DOCTORAL STUDENT HANDBOOK

Doctor of Nursing Practice (DNP) Program

Southern California CSU DNP Consortium

California State University, Fullerton
California State University, Long Beach
California State University, Los Angeles
Schools of Nursing

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SECTION I: GENERAL INFORMATION

A. WELCOME TO THE SOUTHERN CALIFORNIA CSU DNP CONSORTIUM

The DNP Student Handbook provides detailed information specific to the DNP program at the Southern California CSU DNP Consortium and is meant to supplement the CSUF University Catalog. It is important that you read your Catalog and Handbook thoroughly, ask for clarification as needed, and keep them for reference throughout your enrollment in the program.

It is important that you obtain a copy of the CSUF University Catalog for reference while you are enrolled in the DNP Program as CSUF is the administrative campus for the Southern California CSU DNP Consortium. You will note that there are sections in the DNP Handbook that refer to the University Catalog on specific university policies. Students are expected to be familiar with all university student and academic policies. The School of Nursing policies conform to those of the University, as well as to the College of Health and Human Development (CHHD), of which it is a part.

The Registration Guide, found in your Titan Online, also contains information for students enrolled in the DNP Program. The front of the Registration Guide lists important policies, procedures, dates, and deadlines for the semester. Information related to classes offered is given under each Department's section of class listings. Registration dates, policies, and a worksheet are included.

Three websites provide important information for DNP students:

The CSUF website http://www.fullerton.edu offers an incredible amount of university information and resources.

The Graduate Studies website http://www.fullerton.edu/graduate provides important dates and deadlines, student responsibility guidelines, a link to the Graduate Student Guide, and graduate forms.

The School of Nursing website http://nursing.fullerton.edu also has a wealth of information including the Mission and Philosophy, the Graduate Program, the DNP Student Learning Objectives, as well as scholarship resources and technology information.
B. THE DOCTOR OF NURSING PRACTICE AND THE SOUTHERN CALIFORNIA CSU DNP CONSORTIUM PROGRAM

The program’s emphasis is that of a professional practice degree, which has been recommended by the American Association of Colleges of Nursing for entry into advanced nursing practice. “The purpose of the DNP…is to prepare practitioners to take the knowledge created by researchers and theoretical scholars and use it in the delivery of services and advancement of policies that support high-quality health care. The scholarship of the DNP program prepares nurses to focus on integration, application, and teaching of knowledge…They will be able to exploit the evidence base to strengthen evidence-based practice1.” We regard the DNP, a professional practice doctorate, as an extremely demanding and rigorous academic experience to prepare nurses to assume the highest levels of nursing professional practice.

In addition to developing advanced competencies in evidence-based practice, leadership, health policy and advocacy, graduates will develop in-depth skills in a focused area of nursing practice. Students will complete a total of 1,000 clinical hours in practicum experiences. The program provides rich opportunities for practice experiences so graduates achieve the essential competencies upon graduation. The end of program integrative clinical scholarship coursework provides synthesis and expansion of the learning and also provides the clinical context in which the final work for the doctoral project is completed. There is a minimum of 6 units of preparation for the faculty role, including curriculum development and teaching methods. Students may also take practice teaching as an elective.

The curricular design of the program has been based on the Essentials of Doctoral Education for Advanced Nursing Practice (AACN, 2006) and learning outcomes have been mapped to the eight essentials specified by the AACN.

The pedagogy for this program is geared to adult learners who come with a strong clinical focus and expertise. Thus, active learning strategies are favored, with an emphasis in searching the literature and reviewing practice to become experts in translating knowledge to improve patient care and outcomes. Not only will they be users of research, but will be able to implement applied research and evaluation in a variety of settings. Classroom and clinical experiences in the DNP are designed to provide systematic opportunities for feedback and reflection, as well as involvement with experts in nursing and other disciplines. Throughout the program, faculty will serve as mentors to these advanced practice nurses and foster their development in critical analysis skills and professional leadership.

As a joint program, the faculty members of CSU Fullerton/ Long Beach/Los Angeles Schools of Nursing have brought expertise to the development of the program and will serve as the specialty faculty for the Role Development and Integrative Clinical Scholarship courses. We believe that a synergy of ideas and approaches from faculty’s varied areas of nursing expertise enrich the learning and experiences of the DNP student.

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C. TEACHING/LEARNING PHILOSOPHY

Teaching is a complex, interactive, and outcome-focused operation. Based on a body of evidence, it promotes disequilibrium and contributes to learners’ growth. Well applied evidence-based teaching strategies takes into account learning goals, student diversity (including learning styles), and faculty and student resources. Teaching strategies are matched to student learning styles, reflect on-going formative and summative assessment, and are driven by the ideal of continuous improvement. The teacher focuses on learners and provides environments that facilitate student learning where desired learner outcomes (cognitive, affective, psychomotor) are achieved.

Liberal learning that prepares students to live responsible, productive, and creative lives is the foundation of professional nursing education. Nursing education fosters a well-grounded intellectual resilience, a disposition toward lifelong learning, and an acceptance of responsibility for the ethical consequences of ideas and actions (Statement on liberal learning, 1998). Liberal education requires a respect for truth, recognition of the importance of context (e.g., historical, cultural), and examination of connections among formal learning, citizenship, and community service.

Integration of liberal education and nursing education comes from faculty members guiding students to build bridges between key concepts in both. In a practice discipline such as nursing, assisting students to make these connections is the basis or foundation for development of clinical judgment skills required for professional nursing practice (American Association of Colleges of Nursing [AACN], 2008). Students must achieve competency with critical thinking, communication, ethical decision-making, evidence-based practice, and information literacy. Information literacy enables students to recognize when information is needed and locate, appraise and effectively incorporate salient information.

Ideally, nursing education takes place in an environment that promotes true transdisciplinary experiences where individuals from each discipline show mutual understanding and respect towards and for the other’s discipline and contribution. Such transdisciplinary practice is patient-centered, results-oriented and enhances care effectiveness for patients (Greiner & Knebel, 2003).

The teaching and learning philosophy that will guide our DNP program is congruent with the DNP Essentials. Thus, the faculty through innovative teaching strategies will strive to inspire students to become advanced practice nursing leaders dedicated to excellence in patient care and change agents transforming nursing practice in all care settings.
D. DOCTOR OF NURSING PRACTICE MISSION STATEMENT

The Southern California DNP Consortium is committed to providing a quality doctoral education program, which is accessible to a diverse student population of advanced nursing practice specialists. In doing so, we strive to be a center of excellence in nursing education. We endeavor to be proactive in meeting societal health imperatives for nursing practice, leadership, and education. We are committed to promoting the health of individuals, populations, and communities through innovative educational partnerships, faculty, scholarship, and service; and to the preparation of graduates who share these values and who demonstrate their commitment throughout their nursing careers.

E. DOCTOR OF NURSING PRACTICE PROGRAM GOALS

1. To prepare graduates who can provide culturally sensitive care within a framework of scientific and professional accountability and function independently in a variety of settings, including direct specialty practice and indirect practice as leaders or educators.

2. To prepare graduates who demonstrate commitment to lifelong learning for personal and professional growth.
F. DOCTOR OF NURSING PRACTICE STUDENT LEARNING OUTCOMES

The DNP learning outcomes were derived from the Consortium Schools’ mission and philosophy statements and reflect current educational and professional standards, including the American Association of Colleges of Nursing's *Essentials for Doctoral Education*.

**Ethics**
1. Develop and/or evaluate effective strategies for managing the ethical dilemmas inherent in advanced nursing practice at individual, family, community, and population levels, health care organizations and information systems, and research.

**Professional Practice**
1. Utilize appropriate theories and evidence from nursing and related fields to provide high quality, accountable healthcare to diverse clients including diagnosis and management in advanced practice, to evaluate outcomes, to develop and evaluate new practice approaches, and to evaluate and improve healthcare delivery systems, practice guidelines and health policy.

2. Access, analyze, interpret and develop information at the individual/family, community/population, and organizational levels to provide high quality health care and health education, initiate change, and improve nursing practice and health care outcomes.

3. Utilize principles of instructional design to develop, promote learning outcomes, and evaluate nursing and health education curricula.

**Clinical Scholarship (EBP)**
1. Use a systematic approach to identify, analyze and diagnose actual or potential problems within a variety of health care settings, and develop, evaluate, manage, and test possible solutions based upon highest level of evidence available, allowing for innovative solutions.

2. Demonstrate competence in knowledge application activities: the translation of research into practice, the evaluation of practice improvement of the reliability of health care practice and outcomes, and participation in collaborative research.

**Communication (Interprofessional Collaboration)**
1. Demonstrate effective oral and written communication, including the use of informatics, with clients, colleagues, and diverse groups to foster effective interprofessional collaboration to promote optimal health outcome in individuals/families/communities/populations and within healthcare organizations, and to disseminate professional practice findings.
SECTION II: DNP CURRICULUM

The DNP program consists of 36 units of post-master’s courses with 5 core components: Evaluation and Measurement Core, Management and Leadership Core, Practice Core, Integrative Clinical Scholarship Core, and Faculty Development Core.

The DNP program offers small, intimate classes where learning can flourish. The program is offered in a supportive, congenial atmosphere.

A. DNP STUDY PLAN

<table>
<thead>
<tr>
<th>Year 1</th>
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<tbody>
<tr>
<td><strong>Fall</strong></td>
</tr>
<tr>
<td>NURS 600 Biostatistics for APN (3)</td>
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<tr>
<td>NURS 605 Advanced Evidence-Based Practice in Nursing (3)</td>
</tr>
<tr>
<td>NURS 640 DNP Clinical Practicum: Professional Role Development (3)*</td>
</tr>
<tr>
<td>*may be repeated to accrue 1000 clinical hours between MSN and DNP</td>
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<tr>
<td><strong>9 units</strong></td>
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<tr>
<td><strong>Spring</strong></td>
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<tr>
<td>NURS 620 Informatics in Healthcare (3)</td>
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<td>NURS 630 Healthcare Policy, Ethics and Advocacy (3)</td>
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<tr>
<td>NURS 697A Integrative Clinical Scholarship I: Evidence-based Practice (3)</td>
</tr>
<tr>
<td><strong>9 units</strong></td>
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<tr>
<td><strong>Summer</strong></td>
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<tr>
<td>NURS 610 Leadership, Management and Economics in Adv. Nursing Practice (3)</td>
</tr>
<tr>
<td>NURS 615 Epidemiology and Clinical Prevention (3)</td>
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<tr>
<td>Qualifying Doctoral Assessment (Late Summer or Early Fall)</td>
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<td><strong>6 units</strong></td>
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<tr>
<th>Year 2</th>
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<tbody>
<tr>
<td><strong>Fall</strong></td>
</tr>
<tr>
<td>NURS 697B Integrative Clinical Scholarship II: Evidence-based Practice (3)</td>
</tr>
<tr>
<td>NURS 510 Development and Evaluation of Nursing Curricula (3)</td>
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<tr>
<td><strong>6 units</strong></td>
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<tr>
<td><strong>Spring</strong></td>
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<tr>
<td>NURS 697C Integrative Clinical Scholarship III: Evidence-based Practice (3)</td>
</tr>
<tr>
<td>NURS 512 Instructional Design in Nursing Education (3)</td>
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<tr>
<td>NURS 516 Nurse Educator Practicum (3) Optional Doctoral Project Defense</td>
</tr>
<tr>
<td><strong>6-9 units</strong></td>
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**Total Units 36-39**
(Additional units may be required to complete a minimum of 1,000 total clinical hours)
B. COURSE DESCRIPTIONS

Evaluation and Measurement Core

**NURS 600 Biostatistics for Advanced Practice Nurses** -- Provides DNP students with the necessary skills and knowledge to interpret research that employ multivariate statistical techniques. Topics include choosing correct statistical methods; descriptive, univariate and multivariate statistics; probability; estimation and hypothesis testing; and use of a statistical software package. (3 units)

**NURS 605 Advanced Evidence-Based Practice in Nursing** -- Advanced research course focused on reading, interpreting, and evaluating studies using quantitative and qualitative methods in nursing and other health care disciplines; develop initial literature review for integrative scholarship proposal. (3 units)

**NURS 615 Epidemiology and Clinical Prevention** -- Emphasis on application of epidemiological principles and approaches related to health and illness in at-risk populations. Epidemiological models and inquiry are used to determine population needs and promote interventions to enhance health-related quality of life and prevent illness. (3 units)

**NURS 620 Informatics in Healthcare** -- Use of information systems/technology resources to implement quality improvement initiatives and support practice and administrative decision-making. Topics include standards and principles for selecting and evaluating information systems and patient care technology, and related ethical, regulatory, and legal issues. (3 units)

Faculty Development Core

**NURS 510 Development and Evaluation of Nursing Curricula** -- This course reviews the major components of, and processes for, curriculum development and program evaluation. Students analyze a curriculum and utilize a program evaluation model to recommend curricular revisions. (3 units)

**NURS 512 Instructional Design in Nursing Education** -- Behavioral, cognitive, constructivist learning theories, related concepts and their implications for designing instruction for patients, populations, staff, or nursing students. Develops critical thinking about desirable cognitive outcomes when designing educational experiences. (3 units)

**NURS 516 Nurse Educator Practicum** -- This course focuses on application of theories and concepts in curriculum development, evaluation, instructional strategies, and teaching-learning evaluation in nursing education. Students work with an experienced nurse educator in an academic or agency setting under the supervision of the instructor. (3 units)
Management and Leadership Core

NURS 610 Leadership, Management and Economics in Advanced Practice Nursing -- Emphasis on analyzing leadership theories and organizational models within healthcare delivery systems. Principles of change theory, financial management, strategic planning, program development and implementation are evaluated. Application focuses on fiscally sound leadership management in providing healthcare for individuals and populations. (3 units)

NURS 630 Healthcare Politics, Ethics and Advocacy for Nurses -- Critical appraisal of how national and international health policies, advocacy efforts, ethics, and economics impact health care delivery and its outcomes and influence advanced practice nursing. Development of health care policy, delivery models, reimbursement mechanisms, and economic perspectives are investigated. (3 units)

Practice Core

NURS 640 DNP Clinical Practicum: Professional Role Development -- Supervised clinical opportunities in selected clinical settings to enhance professional role development in advanced nursing practice. Synthesis of prior graduate learning experience; focus on evidence-based best practices to enhance safety, quality and efficiency in the student’s nursing specialty area (135 clinical hours). Course may be repeated for credit up to 12 units, as needed to complete required practice hours at the DNP level. (3 units)

Integrative Clinical Scholarship Core

NURS 697A Integrative Clinical Scholarship I: Evidence-based Practice -- This course focuses on scholarly work directed toward a Doctorate in Nursing Practice (DNP) project. This doctoral project will be completed within a clinical setting under the supervision of a faculty project chair. Outcome is a scholarly clinical project on a topic in the student’s area of interest and area of specialization. Content covered in this course will include the role of DNP in clinical inquiry and evaluation, and in leadership related to these. Course includes principles of proposal writing as applied to clinical problems. (135 clinical hours) (3 units) Prerequisite: NURS 605

NURS 697B Integrative Clinical Scholarship II: Evidence-based Practice -- Implementation of DNP project within a clinical setting using integration of theory and evidence-based change from nursing science and other disciplines. Emphasizes incorporation of principles of practice inquiry and evidence-based practice. Integration of core DNP concepts and competencies. (135 clinical hours) (3 units) Prerequisite: NURS 697A

NURS 697C Integrative Clinical Scholarship III: Evidence-based Practice -- Within a clinical setting, evaluation and completion of the DNP project. Emphasizes incorporation of principles of practice inquiry and evidence-based practice. Integration of core DNP concepts and competencies. (135 clinical hours) (3 units) Prerequisite: NURS 697B
SECTION III: DNP PROGRAM ADMISSION AND PROGRESSION

A. DNP PROGRAM ADMISSION

Candidates seeking admission to the Doctor of Nursing Practice program must meet California State University, Fullerton’s requirements and the School of Nursing requirements for admission (admission requirements are equivalent for all Consortium schools).

Applicants seeking admission to the DNP program must have:

1. A master’s degree, from an accredited institution, in nursing or a health related field (i.e., public health, or health administration) and national certification as an APRN (CNM, CNS, CRNA or NP) for preparation as clinicians, leaders or educators (direct care track), OR

A master’s in nursing from an accredited institution in nursing leadership or administration, nursing education, or community health nursing for preparation as nurse educators or nurse leaders (indirect care track). National certification in a clinical nursing specialty is preferred and must be attained by the end of the first year of DNP study.

2. Official transcripts from all institutions ever attended.

3. A grade point average of at least 3.5 on a 4.0 scale in overall graduate course work.

4. Pre-requisite courses for admission include:
   a. Master’s level courses in Advanced Physical/Health Assessment, Advanced Pathophysiology, and Advanced Pharmacology for the direct care track.
   b. Master’s level courses in core nursing areas such as nursing theory, research, and transcultural nursing.

5. Current, unrestricted California RN licensure or eligibility and advanced practice national certification and national furnishing/prescriptive authority, if applicable.

6. Three letters of reference with completed recommendation forms.

7. A personal written statement of purpose.

8. Official documentation of nursing practicum hours attained during the master’s degree program or the post-master’s certificate program.

9. Completion of the School of Nursing Application and proof of University application.

10. Completion of interviews and on-site writing sample, as requested.

a. Applicants who have attended CSU Fullerton do not need to submit CSU Fullerton transcripts, nor resubmit any transcripts already on-file at CSU Fullerton. Any transcripts not already on-file at CSU Fullerton must be submitted.

b. All applicants, regardless of citizenship, whose preparatory education was principally in a language other than English, must demonstrate competence in English by taking the TOEFL test. A minimum score of 550 (paper) or 80 (internet-based test) on the TOEFL test is required. A score of 7 or above on the IELTS exam is also acceptable. Questions should be directed to Admissions and Records.

c. Students with a degree other than nursing will be required to make up deficiencies in preparation.
B. DNP – DETERMINATION OF CLINICAL HOURS

A **minimum** of 1,000 hours of practice post-baccalaureate as part of a supervised academic program is required to prepare DNP graduates to achieve the **DNP Essentials** and nursing specialty competencies. Hours toward the DNP clinical practicum are awarded based on prior master’s or post master’s practicum experiences in an academic program and completion of the DNP Clinical Practicum: Professional Role Development clinical practicum and the Integrative Clinical Scholarship series of courses. The Campus Coordinators of the DNP program shall validate clinical hours and complete the **Determination of DNP Clinical Hours** form that is kept in the student’s permanent file. Clinical hours are in direct care (APRN preparation) or indirect care (e.g., leadership, community health nursing, informatics, etc.). Hours attained as a nurse educator will not be applied toward the clinical hour requirement in the DNP program.

**Determination of Clinical Hours to be Awarded for Prior Master’s or Post Master’s Practicum Experiences**

It is the responsibility of the DNP student to present documentation of the total number of practicum hours completed in his/her advanced nursing practice program. Validation of the total number of clinical practicum hours may be achieved by the following:

- A letter of verification from an appropriate nursing administrator responsible for the master’s program from which the student graduated. The letter shall indicate the total number of practicum hours completed by the student during the program of study. This number is then used toward the required **minimum** of 1,000 hours of practice post-baccalaureate.
- A letter from a national nursing certification agency attesting to the minimum number of clinical practicum hours required for certification in the student’s advanced nursing practice area at the time that the student was certified. The student is credited with the identified minimum number of practicum hours which is used towards the required **minimum** of 1,000 hours of practice post-baccalaureate.

Documentation of prior practicum hours in an advanced practice program provided will be reviewed by the Director or the Campus Coordinators of the DNP program for acceptance towards clinical hour requirements in the program. This review will be conducted after the student has accepted admission to the program and prior to the second week of the first semester of enrollment. The student will meet with the Campus Coordinator to sign the **Determination of DNP Clinical Hours** form to document that the student has been duly informed.

**Determination of Clinical Hours to be Awarded for DNP Coursework**

In addition to prior clinical hours completed prior to admission to the DNP, all students shall complete a minimum of 540 clinical hours during their DNP. The DNP course of studies includes 405 hours dedicated to Integrative Clinical Scholarship coursework and a minimum of 135 hours of Professional Role Development clinical coursework. All students must complete at least three (3) units of Professional Role Development regardless of the number of hours awarded for prior master’s or post-master’s clinical practicum experiences. Students whose prior master’s or post master’s practicum experiences is judged to be less than 460 hours will need to complete additional Professional Role Development clinical coursework. They will be advised of this requirement as noted in the section above.
C. UNIVERSITY WRITING REQUIREMENT

DNP students must meet the University Writing Requirement. DNP students will demonstrate meeting the University Writing Requirement by successfully completing NURS 605: Advanced Evidence-Based Practice in Nursing during the first 9 units of graduate study.

D. GRADUATE STANDING: CONDITIONALLY CLASSIFIED

With the approval and recommendation of the appropriate authorities, students who have deficiencies in prerequisite preparation or in GPA may be considered for admission in conditionally classified status. Students admitted in this status may subsequently be granted classified status in an authorized graduate program if professional, personal, scholastic, or other standards are met.

E. GRADUATE STANDING: CLASSIFIED

Classified standing is normally granted when all prerequisites have been satisfactorily completed, the official study plan formulated, recommendation made by the appropriate graduate advisor to the associate vice president, Academic Programs who gives final approval. An eligible student may be granted classified standing prior to the first registration or during the first semester of study.

It is the student’s responsibility to initiate the request for classified standing by making an appointment with an assigned faculty adviser (usually a Campus Coordinator) during the first semester of study. A student is not officially classified until an approved study plan is on file in the Graduate Studies Office (GSO). The student will be sent a copy of the approved study plan. Copies will be filed in the academic unit, university records and GSO.

F. CLINICAL AND LEGAL DOCUMENTS

The Southern California CSU DNP Program and the CSUF School of Nursing require that all students electronically maintain updated documents related to health clearance, legal, and clinical requirements. These items include, but are not limited to:

- Certified Background Check Clearance
- Mandatory Reporter and other liability forms
- Proof of current R.N. licensure and furnishing number if applicable
- Proof of appropriate national certification
- CPR Certification
- Current required immunizations
- Current California driver's license and automobile insurance

Full details and an explanation of the process for submitting and maintaining these items is provided to students upon admission. It is each student’s responsibility to maintain this electronic file. Registration and graduation holds will be placed on student accounts for failure to maintain these records appropriately.
G. TRANSFER CREDIT POLICY

Doctoral students may be able to transfer a limited number of course units in meeting the requirements for a doctoral degree. Such work can only be accepted with prior approval of both the DNP Director and the Office of Graduate Studies. The use of transfer credits on the student’s study plan is subject to the following:

Each course must:

- Have been taken at an accredited college or university
- Be acceptable for credit toward a graduate degree at the institution where the course was taken
- Have been completed with a grade of B- or better
- Not have been used in meeting the requirements for another earned degree
- Have been completed within the student’s 5-year time limit

In addition, all transfer units are subject to the same policies in effect for the DNP Study Plan. Course work taken at another institution after admission to CSUF as a doctoral student is rarely accepted for credit toward the doctoral degree. Such work can only be accepted with prior approval of both the DNP Director and the Office of Graduate Studies. All approved transfer units and grade points will be entered on the CSUF transcript at graduation.

H. PETITION FOR VARIANCE IN ACADEMIC (DNP) REQUIREMENTS

Students may submit a petition, available on the nursing website, for a variance in academic requirement. The petition should be submitted to the Director of the DNP Program with all supporting information. The petition will be reviewed by the DNP Executive Committee at its next regularly scheduled meeting and the decision will be rendered within 30 days of the Executive Committee meeting.

No substitution course work will be considered on the DNP study plan without prior approval of the DNP Director and the Office of Graduate Studies.

I. GENERAL REQUIREMENTS FOR GRADUATION WITH A DOCTORAL DEGREE

In order to graduate with a DNP degree, students must meet university as well as School requirements. To be granted a Doctoral degree, a student must have been classified, advanced to candidacy, and completed a satisfactory pattern of study in an approved field. Each student’s program for a doctoral degree (including eligibility, classified standing, candidacy, and award of the degree) must be approved by the DNP Director and the Graduate Studies Office. To assist you in this process, a DNP Program Checklist is available in Appendix B. For further information, students should consult the School of Nursing or the Graduate Studies Office.
J. PROGRESSION WITHIN THE DNP PROGRAM

A study plan is provided for appropriate progression throughout the doctoral curriculum. Coursework is scheduled to allow full-time work. Students who do not follow the recommended study plan are not guaranteed prompt progression through the program; students following their recommended study plan are given priority for entrance to classes before students who are off study plan.

Students will be placed on academic probation if they receive a grade less than a "B-" for graduate courses. Once a student is placed on academic probation, the student has the option of remediation. A course with a grade of less than B- may be repeated once. Students will be advised that their progression of study may be interrupted if the course where the unacceptable grade is received is prerequisite to others. Students will need to remediate the next time the course is taught, which may cause a delay as courses are only taught once each year. This option can only be used once. A student who receives a second unacceptable grade in another course while in the program will be dismissed from the Southern California CSU DNP consortium program.

1. ADVISEMENT AND STUDY PLAN

A student remaining in continuous attendance in regular semesters and continuing in the same curriculum may elect to meet degree requirements in effect at the time of admission or at the time of completion of degree requirements. University policy provides that each student’s program for the doctoral degree shall be under the guidance of a faculty advisor.

Advising for first-year students will be handled by the DNP Coordinator faculty for each campus to assist students in developing their study plans and selecting the chair for their doctoral project committee. Students will generally not be assigned to a campus until they have selected a project chair. Until students have identified a project chair, their faculty advisor will be the DNP Coordinator for the campus of the student’s N640 instructor. Students should meet with their advisor at least once each semester.

Advising for second-year students will primarily focus on the doctoral project and will be managed by the Doctoral Project Chair; all DNP Coordinators will continue to be available to assist students with other issues or concerns. Regular contact with the Doctoral Project Chair is imperative to completing the project in a timely manner.

It is the student’s responsibility to arrange appointments for advisement and other information. As a minimum, students should obtain advisement

- either prior to or during the first semester of attendance;
- when requesting classified standing; and
- when applying for a graduation check prior to the final semester

Students should maintain a personal file of transcripts and other evidence of grades and achievements and have these documents available whenever seeing an advisor. (It is essential that the student inform dnp@fullerton.edu of any changes in address, phone numbers or e-mail!)
2. STUDY PLAN

Each student is required to have a **General Study Plan** filed with the Graduate Studies Office. This plan will be generated during the first semester and is filed for the student by the program office. The approved study plan is valid as long as the student maintains continuous enrollment in the program. If a student wishes to adjust his/her study plan, requests must be made to the Faculty Advisor at the beginning of the first semester and communicated to the DNP Program Director. No course may be removed from the plan after a student has taken it.

The general requirements for the doctoral degree study plan include:
- A minimum of 36 approved semester units as determined by the School of Nursing
- A minimum of 24 semester units in residence (does not include transfer of CSUF extension credits)
- 500 and 600 level courses only. Title 5 transfer unit policy
- No more than 12 semester units for a doctoral project
- None of the following: correspondence courses, credit by examination, or similar.
- A minimum grade of B- in all courses and an overall GPA of at least 3.0 to satisfy requirements for the degree
- Completion or satisfactory validation of all study plan courses within 5 years starting with the earliest course on the study plan
- A qualifying doctoral assessment at the completion of the first year of the program
- A culminating experience, the doctoral project
- Doctoral defense
- The student shall have completed all requirements for the degree within five years of matriculation in the doctoral program. The appropriate campus authority may extend by up to two years the time for completion of the requirements under the following circumstances:
  1. the student is in good standing,
  2. the extension is warranted by compelling individual circumstances, and
  3. the student demonstrates current knowledge of research and practice in advanced nursing practice, as required by the campus.

3. GRADE POINT AVERAGE

An **A graduate degree student is expected to earn a 3.0 average in all units attempted subsequent to admission to the program**. In addition, a graduate degree student must earn a grade of at least B- in each course taken in the program (including prerequisites). If a student receives a grade less than a B- on a study plan course, the course must be repeated and passed with a grade of B- or better. A course may be repeated only once. This may necessitate a longer progression to degree, as each course is only taught once each academic year and all prerequisite courses must be completed before starting the Integrative Clinical Scholarship sequence. A second grade of less than B- will result in dismissal from the DNP program.

If permission is given to repeat a course, both grades are used to calculate the GPA. However, successful repetition of a course originally passed carries no additional unit credit toward a degree. When a course is added, the original course stays on the study plan and both grades
received shall be used to calculate the GPA. Requests for course work changes on the study plan must be approved by the Graduate Program Coordinator and the Office of Graduate Studies prior to registration. If the GPA, at any time, falls below such a level that it cannot be raised to 3.0 within the prescribed limits, this has the effect of disqualifying the student from the DNP degree program.

4. LEAVE OF ABSENCE

Continuous enrollment is a normal expectation of graduate degree students, for sound academic reasons including assurance of currency in the field and integration of knowledge at a sophisticated level. Continuous enrollment means that a student registers in each semester following admission to the University, until award of the degree. Continuous enrollment further permits degree students to elect the catalog graduation requirements for their degree programs which were in force at the time of admission to the program regarding leaves of absence:

A. Leaves of absence may be granted to conditionally classified or classified graduate students in good academic standing who have completed at least six units’ work in residence at this University toward the degree.

B. Students requesting a first-time leave of absence for the duration of one semester shall fill out an appropriate form at the Office of Admissions and Records. All leaves are subject to review.

C. A leave of absence normally is not granted for more than one semester. Students who have had a leave of absence of one semester who request a successive leave, and students requesting any leave of lasting longer than one semester, must have their applications endorsed by the appropriate degree program authority (normally the department graduate advisor) and approved by the Associate Vice President for Academic Affairs. Appropriate substantial documentation shall be provided. In the instance of an approved leave, the student’s normal discretion in election of catalog requirements shall be maintained.

Grounds for Leaves of Absence

- Illness or disability (permanent or temporary) or similar personal exigencies including pregnancy that makes it impossible or inadvisable for a student to register for classes.
- Activities that enhance a student’s professional career objectives.
- Active duty in the armed forces of the United States.
- Other reasons at the discretion of the Associate Vice President, Academic Programs.

Consequences of Leaves of Absence or Break in Enrollment

Graduate degree students may be granted a leave of absence which maintains their place in the University and in degree programs (i.e., they do not have to reapply following the leave). A leave granted to a degree objective student also preserves the election of curriculum rights regarding catalog requirements.

The time limit for completion of course work for which a grade of “Incomplete” has been received may be extended by the instructor when the leave of absence is approved. However, leaves of absence do not affect the time limit for completion of course work for the degree. As students on approved leaves of absence are not required to pay fees, services provided in whole
or in part by fees (such as student health center services) are not available to students on approved leaves of absence.

Non-approved breaks in enrollment require that the student reapply for admission to the University. No preference in admissions can be given to students returning from a non-approved break in enrollment. Students who are readmitted to the University and to a degree program following a non-approved break in continuous enrollment are subject to catalog requirements in effect at the time of readmission.

5. INDEPENDENT STUDY

Independent study is the pursuit for credit of topics or problems of special interest to the student beyond the scope of the department's regular course offerings. To apply for an independent study project the student should consult with the supervising faculty member to develop a plan of study and complete the CSUF form *Application for Independent Study*, which is available in the School of Nursing Office. The student must consult with the supervising faculty member before registering for the study units.

The following School Policies comply with the California State University, Fullerton policies:

- The School of Nursing course shall be designated NURS 699− Independent Study (1-3 units).
- The independent study project shall be of an investigative or creative nature and shall be discussed with the faculty member involved before registering for the course.
- The student will obtain the CSUF form *Application for Independent Study* from the School office and will complete the study plan with the supervising faculty member prior to obtaining the DNP Director’s signature. This form will be kept on file in the School office. The supervising faculty member and student will also have a copy.
- The study plan will consist of the student's objectives, proposed project activities and statement of the criteria to be used in evaluating the project.
- Independent Study courses may be taken on a credit/no credit basis or for a grade.
- A student may take no more than six units of Independent Study per semester and may apply no more than six units towards the completion of the graduate degree.
- Tangible evidence of work accomplished (reports, bibliographies, photo essays, research data, etc.) signed by the student and supervising faculty member will be kept on file per University guidelines.

If a student does not complete the doctoral project during NURS 697C, he/she will be required to register in NURS 699 each semester until the project is complete, including the final oral defense of the project.

6. STUDENT FILES

For the purpose of academic counseling and advisement and to maintain a record of the student's progress throughout the program, a student file is developed and retained in the School office until graduation. Open access to see a student's own file is a student's right under law and the file is normally available at all advising sessions.
7. PROBATION AND DISQUALIFICATION

A student enrolled in a doctoral degree program will be placed on academic probation if either the graduate or the Study Plan grade point average falls below 3.0. A Doctoral student may also be placed on probation for reasons other than graduate and/or Study Plan grade point average. This is known as administrative-academic probation. The reasons for this may include repeated withdrawal, failure to progress toward an educational objective, non-compliance with an academic requirement, failure to demonstrate a level of professional competence or fitness commensurate with the standards of the student’s discipline, or inappropriate behavior as defined in the Student Bill of Rights and Responsibilities and in the Academic Dishonesty sections of the University Catalog (see “University Regulations”).

Doctoral students will be allowed two semesters on academic probation, following the semester in which the grade point average fell below the minimum 3.0 standard, before being subject to disqualification. Students will remain on administrative-academic probation contingent upon conditions required for their continuing in the program. The Graduate Studies Office maintains a list of students on probation and subject to disqualification.

The associate vice president, Graduate Programs and Research (or designee), in consultation with the student’s graduate program advisor, will disqualify a doctoral student who is on probation if the student does not, or cannot, raise the Study Plan and graduate grade point average to 3.0 by the completion of the second regular semester following the semester in which the grade point average fell below the minimum 3.0 standard.

If a student’s grade point average becomes so low that it cannot be raised to 3.0 within the prescribed limits of coursework, the student will be disqualified from the doctoral program.

Students placed on probation for reasons other than grade point average will be disqualified if
- the conditions for removal of administrative-academic probation are not met within the period specified;
- the student becomes subject to academic probation while on administrative-academic probation; or
- the student is removed from administrative-academic probation and subsequently becomes subject to administrative-academic probation for the same or similar reasons as originally placed on probation.

Disqualification removes a student from graduate standing and prevents further enrollment in university courses (except through University Extended Education). A student who has been disqualified from the doctoral program may not apply for readmission to that program.

Appeals related to doctoral degree probation or disqualification should first be directed to the DNP Director. Please contact the Graduate Studies Office for further information and procedures.
8. CANDIDACY AND GRADUATION

A student who has been granted classified standing is normally advanced to candidacy after the student files a request for graduation; and, the DNP Director makes an affirmative recommendation based on student’s GPA and successful completion of the general study plan. The degree is awarded upon the satisfactory completion of all state and university requirements, the specific program requirements, the recommendation of the appropriate graduate advisor and committee, and the approval of the faculty and the Office of Graduate Studies.

It is highly recommended that all work for the degree, except final course examinations, be submitted by the last day of classes, in order to assure granting the degree by the end of the semester in question. **It is the student’s responsibility to file an application for a graduation check and pay the graduation and diploma fee prior to the beginning of the final semester.** Forms are available at the Admissions and Records information counter, Graduate Studies Office, and the Registrar’s Office graduation unit.

The application for graduation initiates a review of degree requirements and formal approval by the faculty as well as serving as the order for the diploma. The last date to file the application is listed in the front cover of the *Registration Guide* for each semester. *Candidates for August graduation must file their requests prior to registration for the spring semester.*

Commencement ceremonies are held only at the end of the spring semester. Students completing requirements at the end of fall and spring semesters and during the following summer may participate in those ceremonies. **Graduation ceremonies are held in May for Long Beach and Fullerton campuses and June for the Los Angeles campus and all students for the Doctor of Nursing Practice are scheduled to complete their course of study in the spring semester.** Additional information is sent to concerned graduates by the Registrar’s Office during the final semester. Information about cap, gown and hood rental or purchase will also be provided during the final semester.
SECTION IV: THE DOCTORAL PROJECT

A. DNP PROJECT OVERVIEW

Doctoral education, whether practice or research, is distinguished by the completion of a specific project that demonstrates synthesis of the student’s work and lays the groundwork for future scholarship. The DNP primarily involves mastery of an advanced specialty within nursing practice. Therefore, other methods must be used to distinguish the achievement of that mastery. The doctoral project may take a number of forms. One example of a final DNP product is a practice change initiative. This may be represented by a pilot study, a program evaluation, a quality improvement project, an evaluation of a new practice model, a consulting project, or an integrated critical literature review. Additional examples of a DNP final product could include manuscripts submitted for publication, systematic review, research utilization project, practice topic dissemination, substantive involvement in a larger endeavor, or other practice project. The theme that links these forms of scholarly experiences is the use of evidence to improve either practice or patient outcomes. The final DNP project produces a tangible and deliverable academic product that is derived from the practice immersion experience and is reviewed and evaluated by an academic committee. The final DNP product documents outcomes of the student’s educational experiences, provides a measurable medium for evaluating the immersion experience, and summarizes the student’s growth in knowledge and expertise. The final DNP product should be defined by the academic unit and utilize a form that best incorporates the requirements of the specialty and the institution that is awarding the degree. Whatever form the final DNP product takes, it will serve as a foundation for future scholarly practice. (DNP Essentials, 2006).

The doctoral project will reflect evaluation of practice, interpretation and use of research findings in practice, and/or participation in collaborative research. The project thus will contribute to practice-based evidence, evidence-based practice, or practice inquiry. See Appendix A for further information on the doctoral project process.

B. DNP PROJECT COMMITTEE

A doctoral project chair provides for the supervision of a student’s culminating experience. Each student will have a doctoral project committee, consisting of at least two persons. Two of the committee members will be doctorally prepared faculty members from an academic setting; ideally, one of these members is knowledgeable in the area of the student’s nursing specialization or specific project topic. In some cases, a third committee member will be selected from the clinical setting where the project is being done. The project chair will be a committee member from academia who will lead the final clinical practica (Integrative Clinical Scholarship I, II and III).
C. DOCTORAL PROJECT DEFENSE

The student will defend the final doctoral project in a public oral presentation followed by private questioning of the Doctoral Project Committee. The final defense of the capstone project serves as the final oral comprehensive examination for the DNP program. This oral examination serves to determine that the student has met all the requirements of the capstone project and has completed a project reflective of practice doctoral level academic and clinical work.

D. DOCTORAL PROJECT IRB REQUIREMENTS

All Institutional Review Board (IRB) procedures associated with the DNP program shall conform to the policies and requirements of each of the participating Consortium campuses. Human subject approvals and reviews, including where required the review of doctoral projects, shall be administered by the student’s home campus and coordinated by Fullerton. Copies of all IRB approvals and doctoral projected associated with the DNP program shall be provided to and be on file at Fullerton.

Appropriate Institutional Review Board (IRB) approval shall be obtained to conduct any research involving human subjects. Failure to obtain required IRB approval prior to collection of data on human subjects may disqualify a student from further use of those data. The doctoral project committee chair shall advise the student regarding human subjects review requirements and regarding compliance with IRB regulations. The proposal shall contain either:

a. Human subjects research documents that have been submitted to the IRB regarding the proposed doctoral project research, if applicable or;

b. Required materials pertaining to human subjects research that have been completed but not yet submitted to the IRB, if applicable.
SECTION V: SCHOOL OF NURSING AND UNIVERSITY POLICIES

Academic policies are consistent among all three consortium campuses, but defer to the CSUF campus as the Administrative Campus. DNP students are expected to adhere to all CSUF University and School of Nursing student and academic policies. Complete text of all CSUF University policies can be found at: [http://www.fullerton.edu/senate/documents/ups.asp](http://www.fullerton.edu/senate/documents/ups.asp) Full text of selected CSUF policies and School of Nursing policies are included below.

A. CSUF STUDENT RELATED POLICIES

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<td>Student Rights and Responsibilities</td>
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<td>Withdrawal Policy</td>
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<td>300.017</td>
<td>Incomplete Authorized (I) and Incomplete Charged (IC)</td>
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<td>University Writing Requirements</td>
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<td>International Education Policy</td>
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### B. CSUF CURRICULUM RELATED POLICIES

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<td>Posthumous Degree and Recognition</td>
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<td>Tape Recording of Class Lectures</td>
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<td>Student-to-Student Tutorials</td>
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<td>Curriculum Guidelines and Procedures: Courses</td>
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<td>Curriculum Guidelines and Procedures: Academic Jurisdiction</td>
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<td>411.200</td>
<td>General Education Guidelines and Procedures: New and Existing Courses</td>
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<td>411.201</td>
<td>General Education: Goals for Student Learning</td>
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<td>Policy on Academic Internships</td>
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### C. CSUF LIBRARY RELATED POLICIES

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<td>Policy on Return or Replacement of Library Materials</td>
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### D. CSUF RESEARCH RELATED POLICIES

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<td>630.000</td>
<td>Policy to Investigate Instances of Possible Research Misconduct</td>
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### E. PETITION POLICIES

Any nursing major who requests a waiver of any Southern California CSU DNP Consortium or School of Nursing policy must submit a petition to the DNP Director. Materials submitted will be considered at the next committee meeting. Include supporting documentation with the petition. The student may be requested to submit additional information before a final decision is reached. The decision is based on the majority vote of the committee membership. Petition forms are available in the CSUF School of Nursing Office.

### F. COURSE/FACULTY EVALUATION PROCESS

At the end of each semester students will be asked to evaluate both the courses and the faculty instructor(s). Students will complete standardized forms from both the University and the School of Nursing in the last few weeks of the course. Responses are anonymous. Instructors will not receive the results until after grades have been submitted for the semester. Constructive
evaluation is valuable in modifying course content and instructor teaching methods. Faculty evaluations are utilized in the personnel review process for retention, promotion, and tenure.

G. DNP STUDENT PARTICIPATION IN CONSORTIUM COMMITTEES

In an effort to elicit the widest feedback possible and with consideration for the time commitment required of a traditional student representative, the DNP Program Coordinators and Director will host student program evaluation sessions at least once per semester. In lieu of appointing one student representative, all DNP students will be invited and encouraged to attend these evaluation sessions to provide both confidential written feedback and engage in open dialog with the DNP Program Coordinators.

DNP students are invited to attend DNP Executive Committee Meetings. The following agenda item will appear on each DNP Executive Committee agenda: “Open Session for DNP Student Comments”. DNP students may provide input in person or send a signed email to dnp@fullerton.edu at least 5 days prior to the meeting for inclusion in the agenda.

H. CONTINUING EDUCATION REQUIREMENTS

State Boards of Nursing consider academic studies as one form of continuing education. In California, each theory hour of a course is accepted as one hour of continuing education. So, one 3-unit course, which equals 45 contact hours, more than fulfills the state requirements—since a registered nurse only needs 30 contact hours for relicensure. These hours must, however, be accumulated within two years prior to license renewal. Since the CSUF SON has a BRN provider number, any academic course on this campus, as long as it shows evidence of increasing your competency and knowledge in relationship to your area of practice, is accepted by the California Board of Registered Nursing.

I. IMPAIRED STUDENT POLICY

The School of Nursing faculty members follow the guidelines established by the Board of Registered Nursing related to Impaired Nursing Students:

BOARD OF REGISTERED NURSING

IMPAIRED NURSING STUDENT GUIDELINES FOR SCHOOLS OF NURSING IN DEALING WITH THE MATTER OF NURSING STUDENTS IMPAIRED BY ALCOHOLISM, DRUG ABUSE, AND EMOTIONAL ILLNESS.

In the matter of nursing students impaired by alcoholism, drug abuse and emotional illness, the California Board of Registered Nursing recognizes that:

a. These are diseases and should be treated as such;

b. Personal and health problems involving these diseases can affect one's academic and clinical performance and that the impaired nursing student is a danger to self and a grave danger to the patients in his or her care;

c. Nursing students who develop these diseases can be helped to recover;
d. It is the responsibility of the nursing student to voluntarily seek diagnosis and treatment for any suspected illness;
e. Confidential handling of the diagnosis and treatment of these diseases is essential.

Therefore, the Board of Registered Nursing expects schools of nursing with students impaired by these diseases to offer appropriate assistance, either directly or by referral. Furthermore, the Board expects that schools of nursing will ensure that instructors have the responsibility and authority to take immediate corrective action with regard to the student's conduct and performance in the clinical setting.

It is outside of the Board's scope of function to endorse or recommend a particular course of therapy; however, it does wish to inform nursing students of the importance of seeking voluntary aid for conditions that could, if left unattended, lead to disciplinary action and may prevent them from being licensed [or losing their license] to practice nursing in the State of California. As a preventive measure, schools of nursing are asked to provide factual material to incoming students regarding school policy on drug or alcohol abuse and mental illness among nursing students.

BOARD APPROVED 11/84
EDP-B-03

Concern of Faculty

The nursing faculty members are committed to facilitating the success of the nursing student and will make every effort to assist in maintaining optimal health in order to safely achieve academic and clinical performance objectives. Impaired health status, which includes physical problems, mental/emotional problems, and drug and alcohol use/abuse, affects academic and clinical performance. Substances that may impair student performance include legal drugs (prescription and over-the-counter), illegal drugs, alcohol, and other chemicals. The impaired nursing student is a danger to self and to others in his/her care.

The nursing faculty members, out of concern for the impaired student, have developed the following policy, which is consistent with the Board of Registered Nursing Guidelines of 11/84. Confidentiality will be strictly maintained at all times.

Policy

- A student who, in the opinion of the instructor, is exhibiting impaired behaviors will be removed from any classroom or clinical setting.
- It is in violation of law, and of university regulations to obtain, possess, prescribe, administer to self or to another person any controlled substance or patient medications not prescribed by the physician.
- It is in violation of law, and of university regulations to falsify, alter, or misuse records for controlled substances.
1. **Assessment**
The student shall be removed from the classroom or clinical setting when the student's behaviors and performance pose a danger to the safety and well-being of self or others. These behaviors may include:
- physical impairment
- impaired judgment
- mental or emotional impairment
- physical impairment
- disruptive actions
- inconsistent behavior patterns

2. **Procedure**
When a student, in the instructor's opinion, is exhibiting any of the above behaviors, the following actions will be taken:
- The student shall be removed from the classroom or other setting.
- The instructor shall immediately report the incident to the Director of the School of Nursing.
- The student shall either immediately report to the Director of the School of Nursing for investigation pursuant to university regulations or if the student’s behavior is such that it is believed that the student poses an imminent danger of physical harm to self or others the student will be escorted to a safe supervised setting and an appropriate psychiatric response team called to evaluate the student immediately.
- If immediate evaluation is not required, the student shall be referred for further professional assessment. The student shall be given a referral form indicating the impaired behaviors, which led to the classroom exclusion. This form must be signed by a health care professional, indicating clearance, and returned to the instructor before the student may be readmitted to the nursing classroom or clinical setting.
- The professional assessment shall be performed by someone other than a member of the California State University, Fullerton faculty.
- The instructor shall call the student's emergency contact person for transport from the campus if, in the instructor's judgment, the student is not capable of driving safely.

3. **Dismissal**
If the student is believed to be impaired, and impaired, and refuses to submit to further professional assessment, the student is considered to be unsafe to be in clinical practicum due to potential risk to clients. Since clinical practicum is an essential part of the curriculum, the student will be dismissed from the DNP Program. The student may also be subject to suspension or expulsion from other university programs in accordance with the university rules and regulations.

If the student submits to further professional assessment and is found to be impaired, and cannot be allowed to return to a clinical setting or the classroom for a significant amount of time, the student will be dismissed from the Nursing Program and required to provide proof of having received professional treatment and adequate recovery prior to re-entry.
4. **Readmission**

After a minimum period of six months from the time of dismissal, the student may petition for readmission to the Nursing Program.

The requirements for readmission are:

- The student shall submit a petition to the Director of the DNP Program
- The student shall provide proof of active participation in a recognized treatment program on a regular basis, and evidence of rehabilitation and/or recovery at the time of petition for re-entry
- The student may be required to participate in on-going rehabilitation treatment as a condition of readmission
- If admitted to the Nursing Program and required to participate in on-going rehabilitation treatment, the student shall provide evidence of such continued rehabilitation treatment on a schedule as determined by the Director of the DNP Program
- Failure to submit evidence of on-going rehabilitation treatment will result in permanent dismissal from the DNP Program
- Readmission is on a space-available basis

A second documented incident of impaired behavior will result in permanent dismissal from the DNP Program.
VI. APPENDICES

Appendix A
DNP Guidelines for Doctoral Projects

Appendix B
DNP Program Checklist

Appendix C
Technology Tools Available to you at CSUF

Appendix D
ANA Code of Ethics

Appendix E
Resource Information
Appendix A: DNP Guidelines for Doctoral Projects

Guidelines: Advancing to Doctoral Candidacy and the Doctoral Project in Nursing

Introduction

“Nursing exists to guide individuals through the labyrinth of health care choices, to guide populations toward lifestyle change, to advocate beyond chronic disease to wellness, and to guide a health care system back to sanity” (Brown-Benedict, 2008, p. 455). Doctoral education in nursing, whether practice or research, is characterized by completion of a specific project that demonstrates synthesis of student work and lays the groundwork for future scholarship (American Association of Colleges in Nursing [AACN], 2006). Requiring original research is not the intent of the practice-focused doctorate. The Doctor in Nursing Practice (DNP) primarily involves mastery of an advanced specialty within nursing practice. Therefore, other methods are used to distinguish the achievement of that mastery. Unlike a research-focused dissertation, doctoral project work may take a number of forms and should relate to issues derived from the student’s clinical experience during doctoral study. One example of the final DNP product might be description of a practice change initiative including documentation of its impact or outcomes. Other examples include a pilot study, a program evaluation, a quality improvement project, an evaluation of a new practice model, a consulting project, substantive involvement in a larger endeavor, leadership in collaborative research, or an integrated literature review. The theme that links these scholarly experiences is use of evidence to improve practice or patient outcomes, and the contribution to practice-based evidence, evidence-based practice, or practice inquiry.

Title 5, California Code of Regulations specifies that the doctoral project is required for completion of the DNP. The following requirements are stipulated in Title 5, § 40513 The Doctor of Nursing Practice Degree [emphasis added]:

- The doctoral project shall be the written product of systematic, rigorous research on a significant advanced nursing practice issue. The doctoral project is expected to contribute to an improvement in professional practices or policy. It shall evidence originality, critical and independent thinking, appropriate form and organization, and a rationale.
- The doctoral project shall reflect a command of the research literature and shall demonstrate student mastery of evidence-based practice at the doctoral level.
- The written component of this project shall be organized in an appropriate form and shall identify the research problem and question(s), state the major theoretical perspectives, explain the significance of the undertaking, relate it to the relevant scholarly and professional literature, identify the methods of gathering and analyzing the data, and offer a conclusion or recommendation.
- No more than 12 semester units (18 quarter units) shall be allowed for the doctoral project.
- An oral defense of the doctoral project shall be required.
Documentation of the DNP doctoral project requires a tangible and deliverable academic product that is derived from a practice immersion experience and is reviewed and evaluated by an academic committee (AACN, 2006). The final capstone product documents outcomes of student educational experiences, provides a measurable medium for evaluating the immersion experience, and summarizes the student’s growth in knowledge and expertise.

Samples of DNP projects from other universities are available through the DNP TITANium Community. Note that not all of these meet the guidelines for our program.

**Advancement to Candidacy**

Advancement to candidacy normally takes place at the end of the first full year in the program. Students may not advance to candidacy if they have grades of I, RP, or below B- for any class in the degree program. There are two specific candidacy requirements: successful defense of the written doctoral project proposal and successful passing of the Qualifying Doctoral Assessment.

**Defense of the Doctoral Project Proposal**

Students must have a proposal accepted for their final project by their Doctoral Project Committee as part of their advancement to candidacy. As part of advancement to candidacy, committee members will systematically evaluate the student's ability to analyze, synthesize, and evaluate practice and substantive knowledge in nursing based on the written proposal and an oral presentation of the proposal.

**Qualifying Doctoral Assessment**

The purpose of the qualifying doctoral assessment is to

- Discern the extent to which the student has met program objectives and student learning outcomes thus far;
- Evaluate the student’s breadth and depth of knowledge in the area of specialization;
- Determine the student’s critical thinking ability with respect to synthesizing the content of courses and constructing meaning from them;
- Assess the student’s ability to determine how various theories, constructs, and conceptual frameworks may be applied to solve problems of practice in a specific area of specialization;
- Discern the extent to which the student can critically analyze the professional literature (both theoretical and empirical) pertaining to topics in nursing;
- Determine the student’s ability to make informed decisions and recommendations for nursing and nursing care using various sources of patient or nursing data, databases, reports, and other quantitative/qualitative sources; and
- Evaluate the student’s ability to clearly define and defend a point of view.
Students will have a Qualifying Doctoral Assessment towards the end of summer of their first year in the program.

**Final Doctoral Nursing Project Product**

The tangible and deliverable DNP doctoral product may take the form of a (a) manuscript submitted for publication or (b) formal report, meeting the current CSUF graduate program standards for dissertations. Other formats, as approved by the DNP Executive Committee and the Doctoral Project Committee, may be allowed. Each of the three collaborating Schools of Nursing (CSUF, CSU Long Beach, CSU Los Angeles) require an approved copy of the submitted manuscript or formal report as part of graduation requirements. Also required of all students is the final oral presentation.

**Submitted Manuscript**

A copy of the submitted manuscript will be professionally bound per the CSUF dissertation publication process. See link at [http://fullerton.edu/graduate/currentstudents/graduateforms.html](http://fullerton.edu/graduate/currentstudents/graduateforms.html) All bound copies will contain a signature sheet indicating approval of the project, an updated copy of the doctoral proposal, a copy of the submitted manuscript, and a copy of the target journal guidelines.

The manuscript will reflect implementation/completion of the doctoral project. Journal selection for the manuscript will be approved by the members of the Doctoral Project Committee. It is expected that the journal selected will require a peer review process for acceptance.

**Formal Report**

A copy of the formal report (including a signature sheet indicating approval of the project with original signatures) will be professionally bound per the CSUF dissertation publication process. See link at [http://fullerton.edu/graduate/currentstudents/graduateforms.html](http://fullerton.edu/graduate/currentstudents/graduateforms.html)

**Doctoral Project Process**

**Placement in the Curriculum**

The successful advancement to candidacy permits the student to proceed to conduct and complete a final DNP project. The usual timeline for accomplishment of candidacy requirements can be found in this appendix.

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1 A bound copy and microfilm copy of the final approved original doctoral project will be deposited and catalogued in the Pollak Library and the abstract published in the print bulletin and online database of *University Microfilms International Publications*. University regulations apply to all doctoral reports or dissertations. Each section of the report will be checked by the university Dissertation Reader for conformity to these requirements.
The doctoral project proposal is usually completed during NURS 697A with the proposal defense usually scheduled towards the beginning of NURS 697B. The doctoral project is implemented and completed within NURS 697B and NURS 697C, and the written product completed within or shortly following NURS 697C along with a public presentation of findings. Students must be aware of CSUF approval deadlines related to final projects. See http://fullerton.edu/graduate/currentstudents/dates.html

Students completing a doctoral project must take a total of 6 credits of NURS 697B and 697C. In the event the student is unable to complete the project in two semesters, the student will enroll in NURS 699 for a minimum of 3 credits of coursework each semester until the project is completed and the final defense of the capstone is approved by the Doctoral Project Committee.

Faculty members may or may not be available to work with students during summer months. Students must secure appropriate committee support during the entire N697A through N697C course series. Students must file a School and Graduate Studies summer completion petition (check on deadline date) to make arrangements for summer completion of the doctoral project.

Doctoral Project Committee
Each student will have a doctoral project committee, consisting of at least two persons. The chair will be a doctorally prepared tenured or tenure-track faculty member who will lead the final clinical practicum (NURS 697B/C Integrative Clinical Scholarship II and III). A second member shall be a doctorally prepared nursing faculty member. One member should be knowledgeable in the area of the student’s specific project topic or have knowledge in the area of the student’s nursing specialization (e.g., nurse anesthesia, nurse leadership); this person will have at least a master’s degree (e.g., MSN, MPH) or professional doctorate (e.g., MD). To the extent possible, it is appropriate to have one person from the clinical setting where the project is being done. The campus program director may approve an exception to membership criteria.

Doctoral Project Proposal
The written proposal for the DNP project is written using the following guidelines, and will be have citations, references, and headings formatted according to the most recent version of the American Psychological Association Manual. The proposal must be approved by the doctoral committee. Once approved, the doctoral project chair and committee member(s) will sign in black ink the School of Nursing Approval of the Doctoral Project Proposal. The form will be filed in the School of Nursing Office and the student will receive a copy.
Proposal Outline

Background

Needs Assessment/Problem Statement

Supporting Framework

Project Goals/Objectives OR Study Purpose/Research Question(s)

Review of Literature

Topical Literature Synthesis

The review of literature contains evidence that supports the need for the practice or process improvement or research study or other approved project. An important dimension of this will be support of the particular intervention (if appropriate) used in the doctoral project and rationale for selection of that intervention. The review briefly documents the validity/reliability of measures to be used and methodology selected.

Methods

Ethical Considerations

Project Implementation

In this section, there is a clear description and explanation of project scope and activities. The implementation of the project should be described in such detail that a reader could adequately replicate the methods used. Collection of all types of data used in the project is described rigorously and with detail. Procedures used for project evaluation or data analysis shall be described. For research studies, this section will follow the standard format for a quantitative or qualitative study methods description: Design, sample, measures, procedures, data analysis.

Sequence of Activities. The activities planned are delineated and described.
**Time Line of Activities.** Activities to be accomplished during in the project from start to finish are listed. This section gives the practice change a “face.” That is, what practice is to be implemented, and how.

**Organizational Setting.** Where the project will occur is discussed in terms of the organization, its “type,” size, patient population, etc.

**Stakeholders Involved.** Persons and groups to be involved in the project from start to finish are listed and their roles discussed.

**Patient Participation/Selection.** Target patients are described. This includes inclusion and exclusion criteria.

**Resources Needed for Project Completion.** Resources to be used in project implementation are listed.

**Evaluation Methods.** How the project will be evaluated is described.

**References**
Evaluation and Scoring Rubrics: Doctoral Project Manuscript and Project Defense

When the project is completed, students write up the results in one of two formats: (a) manuscript to be submitted for publication, or (b) formal paper, which may contain five chapters. They will also complete an oral final defense of the project. The Doctoral Project Manuscript and Project Defense Evaluation and Scoring Rubrics will be used by Committee members; a passing score must be achieved from each member for a successful defense. An average score of 21 or above is required for passing (all committee members score; an average is taken).

Doctoral Project Written Manuscript

Following completion of the final manuscript (manuscript for submission or formal paper), students will get feedback from committee members on the written product using the Doctoral Project Manuscript and Project Defense Evaluation and Scoring Rubrics. Students writing the formal paper should obtain a copy of the current Doctoral Dissertation Manual at http://fullerton.edu/graduate/currentstudents/graduateforms.html. This will be used along with these School of Nursing guidelines.

Doctoral Project Defense

Following or concurrent with doctoral project written manuscript evaluation, students will defend the final doctoral project in a public oral presentation that may include private questioning by the Doctoral Project Committee. The final defense of the capstone project serves as the final oral comprehensive examination for the DNP program. This oral examination serves to determine that the student has met all the requirements of the project and has completed a project reflective of doctoral level work.

Doctoral Project Approval

Approval of the final defense of the doctoral project by the Doctoral Project Committee serves as documentation that the student has met all project expectations (including those for the final written manuscript) and is eligible for graduation, once all academic/clinical requirements have been met. Once the capstone product has been approved, the doctoral project chair and committee members will sign in black ink the School of Nursing Doctoral Project Approval. The form and completed Oral Defense Assessments from each Doctoral Project Committee member will be filed in the School of Nursing Office; the student will receive a copy of the Project Approval form.

If a student does not pass the defense, the student must correct any deficiencies and meet again with the Doctoral Project Committee. Students are allowed to repeat the final defense once. If the student fails the project defense a second time, the student is dismissed from the DNP program. Students who do not complete the doctoral project or do not pass the final defense of the project before completion of DNP program coursework are required to maintain registration in NURS 699 for a minimum of 3 credits of coursework each semester until the final defense of the capstone is completed and approved by the Doctoral Project Committee.
Sample Timeline

Fall Year 1
Student-faculty discussions about project topics occur. Students begin collecting literature in project area, and have discussions with doctoral faculty and clinical preceptors about feasibility and practicality issues with their project topic.

Spring Year 1
NURS 697A Students formulate their problem statement, review literature, and develop a proposal.

Late Summer Year 2
Proposal defense with full committee occurs along with the Qualifying Doctoral Assessment.

Fall Year 2
NURS 697B Students put into play strategies to implement their doctoral projects and begin writing their final product.

Human Subjects Issues. Institutional Review Board (IRB) approvals are achieved, if needed, from clinical site(s) and appropriate university.

Project Implementation. Baseline data collection is done. Any recommended practice changes are implemented. Post-implementation data collection occurs. Initial data analysis begins.

Background and Methods Sections of Paper. These two sections are written for either the manuscript for publication or formal paper.

Spring Year 2
NURS 697C Students complete unfinished work on their projects, finalize data analysis, and write the results and discussion sections of the manuscript or 5-chapter paper (may require NURS 699 in Summer Year 2 if student is delayed in obtaining IRB approval or by the nature of the project).

With help from their Doctoral Project Committee, students finalize the document (manuscript or 5-chapter paper). Oral defense (recommended six weeks prior to last day of classes) occurs.

The University Dissertation Reader reviews the manuscripts for university compliance following Committee approval. See http://www.fullerton.edu/graduate/currentstudents/thesis.html#deadlines
- Obtain approval by DNP Director and approval signatures from committee.

The following process in this phase is as follows:
• Student brings the doctoral project manuscript (with fully signed committee signature page\(^2\)) to the Graduate Studies office MH-112, where it is processed.
• Dissertation Reader reads it, and contacts student with itemized list of corrections, if any.
• Student resubmits the corrected manuscript to Dissertation Reader, if necessary.
• When Dissertation Reader has finished reviewing corrections, student and department are notified.
• Student receives final departmental instructions and forms, and prints copies.
• Student meets with Dissertation Reader for final inspection of manuscript and gets Dissertation Approval Form.
• Student takes all materials to Titan Bookstore for publication.

After these steps have been completed, and assuming that an Application for Graduation Check for the DNP Degree has been filed and approved (http://fullerton.edu/graduate/gradCheck.html), the Graduate Studies Office will review and determine if all other university requirements are completed. All students must apply for a graduation check (called the grad check) prior to the beginning of his/her final semester. Specific deadlines are listed in the current Registration Guide and are posted under the Important Dates and Deadlines on the CSUF Graduate Studies website. Applying for a grad check is completed through the Student Center in CSUF Titan Online. A graduation processing and diploma fee will need to be paid with the application for graduation. Only after these reviews and certifications are made is the student recommended for the award of the appropriate degree. Dates are current on the CSUF Graduate Studies website http://fullerton.edu/graduate/currentstudents/dates.html

**Thesis/Dissertation Deadline Dates**

Normally, the deadline for submission for review by the Thesis/Dissertation Reader is three weeks before the last day of classes. Current dates will be listed on the Graduate Studies Office website, at http://fullerton.edu/graduate/ As students approach the end of their program, it is advisable for them to check the website, as adjustments in various university-wide policies may affect these dates.

\(^2\) Signed title page on 8½ x 11 inch, 20- to 24-pound weight and 25- to 100-percent cotton rag paper, and printed on a laser printer. Same paper and printer used to print final, corrected copy of doctoral project.
REFERENCES


California State University, (on the 5th line, centered)
Fullerton, Long Beach and Los Angeles (insert 2 spaces after)

TITLE MUST BE IN ALL CAPITALS,
SINGLE SPACED, CENTERED,
IN INVERTED PYRAMID (3 single spaces after)

A Doctoral Project (3 spaces after)

Submitted in Partial Fulfillment of the Requirements
For the Degree of (2 spaces after)

DOCTOR OF NURSING PRACTICE (2 spaces after)

By

Student Name (4 spaces after)

Doctoral Project Committee: (4 spaces after)

Name, Project Chair
Name, Committee Member
(Optional) Name, Committee Member

Year
The Doctoral Project of Student Name (on the 5th line, left justified) is approved and acceptable in quality and form for publication on microfilm and in digital formats: (15 spaces)

Approved by:

Committee Member__________________________________________

Committee Member (optional)_________________________________

Committee Chair_____________________________________________

California State University, Fullerton, Long Beach, and Los Angeles Year (of publication, not of approvals)
DOCTORAL PROJECT OUTLINE (centered, 1” from top)

The format will follow that of the current CSUF dissertation guidelines. This sample mimics CSUF dissertation guidelines using American Psychological Association (APA) format when appropriate (for citations, references, and headers). The following list includes the expected sections. Within each chapter, headers, tables, and figures are used that are appropriate to the project.

1. Title
2. Signature page
3. Abstract
4. Table of contents
5. Lists of figures and tables
6. Acknowledgements (optional)
7. Main body of the text
   - This could either follow the traditional 5 chapter format, or
   - An alternative format such as:
     - Publishable Manuscript
     - Program Evaluation
     - Policy and Procedure Development
     - Or as approved by the Doctoral Committee
8. Mandatory Reference list (List separately if not included in one of the alternative formats.)
9. Appendix or appendices

Pagination changes will occur between the front matter (numbered in the center of the bottom of pages with small Roman numerals—i, ii, iii, etc.) and the body of the text.
Recommendation is to **create at least two files** for the doctoral project: one for the front matter and one for the body.

**TOP FORMAT TIPS**

- Left margin must be 1.5 inches on **every page**. This is reflected in the sample document.
- The paper should be **justified on the left**, with a ragged right edge, not in block style.
- Set your headers and footers at 1 inch—page number placement is **not** at .5 inch (except for front section; should be in upper right corner).
- Dashes should look like this—or this—with no space between the dash and the word.
- Ellipsis dots take a space before and after each . . . like this. You can set this correctly in Tools, AutoCorrect.
- Numbers: Do you spell out or use numerals? Check your APA style manual for consistency.
- “Commas and periods,” she cautioned, “always go inside quotation marks.”
- Single quotes stay “inside.”
- Be consistent in heading and subheading format; do not mix and match.
- Margins for tables, figures and graphs are the same as for text.
- Insert one space after periods, commas, colons, and semi-colons in general punctuation.
ABSTRACT (centered, 2” from top)

Type your Abstract here below the ABSTRACT header. It will be no more than 350 words. All titles should be two inches from the top of the page. You can line titles up with the vertical ruler on the left of the screen or on the information line at the bottom. The page numbers are set with one-inch footer at the center bottom of the page.

The abstract must be double-spaced, with the beginning of each paragraph indented. The abstract should not contain footnotes or references. You do not include the title and your name as author of the doctoral project.

For the Table of Contents (in a Word file by itself labeled with your last name and some identifying information), the tabs can be set automatically to allow appropriate formatting. To set the tabs in Word 2007, Click the Page Layout tab, click the Paragraph Dialog Box Launcher (lower right corner), and then click Tabs (lower left corner). Set the tabs to .2, .38, .63, 5.7, and 6. If you have a header that goes over the “line,” you will need to use a hanging indent in order to show this (on the Home or Page Layout tab, click the Paragraph Dialog Box Launcher, and then, click Special (select Hanging and set the spacing to .2). An example of this is the third header under Chapter 1.
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CHAPTER 1 (centered, 1” from top)

BACKGROUND

Needs Assessment/Problem Statement

This section contains an objective discussion of the specific situation, opportunity, problem, issue, or need that the proposal addresses. It also includes a brief description of the community/setting. The problem description is supported with research findings or local evidence to justify the need or problem. The case is made clearly and concisely that a relevant, compelling problem or need exists within a particular context. The discussion includes a description of the target population and the definition of the problem to be addressed in that population. This section ends with a single sentence statement of the problem to be addressed.

Supporting Framework

When the project involves a practice change, the underlying change framework is briefly identified and applied to the project. For other projects, the conceptual model or theory is identified as appropriate to the project. This section will include support from nursing and other appropriate theories which frame the project or any intervention/practice change; several theories may be integrated in order to adequately describe the framework.

Project Goals/Objectives OR Study Purpose/Research Question(s)

In this section, the outcome of the project is described in measurable terms. There is a succinct description of the proposed project outcome(s) and accomplishments, including the
overall goal(s) and specific objectives or ways in the goal(s) were met. The program goals and objectives should include:

- Minimum of one goal for each problem or need in the problem or statement.
- Description of whom/what were to be changed by the project.
- Performance--action(s) or strategies to be undertaken during the project.
- Process--planned method(s) by which the actions or strategies occurred.
- Product(s)--tangible results expected from the project.

In the case of a research study, the overarching study purpose is stated followed by the research questions to be answered in the project.

**This is a Level 2 Heading (APA Format)**

This represents a sub-section of the primary heading. All headings should be worded in the Table of Contents exactly as they are in the text. The text starts in the line one double space below the secondary heading and is indented.

**This is a Level 3 heading in APA format.** This level of sub-heading is a sub-section of a secondary heading, but the tertiary heading does not need to be included in the TOC. Both secondary and tertiary sub-headings are subparts of the primary heading, just like an outline.

**This is a second Level 3 heading.** There should be at least two headings of the same level within your paper. In order to prevent an abrupt paragraph, it is good to include avoid single sentence paragraphs.

**This is the Second Level 2 Heading**

There should be at least two headings of the same level for each level to meet with APA formatting requirements. There also should be at least two sentences in a paragraph. It is also good to avoid run-on paragraphs as they can lose your reader.
CHAPTER 2
REVIEW OF LITERATURE

Topical Literature Synthesis with Abbreviated Table of Evidence for Each

The review of literature contains evidence that supports the need for the practice or process improvement or research study. An important dimension of this will be support of the particular intervention (if appropriate) used in the doctoral project and rationale for selection of that intervention. The review documents the validity/reliability of measures to be used and methodology selected. If the project involves a “systematic review” of literature on a topic, then Chapters 2 and 3 may be switched in order.

Pagination of the chapters will continue from Chapter 1 through Chapter 5. Each topic will have a Level 1 APA heading. Your tables of evidence can be housed in appendices at the end of the paper (see Appendices A and B), and can be single-spaced and in 10-point font to save space. They should be cited for the reader to know about them, as in the preceding sentence. They can also be cited by something like this: Appendix B includes a table that summarizes the evidence found on the concept.
CHAPTER 3
METHODS

[For research studies, this section will follow the standard format for a quantitative or qualitative study methods description: Design, sample, measures, procedures, data analysis.]

Ethical Considerations

In the discussion, the student addresses how ethical standards for conducting research and quality improvement projects have been considered and addressed. There must be a second sentence for this paragraph.

Project Implementation

In this section, you are giving a clear description and explanation of project scope and activities. The implementation of the project should be described in such detail that a reader could adequately replicate the methods. Collection of all data used in the project is described in detail. Procedures used for project evaluation or data analysis shall be described.

The process used to achieve the project outcome(s) is described in a rational, direct, chronological way. This includes actions that assisted in accomplishing the objectives, including who carried out the activities; the measured impact of activities; and a time frame for the entire project.

Sequence of Activities

The activities accomplished and planned are delineated and described. There must be a second sentence for this paragraph. No widows and orphans can occur with lines (formatting tip).
Time Line of Activities

Activities used in the project from start to finish are listed. This section gives the practice change a “face.” That is, what activities were done to make a practice change happen and when those occurred. The description is in enough detail that another nurse could replicate the practice change in a different setting. Framing this in a timeline gives a sense of how long each phase of the practice change implementation took to accomplish. The timeline also includes when processes (e.g., compliance of staff) or outcomes (e.g., patient variables) were assessed.

Organizational Setting

Where the project occurred is discussed in terms of the organization, its “type,” size, patient population, etc. Again, you would not want to have a single sentence paragraph unless unavoidable.

Stakeholders Involved

Persons involved in the project from start to finish are listed and their roles discussed. Groups that were involved are described. That is, if approvals were sought and achieved, the involvement of the specific approval body is discussed. For example, in order to change a policy on administration of a drug in the peri-anesthesia recovery room, the approval of the Pharmacy and Therapeutics Committee was elicited (specify when), and achieved (when).

Patient Participation/Selection

Target patients are described. This includes inclusion and exclusion criteria, both planned and actual. Numbers of patients potentially involved are discussed, along with actual patients involved. Procedures used to engage participants are described in detail. Any problems encountered with patient selection are discussed, along with methods used to ensure patient safety and integrity of any practice changes implemented.
Resources Used for Project Completion

Resources required for the project completion are listed and discussed. Resources include people, equipment, money, and other means of accomplishing project aims. Again, the intent here is to lay out what was required to get the project done. Discussion should include barriers and facilitators to resource acquisition and use. For example, if a project were delayed due to inadequate personnel during a specific time, this should be thoroughly discussed. Or if the receipt of sample items from a pharmaceutical company allowed a project to proceed, and enabled evaluation of the sample items, this would be discussed.

Evaluation Methods

Here, the student writes up how the project goals were evaluated. Specific measures used are described in detail, along with how changes in each were analyzed or described.

This section gets to the deliverables of the practice change, and how they were evaluated, not the actual outcomes. This would be the final sentence of this chapter.
CHAPTER 4

RESULTS/OUTCOMES

Results of the project relate back to the project goals and objectives or study purpose and research questions. Headers are used as appropriate (e.g., topical headers from Chapter 2 may be used). Especially helpful will be graphs (considered figures) and tables that show patterns of trends in outcome measures, as statistical significance may not be the desired outcome. Narrative data are described as appropriate. This chapter should give a temporal sense for key phases in project implementation, as this aids evaluation of feasibility of replication.

For clinical projects, results for each project objective are included. This allows determination of to what extent the objective was achieved. For each objective, the key facilitators that made the objective achievable and the key barriers are described. A section that describes unintended consequences, both positive and negative, is included.

For research studies, findings for each research question are given. Any secondary findings are also described.
CHAPTER 5

DISCUSSION

The project results are discussed within the context of the clinical setting, the conceptual/organizing framework, and findings from the literature. New literature that has been published since the literature review is also discussed. This chapter gives a sense of the importance of the project findings, the feasibility of repeating the intervention with similar patients or with different samples, and the significance of the project to the specialty nursing practice area.

Specific recommendations are delineated for the site where the project was conducted. A discussion of how the project activities should be continued, reduced, phased out, or expanded is included. A description of any ongoing or planned evaluations for phases outside the scope of the doctoral project is given. Recommendations are placed within the framework of the organization’s strategic plan and include discussion of who needs to be involved in or responsible for future phases. Finally, recommendations are discussed regarding the possible application of project findings in other settings, along with implications for future practice initiatives, educational programs, and research studies.

For research studies, implications for nursing practice, education, and research are discussed. This would conclude your discussion.
APPENDIX A (centered, 1” from top)

TABLE OF EVIDENCE FOR MEASURE 1 (may be put in landscape orientation for readability, and use single-spacing and 10-point font)
APPENDIX B (centered, 1” from top)

TABLE OF EVIDENCE FOR MEASURE 2
REFERENCES (centered, 1” from top)


### Doctoral Project Written Manuscript Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>4 = Exceeds expectations</th>
<th>3 = Meets expectations</th>
<th>2 = Meets some expectations</th>
<th>1 = Does not meet expectations</th>
<th>0 = Unable to score</th>
<th>Final Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>All elements of the introduction to the applied nursing research problem statement and its significance are thoroughly addressed with clarity and precision; problem, purpose, and guiding questions are tightly coupled; argument for project’s significance to nursing practice is masterfully crafted and persuasive; entire discussion clearly and thoroughly provides an excellent foundation for the remaining project manuscript.</td>
<td>All elements of the introduction to the applied nursing research problem statement and its significance are addressed clearly; relationship between the problem, purpose, and guiding questions is evident; argument for the applied nursing research project significance is persuasive; entire introduction provides a solid foundation for the remaining project manuscript.</td>
<td>Most elements of the introduction to the applied nursing research problem statement and its significance are addressed; relationship between the problem, purpose, and guiding questions is loose; arguments for developing the project are somewhat persuasive; there are some noticeable inconsistencies in the introduction; the introduction provides a beginning foundation for the remaining project manuscript.</td>
<td>Some key elements of the introduction to the applied nursing research problem statement and its significance are notably missing; relationship between the problem, purpose, and guiding questions is difficult to determine; arguments related to the significance for a applied nursing research project are not persuasive; introductory discussion has an inconsistent or obscure focus and does not provide an adequate foundation for the remaining project manuscript.</td>
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</tr>
<tr>
<td>Literature Review</td>
<td>Information is gathered from an impressive variety of healthcare and/or related research sources and databases. Sources are clearly relevant, balanced, and include critical readings related directly to the topic. Relevant research literature is presented fairly and thoroughly with no gaps or misrepresentations; studies’ methods and findings are summarized and analyzed; themes, trends, and patterns are identified and logically connected. Rationale for choice of literature is impressively cogent and well defined.</td>
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<tr>
<td>Methodology</td>
<td>Each element of the applied research methods or project design is addressed thoroughly and with impressive detail. Applied research procedures are dated, conducted in a logical sequence, and detailed. Data analysis techniques are logical and complete and clearly match the data collection methods.</td>
<td>Each element of the applied research methods or project design is addressed in detail. Data analysis methods make basic sense and match the data collection methods. Applied research procedures are dated and sequential.</td>
<td>Each element of the applied research methods or project design is addressed in limited detail. Applied research procedures may be dated but may not be placed in a logically sequential manner. There are some gaps in the data analysis plan and demonstrate a limited relationship to the data collection methods.</td>
<td>Some elements of the applied research methods or project design may not be addressed. Data analysis methods do not demonstrate a relationship to the data collection methods. Research procedures may be dated but are not logical and sequential.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Findings/Results</td>
<td>An appropriate structure for communicating findings, incorporating an impressive variety of appropriate charts, tables, or data displays is skillfully constructed and presented. Results directly respond to the applied nursing research question(s). Information is skillfully organized with smooth transitions. High degree of scholarly analysis and interpretation of findings demonstrated.</td>
<td>A structure for communicating findings, incorporating a variety of charts, tables, or data displays is constructed. Results respond to the applied nursing research question(s). Information is organized with smooth transitions. A sufficient degree of analysis and interpretation of findings is demonstrated.</td>
<td>A structure for communicating findings, with some charts, tables, or data displays is constructed. Results may not respond to the applied nursing research questions or are inadequate. Organization of data presentation is difficult to follow; transitions are confusing or notably missing. Little ability to analyze and interpret data is demonstrated.</td>
<td></td>
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<tr>
<td>Summary of Findings, Conclusions, Implications Recommendations for Policy and Practice, Recommendations for Further Study</td>
<td>Summary includes an extensively developed and detailed description of findings, conclusions, and their implications with impressive evidence of a high degree of insight in the presentation of conclusions and recommendations for policy, practice, and further study. Discussion is skillfully woven together demonstrating a clear, obvious, and logical relationship between them.</td>
<td>Summary includes findings, conclusions, implications, recommendations for policy and practice and further research that are identified and detailed. However, the connection among the findings, conclusions, implications, and recommendations demonstrates a limited relationship.</td>
<td>Summary of findings, conclusions, implications, recommendations for policy and practice and further research are neither well developed nor detailed. The connection among these areas is not well woven together; severally limited or no demonstration of the relationship among them.</td>
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<tr>
<td>Scholarly Writing</td>
<td>Language is used skillfully to communicate complex ideas and claims; transitions are facilitated smoothly with appropriate headings and subheadings; each section logically flows to the next with easy transitions; work is focused and organized; the writing is grammatically correct and error free; writing clearly contributes to understanding the overall purpose and discussion.</td>
<td>Language is used well to communicate complex ideas and claims; transitions are facilitated with headings and subheadings; each section flows to the next; work is focused and organized; the writing is grammatically correct with two or less errors; one spelling error; writing adds to the overall purpose and discussion.</td>
<td>Language is used inconsistently to communicate complex ideas and claims; inconsistent use of transitions; needed headings and subheadings are either not present or inappropriate; flow is interrupted by poor organization, inconsistent focus; writing has some minor grammatical and/or spelling errors; the writing quality detracts from the overall purpose and discussion.</td>
<td>Language is used poorly to communicate complex ideas and claims; poor use of or lack of transitions; major headings and subheadings notably missing; poorly organized inhibiting writing flow, lack of focus; more than significant grammatical and/or spelling errors; the writing quality detracts from the overall purpose and discussion.</td>
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<tr>
<td>Adherence to APA or journal manuscript format requirements, if different (i.e., MLA or AMA)</td>
<td>APA style guidelines are followed consistently and correctly both in the body of the paper and in the reference list; APA error free.</td>
<td>APA style guidelines are followed both in the body of the paper and in the reference list; only one APA error.</td>
<td>APA style guidelines are inconsistently followed both in the body of the paper and in the reference list; two or three errors.</td>
<td>APA style guidelines are not followed both in the body of the paper and in the reference list; more than four errors.</td>
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<tr>
<td>Total (0-28)</td>
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</table>

Adapted from the CSULB Ed.D. in Educational Leadership Doctoral Project Evaluation and Rubric
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Meets Expectations</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Style</strong></td>
<td>Presentation is organized, and candidate is able to present in a scholarly manner.</td>
<td>Presentation is disorganized and difficult to follow. Candidate does not maintain eye contact and pace is uneven—hurried or too slow.</td>
</tr>
<tr>
<td><strong>Level of Presentation</strong></td>
<td>Level of presentation is appropriate as to content, length, and audience.</td>
<td>Length of presentation is either too short to adequately cover the content or excessive lengthy. Content is overly simplified or given in excessive detail.</td>
</tr>
<tr>
<td><strong>Ability to Communicate Pertinent Information</strong></td>
<td>Candidate is able to succinctly explain complex concepts and captures the attention of the audience. Easy to understand, yet clearly based in scholarly evidence. Able to respond articulately to questions about the DNP project and defend choice of methods and project conclusions/recommendations.</td>
<td>Candidate has difficulty explaining the content, loses train of thought while presenting, is difficult to understand, or does not hold the attention of the audience. Has difficulty responding to questions. Does not show command of the scholarly evidence related to the DNP project.</td>
</tr>
<tr>
<td><strong>Time</strong></td>
<td>Candidate stays within identified time frame of presentation.</td>
<td>Candidate does not complete the presentation within the identified time guidelines.</td>
</tr>
</tbody>
</table>
Appendix B
DNP Program Checklist

1. _____ Apply for admission
2. _____ Consult with School of Nursing for advisement
3. _____ Provide appropriate documents/materials as required

[Receive notification of admission from Admissions Office]
1. _____ Complete any course prerequisites and/or remove deficiencies if needed
2. _____ Consult advisor regarding official study plan. Retain a copy of approved plan.
3. _____ Apply for classified standing prior to completion of 9 units of study plan course work

[Receive notification of classified standing being granted from Graduate Studies Office, showing GSO approval of the study plan]
1. _____ If not received within a reasonable length of time, call the School of Nursing
2. _____ Complete course requirements
3. _____ Complete doctoral project following university and School Guidelines
4. _____ Obtain final approval doctoral project committee
5. _____ Apply for graduation check and advancement to candidacy prior to the beginning of the final semester and no later than the deadline initiating university review and formal approval by faculty.
6. _____ Obtain approval of university thesis reader
7. _____ Deposit approved copy of doctoral project in the campus bookstore by the applicable deadline

[Final, approved study plan, with School of Nursing recommendation, sent to GSO]
[Preliminary approval, pending adequate grades, and completion of any other requirements, granted by GSO]

1. _____ Supply link or submit approved electronic copy of doctoral project to the DNP Program Office at CSUF and at home campus
2. _____ Complete all general and specific requirements, other than final course examinations, by the last day of classes
3. _____ Make appropriate arrangements for cap, gown and hood rental in the campus bookstore.

[Final verification of completion of requirements sent by the GSO to the registrar]
[Receive notification of award of degree from registrar approximately 8 weeks after the end of semester.]
Appendix C
Technological Tools Available to You at CSUF

CSUF Campus wide Services
The California State University, Fullerton main website is: http://www.fullerton.edu
From this site you can access information about the University and enter the Portal. The Portal can only be accessed by admitted students and gives access to your email and courses. To enter the Portal, you must have an ID and password. Your ID is assigned by Admissions and Records and you also receive an initial PIN to use as a password.

Registration Information
Only admitted students can register for courses. http://www.fullerton.edu/titanonline

School of Nursing Resources
The School of Nursing also maintains a website where information about the programs, online applications, scholarship information, and forms for download are located. You can access the Nursing website at: http://nursing.fullerton.edu

TITANium Course Information
Most courses have an online component through TITANium (accessible through the campus portal) where you can access course information, submit assignments, review grades, etc.

General Computer Guidelines and Technology Requirements
For technology requirements and updates refer to the School of Nursing website.

Necessary Computer Skills
At a minimum, DNP students are expected to have the following computer skills:
  • Word processing in Microsoft Word (all related skills)
  • Power Point (beginning skills)
  • Microsoft Excel (beginning skills)
  • Upload and download files from the Internet and email
  • Use the CSUF library online
  • Manage browser settings
  • Search the Internet
  • Send and receive email

Electronic Mail
Electronic mail and computer files are considered private to the fullest extent permitted by law. Individuals should not be unwittingly exposed to offensive material by the deliberate and knowing acts of others. Sending and/or forwarding chain emails is prohibited by the School of Nursing.
General Email Guidelines:
1. Never assume your email is private. Compose emails using professional standards and taking into consideration that the email may be inappropriately circulated.
2. Do not open attachments from people you do not know because they may contain viruses.
3. Keep paragraph short and to the point, use white space to leave breaks between paragraphs
   a. Do not use all caps
   b. Use a signature with your email address and phone number
   c. Use the chain of command when sending email
4. Acronyms can be used to abbreviate when possible, however messages that are filled with acronyms can be confusing and annoying to the reader.
5. Emoticons can be used.
6. Be sure to use spell check.
7. Netiquette is the set of guidelines that is used in online communication. In brief, netiquette assumes that you will.
   a. Ask for clarification of postings you do not understand, rather than assuming the author is trying to start an argument
   b. Do not say anything in an email or posting that you would not say if the person was standing in front of you
   c. Avoid all the usual slang and jargon that is considered offensive in a face-to-face conversation.
   d. More information is available at: http://www.albion.com/netiquette/

Getting Help with Technical Problems:
Expect that you will have occasional or situational technical problems. Here is the general department standard for dealing with computer problems:
1. Attempt the process you are having trouble with two or three times.
2. Call or email your course manager regarding the problem. Make sure to include your first and last name, the course you are having trouble with, and information about the type of trouble you are having.
3. Give your course manager at least 24 hours to respond before you attempt to contact the course manager or anyone else about the problem you are having.
4. You are expected to have continuous access to a computer. You also need a backup plan if your computer fails for some reason. You can go to a library or cyber café in order to access your classes. You will be expected to maintain your participation in the online class, even during technical problems.
5. Maintain a list of phone numbers for your classmates so that you can help each other when technical problems arise.
6. Be sure to maintain backups of files and antivirus protection on your computer, this will also help you be more successful in the online class! The Titan Help Desk is available to students. They are open the same hours as the Library.

Basic technical help can be obtained from them:
Email: helpdesk@fullerton.edu
Phone: 657-278-7777
http://www.fullerton.edu/it/helpdesk
Appendix D
ANA Code of Ethics

The House of Delegates of the American Nurses' Association adopted a new Code of Ethics on July 1, 2001. The provisions that follow were approved for immediate use in educational and practice settings. The Congress on Practice had not yet approved the new interpretive statements at the time of publishing this Handbook.

The Code of Ethics for Nurses

Provisions:
1. The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.

2. The nurse's primary commitment is to the patient, whether an individual, family, group or community.

3. The nurse promotes, advocates for and strives to protect the health, safety and rights of the patient.

4. The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse's obligation to provide optimum patient care.

5. The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence and to continue personal and professional growth.

6. The nurse participates in establishing, maintaining and improving health care environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action.

7. The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.

8. The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.

9. The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice and for shaping social policy.
Appendix E
Resource Information

Mailing address:
CSU, Fullerton
Dept. of Nursing EC 190
800 N. State College Blvd.
Fullerton, CA 92831

Important Web Sites
- CSUF main web site: www.fullerton.edu
- School of Nursing: www.nursing.fullerton.edu
- Financial Aid: http://www.fullerton.edu/financialaid
- CSUF Bookstore: http://bookstore.fullerton.edu
- Titan Online: https://titanonline.fullerton.edu
- BRN Website: http://www.rn.ca.gov
- Graduate Forms: http://www.fullerton.edu/graduate/forms.htm
- Free Counseling: http://www.fullerton.edu/shcc/CAPS
- Campus Map/Directions: http://www.fullerton.edu/campusmap
- E-mail policy and FAQs: http://www.fullerton.edu/TitanAppsHelp/FAQs.htm
- Pollak Library: www.library.fullerton.edu
- Graduate Studies: www.fullerton.edu/graduate

Federal School Code (FAFSA, etc): 001137

CSUF BRN Provider: #13309

Important Phone Numbers
- DNP Program Questions: 657-278-8615 or dnp@fullerton.edu
- Main Nursing Dept: 657-278-3336
- Nursing Advisement Center: phone: 657-278-3217, fax: 657-278-2096
- Campus Operator: 657-278-2011

The University IT Help Desk
The Help Desk (657-278-7777) is available to assist students with computer/technology related problems.

Directory: Telephone Services
The main campus telephone number is 657-278-2011. All individual campus telephone numbers use the 278 prefix followed by the extension number. From a phone on campus, only the extension number is required. Phone Directory: http://my.fullerton.edu/directory