# TABLE OF CONTENTS

## Part I - Introduction

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>4</td>
</tr>
<tr>
<td>Department of Nursing Mission Statement</td>
<td>5</td>
</tr>
<tr>
<td>Philosophy of Nursing</td>
<td>5</td>
</tr>
<tr>
<td>Conceptual Framework</td>
<td>8</td>
</tr>
<tr>
<td>Purpose of the Master of Science in Nursing Program</td>
<td>9</td>
</tr>
<tr>
<td>Objectives of the Master of Science in Nursing Program</td>
<td>9</td>
</tr>
<tr>
<td>Objectives of Role Specialization</td>
<td>9</td>
</tr>
<tr>
<td>Graduate Student Outcome Definitions</td>
<td>9</td>
</tr>
<tr>
<td>Core Competencies of Clinical Nurse Specialist</td>
<td>10</td>
</tr>
<tr>
<td>Core Competencies of Nurse Educators</td>
<td>11</td>
</tr>
<tr>
<td>Core Competencies of Nurse Practitioner</td>
<td>12</td>
</tr>
<tr>
<td>Admission and Progression Overview</td>
<td>15</td>
</tr>
</tbody>
</table>

## Programs of Study

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guidelines of Responsibilities for Practicum</td>
<td>21</td>
</tr>
<tr>
<td>Preceptor/Agency Information Sheet</td>
<td>30</td>
</tr>
<tr>
<td>Preceptor Curriculum Vitae Form</td>
<td>36</td>
</tr>
<tr>
<td>Position Statement Regarding Universal Precautions</td>
<td>37</td>
</tr>
<tr>
<td>Health and Immunization Requirements for Nursing Students</td>
<td>38</td>
</tr>
<tr>
<td>Resources for Graduate Students</td>
<td>42</td>
</tr>
<tr>
<td>Clinical Sites</td>
<td>45</td>
</tr>
<tr>
<td>Academic Honesty/Dishonesty Information</td>
<td>55</td>
</tr>
<tr>
<td>Academic Probation Policy</td>
<td>55</td>
</tr>
<tr>
<td>Student Appeals Procedure Graduate Level</td>
<td>56</td>
</tr>
<tr>
<td>Master's Project (298) Committee Assignment Form</td>
<td>57</td>
</tr>
<tr>
<td>NURS 298 Graduate Project Template</td>
<td>58</td>
</tr>
<tr>
<td>NURS 298 Sample Project Format</td>
<td>59</td>
</tr>
<tr>
<td>NURS 298 Graduate Project Writing Guide</td>
<td>59</td>
</tr>
<tr>
<td>NURS 298 Project Timelines</td>
<td>72</td>
</tr>
<tr>
<td>Master's Thesis (299) Committee Assignment Form</td>
<td>74</td>
</tr>
<tr>
<td>Thesis/Dissertation Committee Policy and Guidelines</td>
<td>75</td>
</tr>
</tbody>
</table>

TABLE OF CONTENTS (Continued)
<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Procedures for Handling Potential Thesis Problems</td>
<td>80</td>
</tr>
<tr>
<td>Human Subjects Guidelines</td>
<td>82</td>
</tr>
<tr>
<td>Guidelines for Submission of Thesis/Project Proposal to the Human Subjects Sub-Committee</td>
<td>84</td>
</tr>
<tr>
<td>Human Subjects Sub-Committee Check List</td>
<td>86</td>
</tr>
<tr>
<td>Sub-Committee on Human Subjects Application Form for Review</td>
<td>87</td>
</tr>
<tr>
<td>Application Form: Unfunded Research – CSUF Committee on the Protection of Human Subjects</td>
<td>88</td>
</tr>
<tr>
<td>Application Form: Funded Research – CSUF Committee on the Protection of Human Subjects</td>
<td>90</td>
</tr>
<tr>
<td>Departmental (Unit) Review Form: CSUF Committee on the Protection of Human Subjects</td>
<td>91</td>
</tr>
<tr>
<td>Sample A: Thesis Consent Form</td>
<td>92</td>
</tr>
<tr>
<td>Sample B: Physician Consent Form</td>
<td>92</td>
</tr>
<tr>
<td>Sample C: Informed Consent Form</td>
<td>93</td>
</tr>
<tr>
<td>The Thesis Process: Questions and Answers</td>
<td>94</td>
</tr>
<tr>
<td>Thesis 299 Process Checklist</td>
<td>97</td>
</tr>
<tr>
<td>Thesis 299 Submission and Review Procedures</td>
<td>99</td>
</tr>
<tr>
<td>Requirements for Final Thesis Drafts</td>
<td>100</td>
</tr>
<tr>
<td>Thesis Template</td>
<td>101</td>
</tr>
<tr>
<td>Guidelines for the Completion of the Advancement to Candidacy Petition</td>
<td>102</td>
</tr>
<tr>
<td>Course Limitations for Graduate Programs</td>
<td>105</td>
</tr>
<tr>
<td>Glossary of Terms</td>
<td>106</td>
</tr>
<tr>
<td>Graduate Writing Requirement</td>
<td>109</td>
</tr>
<tr>
<td>Signature Page</td>
<td>110</td>
</tr>
</tbody>
</table>
PART I

INTRODUCTION

This handbook is designed to familiarize the graduate nursing student with general information about the Graduate Program of the Department of Nursing. In addition, the student should be familiar with relevant sections of the university General Catalog which supersedes this handbook. Periodic contact with the nursing graduate coordinator and the Division of Graduate Studies website is recommended for validation of specific relevant dates and deadlines, but students are ultimately responsible for meeting official deadlines and filing necessary documents with the university graduate department.

This handbook is subject to review and recommendation of the faculty of the Department of Nursing. These changes will be reflected in each updated edition. Your input is invited.
Department of Nursing

Mission Statement

The mission of the Department of Nursing at California State University, Fresno is to offer quality nursing education to undergraduate and graduate nursing students that prepares nurses with clinical decision-making skills based on theory and research. Additionally, the department seeks to establish an academic foundation for Advanced Practice Nursing and Doctoral preparation. As life-long learners, graduates are prepared for delivering quality health care to diverse populations across environments. Graduates will lead, teach, supervise, delegate, manage, evaluate care outcomes, and demonstrate the ability to act as consumer advocates in promoting wellness and facilitating change.

Approved by Faculty Council: 8/23/13

Philosophy of Nursing

California State University, Fresno offers comprehensive programs that lead to the bachelor's, masters, and doctoral degrees in a wide variety of fields of study. A strong general education component in the undergraduate programs fosters the importance of lifelong learning. The master's programs are designed to provide specialized study in selected advanced practice fields. The doctoral programs are designed for students to perform applied research, develop scientific knowledge, and practice expertise to assure quality patient outcomes. The University's special commitment to the San Joaquin Valley is to prepare students for industries and professions serving the community. To achieve the mission, California State University, Fresno supports applied research and public service programs as a means to enhance faculty development and instruction, especially those which contribute to the intellectual, social, cultural, and economic vitality of the San Joaquin Valley and California.

The Department of Nursing philosophy, consistent with the mission of the University and College of Health and Human Services, is an expression of the commitment to excellence in professional education in meeting the health needs of the community. The Department of Nursing, therefore, offers a baccalaureate program for generalists, a School Nurse Credential Program, a master's program for advanced practice in selected areas and a doctoral program for conducting clinical scholarship in the field of advanced practice nursing. In order to meet the rapidly changing needs of society and the requirements of the profession, the faculty continually evaluates existing programs for effectiveness, initiate new programs, and implement change when necessary. The faculty believes that the nursing profession is characterized by the four concepts of person, environment, health, and nursing.

The faculty further believes that a person is a unique being in constant interaction with environmental stressors: intrapersonal, interpersonal, and extrapersonal in nature. Response to these stressors is influenced by the interaction of the individual's physiological, psychological, sociocultural, and developmental variables. It is also believed that individuals have the right to make decisions that affect their lifestyle and well-being. The environment encompasses internal and external forces including societal, technological, cultural, and other multidimensional influences.

Health and illness are viewed as continuing processes along a wellness-illness continuum, in which the individual attempts to achieve a sustainable balance between needs and available
resources. Nursing responds to the reciprocal interaction between the person and the environment to facilitate a state of dynamic equilibrium or change in the level of health at any point along the wellness-illness continuum. Nursing is directed toward reducing stress factors that influence or could influence the attainment of an optimum level of wellness by an individual, family, or community.

This goal is achieved through the nursing process, a systematic, problem-solving technique used for implementing independent, interdependent, and dependent nursing actions. This process consists of assessing the person’s actual and/or potential health problems, constructing a diagnostic statement, formulating goals and objectives with expected outcomes, implementing therapeutic interventions, and evaluating the effectiveness of these interventions/preventions. The philosophy of the department is actualized through application of the Neuman Systems Model. Nursing is advancing into a new era of expanding roles, responsibilities and functions in primary, secondary, and tertiary preventions. Faculty are responsible for the preparation of professional nurses who can assume current nursing roles and adapt to future health needs and evolving health care requirements. Thus, professional nursing education requires a flexible curriculum that emphasizes a total person approach and is based on evolving nursing theory and knowledge from the sciences and other related disciplines.

The faculty believes that learning is a process that influences and promotes change in behavior. Learning is viewed as a life-long process involving the continuing development of personal, intellectual, and professional growth. Learning is facilitated by professional role modeling and an educational environment conducive to the exchange of ideas, critical thinking, decision-making, creativity, experimentation, and innovation.

Inherent in the teaching/learning process is the reciprocal responsibility of faculty and students in influencing the process of learning outcomes. In this relationship, faculty serves as role models and valuable resources in facilitating the advancement of nursing practice through leadership, research, and scientific inquiry. The faculty recognize the unique diversity of the residents of the central San Joaquin Valley, including their cultural and ethnic backgrounds, language, beliefs, values, learning styles, goals, and support systems. This diversity is viewed as an asset that is incorporated into curriculum development, implementation, and evaluation. The learner is expected to exhibit self-direction, and a sense of responsibility and accountability in mastery of knowledge and skills consistent with professional practice.

As scholars, nurses, and citizens, faculty accept the responsibility for the development of the profession and improvement of health care through continuing practice, study, and research. The faculty believes that well developed leadership abilities are essential in professional practice. Nurses need to seek improved ways of service to clients through research and effective dissemination of knowledge.

The faculty is committed to an educational process that prepares undergraduate nurses for entry level positions in nursing. Consistent with the concept of career mobility, opportunities are provided for returning RNs to articulate with the program at appropriate academic levels. The generalist education of the baccalaureate program serves as a foundation for graduate education in nursing.

The Master of Science in nursing program prepares professionals in the functional roles of primary care nurse practitioner, clinical nurse specialist, and nursing educator. The second professional degree also provides foundation for doctoral study.
The graduate curriculum supports the functional areas and facilitates competence in the essential clinical domains which include: Management of client health/illness status; The nurse-client relationship; Teaching and outcome based evaluations; Professional role development; Health promotion and human diversity; Managing health care delivery systems; and Monitoring quality of health care practice.
Graduate Handbook   5.24.11
Page 7

California State University, Fresno
Department of Nursing

Conceptual Framework

The graduate program in nursing at California State University, Fresno utilizes the Neuman Systems Model. The framework evolves from the philosophy and focuses on the domains of client, environment, health, and nursing.

Client/Client System

The client/client system (person) is viewed as a composite of variables (physiological, psychological, socio-cultural, developmental, and spiritual), each of which is a subpart of all parts, forms the whole of the client. The client as a system is composed of a core or basic structure of survival factors and surrounding protective concentric rings. The concentric rings are composed of similar factors, yet serve varied and different purposes in retention, attainment, or maintenance of system stability and integrity or a combination of these.

Environment

The environment consists of both internal and external forces surrounding the client, influencing and being influenced by the client, at any point in time, as an open system. The created environment is an unconsciously developed protective environment that binds system energy and encompasses both the internal and external client environments.

Health

Health is a continuum of wellness to illness, dynamic in nature, and is constantly subject to change. The client is in a dynamic state of either wellness or illness, in varying degrees, at any given point in time.

Nursing

Nursing is a unique profession concerned with all variables affecting clients in their own environment. Nursing actions are initiated to best retain, attain, and maintain optimal client health or wellness using the three preventions (primary, secondary, tertiary) as interventions to keep the system stable.

All concepts identified in the curriculum are introduced in the first semester nursing course as the theoretical foundation for professional nursing. The central concepts of client, environment, health, and nursing are utilized in the curriculum as vertical strands and denote introduction, placement and study of specific content, and experience relevant to the concept in the curriculum.

Reviewed March 28, 2008; February 28, 2013
Purpose of the Master of Science in Nursing Program

The purpose of the Master of Science in Nursing program is to prepare nurses for advanced practice in the functional roles of primary care nurse practitioner, clinical nurse specialist, and nurse educator. Each graduate of the master’s in nursing program must demonstrate advanced knowledge and skill in physical diagnosis, psychosocial assessment, and management of health-illness needs in complex client and community systems. The program provides a foundation for doctoral study in nursing.

The Family Nurse Practitioner, Pediatric Nurse Practitioner, Adult-Gero Clinical Nurse Specialist/Nurse Educator and Pediatric Clinical Nurse Specialist/Nurse Educator programs have met all of the American Nurses Credentialing Center’s (ANCC) certification eligibility educational requirements. Students who complete one of these programs have the educational preparation to sit for the ANCC certification for that specific role and population.

Approved by Faculty Council: 5/14/99; Revised 5/23/05; 8/23/13

Objectives of the Master of Science Program

Regardless of the area of specialization, the role of a nurse with a master’s degree requires the ability to think critically, to apply complex concepts to practice, and to provide leadership in the areas of scientific inquiry and advanced practice. Faculty is committed to providing educational experiences which facilitate the development of these competencies.

The department mission statement, philosophy, and program purpose provide the conceptual framework for the program objectives listed below. Major strands associated with each objective are in parentheses.

1. Analyze nursing phenomena through the implementation of the research process and the application of conceptual models of nursing (systematic inquiry).
2. Demonstrate the application of advanced nursing practice concepts with individual, family, and community systems through implementation of Neuman’s Health Care System Model (advanced practice).
3. Contribute to the advancement of nursing practice and research through analysis, synthesis, application, and extension of nursing conceptual models. (systematic Inquiry and advanced practice).
4. Advance professional role performance by implementing concepts of collaboration, consultancy, teaching, leadership, and research in advanced nursing practice (social organization).

Objectives for Role Specialization

Objectives for the role specialization options of clinical specialist, nurse educator, and nurse practitioner define the specific competencies of each role and are congruent with the overall program objectives.
Clinical Nurse Specialist:

The CNS Adult Gerontology and Pediatric Program Outcomes and curriculum are organized around the CNS Competencies developed by the National Association of Clinical Nurse Specialists. These competencies have been identified as necessary for safe and comprehensive practice as a CNS. The program objectives provide the guideline for the development of each set of course objectives.

1. Goals and Student Learning Outcomes for the Clinical Nurse Specialist:

A. Competency I ~ Direct Care.
   Upon completion of this program, the student will be able to:
   1. Perform a comprehensive holistic assessment of patients with specific health conditions.
   2. Provide direct care to patients with specific health conditions.
   3. Develop and initiate plans to promote health and quality of life for these patients.

B. Competency II ~ Consultation and Collaboration
   Upon completion of this program, the student will be able to:
   4. Problem solve, plan, and interact with multi-disciplinary professionals.
   5. Initiate collaborative strategies with other CNS’s.
   6. Utilize collaborative dynamics to configure the needs, preference, and recognized strengths of the patient and family into an integrated health care plan to optimize outcomes.

C. Competency III ~ Systems Leadership:
   Upon completion of this program, the student will be able to:
   7. Act as a change agent in influencing and empowering health care associates.
   8. Integrate new technology into the system of care.
   9. Monitor performance outcomes relating to acute conditions in conjunction with supervisory APRN’s.

D. Competency IV ~ Ethical decision making, moral agency and advocacy
   Upon completion of this program, the student will be able to:
   10. Identify and discuss issues related to a CNS moral agency surrounding ethics and legal issues in health care in a holistic approach.

E. Competency V ~ Coaching:
   Upon completion of this program, the student shall be able to:
   11. Provide skilled guidance and teaching of issues related to the health and illness continuum of to patient, families, groups of families and the profession of nursing.
   12. Educate and advise patients’ families, caregivers, and nursing on sensitive issues, such as end of life issues and complex physical and mental health treatments.

F. Competency VI ~ Research:
   Upon completion of this program, the student shall be able to:
   13. Analyze, monitor, and apply evidence-based research findings into the care of the adult/geriatric or pediatric populations.
   14. Analyze and incorporate conceptual models and theories of care of the population focus.
   15. Use advanced critical thinking and clinical decision making to analyze case studies within the continuum of the population focus.
16. Demonstrate cultural competence in working with diverse patients and families.


Nurse Educator:

The following expected outcomes are entry-level competencies for all Nurse Educators. The Nurse Educator portion of the Clinical Nurse Specialist Option outcomes and curriculum are organized around the National League for Nursing core competencies for nurse educators. The program objectives provide the guideline for the development of each set of course objectives.

I. Goals and Student Learning Outcomes for the Nurse Educator:

A. Competency I-Facilitate Learning;
   Upon completion of this certificate program, the student shall be able to:
   1. Implements a variety of teaching strategies appropriate to learner needs, desired learner outcomes, content, and context
   2. Grounds teaching strategies in educational theory and evidence-based teaching practices
   3. Recognizes multicultural, gender, and experiential influences on teaching and learning
   4. Uses information technologies skillfully to support the teaching-learning process

B. Competency II-Facilitate Learner Development and Socialization
   Upon completion of this certificate program, the student shall be able to:
   5. Identifies individual learning styles and unique learning needs of international, adult, multicultural, educationally disadvantaged, physically challenged, at-risk, and second degree learners
   6. Fosters the cognitive, psychomotor, and affective development of learners
   7. Recognizes the influence of teaching styles and interpersonal interactions on learner outcomes

C. Competency III-Use Assessment and Evaluation Strategies
   Upon completion of this certificate program, the student shall be able to:
   8. Uses a variety of strategies to assess and evaluate learning in the cognitive, psychomotor, and affective domains
   9. Implements evidence-based assessment and evaluation strategies that are appropriate to the learner and to learning goals
   10. Uses assessment and evaluation data to enhance the teaching-learning process
   11. Demonstrates skill in the design and use of tools for assessing clinical practice

D. Competency IV-Participate in Curriculum Design and Evaluation of Program Outcomes
   Upon completion of this certificate program, the student shall be able to:
12. Demonstrates knowledge of curriculum development including identifying program outcomes, developing competency statements, writing learning objectives, and selecting appropriate learning activities and evaluation strategies
13. Bases curriculum design and implementation decisions on sound educational principles, theory, and research
14. Revises the curriculum based on assessment of program outcomes, learner needs, and societal and health care trends

E. Competency V-Function as a Change Agent and Leader
Upon completion of this certificate program, the student shall be able to:
15. Models cultural sensitivity when advocating for change
16. Evaluates organizational effectiveness in nursing education
17. Implements strategies for organizational change
18. Promotes innovative practices in educational environments

F. Competency VI-Pursue Continuous Quality Improvement in the Nurse Educator Role
Upon completion of this certificate program, the student shall be able to:
19. Uses feedback gained from self, peer, student, and administrative evaluation to improve role effectiveness
20. Uses knowledge of legal and ethical issues relevant to higher education and nursing education as a basis for influencing, designing, and implementing policies and procedures related to students, faculty, and the educational environment

G. Competency VII-Engage in Scholarship
Upon completion of this certificate program, the student shall be able to:
21. Designs and implements scholarly activities in an established area of expertise
22. Disseminates nursing and teaching knowledge to a variety of audiences through various means

H. Competency VIII-Function within the Educational Environment
Upon completion of this certificate program, the student shall be able to:
23. Uses knowledge of history and current trends and issues in higher education as a basis for making recommendations and decisions on educational issues
24. Develops networks, collaborations, and partnerships to enhance nursing’s influence within the academic community
25. Incorporates the goals of the nursing program and the mission of the parent institution when proposing change or managing issues

Developed by the NLN’s Task Group on Nurse Educator Competencies (2005)

Nurse Practitioner:

The following expected outcomes are entry-level competencies for all Nurse Practitioners. The Nurse Practitioner outcomes and curriculum are organized around the National Organization of Nurse Practitioner Faculties (NONPF) core competencies for nurse practitioners. The program objectives provide the guideline for the development of each set of course objectives.
1. Goals and Student Learning Outcomes for the Nurse Practitioner:

   A. Scientific Foundation Competencies
      1. Critically analyze data and evidence for improving advanced nursing practice.
      2. Integrate knowledge from the humanities and sciences within the context of nursing science.
      3. Translate research and other forms of knowledge to improve practice processes and outcomes.
      4. Develop new practice approaches based on the integration of research, theory, and practice knowledge.

   B. Leadership Competencies
      5. Assume complex & advanced leadership roles to initiate & guide change.
      6. Provide leadership to foster collaboration with multiple stakeholders to improve health care.
      7. Communicate practice knowledge effectively both orally and in writing.
      8. Participate in professional organizations & activities that influence advanced practice nursing and/or health outcomes of a population focus.

   C. Quality Competencies
      9. Use best available evidence to continuously improve quality of clinical practice.

   D. Practice Inquiry Competencies
      11. Provide leadership in the translation of new knowledge into practice.
      12. Generate knowledge from clinical practice to improve practice and patient outcomes.
      13. Apply clinical investigative skills to improve health outcomes.
      14. Disseminate evidence from inquiry to diverse audiences using multiple modalities
      15. Analyze clinical guidelines for individualized application into practice.

   E. Technology & Information Literacy Competencies
      16. Integrate appropriate technologies for knowledge management to improve health care.
      17. Translate technical & scientific health information appropriate to various users’ needs.
      18. Demonstrate information literacy skills in complex decision making.

   F. Policy Competencies
      19. Demonstrate an understanding of the interdependence of policy and practice.
      20. Analyze ethical, legal, and social factors influencing policy development.

   G. Health Delivery System Competencies
      21. Apply knowledge of organizational practices & complex systems to improve health care delivery.
      22. Facilitate the development of health care systems that address the needs of culturally diverse populations, providers, and other stakeholders.
      23. Collaborate in planning for transitions across the continuum of care.

   H. Ethics Competencies
      24. Integrate ethical principles in decision making.
      25. Evaluate the ethical consequences of decisions.
      26. Apply ethically sound solutions to complex issues related to individuals, populations & systems of care.

   I. Independent Practice Competencies
27. Demonstrate the highest level of accountability for professional practice.
28. Practice independently managing previously diagnosed and undiagnosed patients.
29. Provide patient-centered care recognizing cultural diversity & the patient or designee as a full partner in decision-making.

ADMISSION AND PROGRESSION OVERVIEW
(For information about University Admission, see General Catalog, Graduate Studies Section)

GENERAL INFORMATION
The department offers a Commission on Collegiate Nursing Education (CCNE) accredited program which leads to the Master of Science degree in Nursing (MSN). The purpose of the program is to prepare nurses for advanced practice in the functional roles of primary care nurse practitioner and clinical nurse specialist/nurse educator. Each graduate of the master’s in nursing program must demonstrate advanced knowledge and skill in physical diagnosis, psychological assessment, and management of health-illness needs in complex client and community systems. The program provides a foundation for doctoral study in nursing.

Students select a functional role of either nurse practitioner or clinical nurse specialist/nurse educator. The nurse practitioner program has two options: Family Nurse Practitioner (FNP) and Pediatric Nurse Practitioner (PNP). The MSN NP program consists of 40 graduate units. The Clinical Nurse Specialist/Nurse Educator program also has two options: Pediatric CNS/Nurse Educator and Adult-gero CNS/Nurse Educator. The MSN CNS/Nurse Educator program consists of 44 graduate units.

Clinical Hours
In the FNP program, students must complete a minimum of 612 direct patient care clinical hours. Clinical hours are to be completed in a primary care site, such as with a family practice or internal medicine physician or master’s prepared Family Nurse Practitioner. Of these hours, 306 hours must be completed in an underserved site. If you are unsure whether a site is underserved or not, please check with the program clinical coordinator. At least 40 hours must be spent caring for pediatric patients, and at least 40 hours with geriatric patients. Not more than 40 hours may be spent in any one specialty rotation, such as dermatology, cardiology, etc.

In the PNP program, students must complete a minimum of 612 direct patient care clinical hours. Clinical hours are to be completed in a pediatric primary care site, such as with a pediatrician or master’s prepared Pediatric Nurse Practitioner. Of these hours, 306 hours must be completed in an underserved site. If you are unsure whether a site is underserved or not, please check with the program coordinator. Not more than 40 hours may be spent in any one specialty rotation, such as dermatology, cardiology, etc.

In the CNS/Ns.Ed. program, students must complete a minimum of 510 hours of direct patient in a variety of approved settings. The adult-Gerontology CNS student will have a large concentration of practicum hours in acute and chronic hospital and clinic settings as well as skilled nursing facilities, home health, hospice and other suitable sites. The pediatric CNS student will have a large concentration of practicum hours in acute and chronic hospital and clinic settings as well as a variety of other appropriate settings. All CNS students will work under the guidance of a clinical nurse specialist preceptor to incorporate course objectives.

The Nurse Educator student must complete a minimum of 135 hours of practicum teaching experience under the guidance of a masters prepared nurse educator in hospital and clinical settings, graduate and undergraduate nursing classroom settings, and in community-based agencies developing curricula, instructing, evaluating learning and implementing new technologies.

Post-Master’s certificate students are students who have already earned a Master’s degree in nursing and may apply to the post-master’s options of family nurse practitioner, pediatric nurse practitioner, adult-gerontology clinical nurse specialist/nurse educator, or pediatric clinical nurse
specialist/nurse educator. Applicants may receive credit toward the certificates for graduate courses taken previously. Typically the main courses that are requested for credit are the advanced theories and advanced issues courses. In order to request a course substitution, the applicant must submit a copy of the course description, objectives, and assignments for review by the graduate coordinator. At that time, the course of study will be determined with input from the student and department graduate curriculum committee. Students seeking post-master’s certificates are exempt from some coursework and have a shorter program. Generally all post-master’s certificate students must complete minimum practicum hours in their chosen option.

**UNIVERSITY GRADUATE SCHOOL ADMISSION PROCESS**

Application and progression at the University level.

1. **Phase One:**
   a) File application for graduate admission with the designated fee to the University by March 1. You can apply online at [http://www.csumentor.edu/AdmissionApp/grad_apply.asp](http://www.csumentor.edu/AdmissionApp/grad_apply.asp)
   b) File official transcripts from all post-secondary schools. Transcripts should be sent to the Graduate Admission's Office, Joyal Administration Building, 5150 N. Maple, M/S JA57, Fresno, CA 93740-8026, by calling (559) 278-4073. Graduate Admissions will verify cumulative GPA of 2.50 on last 60 units. All transcripts of international students will be evaluated by the Division of International Students at the University level.
   c) **GRE scores are required for admission to graduate programs in nursing and must be filed with the University.**
   d) The Graduate Admissions Office will verify information and forward the file to the Department of Nursing. **Note:** The Department of Nursing will not process applications until applicant has applied to the University.
   e) Students enrolled at California State University, Fresno as post-baccalaureate students must submit a Change of Major form to the Division of Graduate Studies office before their applications can be processed by the Department of Nursing.

2. **Phase Two:** Admission to the Division of Graduate Studies with graduate standing:
   a) Conditionally classified standing - student is admitted with deficiencies which can be remedied by additional preparation.
   b) Classified standing - student fully meets all admission requirements.
DEPARTMENT OF NURSING ADMISSION PROCESS

1. File Department of Nursing Graduate Program Application by April 1 with copies of the following:
   
a. Official transcripts from all post-secondary schools. Transcripts must indicate:
      1. Baccalaureate Degree in Nursing from NLN or CCNE accredited school with cumulative GPA of 3.0.
      2. Completion of statistics, introductory nursing research and health assessment.
   b. Registered Nurse Licensure in California.
   c. Include three (3) signed letters of recommendation (see guidelines).
   d. Department of Nursing's Graduate Program Written Essay.
   e. GRE scores on file with University (verbal 160 minimum and analytical 4.0 minimum).

2. Selection: Candidates selected for admission will be notified by mail by July 1.

CONTINUING ENROLLMENT REQUIREMENTS

Current California Registered Nursing License must be maintained throughout enrollment in the program. Current professional liability and malpractice insurance must be maintained through current enrollment throughout the program. Current CPR certification must be maintained throughout enrollment in the program. Health clearance from University Health Office indicating student meets the requirements of the Department of Nursing. These requirements are consistent with university and clinical agency requirements.

CLASSIFIED STANDING CRITERIA: UNIVERSITY

Classified graduate standing gives a student permission to work toward qualifying for candidacy. A student should be classified by the semester in which a maximum of 10 units to be used toward the master’s degree are completed. A GPA of 3.0 in these 10 program units is required. Typically, nursing graduate students will be admitted with Classified Standing as long as they have completed statistics, introductory nursing research and health assessment; but each student should check with the Graduate Coordinator for any specific conditions of admission.

GRADUATE WRITING REQUIREMENT

All students must meet the University’s graduate writing proficiency requirement prior to being advanced to candidacy for the master’s degree. Students fulfill the writing requirement by passing the writing component of NURS 221 –Theories Foundations. The assigned course faculty will evaluate the proposal for demonstration of writing competence.

Appeal Process
In the case of a failure to fulfill the graduate writing requirement, the student must resubmit the thesis/project to the course faculty for approval prior to progressing. Students will find the Graduate Writing Studio a helpful resource to assist in meeting writing requirements.
PETITION FOR ADVANCEMENT TO CANDIDACY: UNIVERSITY

The approved degree program for the master's degree is a coherent pattern of (1) specific requirements and (2) additional courses selected to meet the student's particular needs.

1. Departmental recommendation for advancement to candidacy is made on a petition form available from the Division of Graduate Studies. On this petition form, the student lists courses which will constitute the degree program.

2. At least 28 units of the 40/44-unit program must be residence credit (courses taken through regular enrollment at CSU-Fresno).

3. No more than 12 units, (either transfer units or CSU, Fresno Extension units) may be included in the 40 unit program nurse practitioner option or 13 units in the clinical nurse specialist/nurse educator option.

PROGRAM ADJUSTMENTS

Students are responsible for completing the specific courses listed on the filed Petition for advancement to Candidacy form.

1. Once a program has been approved by the university Graduate Committee, it may be changed only on the written request of the student and the Graduate Coordinator with the approval of the Dean, Division of Graduate Studies.

2. Program adjustment forms are available in the Division of Graduate Studies.

3. Change of Option: Once a student has been accepted in an option, a change of program option requires the student to reapply to the nursing program and follow all of the new applicant process.

CULMINATING EXPERIENCE

A culminating experience is required for each master's degree. Acceptable culminating experiences include thesis (NURS 299) or project (NURS 298). Candidates are required to select one of these experiences to complete the degree.

1. Types:

   a. A thesis (NURS 299) is the written product of the systematic study of a significant problem. It clearly identifies the problem, states the major assumptions, explains the significance of the undertaking, sets forth the sources for and methods of gathering information analyzes the data, and offers a conclusion or recommendation. The finished product must evidence originality, critical and independent thinking, appropriate organization and format, clarity of purpose, and accurate and thorough documentation. An oral defense of the thesis will be required. An approval signature from the Graduate Coordinator is required.

   b. A project (NURS 298) is a significant undertaking of a pursuit appropriate to the fine and applied arts or to professional fields. It must evidence originality and independent
thinking, appropriate form, and organization, and a rationale. It must be described and summarized in a written abstract that includes the project's significance, objectives, methodology, and a conclusion or recommendation. An oral defense of the project may be required. An approval signature from the Graduate Coordinator is required.

2. Candidates follow all University and Departmental requirements for a culminating experience.

   a. Whether a student is preparing a thesis or project it should be noted that quality of work accomplished is a major consideration in judging acceptability. The finished thesis/project must evidence originality, appropriate organization, clarity of purpose, critical analysis, and accuracy and completeness of documentation where needed. Critical and independent thinking should characterize every project. Mere description, cataloging, compilation, and other superficial procedures are not adequate. The quality of writing, format, and documentation must meet standards appropriate for publication in the scholarly journals of the fields, or be consistent with the dictates of an authorized stylebook. A University approved editor is required to establish the finished document meets University writing standards.

   The culminating experience is a required individual candidate experience. It is not a group experience and therefore, the product must be the candidate's own scholarly work. For more information, consult the California State University, Fresno General Catalog.

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### THESIS OR PROJECT RESEARCH INVOLVING HUMAN SUBJECTS

Students conducting thesis/project research involving human subjects should not begin use of human subjects until written approval from the departmental Human Subjects Committee has been granted.

1. Research classified as **at risk** requires both Department and University Human Subjects Committee approval. Students should allow at least one month for Committee review.

2. Research classified as **not at risk** requires only Human Subjects Committee approval from the Nursing Department only.

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### TIME LIMITATIONS AND VALIDATION

1. Exclusive of prerequisite coursework, a period of five years is allowed for the completion of all requirements for the master's degree. Courses completed after the cut off date cannot be used to meet requirements for a degree, except through validation.

2. Validation of out-of-date coursework may be considered if such work has been previously approved on the Petition for Advancement to Candidacy. Currently, a maximum of one-third of required degree units may be validated by such means.

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### APPEALS AND PETITIONS

1. Graduate students wishing to request substitutions or modifications in a department's degree requirements should initiate their request through the department's Graduate Committee.

2. Request for exceptions to established university policies governing graduate study may be addressed to the Dean, Division of Graduate Studies, and also to the University Graduate Committee.

3. Information concerning grade protest procedures is available in the Office of the Dean of Student Affairs.
REQUEST THAT MASTER'S DEGREE BE GRANTED

a. Request that the master's degree be granted (which includes the graduation fee) must be filed within the first two weeks of the semester in which the work is to be completed.

b. Applicants must be enrolled (see Continuous Enrollment).

c. During the summer, the request should be filed before the end of the second week of the first summer session.

d. Prior to filing a request for the master's degree to be granted, the student should check with the graduate coordinator in order to ensure that all program requirements have been completed or will be by the end of the semester. A clearance signature of the Graduate Coordinator is required. Participation in graduation ceremonies is to be coordinated with program completion.

e. Once all requirements for the degree to be granted have been met, it is the student's responsibility to ensure that all necessary paperwork, including the Degree Clearance paperwork, is submitted to the Division of Graduate Studies by the published deadlines.

f. Failure to complete the requirements for the degree during the semester (or summer) of the application necessitates the filing of a new application, including a reapplication fee, for the semester of actual completion.

NOTE: Both University and Department requirements must be met to receive a degree from California State University, Fresno.
### PROGRAMS OF STUDY

**Master of Science Degree in Nursing**  
**Nurse Practitioner Options**

#### PROGRAM OF STUDY
A minimum of 40 units is required for the MSN in Primary Care Nursing/Nurse Practitioner

#### CORE COURSES ~ 13 UNITS

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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<tbody>
<tr>
<td>NURS 211~Advanced Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>NURS 212~Advanced Pathophysiology (Online)</td>
<td>2</td>
</tr>
<tr>
<td>NURS 221~Theoretical Foundations (Online)</td>
<td>2</td>
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<tr>
<td>NURS 223~Advanced Research Methodology</td>
<td>3</td>
</tr>
<tr>
<td>NURS 225~Advanced Nursing Issues</td>
<td>3</td>
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</table>

**13 units**

#### ROLE SPECIALIZATION ~ 24 UNITS

<table>
<thead>
<tr>
<th>Family Nurse Practitioner (FNP)</th>
<th>Pediatric Nurse Practitioner (PNP)</th>
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</thead>
<tbody>
<tr>
<td>NURS 210~Health Assessment in Advanced Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 215~Obstetrics &amp; Gynecology in Primary Care</td>
<td>3</td>
</tr>
<tr>
<td>NURS 265~FNP Role in Primary Prevention</td>
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<tr>
<td>NURS 264~Primary Practicum FNP</td>
<td>4</td>
</tr>
<tr>
<td>NURS 266~FNP Role in Secondary Prevention</td>
<td>2</td>
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<tr>
<td>NURS 267~Practicum in Secondary Prevention, FNP</td>
<td>4</td>
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<tr>
<td>NURS 277~FNP Role in Tertiary Prevention</td>
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<td>NURS 278~Practicum in Tertiary Prevention, FNP</td>
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**24 Units**

#### THESIS OR PROJECT ~ 3 UNITS

Students need to select one option:

1. NURS 299 Thesis  
2. NURS 298 Project

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>NURS 299 Thesis</td>
<td>3</td>
</tr>
<tr>
<td>NURS 298 Project</td>
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</table>

**Total Program Units**  **40**
Master of Science Degree in Nursing
Clinical Nurse Specialist/Nurse Educator Option

PROGRAM OF STUDY

A minimum of 44 units is required for the MSN in Clinical Specialist Adult-Gerontology /Pediatric /Nurse Educator Option

CORE COURSES ~ 13 UNITS

<table>
<thead>
<tr>
<th>Course</th>
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<tr>
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<tr>
<td>NURS 225~Advanced Nursing Issues</td>
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13 units

Clinical Nurse Specialist/Nurse Educator Role Specialization ~ 31 UNITS

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<tr>
<td>NURS 210 ~Health Assessment in Advanced Nursing Practice</td>
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<td>NURS 235 ~Adult-Gero Fundamental Topics for the Clinical Nurse Specialist OR</td>
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<tr>
<td>NURS 237~Fundamental Topics for the Pediatric Clinical Nurse Specialist</td>
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</tr>
<tr>
<td>NURS 236 ~Practicum in Advanced Clinical Nursing for the Adult-Gero CNS OR</td>
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<td>NURS 238~Practicum in Advanced Clinical Nursing for the Pediatric CNS</td>
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</tr>
<tr>
<td>NURS 253 ~Advanced Topics for the Adult-Gero Clinical Nurse Specialist OR</td>
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<td>NURS 255~Advanced Topics for the Pediatric Clinical Nurse Specialist</td>
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<tr>
<td>NURS 254 ~Adult-Gero Clinical Nurse Specialist Practicum OR</td>
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<td>NURS 256~Pediatric Clinical Nurse Specialist Practicum</td>
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<tr>
<td>NURS 240 ~ Curriculum Development in Nursing Education</td>
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</tr>
<tr>
<td>NURS 241 ~ Instructional Methods in Nursing Education</td>
<td>3</td>
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<tr>
<td>NURS 242 ~ Evaluations and Testing in Nursing Education</td>
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</tr>
<tr>
<td>NURS 233 ~ Integrating Technology in Nursing Education (elective)</td>
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</table>

28/31 units

PROJECT OR THESIS~ 3 UNITS

Students need to select one option:
1. NURS 299 Thesis 3 Units
   OR
2. NURS 298 Project 3 Units

Total Program Units 44/47 Units
**FAMILY NURSE PRACTITIONER**  
**SAMPLE MSN PROGRAM**  
**Example: Full Time Schedule**

<table>
<thead>
<tr>
<th>YEAR 1</th>
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<tbody>
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<td>NURS 225</td>
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<td>NURS 265</td>
<td>3</td>
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<tr>
<td>NURS 267</td>
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<tr>
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**Example: Part Time Schedule**

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</tr>
<tr>
<td>NURS 225</td>
<td>Advanced Nsg. Issues: Health Care Policy, Ethics, &amp; Role Dev</td>
<td>NURS 223</td>
<td>3</td>
<td>Advanced Research</td>
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<tr>
<td></td>
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<table>
<thead>
<tr>
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<th>FALL SEMESTER</th>
<th>SPRING SEMESTER</th>
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## PEDIATRIC NURSE PRACTITIONER
### SAMPLE MSN PROGRAM
#### Example: Full Time Schedule

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<th>FALL SEMESTER</th>
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<th>UNITS</th>
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<td>NURS 210</td>
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<td>NURS 212</td>
<td>Advanced Pathophysiology</td>
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<td>NURS 221</td>
<td>Theoretical Foundations of Nursing Practice</td>
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<tr>
<td>NURS 268</td>
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<td>NURS 279</td>
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<tr>
<td>NURS 269</td>
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<td>NURS 215</td>
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#### Example: Part Time Schedule

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<td>NURS 221</td>
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<td>NURS 211</td>
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<td>Advanced Pathophysiology</td>
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### CLINICAL NURSE SPECIALIST/NURSE EDUCATOR

#### SAMPLE MSN PROGRAM

**Example: Full Time Schedule**

<table>
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<th>SPRING SEMESTER</th>
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<td>NURS 242</td>
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**Example: Part Time Schedule**

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<tr>
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<td>Theorical Foundations of Nursing Practice</td>
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<td>Advanced Nursing Issues: Health Care Policy, Ethics &amp; Role Development</td>
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<td>NURS 210</td>
<td>Health Assessment in Advanced Nursing Practice</td>
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<tr>
<td>NURS 212</td>
<td>Advanced Pathophysiology</td>
<td>NURS 235</td>
</tr>
<tr>
<td>NURS 240</td>
<td>Curriculum Development in Nursing</td>
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<td>NURS 242</td>
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<td>Practicum in Advanced Clinical Nursing for the Adult-Gero CNS</td>
</tr>
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<td></td>
<td></td>
<td>OR Instructional Methods in Nursing Education</td>
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<td>Fundamental Topics for the Pediatric CNS</td>
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<td>Evaluation &amp; Testing in Nursing Education</td>
<td>Thesis or Project</td>
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## POST-MASTER'S FAMILY NURSE PRACTITIONER

### YEAR 1

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<td>Advanced Pharmacology</td>
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<td>NURS 266</td>
<td>FNP Role in Secondary Prevention</td>
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<td>NURS 267</td>
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<td><strong>TOTAL</strong></td>
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## POST-MASTER'S PEDIATRIC NURSE PRACTITIONER

### YEAR 1

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<td>Health Assessment in Advanced Nursing Practice</td>
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<td>NURS 211</td>
<td>Advanced Pharmacology</td>
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<td>NURS 212</td>
<td>Advanced Pathophysiology</td>
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<td>NURS 262</td>
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### YEAR 2

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<td><strong>FALL SEMESTER</strong></td>
<td>NURS 215</td>
<td>OB &amp; GYN in Primary Care</td>
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<td>NURS 266</td>
<td>PNP Role in Secondary Prevention</td>
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<td>NURS 280</td>
<td>FNP Role in Tertiary Prevention, PNP</td>
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<td>NURS 269</td>
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### Year 1

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<td>Advanced Pharmacology</td>
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<td>Adult-Gero Fundamental Topics for the CNS</td>
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<td>NURS 240</td>
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<td>NURS 241</td>
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**Total Units:** 8

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<td>NURS 237</td>
<td>Fundamental Topics for the Pediatric CNS</td>
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**Total Units:** 14/17

### Year 2

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<td>Evaluation &amp; Testing in Nursing Education</td>
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**Total Units:** 11
PROGRAMS OF STUDY - SUMMARY

1. FAMILY NURSE PRACTITIONER (FNP): 40 UNITS
   a. Core (13 units): NURS 211, NURS 212, NURS 221, NURS 223, NURS 225
   b. Role Specialization (24 units): NURS 210, NURS 215, NURS 264, NURS 265, NURS 266, NURS 267, NURS 277, NURS 278
   c. Thesis or Project: NURS 299, NURS 298.

2. PEDIATRIC NURSE PRACTITIONER (PNP): 40 UNITS
   a. Core (13 units): NURS 211, NURS 212, NURS 221, NURS 223, NURS 225
   b. Role Specialization (24 units): NURS 210, NURS 215, NURS 262, NURS 263, NURS 268, NURS 269, NURS 279, NURS 280
   c. Thesis or Project: NURS 299, NURS 298.

3. CLINICAL NURSE SPECIALIST/NURSE EDUCATOR (Adult-Gerontology/Pediatric): 44 UNITS
   a. Core (13 units): NURS 211, NURS 212, NURS 221, NURS 223, NURS 225
   b. Role Specialization (31 units): NURS 210, NURS 235/236 OR NURS 237/238, NURS 253/254, OR NURS 255/256, NURS 240, NURS 241, NURS 242, NURS 233 (elective)
   c. Thesis or Project: NURS 299, NURS 298.

4. POST-MASTER’S NURSE PRACTITIONER: 29 UNITS
   a. For FNP Track (29 units): NURS 210, NURS 211, NURS 212, NURS 215, NURS 264, NURS 265, NURS 266, NURS 267, NURS 277, NURS 278
   b. For PNP Track (29 units): NURS 210, NURS 211, NURS 212, NURS 215, NURS 262, NURS 263, NURS 268, NURS 269, NURS 279, NURS 280

5. POST-MASTER’S CLINICAL NURSE SPECIALIST/NURSE EDUCATOR (Adult-Gerontology/Pediatric): 31 UNITS
   a. For Adult-Gero CNS/Nurse Educator (33 units) NURS 210, NURS 211, NURS 212, NURS 235, NURS 236, NURS 253, NURS 254, NURS 240, NURS 241, NURS 242, NURS 233 (elective)
   b. For Pediatric CNS/Nurse Educator (33 units) NURS 210, NURS 211, NURS 212, NURS 237, NURS 238, NURS 255, NURS 256, NURS 240, NURS 241, NURS 242, NURS 233 (elective)
These guidelines outline the responsibilities of the California State University, Fresno, Department of Nursing, the placement facility, the preceptor, and the student, in order to meet the requirements of nursing practicum at the graduate level. Preceptor selection for clinical placement in both the CNS and nurse practitioner programs is the responsibility of the Department of Nursing. The Department will gather pertinent information to assist in preceptor identification during the first semester of the program. All preceptors must meet standards for educational and clinical experience as established by the California Board of Registered Nursing and appropriate accrediting bodies.

1. **The Preceptor shall:**
   
   a. Be a Physician or Nurse Practitioner in Primary Care or practicing masters prepared Clinical Nurse Specialist/Nurse Educator with five years’ experience.
   b. Become informed as to the goals of the course and the student’s learning objectives. These will be presented at the beginning of the course and are to be reviewed with the student.
   c. Determine with the student the clinical experiences that will help the student meet these learning objectives.
   d. Be available at the same time each week, unless prior arrangements are made for an equally qualified health professional to assume responsibility for consultation.
   e. Review with the student, on a regular basis, his/her progress in achieving the learning objectives. Identify and work on solving any problems, plan for special learning experiences, and keep communication open.
   f. Orient the student to the clinical facility – personnel, policies, procedures, and physical plant.
   g. Participate in the site visits made by the nursing instructor.
   h. Maintain communication with faculty regarding student’s progress in meeting his/her objectives.
   i. Provide Fresno State with a written resume of preceptor’s work and educational accomplishments. (A form is provided in the syllabus if a resume is not available.)

2. **The Placement Facility shall:**
   
   a. Provide each student with the clinical or leadership experience necessary to meet his/her learning objectives.
   b. Designate an appropriate staff member as the preceptor who will supervise the student and who is prepared at the master’s degree level or beyond.
   c. Provide the human and physical resources needed for a desirable learning environment.
   d. Provide faculty access to the facility and staff.
   e. Orient faculty and student to the purposes, policies, and procedures of the placement facility.
   f. Not financially compensate any student receiving academic credit according to these guidelines.
g. Have the right, after consultation with the faculty for the graduate practicum, to refuse to accept or continue any student who, in the facility’s judgment, is not participating satisfactorily in this program.

h. Notify the faculty member immediately of any problem involving the participating student.

i. Maintain standards accepted by appropriate accrediting bodies as applicable.

j. Participate in written evaluations of the student’s performance.

3. The Participating Student shall:

a. Prepare both comprehensive and specific learning objectives, submit them to his/her practicum faculty and provide a copy of the final draft to the preceptor for consideration.

b. Negotiate with the preceptor prior to placement for achievable objectives.

c. Work and plan closely with the preceptor to achieve these objectives.

d. Abide by the agency policies.

e. Keep the preceptor and instructor informed as to current address and telephone number.

f. Inform the preceptor and instructor of any problems that arise during placement.

g. Notify preceptor if there are any changes in scheduled clinical time.

h. Maintain own professional malpractice insurance.

i. Maintain current CPR certificate and California Registered Nursing licenses.

j. Maintain own health and accident insurance – be responsible for any cost incurred for illness.

k. Maintain automobile insurance, if driving during this clinical experience. The amount required may depend upon agency policy.

l. Be responsible for all costs of participating in the clinical practicum: housing, food, travel, and personal expenses.

m. Participate in seminars scheduled by the faculty.

4. Graduate Program Coordinator

The Graduate Program Coordinator oversees all graduate programs and all masters and doctoral graduate program options. The Graduate Program Coordinator reports to the Department Chair and is responsible for the activities of the NP, CNS and DNP option coordinators. The Graduate Program Option Coordinators report to the Graduate Program Coordinator. The Graduate Program Coordinator provides leadership to new graduate faculty and all graduate students. The Graduate Program Coordinator is a University representative in the community and actively recruits new students. The Graduate Program Coordinator attends and actively participates on all Division of Graduate Studies informational meetings and disseminates information to department personnel and students where appropriate.

The Graduate Program Coordinator is a tenured professor with prior NP clinical experience and is an expert in curriculum design, teaching, testing and evaluation methodologies. The Graduate Program Coordinator is aware of University policies regarding faculty and student responsibilities and actively enforces these policies. The Graduate Program Coordinator is informed of various nursing competencies students must attain upon program completion and assist students and faculty in meeting these competencies. The Graduate Program Coordinator serves as thesis and project chair, thesis and project committee member, and signs and approves all graduate theses and projects. The Graduate Program Coordinator is the liaison for all graduate students and the Division of Graduate Studies.
Responsibilities

a. Provides leadership in the development, coordination, evaluation, and revision of the graduate program.
b. Chairs the Graduate Curriculum Committee.
c. Serves on the Faculty Council.
d. Coordinates the scheduling of graduate courses with the Department Chair.
e. Coordinates graduate program offerings, including student and faculty orientations, writing requirements, qualifying examinations, core courses, role specialization, and thesis/projects.
f. Recruits graduate students and assists in recruitment of faculty members.
g. Advises prospective graduate students about admission requirements and options.
h. Advises current students about individualized program planning and status in the program.
i. Approves and processes the appropriate student forms for submission to the Division of Graduate Studies.
j. Approves composition of thesis committees in consultation with the Department Chair.
k. Grants final approval to NURS 298 projects prior to binding.
l. Facilitates grant proposals to support graduate program activities.
m. Prepares and/or presents required reports including Board of Registered Nursing (BRN), Commission on Collegiate Nursing Education (CCNE), and graduate sections for accreditation, program reports and evaluations, Human Subjects Not-At-Risk studies, and department annual report.
n. Provide academic advising to all graduate nursing students
o. Develop and coordinate clinical placements for MSN students
p. Develop clinical contracts for graduate nursing students
q. Orient students and faculty to online patient logging system
r. Be available for consultation with students, faculty, preceptors, and placement facility administrators.
s. Document that each student has a valid California Registered Nursing license, current CPR certification, a valid driver’s license, and is covered by professional malpractice insurance, health and accident insurance, and the required amount of automobile insurance, where driving is a part of the clinical experience.
t. Facilitate communication between all involved persons
u. Serve as liaison for the graduate program to the University and community.

Qualifications

a. Tenured or probationary full-time faculty member.

5. Coordinator of the Nurse Practitioner Program Option

The coordinator of the NP program option oversees the program requirements for the NP graduate nursing student. The NP Coordinator provides leadership to the entire process from needs forecasting, budgeting, curriculum development, the affiliation process, sequencing the student experience(s), student placement, site evaluation and follow up. The NP Coordinator is responsible, in conjunction with the faculty, for matching the needs of students, preceptors, and instructors to agencies to assure appropriate clinical experiences.
The NP Coordinator is responsible for complex communication and problem solving to maintain positive working relationships with a variety of individuals, departments and organizations, both within the university system and independent of it. The NP Coordinator operates from a solid understanding of nursing education and practice, combined with knowledge of the organizational practice environments. The incumbent will function as a representative of the university charged with cultivating and maintaining numerous relationships critical to the success of the nursing department.

**Responsibilities**

a. Management, planning and coordination of all aspects of the NP Program and its operation
b. Oversees faculty in the NP program
c. Manages and supports the faculty who provide advising and clinical supervision to students during student clinical experiences
d. Reviews data related to student experiences and ascertains that all program and licensing requirements are met
e. Implements and coordinates the curriculum
f. Educates and advises students
g. Collaborates with faculty colleagues to ensure quality clinical experiences
h. Engages in scholarly activities and maintains clinical expertise
i. Participates in Department of Nursing activities and committees
j. Interfaces with 3rd party vendors and organizations vital to this program.
k. Approve where students will be placed
l. Plan with placement facility personnel in advance of student’s arrival, if needed.

**Qualifications**

a. Tenured or tenure-track full-time faculty member.
b. Minimum of 5 years’ experience as an NP
c. Strong leadership skills
d. Relevant professional certification and California licensure

6. Coordinator of the Clinical Nurse Specialist/Nurse Educator Program Option

The coordinator of the CNS/Ns.Ed program option oversees the program requirements for the CNS/Ns.Ed graduate nursing student. The CNS/Ns.Ed Coordinator provides leadership to the entire process from needs forecasting, budgeting, curriculum development, the affiliation process, sequencing the student experience(s), student placement, site evaluation and follow up. The CNS/Ns.Ed Coordinator is responsible, in conjunction with the faculty, for matching the needs of students, preceptors, and instructors to agencies to assure appropriate clinical experiences.

The CNS/Ns.Ed Coordinator is responsible for complex communication and problem solving to maintain positive working relationships with a variety of individuals, departments and organizations, both within the university system and independent of it. The CNS/Ns.Ed Coordinator operates from a solid understanding of nursing education and practice, combined with knowledge of the organizational practice environments. The incumbent will function as a representative of the university charged with cultivating and maintaining numerous relationships critical to the success of the nursing department.
Responsibilities

a. Management, planning and coordination of all aspects of the CNS/Nurse Educator Program and its operation  
b. Oversees faculty in the CNS/NE program  
c. Manages and supports the faculty who provide advising and clinical supervision to students during student clinical experiences  
  a. Reviews data related to student experiences and ascertains that all program and licensing requirements are met  
  e. Implements and coordinates the curriculum  
  f. Educates and advises students  
  g. Collaborates with faculty colleagues to ensure quality clinical experiences  
  h. Engages in scholarly activities and maintains clinical expertise  
  i. Participates in Department of Nursing activities and committees  
  j. Interfaces with 3rd party vendors and organizations vital to this program.  
  k. Approve where students will be placed  
  l. Plan with placement facility personnel in advance of student’s arrival, if needed.  
  m. Review student’s logs and provide feedback based on clinical guidelines for logs and student’s objectives.  
  n. Evaluate each student’s participation in clinical experiences according to the course objectives developed by faculty and individual objectives developed by the student in consultation with the faculty  
  o. Plan and supervise student lab and/or clinical experiences or practice  
  p. Approve the behaviorally stated learning objectives developed by the student.  
  q. Conduct student seminars with participating students and make evaluative and requested visits to placement facilities where students are assigned.

Qualifications

a. Tenured or tenure-track full-time faculty member.  
  b. Minimum of 5 years’ experience as an Clinical Nurse Specialist  
  c. Strong leadership skills  
  d. Relevant professional certification and California licensure

7. Graduate Clinical Coordinator for the Nurse Practitioner Programs

The Clinical Coordinator for the NP and CNS.Ns.Ed program oversees clinical agency and preceptor selection and is knowledgeable of agency sites appropriate for ideal learning situations. The Clinical Coordinator is responsible to the course leader and program option coordinators and reports student progression to the course leader regularly.

Responsibilities

a. Plan and supervise student lab and/or clinical experiences or practice based on teaching assignment.  
  b. Provide effective didactic instruction based on teaching assignment using appropriate instructional technologies to ensure that course outcomes are met.  
  c. Participate collaboratively in the development, implementation, and evaluation of curriculum, workshops and scheduling of OSCEs.
d. Maintain relationships with community partners (healthcare organizations, clinics, physician offices) and community based preceptors to ensure mutual satisfaction with clinical experiences.

e. Evaluate clinical experiences of students in the community including preceptor site and student evaluations.

f. Monitor and advise students

g. Give the grade and arrange for proper university credit.

h. Attend faculty meetings, committee membership, professional activities and other responsibilities as assigned by the Program Director and NP and CNS/Ns.Ed program option coordinators.

i. Participate in faculty governance; additional engagement based on rank.

j. Assure program adheres to accreditation, state nurse practice act, curricular and program standards.

k. Provide services as assigned by the Director and Program Option Coordinators in furtherance of the university’s mission and goals of teaching, research, patient care, outreach and public service.

Qualifications

a. Full-time or part-time faculty member

b. Minimum of 5 years’ experience as an NP

c. Active in NP practice

d. Relevant professional certification and California licensure

e. Excellent community connections

8. The CSUF Department of Nursing shall:

a. Prepare a contract between the agency and the University.

b. Approve the enrollment of student in clinical practicum.

c. Provide for a nursing faculty member to collaborate with the placement facility and preceptor; and to provide appropriate instruction and guidance to assigned students.

d. Determine the number of clinical hours required and the units of academic credit to be granted the student for completion of this course.
CALIFORNIA STATE UNIVERSITY, FRESNO
Department of Nursing

MASTER’S DEGREE PROGRAM

PRECEPTOR/AGENCY INFORMATION SHEET

To be completed by student

1. Agency Name: ____________________________________________________________
   Address: ________________________________________________________________
   Telephone: ______________________________________________________________

2. Administrator or Director: ________________________________________________

3. Director of Nursing: ______________________________________________________

4. Agency Staff (types and number of positions): ________________________________

5. Size of Facility (number of beds, number of rooms, number of staff): __________

6. Accreditation: ____________________________________________________________

7. Agency Owner: __________________________________________________________

8. Source of Financial Support: _____________________________________________

9. Describe Surrounding Community: _________________________________________

10. Please list and describe services and programs provided: _____________________

11. Average census or number of client visits: _________________________________

12. Hours of operation: _____________________________________________________

13. As a preceptor, what experiences do you feel the student needs to participate in to understand your role and that of your agency?

ADDITIONAL COMMENTS:

________________________________________________________________________

________________________________________________________________________

Semester/Year__________  Student Name_________________________ Date__________
CALIFORNIA STATE UNIVERSITY, FRESNO
Department of Nursing

MASTER’S DEGREE PROGRAM

PRECEPTOR CURRICULUM VITAE FORM

Complete this form if you do not have a resume prepared to copy

Name: ________________________________________  Date: ________________________
Address: ____________________________________________________________________
Telephone: ________________________________  License Number: ___________________
Preceptor for (name of CSUF graduate student): _____________________________________
Former preceptor experience: ____________________________________________________
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Educational Preparation: ________________________________________________________
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Professional Experience: ________________________________________________________
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Professional and Community Organizations: ________________________________________
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Publications and Research: ______________________________________________________
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POSITION STATEMENT REGARDING UNIVERSAL PRECAUTIONS
CALIFORNIA STATE UNIVERSITY, FRESNO
Department of Nursing

The faculty of the Department of Nursing recognize the need for faculty and students to adhere to current Universal Precaution practices at all times. The following position statement summarizes the guidelines of such precautions believed essential for professional nursing practice and the rationale for their use by the nursing community at California State University, Fresno. These precautions are not only to protect students and faculty, but to protect patients and families as well. Changes in precautionary measures will be closely monitored by the Department of Nursing on an ongoing basis. See:

Universal Precautions: Defined

The Center for Disease Control, Atlanta, GA, recommends that blood and body fluid precautions be consistently used for all patients regardless of their blood-borne infections status. This extension of blood and body fluid precautions to all patients is referred to as “Universal Blood and Body Fluid Precautions” or “Universal Precautions”. Under universal precautions, blood and body fluids of all patients are considered potentially infectious for human immunodeficiency virus (HIV), Hepatitis B virus (HBV), and other blood borne pathogens.

CDC Standard Precaution

The CDC recommends Standard Precautions for the care of all patients, regardless of their diagnosis or presumed infection status.

- Standard Precautions apply to 1) blood; 2) all body fluids, secretions, and excretions, except sweat, regardless of whether or not they contain visible blood; 3) non-intact skin; and 4) mucous membranes. Standard precautions are designed to reduce the risk of transmission of microorganisms from both recognized and unrecognized sources of infection in hospitals.
  - Standard precautions includes the use of: hand washing, appropriate personal protective equipment such as gloves, gowns, masks, whenever touching or exposure to patients' body fluids is anticipated.

Universal precautions are intended to prevent parenteral, mucous membrane, and non-intact skin exposures of health care workers to blood borne pathogens.

Universal precautions apply to blood, wound drainage, semen, vaginal secretions, tissues, cerebrospinal fluid, synovial fluid, pleural fluid, peritoneal fluid, pericardial fluid, and amniotic fluid. Any body fluid is a warning that universal precautions are a must.

Questionable Situations

Some blood and body fluids are considered at lower risk. Included are feces, nasal secretions, sputum, sweat, tears, urine, vomitus, saliva, and breast milk. When blood is absent, the risk of transmission of HIV and HBV from these fluids is extremely low. However, blood is not always visible and universal precautions must be used anyway. In addition, some of these fluids and
excretions represent a potential source of nosocomial and community acquired infections with other pathogens and the Department of Nursing recommends that gloves be used in all situations.

Workers need to minimize the need for emergency mouth to mouth resuscitation. Mouth pieces, resuscitation bags, or other ventilation devices should be available for use in situations where the need of resuscitation is predictable. In cases where resuscitation is not predictable, it is important to have knowledge of emergency policies of the agency or institutions.

Gloves should be worn when feeding patients and when wiping saliva from skin. Special precautions are recommended for dentistry.

Use of Protective Barriers

All health care workers must routinely use appropriate barrier precautions to prevent skin and mucous membrane exposure when in contact with blood or other body fluids of any patient is anticipated.

Examples of protective barriers include gloves, gowns, masks, and protective eye wear. Universal precautions are intended to supplement rather than replace recommendations for routine infection control, such as hand washing and use of gloves to prevent gross microbial contamination of hands. Judgment must be used in assessing the specific clinical situation.

Risks can be minimized if health care workers use the following general guidelines:

1. Take care to prevent injuries when using needles, scalpels, and other sharp instruments after procedures; when cleaning used instruments; and when disposing of used needles. DO NOT recap contaminated needles; do not remove contaminated needles from disposable syringes; and do not bend, break, or otherwise manipulate contaminated needles. Place used disposable syringes and needles, scalpel blades, and other sharp items in puncture-resistant containers as close to the use area as is practical.

2. Use protective barriers to prevent exposure to blood, body fluids containing visible blood, and other fluids to which universal precautions apply. The type of protective barrier(s) should be appropriate for the procedure being performed and the type of exposure anticipated.

3. Immediately and thoroughly wash hands and other skin surfaces that are contaminated with blood, body fluids containing visible blood, or other body fluids to which universal precautions apply.

4. Wearing heavy utility gloves, clean up contaminated surfaces immediately. Clean spills of blood and body fluids with commercial chemical germicide or 1:10 bleach solution (one part liquid bleach to nine parts water; make fresh solution each time.)

The following guidelines regarding glove use should be followed:

Gloves should always be available for health care worker’s use in any questionable situation. Gloves should be worn for touching blood and body fluids, mucous membranes, or non-intact skin of all patients, for handling items or surfaces soiled with blood or body fluids, and for performing venipuncture and other vascular access procedures. Double glove if danger of tearing during procedure. Use gloves for finger or heel sticks on adults, infants, and children.

Gloves should always be worn when health care workers have cuts, scratches, or other breaks in his/her skin. Hands should be washed immediately after gloves are removed.
Additional guidelines include:

1. Use of sterile gloves for procedures involving contact with normally sterile areas of the body.
2. Use examination gloves for procedures involving contact with mucous membranes, unless otherwise indicated, and for other patient care or diagnostic procedures that do not require the use of sterile gloves.
3. Change gloves between patient contacts.
4. Do not wash or disinfect surgical or examination gloves for reuse. Washing with surfactants may cause “wicking”, i.e., the enhanced penetration of liquids through undetected holes in the glove. Disinfecting agents may cause deterioration.
5. Use general purpose utility gloves (e.g., rubber household gloves) for housekeeping chores involving potential blood contact and for instrument cleaning and decontamination procedures. Utility gloves may be decontaminated and reused but should be discarded if they are peeling, cracked, or discolored, or if they have punctures, tears, or other evidence of deterioration.

There are no reported differences in barrier effectiveness between intact latex and intact vinyl used to manufacture gloves. The type of gloves chosen should be appropriate for the task performed.

The following general guidelines are recommended:

1. Masks and protective eyewear or face shields should be worn during procedures that are likely to generate droplets of blood or other body fluids to prevent exposure of mucous membranes of the mouth, nose, and eyes.
2. Gowns or aprons should be worn during procedures that are likely to generate splashes of blood or other body fluids.
3. Health care workers who have exudative lesions, weeping dermatitis, or broken skin on hands should refrain from all direct patient care and from handling patient care equipment without gloved protection.
4. Pregnant health care workers are not known to be at greater risk of contracting HIV infection than health care workers who are not pregnant; however, if a health care worker develops HIV infection during pregnancy, the infant is at risk of infection resulting from perinatal transmission. Because of this risk, pregnant health care workers should be especially familiar with and strictly adhere to precautions to minimize the risk of HIV transmission.
5. Health workers with powder allergies or glove sensitivities may request powder-free gloves or latex vs. vinyl.

Need for Waste Management

Policies for defining, collecting, storing, decontaminating, and disposing of infective waste are generally determined by institutions and/or agencies in accordance with state and local regulations.

It is important for nursing faculty and students to have knowledge of the policies and procedures of the clinical agencies in which they have practical experience. Arrangements are also necessary for handling of small potentially contaminated items in the home situation.

Implementation of universal precautions does not eliminate the need for other category or disease specific isolation precautions, such as enteric precautions for infectious diarrhea or isolation for active pulmonary disease.
Implementation of Recommended Precautions

Employers of health care workers and educational institutions responsible for the training of such programs should ensure that policies exist for:

1. Initial orientation and annual continuing education and training of all health care workers—including faculty, students, and trainees—on the epidemiology, modes of transmission, and prevention of HIV and other blood-borne infections and the need for routine use of universal blood and body fluid precautions for all patients.

2. Provision of equipment and supplies necessary to minimize the risk of infection with HIV and other blood-borne pathogens.

3. Monitoring adherence to recommended protective measures. When monitoring reveals a failure to follow recommended precautions, then counseling, education, and/or retraining should be provided, and if necessary, appropriate disciplinary action should be considered.

Professional associations and labor organizations, through continuing education efforts, should emphasize the need for health care workers to follow recommended precautions.

Health and Immunization Requirements for 
Undergraduate, School Nurse Credential, and Graduate Nursing Students

All health and immunization requirements must be completed prior to attending any clinical experience. Students will not be permitted in the clinical facility without a physical examination and required immunization and skin tests. Evidence of compliance must be presented to the clinical instructor at the beginning of each semester. These requirements are also those of the clinical facilities of which the student may be assigned, therefore, failure to meet the requirements may result in exclusion from clinical practice.

PHYSICAL EXAMINATION
Prior to entering the nursing major, all nursing students are required to have a physical examination. Physical examinations for graduate and school nurse credential students are optional.

Students may have the examination performed at the University Student Health Center or may be examined by their own physician or nurse practitioner. You are required to submit a copy of your Physical Exam results and Immunization Records to the Department of Nursing. If you elect to have your physical at the University Student Health Center, please call (559) 278-2734 for an appointment.

IMMUNIZATION AND SKIN TESTS

Measles, Mumps, and Rubella: Proof of immunity or immunizations -
- Rubella: Positive titer or 1 documented dose
- Rubeola: Positive titer or 2 documented doses
- Mumps: Positive titer or 1 documented dose

Pertussis (Tdap): A pertussis booster in the form of the Tdap is required for all Fresno State nursing students. This can be given at any time regardless of the last Td. (see www.immunize.org)

Polio: History of primary polio series in childhood.

Tuberculin Skin Test: A Two-Step PPD is required for the baseline Tuberculin Skin Test (TST). CDC recommendation for Two-Step PPD: If 1st TST is negative, give 2nd TST 1–3 weeks later. (see www.cdc.gov/tb/)

The PPD is required every 6 months after the baseline. For a positive PPD a chest x-ray is required.

Hepatitis B: Documentation of either three doses of Hepatitis B vaccine (or 3 Hep AB) or documented seropositivity (e.g., presence of Hep B Surf Ab / anti-HBs) is required.

Hepatitis A: Documentation of two doses of Hepatitis A vaccine (or 3 Hep AB) is required.

Varicella: All students are required to demonstrate immunity to varicella via a positive titer or 2 documented varicella vaccine doses.

Influenza: Documentation of annual flu inoculation required.

The above immunizations and skin tests may be obtained at the University Student Health Center. Please use the attached Nursing Student Immunization Record. Revised 7/10/09
The above immunizations and skin tests may be obtained at the University Student Health Center. If you wish to have the tests done elsewhere, please use the Nursing Student Immunization Form.
<table>
<thead>
<tr>
<th>Vaccine</th>
<th>Date Given</th>
<th>Office or Clinic given</th>
<th>Next dose due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Hepatitis A</td>
<td>1</td>
<td></td>
<td></td>
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<tr>
<td>two doses</td>
<td>2</td>
<td></td>
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<tr>
<td>2 Hepatitis B</td>
<td>1</td>
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<tr>
<td>2nd dose at least 1 month after 1st</td>
<td>2</td>
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<tr>
<td>3rd dose 3.5 months after the 2nd</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hepatitis A/B combo vaccine</td>
<td></td>
<td>date of exam</td>
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<tr>
<td>2 months after 3rd dose (+1st only needs to be done once to determine non-responders)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Hepatitis A/B combo vaccine</td>
<td></td>
<td>date of exam</td>
<td></td>
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<tr>
<td>2nd dose 1 month after 1st</td>
<td>2</td>
<td></td>
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<tr>
<td>3rd dose 5 months after 2nd</td>
<td>3</td>
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<tr>
<td>4 MMR</td>
<td>1</td>
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<tr>
<td>MMR exam</td>
<td>2</td>
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<tr>
<td>5 Pertussis/Tdap required x 1</td>
<td>Tdap</td>
<td>Tdap</td>
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<tr>
<td>Tdap can be given at any time after Tdap</td>
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<tr>
<td>6 Varicella (VZV)</td>
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<tr>
<td>Varicella (VZV)</td>
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<tr>
<td>2nd dose 4-8 weeks after 1st</td>
<td>2</td>
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<tr>
<td>8 VZV</td>
<td>date of exam</td>
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<tr>
<td>Post vaccine VZV exam</td>
<td>date of exam</td>
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<tr>
<td>Tuberculin Skin Test (TST)</td>
<td></td>
<td>date of exam</td>
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<tr>
<td>Two-step tuberculin skin test (TST) required to begin program, CDC: Two-step PPD: If 1st PPD is negative, give 2nd PPD 1-3 weeks later.</td>
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<tr>
<td>PPD required every 6 months for undergraduate nursing students and every year for graduate nursing students</td>
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<tr>
<td>Date/mon.</td>
<td>given by</td>
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<td>step date</td>
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<td>PPD</td>
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<td>PPD</td>
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<td>PPD</td>
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<tr>
<td>Chest X-ray</td>
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<tr>
<td>If positive PPD student needs a chest X-ray</td>
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<td>Date of chest X-ray</td>
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<tr>
<td>Results</td>
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<td>signature</td>
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<tr>
<td>INH completed - required</td>
<td>Date</td>
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</tbody>
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Health Care Provider Signature  Date
Revised 7/13/09
RESOURCES FOR GRADUATE STUDENTS
### Recommended Immunizations for Adults

<table>
<thead>
<tr>
<th>Age Range</th>
<th>Influenza (Flu)</th>
<th>Tetanus, diphtheria, pertussis (Tdap)</th>
<th>Varicella (Chickenpox)</th>
<th>HPV Vaccine for Women</th>
<th>HPV Vaccine for Men</th>
<th>Zoster (Shingles)</th>
<th>Measles, mumps, rubella (MMR)</th>
<th>Pneumococcal (pneumonia)</th>
<th>Meningococcal</th>
<th>Hepatitis A</th>
<th>Hepatitis B</th>
</tr>
</thead>
<tbody>
<tr>
<td>19 - 21 years</td>
<td>Get a flu vaccine every year</td>
<td>Get a Tdap vaccine once, then a Td booster vaccine every 10 years</td>
<td>2 doses</td>
<td>3 doses</td>
<td>3 doses</td>
<td>1 dose</td>
<td>1 or 2 doses</td>
<td>1 or 2 doses</td>
<td>1 or more doses</td>
<td>2 doses</td>
<td>3 doses</td>
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<td>22 - 26 years</td>
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<td>27 - 49 years</td>
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<td>50 - 59 years</td>
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<td>60 - 64 years</td>
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<td>65+ years</td>
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</table>

**FOOTNOTES:**

- **Influenza vaccine** There are four different flu vaccines available—talk to your doctor or nurse about which flu vaccine is right for you.

- **HPV vaccine for men** There are two different kinds of HPV vaccine but only one HPV vaccine (Gardasil®) can be given to men. Gay men or men who have sex with men who are 22 through 66 years old should not receive the vaccine if they haven’t already started or completed the series.

- **MMR vaccine** If you were born in 1957 or after, you should have already gotten MMR vaccine. Talk to your doctor or nurse about how many doses you may need.

If you are traveling outside of the United States, you may need additional vaccines. Ask your doctor or nurse which vaccines you may need.

For more information, call toll free 1-800-CDC-INFO (1-800-232-4636) or visit http://www.cdc.gov/vaccines
Student Health Center
(University Health & Psychological Services)

Location:
East of University Courtyard on Barton and Keats

Hours of Operation:
Monday – Friday
8 a.m. to 4:45 p.m.
Limited services available:
12-1 p.m.
(Summer hours are 7 a.m. to 3:15 p.m.)

The Student Health Center provides students with medical, health promotion & wellness services as well as psychological services on-campus. The health center is supported largely by your mandatory health fee. Because of this, most services are free or are provided at a very low cost.

Medical Services Available

Our number one goal is to ensure that you have a healthy and productive college experience. Your first visit to the Student Health Center may be to see one of our Board Certified physicians or nurse practitioner due to a sudden illness or injury.

In addition to diagnosing and treating illnesses & injuries, services include:
- immunizations, TB testing & allergy injections with medical approval
- physical exams
- emergency contraception
- testing and treatment for STIs
- dermatology clinic
- physical therapy
- lab & x-ray services
- on-site pharmacy
- other family planning and sexual health services under the Family PACT Program include:
  - birth control
  - HIV testing
  - women’s health
  - sexual health
  - health education
  - pregnancy testing & counseling

Any outside health services you may receive are your financial responsibility.

Associated Students, Inc. offers health insurance. For more information, visit www.CSUhealthlink.com.

Health Promotion & Wellness Services

Our Health Promotion and Wellness Services Department promotes knowledgeable decision making for good health and disease prevention.

Located at the Wellness Resource Center within the Student Health Center, our team of Health Educators, a Registered Dietitian and trained peer educators deliver health education information through the use of one-on-one counseling, innovative and collaborative events as well as the distribution of education materials.

Services & programs provided by the Health Promotion & Wellness Services include, but are not limited to:
- one-on-one nutritional counseling by a Registered Dietitian and peer nutrition counselors
- one-on-one sexual health counseling/education by trained peer health educators as part of the Family PACT program
- fall & spring Wellness Fairs
- innovative activities promoting responsibility and safety in honor of National Collegiate Alcohol Awareness Week and Spring Break

Psychological Services

Psychological Services offers counseling and consultation. Our professional staff and interns/trainees are here to help you with stress, anxiety, depression, relationship issues, challenges in academic performance and any other concerns you may have. A psychiatrist is also available for medication management if the need arises.

We offer free and confidential individual, couples and group counseling for personal growth. You may use these sessions to develop self awareness, increase insight to resolve problems, develop and achieve goals, and increase your success in and out of the classroom.

Take advantage of our free and confidential services. Visit us at the Student Health Center, Area E during walk-in hours, without an appointment. On your first visit, you will fill out brief paperwork and meet with a counselor. The counselor will talk with you, review your concerns and match you with services that meet your needs.

Contact Information:
www.csufresno.edu/health

General Information
559-278-2734

Psychological Services
559-278-6738

Psychological Services

Hours of Operation:
Monday – Friday
8 a.m. to 4:45 p.m.

Walk-In Hours
Monday – Friday
9 a.m. to 11 a.m.
2 p.m. to 4 p.m.

Summer Semester
by appointment only
About the Central California Center for Excellence in Nursing

Background and Purpose

Creating the Central California Center for Excellence in Nursing (CCCEN) at California State University, Fresno is a commitment by California State University, Fresno to address the critical nursing shortage on a permanent basis with a well-thought-out action plan.

The center, which began in 2006, is taking a regionally and comprehensively-focused approach, working in partnership with healthcare providers to develop the kinds of nursing specialists, leaders and educators needed to serve our diverse region.

This Center's goals are to:

1. Promote and enhance nursing education and practice at all levels;
2. Connect alumni and community to the joint academic and service mission of the University, College of Health and Human Services, and Department of Nursing;
3. Document the continuum of excellence in nursing education and leadership in the Central Valley through the Nursing Legacy Project; and
4. Become a leader in resource development, supporting nursing education and research.

The Central California Center for Excellence in Nursing is positioned to provide strong, innovative, well-focused leadership that joins research, education and the broadest range of health care resources to train and retain quality nurses to create a healthier Valley.

Mission

The mission of the Central California Center for Excellence in Nursing (CCCEN) at California State University, Fresno is to create a culture of inquiry to advance nursing science and expand its regional leadership in graduate education, research, and practice.
Our graduate programs, at the master's and the proposed doctoral level, will provide leaders for academic and health care settings. Advanced practice nurses will fill important roles, increasing access to care in our underserved San Joaquin Valley region.

Another critical component of the Center's mission is to advance nursing science through methodologically rigorous and collaborative research, focusing on health disparities in the region.

The CCCEN will serve as a focal point for faculty, students and community to develop research projects that demonstrate innovative health care delivery models in the community.

Inherent within the mission is the application of new knowledge to the practice of nursing in the community through sharing innovations in nursing care and delivering expert care to the underserved and vulnerable populations.

Central California Center for Excellence
1625 East Shaw Avenue Suite 146
Fresno, CA. 93710
559.228.2130
Graduate Student Welcome Reception

When: Wednesday, August 21, 2013
11:30 AM-1:00 PM

Who: Graduate students in Communicative Disorders and Deaf Studies, Kinesiology, Nursing, Physical Therapy, Public Health, and Social Work Education

Why: • Meet fellow graduate students in the college!
• Learn tips for success!
• Win prizes!

Where: New Location:
The Residence Dining Hall, Fresno State

RSVP: RSVP to the CHHS Dean’s Office by August 19, 2013
Phone: (559) 278-4004
Email: chhssa@csufresno.edu
Plagiarism Workshop

Got Plagiarism? Call Division of Graduate Studies for information?
Dr. Ida M. Jones and Professor Judith Scott have created the "Academic Integrity Workshop: Focus on Plagiarism" to help students identify and avoid plagiarism. Sign up today at the following website. http://www.fresnostate.edu/academics/academicintegrity/

Graduate Research & Creative Activities Symposium

This great event will showcase oral/poster presentations and creative works, including art, music, recitation, and more. This is a great opportunity for networking. For more information check with the Division of Graduate Studies

Graduate Division Services

The Division of Graduate studies can answer many of your questions.

DIVISION OF GRADUATE STUDIES  www.fresnostate.edu/gradstudies
Harold Haak Administrative Center (Henry Madden Library, 4th floor)  (559) 278-2448; FAX (559) 278-8340

Sandra Witte, Interim Graduate Dean, sandraw

Office Hours  Mon. – Fri.:  8 a.m. – 12 p.m. and 1 p.m. - 5 p.m.

General Information

Reiko Elledge  Front Desk Manager  relledge, 278-2448
General information regarding DGS deadlines and events. Requests for Graduate Division forms, publications and recruitment materials.

Special Admissions, Classification, Advancement to Candidacy, Evaluation, and Degree Clearance

Marcee Varela  Graduate Evaluations Coordinator  marceev, 278-2448
Coordinator for the Evaluation Unit, which includes all duties listed below in this section; Clearance of master's/graduate degrees, doctoral degrees, and certificates of advanced study; Issue letters of certification.

Misty Brazill  Graduate Evaluator  mistyb, 278-2448
Evaluation of the following: special admits, change of degree objectives, administrative academic probation, disqualification, classification requests, advancement to candidacy, program adjustment requests, course validations, graduation eligibility for graduate degrees and certificates of advanced study; Clearance of master's/graduate degrees, doctoral degrees, and certificates of advanced study; Issue letters of certification (alpha section A-D)

Rachel Sunahara  Graduate Evaluator  rachell, 278-2448
Evaluation of the following: special admits, change of degree objectives, administrative academic probation, disqualification, classification requests, advancement to candidacy, program adjustment requests, course validations, graduation eligibility for graduate degrees and certificates of advanced study (alpha section E-M)
**Thesis and Dissertation Review, Publications, Committee Assignments**

Chuck Radke  
*Thesis Consultant*  
.craddke, 278-2418

Thesis and dissertation review and final approval, Graduate Writing Studio  
*Responsible for the Thesis Workshops. Contact him for more information.*

**Financial Opportunities, Petitions, Course and Curriculum, Program Review**

Louise Neal  
*Administrative Analyst Specialist*  
.lneal, 278-2448

Program review (undergraduate and graduate), fellowships, (California Pre-Doctoral Scholars Program, Graduate Equity), financial opportunities, course and curriculum, undergraduate petitions to enroll *in graduate level* courses, graduate academic overload petitions, and special events.

**Recruitment and Retention, Marketing, Website, Publications**

Marco Diaz (Tony)  
*Graduate Recruitment Coordinator*  
.marcod, 278-2448

Recruitment and retention of students for graduate programs including certificates of advanced study, master's degree and doctoral programs, coordination of related recruitment, special events and marketing activities.

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**HENRY MADDEN LIBRARY**

At the Henry Madden Library, you can check out a lap-top computer or use one of the computers there. You can print, scan or copy, check out books, or reserve a study room for yourself or a group. The Department of Nursing has a dedicated research librarian, Jane Magee, to help you find resources. The library also provides instruction in subjects like information literacy, Endnote, and how to do a literature review. There are also a number of electronic databases of journals that can be access from the campus or from home. The library is also home to the Graduate Writing Studio.

**Graduate Writing Studio at Fresno State**

**Fall 2013**

**Graduate Study Center**  
Henry Madden Library, 2119; 278-2450  
Appointments: M, T, 10 a.m. - 7 p.m.; W, Th, 10 a.m. - 5 p.m.; F, 10 a.m. - 4 p.m.

**Graduate Writing Studio Policies**

You must be a registered Fresno State graduate student to use the services of the Graduate Writing Studio.

Undergraduate students are not eligible for appointments. Undergraduates should use the Fresno State Writing Center or the tutoring services at the Fresno State Learning Center for their writing needs.

Graduate students may reserve one, 50-minute appointment per week (M-F). Appointments...
may be scheduled on-site (Graduate Study Center, room 2119), via telephone (278-2450), or via email (fresnostategws@gmail.com).

Appointment slots are held until 10 minutes past the hour; after this time, the session will be given away to another student.

Failure to attend a scheduled appointment without notifying GWS staff 24 hours in advance will result in cancellation of subsequent appointments.

Consultants may work with students on projects, theses, or other longer papers as part of a Fresno State course assignment; consultants may also collaborate with students on professional development needs like cover letters for doctoral, employment, or scholarship applications. Otherwise, consultants are not permitted to advise students on written material unrelated to the pursuit and completion of a master's or doctoral degree at Fresno State.

**Graduate Writing Studio Philosophy**

The Graduate Writing Studio consultants view writing as constantly developing and changing, and they encourage students to engage in writing as a process through brainstorming, drafting, and discussing their work.

GWS consultants will meet graduate students at any stage of the writing process. However, consultants are not permitted to proofread and edit papers for mechanical and grammatical errors without explanation or discussion with the student.

GWS consultants are trained to promote collaborative learning, where the student is an active participant in the session; offer practical encouragement and constructive criticism; and direct students to resources that will help them continue their work independently after the session. The goal of each session is for the student to increase his or her skill level, confidence, and independence as a writer.

GWS consultants are trained as well to ask students questions about their writing goals and concerns. Given the length of most graduate-level writing assignments (e.g., theses, projects), consultants will not likely be able to review the entire piece of writing; students should be prepared to identify which portion or portions of an assigned writing task they wish to cover within the timeframe of the consultation.

**Subjects include:**

- Academic Writing
- APA Basics
- Navigating the Dissertation Template
- Navigating the Thesis Template
- Thesis Template: Shortcuts
- Thesis Workshop
- Sample Literature Review
- Summarizing, Paraphrasing, Quoting
- Transitional Words and Phrases
NURSING RESOURCE CENTER POLICIES

Mission: To provide a relaxed, safe, professional environment to learn, practice and demonstrate nursing procedures. Committed to relevant and realistic simulated experiences to promote and provide quality nursing care.

NRC Hours: As posted

Items for check out:

Assessment Kit: oto/ophthalmoscope, tuning fork, reflex hammer  NURS 210 Faculty
DDST Kit: manual, worksheet, testing bag/DDST specific supplies  NURS 210 Faculty
Equiopment – as available, to be arranged with the NRC coordinator.

NOTE:
No videos, computer discs/programs or student projects will be checked out. Exceptions may be made for faculty classroom use of videos.

Graduate students with outstanding equipment or fines will be denied graduation clearance until deficiencies remedied.

**KNORR SIMULATION LABORATORY AT FRESNO STATE**

http://www.youtube.com/watch?v=3PzRfXv0v7g

The Knorr Simulation Laboratory, or Sim Lab, is a collaborative project combining state and philanthropic support. A gift from the estate of Alpheda Knorr, who was head nurse supervisor of operating rooms at Valley Medical Center in Fresno, helped construct the nursing skills simulation laboratory.

"This is a significant addition to an important teaching and training resource that will benefit students, nurses, and health professionals across the region," says Dr. Andrew Hoff, dean of the College of Health and Human Services. He notes that the facility will provide clinical training for students from nursing programs throughout the central San Joaquin Valley, as well as for employees of healthcare institutions, school nurses, and others.

For more information contact: Marie Gilbert at mgilbert@csufresno.edu.

**CLINICAL SITES**

Fresno State maintains contracts with approximately 250 clinical sites. If you want to do clinical hours at a particular clinic, medical office, hospital, etc., please check with the Nursing Office to see if we have a current contract. Do this early, since it may take several months to get a new contract signed. Remember that if you plan to complete any clinical hours in one of the local hospitals, your request must be entered into the computerized clinical placement system at the beginning of the semester before your clinical experience.

**ACADEMIC HONESTY/DISHONESTY INFORMATION**

**Cheating and Plagiarism**

1. Definitions from University Catalog:
   a. Cheating is the practice of fraudulent or deceptive acts for the purpose of improving a grade or obtaining course credit.
   
   b. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of another by representing the material so used, as one’s own work.

   *Note:* Some students feel that any changing of wording or paraphrasing of an author’s material negates any responsibility to give that author credit for his material. This is an erroneous belief and if acted upon, could result in the charge of plagiarism.

2. Penalties for Student Guilty of Cheating or Plagiarism
The penalties for cheating and plagiarism include suspension or dismissal from the University. (University Catalog, Policies and Regulations, Article 1.1, Title V, Section 41301).

3. Course Assignments

Written assignments for one nursing course may not be used to fulfill the requirements of another nursing course.

ADMINISTRATIVE ACADEMIC PROBATION POLICY FOR GRADUATE STUDENTS

Students enrolled in Master's programs are required to maintain a minimum 3.0 post baccalaureate cumulative grade point average (GPA) prior to advancement to candidacy. Once students have advanced to candidacy, they must maintain a minimum 3.0 program GPA, which includes only coursework listed on the Petition of Advancement to Candidacy.

Students who do not meet the above criteria will be placed on Administrative Academic Probation (AAP). Students who are on AAP will be disqualified if they do not raise their respective GPA to 3.0 by the completion of the second regular semester following the semester that their GPA fell below the 3.0 minimum. In addition, students will be disqualified if their semester GPA falls below 3.0 in any two terms.
CALIFORNIA STATE UNIVERSITY, FRESNO  
Department of Nursing  

STUDENT APPEALS PROCEDURE: GRADUATE LEVEL

1. Students have the right to appeal by way of the Appeals Procedure Policy of the Graduate Program in Nursing.

   A. Resolution on Informal Basis Between Student/Teacher  
      Resolution of any student/faculty related problem should be attempted on an informal basis at the student/instructor level.

      1. The term “any” refers mainly to areas of student conduct, class attendance, scheduling, assignments, and violations of professional behavior and confidentiality.

      2. Minor differences in grading practices should also be resolved on an informal basis.

      3. If satisfactory resolution is not achieved, the following steps are to be followed.

   B. Process of Appeal to the Graduate Committee  
      In the event the problem is not resolved on an informal basis between the student and faculty member, the facts must be put in writing by both parties to the grievance and be presented to the Graduate Coordinator within five (5) instructional days. The Graduate Committee (excluding the faculty member involved) and the Department Chairperson will review the problem and make its recommendation within five (5) instructional days following the filing of the problem.

   C. Appeal to the Student Affairs Committee of the Department of Nursing  
      In the event the problem remains unresolved, the faculty member and the student are to present the facts in writing to the Department Chair within ten (10) instructional days following the action of the Graduate Committee. Upon receipt of the appeal, in writing, the Department Chair shall appoint a panel of three (3) members (Nursing Department Chair, Graduate Faculty Member from another department within the School of Health and Human Services, and an undergraduate nursing faculty member), plus one student member unconnected with the grievance. This panel is to meet within ten (10) instructional days of its selection. Both parties are to be present at the hearing. The student grievant may request that no other student be present at the hearing. The recommendation of the panel will be stated at the time of the hearing and copies mailed to the student, faculty member, and the Department of Nursing Chairperson. A copy of the recommendation is to be placed in the student’s departmental folder.

2. Right to Fair Treatment in the Resolution of a Grievance  
   Any student has the right to appeal at any time to the Academic Petitions Committee (in case related to grades or academic requirements) or the Student Grievance Board (all other matters) of the University.
The Master's Project (NURS 298) requires that only one (1) faculty member serve on the project committee. The faculty member will serve as the chairperson for the project and should be a tenured or tenure-track faculty. You must review the proposed project with the faculty member before completing this form.

Directions: This form must be completed within the first 2 weeks of the semester in order to obtain the NURS 298 project schedule number. Turn the signed form into the nursing department office and they will provide the assignment schedule number for you to register online for the project.

Candidate: ___________________________________________________________

Date: ___________________ Student ID #: _____________________________

The above student has been officially advanced to candidacy, is in good graduate standing, and is recommended for Project NURS 298 as follows:

Proposed Project (NURS 298) topic, as approved and supported by the project chair.

Proposed Title: _______________________________________________________

_____________________________________________________________________

_____________________________________________________________________

Tentative completion date: ____________________________

Project (NURS 298) Chairperson:

Printed Name ___________________ Department ______________ Signature of Approval ___________________
Master’s Project Template

Master’s Project

Mary L. Gish, DNP, RN, NEA-BC

California State University, Fresno

School of Nursing

April 16, 2013

Note: Black type portion is completed in NURS 221
    Red type portion is completed in NURS 223
    Blue type portion is completed when project is completed.
Abstract

An abstract is a short summary of your completed research. If done well, it makes the reader want to learn more about your research. These are the basic components of an abstract in any discipline:

1) Motivation/problem statement: Why do we care about the problem? What practical, scientific, theoretical or artistic gap is your research filling?

2) Methods/procedure/approach: What did you actually do to get your results? (e.g. analyzed 3 novels, completed a series of 5 oil paintings, interviewed 17 students)

3) Results/findings/product: As a result of completing the above procedure, what did you learn/invent/create?

4) Conclusion/implications: What are the larger implications of your findings, especially for the problem/gap identified in step 1?

However, it's important to note that the weight accorded to the different components can vary by discipline. For models, try to find abstracts of research that is similar to your research.
Table of Contents

Abstract ........................................................................................................................................page 2

Chapter 1

Introduction ..........................................................................................................................page 5
Problem Statement ...............................................................................................................page 5
Purpose ..................................................................................................................................page 5
Theoretical Framework .........................................................................................................page 5
Application of Theory ............................................................................................................page 5
Definition of Terms ...............................................................................................................page 6

Chapter 2

Literature Review .................................................................................................................page 7
Summary ..................................................................................................................................page 7

Chapter 3

Methodology .........................................................................................................................page 8
Study Design/Type of Study ....................................................................................................page 8
Setting .......................................................................................................................................page 8
Population/Sample ................................................................................................................page 8
Investigative Techniques .......................................................................................................page 9
Instrumentation .....................................................................................................................page 9
Data Collection ......................................................................................................................page 9
Data Analysis Plan ................................................................................................................page 9
Ethical Considerations .........................................................................................................page 9
Bias ............................................................................................................................................page 10
Chapter 4

Results ......................................................................................................................... page 10

Discussion ................................................................................................................ page 10

Limitations ................................................................................................................ page 11

Implications for Nursing Practice ........................................................................ page 11

Conclusion ................................................................................................................. page 11

References ............................................................................................................... page 12

Appendices .............................................................................................................. page 13
Master’s Project Title

Introduction

APA Style uses a unique headings system to separate and classify paper sections. There are 5 heading levels in APA. The 6th edition of the APA manual revises and simplifies previous heading guidelines. Regardless of the number of levels, always use the headings in order, beginning with level 1. The format of each level is illustrated in Appendix A.

This section you introduce general facts about the issue that you are interested in. You discuss the nature of the issue, who the impacted population is and what possible consequences and/or solutions are related to the issue.

Problem Statement (Identification)

Be brief and concise in about 2-3 sentences what is the situation, why is it a problem and what can be done about it.

Purpose

What are you going to propose to do about the problem? Describe what you believe can appropriately address the issues that you have identified in your problem statement.

Theoretical Framework (2-3 pages)

Theory

Describe you theory and why you selected it. How does it fit with your problem, population, and desired outcome.

Application of the Theory (Review of the Literature with respect to theoretical framework)

A theoretical framework consists of concepts, together with their definitions, and existing theory/theories that are used for your particular study. The theoretical framework must demonstrate an understanding of theories and concepts that are relevant to the topic of
your research paper and that will relate it to the broader fields of knowledge in the class you are taking.

The theoretical framework is not something that is found readily available in the literature. You must review course readings and pertinent research literature for theories and analytic models that are relevant to the research problem you are investigating. The selection of a theory should depend on its appropriateness, ease of application, and explanatory power.

The theoretical framework strengthens the study in the following ways:

1. An explicit statement of theoretical assumptions permits the reader to evaluate them critically.

2. The theoretical framework connects the researcher to existing knowledge. Guided by a relevant theory, you are given a basis for your hypotheses and choice of research methods.

3. Articulating the theoretical assumptions of a research study forces you to address questions of why and how. It permits you to move from simply describing a phenomenon observed to generalizing about various aspects of that phenomenon.

4. Having a theory helps you to identify the limits to those generalizations. A theoretical framework specifies which key variables influence a phenomenon of interest. It alerts you to examine how those key variables might differ and under what circumstances. End with a paragraph that summarizes your theory work.

Definition of Terms

This is a section that you may need to use to define any new terms that you have introduced.

Evaluation of Problem (Literature Review 5-7 pages)

Definition: A literature review is an assessment of a body of research that addresses a research question. A literature review identifies what is already known about an area of study
It may also: identify questions a body of research does not answer and/or make a case for why further study of research questions is important to a field.

The literature review is a research journey with several steps. These steps include:

1. Framing a research question
2. Searching relevant bodies of literature
3. Managing search results
4. Synthesizing the research literature
5. Writing an assessment of the literature

The process is iterative—as you gain understanding, you’ll return to earlier steps to rethink, refine, and rework your literature review. Make sure that the literature is logical and linked to the theoretical framework, guiding study and includes the following as applicable: historical perspective, pathophysiology, current recommendations for practice, similar studies, and cultural considerations.

Summary

This is how you tie all of the paper together. It can be done in a paragraph. You are connecting all of the ideas from your paper and summarizing them. It pulls it all together. You can then discuss the direction of the paper/project/thesis for the future.

Methodology (3-5 Pages)

Do not introduce the topic again. Introduce the general methodology most authors have taken on this topic and the one you will be using and why (tie to the literature review). The purpose is a statement of what you intend to study. This is where you can state your research question or hypothesis.
Study Design/Type of Study

This should flow from your paradigm. Are you doing qualitative or quantitative; is it exploratory, descriptive or explanatory? Explain why you are doing this type of study and what you plan to explore, describe, or explain (again tie it to the literature review).

Within either design: quantitative or qualitative, tell the reader what type of study is being used: is it ethnographic, content analysis of written material, interview, or a program evaluation, etc.? Why is this design best for your study? (continue tying it to the literature review).

Setting

Simply describe the setting where the intervention that you propose will be conducted.

Population and Sample

What is the population you plan to study (e.g., all the social worker students in Idaho), what is your sampling plan (e.g., convenience, stratified, random), and why? (that’s right - tie it to the literature review). Give as much information about the population that has been gathered from your review of the literature: age range, gender mix, education, etc. This will be used to compare to your sample’s demographics in the Results section.

Investigative Techniques

Do you plan to use interviews, behavior observation, questionnaires, etc.? What subtype of each do you plan to employ (e.g., structured vs. unstructured interviews or closed vs. open-ended questions)? State your rationale for your approach (lit. review). List all of your variables, which ones are independent or dependent? What level of measurement do you plan to use for each variable?

Instrumentation
Do you plan to use a standardized instrument or design your own? How does this instrument affect issues of **reliability and validity** (discuss)? Discuss instrument biases. Identify independent & dependent variables. Discuss how this instrument will be scored.

**Data Collection**

How will you distribute your instrument or where will you do the observations? What is your timetable and what reminders will you give to respondents to get instruments back to you in time to complete your study?

**Data Analysis Plan**

What statistics do you plan to collect: descriptive/univariate statistics (i.e. frequency, central tendency, etc.) Inferential statistics (i.e. Pearson’s r, ANOVA, etc.) Bivariate, multivariate statistics, and how do you plan to do your analysis?

**Ethical Consideration (Human Subject Protections)**

When and how will you submit for Institutional Review Board (IRB) approval? What safeguards are in place in your study to protect human subjects? Consider both emotional and/or physical harm. Consider who the subjects are. Are they children or some other vulnerable population?

What is your basic ethical approach? What are the **power differentials** between you and your subjects, and how will you protect them from any possible abuses? What steps are you taking to protect the privacy of your subjects? Are patients privacy being maintained and how? What steps are you taking to insure informed consent? Provide a copy of any introductory letter and consent forms in the appendix.

**Bias**

We all have biases; the most insidious are those of which we are unaware or unacknowledged. What makes you different from your subjects? Is it race, ethnicity, social
class, education, work experience, physical or mental ability, gender identity, or sexual orientation a factor for bias? This section begins with a general description of what you are planning to do and why.

**Results**

This section clearly reports the results of the implementation of your project and the results of your study. This is where you discuss everything that you measured and discovered. You do your statistical analysis and interpretation here. This is a section that you can depict your results in graphs and tables for better understanding by the reader.

**Discussion (or Assessment of the Results)**

In this section you are discussing the results. What about your hypothesis? Did your results surprise you? Were they what you expected? This is where you summarize your work by making connections between purpose, current literature, and the results of your study/project.

**Limitations**

This is the section where you discuss what limitations that your design had. What tests did you do and what would you do differently next time.

**Implications for Nursing Practice**

Can this study be applied to practice? How? Can this study be generalized and to what populations. How about recommendations for further study or research?

**Conclusion**

This is where you really have to pull it all together. This is the problem that I chose, this is why. The research said this. I did this particular intervention or study and from the results I came to a recommendation. This section summarizes what you found, what you would do a little differently, the generalizability and what you can offer to the science of nursing.
References


Harvard University (2012). *The literature review: A research journey*. Retrieved from:
http://libguides.gse.harvard.edu/print_content.php?pid=215451&sid=2040485&mode=

http://libguides.usc.edu/content.php?pid=83009&sid=618409
## APA Headings

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### Project/Thesis Rubric

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<td><strong>Indented, italicized, lowercase heading with a period.</strong> Begin body text after the period.</td>
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NURS 298 - GRADUATE PROJECT WRITING GUIDE

NURS 298 - PROJECT TIMELINES
The following timelines are suggested to assist with structuring your project proposal and writing the final project for graduation by the spring semester.

**FALL SEMESTER**

**Week 2**
Meet with Project Chair
Complete Project Committee Assignment form, have faculty sign, turn into nursing office
Register for NURS 298
Develop Project Title
Develop initial methodology/plan

**Week 4**
Begin collecting articles, copy & develop files
Establish major literature review categories
Write brief reviews of articles
Carry out initial plans as appropriate

**Week 6**
Write Chapter 1
  - Introduction
  - Significance
  - Purpose
  - Definitions
  - Theoretical Framework
Continue to find and review articles

**Week 8**
Write Chapter 2 - Literature Review
Write Chapter 3 - Methodology
Type all three chapters of proposal with correct APA format
Turn into Chair for editing

**Week 12**
Continue Activities
Complete Literature Review
Continue Project Activities

**SPRING SEMESTER**

**Week 4**
Complete Project activities
Complete Chapter 4 - Discussion - Change text to past tense
Turn in to Chair
Sign up for College of Health and Human Services' Spring Research Symposium

**Week 8**
Make corrections
Copy with laser printer
Have binding and printing done for final copies.
**Weeks 12 – 14**

Develop podium/poster presentation for Spring Research Symposium.
Present project at College of Health and Human Services' Spring Research Symposium.
CALIFORNIA STATE UNIVERSITY, FRESNO  
Division of Graduate Studies  
MASTER’S THESIS (NURS 299) COMMITTEE ASSIGNMENT

Candidate __________________________________________   Date ____________________
Local Phone Number (         )  ____       ID # _______________________
E-mail address _________________________  Estimated graduation date ________________

Semester/Term  Year

The above student has been officially **ADVANCED TO CANDIDACY**, is in good graduate
standing, and is recommended for Thesis assignment.

Student and thesis committee members have read the attached Thesis Committee Guidelines
and approve the following proposed Thesis topic:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Human Subjects Clearance has been obtained:    Yes ☐  No ☐  Not Applicable ☐
Animal Subjects Clearance has been obtained:    Yes ☐  No ☐  Not Applicable ☐

**Thesis Committee:**
Typed/Printed Name    Department    Signature of Approval
Chair
Member
Member

**Review and Approval of Assignment and Planned Thesis Topic:**
Signature ___________________________   Date ________________
Graduate Program Coordinator/Director or Dept. Chair

Signature ___________________________   Date ________________
College Dean (for Agricultural Sci. & Tech.; Arts & Humanities; Science and Mathematics)

Signature ___________________________   Date ________________
Thesis Consultant (for Dean, Division of Graduate Studies)

**Note:** Changes in committee membership or topic require submitting a **CHANGE IN
MASTER’S THESIS COMMITTEE AND/OR TOPIC** form.

Final Thesis Clearance ___________________________   Date ________________
Thesis Consultant

Attachment
09/03

DGS/rev.
It is the purpose of this document to set forth policies for the functioning of thesis and dissertation committees appointed at California State University, Fresno, in order to maintain high standards of quality in the conduct of graduate student research and writing and to provide guidelines for the orderly transfer of members’ responsibilities if this should become necessary.

Insofar as it is judged the academic obligation and expectation of all graduate faculty to serve on graduate thesis and dissertation committees, this work in turn is recognized by the Division of Graduate Studies and the university in support of tenure and promotion, and individual faculty mentorship is publicized through listings and published records of the abstracts and theses/dissertations at a national level.

Where joint doctoral or master’s degree programs are offered, policies and procedures of participating campuses may also apply. Additionally, joint requirements for approval of committee assignment and completion of the final document may add to or supersede this policy. The following policy and guidelines have been established for faculty members at California State University, Fresno who direct theses and dissertations.

**Thesis/Dissertation Committees**

Thesis/dissertation committees have an established place in the academic world and play a vital role in the guidance and direction of graduate student research. One member of the committee, the chairperson, has a more formal administrative relationship with the student because of the way the university recognizes the chairperson's responsibilities. On occasion, the roles of the chairperson and the committee members require clarification.

### 1.0 Thesis/Dissertation Committee Structure

#### 1.1 Number of Members

1.11 Each master’s thesis and doctoral dissertation committee shall be composed of a minimum of three members.

1.12 Under extenuating circumstances (e.g., member’s death or sudden leave), to be noted by the graduate program coordinator in a letter to the graduate dean, an individual student in the final stages of the thesis/dissertation may request to have fewer than three members on the committee.

1.13 A fourth and/or fifth member may be added to the committee when deemed appropriate/necessary to provide required expertise.

#### 1.2 Committee Membership

1.21 Two of the three required committee members, including the chair, shall be members of the Master's Graduate Faculty Group of the student’s degree program. Only members of this group are allowed to chair a thesis. In order for a member to chair a thesis, he/she must have previously served as a second or third member of a thesis committee (per APM 226-2, III. *Criteria for Membership in a Master's Graduate Faculty Group*, par. 3).

The Graduate Group in the program, with the approval of the department, may invite their Faculty Early Retirement Program (FERP) faculty members to participate on
thesis/dissertation committees as second or third readers, with the stipulation that they demonstrate a personal commitment to function in this capacity and that they have been appointed as members of the consultative body. Graduate faculty members whose status has been terminated due to retirement or who are in FERP status may complete outstanding examining committee, thesis committee, and advising assignments as chair if they wish to do so, but they may not accept new assignments to chair such committees (see APM 226-3, III. Criteria for Membership in a Master’s Graduate Faculty Group, par. 8). Note: In order for the thesis/dissertation committee to function as required, the program must appoint FERP faculty serving on these committees as adjunct faculty during each of the academic terms in which they have inactive status.

1.22 An individual who possesses requisite expertise, but who is not a member of the department faculty in the student’s program, may serve as a third reader on a thesis or dissertation committee with the approval of the department chair. This may include part-time and adjunct faculty, retired program faculty, faculty from other programs or universities, and community professionals. In such cases, a curriculum vita of the individual concerned must accompany the submitted Master’s Thesis (299) Committee Assignment form.

1.23 Each graduate program committee may establish additional procedures for the appointment of thesis committee members. It is recommended that these procedures be published and be made available to incoming graduate students and new faculty members.

1.24 The committee chair shall be a faculty member of the graduate faculty from the student’s program. A faculty member from another department may assume the role of committee chair only if eligible for and appropriately appointed as program graduate faculty (see APM 226) in the student’s degree program.

1.25 For the doctorate degree, the committee chair must be a member of the Doctoral Graduate Faculty Group and possess requisite knowledge and experience in discipline-based research theory and methodologies at the doctoral level, knowledge of the requirements for doctoral dissertations in the discipline, and a demonstrated ability to successfully direct others in research activities. The first time an individual is being considered as a chair of a doctoral dissertation committee, supporting documentation must accompany the recommendation through all levels of review (per APM 227-2, III. Criteria for Membership in a Doctoral Graduate Faculty Group, par. 6c).

1.26 Each graduate program’s graduate group should establish a reasonable maximum for the number of theses an individual faculty member may supervise.

1.27 The department chair should ensure that work of the thesis or dissertation committee chair is calculated as part of the faculty’s required regular workload.

2.0 Thesis Committee Responsibilities

2.1 The Committee as a Whole

2.11 The initial responsibility of the committee is to meet and determine the feasibility of the topic and the thesis/dissertation plan or proposal, and to permit the student to proceed only after such determination has been made. The committee shall sign off on the student’s plan or proposal and a copy should be kept in the student’s file in
the department. The signing of this document signifies that the student has permission to proceed with the study as outlined in the plan.

2.12 The committee is responsible for assuring that the student is familiar with and has received copies of appropriate university policies concerning the handling of dangerous materials, laboratory and fieldwork safety, and maintenance of standards of quality, ethics, and professional performance. The committee (chair) should inform the student regarding proprietary interests and ownership of data or research product as appropriate, and reach agreement about these issues. Formal written agreements may be desirable or even mandatory when patent-related issues may arise. This needs to be done as early in the process as possible, preferably at the time the proposal is accepted.

2.13 The committee shall determine whether the student's research is subject to the university policy on research on human or animal subjects and advise the student accordingly.

2.14 The committee shall determine the adequacy of the bibliography.

2.15 The committee shall review and approve the methodology and any instrument or questionnaire used in data collection.

2.16 Committee members are responsible for reviewing thesis and dissertation drafts, and providing feedback in a timely manner. Depending on circumstances, there should be no more than a four-week turnaround review time for each of the committee members to review the manuscript for a thesis or dissertation.

2.17 The responsibility of the committee as a whole is to examine the student's work and to meet and make a final determination of the acceptability of the thesis/dissertation, and to arrange for any oral defense of the thesis in accordance with written department policies.

2.18 It is the policy of this university to make all theses available to the public through the library and through established academic abstracting services. On rare occasions, committee members shall assist the graduate dean in determining the need for and recommending the withholding of material for publication for a specified period of time, not to exceed one calendar year.

2.19 It shall be the responsibility of the student to observe graduate deadlines for the submission of final and publication copies of the thesis/dissertation. A reasonable amount of time (not more than four weeks) should be allowed for each of the committee members to review the manuscript.

2.2 The Chairperson

2.21 The student and the committee chairperson, insofar as it is possible, should arrive at an agreement on an approximate time schedule, including meetings of the committee, for the accomplishment of thesis/dissertation-related work for each semester or term that the student is engaged in such work.

2.22 The chair shall have primary responsibility for the supervision of the student's work, setting deadlines, and guiding the student's progress.
2.23 The chair shall assume the role of "principal investigator" when the student's research involves human or animal subjects, and shall ensure that university policies in this area are carefully observed (The Policy and Procedures for Research and Human Subjects at California State University, Fresno, available from the Office of the Vice President for Administration; Policy and Procedures for Handling all Warm-Blooded Animals Used for Teaching, Experimentation, or Research at California State University, Fresno, Academic Policy Manual).

2.24 The chair shall inform the student of university regulations regarding the need to maintain continuous enrollment while working on the thesis/dissertation, and the zero-unit policy requiring enrollment in Graduate Studies (GS) Continuation through Continuing and Global Education (Extension) or in GS 299 (Regular University Enrollment).

2.25 The chair shall inform the student of the university’s Guidelines for Thesis Preparation and shall encourage attendance at a thesis workshop as early as possible in the student’s thesis process. The Guidelines for Thesis Preparation are available at the Kennel Bookstore and from the Thesis Office website.

2.26 In consultation with the other members of the committee, the chair shall determine the final grade on the thesis/dissertation and see that it is properly reported on the Graduate Degree Clearance form.

2.27 The chair is responsible for evaluating the student's progress before assigning an "SP" grade for thesis/dissertation units. (The "SP" grade is automatically assigned unless a student is not making significant progress, in which case an “I” grade may be assigned.)

2.28 The chair shall inform the student of the style manual or journal style required by the Nursing Department for formatting the reference list or bibliography.

2.29 The chair and committee members shall review submitted documents and in two weeks return reviewed materials to the student.

3.0 Vacancies and Replacements

3.1 If any committee member anticipates an extended but temporary absence during the time the student is working on the thesis/dissertation, he or she should arrange for means of communicating during this leave, or designate an appropriate temporary/permanent substitute.

3.2 The determination to make a change in committee chair or membership must be reported on a Change in Master’s Thesis (299) Committee and/or Topic form, submitted to the Graduate Division, and must be approved by the graduate program coordinator and department chair. A change in the committee chair requires a letter of justification from the department chair at the time the Change in Master’s Thesis (299) Committee form is submitted, as stated on the form. Faculty members who are replaced must be so informed by the department chair.

3.3 If the chairperson is unexpectedly absent or absent due to planned sabbatical/retirement at the time the student completes the thesis/dissertation, the department chair may act for the thesis chair, in consultation with the absent chair or other committee members.
4.0 Disputes

4.1 In the event that a dispute or disagreement arises between a student and a member of the committee or between members of the committee, the committee chairperson shall call a meeting of the committee and the student for the purpose of resolving the problem.

4.2 If the dispute cannot be resolved through this process, or if the proposed solution is unacceptable to the student or one of the committee members, the disagreeing party or the department chairperson may request that the graduate committee of the student's department/program review the problem and recommend a solution.

4.3 If the problem cannot be resolved at the department level, the dispute should be appealed to the college or school dean. This will be the final level of appeal.

5.0 Termination of the Committee

5.1 The committee shall have discharged its obligations when the final manuscript has been approved by the Graduate Dean, each member has signed the approval page for the publication copy of the thesis/dissertation, and the thesis/dissertation grade is recorded on the clearance sheet.

5.2 In the event a student does not register for thesis/dissertation or fails to maintain an active status within one semester or term after official acceptance by a thesis committee, the committee chairperson has the option of dissolving the committee, in which case a new committee must be secured and approved before registration can be authorized.

5.3 If a student must suspend work on the thesis/dissertation for educational reasons acceptable to the committee chairperson, the student should obtain a planned educational leave of absence. These leaves may be approved for two to four semesters. If the leave is approved, the committee shall continue its existence until the student returns.

* The terms Program coordinator and Program director are interchangeable in this document.

Thesis Committee Policy and Guidelines
Revised April, 2002
Approved by the University Graduate Committee May 14, 2002
PROCEDURES FOR HANDLING POTENTIAL THESIS PROBLEMS

It is anticipated that only occasional errors may be found in final drafts of these submitted to the Graduate Office. Minor problems in spelling, punctuation, grammar, usage, and referencing format are usually of a nature that can be addressed directly by the student, and are noted in the text and on the checklist of the thesis which is returned to the student for correction and resubmission as final publication copy. Conferences with the Thesis Consultant are available for assistance, if requested.

On rare occasions, more serious problems may be identified by the Thesis Consultant requiring that the thesis be handled in a slightly different manner, with the student and the committee working together to correct the deficiencies. With the thesis committee’s approval and recommendation, after the necessary modifications have been made, the student may resubmit the final draft of the thesis. In cases of disagreements, final appeal rests with the Graduate Committee of the Academic Senate.

Some examples of more serious problems follow.

**PROBLEM TYPE I**

Extensive spelling, punctuation, grammatical, referencing problems, as noted above.

Needed clarification or amplification of text (adding hypotheses, introductory statement, transitions; deleting extraneous or unconnected material; demonstrating relevance of topic to the discipline; etc.).

**PROCEDURE**

The thesis is returned to the student. Contact is made with the committee chair; conferences are arranged with the student and any additional measures (editing and/or statistical support, etc.) are recommended as needed.

**PROBLEM TYPE II**

Confused/confusing organization; unclear language usage; a lack of clear purpose and/or critical thinking throughout.

Insufficient documentation which either fails to or inadequately support statements of reference, fact, or inference.

Lack of scholarly orientation which clearly demonstrates inadequate mastery of the subject, methodology, and/or ability to draw defensible conclusions.

Internal contradictions within the text (hypotheses and conclusions not matched; methodology which fails to provide reasonable assessment of the hypothesis).
PROCEDURE

Such problems may require extensive revision of the thesis prior to its resubmission as a final draft. The graduate dean is informed of the status of the thesis; the thesis is returned to the student; and a letter is sent to the committee chair, with copies to the department chair, committee members, and the student. Conferences are arranged with the student and any additional measures (editing and/or statistical support, etc.) are recommended as needed.

PROBLEM TYPE III

Plagiarism.

PROCEDURE

The Thesis Office makes and retains a copy of the original thesis. The final draft is then returned to the thesis committee chair to be handled in accordance with university policy on plagiarism. A letter is sent to the committee chair, with copies to the department chair, the committee members, the student, and the graduate dean.

In order to ensure that each thesis meets the standards appropriate to an academic publication, the Thesis Consultant checks the following items:

1. General format: Title page, approval page, authorization sheet, table of contents; chapter; section, and heading divisions; pagination; margins; tables and figures; photograph mounting; layout of appendices.

2. Overall organization.

3. Grammar; syntax; spelling; consistency in level of usage, verbiage tense, pronoun agreement, treatment of numbers, etc.

4. Quotations: Justification, effectiveness, accuracy.

5. Documentation techniques.

6. Plagiarism.

7. Reference format.

8. Necessity for permission to include copyrighted materials.

9. Other requirements and standards as described by Title VC and the CSUF General Catalog.

Approved 12-13-96
Graduate Committee
DEPARTMENT OF NURSING
HUMAN SUBJECTS GUIDELINES

The Sub-committee on the protection of human subjects has developed the following outline to provide guidance on the submission of materials to the subcommittee by faculty and/or students interested in performing research involving human subjects.

Essential Information:

1. Dates for Submission of Thesis/Project Proposal to Human Subjects Sub-Committee
   - These dates will also be posted outside the Department of Nursing

Guidelines for Submission of Thesis/Project Proposal to the Human Subjects Sub-Committee

   - Includes specific information regarding the procedures that must be followed in order to have your proposal successfully approved by the sub-committee

Rights of Human Subjects

   Important information to include in the research proposal:
   - This form need not be included in the proposal submission unless it would help clarify the content of the proposal or if you have additional questions/concerns that you would like the committee to address.
   - Please note that the proposal may be submitted in draft form as long as the issues addressed on this information sheet have been fully covered.

4. The Human Subject forms are color coded and can be obtained from the Department of Nursing:

   - These forms are two-sided and both sides must be included when submitted.
   - The copies in this book are for your information only and should not be submitted with the proposal.

5. Sub-Committee on Human Subjects Application Form for Review (pink) – top half completed only and submitted with proposal.

6. Reviewer Comments Form (gold) – top half completed only and submitted with proposal

7. Application Form for Unfunded Research (green) – complete and submit as applicable

8. Application Form for Funded Research (blue) – complete and submit as applicable
Protocol for Outline of Research Study to Human Subjects Subcommittee

Directions: Submit 3 copies of a Research Study Outline which is organized according to the following categories. Use the same headings and numbers system that appear below. It should be limited to 5-6 typewritten pages.

A. Abstract: Attach a one paragraph summary of the proposal. Include purpose, problem statement, setting, subject population, and general design.

B. Protocol:
   1. Purpose and Background
      a. Brief statement of the problem and justification for the study including relevance to nursing.
      b. Brief summary of current research to indicate the state of knowledge pertaining to the study.
      c. Specific aims of the research.
         Hypotheses or questions.
         Data to be given.
   2. Characteristics of Subjects
      a. Number
      b. Source of subjects and sampling procedures
      c. Inclusion and exclusion criteria
      d. Rationale for inclusion of special groups, particularly if they are limited in capacity to give informed consent.
   3. Methods
      a. Location of study
      b. Recruitment methods which ensure voluntary participation. If deception is to be used, explain in detail why it is necessary and provisions for subsequent disclosure.
      c. Investigational or experimental, procedures involving subjects (i.e., tests, interviews, examinations)
      d. Special procedures (any intrusive or discomforting procedures)
      e. Frequency and duration of each procedure
      f. Projected statistical analysis
   4. Potential Benefits to:
      a. Individual subjects
      b. Population from which subjects are drawn
      c. Science, society, humanity
GUIDELINES FOR SUBMISSION OF THESIS/PROJECT PROPOSAL TO THE HUMAN SUBJECTS SUB-COMMITTEE
DEPARTMENT OF NURSING

WHY:

In order to protect human subjects who are part of a research project. Remember the following groups are considered vulnerable and need “special” protection.

“Special Classes of Human Subjects”

Research involving pregnant women and in utero or ex utero fetuses, including nonviable fetuses, must comply with the provisions of section 46.207ff of the federal regulations. (See appendix 5.12 of the CSUF Policy and Procedures for Research with Human Subjects.)

Research involving prisoners must comply with subpart C section 46.301ff of the federal regulations. (See appendix 5.12 of the CSUF Policy and Procedures for Research with Human Subjects.)

Research involving children must comply with subpart D section 46.401ff of the federal regulations. (See appendix 5.12 of the CSUF Policy and Procedures for Research with Human Subjects.)

These guidelines are viewed by the Department of Nursing to include the following categories of individuals in addition to those noted above.

- Mentally ill/retarded
- Aged who are not mentally competent
- Special populations (students, military)
- Poor who are dependent upon certain facilities involved in research for their medical care
- Dying, sedated or unconscious patients
- People with AIDS

WHEN:

The thesis proposal should be submitted for approval to the Human Subjects Sub-Committee after your thesis chair and two committee members have reviewed and approved the proposal as your final draft. The Human Subjects Sub-Committee assumes that approval by this committee is the final step before you begin data collection. Your chances for approval the first time the proposal is submitted are greater if you follow this recommendation. For those developing a project proposal, the need for approval by the Human Subjects Sub-Committee will be determined by the project chair. Any project that involves human subjects must be submitted.

WHO:

Submit the Thesis Proposal to the chair of the Human Subjects Sub-Committee. For the current committee membership, contact the Graduate Coordinator.
WHERE:

The Human Subjects Committee meets once a month on the 1st or 2nd Wednesday of the month beginning in September and continues throughout the academic year. In order for the committee to have adequate time to review your proposal before the meeting, you are requested to place

3 COPIES OF YOUR THESIS PROPOSAL ACCOMPANIED BY THE SUB-COMMITTEE ON HUMAN SUBJECTS APPLICATION FORM AND A COPY OF THE COMMITTEE SIGNATURES FORM FOR NURS 299 (if thesis) OR NURS 298 (if project) BY 5 PM ON THE APPROPRIATE DATE. If the deadline for submission of proposal copies is missed, the proposal will be considered at the meeting the following month.

HOW:

Before submission of your proposal, all sub-committee members must have signed the Sub-Committee on Human Subjects Application form (available in Department of Nursing office), submitted with 3 copies of your proposal. Please include a phone number and email address where you can be reached to receive the sub-committee's decision.

In the proposal, clearly identify how all rights of human subjects will be protected (see accompanying sheet used by the Human Subjects Sub-Committee to judge your proposal). A copy of your informed consent must be included in the proposal and placed in the Appendix.

Following the sub-committee meeting, the Chair will contact your Thesis/Project Committee Chair with the sub-committee's decision as well as follow up with a letter for your files.

If you have any questions about the procedure please contact the Human Subjects Sub-Committee.
HUMAN SUBJECTS SUB-COMMITTEE CHECK LIST

Please ensure that the following rights of human subjects have been protected in the thesis proposal. If you have any concerns, please note them in the space provided.

1. Protection from harm (assess risk / benefit ratio)

2. Recognition of right of self determinism (voluntary consent free from coercion)

3. Right to privacy (thoughts, records, etc.)

4. Right to confidentiality or anonymity

5. Right to maintain self-respect and dignity

6. Right to refuse to participate or withdraw at any time

7. Right to services/treatment if involved in research study

OTHER ISSUES:
1. Procedures for obtaining informed consent.

2. Information regarding how the researcher can be contacted/right of subjects to request research findings

3. Sound methodology supports research question.

The final recommendation includes the following 3 options:
1. Approve as submitted
2. Approve with suggested changes
3. Reject
Sub-Committee on Human Subjects
Application Form for Review

Names | All Signatures Required | Phone
------|-------------------------|------
(Thesis Comm. Chair)
Principal Investigator: _________________

Collaborator/Student: _________________

Other Comm. Members: _________________
*All Names Must Be Listed: _______________

Is this a Graduate Thesis? ______ Is this research being submitted to a funding source? __________

If yes, give name of agency:
____________________________________________________________________________

Date of Submission _____________ Date you intended to begin data collection _____________

Indicate your judgment as principle Investigator as to the risk category of the study.
Exempt ________ Minimal risk ________ At Risk ________

----------- To be completed by Chair of Human Subject Sub-Committee
Judgment as to risk category:
Exempt ________ Minimal risk ________ At Risk ________

Approval Status: Approve: ________ Disapprove: ________

Forward to the University Human Subjects Sub-Committee with a recommendation to:
Approve: ________ Disapprove: ________

RATIONALE:
____________________________________________________________________________

____________________________________________________________________________

MODIFICATION REQUESTED:
____________________________________________________________________________

____________________________________________________________________________

Name | Signature | Date
-----|-----------|------
Human Subject Sub-Committee: _________________

_______________
_______________
_______________
Application Form for Unfunded Research

CALIFORNIA STATE UNIVERSITY, FRESNO
COMMITTEE ON THE PROTECTION OF HUMAN SUBJECTS

Please type
PRINCIPAL INVESTIGATOR

<table>
<thead>
<tr>
<th>Name</th>
<th>Department (unit)</th>
<th>Mail Stop</th>
</tr>
</thead>
<tbody>
<tr>
<td>Telephone Number</td>
<td>Dept. Telephone Number</td>
<td></td>
</tr>
</tbody>
</table>

Student’s name or collaborator(s)
(if applicable) (if a graduate school thesis, so indicate) (affiliation if collaborative research)

| Telephone Number | Telephone Number |

TITLE

The Principal Investigator is responsible for fully understanding the Policy and Procedures of the CPHS. Below indicate your judgment as Principal Investigator as to the RISK category of the present study. (See definitions on the reverse of this sheet.) (If exempt see 3.52)
Minimal Risk □

PROCEDURES

1. Attach your protocol and submit to your department chair for review by your human subjects committee.

2. Your departmental committee will review the protocol status and if it agrees with the determination of “minimal risk” status (see Appendix 5.3), then

3. Your department chair will keep the forms for 5 years.

4. Your responsibilities have been satisfied.

HOWEVER,

(If the departmental review changes the determination to “At Risk,” follow the procedure to the right of this page.)

At Risk □

PROCEDURES

1. Attach your protocol and submit to your department chair for review by your human subjects committee. (A sample informed consent must be included.)

2. Submit the department review form(s) with this form to the CPHS.

3. Transmit all reviews and two (2) copies of the protocol to the CPHS for review. Send one additional copy to the Dean.

4. Allow two weeks during the school year for your response from the CPHS.
Application Form for Funded Research

CALIFORNIA STATE UNIVERSITY, FRESNO
COMMITTEE ON THE PROTECTION OF HUMAN SUBJECTS

Please type

PRINCIPAL INVESTIGATOR

<table>
<thead>
<tr>
<th>Name</th>
<th>Department (unit)</th>
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</table>

Student’s name or collaborator(s)
(if applicable) (if a graduate school thesis, so indicate) (affiliation if collaborative research)

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<th>Telephone Number</th>
<th>Telephone Number</th>
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</table>

FUNDING SOURCE
Is the California State University, Fresno Grants Office forwarding the request for funding? No ☐ Yes ☐

TITLE
The Principal Investigator is responsible for fully understanding the Policy and Procedures of the CPHS. Below indicate your judgment as Principal Investigator as to the RISK category of the present study. (See definitions on the reverse of this sheet.) (If exempt see 3.52)

Minimal Risk ☐

(If the departmental review changes the determination to “At Risk,” follow the procedure to the right of this page.)

At Risk ☐

PROCEDURES

1. Attach your protocol and submit to your department chair for review by your human subjects committee.

2. Your departmental committee concurs with the Principal Investigator that the study is “minimal risk” (see Appendix 5.3), then

3. The department chair should forward the packet of materials with this form and the departmental review forms to the University CPHS, Thomas Administration, Room 130, M/S TA54, for expeditious review and “certification to the funding source.”

4. The researcher will receive notice of “certification” usually within 72 hours.

HOWEVER,

5. Attach your protocol and submit to your department chair for review by your human subjects committee. (A sample informed consent must be included.)

6. Submit the department review form(s) with this form to the CPHS.

7. Transmit all reviews and two (2) copies of the protocol to the CPHS for review. Send one additional copy to the Dean.

8. Allow two weeks during the school year for your response from the CPHS.
DEPARTMENTAL (UNIT) REVIEW FORM
COMMITTEE ON THE PROTECTION OF HUMAN SUBJECTS
CALIFORNIA STATE UNIVERSITY, FRESNO

Please type
PRINCIPAL INVESTIGATOR

Name Department Mail Stop

Telephone Number Dept. Telephone Number

If student or collaborative research

Name Affiliation

Telephone Number Telephone Number

TITLE OF STUDY
If funding is sought, from what agency?

How did the Principal Investigator designate the research? Minimal risk □ At risk □

REVIEWER 1
Name
At risk □ Minimal Risk □
COMMENTS:

Place your signature in the category of your judgment
□ APPROVED

□ DISAPPROVED

REVIEWER 2
Name
At risk □ Minimal Risk □
COMMENTS:

Place your signature in the category of your judgment
□ APPROVED

□ DISAPPROVED

REVIEWER 3
Name
At risk □ Minimal Risk □
COMMENTS:

Place your signature in the category of your judgment
□ APPROVED

□ DISAPPROVED

The department may wish to route this form to the 3 reviewers or send each reviewer a form. If the review is done on three separate forms, the Chair ought to give each reviewer the comments of the other reviewers as well as the Principal Investigator. If all three reviewers judge the proposal as “minimal risk,” the Department Chair notifies the Principal Investigator and keeps the form(s) for 5 years. If funding is sought for this study or it is “at risk,” two (2) copies of the protocol and this form are forwarded to the university CPHS, Thomas Administration, Room 130, M/S TA 54, with one additional copy to the dean’s office. (See sections 3.7 or 3.8.)
SAMPLE A

THESIS CONSENT FORM

I, ______________________________, hereby willingly consent to the participation of my child, ______________________________, in a study comparing impedance test results, under the supervision of ____________________________ of California State University, Fresno.

I understand that my participation will be limited to the following procedures: pure tone audiometric evaluation and impedance testing.

I understand that I may withdraw my child from this study at any time without penalty. I understand that coercion was not used by anyone to insure my participation in this study. I also understand that this study may be published and my child’s anonymity will be protected. Under no condition will my child’s name be disclosed.

Date:__________________Signature:_____________________________________

SAMPLE B

PHYSICIAN CONSENT FORM

I, ______________________________, give my permission to ____________________, to approach the family members of my patient ____________________________ to obtain their permission to participate in the research project:

____________________________________________________________________

Date: ____________________ Signature: ________________________________
INFORMED CONSENT FORM

I, _____________________________, hereby willingly consent to the participate in the research project:__________________________________________________________

I am aware of all the following conditions:

    All information is to remain confidential.

    I will remain anonymous.

    After the information is compiled, the original interview will be destroyed.

    I have the right to withdraw from this study at any time without prejudice or penalty.

    Saint Agnes Medical Center has given permission for this study to be conducted.

    Permission has been obtained from the patient’s physician for his patient’s relatives to participate in the study.

    The procedures for this research have been approved by the Human Subject’s Subcommittee, College of Health and Human Services at California State University, Fresno.

Date:______________________  Signature:___________________________
WHEN BEGINNING THE THESIS

What forms must I have filed with the Graduate Office and/or my department?

- An approved **Advancement to Candidacy** form, with the program indication of Thesis 299 for the Culminating Experience. Note: Your thesis time limit will be the program time limit date located on the upper right corner of the Advancement to Candidacy form.

- A Thesis Committee Assignment Form, with your general topic and signatures of your chosen committee members and your program adviser. Normally, this form is forwarded to the Graduate Office via the college dean’s office.

What paperwork must I file while doing my thesis work?

- **Registration form(s).** You must be enrolled at the university during all fall and spring semesters when you are working on your thesis; if you plan to graduate during the summer, you must also be enrolled that particular term.
  
  a. When first registering for 2-6 thesis units, go to your department graduate adviser to verify your eligibility and obtain the thesis schedule number prior to the first day of registration.

  b. Once you have received an RP (formerly SP) on your thesis grade, have finished all your other coursework, and are working only on your thesis, you will need to sign up for 0 units Thesis Continuation, either through regular university enrollment, Graduate Studies (GS) 299, or through the Division of Extended Education, GS Continuation. For regular enrollment, GS 299, visit the Division of Graduate Studies to obtain the schedule number prior to the first day of registration; for enrollment through extension, GS Continuation, contact or go to the Graduate Office, Thomas Administration Building, TA 132, for verification of status and procedures.

  c. **Don’t forget! Be sure you’re registered during the semester/term when you are applying for graduation! (Summer applicants, please note!)**

What additional paperwork must I file when I have reached the semester when I expect to turn in my thesis and what to graduate?

- **Application for Degree to be Granted.** This form **must** be filed during the first two weeks of the semester (three weeks, summer term) when you intend to graduate. No exceptions will be made.
What material do I need in order to format my thesis?

- Guidelines for *Thesis Preparation*, prepared by the Division of Graduate Studies, available for purchase in the Kennel Bookstore Copy Center or at no cost from the Thesis Office Web site ([www.csufresno.edu/gradstudies/thesis](http://www.csufresno.edu/gradstudies/thesis)).

- **Style manual or style sheet** chosen by your department (e.g., APA, Turabian, MLA, CBE, J. of Anal. Chem. – consult Appendix D in the Guidelines).

- Formatting instructions (including disk template, if needed) from the Graduate Office and/or Typist list, from the Thesis Office, for formatting/typing assistance. The Word processing programs supported by the thesis templates are discipline-specific and support MS Word for either Macintosh or IBM-compatible PCs.

> * WHEN SUBMITTING YOUR THESIS TO GRADUATE *

How should my first submission be submitted, and in what form?

- Submit your final thesis draft *loose-leaved*, in a **plain manila folder**. Be certain that the approval page has been signed by all members of your thesis committee, and that the thesis is paginated, has an abstract of no more than 1 page, has a table of contents and complete reference list, and is as close as possible to the final format. Run a spell check on your document. Ink-jet copy is acceptable for this draft. Tables and figures may be in draft form.

- Turn in a **digital copy** of your thesis on diskette, CD, or ZIP disk, via USB flash drive, or email attachment as appropriate.

When is my final publication copy due?

- **Dates are assigned when the first submission is returned.** Unless you are otherwise informed, your publication copy will continue being processed along its own assigned timeline until the end of the semester. You will be asked to meet the final deadline for submission of all copies, fees, and required paperwork as posted by the thesis office. Thesis clearances granted after this date move you into the next semester.

What general Graduate Office forms must I turn in to the Graduate Office by the end of the semester, in order to graduate?

- **Master’s Degree Clearance.** This form should be given to your thesis committee chair, who will report the committee’s grade for your thesis work. The form then goes on to your graduate adviser, who reviews your complete file for compliance with degree requirements, signs off on the form, and (where required) forwards this to the college dean for signature. This form may be filed whenever your committee feels it is ready to award a grade; the process is **not** contingent upon Graduate Office review of the thesis, which is handled separately.
What thesis paperwork must be submitted to the Thesis Office before I can graduate?

- **Laser printed publication copy.** Tables, figures, and graph must be in final form. Appendix material must fit inside margins and be reproduced legibly.

  **Note:** Your thesis committee members will need to sign the publication copy approval page (see Guidelines example), preferably in black ink. The Graduate Dean will sign this page as soon as the thesis has met publication standards.

- Copyright permission forms. Submit all forms granting you permission to publish material you have reproduced in your thesis that is taken from copyrighted sources.

- University Microfilms Int'l. (UMI)/ProQuest form. Usually, this form is filled out when you turn in the final draft of your thesis. If you are copyrighting your thesis, you will need to fill out and sign the copyright authorization portion of the UMI form and pay the additional $65 copyright fee when making your thesis fee payment (see last item below).

- **After** final thesis reader review and approval, make a **minimum of two additional copies** (for library and the department) at the Kennel Print and Copy Center. The original may be sent to UMI for microfilming and not returned to you, or be bound for your personal use.

- **Fee slip.** Pay for your copying at the Kennel Bookstore Copy Center. Next, go to the university cashier to pay for bindings, microfilming, and the UMI fee (plus optional mailing and UMI copyrighting fees). Finally, bring your "Thesis Fees" form, imprinted by the university cashier, to the Graduate Office. Your thesis clearance will then be given to the evaluator.
THESIS 299 PROCESS CHECKLIST

1. File a Petition of Advancement to Candidacy form with the Graduate Division.

2. Select a thesis topic and write a proposal, if demanded by your program. Select a chairperson and two committee members for your thesis committee (the chair and one other committee member must be graduate faculty from your degree program).

3. Determine (check with your chair) whether or not you need to file a Human or Animal Subjects clearance for your thesis, and start the process as soon as possible.

4. Complete the top half of the Thesis (299) Committee Assignment sheet form, including your topic and committee members; get the required signatures; and files this form with the Graduate Division. Complete this form before you sign up for thesis units in your department.

5. Enroll in your department for your thesis units (Thesis 299). (For summer enrollment, you will need to pick up your enrollment form from the Division of Graduate Studies office.)

6. Establish a timeline and meeting schedule with your chair and your committee. Include goals for each stage of thesis development and establish member responsibilities.

7. Purchase and/or download from the Thesis Office Web site the university’s Guidelines for Thesis Preparation and obtain a copy of the style manual/journal style sheet used in your program. Check with your thesis chair if you are not sure of the correct choice of manual/journal style sheet.

8. Organize your work, do your research, and write your study, staying in close touch with your committee. Get the Thesis Template from the Thesis Office Web site, if using MS Word.

9. Maintain university enrollment throughout each semester of your thesis work, either through regular university enrollment (required of all international students) or (for those domestic students who have completed all their coursework) through 0 units GS Continuation. Students intending to graduate in summer must register for the summer term.

10. At the beginning of the semester (first two weeks) or summer term (three weeks) when you intend to graduate, apply for graduation. Be sure you are also registered (see #9 above).

11. Note the posted deadline for Final Draft submission to the Graduate Division. When you have finished your thesis and have obtained approval of all members of your thesis committee, collect your committee signatures on the Final Draft approval page, and submit your signed Final draft to the Graduate Division for review.

12. When you receive a call from the Thesis Consultant, pick up the thesis, and make the recommended corrections. Laser print this corrected Publication Copy of your thesis, collect your committee signatures on the Publication Copy approval page, and resubmit this copy, along with the Final Draft, to the Graduate Division for its final review and approval for binding. The Thesis Consultant will obtain the Dean’s signature for you.
13. When given the final Thesis Office approval, take your publication copy to the Kennel Bookstore Print and Copy Center for copying onto acid-free 20-pound bond paper, pay your processing, copying, and binding fees at the university cashier, and bring the payment form to the Graduate Division for final thesis clearance.

14. Check with your department to assure that they have submitted your Master’s Degree Clearance form (which includes your thesis grade) to the Graduate Division by the posted clearance deadline.
THESIS SUBMISSION AND REVIEW PROCEDURES

Final Draft Review

The final draft of the thesis being submitted to the Graduate Division should be (1) typed in approved format, (2) edited and proofread, and (3) signed by all committee members. See separate Requirements for Final Thesis Drafts sheet and the Guidelines for Thesis Preparation for specific requirements. Thesis drafts that have not been proofread or are in need of editing will be returned to the student for reworking. This could prevent completion of the degree on the expected date.

For guaranteed reading for Fall graduation, your final draft must be submitted to the Graduate Office in October of that year. For guaranteed reading for Spring graduation, your final draft must be submitted to the Graduate Office in March of that year. The exact deadlines can be found at www.csufresno.edu/gradstudies.

Theses submitted by these dates are assured of review and processing in time for clearing the thesis portion of their degree clearance, barring any major difficulties. Normally, drafts are reviewed in the order received (see the Thesis Listing in the front reception area). They are returned to the student with an indication of any required corrections. Students who miss the deadline are still encouraged to submit their completed drafts. While late submissions cannot be assured of completion in time for this summer’s graduation, we will make every effort to process all theses.

Publication Copy Review

Each student will be notified of his or her separate deadline for submitting the revised publication copy. Usually, this date is set for two weeks from the date when the final draft is returned to the student. Publication copies must be laser printed and will need final signatures of all committee members on the official approval page.

After review and approval by the Thesis Consultant, take the thesis to the Print and Copy Center at the Kennel Bookstore, pay the copying and binding fees, and bring the receipt to the Graduate Office for final thesis clearance.

Please feel free to call the Thesis Consultant's office if you need help on formatting or procedural questions. We have many different resources available to assist you in the completion of this part of your degree requirements.

Charles Radke,
Thesis Consultant
cradke@csufresno.edu
phone: 599-278-2448
REQUIREMENTS FOR FINAL THESIS DRAFTS

The following are minimal requirements. However, please note that if you intend to type your own final publication copy, it is especially important that you submit your best effort for this first draft, in order that we may indicate all necessary format changes. This will greatly expedite your publication copy approval and your thesis clearance.

Note: If the formatting review reveals more than a minimal number of computer formatting problems, we will refer you to a professional formatter for assistance in preparing the publication copy.

1. All thesis committee members must have signed the thesis approval page ("Approved for Final Draft Submission").

2. Submit a digital copy of the thesis along with the hard copy. This can be on a CD, Zip disk, via email, or from a USB flash drive.

3. All critical elements of the thesis must be present. Students must not still be engaged in writing parts of the thesis. The thesis must have an abstract and all required preliminary pages (see the Guidelines for Thesis Preparation: title page, approval page, authorization sheet, table of contents, and, as needed, list of tables and list of figures), as well as a completed Reference list or Bibliography. The abstract must fit on one page.

4. The thesis must be paginated.

5. The References or Bibliography must be complete and follow the format of a selected style sheet (indicate your choice to the thesis office; include a recent sample if you have chosen a special journal format).

6. All content additions or corrections made by your committee members must be incorporated into the draft that is reviewed by the Thesis Office.

7. The thesis must be typed and the text must be spaced at exactly 24 points, per Guidelines specifications.

8. Paper quality is not important: the thesis may be submitted on standard printer paper.

9. Where multiple figures and/or tables are involved, these may be included in draft form. A sample of each table or figure must be included, however, for layout and clarity of presentation review.

10. The use of color is acceptable, providing all critical elements also are equally clear in black and white (the required microfilm medium).

11. Always keep a back-up copy of your thesis on disk or your hard drive!
THESIS TEMPLATE

Thesis templates have been created for students who are typing their thesis in MS Word for the IBM-compatible PC and the Macintosh. These templates contain the skeleton formatting for all theses according to the California State University, Fresno Guidelines for Thesis Preparation. The templates area available online from the Division of Graduate Studies Web site.

Note: Improved versions of the templates were uploaded July 18, 2008. No major changes were made. Older versions of the template are fine, but if you have an older version of the template and have not used it, please download a new template using the links below.

On line tutorials are now available to assist you in using these templates.

- The thesis templates are MS Word files in the prescribed university thesis format. Margins, line spacing, and heading styles are all set up for you.
- Download the template with either chapter or section title format (depending upon your degree--see lists below), and the font you wish to use.
- Download and read the instruction file before using a template.
- The size of a template file is approximately 60k. The instruction files are about 80k.
- If the Word document file doesn't automatically download, or the download window doesn't appear when you click on the link, right-click on the link (or hold down the mouse button if you only have one button), and choose "download link to disk" (for Internet Explorer)"save link target as..." (for Netscape).

For any specific questions regarding the template or other formatting matters, or for a list of professional formatters, please call 559-278-2418.
Guidelines for the Completion of the Advancement to Candidacy Petition

This information is provided to assist you in the completion of the Petition of Advancement to Candidacy form. It will be necessary for you to make an appointment with your graduate adviser, and, if needed, obtain a copy of your California State University, Fresno transcript to refer to when filling out the advancement petition. Complete all sections on the petition. Return the petition to the Division of Graduate Studies office, Henry Madden Library. You will receive a written response of approval or denial from the Division of Graduate Studies within six to eight weeks after submission of the petition.

Filing Deadline
Advancement to candidacy gives you permission to proceed in qualifying for the master’s degree and should be accomplished as soon as you are eligible. Your Petition of Advancement to Candidacy form must be received in the Division of Graduate Studies no later than the sixth week of the semester prior to the semester in which you register for project (298) or thesis (299) units, or apply for the master’s degree to be granted. Check the Academic Calendar in the current California State University, Fresno General Catalog for exact deadlines.

Eligibility
In order to be eligible for advancement to candidacy you must have accomplished the following: attained classified standing; completed at least 9 units at Fresno State toward your proposed program; achieved a minimum grade point average of 3.0 in all coursework listed on the Petition of Advancement to Candidacy form; fulfilled the Graduate Writing Skills Requirement; passed the Subject GRE (if required); passed the Department Qualifying Examination (if required); and completed the foreign language requirement (if required).

Classified Graduate Standing
If you were admitted to your program with conditionally classified graduate standing, you will need to attain classified graduate standing prior to advancing to candidacy. Upon fulfillment of your admission conditions you should contact your graduate coordinator/director and request the submission of the Classified Graduate Standing Request form to the Division of Graduate Studies. Please note that no more than 10 units (including transfer and postbaccalaureate credit) completed before achieving classified graduate standing may be listed on the Petition of Advancement to Candidacy form.

Degree Title
Your official degree title and designated option (if applicable) will be listed on the front of the advancement petition.

Graduate Writing Skills Requirement
In keeping with the university’s graduate-level writing proficiency requirement, all graduate students must demonstrate their competence in written English prior to advancement to candidacy. Each graduate program has a different method for fulfillment of this requirement. The writing requirement for your program is noted on the first page of the advancement petition. Indicate the date this requirement was met in the appropriate section on the petition.
Subject GRE
The Subject GRE is required prior to advancement to candidacy only for the MS in Physics. List the exact date the Subject GRE was passed on the advancement petition. Please note that the Subject GRE is not the same as the General GRE that is required prior to admission into a graduate program. (Not applicable to Nursing. In Nursing the General GRE is required prior to admission)

Departmental Qualifying Examination (DQE)
The DQE is required prior to advancement to candidacy by the following programs: Art, Civil Engineering, Kinesiology, Linguistics, Mathematics, Plant Science, Spanish, and Viticulture and Enology. List the exact date the DQE was passed on the advancement petition. (Not applicable to Nursing)

Foreign Language Examination
The Foreign Language Exam is required prior to advancement to candidacy by the following programs: Creative Writing, English, History, and Music (only if completing the Performance option with an emphasis in Vocal Performance or Choral Conducting). List the exact date the foreign language requirement was met on the advancement petition. (Not applicable to Nursing)

Substitutions
If your proposed program of study departs from the department's master's degree program description in the current California State University, Fresno General Catalog, your graduate coordinator/director must note all substitutions of required coursework on the front of the advancement petition under the Approved Substitutions for Required Courses section.

Catalog Year
Usually students are advanced to candidacy under the departmental requirements listed in the current California State University, Fresno General Catalog. If your graduate adviser has recommended that you be permitted to follow the requirements from a previous year, you will need to complete the advancement petition designed for that year. If filling out a blank petition, be sure to indicate the appropriate catalog year used in the space designated “University Catalog Year used” on the second page of the advancement petition.

Time Limit
A maximum time limit of five years is allowed for completion of master's degree requirements. The five years begins with the earliest course listed on the advancement petition. Courses older than five years may not be listed on your advancement petition. Your time limit will be noted by an evaluator in the space provided on the petition upon approval of your advancement.

Course Listings
Make sure all courses required for your degree are listed (typed or printed in ink) on the advancement petition. It is important to note all course prefixes, numbers, titles, institutions, terms and years when taken, unit values, and grades for those courses completed. All of this information, with the exception of grades, should also be listed for courses you plan to take at a later date.

Transfer Work
Transfer work includes courses taken from other accredited institutions and/or coursework taken through Continuing and Global Education (Extension and/or Open University) at Fresno State. If you have included coursework from another institution on the advancement petition, you must attach xerographic copies from the other institution’s catalog of the following: course description; master’s degree program description to demonstrate that the course could have been used toward
the master's degree at the other institution; the course numbering and grading systems; and
information clarifying whether the institution used the semester or quarter system. Official
transcripts of transfer work must be on file in the Office of Admissions and Records at Fresno State.
Please note that the amount of transfer work listed on the advancement petition may not exceed 9
units on a 30-unit program, or 18 units on a 60-unit program. (In Nursing 12/13 unit limit in 40/44
unit program options)

Grade Point Average
Graduate students must maintain a minimum program grade point average of 3.0 to be eligible for
advancement to candidacy. The program GPA includes only those courses listed on the Petition of
Advancement to Candidacy.

Signatures
Check with your graduate coordinator/director to determine which departmental signatures are
required on your advancement petition. Your signature is also required before submitting the
petition to the Division of Graduate Studies. Faculty and student signatures indicate an agreement
that approved requirements will be completed within the five-year program time limit.

Questions
Many questions regarding advancement to candidacy may be answered by consulting the
California State University, Fresno General Catalog, and by accessing our Web site,
www.csufresno.edu/gradstudies/. For an interpretation of requirements for advancement to
candidacy, see your graduate coordinator/director.

NOTE: If you need to make changes to the attached advancement petition after it has been
approved by the dean of the Division of Graduate Studies, you must file an approved Program
Adjustment Request form in the Division of Graduate Studies.

DGS/4-08

Please refer to the Division of Graduate Studies Web site
(www.csufresno.edu/gradstudies/forms) for the latest versions of the forms for
graduate students.
Course Limitations for Graduate Programs

A graduate program is designed to reflect advanced-level coursework, and must adhere to established standards. The official and complete source of information concerning courses and requirements applicable to a graduate degree is the California State University, Fresno General Catalog, including sections in “Advancement to Candidacy,” “Independent Study,” “Graduate Studies,” “Course Numbering System,” “CAPSTONE,” etc.

The following types of courses may not be used toward a graduate degree:

- **1-99**
  Lower-division courses

- **100-199**
  Courses designed to meet the undergraduate CAPSTONE requirement
  
  Courses taken as part of a unique Saturday School offering (this does not include regularly scheduled courses that meet on Saturdays).

- **190-290**
  Independent study units in excess of 6 units for a 30-unit program

- **298 or 299**
  May not substitute one culminating experience for another once a student has registered for the course and completed one semester.

- **300-399**
  Course designed to meet professional needs

Transfer Credit Limitations:

- Transfer credit that would not be used toward a master's degree at the institution where taken

- Regular extension coursework

- Transfer (including Open University) credit in excess of 9 units

Other Limitations:

- Course taken Credit by Examination (CBE)

- Student teaching credit

- Courses used toward another degree

- CR-graded courses, if not offered CR/NC only; a maximum of 6 units may apply, unless otherwise defined for the program

- Out-dated courses (older than 5 years)

- Coursework, including transfer credit, not listed as post-baccalaureate/graduate credit on a student's records
GLOSSARY OF TERMS

NOTE: This section is arranged in order of completion in program rather than alphabetically.

Orientation:

A required graduate student orientation for students enrolled in the Master’s Program in Nursing is held each Fall semester. This orientation is required for ALL student’s (new, continuing, returning, school nurse) each Fall semester. If you have not received orientation materials by August 1, contact the Nursing Office at 559-278-2041 and request information.

Conditionally Classified Standing:

Admission status of a student who has met all University admission requirements and been accepted in to the University at post-baccalaureate standing, BUT has not met all admission requirements for the Master’s Program in Nursing.

Applicants who do not meet all the specified criteria for admission to the Master’s Degree Program with full classified standing may be recommended for CONDITIONALLY classified standing by the Graduate Coordinator of the Nursing program. Such a recommendation is accompanied by a statement listing the additional requirements, which must be met before full-classified standing is granted. This statement will be sent to the student from the Division of Graduate Studies and Research. It is the student’s responsibility to request a change in classification status as soon as the specified conditions have been met. Forms for this purpose may be obtained in the Office of the Division of Graduate Studies and Research.

Students who have been granted conditional admission to a graduate program are required to complete all conditions for achieving classified standing (full admission) to the program by the semester in which a minimum of 2-10 program units to be used toward the master’s degree is completed. Failure to attain classified standing in a timely manner as outlined above may result in the loss of units to be applied toward the degree since excess units may not be listed on the Petition for Advancement to Candidacy.

Classified Standing:

Admission status of student who has met all University admission requirements, has been accepted into the university at post-baccalaureate standing, AND has met all admission requirements for the Master’s Program in Nursing. In addition, the student had requested and completed the Request for Change in Classification form and submitted to the Nursing Office for approval.

Classified standing must be attained no later than the semester in which a student completes 10 program units, including transfer and post-baccalaureate credit, to be used toward the master’s degree. A student is expected to attain classified standing either at admission or during the first semester of required course work.
GLOSSARY OF TERMS, continued

Advancement to Candidacy:

Progression status of a graduate student who achieves classified standing, has passed the departmental qualifying exam, meet the university writing requirement, and submitted a completed Advancement to Candidacy petition to the Department of Nursing and Division of Graduate Studies. A student must be advanced to candidacy before he/she is allowed to apply for thesis or project.

The student must submit to the Office of the Dean, Division of Graduate Studies and Research, the properly signed petition for advancement to candidacy. This petition lists all course work that has been completed and will be completing in order to achieve master’s degree. Advancement to candidacy must attain no later than the semester (or summer) preceding the semester (or summer) in which the student applies for, and is granted, the master’s degree. The student is responsible for adhering to deadlines established by the Graduate Division for the submission of advancement forms. Approximate deadlines are: October 1 (Fall), March 1 (Spring), and July 1 (Summer). Students may not expect to be advanced to candidacy and to graduate in the same semester.

Master Thesis/Project Committee Assignment Form:

This completed form with thesis committee signatures must be submitted to the Nursing Office for approval prior to registering for thesis. No exception to this rule is made. This form is required for both THESIS and PROJECT.

Thesis (NURS 299):

A written research work which can be the culminating experience for the Master’s Program in Nursing. Obtain a copy of the Department of Nursing Thesis Guidelines, the Division of Graduate Studies and Research Thesis Guidelines and the APA Manual.

Project (NURS 298):

A systemic development of a plan for, or a critical evaluation of a significant undertaking or creative work in nursing. The project is required to be a scholarly quality that would make an impact on some area of nursing, nursing practice, education, or service delivery. There is no academic distinction between project and thesis. A project can be the culminating experience for the Master’s Program in Nursing. Obtain a current copy of the Department of Nursing’s Project Guidelines and the APA Manual.
GLOSSARY OF TERMS, continued

Application for Master’s Degree to be Granted:

A request that the master’s degree be granted (which includes the graduation fee payable in the Business Office) must be filed in the two weeks of the semester in which all coursework is to be completed. In addition, the student MUST be enrolled in either N299, N298 or the Comprehensive Exam (exam offered Spring Semester only). During the summer, the request should be filed before the end of the first week of the first session. Application forms are available in the Student Records and Evaluation Office.

Oral Defense of Thesis or Project:

An oral defense of thesis or project is required. An oral defense is to be scheduled by the student after submission of the semi-final draft of the thesis to consultant or the final project to the Graduate Coordinator. Oral defense is held prior to graduation or completion of the master’s program.

Definition of Full-Time Student

Depending on the use of the term, there are several definitions of full-time. For the purpose of reporting enrollments, graduate students taking 9 or more units are considered full-time and students taking less than 9 units are considered part time.

For the purpose of financial aid (loans, veteran’s assistance, etc.) a full-time student takes 12 “equivalent units” wherein each graduate unit (200-level or below) attempted by a graduate student is considered as 1.5 units and each undergraduate unit (100-level or below) counts at face value. For example, a student enrolled for eight 200-level units would be considered a full-time student. Three-quarter time and half-time are defined to be 9 to 11 ½ “equivalent units,” respectively.
GRADUATE WRITING REQUIREMENT

GOALS: In order to command scholarly and professional credibility, graduate students should:

a. Develop writing skills commensurate with society’s expectations of persons who hold advanced degrees.

b. Develop the ability to write in formats and styles appropriate to their disciplines.

POLICY:
In accordance with requirements of the State of California, students must demonstrate competence in written English before they apply for advancement to candidacy. For pedagogical reasons, they should demonstrate such competence as early in their programs as possible.

OBJECTIVES:
The student’s writing should demonstrate:

(a) Comprehensibility;
(b) Clear organization and presentation of ideas;
(c) An ability to arrange ideas logically so as to establish a sound scholarly argument;
(d) Thoroughness and competence in documentation;
(e) An ability to express in writing a critical analysis of existing scholarly/professional literature in the student’s area of interest; and
(f) An ability to model the discipline’s overall style as reflected in representative journals.

STANDARDS:
Writing competency should be measured against specific standards (e.g., representative journals in the field), which are stated in the program’s catalog entry, in the department’s graduate student handbook, and in similar material.

IMPLEMENTATION:

1. At the time of the student’s advancement to candidacy, the program must specify the means (See 2a-d below) by which the writing requirement is met.

2. The writing requirement may be fulfilled by any of the following items:
(a) A course of courses specified by the program, provided these courses meet the requirements stated in “Objectives”, above. Should the student pass all components other than writing, the student would receive credit for the course but would have to demonstrate writing competence in some other way, specified by the program’s writing policy.
(b) A survey of literature of proposal for thesis or project, if this task precedes advancement to candidacy.
(c) A qualifying exam with a substantial essay component, if the exam is completed prior to advancement to candidacy. In this case, portfolio assessment of similar evaluative methods are appropriate. Departments that choose this approach must describe in writing the developmental process and specify faculty member(s) who will monitor it.

3. Neither a passing score on the CSU Upper Divisions Writing Examination nor scores on the verbal portion of the Graduate Record Examination may be used to fulfill the graduate writing requirement.

4. Each graduate program’s writing policy is subject to review of and approval by the University Graduate Committee. Approved Academic Senate, April 26, 1999
Signature Page

I have read and understand the contents of the 2013-2014 Graduate Handbook of the Department of Nursing.

______________________________  ____________________
Signature                                      Date

______________________________
Print Name

Signed and return this page to Nursing Office MCL-190 by second week in September each Fall.