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Appendix A
Certificate in Nursing Education Elective Coursework .......................................................... 13

Important reminder:

You understand that it is your responsibility to read the MSU College of Nursing student graduate program handbook, clinical manual that applies to your option, and professional (MN) or Scholarly (DNP) project handbook, which contain the policies and procedures that govern your education while in the College of Nursing. You understand and agree that you will be subject to the policies and procedures as outlined in the handbook.
I. INTRODUCTION

The MSU College of Nursing offers Master of Nursing (MN) and Doctor of Nursing Practice (DNP) degrees. The MN degree was first offered at MSU in 1957 and the first class to seek the DNP degree matriculated in 2013. The MN degree focuses on the Clinical Nurse Leader (CNL) role and the DNP focuses on advanced practice nursing for Family/Individual or Psych/Mental Health populations. A Certificate in Nursing Education can be earned while working on either the MN or DNP degrees.

Vision of the College of Nursing
MSU College of Nursing will be internationally recognized for innovation, discovery, excellence, and leadership in education, research, and practice.

Mission of the College of Nursing
Our mission is to enhance the health of the people of Montana, our nation, and the global community by providing leadership for professional nursing through excellence in education, research, practice, and service.

The graduate program is recognized nationally for leadership in rural nursing and the MN degree is fully accredited by the Commission on Collegiate Nursing Education (CCNE). Accreditation will be sought for the DNP degree before the first class of DNP students graduates. The College of Nursing enrolls between 85 and 95 graduate students.

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. 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 and is located in Bozeman.

Students access all graduate courses through Desire2Learn (MSU’s computer software used for distance delivery of courses). Graduate courses may be enhanced with teleconference and/or interactive video at the instructor’s discretion and a one-day orientation for new graduate students is held in the fall in Bozeman. Students must travel to Bozeman at the beginning of each fall semester for face-to-face classes.

Students should bear in mind that each lecture credit requires one hour of class time and each clinical 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 sites are arranged on an individual basis in collaboration with clinical faculty (MN, CNL), the DNP (Family/Individual) Clinical Coordinator, or the DNP (Psych/Mental Health) Clinical Coordinator.

We are proud of our graduate program and we welcome strong, enthusiastic, and hard-working graduate students to join us each year. Graduates from the MSU College of Nursing are readily employable in a variety of nursing and health care settings.
II. College of Nursing Philosophy

Introduction
We believe in excellence in nursing education through a teaching-learning process that is the responsibility of both faculty and student. We promote the development of lifelong self-directed learning that fosters leadership in education, research, practice, and service. We believe in a learning environment that supports diversity of people and ideas. Our efforts are directed toward achieving higher levels of education for all nurses and transforming healthcare in the United States and the world. We believe that nursing education is framed within the context of nursing’s metaparadigm: person, environment, health, and nursing.

Person
A person is any individual, family, group, community, or population. Each person is unique and is entitled to treatment with dignity and respect.

Environment
Environment includes all factors influencing a person’s health perceptions, behaviors and responses. The human experience is contextually defined by the interrelationship of spiritual, cultural, developmental, physical, psycho-social, political, and economic subsystems. The appropriate arena for nursing action extends beyond the person and includes promotion of healthy environments through social action.

Health
Health is a state of physical, mental, social, and spiritual well-being defined by the person. It is not merely the absence of disease or disability. Health is multi-factorial and is influenced by many factors such as behaviors, environments, genetics, and resources. There are diverse cultural definitions of health. Health activities include those directed at maintenance, enhancement, prevention, and promotion.

Nursing
Nursing is a discipline of science and art requiring synthesis of evidence based knowledge, professional skills, ethical values, and human caring. Nurses assist persons to achieve optimal health. Nurses generate a unique body of knowledge to meet the complex needs of persons in a variety of health care settings from rural to urban.

Nursing education
Nursing education focuses on the knowledge, skills, and attitudes needed by nurses to practice effectively within a complex and changing environment. It “intentionally fosters use of multiple fields of study, use of wide-ranging knowledge of science, cultures, and society; high level intellectual and practical skills; an active commitment to personal and social responsibility; demonstrated ability to apply learning to complex problems and challenges; and personal engagement as a responsible citizen in a global society” (Association of American Colleges and Universities, College Learning for the New Global Century, 2007, p. 4). The education of nursing students is based on professional, regulatory, and organizational standards.
III. MASTER OF NURSING GRADUATE DEGREE: PURPOSE AND PROGRAM OBJECTIVES

The purpose of the Master of Nursing (MN) graduate degree is to educate nurses to function in advanced leadership roles in nursing and health care. The Clinical Nurse Leader (CNL) graduate with a MN degree is an advanced generalist who is prepared in theory and practice to assume leadership positions in meeting the health care needs of individuals, families and communities.

The graduate who earns the MN degree is prepared to:

1. Effect change through advocacy for the client, interdisciplinary health care team and the profession.
2. Communicate effectively to achieve quality client outcomes and lateral integration of care for a cohort of clients.
3. Pursue knowledge and skills as the CNL role, needs of clients, and the health care delivery system evolve.
4. Delegate and utilize the nursing team resources (human and fiscal) and serve as a leader and partner in the interdisciplinary health care team.
5. Identify clinical and cost outcomes that improve safety, effectiveness, timeliness, efficiency, quality, and the degree to which they are client-centered.
6. Use information systems and technology at the point of care to improve health care outcomes.
7. Participate in systems review to critically evaluate and anticipate risks to client safety to improve quality of client care delivery.
8. Assume accountability for healthcare outcomes for a specific group of clients within a unit or setting recognizing the influence of the meso-system and macro-system on the microsystem.
9. Assimilate and apply research-based information to design, implement and evaluate clients’ plans of care.
10. Synthesize data, information and knowledge to evaluate and achieve optimal client and care environment outcomes.
11. Use appropriate teaching-learning principles and strategies as well as current information, materials and technologies to facilitate the learning for clients, groups, and other health care professionals.
12. Complete and successfully defend a professional project appropriate to the role and scope of the Clinical Nurse Leader.
IV. DOCTOR OF NURSING PRACTICE GRADUATE DEGREE: PURPOSE AND PROGRAM OBJECTIVES

The Doctor of Nursing Practice (DNP) degree focuses on educating baccalaureate (BSN to DNP) and Masters (MN to DNP) prepared nurses to the highest standards of the profession to care for people living in Montana and beyond and lead change in health care systems. The DNP degree is a clinical degree designed to prepare advanced practice nurses as nurse practitioners who focus on either Family/Individual or Psych/Mental Health populations. The purpose of the DNP is to prepare advanced practice nurses who demonstrate clinical expertise, judgment, scholarship, and leadership and provide the highest level of nursing practice in the primary health care setting.

The graduate who earns the DNP degree is prepared to:

1. Integrate nursing science and theory, biophysical, psychosocial, ethical, analytical, and organizational sciences as the foundation for the highest level of nursing practice.
2. Analyze complex health care systems to assess strengths and weaknesses to facilitate organization-wide changes in practice delivery.
3. Synthesize, interpret, and apply knowledge from nursing practice, research, theory, and informatics to evaluate outcomes and sustain evidence-based advanced nursing practice.
4. Advocate for health care policy addressing issues of social justice and equality in the delivery of advanced practice nursing services.
5. Enact leadership and effective communication in inter- and intra-professional collaborator relationships to facilitate and improve outcomes for individuals, populations, and health care systems.
6. Assess epidemiological, financial, sociopolitical, occupational, and organizational forces in the development, implementation, and evaluation of clinical prevention and population health.
7. Integrate professional standards, values, accountability, and ongoing self-reflection into role acquisition as an advanced practice nurse.
8. Influence health outcomes by providing advanced independent comprehensive health care services including health promotion and counseling, health assessment and diagnosis, and disease prevention and management of health and illness of individuals and families throughout the lifespan.
9. Complete and successfully defend a scholarly project appropriate to the role and scope of the doctorally prepared advanced practice registered nurse.
V. CERTIFICATE IN NURSING EDUCATION

The Certificate in Nursing Education prepares registered nurses for teaching in academic settings or practice environments. Outcomes are consistent with the competencies for nurse educators described by the National League for Nursing. See Appendix A for course sequencing.

Certificate objectives:

1. Use assessment strategies to evaluate educational needs.
2. Facilitate learning in cognitive, affective, and psychomotor domains.
3. Implement teaching strategies in classroom, clinical, or online situations.
4. Evaluate course or program outcomes.
5. Participate in curriculum development.
6. Function within an educational environment.

VI. QUALIFYING EXAM

The College of Nursing does not require a qualifying exam for the MN or DNP degrees.

VII. COMPREHENSIVE EXAM

A comprehensive exam is not required for the MN degree.

DNP students are required to take and pass a comprehensive exam. The comprehensive exam assures that the student has attained sufficient mastery of course content in the approved program of study, including sufficient knowledge and clinical expertise. The comprehensive exam is administered by the student’s committee and must be both written and oral. Students must be registered for at least 3 credits during the semester that they take the comprehensive exam. Two-thirds (2/3) of the course work required for the DNP degree must be completed prior to sitting for the comprehensive exam.

The student, committee chairperson, and committee members must attend the oral portion of the comprehensive exam in person or via videoconference from a College of Nursing campus (Billings, Bozeman, Great Fall, Kalispell, Missoula). Per Graduate School policy, graduate committee members are not allowed to attend the defense via teleconference. If there is no committee member present on the campus where the student attends, a proctor must be assigned and present. The Graduate Representative must be present for the oral comprehensive exam.

At the time of the oral examination, the Report on Comprehensive Exams/Thesis Defense Doctoral Student (Graduate School form - http://www.montana.edu/gradschool/forms.html) must be completed and signed by all committee members. The completed form will be sent to the Associate Dean for Research and Graduate Education for signature and forwarded to the
Graduate School. Refer to the Graduate School website for more details (link: www.montana.edu/gradschool/).

VIII. PROFESSIONAL (MN)/SCHOLARLY (DNP) PROJECT

All graduate nursing students are required by the Graduate School to demonstrate scholarship, which will be evaluated by the student’s chairperson and committee of faculty experts. Those seeking the MN degree are required to complete a Professional Project (NRSG 575), Graduate School Plan B, 4 credits maximum. All students seeking a DNP degree are required to complete a Scholarly Project (NRSG 675) – 9 credits maximum. For details refer to Master of Nursing (MN) Professional Project Handbook or Doctor of Nursing Practice (DNP) Scholarly Project Handbook on the Graduate Student Resources page of the college website (http://www.montana.edu/nursing/student/graduate.html).

IX. GRADES AND GRADING

To earn a graduate degree from MSU, a student must have 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 within the prescribed time will lapse into "F" grades. Once a course listed on the Program of Study has been taken it may not be removed from the Program of Study.

All required nursing courses, nursing education elective courses, and NRSG 575 or NRSG 675 credits receive a letter grade. This information is important to know as it can impact one’s cumulative GPA.

Good Standing
The student has a cumulative and semester GPA of 3.0 or higher and has met the provisions of admission as stated in The Graduate School admission letter, the student is in good standing.

College Probation
(http://www.montana.edu/gradschool/policy/cat_academic_prob.html)
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.

University Probation
http://www.montana.edu/gradschool/policy/cat_academic_prob.html
A student may be placed on University Probation if:
- The semester GPA and cumulative GPA or graduate program GPA 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 Graduate School or college provisions of admission (e.g. statistics requirement).

Suspension
A student with a cumulative or program GPA below a 3.0 after University Probation status, who did not meet the provisions of admission, who has failed to make progress satisfactory progress toward their degree, or who did not maintain a cumulative or program GPA for two (not necessarily consecutive) semesters may be suspended from the College of Nursing graduate degree program and the Graduate School. Students admitted on a provisional basis may be suspended without a probationary period if the provision of admission has not been met.

Graduate Student Academic Appeals
Appeals by graduate students seeking exceptions from established University academic policies such as admission, retention, or graduation requirements must be made in writing by the student. Appeals must include a letter from the student and approvals (signature and/or letter) from the major advisor/chair and Associate Dean for Research and Graduate Education prior to submission to the Graduate School. In instances where the advisor and/or Associate Dean choose not to endorse the request, this must be noted and the student may then forward the appeal directly to the Graduate School.

Appeal letters should include the following:
1. State in writing, the policy or decision that is being appealed;
2. Note the reasons you believe the decision should be changed or policy be waived;
3. Include your major advisor/chair’s and Associate Dean's approval statements or signatures with the appeal.

Graduate Student Academic Grievance Procedure
A copy of the current academic grievance procedures is available upon request from the Graduate School, 9 Montana Hall.
www2.montana.edu/policy/student_conduct/student_conduct_code.htm

X. GUIDELINES FOR TRACKING UNSATISFACTORY ACADEMIC PROGRESS IN THE GRADUATE NURSING PROGRAM

1. The individual course instructor notifies 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 Family/Individual or Psych/Mental Health clinical course progress will be referred to the appropriate DNP Clinical Coordinator as well as the Associate Dean.
2. The Associate Dean and/or the DNP Clinical Coordinators will maintain tracking
    records and follow progress in the noted areas.

3. The Associate Dean will contact the faculty major advisor/chairperson and/or others as
    necessary (for example, Dean, 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-6 Clinical Site Visits
and Performance in Required Graduate Clinical Nursing Courses and Policy D-8
Denial of Graduate Student Access to Clinical Experiences at
http://www.montana.edu/nursing/facstaff/policies.html.

XI. GRADUATION AND MSU COMMENCEMENT

The Master of Nursing (MN) degree or Doctor of Nursing Practice (DNP) degree will be
conferred at the completion of each student’s Program of Study along with passing the
Comprehensive Exam (DNP students only) and defense of the professional (MN degree) or
scholarly (DNP degree) project.

The chairperson signs the student’s Application for Advanced Degree (Graduate School form
– http://www.montana.edu/gradschool/forms.html) near the beginning of the semester in
which the student expects to complete the degree requirements. The deadline for filing the
application plus other important Graduate School dates are provided on the Dates & Deadlines
page (link: http://www.montana.edu/gradschool/policy/cat_dates-dead.html).

The date on the diploma will coincide with the end of the semester in which the MN or DNP
degree is granted. Students completing the degree requirements and who’s Chairperson
confirms that they will complete all degree requirements may attend the University
Commencement (held in May or December). Graduates who attend the 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 information on ordering academic
regalia (usually available the first week of February for spring commencement or the first
week of September for fall commencement). Students must complete all financial obligations
to the University prior to the degree award.

XII. 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 and student health service. Other universities and MSU
campuses (University of Montana, MSU Billings) may have similar resources available
(student health clinic, library facilities). Keep in mind; however, you are a MSU student
regardless of your geographical location.

Students are encouraged to become familiar with the Graduate School’s website. For masters and doctoral degree requirements, graduation requirements, dates and deadlines, procedures and forms, refer to the Graduate School at http://www.montana.edu/gradschool/.

Course descriptions are accessible online at http://www.montana.edu/wwwcat/courses/courses2.html.

**Teleconference Use and Etiquette**

Course instructors may elect to use teleconference for graduate intensives. To make the teleconference learning environment effective and pleasant, a few “rules of etiquette” are suggested:

- 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 teleconference 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.

Your courtesy in teleconference classes is much appreciated by faculty and classmates.

**Fax and Photocopy Use**

The following guidelines have been established:

- 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
- Students are not allowed access to the College’s photocopy machines.

NOTE: Faxes that do not meet the guidelines listed above should be sent through an outside source (for example, Kinko’s).
# Appendix A

## 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>NRSG 503 Curriculum Development</td>
<td>3 lecture</td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>NRSG 504 Assessment and Evaluation of Education</td>
<td>3 lecture</td>
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<tr>
<td><strong>Total Semester Credits</strong></td>
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<tr>
<th>Semester 2 – Fall</th>
<th>Credits &amp; Format</th>
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<tbody>
<tr>
<td>NRSG 501 Teaching Concepts for Nursing Educators</td>
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<td><strong>Total Semester Credits</strong></td>
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<th>Semester 3 – Spring</th>
<th>Credits &amp; Format</th>
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<tbody>
<tr>
<td>NRSG 502 Effective Clinical Teaching</td>
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<th>Semester 4 – Summer</th>
<th>Credits &amp; Format</th>
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<td>NRSG 503 Curriculum Development</td>
<td>3 lecture</td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>NRSG 504 Assessment and Evaluation of Education</td>
<td>3 lecture</td>
</tr>
<tr>
<td><strong>Total Semester Credits</strong></td>
<td>3</td>
</tr>
</tbody>
</table>

### Summary

| Required Nursing Credits | 10 |
| Elective Nursing Credits* | 1-4 |

### Total Credits to Earn Certificate

10-14

♦ NRSG 503 and NRSG 504 are offered in alternate summer semesters: NRSG 504 is offered in odd years and NRSG 503 is offered in even years.

♦ *NRSG 574 Teaching Practicum is a 1-4 variable credit elective clinical practicum that can be taken any semester. Prerequisites are NRSG 504 or Consent of Instructor.