

Dear Graduate Student:

On behalf of the graduate faculty, office staff and myself, it is my pleasure to welcome you to the Eastern Michigan University, Department of Nursing graduate program. Of the numerous programs in graduate education in nursing in Michigan, we are pleased that you have chosen to study with us. We believe that you have made an excellent decision.

This handbook has been prepared for you by members of the faculty with the helpful input of our graduate students, to provide you with essential information about our graduate program. The information will serve as a useful guide as you progress through the program.

I wish you well as you begin this new chapter in your professional career.

Sincerely,

Mary Sue Marz, PhD, RN

Professor and Head
Department of Nursing

Dear Graduate Nursing Student:

The nursing faculty members at Eastern Michigan University welcome you to Eastern Michigan University Graduate Nursing Programs. Our programs are designed to provide you opportunities to grow in the knowledge and skills required to practice nursing at an advanced level. This Nursing Graduate Student Handbook has been compiled for reference by faculty and students in the Eastern Michigan University Department of Nursing.

The policies and procedures outlined here are subject to change and may be superceded by action of the Department Chairperson and the faculty. When such change occurs, the updated information will be provided to you in the form of substitute pages for this handbook.

References, which contain policies relevant for graduate students at Eastern Michigan University, include the following:

1. Nursing Graduate Student Handbook, Eastern Michigan University Department of Nursing. (Available at 311 Marshall Building from secretary or the web site: www.emich.edu/nursing.)
2. Graduate Student Handbook, Eastern Michigan University. (Available at Graduate School offices, 2nd floor, Starkweather Hall. Or Graduate School link from the Eastern Michigan University web page, www.emich.edu)
3. Thesis Manual for Master's Thesis: Eastern Michigan University. (Available at Graduate School offices, 2nd floor, Starkweather Hall Or Graduate School link from the Eastern Michigan University web page, www.emich.edu.)
4. American Psychological Association (2001). Publication Manual of the American Psychological Association, Ed 5. Washington, D.C. (Available at EMU book store or most any college bookstore [APA editorial style must be followed for all graduate program papers including thesis]).

Again I extend my welcome and best wishes for your graduate studies. Please feel free to contact me or your advisor with any questions or concerns you may have.

Sincerely,

Nursing Faculty:

Peggy Alford-Trewin, PhD, RN
Betty Beard, PhD, RN
Kathleen Branson Hillegas, MS, RN
Virginia Lan, PhD, RN
Sandra Nelson, PhD, RN
Patricia Nunn, MSN, RN
Nancy Prince, MSN, RN, SS, NP

Susan Pfoutz, PhD, RN
Gaie Rubenfeld, MS, RN
Barbara Scheffer, EdD, RN
Martha Tanicala, MSN, RN, CPN
Michael Williams, MSN, RN
Lorraine Wilson, PhD, RN
Tsu-Yin Wu, PhD, RN

ACCREDITATION

The BSN and MSN programs at Eastern Michigan University have met the standards for accreditation by the Commission on Collegiate Nursing Education. Accreditation for ten years was awarded, fall, 2002. The MSN program also has approval from the Michigan State Board of Nursing.

ADMINISTRATIVE STRUCTURE

The College of Health and Human Services (CHHS) is composed of four departments including the Department of Nursing, Associated Health Professions, Social Work, and Human, Environmental, and Consumer Resources. The Department Head of Nursing Education reports directly to the Dean of the CHHS.

In the Department of Nursing, there are program coordinators for all programs: graduate, undergraduate, and RN/BSN. Decisions regarding graduate program planning, admission and retention of students are made by the Graduate Program Admissions and Curriculum Committee (GPAC) with the graduate program coordinator serving as chairperson. At least one graduate student is elected or appointed by the Nursing Graduate Student Organization to serve as a representative on the GPAC.

In addition to serving on the GPAC, graduate students have additional opportunities to provide input to the Department of Nursing and address their concerns. Students select two to three representatives who will meet with the MSN Coordinator and the Department Head once per semester to provide input to departmental issues and to address any of their concerns. Additional meetings can also be scheduled to address specific concerns. These representatives also assist in selecting students to serve on the planning committee for the annual Convocation ceremony. Groups of graduate students at outreach sites have the same opportunities.

PHILOSOPHY, BELIEFS, OBJECTIVES, AND CONCEPTUAL FRAMEWORK

PHILOSOPHY OF THE GRADUATE AND UNDERGRADUATE NURSING PROGRAMS

The Department of Nursing became an integrated unit of Eastern Michigan University, College of Health and Human Services (CHHS) in 1971 and the first group of baccalaureate nursing students graduated in 1975. The RN/BSN completion program began in 1979 and in August, 1993, the Master of Science Degree Program was instituted to confer advanced practice standing in Adult Health Nursing.

The department is committed to being a partner with the University as it strives toward its articulated goal of becoming the premier model for universities as centers for teaching excellence (Shelton, "Blueprint 150 - The learning University," 1990). In their mission statements, the University and the College dedicated themselves to the pursuit of improving the quality of life within the global community through teaching, research and service.

The faculty of the Department of Nursing are committed to the shared values of the University and recognize that as members of the academic community they are required to fulfill the three-pronged role of teaching, research and service. They also accept the responsibility for the continued development and enhancement of clinical practice.

The faculty believe that programs that prepare professional nurses must include opportunities for students to acquire a knowledge base that is rich in the social sciences, the physical sciences and the humanities. When learners have a broad base of knowledge, they are better prepared to be critical thinkers and problem solvers who use critical inquiry throughout their professional development. A nursing program must be guided by beliefs about person, environment, health, nursing, and teaching/learning. The faculty of the Department of Nursing Education at EMU are guided by the following:

The program's philosophy is rooted in an eclectic approach which embraces the four concepts of the nursing metaparadigm: person, environment, health and nursing. Beliefs about teaching/learning are also central to this philosophy.

Persons are dynamic, whole and human. Knowledge and awareness of the human systems--biological, psychological, social, cultural, spiritual-- are necessary in order to interact with persons in the wholeness of their being. Persons have worth, dignity, and the capacity for growth and change. They also have the right to make decisions about their lifestyles, health care and educational processes. Persons experience and constantly interact with their ever-changing internal and external environments which affect their responses to health and well-being. Responses are manifested in a variety of ways depending on developmental life span; cultural, racial/ethnic backgrounds; gender; economic status; and unique abilities. Persons are viewed as individuals, families, or communities.

Environment is an open system including all that is external to the person whether viewed as individual, family, or community. Persons are in constant interaction with the environment. The external environment is envisioned as a global community composed of physical, social, political, technical, economic and cultural influences. The environment is

recognized as important for both clients and providers of health care. Choices in health care are influenced by a person's ability to meet basic needs, availability of resources, and access to resources. Organizational and political constraints affect the availability and provision of health care resources. The constant exchange of energy between persons and environments constitutes an arena for assessment action. Nurses need skills to operate within health care systems and to deliver needed services.

Health is a dynamic phenomenon experienced by persons in different dimensions and degrees throughout the life span. Health is a dynamic state defined by the person. Three phases of health are: (1) healthful living, harmony with one's environment; (2) health disruption, disharmony with one's environment, and (3) health reorganization, the process of changing to achieve, preserve, and/or recover healthful living. Health also relates to functioning within roles, engaging in personally identified aspects of joy, wonder, and need, and developing one's potential for the fullest state of being. Not only do persons define health for themselves, they also make decisions affecting the level of health they wish to attain.

Nursing is an art and a science. As a profession, nursing is rooted in caring as a value. As a science, nursing integrates theory and practice through research to build a body of unique knowledge. Nursing is goal oriented, yet responsive to the dynamic changes in persons, their environments and their health. As an action, nursing is defined as the diagnosis and treatment of human responses to actual or potential health problems (ANA Social Policy Statement, p. 9). Nurses advocate for and promote the self-advocacy of health in recipients of nursing and other health care services. Nurses work collaboratively with other health professionals in striving for an optimal health care delivery system. Just as persons are growing and evolving, nursing as a profession also continues to develop as an art and as a science.

Teaching-learning is an ongoing process that results in goal attainment for each person. Learners are self-aware persons with responsibility for their actions. Learners bring strengths, knowledge and responses to the learning environment. Teachers and learners engage in ongoing developmental processes. Both teachers and learners have styles of learning which influence their creative interactions. Learning environments must be open, encourage diverse ideas, and promote generation and acquisition of knowledge. In creative collaboration with clients and other health professionals, nursing students engage in synchronous experiences enabling them to participate in meeting the health needs of society.

GRADUATE PROGRAM BELIEFS AND OBJECTIVES

The Department of Nursing faculty believe that professional education at the graduate level encompasses the following components:

1. The clinical knowledge component (courses specific to developing the knowledge, attitudes, and skills central to the discipline);
2. The research component (courses focusing on scholarly critical inquiry which provide the knowledge and skills to identify, investigate and generate knowledge);
3. The elective component (courses from another discipline which complement the acquisition of knowledge in the primary discipline);
4. The role component (courses which define the manner in which discipline-specific content will be enacted).

The graduate program in nursing science (MSN) allows students to explore a variety of nursing models within diverse clinical settings. Using a systems framework based on the nursing metaparadigm, students gain advanced knowledge and skills for delivering care to clients as advanced generalists in the specialty area of adult health nursing. Clinical nursing skills in advanced health assessment and advanced content in critical areas of adult health provide the basis for the development of a variety of nursing interventions. Advanced nursing leadership/ management skills are developed. Critical thinking and clinical judgment are emphasized throughout the curriculum.

The faculty believe that graduate education develops a practitioner capable of expert clinical practice with clients; able to examine health care policies and issues in terms of implications for the delivery of nursing care; and able to analyze the intersection of roles of nursing and other health professionals in planning, delivery, and evaluation of health care.

Graduate Program Objectives:

Therefore, the graduates of the master's program in adult health nursing at EMU will meet the program objectives to:

1. Practice nursing of adults, at an advanced level, using selected theoretical frameworks;
2. Develop leadership skills in promoting health for adult individuals and groups in the organizational and political arenas;
3. Manage caseloads of adult patients/clients within selected health care delivery systems;
4. Use the process of scientific inquiry to study nursing problems.

CONCEPTUAL FRAMEWORK

Recognizing nursing's change and growth as a profession and as a field of study, faculty believe that graduate level practitioners must build on more than one theoretical model in developing their practice. Graduate students must explore a variety of models and select the model that best directs clinical practice. Further, graduate students need to be aware of a variety of models as they practice in the diverse settings within local and global communities. Accordingly, the graduate program is designed with a conceptual framework based on the concepts of nursing's metaparadigm, i.e., the relationships of person, environment, health and nursing. These concepts are examined within a systems perspective. The systems perspective provides the broadest framework within which to investigate and develop the concepts crucial to nursing. Furthermore, a large number of conceptual models and theories are built upon the foundation of systems theory.

Adult persons, clients of the health care system, are seen as multidimensional yet expressing a wholeness of being. Clients may be individuals, families or communities. As nurses assess the dimensions of clients as a basis for providing care, they must simultaneously assess the health care system in which care is being delivered in order to provide care most effectively.

Students will gain advanced knowledge and skills for delivering care to clients as advanced generalists in the specialty area of adult health nursing. Clinical nursing skills will include advanced knowledge in health assessment related to the multiple dimensions of adult persons. Advanced content in critical areas of adult health such as health promotion, stress and coping, grief and loss, and pain and disuse phenomena will provide the basis for the development of a variety of advanced nursing interventions. Advancement of critical thinking and clinical judgment will be emphasized as processes throughout the curriculum. Development of nursing knowledge will be promoted through in-depth study in adult health nursing and clinical systems management. Teaching in health care systems is an optional three course sequence that may be selected in place of the clinical systems management sequence. This role function is designed to prepare those nurses who will be engaged in teaching in community college systems or for those whose clinical role functions have expanded to include staff development. Theory and research provide the foundation for the study and evaluation of problems encountered in these areas of advanced nursing practice.

In addition, students will be provided with the basis for effecting change and for managing conflict and change within systems. Leadership and management skills are critical for the delivery of effective care to clients, for the maintenance of client health, and the continuity of the system of care delivery. The health of both adult clients and the environment constitute the output of the conceptual framework proposed for the program. The effects of values, politics, ethics, and law are seen as the basis for the evaluation and quality control integral to the feedback mechanism in this systems framework. The synchronous nature of nursing and management knowledge will be initiated and developed throughout the curriculum.

MASTER OF SCIENCE IN NURSING (MSN) PROGRAM

The Master of Science in Nursing program builds on the knowledge and competencies of baccalaureate nursing education. The structure and process of this master's program provide for the attainment of advanced knowledge and skill in the practice of nursing with adult populations. This program provides a curriculum that focuses current practice while analyzing trends concerning evolving needs of the community for health care and for nursing in particular.

The master's program prepares graduates for clinical practice as advanced generalists in the specialty area of adult health nursing, with the knowledge and skill to function in various roles in the health care setting of their choice.

The program of study consists of 40- to 43 credits depending on the choices of electives and type of research project. The program is organized with 15 credits in Adult Health, twelve credits in the role function (Teaching in Health Care Systems or Clinical Systems Management), ten to twelve credits in theory/ research, and three to four credits of electives. All courses requiring clinical practice hours require the selection and approval of a preceptor who has a minimum of a master's degree.

Adult Health Nursing Courses: 15 credits

| | | |
|--------------|--------------------------------|-------------------------------|
| Nursing 500: | Advanced Pathophysiology | 3 credits |
| Nursing 502: | Advanced Health Assessment | 3 credits |
| Nursing 650: | Adult Health Nursing I | 3 credits, 45 clinical hours |
| Nursing 660: | Adult Health Nursing II | 3 credits, 45 clinical hours |
| Nursing 665: | Adult Health Nursing Practicum | 3 credits, 135 clinical hours |

Role Function Sequence: 12 credits

The advanced functional role component consists of Nursing 605, Health Status Issues and Trends in Health Care Delivery. This three credit course provides an overview of the health care system. Then students choose three courses in either teaching of patients, students, or staff or three courses in health care systems management.

Teaching in Health Care Systems:

| | | |
|--------------|---|-------------------------------|
| Nursing 605 | Health Status, Issues and Trends In Health Care Delivery | 3 credits |
| Nursing 620: | Instructional strategies & Skills | 3 credits |
| Nursing 622: | Curriculum/ Program Development and Evaluation | 3 credits |
| Nursing 624: | Teaching Practicum | 3 credits, 135 clinical hours |

Clinical Systems Management:

| | | |
|--------------|---|-------------------------------|
| Nursing 605 | Health Status, Issues and Trends In Health Care Delivery | 3 credits |
| Nursing 607: | Evolving Roles of Nurses in Health Care Delivery | 3 credits |
| Nursing 609: | Trends in Nursing Management | 3 credits |
| Nursing 675: | Practicum in Systems Management | 3 credits, 135 clinical hours |

Nursing Theory and Research: 10-12 credits

| | | |
|--------------|--|-----------|
| Nursing 506: | Nursing Theory for Practice & Research | 3 credits |
| Nursing 610: | Research Design, Methods, and Analysis | 3 credits |
| Nursing 614: | Proposal Development | 2 credits |
| Nursing 688 | Field Study | 2 Credits |
| Or 693: | Thesis | 4 credits |

Students choose three to four credits of electives based on the career focus and research direction they intend to pursue in this program. This program allows the student a choice of electives that may include nursing, physiology, psychology, sociology, management or education. Students choose the courses that best support their career goals. Students meet with their advisor as soon as possible after admission to the program to plan their program of study/ Plan of Work. When this is completed, the student receives a copy to direct his or her study, and the original is sent to the Graduate Records Office.

See the form on the next page.

**Eastern Michigan University
Department of Nursing
Master of Science in Nursing Plan of Work**

Name: _____ Student Number: _____

Step One: Adult Health Nursing Courses (15 total credit hours)

| Class | Semester Hours | Term Planned | Transfer Credit | Term Completed |
|----------|----------------|--------------|-----------------|----------------|
| NURS 500 | 3 Credits | | | |
| NURS 502 | 3 Credits | | | |
| NURS 650 | 3 Credits | | | |
| NURS 660 | 3 Credits | | | |
| NURS 665 | 3 Credits | | | |

Step Two: Role Function Choice

Management: (12 credit hours)

| Class | Semester Hours | Term Planned | Transfer Credit | Term Completed |
|----------|----------------|--------------|-----------------|----------------|
| NURS 605 | 3 Credits | | | |
| NURS 607 | 3 Credits | | | |
| NURS 609 | 3 Credits | | | |
| NURS 665 | 3 Credits | | | |

~or~

Teaching: (12 credit hours)

| Class | Semester Hours | Term Planned | Transfer Credit | Term Completed |
|----------|----------------|--------------|-----------------|----------------|
| NURS 605 | 3 Credits | | | |
| NURS 620 | 3 Credits | | | |
| NURS 622 | 3 Credits | | | |
| NURS 624 | 3 Credits | | | |

Step Three: Theory and Research (10-12 credit hours)

| Class | Semester Hours | Term Planned | Transfer Credit | Term Completed |
|-------------|----------------|--------------|-----------------|----------------|
| NURS 506 | 3 Credits | | | |
| NURS 610 | 3 Credits | | | |
| NURS 614 | 2 Credits | | | |
| NURS 688 | 2 Credits | | | |
| Or NURS 693 | 4 Credits | | | |

Elective Courses: Your choice in consultation with your advisor (3 to 4 credit hr. minimum)

Total MSN Program Credits _____
(date)

Sent to Graduate Records: _____

Student Signature Date

Changes to Original: _____

Advisor's Signature Date

Change sent to Graduate Records ___ (date)

MSN Program Coordinator Signature/Date

Copy: Student, Record, Grad. Records

COURSE DESCRIPTIONS

Adult Health Nursing Courses.

NUR 500 Advanced Pathophysiology (3 cr)

This course provides advanced knowledge of normal and pathophysiologic mechanisms of disease, providing the foundation for clinical assessment, decision-making and management in advanced practice nursing. The student will be able to relate this knowledge to interpreting changes in normal function indicative of illness and in assessing an individual's response to treatment.

NUR 502 Advanced Health Assessment (3 cr)

This course provides the advanced practice nurse with the theory and skill to perform a complete history and physical examination of the adult client and builds on skills the student has acquired in basic health assessment and experience. The course focus is on refining and expanding advanced examination techniques and differential diagnosis of common health problems.

NUR 650 Advanced Adult Health Nursing I (3 cr)

This course focuses on clinical decision making in advanced practice nursing as well as independent and interdependent nursing interventions applicable to clients with acute or chronic health problems. Students use assessment data along with clinical decision making skills to arrive at nursing diagnoses and collaboratively define goals based on this data. Course combines theoretical content with student-selected and instructor-approved preceptor guided clinical practice. (Prerequisite: Nursing 500, 502) (Seminar= 2 credits; clinical= 1 credit= 45 clock hours)

NUR 660 Advanced Adult Health Nursing II (3 cr)

This course focuses on selected knowledge derived from an eclectic approach in developing advanced nursing interventions related to health promotion and risk reduction. Theories and research from nursing, public health, education and psychology are investigated and applied to the development of strategies and interventions that promote health and wellness and prevent disease.

(Seminar= 2 credits; clinical= 1 credit= 45 clock hours)

(Pre-requisite: Nursing 500, 502)

NUR 665 Practicum in Adult Health Nursing (3 cr)

This clinical practicum focuses on delivery of advanced nursing care to adults. Students will focus on systems, such as case management—"managing" care for groups of clients with similar health concerns in given health settings. The course emphasizes the synthesis of knowledge related to client care. The student selects her/his own setting based on individual goals and objectives, and works under the mentorship of a selected clinical preceptor.

(Clinical= 3 credits= 135 clock hours [9 hours/week])

(Pre-requisite: Nursing 650, 660)

Research and Theory Courses (10 - 12 credit hours)

NUR 506 Nursing Theory for Practice and Research (3 cr)

This course focuses on interrelationships among theory, research, and clinical practice within nursing's body of knowledge. Students will analyze and evaluate conceptual models and theories for application to practice and research.

NUR 610 Research Design, Methods, Analysis (3 cr)

This course focuses on types of design, methods, sources of knowledge and analyses useful to consideration of selected nursing research problems with a focus on using research-based knowledge in practice. This course builds on the foundations of research critique and utilization studied at the baccalaureate level. Students develop a beginning proficiency in critiquing nursing research studies. Students critique and consider the usefulness of both clinical and systems research in nursing. (Prerequisite: graduate level statistics course)

NUR 614 Seminar in Proposal Development (2 cr)

This course focuses on the application of the research process in nursing. Students will develop a beginning research proposal to address a nursing research question. Students develop practical skills related to the coding of data, analysis of research data, and use of computer statistical analysis package.

NUR 688 Field Study (2 cr)

Development of a major research project completed under direction of a research advisor.

OR

NUR 693 Thesis (4 cr)

Development of an original study that contributes to nursing knowledge. Completed under guidance of a major professor and thesis committee.

Role Function courses

NUR 605 Health Status Trends and Health Care Delivery Systems (3 cr)

Focuses on organizations as complex social systems. The health care delivery system will be emphasized. The student will explore national health status trends and their impact at the local level. It will include advanced assessments, analysis and evaluation of the physical, legal, ethical, political, and technical dimensions of health care systems as environments for delivery of client services.

NUR 607 Evolving Roles of Nurses in Health Care Delivery Systems (3 cr)

Focuses on professional development for advanced nursing roles. It includes advanced leadership and collaborative skills; strategic planning, financial management, total quality management, various models of nursing

governance and competing power paradigms. Students utilize this knowledge in the development of strategies for clinical systems management. The course provides a forum to explore ways to facilitate client care within various organizational environments.

NUR 609 Trends in Nursing Management

Focuses on Management issues that influence the advanced-practice nurse in healthcare delivery systems. Students analyze systems theory, management roles, and leadership concepts including delegation and supervision, They examine financial issues including budgeting and wages. Students examine combinations of leadership approaches and strategies to meet quality and cost outcomes. (Pre-requisite: Nursing 605)

NUR 675 Practicum in Systems Management (3 cr)

Focuses on the management of clinical systems within health care organizations under the mentorship of a selected preceptor. The student will apply knowledge synthesized from organizational theory, nursing research, nursing systems, human resource management, and financial management. Student selects her/his own setting based on courses and individual goals and objectives. (Clinical= 3 credits= 135 clock hours [9 hours/week]) (Pre-requisite: Nursing 607, 609)

NUR 620 Teaching in Health Care Systems: Instructional strategies skills (3 cr)

Focuses on theories, strategies, and research related to the teaching /learning process in nursing and other health care professions. The role of the educator in classrooms and clinical settings is explored. Issues and trends influencing effective teaching in health care systems is addressed. Course includes methods of evaluating learner performance in the cognitive, affective and psychomotor domains.

NUR 622 Program and Curriculum Development and Evaluation in Health Care Systems (3 cr)

This course provides the opportunity to develop, implement, and/or evaluate a program/curriculum specific to health care professionals. Students will participate in a small-group experience assessing a curriculum problem in a health care setting and applying curriculum theory and instructional design in seeking a solution. Students will design a written unit of instruction including objectives, content outline and teaching/learning strategies, and evaluation methods.

NUR 624 Seminar and Practicum in Teaching in Health Care Settings (3 cr)

Capstone course allows the student an opportunity to synthesize previous learning and function in an educator role under the mentorship of selected expert preceptors. Students choose a site within higher education or a health care system for field practice. Students apply theoretical concepts and principles appropriate to their teaching environment and evaluate the effectiveness of various teaching strategies. (Teaching= 3 cr= 135 clock hours [9 hrs/week]) (Pre-requisite: Nursing 620, 622)

Elective Courses (3-4 credit hours)

Courses of student's choice in physiology, psychology, sociology, management, education, gerontology based on career focus and research focus.

GRADUATE CERTIFICATE: TEACHING IN HEALTH CARE SYSTEMS: 12 CREDITS

A 12-credit-hour teaching certificate program is provided for students who are planning a career teaching patients, health care agency staff or community college nursing students. The program consists of one three-credit course in Health Status Trends and Health Care Systems (NUR 605) and three three-credit courses in principles of teaching. This certificate program may be taken independently of the MSN program. However, students who complete this graduate certificate program may apply these credits to the MSN Program.

Teaching in Health Care Systems:

| | |
|---|-------------------------------|
| Nursing 620: Instructional strategies & Skills | 3 credits |
| Nursing 622: Curriculum/ Program Development and Evaluation | 3 credits |
| Nursing 624: Teaching Practicum | 3 credits, 135 clinical hours |

To apply to the graduate certificate program, Teaching in Health Care Systems, students must:

1. Submit a graduate application to the Graduate Admissions Office accompanied by the application fee.
2. Select the option of graduate certificate, NU98.
3. Have official transcripts sent from each college or university attended to the Graduate Admissions office.

Upon admission to the certificate program, the student meets with his/her advisor to plan a program of study. The original is submitted to the Graduate Records Office. At the beginning of the semester in which the student is taking the last course in the certificate, he or she must apply for graduation from the certificate program and pay the graduation fee.

**Eastern Michigan University
 Department of Nursing
 Master of Science in Nursing Plan of Work
 Graduate Certificate Program in
 Teaching in Health Care Systems**

Name: _____ Student Number: _____

Teaching Role Function: (12 Credit Hours)

| Class | Semester Hours | Term Planned | Transfer Credit | Term Completed |
|----------|----------------|--------------|-----------------|----------------|
| NURS 605 | 3 Credits | | | |
| NURS 620 | 3 Credits | | | |
| NURS 622 | 3 Credits | | | |
| NURS 624 | 3 Credits | | | |

 Student Signature: _____ Date

 Advisor's Signature _____ Date

 MSN Program Coordinator's Signature _____ Date

Sent to Graduate Records Office _____ (date)

Copy: Student file
 Student

SAMPLE PROGRAM PLAN: ADVANCED. ADULT HEALTH NURSING:
This plan may vary slightly by Program Site

Part-time option (Completion in 3 calendar years)

Year 1:

| FALL | WINTER | SPRING/SUMMER |
|------------------------------|------------------------------|--|
| NURS 605 (3) NURS 607 (3) | NURS 500 (3) NURS 609 (3) | NURS 620 (3) NURS 622 (3) ELECTIVE (3) |

Year 2:

| FALL | WINTER | SPRING/SUMMER |
|-------------------------------------|------------------------------|---------------|
| NURS 502 (3) NURS 624 or 675 (3) | NURS 506 (3) NURS 650 (3) | ELECTIVE (3) |

Year 3:

| | | |
|------------------------------|----------------------|------------------------|
| NURS 660 (3) NURS 610 (3) | NURS 665 NURS 614 | NUR 693 (4) or 688 (2) |
|------------------------------|----------------------|------------------------|

Full-Time Option: Students wishing to graduate in a shorter period of time will be advised individually to establish an accelerated program of study.

ADMISSION REQUIREMENTS

General Admission Requirements: By the time you receive this handbook, you may already be admitted. This information will assist students taking courses before admission

1. Admission to the Graduate School at Eastern Michigan University.
2. Nine credit hours may be taken prior to admission to the MSN program as a non-degree status, Self Improvement.

Specific Admission Requirements for MSN Program

1. Graduation from an accredited NLN baccalaureate program. Alternatively, students may be an R.N. with a baccalaureate degree in another field. This requires some additional course work.
2. Undergraduate GPA of 3.0 or higher. Applicants can petition for conditional admission with a GPA of 2.5 or greater.
3. Current license to practice as a professional nurse in Michigan or eligibility to obtain a license.
4. Submission of a writing sample of approximately five pages (published article, term paper or new composition).
5. Three (3) professional references that document competence in nursing.
6. A statement of personal goals for graduate study.
7. Successful completion of an approved basic statistics course that includes descriptive and inferential statistics.
8. Successful completion of an approved basic health assessment course.
9. Applicants for whom English is another language must have proof of a written TOEFL score of 550.

The Academic Calendar

Eastern Michigan University is on the semester system. Fall semester extends from late August/early September until mid- to late December. The winter semester begins in early January and continues through late April. Spring term spans May and June while summer term extends from Late June until mid August.

Application Deadlines for Degree Admission:

For fall admission: March 15

For winter admission: September 15

After these deadlines, students may register for Non-Degree Admission Self-Improvement Status.

Regional Center Students:

Students attending class at one of the outreach sites, Regional Centers, may register for the first term with a Continuing Education Registration form. The admission process can then be completed during the first term of study.

GRADUATE STUDENT ADVISING

Once a student is admitted to one of the nursing graduate programs, he or she will be assigned to an advisor. Students are expected to meet with this advisor at least once per academic year, once per semester is preferred. The function of an advisor is to assist the student to plan his or her course of study, answer any academic questions and assist the student in progress toward graduation.

PLAN OF WORK

A Plan of Work form for each program was included earlier in the handbook on page 10 for the MSN program and page 15 for the Teaching Certificate. It is important to complete this Plan of Work form as soon as possible after your admission. The form must be signed by the student, the advisor and the Graduate Program Coordinator. The original is submitted to the Graduate Records Office, one copy is placed in the student record, and one copy is given to the student. The purpose of this form is to keep an ongoing record of your plan for graduate study. The Plan of Work can be amended if the student wishes to change the planned courses.

GRADUATE TRANSFER CREDITS

Students who are in good standing (not probationary or conditional) in a degree program may request to transfer credits from other accredited universities or colleges. These requests must be approved by the graduate nursing faculty advisor, department chair, and the dean of graduate studies. To be eligible for transfer to Eastern Michigan University, the credit must be earned at the graduate level with a grade of at least 3.0 (or B), documented by an official transcript, applicable to the student's program, and not be older than six years. The student should meet with his or her academic advisor to complete a request form. Any request for transfer of credit should be filed as soon as possible after admission to EMU. Official transcripts of the work must be on file in the graduate school. Transfer of credit application forms are available in the Department of Nursing and on the Graduate School web site. It is EMU policy that a maximum of 12 semester transfer credit hours is acceptable toward a graduate degree, 3 credits for a graduate certificate. Once approved, transfer credit will appear on the student's official transcript.

ORIENTATION TO NURSING GRADUATE PROGRAMS/ LIBRARY

Once students are admitted to one of the nursing graduate programs, an orientation session will be held. At that time students will receive a copy of the Nursing Graduate Student Handbook. All students will sign a form that signifies receipt of this handbook.

Arrangements will be made for students to become familiar with the use of library resources at Eastern Michigan University. The library staff may present this information in person or provide the information in an online format. It is very important for all students to become familiar with resources available on campus, online, and through inter-library loan. Students at outreach sites also have a variety of mechanisms to obtain the information required for the program. Success in the graduate program includes the ability to locate appropriate professional resources from the academic literature.

The graduate nursing programs require the use of American Psychological Association (APA) format as a guide in the preparation of all course requirements. APA style is also used in the preparation of the research project. The Eastern Michigan University web site has very useful information on APA and plagiarism. Go to EMU site (www.emich.edu), click on Library and Computing and then select the option for databases. The last green button on the right is for Plagiarism and citing references provides much APA information. You should also purchase the APA manual available at the EMU bookstore in McKenny Union or in most other college bookstores. Many students choose to purchase a computer program to assist with APA formatting.

American Psychological Association. (2001). Publication manual of the American Psychological Association, (5th ed.) Washington, D.C.: Author.

DEPARTMENT OF NURSING GRADING SCALE

The Faculty of the Whole in the Department of Nursing Education has adopted the following grading scale in the graduate program.

| | | |
|----|---------|---------------------------|
| A | 95-100% | Failure= 74% (C-) or less |
| A- | 91-94% | C- 70-74% |
| B+ | 88-90% | D+ 69% |
| B | 85-87% | D 68% |
| B- | 82-84% | D- 67% |
| C+ | 79-81% | E 66% or less |
| C | 75-78% | |

"I" (INCOMPLETE) GRADES

An "I" grade is awarded when illness or extenuating circumstances beyond the control of the student have prevented completion of the required components of the course AND academic performance for the completed portion of the course was equivalent to a grade "B" or better. In such cases, the instructor will provide the student and department head with a statement of the reason for the "I" grade and will specify the amount and the nature of the work required in order to remove the incomplete.

The initiative for conversion of an "I" to a letter grade rests with the student. If not converted to a letter grade within one calendar year, the "I" will remain as a permanent part of the student's academic record. Incomplete grades received in thesis and independent study courses are not governed by these time limitations and are restricted only by the six year time limitation for degree completion policy.

ACADEMIC PROBATION, DISMISSAL, AND APPEALS

A graduate student (degree/non-degree) is placed on academic probation at the end of the semester in which the student's cumulative grade point average in courses taken for graduate credit at Eastern Michigan University is less than 3.0 ("B" average) based on the student's completion of at least six graduate credit hours. A graduate student who does not remove his/her probationary status at the end of the next two periods of enrollment (spring and summer equals one enrollment period) is subject to dismissal from the University for academic reasons.

Probation Guidelines

1. First probation letter: At the end of any semester in which a student's cumulative GPA falls below 3.0 he/she is placed on academic probation. A letter is sent from the graduate school indicating probationary status.
2. Second probation letter: If a student's cumulative GPA is still below 3.0 at the end of the subsequent period of enrollment, the student remains on probation. A letter is sent to the student from the graduate school indicating that probationary enrollment in only one more semester will be allowed.
3. If the student's cumulative GPA remains below 3.0 at the end of the third semester of probation he/she is subject to dismissal from the University. 4. If at any time a student's cumulative honor points are 15 or more points below that required for a "B" in all completed graduate courses, the student will be dismissed.

Removal from Academic Probation

When a student's cumulative GPA is raised to 3.0 or above during any probationary period, the student is removed from academic probation.

Academic Dismissal

At the end of the third consecutive enrollment period in which any graduate student has a cumulative GPA of less than 3.0, the student is subject to dismissal from the University. Dismissal letters are sent to the student from the Graduate School.

After the dismissal letter is received, the student may appeal the expulsion from the Graduate School and the University by submitting an appeals petition (letter form) for re-entry. The petition should include information that reveals the causes of the student's academic problems, the modifications/changes in the student's individual situation which have occurred and how such will presumably help to rectify the situation; and the student's proposed plan of action to become successful in his/her graduate studies.

Please see your academic advisor and MSN Program Coordinator for information about the appeal process, appeals hearing, and composition of the Academic Dismissal Appeals Board.

GRADUATION PROCEDURES

Application for Graduation

Candidates for graduation, either for the MSN or graduate certificate, must submit an application for graduation (available in the Graduate School office, online or the course schedule bulletin) with the appropriate fee to the Cashier's Office (201 Pierce Hall) by the deadline date for the semester or session in which they plan to complete requirements for graduation. Deadlines for submitting applications for graduation are included in the course schedule bulletins:

| | |
|---|-----------------------------------|
| Fall, December graduation: September 15 | Spring, June graduation: May 10 |
| Winter, April graduation: January 12 | Summer, August graduation: July 5 |

Grade Point Average Requirements for Graduation

No student will be recommended and approved for a master's degree unless he or she has achieved a cumulative GPA of 3.0 in all courses taken for graduate credit and 3.0 in the areas of concentration. Only courses taken for graduate credit at EMU are used in computing a student's GPA. Grades received in courses accepted as transfer credit are not included. Students who do not have a GPA high enough for graduation can take additional courses to raise their grade point average. Because the person is receiving a degree in a particular program area, the student should take any additional courses in that area as opposed to potentially easier courses in an unrelated area.

Credit Hour Graduation Requirements for MSN Program

Forty to 43 credit hours are required for the MSN in Adult Health depending on choice of electives and whether a field study or thesis is chosen.

Twelve credits are required for the Graduate Certificate: Teaching in Health Care Systems.

Graduation Ceremonies

Each year, formal graduation ceremonies are held in December and April. When a student applies for graduation, he or she will receive information about the graduation schedule and purchase of a cap and gown. Graduate students also purchase a hood with the appropriate academic trim color.

The Nursing Department also holds an annual Convocation ceremony in April. This event is usually scheduled in Pease Auditorium on the same weekend as graduation. All nursing graduates are honored, there is a guest speaker, and families are invited. A graduate nursing student representative/s will be sought to assist in planning. Students are requested to RSVP so that planning for refreshments, etc. can be more accurate. Academic attire is worn. MSN students will have their hood placed upon them during the ceremony.

FINANCIAL AID

The following forms of financial assistance are available at Eastern Michigan University (application forms are available at the Graduate School office or from your advisor):

1. Graduate Assistantship (GA) Program:

- a. Must be admitted to the MSN program and maintain a GPA of 3.0 and be enrolled in a minimum of six (6) graduate credits per semester
- b. Must not hold any other employment once GA responsibilities begin
- c. Award consists of tuition plus a stipend
- d. Stipends and time commitment of service to Department vary with the percentage of appointment. Graduate Assistant activities may include such activities as grading papers, supervising laboratories, preparing lecture demonstrations, assisting faculty research, holding regular office hours, providing general program service.

| Time of Appointment | Hours per week |
|---------------------|----------------|
| Full time | 20 |
| 3/4 time | 15 |
| 1/2 time | 10 |

Stipend is subject to change check with Graduate School.

2. Graduate Fellowship Program for Students Enrolled Part Time

- a. Requirements: must have degree admission to an academic program leading to a master's or specialist's degree, must maintain a cumulative GPA of 3.6 at all times during the fellowship, and be eligible to apply for reappointment for one additional academic year if the student continues to maintain a 3.6 GPA.
- b. Nature of award: \$300 tuition waiver for a fall and a winter semester with the provision that the student must complete six or seven credit hours in each of the semesters of the award (graduate assistants are not eligible).

3. Barton Scholarship (Competitive award based on academic achievement)

- a. Requirements: Must be a full-time student (18 credit hours during fall and winter terms) in a graduate program with a minimum GPA of 3.5.
- b. Nature of award: Maximum award will be the cost of tuition and fees for up to one academic year. (Barton Scholarship may be awarded to an individual even though the recipient's tuition and fees are covered by another source (graduate assistantship or fellowship). In the latter case the recipient will receive a maximum award of \$2000.00 for the academic year or \$1000.00/semester.

4. Anton Brenner Scholarship (Competitive award based on academic achievement)

- a. Requirements: Graduate student must have completed 10 graduate credit hours with a minimum 3.5 cumulative GPA but need not be a full-time student.
- b. Nature of the award: One-time award of \$500.00 applied toward the recipient's tuition and fees.

5. Graduate Dean's Award for Research Excellence (Competitive)

\$250.00 award for excellence of research project culminating in the submission of a completed thesis, germane to student's program of study. Plaques of recognition will be awarded to first, second, and third place winners for fall and winter terms.

See Johnson and Johnson website for Scholarship List (discovernursing.com)

GRADUATE STUDENT COMMUNICATION

Bulletin Board

Bulletin boards for each student level are located on the first floor of the Marshall Building outside 209 Marshall (near the Nursing Skills Lab). Notices regarding course scheduling employment opportunities and other information of interest to graduate students are posted on the graduate student bulletin board.

Web Site

The Nursing Department has a web site: www.emich.edu/nursing. On this site is a link to the MSN program. It is the intent of the department and university to continue to expand and refine this web site as a communication tool. It is also our goal to develop a list serve to allow students and faculty the ability to communicate with each other. The university is also hoping to standardize and assist with such projects. Development of electronic communication and elaboration of the web site are goals for the 2003-2004 academic year.

The EMU Graduate School has a web site that is accessed from the EMU Home Page (www.emich.edu). Select Academic Affairs, then Graduate School/Research.

GRADUATE STUDENT ORGANIZATIONS, PARTICIPATION IN GOVERNANCE

Nursing Graduate Student Organization (NGSO)

The NGSO was organized in 1995. The NGSO has organized receptions for new students and graduating students, provides a forum for exchanging information between students, and transmits concerns to the Graduate Program Admissions and Curriculum Committee (GPAC). In recent years, this organization has not been active. It is the intent of the MSN coordinator to re-activate this group in the 2003-2004 academic year.

MSN Input Process

To assist the Nursing Department with input from graduate students, graduate student representation is sought for the Graduate Program Admissions and Curriculum Committee (GPAC). This committee usually meets at least monthly to address graduate nursing program issues. At least one or 2 students are encouraged to participate. These representatives can be volunteers or selected by the other students. Participants should be available for most meetings.

Since most of the nursing graduate students are working full time, it is difficult to have graduate student representation on departmental committees. To insure more communication and input, an input process has been developed for implementation in the 2002-2003 academic year. A meeting will be held with nursing graduate students to select a faculty advisor and student representatives. These representatives can work with the MSN coordinator to address student concerns. Each semester a meeting will be held with the faculty advisor, MSN coordinator and Department Head to address student and departmental issues. All graduate students are welcome to attend this meeting. Additional meetings will be scheduled, if necessary, to address student concerns.

EMU Graduate Student Organization (GSO)

The GSO is a campus group formed in 1986 with representatives from each academic department. However, participation is encouraged and open to all graduate students. The purpose of the GSO is to address the needs and concerns of graduate assistants (GA's) as well as graduate students in general. (See EMU Graduate Student Handbook for more information).

Graduate Student Representation on University and Program Committees

Graduate Council: The Graduate Council is a University council which includes the Dean of the Graduate School and faculty representatives from each department with graduate programs. Its purpose is to address the concerns and needs of the graduate school including periodic review of all graduate programs in the University. The elected student representative is to obtain the time and place of meetings from the Graduate School Office.

Sigma Theta Tau

Eta Rho, the local chapter of Sigma Theta Tau International Honor Society in Nursing, was chartered in 1984 at Eastern Michigan University. Candidates for membership are

selected on the basis of superior scholastic achievement, evidence of professional leadership, and dependable personal qualifications. Graduate nursing students are eligible for membership when they have completed ten hours of study toward the graduate program and have a grade point average of 3.5 or above. The Faculty Counselor sends an invitation for membership in January of each year. However, if you believe that you meet the qualifications for membership but have not been contacted, you may call the Nursing Department to identify the counselor and check with him or her.

CLINICAL PRACTICUM REQUIREMENTS/HEALTH-RELATED POLICIES

Selection of Preceptor. Arrangements for graduate student clinical placements are made by the MSN Coordinator (in consultation with the course faculty member) with the agency and the preceptor. Students select a preceptor from the list of past preceptors or identify a potential new preceptor. Once a preceptor is approved, the MSN Coordinator confirms the placement. Students may choose the same preceptor for two of their clinical placements, but not all three of them.

Preceptors must have a minimum of a Master's degree (clinical nurse specialist, nurse administrator, nurse practitioner) in order to qualify as adjunct faculty for the MSN program. In order to achieve clinical placements that best meet the objectives of the course and the specific interests of the student, assignments are made with the collaboration of the student, EMU faculty, and the preceptor supervising the practicum. A copy of the preceptor's resume shall be requested and placed on file by the graduate faculty.

A current educational contract must exist between the agency and Eastern Michigan University **before** the practicum begins. This means that students should identify preceptors as soon as possible for the MSN Coordinator to make all of the necessary arrangements. The preceptor will be provided with a course description, portion of the syllabus, expectations for the student and preceptor guidelines.

Clinical Practicum Requirements.

The following requirements with documentation must be fulfilled by the graduate student and verified by the EMU faculty prior to beginning the clinical placement:

1. Proof of personal health insurance *(photocopy for EMU student file).
2. Michigan Nursing License (photocopy for EMU file & agency file or documentation from the Bureau of Consumer and Industry Services web site).
3. Evidence of professional liability insurance minimums: \$200,000/occurrence; \$600,000 aggregate (photocopy for EMU student & agency files).
4. Resume of professional background (photocopy for preceptor).
5. Specific practicum objectives by student (photocopy to preceptor).
6. Health Requirements
 - a. Physical Examination
 - b. Current CPR certification (American Heart Association or Red Cross Basic Life Support for the Professional Rescuer or Advanced Cardiac Life Support (ACLS).
 - c. Proof by health care provider of absence of Tuberculosis
 - d. Proof of date of Rubella (German measles) immunization or titer
 - e. Proof of date of Rubeola (Hard measles) immunization or titer.
 - f. Written claim of history of varicella zoster (chicken pox) including date of illness, varicella zoster titer or immunization.
 - g. Proof of having the 3-dose Hepatitis B vaccine series or submission of a signed declination form.
 - h. Proof of current tetanus vaccination within the past (ten) years.

* Those students who do not have health insurance may obtain it through the university. Eastern Michigan University has an insurance plan provided for students through Snow Health Center. Students who cannot afford this may contact the Michigan Dept. of Social Services.

RESEARCH/ SCHOLARLY PROJECT

All students are required to complete a scholarly project to demonstrate synthesis of research knowledge. The nursing theory class (Nursing 506), Research Design (Nursing 610), and Proposal Development (Nursing 614) are designed to prepare students to complete the project of their choice. All projects require two faculty advisors

Options for the scholarly project:

A. Thesis, Nursing 693: 4 credits - Conduct of an independent research project

1. Nature of the research
 - a. Incorporates a conceptual model
 - b. Uses a significant sample size
 - c. Analyzes data using a variety of statistical techniques or a qualitative study
2. Steps in the research project
 - a. Complete a draft of the proposal in nursing 614
 - b. Choose advisors during the proposal course
 - c. Submit the proposal to Human Subjects at Eastern Michigan University and study site (if needed) after advisors approve the proposal
 - d. Implement the research after Human Subjects approval
 - e. Submit to the Graduate School by the semester deadline once advisors & department head have approved
 - f. Submit 3 copies of the final project to the Nursing Department: 1 for each advisor and 1 for the department.
 - g. Disseminate findings through a publication or presentation, such as Scholarly Achievement Day at EMU

B. Field Study, Nursing 688, 2 credits:

1. Conduct of a smaller scope research project or pilot study:

- a. Nature of the Project
 - 1) Addresses a research question with a limited conceptual model and scope
 - 2) Uses a smaller sample size
 - 3) Uses limited data analysis with mostly descriptive statistical techniques or a limited qualitative study.
- b. Steps in the research project:
 - 1) Complete a draft of the proposal in nursing 614
 - 2) Choose advisors during the proposal course
 - 3) Submit the proposal to Human Subjects after advisors approve the proposal, unless the project is exempt
 - 4) Implement the research after Human Subjects approval
 - 5) Submit to the Department Head by the deadline once advisor approves
 - 6) Submit 3 copies to the department: 1 for each advisor, 1 for department.
 - 7) Disseminate findings through a publication or presentation, such as Scholarly Achievement Day at EMU

2. **Research utilization/ best practice project:** Number of credits is 2 for NURS 688
 - a. Nature of the project: adoption of a research based or best practice innovation, components of the project will be determined with the project advisors and clinical agency partner
 - b. Steps in the research project
 - 1) Complete a draft of the proposal in Nursing 614
 - 2) Choose 2 advisors during the proposal course
 - 3) Project also requires an advisor or clinical facilitator in the clinical agency
 - 4) Submit the proposal to Human Subjects after advisors approve the proposal, unless exempt
 - 5) Implement the project after Human Subjects approval
 - 6) Submit to the department head by the deadline once advisor has approved.
 - 7) Submit 3 copies to the department: 1 for each advisor and 1 for the department
 - 8) Disseminate findings through a publication or presentation, such as Scholarly Achievement Day at EMU

3. **Research based clinical project:** Number of credits is 2 for NURS 688
 - a. Nature of the project
 - 1) A clinical, teaching or management project with a research base.
 - 2) A clinical agency coordinator will facilitate the project through the agency.
 - 3) Human Subjects approval is sought if necessary
 - 4) There is evaluation of the process and outcome of the project
 - b. Number of advisors is 2 with 1 coordinator in the agency
 - c. Steps in the project
 - 1) Complete a draft of the proposal in nursing 614
 - 2) Choose 2 advisors during the proposal course
 - 3) Project also requires an advisor or clinical facilitator in the clinical agency
 - 4) Submit the proposal to Human Subjects at Eastern Michigan University and study site (if needed) after advisors approve the proposal if appropriate
 - 5) Implement the project after Human Subjects approval is determined
 - 6) Submit to the department head by the deadline once advisors have approved.
 - 7) Submit 3 copies to the department: 1 for each advisor, 1 for department
 - 8) Disseminate findings through a publication or presentation, such as Scholarly Achievement Day at EMU

4. **Integrative literature review:** Number of credits is 2 for NURS 688
 - a. Nature of the literature review: scholarly synthesis of the literature using an accepted method
 - b. Number of advisors is 2
 - c. Steps in the project
 - 1) Complete a proposal in Nursing 614 that includes the topic, the characteristics of articles to be reviewed, a thorough review of the literature that determines which articles will be included and excluded, methodology for the integrative review
 - 2) Choose the advisor of the project during 614
 - 3) Implement the literature review process after approval from the advisor
 - 4) Submit to the department head by the deadline once advisor has approved.
 - 5) Submit 3 copies to the department: 1 for each advisor and 1 for the department
 - 6) Disseminate findings through a publication or presentation, such as Scholarly Achievement Day at EMU

SECURING THESIS/RESEARCH PROJECT ADVISORS

Specific members of the graduate and undergraduate faculty have been designated as potential scholarly project advisors. Acceptance of a student for thesis guidance is dependent on that faculty member's current teaching and thesis advisement load as well as interest and expertise in the particular area to be studied. Once the graduate student has completed the required courses and identified a problem for study, she/he is ready to contact one of the regular graduate faculty listed below. In collaboration with the primary advisor, the student will select an additional advisor or advisors. A minimum of two thesis advisors from EMU Department of Nursing Education are required for each project. (See list below.)

The student is responsible for making an appointment with those individuals and discussing the project plans. At the conclusion of deliberations between the student and the faculty, the form titled "Thesis Advisement Appointment" (Appendix A) must be completed, signed, and returned to the graduate program coordinator to be filed in the Graduate Records Office with a copy to the student and one for the student record.

The primary advisor must hold regular graduate faculty status. The following individuals with graduate faculty status may be selected as primary advisors and/or members of your thesis committee:

Full Graduate Faculty Status

Dr. B. Beard
 Dr. V. Lan
 Dr. S. Nelson
 Dr. S. Pfoutz
 Dr. B. Scheffer
 Dr. L. Wilson
 Dr. T.Y. Wu

Associate Graduate Faculty Status

(May be a committee member but not primary)
 Dr. P. Alford-Trewn
 Prof. K. Branson-Hillegas
 Prof. G. Rubenfeld
 Prof. M. Tanicala
 Prof. M. Williams

TABLE 1: Activities Required for Progression through the Research Project

- ____ Step 1: Complete prerequisite coursework (Statistics, NUR 610, 614 [coreq.])
- ____ Step 2: Identify a problem for study and conduct a preliminary review of the literature.
- ____ Step 3: Secure primary and secondary project advisors. Complete the form titled: "Request for Appointment of Thesis Advisor". Both student and advisors must sign this form. (Appendix A). Submit form to MSN program Coordinator. (Try to do this during NUR 614.)
- ____ Step 4: Write proposal in consultation with thesis advisors.
- ____ Step 5: Secure proposal approval from primary and secondary thesis advisors; complete form titled "Approval of Master's Thesis Proposal" (Appendix B). Submit form and 1 copy of the proposal to the MSN Coordinator. Approved proposal is then sent to the Graduate School dean.
- ____ Step 6: After advisor approval, complete College of Health and Human Services form titled "Review of the Use of Human Subjects in Research," and submit 3 copies of the application and proposal to the Chair of the CHHS Human Subject Review Committee. Permission may be required from the institutional review board at the study site as well.)
- ____ Step 7: Negotiate permission from the proposed research site.
- ____ Step 8: Register for thesis credit hours following approval by Human Subjects Review Committee.
- ____ Step 9: Collect and analyze data; write thesis.
- ____ Step 10: Secure project approval from primary and secondary advisors by their signatures on the approval page of the thesis/ project. This approval page must be on archival quality paper. For students completing a thesis, they will not print the entire thesis on archival quality paper until approval is obtained from the Graduate School auditor. Students completing a field study may copy their project after faculty approval.
- ____ Step 11: **For theses only:** Submit thesis to the Graduate School dean in Starkweather Hall for review. (See Graduate School "Thesis Manual," for detailed description of process and deadlines. Graduate School physical format specifications must be followed exactly for all theses.
- ____ Step 12: Photocopy final project. After the Graduate School dean has signed the approval page of the thesis. When all corrections have been made, make the appropriate number of archival quality copies for submission. The university will arrange for binding of theses.
- ____ Step 13: Turn in six copies of your thesis to the Graduate Dean's Office (five for binding and one for UMI microfilming). There is a copy for the EMU Library and one for you.
- ____ Step 14: For either a thesis or other project, submit bound three copies to the Department of Nursing; one for the department and one for each of your project advisors.

APPENDIX A

Directions: Return to
Graduate Program Coordinator

EASTERN MICHIGAN UNIVERSITY
DEPARTMENT OF NURSING EDUCATION

REQUEST FOR APPOINTMENT OF THESIS/ PROJECT ADVISORS

NAME: _____

STUDENT I.D. _____

ADDRESS: _____

CITY: _____ STATE _____ ZIP _____

TELEPHONE NUMBER: HOME _____ WORK: _____

TITLE OF PROPOSAL: _____

(The section below this line is to be completed by the thesis advisor)

DIRECTIONS: Please print the following information.

(Primary Advisor)

(Secondary advisor)

Signature

Date

Signature

Date

APPENDIX B

Directions: Return to
Graduate Program Coordinator

EASTERN MICHIGAN UNIVERSITY
DEPARTMENT OF NURSING EDUCATION

APPROVAL OF MASTER'S THESIS/ PROJECT PROPOSAL

NAME: _____

STUDENT I.D. _____

TELEPHONE NUMBER: HOME _____ WORK: _____

THESIS ADVISORS: 1) _____

2) _____

TITLE OF PROPOSAL: _____

General Comments:

Include notations of any significant changes required by the thesis advisor.

Signatures:

1) _____
(Thesis Advisor) (Date)

2) _____
(Thesis Advisor) (Date)