appeal an academic decision (e.g., grades, scholastic standing, graduation decisions) initiates the appeal with the appropriate authority within the department or program in which the decision was made. As dean of the college administering graduate programs, the Dean of the Graduate School and Research is the final authority on appeals of academic decisions. An appeal to the Dean of the Graduate School and Research is the third and final step in the appeal procedure and is made only after the first two steps in the appeals procedures have failed to produce a result which the student considers satisfactory.
In pursuing an appeal, the student must observe the following sequence:

Step 1:
The student appeals to the faculty member responsible for making the initial decision within 30 working days of the action which prompted the appeal. This appeal must be made in writing with substantiating reasons for the appeal. If requested by the student, the faculty member must provide the student with a written statement of the reason for the adverse decision.

Step 2:
If the Step 1 decision is not in the student’s favor, the student may, within ten working days from the date the Step 1 decision is communicated to the student, appeal to the Graduate Appeals Subcommittee. This appeal must be in writing with substantiating reasons given for the appeal. In the event that any of the members of the Graduate Appeals Subcommittee hearing the Step 2 appeal were involved in rendering the Step 1 decision being appealed, they must be replaced for the purpose of hearing the Step 2 appeal. Substitute members will be chosen by the program using established program appeal procedures. If necessary, the dean of the college or college in which the program is located may be asked to appoint replacement members of the committee.

Step 3:
If the Step 2 decision is negative, the student may, within ten working days from the date of notification of that decision, appeal to the Dean of the Graduate School and Research. The student must provide information on the reason for the appeal, substantial evidence in support of the appeal, and the solution sought. All documentation must be forwarded to the Associate Dean (Academic Programs) of the Graduate School. The Associate Dean reviews the case and forwards the appeal with a recommendation to the Dean of the Graduate School and Research who may choose to seek advice from the Graduate Faculty Council’s Subcommittee on Appeals.

B. Requests for consideration of an academic appeal must be in writing and delineate precisely:
   1. The nature of the academic appeal, that is, a description of the action which prompted the appeal.
   2. The salient facts that led to the circumstances of the appeal. Include the rationale for claiming that the action was inappropriate.
   3. The actions and efforts taken to correct the situation.
   4. Other factual information including name, current address and telephone number, student number, semester and courses taken during last semester enrolled at UW-Milwaukee, and semester of next enrollment.
   5. The specific remedy sought.
   6. A rationale explaining why the remedy sought is appropriate.

C. A student may appeal to the Subcommittee only once for a specific matter.

D. A decision made by another faculty committee is not appealable to the Subcommittee.
III. Other Considerations

A. Forms

Go to The DNP Spot to locate the Graduate Student Request to Appeal a College of Nursing Rule or Regulation forms or Academic Appeal forms and should be used for each request. Requests must include the student’s signature and be submitted to the Chairperson, Graduate Appeals Subcommittee. Requests for appeal are placed in the student’s file.

B. Open/Closed Meetings

The student has the right to be present when her/his appeal or academic appeal is being considered. The meeting will be open unless it is determined that it should be closed according to Wisconsin Statutes, Chapter 19, Subchapter IV. The student may request in advance to have her/his appeal or academic appeal considered in a closed session, and the Subcommittee will determine if the appeal or academic appeal is to be heard in open or closed session.

C. Faculty Named in an Academic Appeal

The faculty named in an academic appeal will be informed and provided the opportunity to respond.
Go to The DNP Spot to locate this form.
The Graduate Appeals Subcommittee will be influenced by the information you provide on this request. The Subcommittee’s recommendation on your appeal is forwarded to the Associate Dean for Academic Affairs, who will notify you of the action taken.

Name: ________________________________ Date: __________

Address: ________________________________ Student ID#: _______

Phone #: __________

Semester and Year last attended at UW-M: ________________________

Courses completed in that semester: ____________________________

Semester and Year of next enrollment at UW-M: ________________________

1. State what rule or regulation is being appealed. Request to Appeal for each rule or regulation (Complete a Request to Appeal for each rule or regulation).

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

2. What are you asking the Committee to do? (What is your appeal?)

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

3. Cite the circumstances or situations which led to this request for release from the normal adherence to rules and regulations.

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
4. Cite any actions and efforts taken and plans to correct the situation.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Student Signature: ___________________________ Date: ______________________

Return to:
Chairperson, Graduate Appeals Subcommittee
C/o Student Affairs Office
Cunningham Hall 135
UWM College of Nursing
P.O. Box 413
Milwaukee, WI 53201

For office use only: Date received: __________________________

Revised GPC 11/19/90
Revised GPC 10/16/92
Revised GPC 3/14/97
Affirmed GPC 5/4/07
Go to [The DNP Spot](#) to locate this form. The Graduate Appeals Subcommittee will be influenced by the information you provide on this request. The Subcommittee’s recommendation on your appeal is forwarded to the Dean who will notify you of the action taken.

Name:_________________________________________ Date:________________

Address:_________________________________________ Student ID #:__________

_________________________________________ Phone#:________________

Semester and Year last attended at UW-M: ________________________________

Courses completed in that semester:____________________________________

Semester and year of next enrollment at UW-M: __________________________

1. State the nature of the academic action that prompted the appeal.

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

2. Cite the salient facts and the rationale for claiming that the action was inappropriate.

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

3. Cite the actions and efforts taken to correct the situation.

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________
4. Cite the remedy you seek and why the remedy is appropriate.


Student Signature


Date:


Return to:

Chairperson, Graduate Appeals Subcommittee
C/o Student Affairs Office
Cunningham Hall 135
UW-M College of Nursing
P.O. Box 413
Milwaukee, WI 53201

For Office Use Only: Date Received: ____________________

Revised GPC 11/19/90
Revised GPC 10/16/92
Revised GPC 3/14/97
Affirmed GPC 5/4/07
To comply with the State’s Open Meeting Law, (Statute 19, Subchapter 4) your desire for an open or closed session must be determined. You have a right to be present at either an open or closed session. If you decide to be present, you may be asked some questions related to your appeal by Committee members. You will be given an opportunity to present material related to your request to appeal. In a closed session, attendance at the meeting is limited to members of the Committee and the student whose appeal is being heard. Following presentation of the appeal, the student leaves and the Committee makes recommendations on the appeal. In an open session, attendance at the meeting is not limited and is open to any interested persons. Following presentation of the appeal, Committee recommendations on the appeal are made.

**Please Check the appropriate answer, sign your name and return this form with your Request to Appeal.**

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>I will be present when my appeal is considered.</td>
<td></td>
</tr>
<tr>
<td>I will be present when my academic appeal is considered.</td>
<td></td>
</tr>
<tr>
<td>I request an open session at the meeting.</td>
<td></td>
</tr>
<tr>
<td>I request a closed session at the meeting.</td>
<td></td>
</tr>
</tbody>
</table>

Student Signature: ___________________________ Date: ________________

**Return to:**
Chairperson, Graduate Appeals Subcommittee
C/o Student Affairs Office
Cunningham Hall 135
UW-M College of Nursing
P.O. Box 413
Milwaukee, WI 53201

For office use only: Date received: ________________

Revised CPC 11/19/90; Revised GPC 10/16/92;
Revised GPC 3/14/97
Affirmed GPC 5/4/07
Policy Pertinent Undergraduate and Undergraduate/Graduate Courses GPC #02-02-07(2)A
University designated undergraduate courses may not be applied toward the PhD or DNP. University designated undergraduate/graduate courses may not be applied toward the PhD or DNP.

Policy Regarding Students Auditing Courses GPC #02-02-07(1)
While special circumstances may require a student to audit a course, in general, doctoral students are not encouraged to audit courses. The rationale is that active participation in the learning assignment is not part of the auditing process. Further, faculty may refuse auditors in their classes. Though audit credits are counted in credit hours, they should not be listed in the student's formal plan of study.

Policy Pertinent to Credits Taken as a Non-Degree Candidate GPC #02-02-07(3)
No more than twelve credits taken as a non-degree candidate at the University of Wisconsin Milwaukee may be applied toward the doctoral degree. Doctoral core nursing courses may be taken by non-degree students only with the consent of the course faculty.

Policy on Time Limit for Program Completion GPC #02-02-07(4)A
Students enrolled in the Doctor of Philosophy in Nursing Program or Doctor of Nursing Practice must complete all requirements for the degree within seven years from the date of initial enrollment in the program. Further, students must complete all requirements for the degree within four years from the time of attainment of dissertator status.

Policy Pertinent to Changing Program Tracks GPC #02-02-07(5)
Students may request a change from their original choice in program track once during their course of study. Requests should be made in writing to the DNP Program Director and include the reason for the requested change. All changes are subject to approval from the DNP Program Director. Requests for changes at the completion of coursework will not be granted.

Graduate Programs Committee Extra Credit Policy GPC #03-03-17
No extra credit is available for any graduate level courses. Points for any graduate course may not be over 100%.
Graduate Program Request for Exception for Doctoral Students to a College of Nursing Policy

Procedure for requesting an exception to a College of Nursing policy

Directions
1. Go to The DNP Spot and complete this form.
2. Submit the completed form, with any attachments, to the DNP Program Director.
3. A copy of this form, with the decision, is returned to you.

To Be Completed by the Student

<table>
<thead>
<tr>
<th>LAST NAME</th>
<th>FIRST NAME</th>
<th>MIDDLE INITIAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

UWM EMAIL ADDRESS

MAILING ADDRESS: CITY STATE ZIP

Exception you are requesting: ________________________________

Justification for Exception: The student must supply evidence to support the request for exception. Attach additional sheets and supporting documentation (letters, etc.) as needed.

Student Signature: Date:

Faculty Advisor Signature Date:

To Be Completed by the DNP Program Director

DNP Program Director Signature: ____________________________ Date Reviewed: __________
Recommendation of Program Director (circle one) Accept Deny

Rationale for Denial: ________________________________

Associate Dean of Academic Affairs Signature: ______________ Date Reviewed: __________
Practicum Requirements

Students must complete a series of practicum requirements to be eligible to start practicum. This includes health immunizations, CPR, a drug test, and a caregiver background check. Fees will be associated with each of these requirements.

CastleBranch is an online program the college uses to monitor completion of these practicum requirements. Instructions on how to use CastleBranch will be sent to the student prior to the start of practicum with published due dates. In addition to completing the requirements, students will be asked to wear a UWM ID Badge.

Student Health Requirements
The College of Nursing reserves the right to require a student to seek advice of health-care professionals where it is believed that a condition of health would impede his/her progress or jeopardize the health of others. The College of Nursing does not discriminate based on a disability and provides reasonable accommodation to qualified students on an individual basis.

The following requirements must be met by published dates or risk being removed from practicum:

- Current health and accident insurance.
- Current physical examination, health records and proof of immunizations
- Drug Test
- Proof of current CPR certification.

Health and Accident Insurance
Students are required to have personal health insurance that is in effect at the time of entry into the clinical portion of the nursing program. This insurance must cover you while you are on location at a facility or institution. STUDENTS ARE NOT COVERED BY HEALTH OR ACCIDENT INSURANCE BY EITHER THE UNIVERSITY OF WISCONSIN-MILWAUKEE OR THE PRACTICUM FACILITY OR PRACTICUM INSTITUTION. In addition, WORKERS' COMPENSATION INSURANCE DOES NOT COVER STUDENTS. IF YOU BECOME ILL OR INJURED AS A RESULT OF THE FIELD TRAINING PROGRAM, THERE IS NO COVERAGE FOR YOUR COSTS OF MEDICAL TREATMENT. If you suffer a needle stick or are hurt while in practicum, you need personal health insurance to cover your medical bills. You are not covered by any policy from the University or the practicum site.

Physical Exam Requirements
including Health Record and Proof of Immunizations
Every student in the Specialty Practicum must complete a physical examination and specific immunizations and tests. Written proof of completion of these requirements must be on file through CastleBranch by published dates.

Note: Students must have completed the first two (of three) Hepatitis B immunizations before the semester deadline, with the third immunization due shortly after the semester starts.

- Physical exam. Evidence of a physical examination - to be completed by a nurse practitioner, University physician, or a physician of the student’s choice - must be
submitted to CastleBranch by the date specified by the College of Nursing. The examination must be completed within 90 days before the date on which the student begins Practicum. Failure to provide this documentation will result in exclusion from the clinical area.

- Diagnostic tests and immunizations. In order to maintain the health and safety of College of Nursing staff, students and the clients whom they care for, the specific diagnostic tests and/or immunizations are required of all students. Students must submit immunization records and/or proof of immunity in the form of laboratory reports through CastleBranch prior to the start of any clinical coursework. See page 108 for diagnostic test and immunization requirements. Failure to provide this documentation will result in exclusion from the clinical area.

- Health services availability. The Norris Health Center is available, by appointment, to assist students in meeting the physical exam and immunization requirements. Students are asked to bring evidence of recent immunizations to their appointments. A health history will be taken and a physical examination will be performed by a physician or nurse practitioner. The student is to take the completed physical exam records and download to CastleBranch by published due dates.

There is no fee for the physical examination provided through the Norris Health Center IF the exam is completed prior to the date designated each semester by the Norris Health Center and the student is enrolled as a matriculated student. After the designated date, students will be charged per the fee schedule.

The following tests and immunizations are available at the Norris Health Center. A fee will be charged for these tests and immunizations.

TB skin test – must be kept valid through each upcoming clinical or practicum semester
Tetanus, Diphtheria & Pertussis (Tdap)
Rubella titer, rubella titer, mumps titer, varicella titer
Hepatitis B Vaccine with the first dose at the time of the physical exam, the second dose one (1) month after the first dose, and the third dose six (6) months after the second dose.

DRUG TEST
Southeast Wisconsin health care agencies that provide clinical experiences require pre-placement urine drug screening for all assigned nursing students. This is done during the first semester of the major/practicum at which time more information will be given. The College of Nursing partners with CastleBranch to provide the drug testing for all nursing students.

CPR
Students must be certified in CPR prior to the first day of classes for the Specialty Practicum. Authorized CPR programs include those offered by the College of Nursing, the American Heart Association. Evidence of continued certification in CPR will be required throughout the program.

STUDENTS WHO NEGLECT TO FULFILL THE HEALTH REQUIREMENTS WILL NOT BE PERMITTED TO REGISTER FOR and/or CONTINUE IN PRACTICUM.
BACKGROUND CHECK
Practicum start date is contingent upon successful completion of a criminal background check. Should a background check reveal that a student has a history of one of the crimes that are listed as a permanent bar or bar with rehabilitation, they will be asked to make an appointment to see the Associate Dean to discuss the implications of this finding on their educational plan. For other crimes, the decision about whether a student will be able to complete a practice experience will be made by the clinical agency. More information on Caregiver Background Check Laws is available at: www.dhfs.state.wi.us/caregiver/index.htm.

College of Nursing Photo ID Students are to wear the College of Nursing photo ID badge while on duty at any affiliate or clinical/practicum setting. The College of Nursing Student Affairs Office coordinates ID photo sessions.
### Summary of Immunization Requirements and Policies

On the basis of documented nosocomial transmission, all health care workers, including student nurses and their clinical instructors, are considered to be at significant risk for acquiring or transmitting hepatitis B, influenza, measles, mumps, rubella (German measles), and varicella (chicken pox). All of these diseases are vaccine-preventable. Students and staff are also at risk from tuberculosis.

In order to maintain the health and safety of College of Nursing staff, students, and the clients they care for, the following diagnostic tests and/or immunizations are required of all students, faculty, and instructional academic staff.

Students must submit immunization records and/or proof of immunity in the form of laboratory reports to the CastleBranch.

**Failure to provide this documentation will result in exclusion from the clinical practicum for that semester.**

<table>
<thead>
<tr>
<th>DISEASE</th>
<th>PRIMARY SCHEDULE</th>
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</table>
| Tuberculosis (TB Screening) | Tuberculosis Screening is to take place within 90 days of starting the practicum and annually thereafter. TB Screening must be valid through a semester before the semester starts. *For example, if your TB Screening expires in November you must submit a new screening result prior to the start of your fall clinical or practicum semester.* Screening may be done via Mantoux tuberculin skin test or Interferon Gamma Release Assay (i.e. Quantiferon Gold, T-spot.  

- Initially, provide documentation of two Mantoux tuberculin skin tests ("two step" administered one (1) to three (3) weeks apart.  

Students with a documented 0mm induration Mantoux skin test within the past 12 months only need one additional skin test done with 90 days of starting the program.

- One Mantoux tuberculin skin test annually thereafter.

OR  

- An IGRA (Interferon Gamma Release Assay) test with 90 days of starting the practicum and annually thereafter.  

<p>| <strong>POST TB Skin Test Conversion-Chest X-Ray</strong> | If a student has received a positive tuberculin skin test (TST) or IGRA result, the student must provide the following: Medical documentation of the positive TST or IGRA results <strong>AND</strong> Negative chest x-ray report dated post positive TB skin test or IGRA. <strong>AND</strong> Complete annual TB symptoms survey/questionnaire. If a student is positive for active TB disease, they must participate in an active treatment plan to be reviewed annually. The student will not be eligible to participate in clinical practicum until such time as her/his medical provided determines that they are not communicable. |
| <strong>Hepatitis B Vaccination</strong> | Immunization Series or Post Vaccination Antibody Screen: This is a series of three vaccinations and post vaccination antibody screen. The vaccination series is voluntary, but is strongly recommended for all students entering healthcare. Students must provide one of the following: Documentation by a health care provider of serologic immunity (a quantitative, numeric Hep B antibody level with interpretation/scale that indicates immunity.) This testing must be dated at least one month after completion of the 3-dose vaccine series. <strong>OR</strong> Documentation by a health care provider that the student is in the process of receiving the 3-doses Hep B vaccination series, appropriately spaced per CDC guidelines. <strong>OR</strong> A signed Hep B Vaccine Declination form |</p>
<table>
<thead>
<tr>
<th>Vaccination</th>
<th>Documentation requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tetanus, Diphtheria &amp; Pertussis</strong>&lt;br&gt;(Tdap)</td>
<td>Documentation of one-time dose of the Tdap vaccine and then Td every 10 years</td>
</tr>
</tbody>
</table>
| **Measles, Mumps, Rubella (MMR)** | - Two (2) doses of vaccines documented by a health care provider. Vaccines must be appropriately spaced and given according to CDC guidelines (on or after first birthday and must be at least 28 days apart). Wisconsin Immunization Register (WIR) documentation is acceptable.  
  
  OR  
  - Documentation by a health care provider of serologic immunity (titer). |
| **Varicella**                     | - Two (2) Varicella vaccination dates documented by a health care provider. Vaccines must be appropriately spaced and given according to CDC guidelines (after first birthday and must be at least 28 days apart).  
  
  OR  
  - Positive Varicella titer that is documented by a health care provider. |
| **Influenza Vaccination**         | Influenza vaccination is required prior to November 1st for fall semester, and prior to any spring semester. Students in practicum between April 1 and September 30 are exempt from flu requirement. If a student identifies a “medical exemption” documentation validation by a MD or DO is required. Medical exemptions are granted for recognized contraindications.  
  - Previous reaction to influenza vaccine (e.g. hives, difficulty breathing, swelling of tongue or lips).  
  - The above does not include sensitivity to the vaccine such as an upset stomach, or mild to moderate local reactions such as soreness, redness, itching, or swelling at the injection site.  
  - The above does not include subsequent upper respiratory infection or low grade |
<table>
<thead>
<tr>
<th>Drug Screen</th>
<th>Drug Screens are required to attend the clinical or practicum site.</th>
</tr>
</thead>
</table>
| Physical Health Screening   | Physical Exams are required within 90 days prior to start of the practicum. These exams are to include documentation of:  
|                             | A health history  
|                             | Physical examination by a physician, physician assistant or an advanced practice nurse prescriber  
|                             | The student is free of clinically apparent communicable disease. |
| Cardiopulmonary Resuscitation/Basic Life Support (CPR/BLS) | Current valid American Heart Association Healthcare Provider documentation required.  
|                             | Not needed if not in direct patient care. |
| Medical Condition/Injuries Requiring Student Restrictions | Students are not to report to a clinical setting if she/he is experiencing signs or symptoms of a communicable disease.  
|                             | Students are responsible to immediately notify their School/College designee of changes in their medical conditions or injuries prior to next scheduled practicum/clinical day.  
|                             | Students are also required to notify their school/college of any needed accommodations prior to or during their practicum/clinical rotations. |
The Doctoral Student Handbook is designed as a source of information pertinent to doctoral students and their faculty advisors. It includes current information, and many procedures and resources, which relate to the Doctoral Program. Additional resources students will also find helpful include:

1. Graduate School Website – The Graduate School website is a wealth of information. Take some time to search the site for the information you need to complete your doctoral program. [http://uwm.edu/graduateschool/](http://uwm.edu/graduateschool/)

2. Doctoral students will find academic related campus information through the “Doctoral Toolbox” by visiting this url: [http://uwm.edu/graduateschool/doctoral-toolbox/](http://uwm.edu/graduateschool/doctoral-toolbox/)

3. Graduate School Bulletin - This is available from the Graduate School or on the Graduate School’s web site: [http://uwm.edu/graduateschool/explore-our-programs/](http://uwm.edu/graduateschool/explore-our-programs/)

4. Schedule of Classes - The College of Nursing does not distribute this Schedule; The most up-to-date Schedule of Classes can be found on the Web at: [www.uwm.edu/schedule](http://www.uwm.edu/schedule).

5. Go to The DNP Spot for all student forms, and other related information to help you navigate your DNP degree.

Other sources of information for College of Nursing Doctoral students:

1. UWM E-MAIL ACCOUNT - All students are automatically assigned a UWM e-mail account. Students should receive a letter from Information and Media Technologies in the mail informing them of their assigned e-mail address and password. If you have questions or would like to learn how to forward your UWM e-mail to a private email address contact the IM&T helpline at: 414. 229.4040.

**NOTE**

UWM Email address is the vehicle the College of Nursing will use to provide students vital information about scholarships, announcements, class changes, graduation information, etc. Additionally, many faculty and administrators make extensive use of the University’s computers and e-mail system, and prefer to use it to communicate with students. Please be sure to check your UWM email account regularly to remain an informed student.
Campus Resources

**UWM Virtual Bookstore** Visit: http://bookstore.uwm.edu/home.aspx
The UWM Bookstore is located on the 1st floor of the Student Union.

**Panther card Office** located in Union W143 (between the Fireside Lounge and the Grind)
Students and faculty can be issued a new or replacement card
Bring another picture ID and $10.00 with you.

**UWM U Pass**
U Pass provides students with the ability to use the Milwaukee County Transit busses. Bring a picture ID to Parking and Transit on the ground floor of the Student Union. U-Pass provides steep discounts.

**UWM U Park**
Open to students, faculty and staff. Capitol-Humboldt provides free parking and a free bus ride to campus—bring your UWM Panther ID card

**UWM Tuition and Fees Information**
Tuition and fees for each semester are located at http://www4.uwm.edu/bfs/depts/bursar/ tuition-rate-schedules.cfm

**UWM Timetable Schedule of Classes**
The most up to date schedule is listed on line at: http://www.uwm.edu/schedule/

**UWM Calendar/Important Dates**
Calendars for each semester, including holidays, deadlines and other important dates are located at: http://uwm.edu/registrar/students/dates-deadlines/
FREELANCE WRITING EDITORS

Do you have trouble writing papers or expressing your thoughts clearly? The following freelance editors have agreed to work with you during your writing to assist you (a) state your thoughts more clearly (b) improve your language and grammatical abilities and (c) integrate your thoughts by helping you produce improved papers, projects and better long term writing skills.

Please note: These individuals have no affiliations with the University of Wisconsin-Milwaukee. Students can do their own negotiations with them. They will also not write the papers for you.

Ron Kovack
Phone: (414) 708-6328
E-mail: ronkovach@yahoo.com

Mel Bromberg
Phone: (414) 218-2672
E-mail: mel@watershedint.com

Carolyn Washburne
Phone: (414) 961-1779
E-mail: ckw44@wi.rr.com

It’s Writing Science By Schiml: Writing Science: “How to Write Papers that Get Cited and Proposals that Get Funded”

Nurse Author Editor
This is an international newsletter dedicated to nurse authors, editors and reviewers which is available as a free quarterly online publication. Each issue consists of articles offering advice on writing quality manuscripts, avoiding rejection, finding publishing opportunities, editing and reviewing. Each issue also has a section containing short articles to update readers on new developments in nursing journals and journal publishing.
http://www.NurseAuthorEditor.com

Purdue Owl
This online writing lab is the most thorough and useful website many CWP instructors have ever encountered. In addition to extremely helpful practice exercises for students, the OWL offers downloadable handouts on a vast variety of writing and research topics, including ESL, APA formatting, professional writing, general writing concerns, and grammar.
http://owl.english.purdue.edu/
Ask Oxford
The Oxford English Dictionary, the most thorough and comprehensive dictionary in print, is not available online. However, its editors have put together this site, which offers valuable and sometimes surprising information on language, including tools for writers and students of writing. http://www.askoxford.com/

Bedford/St. Martin's Composition Site
The St. Martin's website offers online workshops and exercises to accompany many of its composition anthologies and handbooks. http://bedfordstmartins.com/composition/

Common Errors in English
Paul Brian’s of Washington State University compiled and updates this opinionated, sometimes picky but helpful list of common errors. Useful for both native and nonnative English speakers. http://www.wsu.edu/%7Ebrians/errors/

The UWM Writing Center Visit: http://www4.uwm.edu/writingcenter/grad-resources.cfm
Offers online Tutoring

A Google search for "online writing lab" will turn up more than one million links. The following are a representative sample of some of the most popular or useful ones.

Claremont College
Its Graduate University Writing Center focuses specifically on graduate student writers, offering handouts on writing and presenting conference papers, taking summary notes, writing literature reviews and grant proposals, and writing dissertations. The Writing Center also includes an annotated list of web resources for graduate level writers. http://www.cgu.edu/pages/726.asp

Web Grammar
This vast and useful site offers thousands of links to resources for writers. It's not just about grammar; there are research tools here for subjects across the curriculum. http://www.webgrammar.com/

Here are more books on writing available from the UWM Libraries.
They are all available as e-books.
Available as an E-book at UWM Libraries

Holland, K., & Watson, R. (2012)
Writing for Publication in Nursing and Healthcare Getting It Right
Hoboken: Wiley.
Available as an E-book at UWM Libraries

Wanda Bonnel; Katharine Smith (2013)
Proposal Writing for Nursing Capstones and Clinical Projects
New York: Springer.
Available as an E-book at UWM Libraries

Nurse's Step-By-Step Guide to Writing Your Dissertation or Capstone
Indianapolis: Sigma Theta Tau International.
Available as an E-book at UWM Libraries
Student Participation in College of Nursing Governance

Students at University of Wisconsin campuses have statutory rights of participation in the governance of the University. They have primary responsibility for the formulation and review of policies concerning student life, services, and interests, and also contribute to the development of the University's academic and administrative policies. Students carry on their policy development and decision making responsibilities through their own governing organizations, and by participating as members of faculty or administrative committees as well as committees contained within the College of Nursing. There are/have been doctoral degree students on the following College of Nursing (CON) standing committees:

College of Nursing Committees Graduate Programs
Committee Research Committee

Each Fall Semester, the Student Affairs Office solicits current graduate student participation in CON standing committees. The office circulates a list of committees with their functions and the number of student representatives required for each, for students to consider. If you are interested in this type of involvement, contact the Student Affairs Office (414-229-5047) as soon as you receive the committee listing. Your name will be forwarded to the UWM Student Association, which nominates student representatives and sends their names to the Chancellor, who appoints them.
The services of the Werley Center for Nursing Research and Evaluation (WCNRE) related to consultation about research methods, data management and analysis, and specific aspects of grant application preparation are available to graduate students with approval and direction from faculty. These services, when utilized appropriately, can enhance the students’ learning experiences and enable students to increase their capacity and facility with research design and data analysis. Students who use WCNRE services are expected to have a working understanding of the grant application process and of the specific research approach and analytic method(s) they intend to employ. It is the responsibility of the faculty involved to assure that students have such a working knowledge prior to requesting services.

Request for services must be completed and approved using the mechanism identified on the WCNRE section of the College of Nursing web site prior to any consultation or meeting. WCNRE services for graduate students are dependent on the resources available in the College to support the Center.

When the use of WCNRE resources is associated with coursework or academic requirement, such as independent study, thesis, clinical projects, and dissertation, it is the responsibility of the faculty to communicate with the WCNRE staff, either in person or electronically, the expectations before the student’s first appointment. In cases where the consultation leads to a recommendation that may deviate from the advice or recommendations of the faculty, it is the responsibility of the student to identify this incongruence and enable communication between the WCNRE staff and the faculty involved.

WCNRE staff facilitates the graduate students’ experience. They assist students in all activities either through general directions on how to proceed, or more commonly, through problem solving when the students experience difficulties that were unanticipated or beyond the range of a working knowledge of the process or technique. They are not tutors nor are they responsible for proposal development, researcher decisions, data entry, programming, data analysis, or interpretation of results. It is the responsibility of the student and faculty to utilize the WNRE staff in an appropriate fashion.

NOTE: This policy does not address the use of WCNRE services by graduate students for non-course related purposes or by project or research assistants for work related to their employment.

Approved by GPC 11/02/2007
Doctoral students in the College of Nursing are eligible to apply for many types of financial awards and assistance. These include:

1. Graduate School Fellowships and Advanced Opportunity Program Fellowships
2. Teaching and Project Assistantships
3. Loans, work study, and student employment
4. University Travel Awards

Graduate School Fellowships: [http://uwm.edu/graduateschool/financing-your-education/](http://uwm.edu/graduateschool/financing-your-education/)

Fellowships are competitive and are based on scholarly achievement and promise. Attendance must be full-time for any of the Graduate School Fellowships. Fellowship applications can be picked up at the Graduate School or in the College of Nursing Student Affairs Office/Cunningham Hall 135 in late fall for the following academic year.

- a. Graduate School Fellowship (This is approximately $11,000 plus remission of the non-resident portion of tuition).

- b. Non-Resident Tuition Remission (NRTR), reduces the non-resident portion of tuition. (This may not be available every year).

- c. Advanced Opportunity Program Fellowships: These are awarded on the basis of financial need and especially to minority persons, for a 12-month period, and they are renewable for a similar period. (This is approximately $14,000 plus remission of the non-resident portion of tuition).

Teaching Assistants and Project Assistants

- a. A teaching assistant is appointed to teach a course(s) in the College of Nursing. Appointments are generally half-time or less and usually permit the student to carry a full load of graduate courses. The stipend varies according to the length and percentage of appointment. For example, the rate range for an academic year’s 50% Teaching Assistantship is between $11,000 to $16,000. Teaching Assistantships of more than 33 1/3% also include payment of the student’s tuition.

- b. A project assistant is appointed to assist with a research, training, or other academic project that is not required as part of the person’s graduate degree program. These appointments are made by individual professors within the department. The range for a 50% Project Assistantship for an academic year is between $10,500 to $17,000. Project Assistantships of more than 33 1/3% also include payment of the student’s tuition.

- c. Loans, Work Study, and Student Employment

Contact the Department of Financial Aid [finald@uwm.edu](mailto:finald@uwm.edu) for more information about these types of opportunities.
University Travel Awards

Presenting at national and international professional conferences, or performing or exhibiting original work, is an important part of the professional development of graduate students. Involvement in these activities is critical for establishing professional networks and contacts for collaborative research, and can lead to future funding and employment opportunities.

Students enrolled in UWM master's and doctoral programs are eligible for awards from the Graduate School in support of travel expenses for presenting papers at national or international professional meetings or conferences, or for performing or exhibiting original work. The student’s presentation must be officially recognized by the sponsoring organization.

The limited funds available for travel support make this a highly competitive program. Check the Graduate School Website/Current Students/Financial Support for more information and criteria for awards. [http://uwm.edu/graduateschool/types-of-funding/](http://uwm.edu/graduateschool/types-of-funding/)