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INTRODUCTION
This handbook is designed for students in the Graduate Programs in the School of Nursing at Minnesota State Mankato (MSM). Two degrees are offered: Master of Science with a major in Nursing (MS) and Master of Science in Nursing (MSN). The MS is an academic degree and the MSN is a professional degree. Three Post-master’s certificates are also offered.

Additional information and updates can be found in the following locations:

1) The Graduate Nursing Programs Brochure
2) The Graduate Studies Bulletin, Minnesota State University (Available at http://grad.mnsu.edu/student/)
3) The Graduate Programs website: http://ahn.mnsu.edu/nursing/graduate/

GENERAL INFORMATION

PROGRESSION
All students must complete the program within six years from completing the first course taken which counts towards the MS or MSN degree. Students may complete their program of study on either a full- or part-time basis. Full-time status is 8 or more credits per semester. Graduate students seeking an MSN degree select a role option as a Clinical Nurse Specialist (CNS) or Family Nurse Practitioner (FNP). The MS degree focuses on the role option of Nurse Educator (NE). When all requirements for the MS or MSN degree are successfully completed, the student is eligible to take the national certification examination as a CNS, FNP or NE.

TRANSFER CREDIT
A maximum of 10 graduate semester credits may be transferred from other appropriately accredited colleges or universities, or a maximum of 12 graduate semester credits from another university in the Minnesota State Colleges and Universities (MnSCU) system. The course(s) must be related to the student’s program and a grade of “B” or better must be obtained in order for credits to transfer.

ADVISING
Students are assigned an initial academic advisor upon admission to a graduate program. This initial advisor is a research or regular graduate faculty member in the School of Nursing and approved by the College of Graduate Studies. In the School of Nursing, this means that the graduate faculty member has graduated from a terminal degree program (e.g. PhD, DNS, EdD) and has the academic background to advise thesis study. The initial advisor provides guidance in constructing a plan of study, registering for courses, and general problem-solving. The advisor also assists the student in selection of a thesis advisor to guide the thesis project and chair the thesis committee. The student may choose to retain the initial advisor as the thesis advisor or ask another faculty member to serve as thesis advisor. Because a graduate faculty member has many responsibilities, she has the option of accepting or declining to serve as your thesis advisor. When a faculty member agrees to be your thesis advisor, that faculty member becomes your advisor for the duration of your program of study. If the initial advisor does not become the thesis advisor, the student is required to file a change of advisor form with the College Graduate Student & Research (CGS&R). This form requires the signature of both the initial advisor and the thesis advisor. The student, with advice from the thesis advisor, also chooses a second graduate faculty member in the School of Nursing to serve on the thesis committee. Often, this is a faculty member with expertise in the specific theoretical, methodological or clinical area the student has chosen to study. A list of all research, regular and associate graduate faculty members is posted on the graduate section of the School of Nursing website and in the Faculty section of this Handbook.
SCHOLARSHIPS / FINANCIAL AID
All enrolled students may be eligible for financial aid during their time of study at MSM. Grants, loans and scholarships are a few of the programs available. Please check the available options at http://www.mnsu.edu/campushub/

A select number of scholarships and grants are also available from the School of Nursing. Specific information may be found on the School of Nursing Web Site: http://ahn.mnsu.edu/nursing/. Students are encouraged to check with other resources such as their employer or organizations such as the American Cancer Society, state nurses associations, or the Veterans Administration. For more information and application forms, call the Financial Aid Office at the appropriate agency or organization. Financial support may also be available directly through Federal Health Resources Services Administration funded Traineeships (scholarships) for nursing graduate students. Please contact the School of Nursing Graduate Programs Administrative Assistant at elisabeth.teigen@mnsu.edu or (507) 389-6826 to inquire.

GRADUATE ASSISTANTSHIPS
Each year the School of Nursing applies to the College of Graduate Studies for funding for teaching and/or research assistantship positions within the School. Position postings are available in February of each year for employment beginning in the fall semester. Graduate assistants must be full-time graduate students. Graduate students working 20 hours per week receive tuition for up to 18 credits per year or 9 credits per semester and a taxable stipend up to $9,000 per year. Information about graduate assistantship policies is available on the College of Graduate Studies and Research website. Students should contact the School of Nursing to determine if any graduate assistantships are available.

REGISTRATION
Course schedules are listed at http://www3.mnsu.edu/courses/. Students are requested to pay attention to pre-registration and registration dates in the schedule as well as the “Notes” section. Occasionally, course offerings change after this list is published. Students are advised to call the School of Nursing Office for verification of class offerings, times, and places: (507) 389-6826. In addition, the Course Schedule for the academic year is available at the School of Nursing Graduate website. This list changes periodically and might not be the most current schedule. Again, contact the Graduate Programs Administrative Assistant at elisabeth.teigen@mnsu.edu or (507) 389-6826 to inquire.

DISTANCE LEARNING OPTIONS
The faculty of the School of Nursing Graduate Nursing Programs is committed to providing access for students to advanced practice nursing education using a variety of distance learning technologies. All students have an electronic mail address through MSU and are expected to use this e-mail for communication with peers and faculty. Extensive use of e-mail occurs in all courses in the curriculum.

The majority of courses are offered in a web-based format with on-site seminars approximately 3 to 4 times per semester for the purpose of building community and strong student-faculty partnerships in learning. These on-site seminars are held either in Mankato or at the University’s extended campus in Edina, MN. Multiple classes are scheduled during on-campus seminar days to make efficient use of commuting time. Some courses may use primarily face-to-face (in the classroom) condensed half-day or full-day seminar teaching methods to focus learning time and provide valuable student-teacher interaction time. Students access technical support for web-based courses from the Office of Instructional Technology. Students and faculty use multiple methods of distance technology (e-mail, telephone, conference call, US mail, fax and videoconferencing) during the thesis phase of study. Students are advised to review the academic year schedule of courses for a sample of course offering formats.
DISTANCE LEARNING ETIQUETTE/NETIQUETTE
The student-student and faculty-student relationship is crucial to the success of distance learning because much learning occurs through interaction. Interaction in the graduate programs occur primarily online, whether in a web-based course or by email. Therefore, it is important to be aware of how you are perceived based on your written word. One point to remember is that an email message or an online discussion entry does not have non-verbal expression to supplement the written word. In the non-online world, we make assessments about a speaker’s motives and intentions based upon their gestures, tone of voice, and their proximity to us. When these aspects of communication are missing it is more difficult to interpret the sender’s meaning. It is far easier for someone to feel offended or hurt by an email and that is why it is important to focus on the clarity and conciseness of the message. The health care world is increasingly becoming a virtual world and electronic communication is a central element of nursing practice. Implementing the following hints will enhance your communication:

Email Etiquette

- Be sure to write an appropriate and specific subject in the subject line so the recipient knows what to expect. For example: “September 1 Guest Speaker Request” rather than “Meeting”.
- Write a salutation or greeting for each new subject email such as “Dear Mary” or Dear Dr. Bliesmer”. This demonstrates respect. Whether you type a formal title will depend on the formal or information nature of the message. For instance, an email to your employer or professor (Mr., Ms., Dr., Professor, etc.) would be more formal than and email sent to a friend where you may use their first name. Simply typing message content without a salutation does not acknowledge the recipient. However, if you exchange several emails over the same topic, it is not necessary to include a greeting because it is like carrying on a conversation.
- Do your best to keep the email brief (preferably one page) so that the reader does not have to scroll.
- Return emails in the same time frame that you would a telephone call. Extend the recipients of your emails the same courtesy.
- If you will not be monitoring your email for a certain time period, use the “Out of Office” reply feature.
- Use capitalization and punctuation in the same way you would in any other document.
- Check your spelling and grammar before sending.
- The use of “all caps” is considered SHOUTING and impolite in our dominant culture.
- The use of “all small letters” is considered mumbling and impolite.
- Format your email to be sent in plain text rather than HTML because some email clients may not be able read HTML.
- Be complete and use abbreviations sparingly. Make sure everyone is familiar with the jargon that you use.
- Emails are public documents. Therefore, only include those statements in email that you can openly defend should your email be shown to others.
- Avoid using strong or offensive language and the excessive use of exclamation points. If you feel angry or particularly strong about a topic, it may be best to write it first as a draft and then review it, before posting it, in order to remove any strong language. If you enter a conflicted exchange, it may be best to stop and either telephone or visit the person face-to-face to resolve the conflict. Things to consider before venting in an email are: “Would I say this in person?” “Am I putting the receiver in an awkward position?” and “How would I feel if I got this email message?”
Using emoticons, acronyms, virtual gestures may be appropriate in some cases, but not in others. Consider the relationship you have with the receiver in determining their use. Some common ones are listed below:

**Acronyms**
- FYI = For your information
- B/C = Because
- W/ = With
- BTW = By the way
- F2F = Face to face
- TTUL = Talk to you later

**Emoticons**
- : - ) = smiley face: happiness, pleasure
- : - ( = frowning face: displeasure
- : - @ = screaming
- :^D = great!
- : - * = sour or oops
- @ ‘ - , -- = rose

Web-Course Etiquette
- Remember that a web-based classroom is still a classroom, and comments that would be inappropriate in a traditional classroom are likely to be inappropriate in a web-based course, as well. Treat your student colleagues and faculty members with respect.
- Review the content of your message before contributing it to the discussion. Once sent to the group, there is no taking it back. Although the grammar and spelling may not be graded, they do reflect on you, and your audience might not be able to decode misspelled words or poorly constructed sentences. Practice composing and checking comments before posting them.
- Brevity is a virtue in the virtual world. Web-based courses require a great deal of reading, and your points might be missed if hidden in a volume of text. Be as concise and focused on the point of the discussion as possible.
- Clarify your contribution. Your postings in response to a discussion should have a clear subject header.
- Read first, write later. Add your comments to a discussion only after reading the comments of other students. Comments related to the content of previous messages should be posted under them to keep related topics organized, and you should specify the person and the particular point you are following up on.

References:

**GRADUATE STUDENT REQUIREMENTS**

**Equal Opportunity and Affirmative Action**
- Minnesota State Colleges and Universities (MnSCU) and Minnesota State University, Mankato (MSM) are committed to a policy of nondiscrimination in employment and education opportunity. No person shall be discriminated against in the terms and conditions of employment, personal practices, or student access to and participation in programs, services, and activities with regard to race, sex, color, creed, religion, age, national origin, disability, marital status, status with regard to public assistance, sexual orientation, or membership or activity in a local Human Rights Commission. Inquiries regarding compliance should be referred to the Affirmative Action Officer, phone (507) 389-2986.

**Concerning Disabilities**
Every attempt will be made to accommodate qualified students with disabilities. If you are a student with a documented disability, please see the instructors as early in the semester as possible to discuss the necessary accommodations, and/or contact the Disability Services Office, 116 Memorial Library at 507-389-6825 (V), 800-627-3529 or 711 (MRS/TTY).

The Office of Disability Services facilitates accommodations for individuals with disabilities which ensure equal access to programs, services and activities offered by Minnesota State University, Mankato. The office assists with advocacy; alternative format of printed materials; alternative testing services; assistive technology; early registration; note-taking; sign language interpreters; and text on tape. The office also acts as a resource and referral agent for community contacts and disability-related information.

Emergency assistance is also available on a 24-hour basis through the Security Department. Grievances, questions or requests related to equal opportunity for individuals with disabilities should be presented to the Affirmative Action Coordinator, 112 Armstrong Hall at 507-389-2986 (V), 800-627-3529 or 711 (MRS/TTY).

**Concerning Health and Immunizations**

Students are responsible for maintaining their own schedule of health assessments as well as maintaining current immunizations and Mantoux tests. Current is defined as within the last 6-12 months depending on the clinical site requirements. Minnesota Law (M.S. 135 A) requires that all students BORN AFTER 1956 and enrolled in a public or private post-secondary school in Minnesota be immunized against diphtheria, tetanus, measles, mumps, and rubella, allowing for certain exemptions (medical or conscientious exemptions). The Center for Disease Control, the American Academy of Pediatrics and the American College Health Association recommend that all people born after 1956 receive **two** measles, mumps, rubella (MMR) immunizations. For complete protection against contracting measles, it is recommended that you receive a **second** MMR from your health care provider. Clinical sites may require additional evidence of immunizations and students need to review requirements with their clinical faculty prior to commencing the clinical experience.

**Concerning HIPAA**

Evidence of student completion of an orientation to the Health Insurance Portability and Accountability Act (HIPAA) policies of clinical facilities is required by each clinical facility. Clinical faculty may be consulted about facility requirements.

**Concerning CPR**

Students must be certified in two-person rescue of adults and children before scheduled clinical experiences. Please be prepared to show written evidence that your CPR certification is current prior to the first clinical course.

**Concerning Liability Insurance**

- Students are required to have their own professional liability insurance. Please check with your current liability insurance carrier to determine if the policy will cover you while you are a nurse practitioner student, clinical nurse specialist or nurse educator student. Some companies say the student is covered; others request the student to add to the existing coverage, but usually at a minimal cost.
- Students must be prepared to provide written verification that liability insurance is current prior to each clinical course. The policy number and expiration date must be provided.

**Concerning Background Checks**
State law requires that any person who provides services that involve direct contact with patients and residents at a health care facility have a background study conducted by the state. An individual who is disqualified from having direct patient contact as a result of a background study, and who disqualification is not set aside by the Commissioner of Health, will not be permitted to participate in a clinical placement in a health care facility. Failure to participate in a clinical placement required by the academic program could result in ineligibility to qualify for a degree in this program.

Students can expect to complete the required form each year prior to the beginning of clinical courses, unless current verification is provided by the student. There is a $20.00 fee for Background Checks completed in the School of Nursing Office.

**Concerning Name Badges**

- Prior to entering the first clinical site in the first clinical experience in the MSN program, students need to obtain a graduate student name badge which is to be obtained at the MavCard office at "The Hub" in the Centennial Student Union at the MSM Campus. An authorized and signed list of student names will be submitted by the School of Nursing Graduate Program office to the MavCard office at the time of preparation for this first clinical.

- Students are expected to follow the format for the name badge as below. A student picture will appear in the upper right hand corner and may be the original MavCard picture or a picture taken at the time the student comes for the name badge. The student's cost for the name badge is approximately $5.00.

- Format:

  Minnesota State University Logo    Student Picture

  First Name and Last Name, RN

  Family Nurse Practitioner Student or
  Clinical Nurse Specialist Student or
  Nurse Educator Student

  School of Nursing

  Example:

  Sonja Meiers, RN
  Clinical Nurse Specialist Student
  School of Nursing
UNIVERSITY GRADUATE POLICIES

All graduate nursing students are accountable for reviewing and observing the University and College of Graduate Studies and Research (CGS&R) Policies contained in the current MSU College of Graduate Studies Bulletin.

ADMISSION REQUIREMENTS
Potential candidates for the Graduate Programs in Nursing may obtain an application packet from the Graduate Programs Office:
Graduate Programs
School of Nursing
360 Wissink Hall
Mankato, MN 56001

Application materials may also be downloaded from the School of Nursing web site. Applicants submit materials simultaneously to both the College of Graduate Studies and Research (CGS&R), 115 Alumni Foundation Center, Mankato, MN 56001 and to the School of Nursing (SON) MSN Program, 360 Wissink Hall, Mankato, MN 56001.

Full Program Admission

To the CGS&R:
1. Completed application form to Minnesota State University, Mankato;
2. Application fee (fee applies to MSM students, graduates, faculty and staff);
3. Verification of baccalaureate degree from an accredited college or university (official transcript);
4. Verification of Graduate Record Examination (GRE) scores or an on-campus writing sample is required for applicants with cumulative GPA <3.0;
5. Information required of international students, if appropriate.

To the SON:
1. Completed School of Nursing Graduate Programs Application Form
2. Copy of current registration of RN licensure;
3. Receipt of three references requested by the applicant;
4. A professional goal statement and a professional resume addressing all categories as listed on the admission form.

Completed applications are reviewed by the Graduate Programs Admission Committee using the following criteria:
1. A BS/BA degree from an NLNAC/CCNE accredited nursing program, preferred (as verified by official transcripts). Associate degree or diploma nursing graduates who also have a baccalaureate degree in another field and can demonstrate equivalency in leadership/management, research, and public health nursing theory and clinical are also eligible for admission. These competencies can be met by completing the appropriate undergraduate nursing courses at MSU (of which the majority are available online), their course equivalents or by portfolio.
2. Current RN licensure with eligibility for licensure in Minnesota;
3. One year of experience as a registered nurse.
4. Cumulative grade point average (GPA) of 3.00 or > on a 4.00 scale. If GPA <3.0, the student’s Graduate Record Examination (GRE) scores must be submitted along with the application. Alternatively, an on-campus written essay is required.

5. Admission requirements met by submitting a School of Nursing Graduate Programs Application which includes a professional goal statement and a professional resume addressing all categories as requested on the admission form;

6. References submitted by three professional acquaintances, including current or recent employer, and two other persons of the applicant’s choice (3 reference forms are included in the School of Nursing Graduate Programs Application Packet or on the website http://ahn.mnsu.edu/nursing/graduate/)

7. Validation of computer and online classroom competence and (or plan to accomplish prior to enrollment).

8. Admitted to the Minnesota State University, Mankato College of Graduate Studies and Research.

*An interview may be required as part of the application process.

In cases where applicants have similar qualifications, special consideration may be given to applicants planning to serve currently underserved populations, including rural and inner-city communities.

**Post-Nursing Master’s Certificate Admission**

This option provides nurses that already hold a master's degree in nursing (MA/MS/MSN) the opportunity to acquire the education and skills to seek certification as an APRN or Nurse Educator.

Required components of the Post-Nursing Master’s Application are the following:

- School of Nursing Graduate Programs Application
- College of Graduate Studies and Research Application
- Official transcript from baccalaureate and from master’s degree programs
- A goal statement to the School of Nursing Graduate Program Admissions Committee.
- If the student has graduated in good standing from a master’s degree program in nursing, the other admission requirements for the School of Nursing will be waived. Admission decisions are made on each individual application.

**ADMISSION CATEGORIES**

**Full Admission**

Qualified students who meet all of the admission requirements for the MSN Program are granted full admission to the Graduate Programs.

- Students must have full admission status before enrolling in N641 Adult Health and courses for which NURS 641 is a prerequisite.

**Provisional Admission**

Students who are admitted pending the receipt of test scores or documentation of other requirements (e.g. successful completion of a registered nurse to baccalaureate degree program) are granted provisional admission.

**Special Admission**

Faculty teaching a Nursing Science core course may grant permission (on a space available basis) to register for the course to a person who may be in the process of meeting admission requirements or deciding
whether or not to complete the application process to the Graduate Nursing Programs. Students apply for admission to the College of Graduate Studies as a Non-Degree Seeking student in this instance. No more than 12 graduate semester credits taken by a non-degree seeking student may be applied to a graduate degree program (See MSU Graduate Studies Bulletin)

**Post Nursing Master’s Certificate**
Students who have completed a master’s degree program in nursing within the past 10 years, and are currently practicing nursing, may enroll in the FNP, CNS or NE courses for the purpose of completing a Post-Nursing Master’s Certificate. (See Admission Policies and Plans of Study.)

**ADMISSION POLICIES**

**Non-Degree Seeking Students**
Students may be granted special permission to take selected graduate nursing courses prior to being fully admitted into the program. Interested students should apply to the CGS&R as a non-degree seeking student. Once admitted to the CGS&R as a Non-Degree seeking student, students then must contact the Graduate Programs Coordinator and the teaching faculty member for permission to register for the course.

**PROGRESSION POLICIES**

**Plan of Study**

Students develop the Course Progression Planning Form with the initial graduate faculty advisor and submit it **no later** than the end of their first semester to the Graduate Programs Administrative Assistant. By the completion of their second semester or 12 credits, whichever comes first, students and their advisors submit a Plan of Study to the Graduate Programs Coordinator (GPC). This Plan of Study is signed by the student, initial advisor (or thesis advisor if already identified), committee member(s) and the GPC and submitted to the Graduate Programs Administrative Assistant. A copy will be retained in the student’s file. The student should retain a copy of this Plan of Study form, as well. If a student wishes to change the plan, the student meets with the advisor and resubmits a revised, signed and dated Plan of Study.

**Course Progression**

Students need to achieve a minimum grade of **3.0** in courses that are prerequisites for other courses in the curriculum to progress in the curriculum. Students are allowed to repeat a course only once to achieve this standard and continue in the program. Graduate students in the School of Nursing are required to register for at least one graduate level nursing credit during each semester of enrollment in the program (except summers). Students will not be allowed to progress if they have an incomplete in any course which is a prerequisite for another course.

**Advanced Practice Course**

Attendance at Advanced Practice Seminar, associated with each Advanced Practice course, is required. In the event of an absence, the course faculty member assigns course work which covers seminar content. Individual faculty discretion will be used to negotiate post semester clinical internship make-up sessions with the student and clinical site should they be necessary for the student to meet course objectives.

**Capstone Experience: Thesis**
Students registering for variable credits for N699 Culminating Experience: Thesis contract with faculty (their thesis chairperson and advisor) for work to be completed in a semester for specific number of credits. To register for the N699 Thesis credit(s), the student needs to contact the thesis advisor and receive special permission to register. Students must choose the Pass/No Credit grade option. The advisor determines the degree to which the work toward the contract has been completed to assign a P or NC evaluation. If the contract is not successfully completed, an “Incomplete” grade is reported. The Incomplete grade must be converted to a P or NC by the end of the next semester or the grade changes from an “I” to an “NC”. The student may not register for additional N699 credits until the contract is fulfilled and a grade awarded.

Thesis Advising

It is a policy of the College of Graduate Studies and Research that each student qualifying for a graduate degree at the master’s level completes a “capstone experience” inquiry as an individual effort and a comprehensive examination. This requirement for students in the Graduate Nursing Programs is defined in the syllabus, N699 Thesis. The thesis experience includes the development of a thesis proposal which is defended at a preliminary oral examination with the student’s thesis committee; completion of the thesis; and defense of the thesis. The N699 Thesis syllabus (available online at the SON Graduate website) includes a description of expectations related to the Roles and Responsibilities of Students, Committee Chairperson /Advisor and committee members for the thesis. Students should review the Guidelines to Capstone Experiences and Thesis/Alternative Plan Paper, available in the College of Graduates Studies and Research before starting the thesis. A Thesis Proposal must be approved by the student’s examining committee prior to data collection. Theses involving research with human participants require Institutional Review Board (IRB) approval prior to data collection and thesis proposal approval. IRB proposal forms are available in the College of Graduate Studies and Research. In addition, an oral examination focused on the Graduate Program Outcomes will be conducted by the thesis committee in the final semester of enrollment.

This Examining Committee supervises a student’s program, comprehensive examination and the writing of the Thesis. Students should ask faculty to serve on their examining committee after consulting with their advisor. Faculty members are then appointed with their consent by the Dean of the College of Graduate Studies and Research.

Each graduate student will have an examining committee of at least two members of the graduate faculty. The committee chairperson is the student’s thesis advisor and must hold research or regular graduate faculty status and be a faculty member in the School of Nursing. The second member will be another graduate faculty member in the School of Nursing. The advisor may require that a third committee member from another department be part of the student’s examining committee. This committee member must also hold graduate faculty status.

Faculty from other institutions may serve (without compensation) as a member on a student’s examining committee. These external members must be approved by the student’s advisor and must obtain Graduate Faculty Status at Minnesota State University, Mankato.

Capstone Experience Registration


Distance Learning
As an element of the graduate program’s commitment to Distance Learning, students may submit course assignments or papers electronically as electronic mail attachments. If the student mails course materials to faculty and wishes to have a paper returned with faculty comments, the student should submit two copies of the paper and enclose a self-addressed stamped envelope.

**Solicitation**

No solicitation by an individual SON student of one or more faculty members for any purpose is allowed. (Solicitation is permitted by groups such as the Student Nursing Association.)

**Statement on Academic Integrity**

In order for an academic community to teach and support appropriate educational values, an environment of trust, cooperation and personal responsibility must be maintained. As members of this University community, students assume the responsibility to fulfill their academic obligations in a fair and honest manner. This responsibility includes avoiding such inappropriate activities as plagiarism, cheating or collusion. Students found responsible for one or more of these activities may face both academic sanctions (such as lowering of a grade, failing of a course, etc.) and disciplinary sanctions (such as probation, suspension, expulsion).

It is the intent of Minnesota State University, Mankato to encourage a sense of integrity on the part of students in fulfilling their academic requirements. To give students a better understanding of behaviors that may constitute academic dishonesty, the following definitions are provided.

- **Plagiarism** – Submission of an academic assignment as one’s own work, which includes critical ideas or written narrative that are taken from another author without the proper citation. This does not apply only to direct quotes, but also to critical ideas that are paraphrased by the student. Plagiarism includes but is not limited to:
  - submitting the work of others as your own
  - submitting others’ work as your own with only minor changes
  - submitting others’ work as your own without adequate footnotes, quotations, or reference
  - multiple submission of the same work, written or oral, for more than one course without both instructors’ permission, or making minor revisions on work which has received credit and submitting it again as new work.

- **Cheating** – Use of unauthorized material or assistance to help fulfill academic assignments. This material could include unauthorized copies of test materials, calculators, crib sheets, help from another student, etc.

- **Collusion** – Assistance to another student or among students in committing the act of cheating or plagiarism.

Source: Office of Academic Affairs, Minnesota State University, Mankato

For further information regarding Student Responsibilities of academic integrity as well as Jurisdiction of Violations, see the Student Conduct System at [www.mnsu.edu/conduct/studentresources.html](http://www.mnsu.edu/conduct/studentresources.html)

Any incident of plagiarism, cheating or collusion in the School of Nursing will be grounds for failure of the assignment or the course and may result in further disciplinary action.

**POLICIES - GRADUATION**

**Degree Completion Timeline**

College of Graduate Studies and Research (CGS&R) policy states “All work for a graduate degree must be completed within a six-year period.” The term of the first course taken, which a student counts towards the
master’s degree, is the term that advisors and students count toward the six years available for degree completion. Any student unable to complete degree requirements for the master’s degree during this time period is required to file a “Request for Extension of Time” form with the CGS&R (form available online from CGS&R). The request document must include an explanation by the student of the need for the extension and must be signed by the chairperson/advisor for the student.

Graduation Policies

All requirements for graduation must be completed according to published guidelines (CGS&R and SON) for students to participate in graduation ceremonies (College of Allied Health & Nursing Hooding Ceremony and the all university MSM Commencement Exercises). All necessary forms related to progression and graduation requirements are available on the CGS&R website.

A college-sponsored graduation celebration is planned for the Spring of each academic year. Graduate faculty members highly value student participation in graduation events and ceremonies. Participation creates the opportunity for family, friends, faculty, and administration to honor, celebrate and congratulate graduates. Graduation gowns, hoods and caps for this event may be purchased from the University Bookstore. Participation in graduation ceremonies at MSU is optional.

National Certification Application

MSN Students:

Write, call, or access the American Nurses Credentialing Center (ANCC) website to obtain your application to take the certification exam. You will be asked to specify which exam you are taking (FNP or CNS). The address for ANCC is: 600 Maryland Avenue SW, Suite 100 West, Washington, DC 20024-2571; (202)651-7000, (800) 284-CERT. Fax (202) 651-7004. Upon degree completion, submit the appropriate degree verification form to the Graduate Programs Coordinator (GPC) or SON Chairperson (in the absence of the GPC) for the official verification signature. Send this signed degree verification form and an official transcript with your application showing that you have completed all requirements for the Master of Science in Nursing degree or the Master of Science degree.

Web Site: www.nnursingworld.org/ancc/index.htm  E-Mail: ANCC@ana.org

MS Students:

Write, call or access the National League for Nursing (NLN) website: http://www.nlm.org/facultycertification/index.htm to obtain information about registration to take the certification exam. The address for NLN is: National League for Nursing, Academic Nurse Educator Certification Program, 61 Broadway, 33rd Floor, New York, NY 10006; (212-363-5555) or (1-800-669-1696).

Graduates should schedule the examination when they feel prepared to take the exam and at a time of their convenience. There are more than 300 test sites in the United States and its territories. A complete listing of test sites with contact information will be forwarded to you by the testing agency. Most test sites schedule testing hours five or six days a week.
SCHOOL OF NURSING

Philosophy Statement

Nursing is a discipline, a profession, and a service. The discipline of nursing is a body of knowledge, formalized in philosophical and scientific theory/theoretical statements and developed through a variety of methods of scholarly inquiry. The nurse integrates scientific and philosophic knowledge with aesthetic and personal knowing to form the basis of practice. As a profession, nursing is a self-regulating organization of persons with unique knowledge obtained through specific educational programs. Members of the profession provide a unique service in accordance with a code of ethics. The knowledge on which the service is based includes nursing knowledge and knowledge from the natural and social sciences, and from the arts and humanities. The essence of the service is an interpersonal process aimed at facilitating the health of persons, families and groups. Because nursing service is mandated by society, provision of the service fulfills a contract between society and the profession.

While health has multiple conceptualizations, it is viewed as essentially either a dynamic state or a process. As a state, health is considered to be a condition of dynamic equilibrium that is perceived by the person as well-being and manifested as balance among life processes. Health is also viewed as a developmental process of defining and creating well-being throughout the life span. Because persons may hold conflicting views of health, the focus of nursing service is the health experience as defined by the client.

In order to facilitate health, nurses must understand the nature of persons, families and groups and their relationships with their environments. A person is a unique whole whose characteristics are different from and more than the sum of the characteristics of her/his parts. The same is true of families, groups, and communities. These human entities have intrinsic value and are worthy of respect. Consequently, the values and beliefs of persons, families, and groups must be understood and honored, regardless of the nurse’s own values and beliefs if the goal of facilitating health is to be achieved. Environment is a relative term, referring to all realms of human experience that are not a manifestation of the person, family or group. Thus, nurses must understand the nature of various environments. These environments include physiological, geophysical, emotional, interpersonal, social, economic, political, cultural, spiritual relationships in which the person, family, group or community is situated.

The nursing student is an intelligent, articulate, autonomous, ethical person. He or she is able to assess situations, make decisions, develop strategies, and implement change. The student advocates for self and others and is a proponent of social justice. The student is also able to propose learning goals and to evaluate and modify behavior.

In order to educate students to practice professional nursing at the entry and the advanced levels, learning situations must be structured to promote the development of empirical, philosophical, aesthetic, and personal ways of knowing. Specifically, critical thinking skills, communications skills, reflective skills and psychomotor skills must be taught and integrated.

The faculty recognizes that students differ in abilities, learning styles, educational and cultural backgrounds, and goals. Therefore, a variety of learning modalities to facilitate the educational needs of students should be provided. The faculty’s responsibility is to challenge and support students by structuring learning activities/situations that require inquiry, analysis, synthesis and evaluation. Learning is optimal when faculty and students develop a dynamic professional relationship fostered by mutual respect and when they engage in critical reflection. As a result of this learner-focused approach to education, the student develops cognitive, affective and psychomotor skills that can be used in diverse life situations.

Approved by NFO 10/2008
Professional Guidelines for Curriculum Development

The Essentials of Master’s Education for Advanced Practice Nursing
The American Association of Colleges of Nursing (AACN) (1996) *Essentials of Master’s Education for Advanced Practice Nursing* has guided the development of the Graduate Programs curricula. The Nursing Science Component and the Advanced Practice Component courses integrate the AACN Essentials model and recommendations. The Essentials document recommends a minimum of 500 hours in direct clinical practice during the education program. The FNP and CNS Programs at MSU require 200 hours of direct clinical practice and 25 hours of seminar in each of their three practicum courses. Each graduate from the FNP Program has had 600 direct clinical hours and 75 hours of seminar during master’s education for the FNP advanced practice role. Each graduate from the CNS Program has had 500 direct clinical hours and 75 hours of seminar during master’s education for the CNS advanced practice role.

National Organization of Nurse Practitioner Faculty Curriculum Guidelines & Program Standards
These guidelines and standards have been used to guide initial and ongoing curriculum development for the Graduate Nursing Programs. The domains integrated into the curriculum are: Management of Client Health, Nurse Client Relationship, Teaching and Coaching, Professional Role, Managing and Negotiating Health Care Delivery System, and Monitoring and Ensuring Quality of Health Care Practice. The graduate student preparing for the family nurse practitioner role option acquires knowledge, competencies, and skills in these domain areas throughout the four main areas of the curriculum: Nursing Science Component, Advanced Practice Component, and Supportive Fields Component.

National Association of Clinical Nurse Specialists
Four essential characteristics of clinical nurse specialist role competencies and outcomes of the master’s education articulated by the National Association of Clinical Nurse Specialists (NACNS) (1998) *Statement on Clinical Nurse Specialist Practice and Education*. These characteristics are: Professional Attributes, Leadership Skills, Consultation Skills, and Collaboration Skills. Additional characteristics were added by NACNS to the Statement on Clinical Nurse Specialist Practice and Education in 2004 and are: Clinical Expertise in a Specialty, Ethical Conduct and Professional Citizenship. These characteristics are evaluated during the Advanced Practice CNS clinical courses. Graduate students preparing for the clinical nurse specialist roles acquire knowledge, competencies, and skills in the competencies and outcomes identified in essential characteristics throughout the main areas of the curriculum: Nursing Science Component, Advanced Practice Component, and Supportive Fields Component.

National League for Nursing
Competencies developed by the National League for Nursing (2005) Taskforce on Academic Nursing Education are used as the outcome competencies for the NE graduate. Upon graduation, the nurse educator graduate will:
1. Facilitate learning,
2. Facilitate learner development and socialization,
3. Use assessment and evaluation strategies,
4. Participate in curriculum design and evaluation of program outcomes,
5. Function as a change agent and leader,
6. Pursue continuous quality improvement in the nurse educator role,
7. Engage in scholarship, and
8. Function within the educational environment.
NATIONAL STANDARDS AND GUIDELINES FOR MASTER’S EDUCATION FOR ADVANCED PRACTICE NURSING


U.S. Department of Health and Human Services Health Resources and Services Administration Bureau of Health Professions Division of Nursing (2002). *Nurse Practitioner Primary Care Competencies in Specialty Areas: Family.*


CURRICULUM MODEL

The curricula of the Graduate Programs in the School of Nursing include theoretical and clinical experiences that provide students with the opportunity to develop knowledge and skills necessary to assume the role of an advanced practice nurse who will address the health of persons, families and groups. Graduates are also prepared for doctoral study. Graduate study in nursing is dedicated to developing practitioners who advance nursing clinical practice, education and research.

Outcomes
Upon completion of graduate study in nursing, students will 1) integrate scientific and philosophic knowledge with aesthetic and personal knowledge to form the basis of advanced practice nursing; 2) promote health for persons, families and groups through application of nursing knowledge; 3) articulate nursing knowledge as it applies to practice, theory and research; 4) employ knowledge, skills, and attributes of a scholar to improve nursing research, education and clinical practice; and 5) demonstrate competence in ethical, legal, socio-political, cultural and leadership dimensions of an advanced practice nurse role.

Curriculum Components

The Graduate Programs model is comprised of three areas: 1) the nursing science component; 2) the advanced practice component; and 3) supportive fields. Full-time and part-time plans of study are possible in all programs.

I. Nursing Science Component Courses

NURS 601(3)^ Theoretical Foundations of Nursing
NURS 602 (2)^ Ethical Dimensions of Nursing
NURS 604(3)^ Knowledge Development and Utilization
NURS 640(2) Family Nursing
NURS 620(3) Processes Influencing the Human Health Experience
NURS 621(3) Human Health Experiences
NURS 622(3) Nursing Actions
NURS 699 (3-4) Thesis

II. Advanced Practice Component Courses

NURS 603(3)^ Advanced Practice Roles
NURS 606(2)^ Social Space of Nursing
NURS 636(3) Teaching in a Practice Discipline I
NURS 637(3) Practicum in Didactic Teaching
NURS 638(3) Teaching in a Practice Discipline II
NURS 639(3) Practicum in Clinical Teaching
NURS 641(2) Adult Health
NURS 642(2) Child and Adolescent Health
NURS 643(2) Reproductive Health
NURS 644(2) Older Adult Health
NURS 645(4) Advanced Practice I FNP
NURS 646(4) Advanced Practice II FNP
NURS 647(4) Advanced Practice III FNP
NURS 660(3) Organizational and Systems Leadership
NURS 661(3) Advanced Practice I CNS
NURS 648(3) Advanced Practice II CNS
NURS 649(3) Advanced Practice III CNS
III. Supportive Fields Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>HLTH 575(3)</td>
<td>Biostatistics (or equivalent)</td>
</tr>
<tr>
<td>KSP 676(3)</td>
<td>Adult Development and Learning</td>
</tr>
<tr>
<td>KSP 677(3)</td>
<td>Curriculum Design, Assessment and Evaluation</td>
</tr>
<tr>
<td>NURS 552(3)</td>
<td>Advanced Health Assessment</td>
</tr>
<tr>
<td>NURS 553(3)</td>
<td>Advanced Pharmacology</td>
</tr>
<tr>
<td>NURS 554(3)</td>
<td>Advanced Pathophysiology</td>
</tr>
</tbody>
</table>

^Courses which are available to non-degree seeking students.

Capstone Experience:
All students complete the graduate thesis (NURS 699: Thesis) and a final clinical practicum as the capstone experience in all programs as measures of Curriculum Outcome achievement.

MS: Nurse Educator Program
The nurse educator program and post-master’s certificate program is dedicated to developing nurse educators who advance nursing clinical practice, education and research in academic and practice settings. Graduates are eligible for national certification as academic nurse educators through the National League for Nursing. The MS is the minimum degree of preparation appropriate for the clinical nursing faculty member in academic and practice settings. The NE Program consists of:

Nursing Science Component:  NURS 601(3), NURS 602(2), NURS 604(3), NURS 620(3), NURS 621(3), NURS 622(3), NURS 640(2), NURS 699(4)
Advanced Practice Component: NURS 606(2), NURS 636(3), NURS 637(3), NURS 638(3), NURS 639(3)
Supportive Fields Component: HLTH 575(3) or equivalent, KSP 676(4), KSP 677(4)
Total Credits: 49 (360 clinical hours)

MSN: Clinical Nurse Specialist Program
The clinical nurse specialist (CNS) program and post-master’s certificate program is dedicated to developing CNSs who advance nursing clinical practice, education and research in practice settings. Graduates are eligible for national certification as clinical nurse specialists to practice with a specialty population. CNSs possess advanced knowledge of the science of nursing with a specialty focus and apply that knowledge to nursing assessments, diagnoses, and interventions and the design of innovation (American Nurses Association, 2004). The CNS program consists of:

Nursing Science Component:  NURS 601(3), NURS 602(2), NURS 604(3), NURS 620(3), NURS 640(2), NURS 699(3)
Advanced Practice Component: NURS 603(3), NURS 606(2), NURS 660(3), NURS 661(3), NURS 648(3), NURS 649(3), and choice of NURS 641(2), NURS 642(2), NURS 643(2), or NURS 644 (2)
Supportive Fields Component: HLTH 575(3) or equivalent, NURS 552(3), NURS 553(3), NURS 554(3)
Total Credits: 47 (500 clinical hours)
**MSN: Family Nurse Practitioner Program**

The family nurse practitioner (FNP) program and post-master’s certificate program is dedicated to developing FNPs who advance nursing clinical practice, education and research in practice settings. Graduates are eligible for national certification as family nurse practitioners and are prepared to practice in acute care and community settings with a focus on primary care of individuals across the lifespan and their families. The FNP Program consists of:

- **Nursing Science Component:** NURS 601(3), NURS 602(2), NURS 604(3), NURS 620(3), NURS 640(2), NURS 699(3)
- **Advanced Practice Component:** NURS 603(3), NURS 606(2), NURS 641(2), NURS 642(2), NURS 643(2), NURS 644(2), NURS 645(4), NURS 646(4), NURS 647(4)
- **Supportive Fields Component:** HLTH 575(3) or equivalent, NURS 552(3), NURS 553(3), NURS 554(3)
- **Total Credits:** 53 (600 clinical hours)
I. Nursing Science Component

NURS 601 (3 credits) Theoretical Foundations of Nursing
Theoretical formulations that inform nursing practice are examined and evaluated. Paradigmatic perspectives and their relationships with models of practice are explored. Selected concepts and middle-range theories are analyzed and their implications for practice are discussed.
Prereq: None

NURS 602 (2 credits) Ethical Dimensions of Nursing
The ethics of caring, social justice, and advocacy within the nurse-client relationship are evaluated. Emphasis is on inquiry into ethical ways of knowing and practicing in nursing. Ethical issues in contemporary nursing are analyzed.
Prereq: None

NURS 604 (3 credits) Knowledge Development in Nursing
The role of research and its application, utilization and integration in nursing practice is examined. Research approaches, designs and methods are analyzed. Emphasis is placed on development of analytic skills for reading and applying research in advanced practice roles.
Prereq: Graduate statistics; N601, N602

NURS 620 (3 credits) Processes Influencing the Human Health Experience
Middle-range theories that describe and explain the development of health-related behaviors are analyzed. Focus is on how multiple environments influence the development of health-related perceptions and behaviors of individuals, families and groups.
Prereq: N601; Pre or co-req N640

NURS 621 (3 credits) Human Health Experiences
Affective, cognitive, physical, and social experiences of persons, families, and groups are explored. Focus is on middle-range theories that describe and explain common phenomena of concern to nursing.
Prerequisite: 620

NURS 622 (3 credits) Nursing Actions
Middle-range theories that prescribe nursing actions to facilitate health throughout the life span are analyzed. Emphasis is on intervention models and modalities used with persons, families, and groups.
Prerequisite: N621

NURS 640: (2 credits) Family Nursing
Family nursing models and middle-range theories are analyzed and their implications for practice models are discussed. Approaches to assessment of family as context and family as a unit of care are analyzed. Family-nurse interpersonal processes are explored.
Pre or co-req: N601

NURS 699 (3-4 credits) Thesis
Scholarly inquiry into a topic of interest in nursing is undertaken. Students analyze and interpret data to answer a research question.
Prerequisite: Advisor Permission

II. Advanced Practice Component Courses

NURS 603 (3 credits) Advanced Practice Roles
Core aspects of advanced practice nursing are investigated. Emphasis is on analyzing the competencies, roles and issues facing advanced practice nurses. Students explore negotiation of advanced practice roles within practice and academic milieus.
Prereq: None

NURS 606 (2 credits) Social Space of Nursing
The influences of social, economic, political, cultural, organizational and interpersonal milieus on nursing are examined.
Prereq: N601 strongly advised
NURS 636 (3 credits)  Teaching in a Practice Discipline I
The practice of teaching in the context of nursing education is analyzed, with a focus on teaching-learning pedagogies, curriculum development and evaluation.
Prerequisite: NURS 604; 8 credits KSP courses

NURS 637 (3 credits)  Practicum in Didactic Teaching
Guided experience in the practice of teaching nursing in structured settings. Focus is on implementation of effective, innovative, learner-centered pedagogies and on cultivation of the educator role in field experiences and seminars. (180 hours)
Pre or Co-req: NURS 636

NURS 638 (3 credits)  Teaching in a Practice Discipline II
Course emphasis is on approaches to teaching and learning, assessment, and evaluation of students in the clinical setting. Roles and responsibilities of nurse educators within a clinical setting are examined.
Prerequisite: N604; N636; 8 credits KSP courses

NURS 639 (3 credits)  Practicum in Clinical Teaching
Guided experience in the practice of teaching nursing in clinical settings. Teaching strategies appropriate to clinical content, teacher attributes and desired learner outcomes are emphasized in field experiences and seminars. (180 hours)
Pre or Co-requisite: N638

NURS 641 (2 credits)  Adult and Older Adult Health I
Management of pathophysiologic alterations in adult populations. Emphasizes development of clinical expertise required to deliver nursing care to adult persons and families with physiological and psychological health problems. Areas of concern common to adults and families are addressed.
Pre or Co-req: Nursing science component, 554, 603, 620, or professor consent

NURS 642 (2 credits)  Child and Adolescent Health
Theoretical concepts, assessments and intervention strategies related to health of culturally diverse children, adolescents and their families are critiqued. Health promotion/protection and nursing management of acute and selected chronic health problems of the child and the adolescent are addressed.
Pre or co-req: Nursing science component, 552, 603, 606, 620, 641 or professor consent

NURS 643 (2 credits)  Reproductive Health
Theoretical concepts, assessments and intervention strategies related to women’s health are critiqued. Health promotion/protection and management of selected acute and chronic reproductive health issues of culturally diverse persons are addressed. Reproductive health care delivery system, ethics, health policy, and research issues are explored.
Pre or co-req: Nursing science component, 552, 603, 606, 620, 641, 643 or professor consent

NURS 644 (2 credits)  Older Adult Health
Focuses on promoting, maintaining, and restoring the health of older adults across various health care settings. Emphasizes development of clinical expertise in assessment, diagnosis, and management of pathophysiologic and family alterations common to the older adult population.
Pre- or co-req: Nursing science component, 552, 603, 606, or professor consent

NURS 645 (4 credits)  Advanced Practice I FNP
Student’s contract with a master's prepared certified family or specialty nurse practitioner or family practice physician who serves as a mentor/preceptor during the clinical experience.
Pre or co-req: NURS 641, and current CPR certification or professor consent

NURS 646 (4 credits)  Advanced Practice II FNP
Student’s contract with a master’s prepared certified family or specialty nurse practitioner or family practice or specialty physician who serves as a mentor/preceptor during the clinical experience.
Pre or co-req: NURS 641, NURS 642, NURS 643 or professor consent

NURS 647 (4 credits)  Advanced Practice III FNP
Student’s contract with a master’s prepared certified family nurse practitioner or family practice physician who serves as a mentor/preceptor during the clinical experience.
Pre or co-req: NURS 641, NURS 645 and NURS 646 or professor consent
NURS 660 (3 credits)  Organizational and Systems Leadership  
Organizational and systems leadership skills critical for improvement of clinical care and health care outcomes are evaluated. The focus is on legal and business realities of leading health care systems, including individual organizations and large systems.  
Prereq: Instructor permission

NURS 661 (3 credits)  Advanced Practice I CNS  
Clinical experience contracted with a Clinical Nurse Specialist who serves as a mentor/preceptor. The focus of the 100-hour clinical is the client/patient sphere of influence.  
Pre or co-req: Nursing science component, 552, 603, 620, 640, and current CPR certification or professor consent

NURS 648 (3 credits)  Advanced Practice II CNS  
Competencies expected of the clinical nurse specialist are presented. Professional attributes, leadership, collaboration, and consultation within the nursing personnel sphere of influence are addressed and experiences using these skills are included in the 200 hour clinical accompanying this course.  
Pre or co-req: Nursing science component, 552, 603, 606, 640, and current CPR certification or professor consent

NURS 649 (3 credits)  Advanced Practice III CNS  
Development of CNS competencies continues in this course with particular focus on the skills necessary for advanced nursing practice within the organization/network sphere of influence. The 200-hour clinical experience is designed to use these skills in facilitation of system change.  
Pre or co-req: Nursing science component, 552, 603, 606, 640, and current CPR certification or professor consent

III. Supportive Fields Courses

HLTH 575 (3 credits)  Biostatistics  
Introduction to statistical analysis as applied to the health sciences. Examines concepts and methods of statistical procedures applied to health problems and issues.

KSP 676 (4 credits)  Adult Development and Learning  
This graduate level course will introduce students to the major theories and research related to adult development and learning. Course activities and assignments are designed to promote student understanding regarding adult developmental change from an ecological systems perspective and will lay a foundation for the development of culturally responsive pedagogical attitudes and skills.

KSP 677 (4 credits)  Curriculum Design, Assessment and Evaluation  
This course is designed to help develop a basic understanding of curriculum design, development, and management as well as to introduce students to major models, strategies, and techniques for conducting academic assessments of individual learners. Emphasis is on an empirically based perspective when designing, collecting and analyzing assessment data to evaluate student learning and improve overall academic performance.

NURS 552 (3 credits)  Advanced Health Assessment  
This course offers theoretical and simulated clinical practice to develop skills in health and physical assessment throughout the life span. Students complete a client data base and identify nursing problems necessary in making clinical judgments and planning and caring for the health care needs of individual clients.

NURS 553 (3 credits)  Advanced Pharmacology for Advanced Practice Nursing  
Analysis of core decision making-processes used by advance practice nurses use to select drugs and clinical case management concepts involved in monitoring persons using prescribed drugs addressed. Principles of altered pharmacodynamics, legal, economic and ethical considerations for nurse prescribers explored.  
Pre or co-req: Basic understanding of pathophysiology, physical assessment, pharmacology, and pharmacokinetics.

NURS 554 (3 credits)  Advanced Pathophysiology  
This course provides a foundation in advanced physiology and pathophysiology at the cellular, organic and systemic level. This foundation serves as a basis for clinical assessment and management by advanced practice nurses. Key concepts and integration of function among systems emphasized.
Minnesota State University, Mankato – School of Nursing
Current Graduate Faculty*

Sue Ellen Bell, PhD, APRN, CNS, Associate Professor ¹
Mary Bliesmer, DNSc, APRN, BC, Professor ¹
Donna Brauer, PhD, RN, Professor ¹
Patricia Camillo, PhD, APRN, CNP, Associate Professor ¹
Yvette Duhloher, MS, APRN, BC, CNP, Assistant Professor ³
Sandra Eggenberger, PhD, RN, Professor ¹
Kaye Herth, PhD, APRN, BC, FAAN, Dean, College of Allied Health & Nursing ¹
Doris Hill, PhD, RN, CORN, Assistant Professor ²
Norma Krumwiede, EdD, RN, Professor ¹
Nancy McLoone, MS, APRN, CPNP, Assistant Professor ³
Sonja Meiers, PhD, RN, Professor ¹
Mary Regan, PhD, RN, Associate Professor ¹
Rebecca Rudel, PhD, CNE, Assistant Professor ²
Marcia Stevens, DNSc, RN, Professor ¹
Linda Welch, MSN, APRN, CNP, Assistant Professor ³
Karen Willette-Murphy, PhD, RN, Professor ¹
Diane Witt, PhD, APRN, BC, CNP, Assistant Professor ²
Tricia Young, PhD, RN, Professor ¹

*Faculty biographical sketches, contact info, and research interests available at

http://ahn.mnsu.edu/nursing/faculty/

¹ Research Graduate Faculty
² Regular Graduate Faculty
³ Associate Graduate Faculty
APPENDIX A

Resources for Graduate Programs Students

College of Graduate Studies and Research (CGS&R) http://www2.mnsu.edu/graduate/

- Graduate assistantships
- Application procedures
- Capstone experiences
- Forms
- Graduate bulletin
- Important dates
- Institutional review board
- Online new student orientation
- Travel funding
- Graduation services

Office of Extended Learning http://www.mnsu.edu/ext/

- Student resources
- Programs
- Courses
- Online learning
- Computer configurations to support Desire2Learn course platform
- Bookstore access

Campus Hub http://www.mnsu.edu/campushub/

- Financial aid (state and federal scholarships, loans and grants)
- MavCard
- Parking
- Student Union Services
- Campus Dining
- Child care
- Campus information
- Forms
- Student billing and tuition

School of Nursing Homepage
www.mnsu.edu/nursing/

- Scholarships
- Faculty and staff contact information
- Faculty research interest
- Mu Lambda Chapter Sigma Theta Tau International link
- Program information
- Honors Commemoration

School of Nursing Graduate Program Homepage
www.mnsu.edu/nursing/GradSON/gradcourse.html

- Federal advanced nursing education traineeships
- Program information
- Graduate Student Handbook
- Current N699 Thesis Syllabus
- On-campus course meeting schedule
APPENDIX B

Minnesota State University, Mankato
School of Nursing
Graduate Nursing Programs

COMPUTER COMPETENCY

Students need to be competent in the use of word processing, the Internet and electronic mail as for success in the graduate program. Applicants may demonstrate their computer competency through documentation of a computer applications course on their undergraduate transcript or by the following process:

ELECTRONIC MAIL
1. Send an electronic mail message using professional language and etiquette to Ms. Beth Teigen, Graduate Programs Administrative Assistant, using her campus e-mail address: elisabeth.teigen@mnsu.edu
2. Attach the following Word Processing Document and Internet Document to your message to Ms. Teigen.
3. Request that Ms. Hanson send reply confirmation of having received your email. Attach this confirmation to your School of Nursing Application form.
4. Document that date of Validation of Computer Competency and Electronic Mail Competence on the School of Nursing Application form

WORD PROCESSING DOCUMENT
1. Submit your Professional Resume/Curriculum Vitae as an attachment to the above email:
2. The Professional Resume/Curriculum Vitae should use the following format:
   Center the title “Professional Resume” at the top of the document
   Use 12 point Times New Roman Font
   Use of both double spacing and single spacing to create the document
   Use 1 ½ inch left margin; all other margins 1 inch
   Use **Bold** type font for name, address, and other contact information of the applicant as a heading at the beginning of the first page
   Appropriate use of indentation, capitalization, correct spelling and grammar

INTERNET DOCUMENT
1. Print off the following page and send it as an attachment to the above email.
2. Go to the Minnesota State University, Mankato home page (www.mnsu.edu).
3. Find the School of Nursing web page.
4. Find the Master of Science in Nursing Program web page.
5. Save this web page to your desktop.
6. Attach the web page from your desktop to the email to Ms. Teigen.

DOCUMENTATION

Documentation of computer competency should be included on the School of Nursing Application Form in the appropriate portion of the form.

9/97
Revised 2/99, 10/00, 11/01, 5/02, 4/05

Information in this publication will be made available in alternative formats upon request.
Contact the MSN Program Administrative Assistant at (507) 389-6826 or (800) 627-3529 (MRS/TTY).
APPENDIX C

Important Forms / Documents available from
College of Graduate Studies (website) and
School of Nursing (website)

√ Semester Graduate Program Plan of Study (SON)
√ Change of Advisor and Change of
  Committee Member Forms (CGS&R)
√ Thesis and Alternate Plan Paper Guidelines (CGS&R)
√ Thesis Proposal Guidelines (CGS&R)
√ Thesis Syllabus (SON)
√ Institutional Review Board (IRB)
  Application Packet (CGS&R)
√ Application for Graduation (CGS&R)
√ Recommendation for Awarding the Degree (CGS&R)
**APPENDIX D**

**SCHOOL OF NURSING**

Graduate Student Course Progression Advising

<table>
<thead>
<tr>
<th>Year One</th>
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<td><strong>Fall Semester</strong></td>
<td><strong>Spring Semester</strong></td>
<td><strong>Summer</strong></td>
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<td><strong>Fall Semester</strong></td>
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<td><strong>Summer</strong></td>
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<td><strong>Fall Semester</strong></td>
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<th>Year Four</th>
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<td><strong>Fall Semester</strong></td>
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**Thesis Committee**

**Research Question:**

**Chair (School of Nursing)**    **Second Member (School of Nursing)**    **Third Member (Outside School of Nursing)**

**Sequencing Recommendations and Required Prerequisites:**

N552 immediately prior to N645* (Instructor Permission for N552)
N554 prior to or concurrent with N553**
N554 prior to N645**
N553 prior to or concurrent with N645**
N601 prior to or concurrent with N640**
N601 prior to N604**
N604 prior to or concurrent with N620**
N640 prior to or concurrent with N641 and before N645**
Graduate statistics prior to or concurrent with N604**

**Plan of Study:**

Students must submit the official College of Graduate Studies (CGS&R) Plan of Study form to the School of Nursing by the end of the second semester enrolled or by the completion of 12 credits, whichever comes first. If a student wishes to change the plan, the student meets with the advisor and resubmits a revised, signed and dated plan of study. The Plan of Study is signed by the Thesis advisor, the examining committee members, and the Graduate Programs Coordinator and submitted to the Graduate Nursing Programs Administrative Assistant.

*Enhances application in first clinical course

**Enhances student understanding in second course**
APPENDIX E
MINNESOTA STATE UNIVERSITY, MANKATO
SCHOOL OF NURSING
STANDING COMMITTEES: MEMBERSHIP AND FUNCTIONS

Student Participation – Nursing College Board

1. Membership
All students enrolled in a nursing major.

2. Authority and Responsibility

   a. Determine the structure necessary to assure adequate student participation and representation in the governance affairs of the School of Nursing.

   b. Appoint or organize elections for four (4) student participants, 2 undergraduate and 2 graduate, to serve as members of the Curriculum Coordinating Committee and the Grants and Awards Committee.

   c. Appoint or elect students for membership on special committees as specified in Article V of the Bylaws, if student participation has been determined to be appropriate. Qualifications of the student membership will be determined by the respective chair of the special committee who will make a request to Nursing College Board.

   d. Secure membership to the Constitution Committee and Bylaws Committee whenever such a committee has been organized for review or revision of these documents.

   e. Secure faculty representatives to the Nursing College Board, as provided in the Nursing College Board Bylaws.

Curriculum Coordinating Committee

The Curriculum Coordinating Committee is concerned with all matters that influence the quality and nature of educational programs offered within the School of Nursing. Its purpose is to initiate, coordinate and evaluate curricular activities, and to promote creativity in guiding the present functions and future directions of the curricula of the School of Nursing.

1. Membership

   a. Voting members shall include at least seven (7) voting members of the NFO including five (5) tenured faculty, at least three (3) with Graduate Faculty appointments: two (2) with Regular Graduate Faculty status, one (1) with knowledge of and experience in the Basic Nursing Program; one (1) with knowledge of and experience in the Accelerated Nursing Program; and one (1) with knowledge of and experience in doctoral education.

   b. Non-voting members shall include:
      i. One undergraduate student and one graduate student.
      ii. One undergraduate program coordinator, ex-officio.
      iii. One undergraduate clinical coordinator, ex-officio
      iv. The Graduate Program Coordinator, ex-officio

2. Authority and Responsibility

   a. Serves as the deliberative and coordinating body in matters pertaining to educational policy, curricular development and future planning related to all programs within the School of Nursing.
b. Formulates and submits recommendations to:
   1) NFO regarding approval or modification of the undergraduate programs’ outcomes, based on the School’s philosophy, missions and future directions;
   2) Graduate Faculty regarding approval or modification of graduate programs’ outcomes, based on the School’s philosophy, missions and future directions.

c. Recommends to NFO position and policy statements regarding initiation and/or discontinuance of programs, criteria and mechanisms for articulation of programs, changes in general direction of programs, areas of emphasis and/or philosophical base of programs.

d. Initiates and coordinates curriculum development activities; establishes curricular subcommittees, as appropriate, from the committee’s membership and beyond; and assesses progress and products of such subcommittees for consistency and continuity with an overall curricular plan. At least one member of a subcommittee must be a member of the Curriculum Coordinating Committee.

e. Develops and recommends criteria, scope and procedures for evaluation of the School’s programs and curricular offerings and makes recommendations, based on results of such evaluative activities, to Graduate Faculty, the NFO and the Dean.

f. Develops and implements a curricular plan to accomplish the teaching mission of the School in a manner that fosters the unity of the School.

g. Explores, clarifies and seeks faculty consensus on specific curricular issues, including perspectives of nursing as a discipline, views on the human health experience, and differences in knowledge development and practice expectations of the undergraduate, master’s and doctoral programs.

h. Makes recommendations to the Planning and Resource Committee regarding resources needed to carry out current and projected curricular offerings.

**Grants and Awards Committee**

1. **Membership**

   a. Voting members shall include:

      i. At least four (4) voting members of the NFO including at least two (2) tenured, and one (1) holding graduate faculty status.

      ii. School of Nursing Chairperson, who shall serve as Chairperson of the Committee

   b. Non-voting members shall include:

      i. One (1) undergraduate and one (1) graduate student.

      ii. College of Allied Health and Nursing development and alumni relations director, ex officio.

      iii. Representative from Mu Lambda Chapter, Sigma Theta Tau International, ex officio.

2. **Authority and Responsibility**

   a. Initiates and coordinates grant-writing activities and the development of awards/fellowships/scholarships for students, staff, faculty, and alumni

   b. Establishes subcommittees, as appropriate, from the Committee’s membership and beyond to accomplish the Committee’s responsibilities.
c. Collaborates with the School of Nursing Chairperson and coordinators to identify and respond to RFAs and RFPs relevant to the School’s mission.

d. Sets equitable standards for the distribution of resources for faculty development.

e. Serves as a deliberative and coordinating body in matters pertaining to School of Nursing policy on awards, scholarships, and fellowships.

f. Solicits, reviews, and evaluates nominations for available awards, scholarships, and fellowships; selects recipients for available awards, scholarships, and fellowships and submits a written report to the NFO.

**Committee Operating Procedures**

1. Regular meetings shall be held at least nine (9) times per year.

2. The Chairperson of each committee shall be elected by the members of the respective committee with the incumbent serving until a new Chairperson is elected, unless otherwise specified in these Bylaws. If the Chairperson is not continuing on the committee, the Faculty Development and Evaluation Committee shall appoint a convener.

3. A simple majority of the voting membership constitutes a quorum. In the presence of a quorum a simple majority of those present shall constitute a definitive vote.

4. Committee Chairpersons shall maintain a permanent record of actions and activities and distribute minutes following meetings.

5. Committees shall submit annual reports describing accomplishments and plans for the future to the NFO.

6. Individual members of the NFO may submit agenda items regarding concerns falling within the scope of a selected committee’s responsibility to the appropriate committee Chairperson or to the Planning and Resource Committee.

7. Committee appointments of faculty for all standing committees shall be for a term of three (3) years, unless specified otherwise. Appointments shall be staggered to provide for continuity of experience on the committees.

8. All meetings within the School of Nursing shall be considered open to all faculty and staff of the School and other interested parties, with the exception of those meetings or portions of meetings that deal with personnel (i.e. hiring, performance review, etc.) or student progression issues. At committee meetings, although observers cannot routinely participate in committee discussion of agenda items, they may speak when a committee member yields to them.