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I. INTRODUCTION

The MSU-Bozeman College of Nursing offers a Master of Nursing (MN) degree which emphasizes rural nursing and rural health care. The MN degree was first offered at MSU-Bozeman in 1957. The program is recognized nationally for leadership in the field of rural nursing and is fully accredited by the Commission on Collegiate Nursing Education (CCNE).

The options available in the MN degree program are the rural Family Nurse Practitioner (FNP) and the Clinical Nurse Leader (CNL). A Certificate in Nursing Education also can be earned while working on the MN degree.

Faculty teaching in the MN degree program can be accessed at any of the College's campuses located in Billings, Bozeman, Great Falls or Missoula during the academic year. The main campus of Montana State University (MSU) in Bozeman includes extensive library facilities and access to the full array of courses and research opportunities available through all departments at MSU-Bozeman. Students access all graduate courses through audio teleconference bridge, interactive video, or WebCT. A course schedule for each semester is posted online at http://www.montana.edu/nursing/student/gradschedules.htm. Students must be prepared to travel to Bozeman at the beginning of each fall semester for orientation and intensive face-to-face classes.

The College of Nursing (CON) enrolls about 800 undergraduate and approximately 70 graduate students. Students work under the supervision of more than 80 faculty. The administrative offices of the College are located in Bozeman. The Associate Dean for Research and Graduate Education has general responsibility for the graduate program. Each campus has a Campus Director who arranges faculty advising for students. Faculty advisors are available in person, by phone, or by e-mail to guide students through their Program of Study.

Programs of Study are included in this handbook for the 2-year and 4-year FNP option, the 1 and 2-year CNL option (see appendix). Students should bear in mind that each lecture credit requires one hour of class time and each clinical laboratory credit requires three hours of practicum each week. In addition, students should plan time for class preparation and assignments, library work, and clinical experiences including preparation and travel to rural sites. Clinical laboratory experiences are arranged on an individual basis with supervision provided to students by faculty.

The MSU-Bozeman College of Nursing is enthusiastic about its rural MN options. Graduates are readily employable in a variety of nursing and health care settings. The MN degree program provides students with a strong base for future doctoral study, if desired.

II. GRADUATE PROGRAM: PURPOSE AND TERMINAL OBJECTIVES

See http://www.montana.edu/nursing/pdf/D1.pdf
III. SUMMARY OF PROCEDURES AND REQUIREMENTS FOR A MASTER’S DEGREE

Detailed information is available at http://www.montana.edu/wwwdg/cat_for_masters_stud.shtml
Ultimately, it is the student’s responsibility to know what is required by the Division of Graduate Education (DGE) and to follow the established deadlines. Links to important forms required by the College of Nursing and DGE are listed in Appendix A.

IV. PROGRAMS OF STUDY

Programs of Study are provided in Appendix B at the end of this handbook for the FNP (2-year and 4-year) and CNL (1-year and 2-year) options. Programs of Study do not include the elective Certificate in Nursing Education courses (see section VIII).

V. GRADES AND GRADING

To complete a graduate degree from MSU-Bozeman, a student must earn a cumulative grade point average (GPA) of B (3.0 on a 4.0 scale) or higher in the major and elective areas in order to graduate. Any course listed on the Program of Study in which a grade lower than C (a C- is not acceptable) has been earned must be repeated.

Incomplete ("I") grades must be made up no later than the end of the next semester that the student is in attendance (other than Summer semester). "I" grades not made up in the prescribed time lapse into "F" grades. Once a course listed on the graduate program has been taken it may not be removed from the Program of Study.

All required nursing courses, education elective courses, and N575 Professional Paper credits receive a letter grade. N590 Thesis and N571 Primary Care IV are graded as pass/fail. This information is important to know as it can impact one’s cumulative GPA.

Scholastic Probation http://www.montana.edu/wwwdg/cat_academic_prob.shtml
A student will be placed on College Probation if the semester GPA falls below a 3.0, even though the cumulative GPA remains above a 3.0. Students are placed on College Probation to maintain satisfactory progress for degree completion.

University Probation http://www.montana.edu/wwwdg/cat_academic_prob.shtml
A student will be placed on University Probation if:

- her/his semester GPA, cumulative GPA or graduate program GPA (or any combination of the above) falls below a 3.0.
- the student fails to successfully complete a majority of the courses each semester with a grade of B or better.
- the student does not meet the Division of Graduate Education provisions of admission (e.g., statistics requirement)
Suspension
A student whose semester, cumulative, or program GPA falls below a 3.0 after University Probation status, who did not meet the provisions of admission, or who has failed to progress satisfactorily through the program, may be suspended from the degree program and the Division of Graduate Education. Students admitted on a provisional basis may be suspended without a probationary period if the provision of admission has not been met. Students also may be suspended for failing to maintain a cumulative or program GPA for two (not necessarily consecutive) semesters without a previous probationary status.

Petitions, Appeals and Grievances
For information see: [http://www2.montana.edu/policy/student_conduct/cg500.html](http://www2.montana.edu/policy/student_conduct/cg500.html)

VI. APPLICATION FOR ADVANCED DEGREE

Students expecting to complete the requirements for an advanced degree must file an Application for Advanced Degree with the Division of Graduate Education. The deadline for filing the application is on (or before) the third Friday of the semester in which the student expects to complete the degree requirements. Refer to the online Graduate Dates and Deadlines at [http://www.montana.edu/gradstudies/cat_dates&dead.shtml](http://www.montana.edu/gradstudies/cat_dates&dead.shtml).

Degrees are conferred at the completion of the students’ Program of Study. The diploma will show the date of the end of the semester in which the degree is granted. Graduate students who attend the College’s Recognition Ceremony and/or MSU Commencement must purchase academic robes, hoods, and caps through the MSU Bookstore. It is the student's responsibility to contact the MSU Bookstore for ordering information (usually available the first week of February). Students must complete all financial obligations to the University prior to the degree award.

VII. COLLEGE OF NURSING RECOGNITION CEREMONY

Students completing the Master of Nursing (MN) degree requirements and who’s Chairperson confirms that they will complete all degree requirements by the end of the spring semester may attend the College of Nursing Recognition Ceremony and University Commencement held in May. Graduate students are recognized and "hooded" during the Recognition Ceremony which takes place in Bozeman on the Friday before University Commencement. Students whose Chairperson confirms that they will complete all degree requirements by the end of the summer semester may attend the College of Nursing Recognition Ceremony but not the University Commencement. Summer graduates are welcome to attend the University Commencement held during May of the following year. Early in the spring semester, Graduate Student Honors and Awards information is collected from graduating students for the College’s Recognition Ceremony program. Details regarding the Ceremony are included in CON Policy G-1 College of Nursing Recognition Ceremony. The Graduate Student Honors and Awards information form is attached to this policy.
VIII. CERTIFICATE IN NURSING EDUCATION

The Certificate in Nursing Education is designed for nurses who seek professional advancement and personal enrichment as well as preparation for teaching. See Appendix C for course sequencing. Course descriptions are accessible online at http://www.montana.edu/wwwcat/courses/courses2.html.

IX. NURSE FACULTY LOAN PROGRAM

The College of Nursing has federal funding available from the Health Resources and Services Administration (HRSA) and the Division of Nursing for the Nurse Faculty Loan Program (NFLP) to increase the number of qualified nurse faculty. Graduate students who complete the Certificate in Nursing Education (see above) along with their FNP or CNL coursework may cancel up to 85% of the loan in exchange for serving four years as full-time nurse faculty at a school of nursing. The loan is cancelled incrementally, thus, 20% is cancelled in each of the first three years of full-time employment and the remaining 25% is cancelled at the end of the fourth year of full-time employment in a school of nursing. The NFLP is administered through MSU Office of Financial Aid and applications are available through the College of Nursing.

X. GRADUATE STUDENT RESOURCES

The MSU home page (www.montana.edu) includes an A-Z Index tab to quickly find information and resources such as Renne Library http://www.lib.montana.edu/, Information Technology Center (computer assistance) http://www.montana.edu/wwwitc/, residency information, academic calendar, student health service, etc.

Other campuses (University of Montana, MSU Billings) may have similar resources available (student health clinic, library facilities) to MSU Bozeman students. Keep in mind; however, you are a MSU-Bozeman student regardless of your physical location.

Students are encouraged to become familiar with the Division of Graduate Education’s website. Refer to the online graduate catalog at http://www.montana.edu/wwwdg/catalog.shtml for masters degree requirements, graduation requirements, dates and deadlines, procedures, forms, etc.

The Publication Manual of the APA, 5th edition is available for purchase at the MSU Bookstore. A reference copy of the Publication Manual of the APA, 5th edition is available on each campus (reference only - cannot be borrowed). The MSU Writing Center (994-5315) or the Division of Graduate Education (994-4145) can provide names of qualified private tutors if assistance is desired.
Fax and Photocopy Use
The following guidelines have been established for fax and photocopy use.

- College of Nursing faxes may be sent in response to a faculty member's specific request.
- Faxes should be no more than five pages.
- Faxes must be sent through local campus Administrative Assistants

NOTE: Faxes that do not meet the guidelines listed above should be sent through an outside source (e.g. Kinko’s). Campus Directors are given the discretion to determine if faxes are appropriate.

Polycom and Teleconference Reservations
All polycom and teleconference reservations (e.g., committee meetings, comprehensive exam, thesis/professional paper defense scheduling) are made through Trevor Murray, Information Technology Specialist, at (406) 994-6846 or tlmurray@montana.edu. For reservations, please use the Polycom / Teleconference Reservation Request Form. Limited long distance use of the teleconference equipment will be made available to students who are responding to a specific request made by a faculty member.

Teleconference Use and Etiquette
The teleconference and interactive video conferencing (polycom) system will be used each semester during the scheduled “intensive” class meetings. In order to make the teleconference learning environment most effective, it is necessary to require a few “rules of etiquette.”

- Call in on time – when people arrive late, it disrupts the class and the learning environment.
- Mute your microphone unless you are ready to speak and contribute to class discussion – it is disruptive to the class to hear papers shuffling, dogs barking, children crying, etc. If your phone does not have a “mute” function, make sure you are on the phone in a “quiet” location.
- Identify yourself when you are ready to participate in a discussion so that everyone knows who is speaking – remember that the TC system will only allow one person to speak at a time.
- Be sure to “unmute” the microphone when speaking.
- Do not leave before class ends unless the class is on a break – it is disruptive to the class for students to be leaving and returning in the middle of class. If the class is on a break, be sure to come back on time to avoid disruption.
- If you are using a phone card, recharge your card before class, if needed, to make sure you have enough minutes left for the entire class period.
- If your instructor has not requested the “silence” feature versus the “announcement” feature (e.g., “Jane Doe is joining the meeting” or “Jane Doe is leaving the meeting”) suggest that the instructor request “silence” from Trevor Murray, the College’s IT Specialist. This may require that the instructor take a quick roll-call to make sure everyone is in class.
Your courtesy in teleconference classes is much appreciated by faculty and classmates. Your assistance is appreciated in making this a pleasant and effective learning environment for everyone.

XI. GUIDELINES FOR TRACKING UNSATISFACTORY ACADEMIC PROGRESS WITHIN THE GRADUATE NURSING PROGRAM

1. The individual course instructor will notify the Associate Dean for Research and Graduate Education, in writing, in the event of problems, concerns, or issues relevant to graduate student progression. These concerns may include but are not limited to such things as health issues, scheduling problems (including excessive working outside of school), deficits in progress, and writing and/or verbal skill difficulties. Concerns related to FNP clinical course progress will be referred to the FNP Clinical Coordinator.

2. The Associate Dean and the Clinical Coordinator will maintain tracking records and follow progress in the noted areas.

3. The Associate Dean will contact the Advisor/Chairperson and/or others as necessary (e.g., Dean, Campus Director, Clinical Coordinator) to share the profile (from any or all courses) that best represents the faculty concerns about the individual student and to determine a plan for resolution with the student.

For further information, refer to College of Nursing Policy D-8 Unacceptable Performance in Required Graduate Nursing Courses and Policy D-10 Denial of Graduate Student Access to Clinical Experiences at http://www.montana.edu/nursing/facstaff/policies.htm.
XII. THESIS AND PROFESSIONAL PAPER GUIDELINES

Students seeking a Master of Nursing degree select either:

- A thesis (N590) option - (Plan A – 10 credits minimum); or
- A professional paper (N575) option (Plan B – 6 credits maximum).

Students who select the thesis option (Plan A) register for N590 credits.
Students who select the professional paper option (Plan B) register for N575 credits.

Thesis (N590) credits are graded Pass/Fail (P/F).
Professional paper (N575) credits are graded with a letter grade (eg A, B, C).

Important Note: Students who initially select the thesis (N590) option may decide to switch to the professional paper/paper (N575) option. However, students who initially select the professional paper/paper (N575) option may not switch to a thesis (N590) option.

Program of Study and Committee
A students’ committee is selected based on Policy D-4 Thesis and Professional Project Committee Development. Students are encouraged to request an outside community member as part of their committee. The community member must provide a vita and is subject to College of Nursing review. See http://www.montana.edu/wwwdg/cat_for_masters_stud.shtml#grad_comm for additional information.

The Program of Study & Committee Form must be completed and filed with the Division of Graduate Education (DGE) by the end of the first semester for students completing a 1-year program (1-year CNL) or by the end of the second semester for all other students. The form is available at (http://www.montana.edu/wwwdg/newforms/CompProg.doc)

The Program of Study must be approved by the committee as indicated by the signature of each committee member. The form is then sent to the Associate Dean for Research and Graduate Education for signature, and finally routed to the Vice Provost of Graduate Education.

Committee Chairperson Responsibilities
The chairperson is responsible for contracting with the student each semester regarding the specific aspects of thesis/professional paper work to be completed. A negotiated time frame for the overall document should be constructed. A written contract or plan is recommended. The contract can be altered by mutual consent. The chairperson will submit a grade each semester (pass/fail for N590; letter grade for N575) for the supervised work.

The chairperson is responsible for guidance and arbitration on all matters of content and format in the thesis or professional paper. This is done in consultation with the student and committee members. The chairperson and the committee members have primary responsibility for matters of the document content and quality. The chairperson has the responsibility of final review before it is signed by the Dean of the College of Nursing and submitted to the Division of Graduate Education. Final acceptance or rejection of the thesis or professional paper, however,
is the responsibility of the Vice Provost of Graduate Education. Professional papers are subjected to the same rigorous standards as a thesis and also are submitted electronically to the Division of Graduate Education.

**Committee Member Responsibilities**
Committee members are responsible for providing guidance to the student in the members' particular areas of expertise as these relate to the thesis or professional paper. The committee is responsible for helping the student identify format errors, particularly with regard to APA editorial standards. It is then the chairperson's responsibility to insure that all corrections have been made by the student.

**Student Responsibilities**
The student must be responsive to the direction of the chairperson and committee members regarding all matters of content and quality of the thesis or professional paper. The committee signs off on and gives approval for the thesis or professional paper topic before the student performs the study (approval form: [http://www.montana.edu/nursing/pdf/grad/Thesis-Project%20Proposal%20Approval%20Form.pdf](http://www.montana.edu/nursing/pdf/grad/Thesis-Project%20Proposal%20Approval%20Form.pdf)). The committee also approves the defense of the thesis/paper when it is completed (defense form: [http://www.montana.edu/wwwdg/newforms/comp_report.doc](http://www.montana.edu/wwwdg/newforms/comp_report.doc)).

The student also must be aware of and responsible for all format requirements and corrections. It is the student's responsibility to be aware of and meet all deadlines with regard to thesis or professional paper review and approval.

The Division of Graduate Education (DGE) requires all students to submit an electronic version of their thesis or professional paper (ETD). The Certificate for Approval Form, used for archiving your ETD with the MSU library, requires original committee signatures ([http://www.montana.edu/wwwdg/newforms/ETDApprovalform.doc](http://www.montana.edu/wwwdg/newforms/ETDApprovalform.doc)). DGE prefers that this form be typed prior to committee signatures.

**Note:** DGE will accept more than one copy of this Approval form if more than one copy is needed to obtain original signatures in a timely manner. For detailed information regarding ETD preparation, formatting, submissions, including a checklist, see [http://www.montana.edu/etd/](http://www.montana.edu/etd/).

**Committee Revisions**
In the event of committee membership change, revisions are submitted to the College of Nursing using a Graduate Committee Revision form. Both the original and revised committee sections must be filled out with the person(s) being removed and the one(s) being added to the committee initialing next to their name indicating their concurrence. An explanation for the revision(s) must be included. The Revision form is then sent to the Associate Dean for Research and Graduate Education for signature and finally routed to the Division of Graduate Education. The form is available at [http://www.montana.edu/wwwdg/newforms/comm_revision.doc](http://www.montana.edu/wwwdg/newforms/comm_revision.doc).
XIII. N590 THESIS (PLAN A)

Purpose
The thesis is a formal document that provides a means for students to demonstrate mastery of graduate level competencies through application of course content. Its sole purpose is to demonstrate that the student has made an original, meaningful, and useful or practical contribution to knowledge in the discipline of nursing. To that end, a thesis must include two important components:

- Identification of a worthwhile problem or question which has not been studied previously, and
- Solution of the problem or answer to the question.

The selected problem or question should take into account the purpose and objectives of the graduate program (as delineated in the College of Nursing Policy D-1) and should be congruent with the student’s professional goals.

Objectives
The student will:
1. Conceptualize a researchable nursing problem.
2. Design a researchable study.
3. Conduct the research study.
4. Produce a scholarly report of the problem studied.

Definition and refinement of the research problem may be developed in N505 Evidence Based Practice or N521 Theory and Research in Nursing. The student continues work on the thesis in subsequent semesters. This work is reflected by N590 credits earned.

The student should prepare a thesis proposal with the help and guidance of the thesis committee. The chairperson is informed by the student regarding all aspects of thesis work and maintains supervisory responsibility. The thesis proposal (Chapters 1, 2, and 3) must be typewritten and must be approved initially by the chairperson. Following the chairperson's approval, approval of the entire committee and Institutional Review Board (IRB), if required, must be obtained before the study is conducted. Committee approval is documented by the signature form http://www.montana.edu/nursing/pdf/grad/Thesis-Project%20Proposal%20Approval%20Form.pdf. The signed form will be kept on file in the Associate Dean’s office.

Human Subjects Review
The Human Subjects Review process must be followed if applicable to the thesis or professional paper. Data collection does not begin until the University Institutional Review Board (IRB) approves the students’ study. See http://www2.montana.edu/irb/index.html for instructions.

Components of the Thesis
Depending on the particular methodology of the research, there may be variation in sequence and inclusion of the components of the example format which follows. Typically, Chapters 1, 2, and 3 are submitted as the proposal.
Chapter I -- Introduction to Study
A. The Purpose
B. Background and Significance of Study
C. Statement of Problem/Research Questions
D. Conceptual/Theoretical Framework
E. Hypotheses (if applicable)
F. Definitions
G. Assumptions
H. Limitations

Chapter II -- Review of Literature
The written review of the literature is guided by the research questions and/or hypotheses and
the conceptual/ theoretical framework of the student's study. The review should include
discussion and critique of selected theory and all relevant research in the area.

Chapter III -- Methods
A. Population and sample (type of sample, size, sampling procedures, setting)
B. Design (variables and their measurement)
C. Procedures for data collection (methods and procedures planned, time framework)
D. Instrumentation (in-depth discussion of the instrument(s) including reliability and
   validity). Note: include a copy of the instrument(s) in the Appendices
E. Discussion of Rights of Human Subjects and Consent Process. Note: include a copy of
   the consent form in the Appendices
F. Planned statistical analysis

Chapter IV -- Results
A. Report of data (tables, figures)
B. Statistical presentation

Chapter V -- Discussion
A. Evaluation of results
B. Study limitations
C. Implications

Works Cited

Appendices
XIV. N575 PROFESSIONAL PAPER (PLAN B)

Purpose
The professional paper provides a means for students to demonstrate mastery of graduate level competencies through application of course content. A professional paper in nursing addresses a relevant health care issue and makes a meaningful or substantive contribution to nursing practice. The student plans, organizes, implements, and evaluates the methods used as well as the outcome(s) for the selected topic/activity. The selected topic/activity for each professional paper should take into account the purpose and objectives of the graduate program (as delineated in the College of Nursing Policy D-I) and should be congruent with the student’s professional goals.

Topic Selections for a Professional Paper
The student develops a professional paper based on the following possible activities:
1. An in-depth analysis of a clinical nursing problem or issue focused on policies, procedures, systems of care, or nursing practice.
2. A teaching project for clients or professional colleagues with an evaluation component.
3. An integrative literature review addressing an important nursing or health care topic.
4. Other scholarly activity.

Objectives
The student will:
1. Plan and organize activities for the professional paper.
2. Analyze and synthesize appropriate information and/or data.
3. Describe the significance of the professional paper to nursing.
4. Evaluate method(s) in relation to the outcome(s).
5. Generate ideas for nursing practice, education, or research based on the project outcome(s).

Process
1. Together the student and Committee Chairperson discuss and select the topic and activity for the paper. The Chairperson is responsible for limiting the scope so that the paper is consistent with required credit hours.
2. The student then submits an initial draft of the proposal for the professional paper to the Chairperson. The proposal includes relevant parts of Chapters 1, 2, and 3.
3. After consultation with the Chairperson, the revised proposal is submitted to the entire committee for approval prior to initiating the project. Committee approval is documented by the signature form http://www.montana.edu/nursing/pdf/grad/Thesis-Project%20Proposal%20Approval%20Form.pdf. This signed form will be kept on file in the Associate Dean’s office. The student and the Chairperson should develop a timeframe for completing the paper. A calendar with deadlines for each section is recommended.
4. In consultation with the Chairperson, the student may seek ongoing assistance with the paper from other committee members.
5. The student writes a scholarly paper or report as the outcome for the professional paper using the Style and Composition Guide at
Human Subjects Review
The Human Subjects Review process must be followed if applicable to the thesis or professional paper. Data collection does not begin until the University Institutional Review Board (IRB) approves the students’ study. See http://www2.montana.edu/irb/index.html for instructions.

Components of the Professional Paper
The following components are used to guide the process for the selected project:

1. Clinical Project

A clinical project is an in-depth analysis of a clinical nursing problem and may focus on policies and procedures, systems of care, or nursing practice. It directly influences patient care or the health care delivery system. The clinical project commonly includes a needs assessment and statement of how the project will improve health care.

Examples of a clinical project include:
- Develop an informational brochure or pamphlet
- Develop an evidence-based nursing practice policy
- Present to professionals about an area of clinical practice
- Develop a specialty clinic (congestive heart failure, diabetes, or pain management)

The basic chapters of a professional paper associated with a clinical problem include:
- Chapter 1. Introduction to the problem
  - a. Description of the problem
  - b. Background
  - c. Significance
  - d. Purpose and objectives of the project
- Chapter 2. Review of literature (provides rationale)
- Chapter 3. Project description with plans, timeline, setting, population
- Chapter 4. Outcome(s) of project
- Chapter 5. Overall evaluation
  - a. Strengths and limitations of project, outcome(s), and process
  - b. Implications and recommendations for nursing practice, education, and research

2. Teaching Project

A teaching project reflects mastery of graduate level competencies as well as knowledge of current, best evidence in teaching and learning. It may focus on clients or professional colleagues and includes an evaluation component. The target audience may be a specific nurse
population, patient population, or an individual patient/family with very complex teaching needs. A graduate level teaching project will be developed in greater breadth (comprehensive, broad audience) or depth (focus, complexity, longitudinal) than an undergraduate level teaching project. The Committee Chairperson determines whether a proposed teaching project has sufficient depth and breadth. The project may or may not include a needs assessment. The student is expected to articulate the rationale for all aspects of the project in the professional paper describing the project.

Examples of teaching projects include:
- Create an online or written self-instruction module.
- Plan, fund, and coordinate a workshop (may or may not teach part of the workshop).
- Conduct monthly continuing education programs for staff development.
- Address teaching needs for a complicated patient or family situation.

Essential components for a professional teaching project include:
- A teaching plan for a specified audience;
- Rationale and evidence for the teaching plan including the mode of delivery, selected content, and method of evaluation;
- Implementation of the teaching plan;
- Evaluation of learning; and
- Evaluation of the project overall.

The basic chapters of a professional paper associated with a teaching project include:
Chapter 1. Introduction
  a. Purpose and objectives of the teaching project
  b. Background
  c. Significance

Chapter 2. Review of the literature (provides rationale)

Chapter 3. Description of the teaching project

Chapter 4. Outcome(s) of the project

Chapter 5. Overall evaluation
  a. Strengths and limitations of the project, outcome(s), and process
  b. Implications and recommendations for nursing practice, education and research

3. Integrative Literature Review of an Important Topic in Nursing or Health Care

An integrative literature review is a specific method that summarizes past empirical and theoretical literature. Although there are many types of literature reviews that contribute to nursing science (e.g., meta-analyses, systematic reviews, qualitative reviews), integrative reviews use the broadest types of literature allowing simultaneous inclusion of experimental and non-experimental research.
Integrative reviews can have a wide range of purposes including:

- defining concepts,
- reviewing theories,
- reviewing evidence, or
- analyzing research methods.

Students considering this activity are encouraged to read the following article:


The basic chapters of a professional paper associated with an integrative literature review, in general, include:

- Chapter 1. Problem identification
- Chapter 2. Literature search
- Chapter 3. Plan for data evaluation
- Chapter 4. Data analysis
- Chapter 5. Discussion, including a full description of decisions made about methods as well as findings

Rigorous adherence to these components is expected in the required professional paper summarizing the review.

### XV. THESIS AND PROFESSIONAL PAPER FORMAT

The final document is a reflection of the student as an author, the Chairperson and Committee, the College of Nursing and MSU. All theses and professional papers will be read and the ETD Certificate of Approval form signed by the student’s Committee members before the College of Nursing Dean signs the thesis/paper Approval Page (page ii).

If exceptions to the format requirements outlined in the governing documents are anticipated, the Division of Graduate Education should be contacted well ahead of the deadline. If the exceptions are appropriate, they will be considered for approval at that time. This will facilitate final approval by the Division of Graduate Education. Failing to obtain approval could delay graduation and cause unnecessary expense. It is strongly recommended that students contact DGE related to format approval PRIOR to the deadline. Students can be directed to the Division of Graduate Education or the Associate Dean for Research and Graduate Education for advice if their Chairperson deems appropriate.

Students preparing a master’s thesis or professional paper will be guided by two sources with respect to issues of format. They are:

- the Division of Graduate Education’s *ETD Style and Composition Guide* and
- the *Publication Manual of the APA, 5th* edition, selected by the College of Nursing to be followed in matters of editorial style.
The Publication Manual of the APA, 5th edition, is written to guide the preparation of manuscripts, but the thesis or professional paper document is not a manuscript. The resulting confusion has sometimes led to frustration, delay, and/or added expense for students. The student should remember that theses or professional papers submitted electronically are final documents as are books or articles in published journals. Because the thesis or professional paper is a final document, its format will differ in some ways from the manuscript format described in the Publication Manual of the APA, 5th edition. The exceptions from manuscript style are stated here in order to provide a point of reference for all concerned in the preparation and approval of masters theses or professional papers at MSU-Bozeman. Students should refer to ETD Style and Composition Guide before preparing the final drafts of their thesis or professional paper (see http://www.montana.edu/etd/styleandcomp.shtml). The ETD Style and Composition Guide spells out the mechanics of publishing the thesis/paper document, (e.g., font, margins, spacing, specific types of pages, and required order of assembly).

The title page should say “... submitted in partial fulfillment of the requirements for the degree of MASTER OF NURSING” (not a Master of Science in Nursing or Master in Nursing). Do not include the option (e.g., FNP or CNL) on the title page. The general format and editorial style of the body of the thesis or professional paper will follow the Publication Manual of the APA, 5th edition. General format means the document will contain Introduction, Literature Review, Methods, Results, Discussion, and Reference sections as do APA journal articles. Editorial style for the thesis is described in the Publication Manual of the APA, 5th edition. The mechanics of preparing a manuscript also are contained in the Publication Manual of the APA, 5th edition but the student is advised to ignore these chapters, except as specifically noted below.

In terms of general appearance, the main body of the document will resemble a published journal more closely than a manuscript. The sequence of material at the end of the document should be as follows: reference notes come before the reference section, and footnotes (if any) are placed after the reference section. The use of footnotes should be avoided if at all possible. All appendices are placed at the very end of the document.

The Publication Manual of the APA, 5th edition instructions should be followed for paragraphs and indentation, spacing with punctuation, and quotations.

**Headings (per the ETD Style and Composition Guide)**

Major section labels (Introduction, Methods, etc.), should be typed in all caps and centered between the margins. INTRODUCTION as a heading must be placed at the introduction section. The title is not to appear on the first page of the theses/professional paper text. Each major section (Chapter) of the document begins on a new page. The correct levels (i.e., main, side, paragraph) of headings are to be used in the document. Normally, Introduction, Methods, Results, etc., are main headings and as such are in ALL CAPS and centered. Subjects, procedures, apparatus, etc., in the Methods Section are side or second order headings.

**Figures and Tables**

Directions on how to construct and label figures, graphs, or illustrations, are referred to in the Publication Manual of the APA, 5th edition and in the ETD Style and Composition Guide. Figures, tables, and/or illustrations prepared for the thesis or professional paper also should be of
professional quality. Those who are not graphic artists are advised to have any needed art work
done by a professional.

The thesis or professional paper typist is to be made aware of the departures from Publication
Manual of the APA, 5th edition requirements. Questions about format issues are to be referred to
the committee Chairperson.

XVI. ORAL DEFENSE AND COMPREHENSIVE EXAMINATIONS

Upon completion of the thesis or professional paper, the student is required to arrange for an oral
defense with his/her committee. The defense is not to be conducted until the final copy of the
thesis/professional paper in its entirety is submitted to each committee member.

The Division of Graduate Education and the College of Nursing require that students
successfully defend their thesis or professional paper and pass a comprehensive examination as a
requirement for graduation. The Oral Defense and Comprehensive Exam must be passed at least
28 days before the end of the semester in which graduate work is completed. It is advisable to
complete the Oral Defense before the deadline to insure enough time for any last minute
revisions if required by the Committee. Note: exact dates vary by semester and should be
checked ahead of time. The College of Nursing Policy D-7 Oral Comprehensive Examination
and Thesis/Project Defense governing formal examinations required of graduate students
provides details about the examination procedure.

XVII. FINAL APPROVAL

The thesis or professional paper must be submitted electronically in final form to the Division of
Graduate Education at least 14 days before the end of the semester in which graduate work is
completed. Refer to the ETD website for further information (http://www.montana.edu/etd/).

The student’s Chairperson is the final reviewer. After the Chairperson signs the Approval Page
(page ii), the Approval Page is forwarded to the College of Nursing Dean for signature then to
the Division of Graduate Education. The ETD Certificate of Approval Form must be submitted
in hard copy (faxed copies are not permitted) with original committee member signatures.
Note: DGE will accept more than one copy of this Approval Form if more than one copy is
needed to obtain original signatures to meet the deadline. Students must factor in the extra time
needed to circulate this document prior to the deadline.
Appendix A

Sequence of Required Forms

- **Form 1:** Graduate Program of Study and Committee Form
  [http://www.montana.edu/wwwdg/newforms/CompProg.doc](http://www.montana.edu/wwwdg/newforms/CompProg.doc); and instructions: [http://www.montana.edu/wwwdg/newforms/pos_masters.doc](http://www.montana.edu/wwwdg/newforms/pos_masters.doc)

- **Form 2:** Thesis/Project Approval Form

- **Form 3:** Application for Advanced Degree
  [http://www.montana.edu/wwwdg/newforms/CompAADF.doc](http://www.montana.edu/wwwdg/newforms/CompAADF.doc)

- **Form 4:** Report on Comprehensive Exam/Thesis Defense
  [http://www.montana.edu/wwwdg/newforms/comp_report.doc](http://www.montana.edu/wwwdg/newforms/comp_report.doc)

- **Form 5:** Certificate of Approval Form for ETDs (electronic submission)
  [http://www.montana.edu/wwwdg/newforms/ETDApprovalform.doc](http://www.montana.edu/wwwdg/newforms/ETDApprovalform.doc)

- **Form 6:** Thesis/Project Approval Page (page ii)
  [http://www.montana.edu/etd/guidelines/samples/sample_approval_withsignatures.doc](http://www.montana.edu/etd/guidelines/samples/sample_approval_withsignatures.doc)
# Appendix B

## Family Nurse Practitioner (FNP) Option

### 2-Year Program of Study

<table>
<thead>
<tr>
<th>Semester 1 - Fall</th>
<th>Credits &amp; Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>N517</td>
<td>Foundations of Pharmacotherapeutics</td>
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<tr>
<td>N521</td>
<td>Theory and Research in Nursing</td>
</tr>
<tr>
<td>N550</td>
<td>Advanced Health Assessment</td>
</tr>
<tr>
<td>N560</td>
<td>Advanced Physiology and Pathophysiology</td>
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<th>Credits &amp; Format</th>
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<tbody>
<tr>
<td>N518</td>
<td>Pharmacotherapeutics for Infants, Children, and Adults of Childbearing Age</td>
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<td>N531</td>
<td>Rural Health Nursing</td>
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<tr>
<td>N555</td>
<td>Concepts of Family Care</td>
</tr>
<tr>
<td>N561</td>
<td>Primary Care I</td>
</tr>
<tr>
<td>N590</td>
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<td>N519</td>
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</tr>
<tr>
<td>N562</td>
<td>Primary Care II</td>
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<td>N520</td>
<td>Pharmacotherapeutics for Older Adults</td>
</tr>
<tr>
<td>N552</td>
<td>Administration and Organization of Health Care Systems</td>
</tr>
<tr>
<td>N563</td>
<td>Primary Care III</td>
</tr>
<tr>
<td>N565</td>
<td>Principles of Population-Based Health</td>
</tr>
<tr>
<td>N590</td>
<td>Thesis *</td>
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<tr>
<td>N553</td>
<td>Financing and Budgeting of Health Care Systems</td>
</tr>
<tr>
<td>N571</td>
<td>Primary Care IV: Clinical Preceptorship</td>
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<tr>
<td>N590</td>
<td>Thesis *</td>
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**Total Program Credits: 57-61 * semester credits**

* Student and faculty may determine that a Professional paper (Plan B) may be more appropriate resulting in 57 total program credits.
## Family Nurse Practitioner (FNP) Option
### 4-Year Program of Study

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<tr>
<th>Semester 1 - Fall</th>
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<tr>
<td>N521   Theory and Research in Nursing</td>
<td>5 (5 lecture)</td>
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<tr>
<td>N560   Advanced Physiology and Pathophysiology</td>
<td>4 (4 lecture)</td>
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<th>Semester 2 - Spring</th>
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<tbody>
<tr>
<td>N555   Concepts of Family Care</td>
<td>2 (2 lecture)</td>
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<tr>
<td>N531   Rural Health Nursing</td>
<td>3 (2 lecture; 1 college lab)</td>
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<tr>
<td>N552   Administration and Organization of Health Care Systems</td>
<td>2 (2 lecture)</td>
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<td>N565   Principles of Population-Based Health</td>
<td>3 (2 lecture; 1 college lab)</td>
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<td>N553   Financing and Budgeting of Health Care Systems</td>
<td>2 (2 lecture)</td>
</tr>
<tr>
<td>N590   Thesis *</td>
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<td>N517   Foundations of Pharmacotherapeutics</td>
<td>1 (1 lecture)</td>
</tr>
<tr>
<td>N550   Advanced Health Assessment</td>
<td>3 (1 lec; 1 college lab; 1 clin lab)</td>
</tr>
<tr>
<td>N590   Thesis *</td>
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<td>1 (1 lecture)</td>
</tr>
<tr>
<td>N561   Primary Care I</td>
<td>6 (3 lecture; 3 clin lab)</td>
</tr>
<tr>
<td>N590   Thesis *</td>
<td>1</td>
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<table>
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<tr>
<th>Semester 7 - Summer</th>
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<tbody>
<tr>
<td>N519   Pharmacotherapeutics for Middle Aged Adults</td>
<td>1 (1 lecture)</td>
</tr>
<tr>
<td>N562   Primary Care II</td>
<td>6 (3 lecture; 3 clin lab)</td>
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<th>Semester 8 - Fall</th>
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<td>N520   Pharmacotherapeutics for Older Adults</td>
<td>1 (1 lecture)</td>
</tr>
<tr>
<td>N563   Primary Care III</td>
<td>6 (3 lecture; 3 clin lab)</td>
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<td>N590   Thesis *</td>
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<th>Semester 9 - Spring</th>
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<tbody>
<tr>
<td>N571   Primary Care IV: Clinical Preceptorship</td>
<td>5 (5 clin lab)</td>
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<td>N590   Thesis *</td>
<td>2</td>
</tr>
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<td><strong>Total Semester Credits</strong></td>
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**Total Program Credits: 57-61 * semester credits**

Student and faculty may determine that a Professional paper (Plan B) may be more appropriate resulting in 57 total program credits.
Clinical Nurse Leader (CNL) Option  
1-Year Program of Study

<table>
<thead>
<tr>
<th>Semester 1 - Fall</th>
<th>Credits &amp; Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>N505 Evidence Based Practice</td>
<td>4 (4 lecture)</td>
</tr>
<tr>
<td>N517 Foundations of Pharmacotherapeutics</td>
<td>1 (1 lecture)</td>
</tr>
<tr>
<td>N550 Advanced Health Assessment</td>
<td>3 (1 lecture, 1 college &amp; 1 clin lab)</td>
</tr>
<tr>
<td>N560 Advanced Physiology and Pathophysiology</td>
<td>4 (4 lecture)</td>
</tr>
<tr>
<td>N575 Professional paper</td>
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<table>
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<tr>
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<th>Credits &amp; Format</th>
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<tbody>
<tr>
<td>N506 Management of Care Environments</td>
<td>4 (3 lecture; 1 clinical lab)</td>
</tr>
<tr>
<td>N507 Management of Clinical Outcomes</td>
<td>4 (3 lecture; 1 clinical lab)</td>
</tr>
<tr>
<td>N553 Financing &amp; Budgeting of Health Care Systems</td>
<td>2 (2 lecture)</td>
</tr>
<tr>
<td>N575 Professional paper</td>
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</tr>
<tr>
<td><strong>Total Semester Credits</strong></td>
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</table>

**Clinical Immersion Experience (Summer)**

| N508 Clinical Leadership Practicum | 7 (7 clinical laboratory) |
| N575 Professional paper           | 3                         |
| **Total Semester Credits**        | **10**                    |

**Summary**

- Required Nursing Credits: 29
- Required Professional paper Credits: 6
- **Total Program Credits: 35 semester credits**
## Clinical Nurse Leader (CNL) Option
### 2-Year Program of Study

<table>
<thead>
<tr>
<th>Semester 1 - Fall</th>
<th>Credits &amp; Format</th>
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<tbody>
<tr>
<td>N505: Evidence Based Practice</td>
<td>4 (4 lecture)</td>
</tr>
<tr>
<td>N550: Advanced Health Assessment</td>
<td>3 (1 lecture; 1 clin lab; 1 college lab)</td>
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<tr>
<td><strong>Total Semester Credits</strong></td>
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<table>
<thead>
<tr>
<th>Semester 2 – Spring</th>
<th>Credits &amp; Format</th>
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<tbody>
<tr>
<td>N506: Management of Care Environments</td>
<td>4 (3 lecture; 1 clinical lab)</td>
</tr>
<tr>
<td>N575: Professional paper</td>
<td>2</td>
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<table>
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<tr>
<th>Semester 4 – Fall</th>
<th>Credits &amp; Format</th>
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<tbody>
<tr>
<td>N517: Foundations of Pharmacotherapeutics</td>
<td>1 (1 lecture)</td>
</tr>
<tr>
<td>N560: Advanced Physiology &amp; Pathophysiology</td>
<td>4 (4 lecture)</td>
</tr>
<tr>
<td>N575: Professional paper</td>
<td>2</td>
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<td><strong>Total Semester Credits</strong></td>
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<table>
<thead>
<tr>
<th>Semester 5 – Spring</th>
<th>Credits &amp; Format</th>
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</thead>
<tbody>
<tr>
<td>N507: Management of Clinical Outcomes</td>
<td>4 (3 lecture; 1 clinical lab)</td>
</tr>
<tr>
<td>N553: Financing &amp; Budgeting of Health Care Systems</td>
<td>2 (2 lecture)</td>
</tr>
<tr>
<td>N575: Professional paper</td>
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<td><strong>Total Semester Credits</strong></td>
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<table>
<thead>
<tr>
<th>Semester 6 - Summer</th>
<th>Credits &amp; Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>N508: Clinical Leadership Practicum</td>
<td>7 (7 clinical laboratory)</td>
</tr>
<tr>
<td><strong>Total Semester Credits</strong></td>
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</tr>
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</table>

### Summary

- **Required Nursing Credits**: 29
- **Required Professional paper Credits**: 6
  
- **Total Program Credits**: 35 semester credits

6/08
Appendix C

Certificate in Nursing Education
Elective Coursework

<table>
<thead>
<tr>
<th>Semester 1 - Summer</th>
<th>Credits &amp; Format</th>
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<tbody>
<tr>
<td>N503 Curriculum Development</td>
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<td>OR</td>
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<tr>
<td>N504 Assessment and Evaluation of Education</td>
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<tbody>
<tr>
<td>N501 Teaching Concepts for Nursing Educators</td>
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<table>
<thead>
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<td>N502 Effective Clinical Teaching</td>
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<td>3 lecture</td>
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**Summary**

Required Nursing Credits 10
Elective Nursing Credits* 1-4

**Total Program Credits** 10-14 semester credits

♦ N503 and N504 are offered in alternate summer semesters: N504 is offered in odd years and N503 is offered in even years.

♦ * N574 Teaching Practicum is a 1-4 variable credit elective clinical practicum that can be taken any semester. Prerequisites are N504 or Consent of Instructor.