



School of Nursing Graduate Programs Handbook (MS, DNP, Certificate) 2017-2018

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INTRODUCTION

The School of Nursing Student Handbook is a compilation of policies, procedures, and information pertaining to all the graduate and certificate programs here in the School of Nursing. The handbook serves as a **guide** to students and faculty regarding the policies and procedures contained herein and to facilitate their implementation. **The information provided is intended to supplement policies already enacted by the UB Graduate School (<http://grad.buffalo.edu/study/progress/policylibrary.html>).**

While the School of Nursing has primary regulatory authority over its Graduate Programs some policies used have already been established and published by the UB Graduate School. *In this case, students and faculty are instructed to simply follow those as ascertained by the Graduate School when suitable.*

SCHOOL OF NURSING MISSION & VISION STATEMENTS

Mission:

The mission of the School of Nursing is to foster an environment of academic and scholarly excellence that develops nurse leaders who will improve the health and wellness of local, national and global communities.

Vision:

We will advance the reputation of UBSN by achieving a collaborative academic culture that impacts global and local needs for research, scholarship and educational excellence.

Our UB School of Nursing core values are inherent and critical to the achievement of our mission and vision.

Values: I-CARE

Integrity - Honesty in all we do

Collaboration - We value intra professional, interdisciplinary and community collaboration to advance learning, discovery and practice

Accountability - We hold ourselves accountable for behaviors, actions and results

Respect - For diverse backgrounds and opinions in an inclusive and compassionate manner

Excellence - In innovative approaches to research, scholarship and education

Our UB School of Nursing core values are inherent and critical to the achievement of our mission and vision.

Mission Statement, Vision Statement and Core-Values adopted by faculty on 2-22-2013.

School of Nursing Honor Code

The University at Buffalo School of Nursing endorses the University's belief that "academic integrity is a fundamental university value. . . [and that] through the honest completion of academic work, students [faculty and staff] sustain the integrity of the university while facilitating the university's imperative for the transmission of knowledge and culture based upon the generation of new and innovative ideas" (UB Undergraduate Catalog 2010-2011). The University's goals of discovery and innovation begin with the ideals of personal respect and academic civility in order to maintain a supportive atmosphere of learning in academic, clinical and social settings. The ability to disseminate knowledge and share ideas in an open dialogue is essential to the success of the School of Nursing.

The School of Nursing additionally upholds the values of the American Nurses Association Code of Ethics (2001), and the rules for professional conduct of the New York State Office of the Professions. These values and rules, which emphasize the principles of respect for self and others, personal and professional integrity, and responsibility for one's actions, identify the tenets that are necessary for the provision of patient and health care, research and teaching.

Based on these perspectives, the School of Nursing Honor Code is based on the following principles:

1. Respect for patients, privacy and confidentiality
2. Respect for self, faculty, staff, colleagues, and members of the health care team
3. Professional demeanor and attire
4. Accuracy, honesty, and completeness in all written and verbal communications.
5. Respect for diversity
6. Respect for property
7. Respect for policies, regulations, and laws
8. Confidentiality of academic and clinical records
9. Academic integrity and standards
10. Fitness for duty
11. Fairness
12. Responsibility

The School of Nursing's faculty, staff, and students are responsible to exhibit these principles to promote an environment of high ethical and academic standards within the classroom and clinical settings.

By accepting admission to the University at Buffalo School of Nursing, students are expected to exhibit appropriate professional behavior consistent with the values of the SON and the nursing profession. Students assume personal responsibility to be in a physical and mental condition conducive to the provision of safe nursing care and the development of the knowledge and skills required to give this care.

The School of Nursing has a responsibility to promote academic integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect for others' academic endeavors. By placing their name on academic work, students certify the originality of all work not otherwise identified by appropriate acknowledgments.

References

American Nurses Association. (2001). Code of ethics. Silver Springs, MD: author.

<http://www.nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses.aspx>

New York State Office of the Professions

<http://www.op.nysed.gov/prof/nurse/nursing.htm>;
<http://www.op.nysed.gov/title8/part29.htm>

UB Undergraduate Catalog. (2010-2011).

<http://undergrad-catalog.buffalo.edu/policies/>

Honor Code Pledge

"I _____ (print name) am committed to following the UB School of Nursing Honor Code with honesty, integrity, respect, responsibility and ethics. I will refrain from any form of academic or clinical dishonesty or deception, such as cheating or plagiarism. I am aware that as a member of UB SON academic community it is my responsibility and obligation to report all suspected violations of the Honor Code." (adapted from Langone, M. (2007). Promoting integrity among nursing students. *Journal of Nursing Education*, 46(1), 45-47.)

Signature: _____

Date: _____

ACADEMIC CALENDAR

The official university calendar is available at <http://registrar.buffalo.edu/calendars/academic/index.php>.

Class Attendance

Because the University desires to promote student responsibility, there is no general rule concerning absences from class. Instructors may, however, take account of such absences in determining final grades. Be sure to review your syllabi for attendance requirements.

Religious Holidays

It is a policy throughout the State University system that: "on those religious holidays when members of a faith typically observe the expectation of church or synagogue that they be absent from school or work, campuses will avoid the scheduling of such events as registration, the first day of classes, or student convocations, and individual students will be excused from class without penalty if expressly requested." (From SUNY Policy Manual, 1975, Section No. 091.3.) At this University, if such a requested absence results in a student's inability to fulfill an academic requirement of a course scheduled on that particular day, the instructor should provide an opportunity for the student to make up the requirement without penalty. <http://grad.buffalo.edu/study/progress/policies.html>

GENERAL INFORMATION

Rights and Privileges of the Graduate Faculty

Graduate Faculty status is University-wide, and the privileges conferred thereby are not limited to the division or area within which an appointment is made. Only Full Members of the Graduate Faculty may participate in the governance of the Graduate School. In conjunction with the respective category of Graduate Faculty membership, the following specific privileges apply:

- a.) Associate Members of the Graduate Faculty may serve as either committee members or as major advisors for DNP and Master's students, but may not serve on PhD. dissertation committees in any capacity unless they qualify to serve as a member only (i.e., not as major advisor) by virtue of meeting alternative criteria for such service as may be defined by current Graduate School policies.
- b.) Full Members may serve as committee members or as major advisors for DNP, Master's and Ph.D. students. Only Full Members may serve on the Graduate School's Executive, Area, and Divisional Committees.

The Graduate School maintains a current roster of the members of the Graduate Faculty, reflecting the category of membership of each individual. <http://grad.buffalo.edu/study/progress/gradfaculty.html>

LIBRARIES

The nine units of the University Libraries offer access to more than 3.6 million volumes as well as media, special collections, and artifacts via UBDigit (<http://digital.lib.buffalo.edu/>). The Cybraries, located in the Libraries, provide access to more than 500 computer workstations.

Library services include reference (via email, instant librarian chat, phone, and regular reference desk hours), research consultation, document delivery via Delivery+ (<http://library.buffalo.edu/delivery/>), library workshops, online renewals, circulation, and electronic course reserve. The Catalog (<http://catalog.lib.buffalo.edu/>) provides book and journal titles held by any of the university library units. The UB Libraries offer a robust and diverse selection of online resources, including CINAHL, MEDLINE, ERIC, PsycINFO, and Web of Knowledge to search for references to the journal literature. Many databases include full-text.

Health Sciences Library (HSL), located on the South Campus, houses a collection of approximately 1,600 journals - most electronic providing remote access, 113,000 books - many of which are available online, health sciences theses, and a wealth of other electronic resources. The library's Digital Media Resources Center provides access to a variety of audiovisual formats. The History of Health Sciences Collection contains old and rare books and instruments, especially from the nineteenth century, and includes the Bonnie and Vern Bullough History of Nursing Collection. Librarians are happy to help you find material appropriate for your needs and to consult with you in person or via phone, email or chat.

A multitude of health-related databases are available for literature searches. Visit <http://library.buffalo.edu/hsl/biomed/> for a summarized list. HUBNET (<http://hubnet.buffalo.edu>) offers an array of clinically oriented resources and tools that complement HSL's substantial holdings. Books may be borrowed for a month, and the majority of journals have electronic access. Photocopy and Vend-a-card machines are available in the library. During the academic year, the library hours may be found here: <http://library.buffalo.edu/hours/>.

Sharon Murphy, MLS, RN, Associate Librarian in the Health Sciences Library has an appointment in the School of Nursing. She arranges library orientations and is the person to turn to for questions or problems in connection with your use of the library system. Reach Sharon Murphy in person at HSL, by phone at 829-5750, email hslscm@buffalo.edu, or AIM: hslscm. Descriptions of the other University Libraries may be found at <http://library.buffalo.edu/libraries/librariesandcollections/>.

SCHOOL OF NURSING LABORATORIES AND SUPPORT FACILITIES

Student and faculty computing needs are addressed by Computing and Information Technology (CIT). Users have web, email and software access while computing problems are addressed by the CIT Help Desk <https://www.buffalo.edu/ubit/get-help/cit-help-desk.html> . You may submit questions directly to the Help Desk at any time relating to UBLearn. Note that you will not get an immediate response. Refer to <http://ubit.buffalo.edu/helpdesk/index.php> for hours and more information.

The iprint@UB print quota allocation for the academic year goes into effect August 1. Students receive an allocation equivalent to **650 single-sided black and white pages** during each of the **Fall and Spring semesters** and **200 pages** during the **Summer Session**. For more information, visit <http://www.buffalo.edu/ubit/service-guides/printing.html>.

Access to School of Nursing classrooms and educational technology can be requested through Nursing Computer-Help (nur-ithelp@buffalo.edu).

SCHOOL OF NURSING CLINICAL ASSESSMENT LABS

A Health Assessment lab is located on the Ground floor of Wende Hall (26 Wende). It includes a 10-bed health assessment lab in which each room simulates an examination unit including equipment used to assess a client's condition. TV and video equipment is installed in the laboratory to enable faculty to unobtrusively observe and evaluate a student's ability to conduct a health assessment.

SCHOOL OF NURSING PRACTICE SKILLS LAB

The Nursing Practice Skills Lab, located in 4th Floor Wende Hall, is available to all students. This Lab is staffed by experienced RNs who assist students on a 1:1 basis in learning and practicing clinical nursing skills in a simulated setting. This well-equipped lab offers students the opportunity to develop and refine their skills prior to entering actual care settings.

SCHOOL OF NURSING SIMULATION CENTER

A full-body simulation manikin is available to provide opportunities for nursing students to practice life-saving clinical, technical and decision-making skills in a realistic situation without risk to patients or healthcare providers. The manikin breathes, speaks, and has heart, breath, and bowel sounds along with palpable pulses. It also has a functional airway allowing intubation and multiple advanced life support skills. Students may perform CPR or even use a defibrillator to elicit life-like responses in crisis situations. This manikin is utilized by undergraduate students for assessment training as well as critical thinking and clinical decision making skills.

Clinical Lab Coordinator:

Kelly Foltz-Ramos, MS, FNP-BC, RN

Wende Hall, Tel: 829-3216

Email: foltz@buffalo.edu

CENTER FOR NURSING RESEARCH

The Center for Nursing Research (CNR) was established in 1996 to facilitate the development of research by faculty and students. Goals of the CNR are to:

- * Stimulate the development of a community of scholars/researchers
- * Increase the knowledge base of nursing
- * Establish a repository of research resources
- * Enhance research skills and productivity through multidisciplinary teams
- * Foster energy and interest in research
- * Expedite preparation of high quality grant proposals
- * Support the creation of quality manuscripts and presentations on nursing research

The CNR staff provides theoretical, methodological, and clinical research consultation to School of Nursing faculty, students, and staff. The CNR also houses a research library and a research instrument repository. Other services include: statistical analysis and consultation, assistance with grant proposal preparation, grant proposal review through an expert panel, pilot/preliminary data analysis, poster preparation, literature searches, end note bibliography management, designing of data entry programs, funding searches, manuscript preparation, editing of faculty manuscripts, and computer resources. In addition, the CNR has information on internal and external

sources of funding including guidelines and application forms. Projects that are externally funded should be routed through the CNR.

RESEARCH AND TEACHING ASSISTANTSHIPS

The School of Nursing employs research and teaching assistantships each year to support the educational and research mission of the school. Commonly, these require a 20 hour per week commitment to work in the clinical labs, Center for Nursing Research, or other funded projects within the School of Nursing. Students may forward their interest in a Teaching or Research Assistantship directly to the Office of the Academic Affairs in 101 Wende Hall for consideration. Assistantships are awarded on the basis of academic merit, experience, commitment to full-time student status, and recommendation from your academic advisor. (Nine credits suffice for full-time status for TAs and GAs.)

The Conference for Graduate Teaching Assistants offered through the Center for Educational Innovation (CEI) is held each fall. Topics discussed at the workshop include lecture organization and presentation skills, techniques for small group discussion, student/instructor feedback, and classroom challenges. All UB graduate students who are currently teaching are required to attend. Your continuation as a Teaching Assistant will depend on your attendance at the conference. Interested students should visit the CEI website at <http://www.buffalo.edu/ubcei.html> for more information and online registration.

UB RULES & REGULATIONS

The Office of Judicial Affairs & Student Advocacy is responsible for the following aspects of student life at the University: Rules and Regulations for Student Conduct, Community Service, Student Wide Judiciary, Telephone Directory, Alcohol Review Board, etc. (<http://www.ub-judiciary.buffalo.edu/>)

The State University of New York requires all students to acknowledge receipt of and affirm the University's standards of behavior before they may register for classes. Affirmation is indicated through MyUB, which may be done during the registration process. For more information on this mandate, visit <http://www.student-affairs.buffalo.edu/judicial/rulereg.php>.

HEALTH REQUIREMENTS

Health Insurance Portability and Accountability Act (HIPAA):

Patient confidentiality at the facilities used by the University at Buffalo, State University of New York School of Nursing is considered to be of primary importance. In addition to each facility policy, a federal law called the Health Insurance Portability and Accountability Act (HIPAA) requires patient health information to be kept confidential. Patients and their families have a right to deal with their health information use in a private and secure manner, trusting that their privacy will be maintained. In order to protect this right to confidentiality and to comply with federal and state laws, students must agree to hold all information (including, but not limited to, patient names, their medical information, and relevant agency information) gained through their clinical assignments at any facility used by the University at Buffalo, State University of New York School of Nursing in strictest confidence. Confidentiality includes, but is not limited to, not discussing patients or their medical conditions with persons who do not have a need to know and not removing any documents with individually identifiable patient data from the facility.

Students need to understand the terms of this Confidentiality Policy and agree to abide by the above requirements. Students also need to understand that any breach of a patient's confidentiality may result in disciplinary action against them and possible removal from the clinical site to which they have been assigned.

The privacy rule of HIPAA requires that all agencies be able to demonstrate that they have trained their employees and others who do business with them so that they understand all the privacy procedures required by this rule. Clinical agencies are requiring that we provide evidence that faculty and students have met this requirement. Students must review the HIPAA Privacy & Security Considerations presentation at http://www.hiptp.buffalo.edu/hipaa/Training/20120810_UB_HIPAA_Student-Researcher_Orientation.pdf.

Clinical agencies require documentation of orientation to their facilities as well as completion of content related to HIPAA regulation.

Policy Regarding Basic Life Support for Health Care Providers:

Students who participate in clinical experiences must maintain current documentation of having completed a course on Basic Life Support (including both adults and pediatrics) for Health Care Providers while in the nursing program. This course, along with appropriate documentation, can be obtained through the American Red Cross or the American Heart Association or their affiliates.

If the student is unable to fulfill this requirement due to physical inability to perform the procedures, he/she must provide medical documentation from a health care provider. Although the student has a disability, he/she must still provide evidence that a course was completed. This is in case the disabled student finds himself/herself in an emergency situation in which he/she is the only health care provider available who can verbally guide another individual through the process of rendering basic life support measures.

RECOMMENDATIONS FOR PREVENTION OF HIV TRANSMISSION IN HEALTH-CARE SETTINGS FOR STUDENTS

The School of Nursing has adopted the U.S. Public Health Service Guidelines for the management of health care worker exposures to HIV and recommendations for post exposure prophylaxis. You may find a copy of the weekly Morbidity and Mortality Weekly Report on the CDC website: <http://www.cdc.gov/>.

School of Nursing Policies Regarding HIV:

- Hospitals affiliated with the University at Buffalo will be notified in writing of this policy.
- Agencies unable to comply with this policy will not serve as placement sites.
- Students must have successfully met the requirements encompassed in the performance of infection control procedures before providing care to patients involving contact with blood and body fluids.
- Content on AIDS should be addressed in all nursing courses as appropriate to clinical experiences within each course.
- Students judged to be competent to give such care will be expected to care for patients with diagnoses of AIDS, AIDS Related Complex and HIV. Students will be assigned at the discretion of the instructor.
- If a needle stick injury should occur, the student must immediately notify the health office of the agency in which the puncture occurred and also, within 24 hours, the University Health Service in Michael Hall and the Office of Academic Affairs, 101 Wende Hall.

MENINGOCOCCAL EDUCATION LAW

The Public Health law that mandates the education of college students in the state on meningococcal disease and the availability of the meningococcal vaccine requires that students acknowledge they have received the health education by submitting a response form. For more information on this law, student immunizations, and access to the Health Background Form, <http://www.student-affairs.buffalo.edu/shs/student-health/immunization.php>

FITNESS FOR DUTY

Students are expected to fully participate in all classroom, laboratory, and clinical activities without restriction. A student is expected to inform (disclose) to a nursing faculty member or staff member (Director of Student Services) any health related issue that may put either the student or client in danger.

A student may be required to provide evidence from his/her health care provider if restrictions in learning activities are needed due to health reasons. To the extent possible faculty will work with the student to achieve the required learning outcomes.

Student may need to withdraw from nursing courses in order to allow time to receive treatment and improve his/her health condition and to maintain the safety of clients. Refer to Leave of Absence and Withdrawal policies within the Graduate School website: <http://grad.buffalo.edu/study/progress/forms.html>

UNITED STATES NURSING LICENSURE

All students must provide a copy of their current U.S. RN license (or equivalent) to the Office of Student Services during the admissions process. All students are responsible for keeping a current record on file for the duration of their program.

SCHOOL OF NURSING ID BADGE

All UB School of Nursing students in clinical courses are required to obtain the official ID badge approved by the School of Nursing that is issued by the UB Card Office. Please follow this procedure to obtain a School of Nursing ID badge:

1. During orientation, the Office of Student Services will ask you to complete and sign an authorization form allowing the UB Card Office to use their UB card photo for their School of Nursing ID badge. Authorization forms are **only** available in the Office of Student Services and not available in the UB Card Offices.
2. Upon completion of the form, the Office of Student Services will forward the correct information to the UB Card Office authorizing the issuance of the School of Nursing ID badge.
3. ID Badges may then be picked up at the Card Office on North Campus only.
4. The cost of the ID card and clip is \$10.00 payable to the UB Card Office when you pick up your card.

PROFESSIONAL DRESS

Students are expected to maintain a professional appearance in all clinical settings and must comply with additional agency policies. Students participating in clinical experiences are required to wear the designated School of Nursing laboratory coat, providing the clinical agency requires it, and refrain from visible piercings and tattoos. The long laboratory coat has a UB/School of Nursing identification patch on the sleeve and identifying information on the front of the coat. The laboratory coat is available at the University Bookstore.

LIABILITY INSURANCE

Student liability insurance is provided by the University at Buffalo. Coverage is effective only when students are performing activities associated with requirements of the educational program and are registered in UB coursework. Please contact Academic Affairs for more information.

RECOMMENDATIONS FOR PREVENTION AND MANAGEMENT OF BLOODBORNE PATHOGEN EXPOSURE IN HEALTH-CARE SETTINGS FOR STUDENTS

The School of Nursing has adopted the 2001 recommendation of the U.S. Department of Health and Human Services, Centers for Disease Control and Prevention (CDC) transmission in healthcare settings. The update summary information from the Morbidity and Mortality Weekly Report is located at <http://www.cdc.gov>.

School of Nursing Policies Regarding Bloodborne Pathogen Exposure

Agencies unable to comply with this policy will not be used by the University. Students must have successfully met the requirements encompassed in the performance of infection control procedures before providing care to patients involving contact with blood and body fluids.

Students judged to be competent to give such care will be expected to care for patients with diagnoses of AIDS, AIDS Related Complex, HIV, Hepatitis B and C. Students will be assigned at the discretion of the instructor.

If a body fluid exposure should occur, the students must immediately notify the clinical instructor and follow the agency's policy regarding immediate care, follow-up and reporting. The student is responsible for any charges

associated with testing and treatment of any injuries during clinical (including on-campus sites.) The student should seek treatment at a facility covered by their insurance or as directed. The student should notify their insurance carrier.

An incident report is completed according to agency policy. The clinical instructor is responsible for notifying the Assistant Dean for Undergraduate Program in writing through completion of a UBSN Incident Report. The University Student Health Center in Michael Hall is to be notified within 24 hours by the student.

School of Nursing Needle Stick Policy

If a needle stick injury should occur, the student must immediately notify the health office of the agency in which the puncture occurred and also, within 24 hours, the University Health Service in Michael Hall. The clinical instructor will complete a UBSN Incident Report and notify the Course Coordinator and Assistant Dean.

The student is responsible for any charges associated with testing and treatment of any injuries during clinical (including on-campus sites) or while administering flu shots. The student should seek treatment at a facility covered by their insurance or as directed. The student should notify their insurance carrier.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974 (FERPA)

As of January 1, 1975, admitted students have a right to inspect contents of their academic records maintained in the School of Nursing.

Admitted students also have a right to read recommendations for jobs or graduate study if they did not sign a waiver of this right.

The Family Educational Rights and Privacy Act of 1974 also allows students to waive their right of inspection of letters of recommendation "respecting an application for employment, respecting receipt of an honor or honorary recognition".

In order for the waiver to be valid, the letters must be used solely for the purpose for which they were specifically intended, and, on request, the student must be given the names of those making confidential recommendations. Signing a waiver may not be required as a condition for admission, financial aid, or other services of the institution.

Letters of recommendation put into a student's file prior to January 1, 1975, are not subject to this act, unless such letters are used for a secondary purpose. (This puts a responsibility on the institution to remove such letters from student files when a request to inspect the file is made under the law).

Students wishing to provide access to their educational records should contact the Office of Student Services.

SCHOOL OF NURSING EMAIL POLICY

The UB School of Nursing requires that all students' email correspondence to university faculty and staff be sent from a UBIT address to protect the security of our server as well as to protect student privacy according to federal legislation ([FERPA](#)). Faculty and staff will not respond to non-UBIT addresses. You **must activate your UBIT account** even though you may have another e-mail address.

WENDE and BECK HALL

Students may access Wende Hall from 6:00am to 10:00pm during the week and from 6:00am to 6:00pm on Saturday. Wende Hall is closed on Sundays. Beck hall is only accessible to students, staff and others between the hours of 8:30am to 5:00pm Monday through Friday.

COURSE AND TEACHING EVALUATIONS

The UB Course Evaluation system is the University's anonymous web-based approach to course and instructor assessment. Students use UB Course Evaluation to submit their evaluations of courses just completed. Instructors have access to these evaluations after their grades are submitted and faculty use this data for course quality improvement. Students are encouraged to provide thoughtful constructive feedback to the faculty to improve the course and teaching methods/strategies. All you need is a web browser or smart phone and your UBIT login to

begin. Students can use the student login link located here: <http://www.buffalo.edu/content/www/course-evaluation.html> to access their evaluations, ask for help, or receive more information on the program.

INTERNATIONAL STUDENTS

The Immigration and Naturalization Service requires that an international student be enrolled full-time. The University defines full-time status for graduate students in the following ways:

1. Graduate students must be registered for a minimum of 12 credit hours during each fall and spring semester.
2. Graduate students with a research or teaching assistantship may register for a minimum of 9 credit hours.
3. Graduate students who are working on theses or dissertations must be officially certified through the Graduate School as full-time if they are taking less than 12 credit hours and they have:
 - a.) completed all coursework and other departmental requirements,
 - b.) filed an approved Application to Candidacy (ATC) Form with the Graduate School, and
 - c.) begun work on a doctoral dissertation or master's thesis, project, or comprehensive exam.

Immigration regulations allow for exceptions to the full-time requirements in the following cases:

1. A student may be authorized for less than a full course of study for reasons such as initial difficulty with the English language or reading requirements, adjustment to a new educational system, or improper course placement. The student must come to International Student and Scholar Services (ISSS) in 210 Talbert Hall, North Campus, pick up a form, take it to the academic advisor for signature and return it to ISSS. They will then issue a letter authorizing the reduction in course load.
2. The student is compelled by illness or other medical conditions to reduce a full course of study. In this case, the student must provide to ISSS a statement from a licensed medical professional providing rationale for the reduction in studies.
3. A student in her/his last semester of study, who will be completing a degree at the end of the semester, may be issued a letter authorizing the reduction in course load.

For more information contact ISSS at <http://wings.buffalo.edu/intlservices/> as well as the Office of Student Services.

SPEAK TEST FOR NON-NATIVE ENGLISH SPEAKERS

Non-native English speakers must take the SPEAK Test administered by the UB English Language Institute. A score of 50 or greater will be required by the end of the first semester. Failure to obtain the minimum required score will jeopardize students' ability to progress to clinical coursework and result in dismissal from the School of Nursing. Visit http://wings.buffalo.edu/gse/eli/esl_speak.htm for the SPEAK Test schedule.

Waiver of Required Courses

Students may petition to waive required courses for their respective Graduate program if they have acquired course equivalency as determined by a content expert, and have exceeded the maximum number of required credits through transfer courses. **However, waiving a course does not reduce the total number of credits that the student is required to complete for their degree completion.**

Criteria for Waiver of Required Courses

- Determined to be an integral component of the student's plan of study.

- Completed with a grade of “B” or higher. Courses with grades of “S” or “P” are not transferable unless the transcript specifically states they are equivalent to a “B” or higher. Courses with credits earned in non-accredited institutions or courses that are non-credit bearing (i.e., continuing education units) will not be considered.
- Taken within ten years of the date of matriculation (refer to section on “Use of Prior Coursework Toward a Graduate Degree”).

The criteria for waiver of required courses apply to core courses, elective courses and independent study courses. Credit for post-master’s courses taken at the University at Buffalo prior to matriculation into the DNP Program may count toward the DNP degree requirements providing they meet the above criteria.

Transfer of Credit

Students who have taken graduate courses in other degree programs prior to their entry into the DNP Program may petition for transfer of credit (<http://grad.buffalo.edu/Academics/Forms-for-Students.html>). Transfer of credit to the University at Buffalo to meet DNP degree requirements cannot exceed 50% of the credits required by the BS to DNP program or 20% of the MS to DNP program. Consideration of transfer credit must be made prior to the filing of the student’s Application to Candidacy.

Procedure

1. The student must use the form titled, **Petition for Waiver/Transfer of Graduate Course and/or Acceptance of Course Ten Years or Older toward Degree Requirement**. A form must be used for each course that is under consideration.
2. The student meets with his/her faculty advisor to review transcripts and course materials of those courses for which the student is requesting waiver.
3. The student completes the top half of the form. The student and faculty advisor sign the form.
4. The Office of Student Services receives the form, syllabus and unofficial transcript from student. They then forward the form to the faculty member who regularly teaches the course for review.
5. This instructor will then send, in writing, to the Office of Student Services their analysis of the courses wishing to be transferred.
6. If the faculty advisor has any concerns about waiver of courses, he/she can seek consultation from the MS/DNP Program Committee.
7. The faculty will submit completed and signed form(s) to the Office of Student Services. This form is sent to the Graduate School for review and approval.

If the request is denied, the student may submit a written appeal to the MS/DNP Program Committee.

The criteria for transfer of credit apply to core courses, elective courses and independent study courses. Credit for post-master’s courses taken at the University at Buffalo prior to matriculation into the DNP Program may count toward the DNP degree requirements providing they meet the above criteria.

Use of Prior Coursework toward a Graduate Degree

The student may petition to use prior coursework, whether transfer or UB credit, more than 10 years old, that is to be included in a degree program. The petition must be done at the time the student meets with his/her faculty advisor to plan a program of study (<http://grad.buffalo.edu/Academics/Forms-for-Students.html>).

Informal Courses

Definition: Informal courses include registration in project, thesis, or dissertation guidance; directed or supervised reading; directed research; and independent study coursework.

1. A description and method of evaluation statement for each informal course and its relevance to the student’s degree program must be submitted with the Application to Candidacy (ATC). These statements become part of the student’s academic record and are evaluated by the Graduate Department Chair, Academic Dean, the MS/DNP Committee, and the Graduate School when making their respective recommendations concerning the student’s program of study. It is the responsibility of the student, the instructor and the advisor, in that order, to see that informal course statements are filed with the ATC or any subsequent amendments to the candidacy application. Failure to do so will delay, and may interrupt, recommendations of the committees and individuals responsible for processing degree credentials.

2. Use of undergraduate courses below the 400 level, as the criteria for creating an informal graduate course, is not acceptable.
3. A description and method of evaluation statement is not required for courses associated with thesis, dissertation, portfolio, or project completion (i.e. thesis/project guidance, dissertation guidance, etc.)

Continuous Registration and Leave of Absence

<http://grad.buffalo.edu/study/progress/policylibrary.html#continuousreg>

Every student is required to register in one or more courses at the beginning of each semester (fall/spring) in which the student plans to pursue a course of study or write a project or report. No credit will be awarded for work done without proper registration.

1. A graduate student must register (and pay all unwaived tuition and fees) for a minimum of one credit each fall and spring term until all requirements for the degree are completed. Summer registration is non continuous, so students may take a break during this time with no leave paperwork required.
2. Graduate students in good academic standing who cannot maintain continuous registration should apply for a leave of absence prior to the start of the semester in which the leave is to begin or withdraw from the program. Students who request a Leave of Absence are required to submit a revised program plan for completion of degree requirements that is negotiated with the advisor and signed by both the student and the advisor. If indicated, a program plan incorporating new course(s) or requirements will be required BEFORE the leave is granted. The student will be held to this program plan regardless of the program plan under which they entered. If the student cannot come to an agreement with the School of Nursing, s/he may appeal to the Graduate School for a review.

The student may obtain the Leave of Absence form through the Graduate School at <http://grad.buffalo.edu/Academics/Forms-for-Students.html>. After approval by the student's program advisor, as described above, the form should be submitted to the Office of Student Services. The leave request is then forwarded to the Graduate School for review and approval.

Normally, leaves are granted for one semester; however, it is possible for the leave to be extended should circumstances warrant.

All requests based on medical reasons must include a written recommendation from the student's physician. "Personal Reasons" is not a sufficient explanation for requesting a leave. **A graduate student may not be on a leave in the semester preceding degree conferral.**

Students may be required by the School of Nursing to have an independent health evaluation upon returning from a leave of absence. The report from the independent health evaluation will be sent directly to the Director of Student Services for MS/DNP Committee consideration and will address the fitness of the student to return to the academic program of study that includes performing clinical assignments and providing direct patient care. The School of Nursing will be responsible for the cost of the independent health evaluation while the student may request a copy of the report through the Office of Student Services.

3. A student must register in the academic semester prior to degree conferral.
 - a. A student expecting degree conferral in February must register for the preceding fall semester.
 - b. A student expecting degree conferral in June must register for the preceding spring semester.
 - c. A student expecting degree conferral in September must register for the preceding spring semester.

Academic Integrity

The University has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect for others' academic endeavors. By placing their name on academic work, students certify the originality of all work not otherwise identified by appropriate acknowledgments. For more information on Student Conduct Rules, visit the Judicial Affairs website: www.ub-judiciary.buffalo.edu/rulereg.shtml.

The School of Nursing supports the Graduate School's statement on academic integrity and its disciplinary procedures pertaining to academic infractions. Please refer to the Graduate School's manual for a complete description of the statement and related disciplinary procedures (<http://grad.buffalo.edu/Academics/Policies-Procedures.html>).

The School of Nursing upholds the values of the American Nurses Association Code of Ethics, in particular, personal and professional integrity. All RN licensed School of Nursing students must adhere to the professional Code of Ethics <http://nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses.aspx> as well as complying with the New York State rules for professional conduct. Faculty promote an environment of academic honesty and integrity and place special responsibility for upholding academic honesty on each student. Founded on the principle of respect for others, integrity and responsibility for one's actions are necessary for the provision of patient and health care, research and teaching.

Academic Grievance Procedures

The grievance procedure for graduate students is described in *University at Buffalo, The State University of New York, Graduate School Policies and Procedures Manual* at <http://grad.buffalo.edu/Academics/Policies-Procedures.html>.

Students with Disabilities

For more information, please contact the Office of Accessibility Resources, 25 Capen Hall, North Campus, at 645-2608 or <http://www.student-affairs.buffalo.edu/ods/>.

The Office of Accessibility Resources is the University at Buffalo's center for coordinating services and accommodations to ensure accessibility and usability of all programs, services, and activities of the university by people with disabilities-and is a resource for information and advocacy toward their full participation in all aspects of campus life. Accessibility Resources collaborates with the entire campus community to provide services in the most integrated setting appropriate to the access needs of the individual.

Legal Basis

The University is subject to the requirements of Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990 (ADA) regarding academic adjustments/auxiliary aids, including testing modifications, to qualified University students with disabilities. Individuals with complaints regarding denials of academic adjustments/auxiliary aids should contact the Office of Equity, Diversity and Inclusion at 645-2266.

Obstruction or Disruption in the Classroom

The University recognizes that faculty members are responsible for effective management of the classroom environment to promote conditions which will enhance student learning. Accordingly, instructors should set reasonable rules for classroom behavior and must articulate these rules, in writing, in materials provided to the students at the start of the semester.

Fortunately, student obstructions or disruptions in UB classrooms are rare and seldom lead to disciplinary actions. The term "classroom disruption" means behavior that a reasonable person would view as substantially or repeatedly interfering with the conduct of a class. Examples could include persistently speaking without being recognized, continuing with conversations distracting the class or, in extreme cases, resorting to physical threats or personal insults.

Lawful, civil expression of disagreement with the instructor or other students is not in itself "disruptive behavior" and is not proscribed under these or any other regulations. However, when student conduct

interferes with or prevents the conduct of classes or other University functions or when the safety of members of the campus community is endangered by threats of disruption, violence, or violent acts, the administration has approved the following course of action(s):

- * If a student is disruptive, he/she should be asked to stop and warned that continuing such disruptive behavior can result in academic or disciplinary action. Many students may be unaware that their behavior is disruptive so that a private conversation with the student is often effective and preferable as an initial step.
- * Should the disruptive behavior continue, the faculty member is authorized to ask the student to leave the classroom or site.
- * A student may be dismissed from the course for the remainder of the semester, subject to Student Conduct Regulations and due process proceedings, as appropriate.
- * If a student refuses to leave the area after being instructed to do so, the student should be informed this refusal is a separate violation subject to additional penalties.
- * If, in the instructor's best judgment, the behavior creates a safety risk or makes it impossible to continue class or function, the instructor should contact Public Safety (2222) to assist in removal of the student and/or may dismiss class for that day.

For more information on Student Conduct Rules, visit <http://www.student-affairs.buffalo.edu/judicial/classroomp.pdf>

Guidelines for Reporting Bias-Related Confrontations and Incidents:

Developed by UB Diversity Committee

The University makes a clear distinction between bias-related incidents prompted by intolerant behaviors and illegal discrimination based on issues of sex, race, ethnicity, national origin, religion, disability, sexual preference, sexual orientation, marital status, and veteran status. Matters of discrimination in the identified categories are handled by the Office of Equity, Diversity and Inclusion.

For more information, visit: <http://www.buffalo.edu/equity.html>

Notice of Non-Discrimination

Pursuant to University policy, the University at Buffalo is committed to ensuring equal employment, educational opportunity, and equal access to services, programs, and activities without regard to an individual's race, color, national origin, sex, religion, age, disability, gender, pregnancy, gender identity, sexual orientation, predisposing genetic characteristics, marital status, veteran status, military status, domestic violence victim status, or ex-offender status. Employees, students, applicants or other members of the University community (including but not limited to vendors, visitors, and guests) may not be subjected to harassment that is prohibited by law or treated adversely based upon a protected characteristic.

The University's policy is in accordance with federal and state laws and regulations prohibiting discrimination and harassment. These laws include the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, Title VII of the Civil Rights Act of 1964 as Amended by the Equal Employment Opportunity Act of 1972, and the New York State Human Rights Law. These laws prohibit discrimination and harassment, including sexual harassment and sexual violence. Inquiries regarding the application of Title IX and other laws, regulations and policies prohibiting discrimination may be directed to Sharon Nolan-Weiss, Director of the Office of Equity, Diversity and Inclusion (EDI) and Title IX/ ADA Coordinator, 406 Capen Hall, Buffalo, New York 14260; Tel. (716) 645-2266; email aa-diversity@buffalo.edu. Inquiries may also be directed to the United States Department of Education's Office for Civil Rights, 32 Old Slip 26th Floor, New York, NY 10005-2500; Tel. (646) 428-3800; Email OCR.NewYork@ed.gov.

The School of Nursing has identified Dr. Suzanne Dickerson as the Sexual Harassment Information Advisor who serve as a source of information and support for employees and students who have concerns about sexual harassment. Dr. Dickerson has received extensive sexual harassment training, conducted by the Director of Equity,

Diversity and Inclusion (EDI), to act as educator and trainer and provide general information on sexual harassment. Students may contact Dr. Dickerson with any related questions or concerns.

Full-Time Status

Only part-time students are eligible to apply for full-time certification. All graduate students must be registered for a minimum of 12 credit hours during each fall and spring semester (a minimum of 9 hours with a graduate, teaching, or research assistantship) to be considered full-time by certain outside agencies/organizations such as lending institutions, health insurance carriers, the U.S. Immigration and Naturalization Service, etc.

Although a full-time student must have completed all coursework for the DNP degree in order to be certified for full-time status, a student can request certification of full-time status with one course remaining to be taken. If the request is granted, it will be granted for only one semester.

It is advisable that students allocate their capstone project credits in such a way that they will complete their capstone project during the semester they earn the final capstone credit. However, if a student has completed all required courses as well as the 2 credits of capstone project guidance but has not completed the capstone project, he/she should register for only 1 credit each semester and file a request for certification of full-time status until the capstone project is completed.

If a student meets the conditions described above, certification must be formally requested through use of a **Certification of Full-Time Status Form** (<http://grad.buffalo.edu/Academics/Forms-for-Students.html>).

Use of Dual Listed Courses Toward both an Undergraduate and a Graduate Degree Program

Dual-listed courses that are taken at the undergraduate level and applied toward an undergraduate degree at the University at Buffalo **cannot** be taken later at the graduate level and applied toward a post-baccalaureate degree or advanced certificate if the student received a "B" grade or higher in the undergraduate level offering.

Limits on Undergraduate Enrollment in Graduate Courses Policy

<http://grad.buffalo.edu/study/progress/policylibrary.html#ugradlimit>

Grading

<http://grad.buffalo.edu/study/progress/policylibrary.html#ugradlimit>

The following grading system is designed to provide the greatest possible flexibility in planning academic programs. The instructor shall announce the grading procedures for the course at the first meeting of the semester. This announcement should include the specification of an S/U or letter grade system (see below).

Elective courses may be taken for either an S/U or letter grade. Students who wish to be graded on a basis different from the one announced by the instructor must submit a written request to the instructor by the fourth week of class. The instructor's decision will be final and will be transmitted to the student in writing.

Letter Grades

"A", "A-", "B+", "B", "B-", "C+", "C", "C-", "D+", "D", and "F" carry quality points of 4.0, 3.67, 3.33, 3.0, 2.67, 2.33, 2.0, 1.67, 1.0, and 0, respectively.

Satisfactory/Unsatisfactory (S/U)

An "S" indicates credit earned and "U" indicates no credit. "S" grades are not accepted in courses taken in a student's major department, or any required course in the graduate program, except seminars, independent studies, supervised teaching, clinical or laboratory experiences. Unsatisfactory grades are considered to be failures.

Audit Grade (N)

A student wishing an "Audit" grade in a course must officially register for the course. The student must also submit a written request to the instructor by the fourth week of class. The instructor's decision will be final and will be transmitted to the student in writing. A student may re-register for the course at a later date and receive a grade and academic credit.

Incomplete Grades

1. A grade of "Incomplete" (IU) may be given only in those instances in which the student has not been able to complete all of the required assignments and/or examinations in a course due to illness or other unforeseeable and compelling circumstances. **Incomplete grades are not awarded to students who have not satisfactorily completed other academic requirements of the course.**

Incompletes should not be used for dissertation guidance, theses, or projects for which continuing registration is required by the University.

2. If an "IU" grade is given, a letter grade must be assigned after no more than two additional semesters plus the intervening summer as established by the academic calendar. **If the course requirements are not completed by that date, the Incomplete will automatically be changed to a grade of "Unsatisfactory" (U).**
3. Individual instructors may set their own conditions for removing Incompletes as long as the time limit is no longer than the time limit specified above. Furthermore, each instructor must clearly state his or her policy with respect to Incompletes at the beginning of the semester so that all students in the class are fully aware of that policy.
4. If there is a valid reason for waiving the deadline for removing an Incomplete grade, the student may petition **prior to the deadline** using <http://grad.buffalo.edu/study/progress/forms.html>

The petition should include:

- a. The reason the work cannot be completed within the specified time period.
- b. Permission of the instructor who originally gave the Incomplete and of the Associate Dean for Academic Affairs.

5. Once an Incomplete is changed to a "U" grade, the course, if offered again, may be repeated for credit. (Students must reregister and incur the tuition and fees associated with repeating a course.)

Those candidates with Incomplete grades not cleared by the deadline (**see Graduate School Website for deadline**) will be removed from the current graduation list and will need to notify the Graduate School by email and provide the following information: their name, person number, department, anticipated degree, original conferral date, and the new conferral date. Be sure to remove Incompletes before the deadline dates because the grade forms must be in the Office of the Registrar, not just leaving the School of Nursing, on the deadline date.

Capstone Project Grades

A letter grade may be assigned each semester for capstone project (NGC 798 and NGC 799) since these grades do not imply approval of the capstone project itself.

Resignations (R)

All course resignations processed during the permissible dates (as published in the Class Schedule) will be indicated as officially resigned courses by the notation "R" on all grade reports, transcripts, and other official University documents. There are no quality points attached to an "R" designation.

Repeating Courses

If a graduate student repeats a course that is not normally "repeatable" (such as thesis or dissertation guidance; independent study; directed readings, etc.), only the highest grade earned in the course will be included in the Application to Candidacy and used to calculate the grade point average (GPA) associated with the application. However, the student's official transcript will record all courses attempted (including repeated courses), and all resulting grades earned will be used in calculating the GPA reflected on the transcript. Additionally, a graduate student repeating a course to improve a grade in which a grade of "C" or better had been originally earned cannot include the repeated course as part of the student's minimum full-time or part-time course load for financial aid eligibility.

Didactic (Non-clinical course): Students earning less than a "B" in a course will be placed on academic probation. Students who retake a required didactic course must officially register for it and may only repeat the course once. A

subsequent grade of less than a "B" in the same course or another will result in automatic dismissal. A grade of less than a "B" in two or more courses in the same or separate semesters will result in automatic dismissal. Any student earning a "U" grade will be put forth for academic review by the MS/DNP Program Committee.

Change of Grade

Changes from one letter grade to another must be initiated by the instructor on a **Request to Change Grade Form** available from the School of Nursing Office of Student Services and signed by the instructor and Graduate Department Chair. A reason for the requested change must be provided and the Graduate School must approve such changes.

Time Limits for Completion

The University at Buffalo has set a four year time limit for Masters programs and a seven-year time limit for students to complete the DNP degree requirements. The period of time allowed is measured from the first registration as a matriculated student. Students who will not complete their programs within the allotted time must petition the Graduate School for an extension of time at

<http://grad.buffalo.edu/Academics/Forms-for-Students.html>. A recommendation from the program advisor must accompany the petition. The time during which a student is on an approved leave of absence is excluded from the calculation of a four and seven-year time limit for completion of the Masters and DNP program.

In reviewing any petition for extension of time to complete the Masters or DNP degree, the MS/DNP Program Committee will evaluate all coursework more than 10 years old, whether taken prior to or after matriculation into the programs, that is to be included in the degree program. The MS/DNP Program Committee may require the student to take additional coursework. The MS/DNP Assistant Dean, the MS/DNP Program Committee, and The Graduate School must approve the petition.

The filing and granting of a petition for an extension of time limit to complete the degree does not preclude the filing of a subsequent petition for a further extension. However, any petition beyond the first should provide a detailed explanation of the exceptional circumstances (illness to candidate or immediate family, financial difficulties, laboratory equipment failure or unavailability, inability to obtain clinical data etc.) that prevented degree completion as stated in the first petition.

<http://grad.buffalo.edu/study/progress/policylibrary.html#conferraltimelimits>

ACADEMIC POLICIES AND PROCEDURES-MS LEADERSHIP

Master's Program Outcomes

In keeping with the School of Nursing mission statement, graduate nursing education is committed to the preparation of nurse leaders who are able to affect the quality of health and health care of individuals and communities in New York State and beyond. Individuals who are prepared for advanced practice in professional nursing will be able to:

- Appraise financial, human capital and material resources within a quality improvement framework to improve patient outcomes.
- Analyze ethical, political, economic, legal and regulatory issues that impact health care delivery
- Apply leadership and management theories and practices to the design and implementation of services in a health care setting.
- Facilitate the utilization of research findings and evidence-based strategies to optimize nursing care delivery in clinical settings.
- Integrate knowledge of organizations, fiscal and human resources to facilitate the delivery of quality, cost-effective health care.
- Determine advanced information technology resources as strategies to improve clinical practice, education and research.
- Formulate organizational and systems leadership strategies to foster interprofessional collaborations in improving patient and population outcomes in health care systems.

Master's Student Supervision

Supervision of a student's program is exercised by the program coordinator.

Advisement of Master's Students

In order to facilitate the work of the Office of Student Services and be responsive to student needs, a copy of each student's current Program Agreement needs to be filed in the students' record in Student Services.

The Program Agreement is a working document. It is understood that as the student learns of and explores new opportunities, the Program Agreement may be modified in accordance with the student's research plan and professional goals. Therefore, the faculty advisor meets with his/her student **each semester** to monitor progression and revise the Program Agreement as necessary. An updated Program Agreement must be filed with the Office of Student Services on an **annual basis** in May. If there are revisions to the plan of study during the academic year, a revised Program Agreement must be filed immediately.

The Office of Student Services may place a negative service indicator to prevent subsequent registration if the student does not meet with his/her faculty advisor. After initial advisement and subsequent updates to MS Program Agreements, students must enter the selected courses into their hUB planner for the faculty advisor to review and approve registration. Effective spring 2015 registration, new and continuing MS students will not be permitted to register without populating their course planner through their hUB student center and obtaining faculty advisor approval for courses listed. Failure to follow the course sequence outlined by your faculty advisor may result in delayed progression and degree conferral.

A student may request a change in faculty advisor by sending a letter of request, including the rationale, to the MS/DNP Program Director, School of Nursing.

MS LEADERSHIP CURRICULUM

The Master's in Nursing Leadership and Health Care Systems Program educates baccalaureate-prepared nurses to assume leadership and executive roles in a variety of health care systems and settings. Leadership and management essential core competencies that promote innovate change and quality outcomes provide the foundation needed in a complex and dynamic health care environment.

EEH 536-Management for Public Health Practitioners
EEH 632-Strategic and Operations Management in Health Care Systems
NGC 501-Conceptual Foundations
NGC 520-Scientific Writing
NGC 692-Seminar in Grantsmanship
NGC 527-Evaluating Research Evidence for Health Care II (statistics)
NGC 634-Organization and Leadership Concepts in Health Care
NGC 526-Evaluating Research Evidence for Health Care I
NGC 638-Program Evaluation
NGC 632-Interpreting Health Care Policy
NLH 639-Planning, Forecasting and Financial Management of Health Care Systems
NLH 640-Practicum in Health Care Systems and Leadership

ACADEMIC POLICIES AND PROCEDURES-DNP

Doctor of Nursing Practice (DNP)

The Doctor of Nursing Practice (DNP) program was implemented in 2011. The UB DNP program is designed to prepare advanced practice nurses to practice at the *highest* clinical level in three roles--Nurse Practitioner, Clinical Nurse Specialist, and Nurse Anesthetist. There are two tracks that lead to the DNP degree—BS-DNP and Post MS-DNP. Currently, we offer four clinical specialties in the BS-DNP program: Adult Gerontology Primary Care Nurse Practitioner (A/GNP), Family Nurse Practitioner (FNP), Nurse Anesthetist (CRNA), and Psychiatric Mental Health Nurse Practitioner (PMHNP). The Post-MS to DNP is open to advanced practice nurses in seven advanced practice specialty areas as listed below.

In addition to clinical specialty education, DNP's are prepared to study clinical systems and address "gaps" in practice in order to improve patient outcomes. The program also prepares graduates to be leaders within the profession and healthcare community. Consistent with national recommendations, the DNP program provides graduate preparation in interdisciplinary health care delivery, information systems, quality improvement, and population health. Increased depth and breadth in translating research into clinical practice, program evaluation and population health will culminate in a capstone project.

DNP Advanced Practice Specialties

- Adult Gerontology Primary Care Nurse Practitioner (BS-DNP & Post-MS DNP)
- Family Nurse Practitioner (BS-DNP & Post-MS DNP)
- Psychiatric Mental Health Nurse Practitioner (BS-DNP & Post-MS DNP)
- Adult Gerontology Clinical Nurse Specialist (Post-MS DNP)
- Nurse Anesthesia (BS-DNP & Post-MS DNP)
- Child Health Nurse Practitioner (Post-MS DNP)
- Women's Health Nurse Practitioner (Post-MS DNP)

The DNP program outcomes are listed below. In addition, each specialty program has outcomes specific to their clinical area.

DNP Program Outcomes

Upon completion of the DNP program, the student will be prepared to:

- Critically analyze, synthesize and apply theoretical and empirical knowledge from a variety of sources to improve nursing practice.
- Provide leadership in ethical, legal, and socio-cultural issues for the improvement of nursing practice, patient outcomes and health care delivery.

- Develop and evaluate care delivery approaches that meet current and future needs of patient populations based on scientific findings in clinical sciences, as well as, organizational, political, and economic sciences.
- Translate evidence to improve nursing practice and health care outcomes.
- Provide leadership for evidence-based practice through translation of research in practice, evaluation of practice, and participation in collaborative research to improve health care outcomes.
- Use advanced information technology resources as strategies to improve clinical practice, education, and research.
- Collaborate in the development and/or implementation of health policy regionally, nationally, and internationally.
- Engage in interprofessional collaboration for improving patient and population health outcomes.
- Engage in leadership to integrate evidence-based clinical prevention and population health services for individuals, aggregates, and populations.
- Provide specialized advanced nursing practice that is innovative and evidence-based.

Application Process

Graduate students must apply online to the School of Nursing for admission to the DNP program through GrAdMIT. The completed application, official transcripts from all post-secondary institutions attended, GRE or MAT scores, a personal statement of goals for pursuing a DNP degree, and three letters of reference should be uploaded to the online application. A non-refundable application fee of \$75, payable in U.S. funds, must accompany the application before formal review will be conducted.

Applications are reviewed by the MS/DNP Program Committee and all deadlines are on our website; nursing.buffalo.edu.

Admission to the Post-Baccalaureate Program (BS-DNP)

- ✓ Must have attained a baccalaureate degree in nursing with a GPA ≥ 3.0
- ✓ Overall undergraduate and nursing GPA of a 3.0 or higher
- ✓ Must possess an active RN License from any of the 50 states
- ✓ Nurse Anesthetist applicants must have a minimum of one-year critical care experience as an RN in an ICU setting
- ✓ Submission of standardized test scores are required – either the GRE or Miller's Analogy Test (MAT)
- ✓ Prerequisite statistics course
- ✓ Statement of professional goals
- ✓ Three letters of professional recommendation
- ✓ Updated resume or curriculum vitae
- ✓ An admission interview with School of Nursing faculty

Admission to the Post-Master's Program (MS-DNP)

- ✓ Must have attained a GPA ≥ 3.25 from an advanced practice, nationally accredited Master's nursing program
- ✓ Must possess an active RN license from any of the 50 states
- ✓ Must have current national certification

- ✓ Submission of standardized test scores are waived for applicants with >3.5 MS GPA – either the GRE or Miller's Analogy Test (MAT) required for those with < 3.5 MS GPA
- ✓ Prerequisite statistics course
- ✓ Statement of professional goals
- ✓ Three letters of professional recommendation
- ✓ Updated resume or curriculum vitae
- ✓ An admission interview with School of Nursing faculty

BS-DNP Curriculum

An innovative curricular approach is proposed for the post-baccalaureate DNP program. In the first year of full-time study, students in the clinical and research doctoral programs will take the same foundational courses. In the second year of the full-time program, the DNP students will branch off to the advanced practice nursing core courses. The final year of full-time study is comprised of advanced specialty courses, clinical practicum and capstone courses, which are largely delineated by national standards from respective specialty organizations.

DNP Foundational Core

NGC 501 – Conceptual Foundations of Nursing
 NGC 518 – Health Promotion and Epidemiologic Methods
 NGC 520 – Scientific Writing
 NGC 533 – Teaching in Nursing

Analytical Core for Evidenced Based Practice Core

NGC 526 – Evaluating Research Evidence for Health Care I
 NGC 527/527LAB – Evaluating Research Evidence for Health Care II
 NGC 638 – Program Evaluation
 NGC 692 – Seminar in Grantsmanship
 NGC 701 – State of Nursing Science

DNP Advanced Practice Core

NGC 502 – Health Care Informatics
 NGC 612 – Pharmacotherapeutics in Advanced Practice Nursing
 NGC 625 – Pathophysiology for Advanced Practice Nurses I
 NGC 626 – Pathophysiology for Advanced Practice Nurses II
 NGC 573, 574, 575, 576 – Advanced Health Assessment
 NGC 632 – Interpreting Health Care Policy
 NGC 634 – Organizational and Leadership Concepts in Health Care

Specialty Courses

Clinical Specialty Courses
 Clinical Specialty Practica

DNP Capstone Core

NGC 725 – Advanced Clinical Practicum I
 NGC 726 – Advanced Clinical Practicum II
 NGC 798 – DNP Capstone Course I
 NGC 799 – DNP Capstone Course II

Post-MS DNP Curriculum

Analytical Core for Evidenced-Based Practice

NGC 527/527LAB – Evaluating Research Evidence for Health Care II
 NGC 701 – State of Nursing Science
 NGC 638 – Program Evaluation

DNP Foundational Core

NGC 502 – Health Care Informatics
NGC 504 – Epidemiology for Advanced Practice
NGC 520 – Scientific Writing
NGC 533 – Teaching in Nursing
NGC 632 – Interpreting Health Care Policy
NGC 634 – Organizational and Leadership Concepts in Health Care

DNP Capstone Core

NGC 725 – Advanced Clinical Practicum I
NGC 726 – Advanced Clinical Practicum II
NGC 798 – DNP Capstone Course I
NGC 799 – DNP Capstone Course II

DNP Program Schedules

Samples of program schedules for full-time and part-time students are available on the School of Nursing webpage nursing.buffalo.edu. Note that one (1) credit hour in a clinical course equates to 50 contact hours.

DNP Capstone Project

The DNP course of study will culminate in the completion of a Capstone Project that is focused on clinical scholarship. This project will address a complex practice, process, or system problem, a care delivery gap, evaluation of a practice innovation, or translation of evidence into practice that affects the health outcomes or quality of care for populations of patients or within a specific healthcare system. Coursework throughout the curriculum provides opportunities to identify gaps in an identified practice, establish the need for the project through a literature review, develop the IRB proposal, determine the appropriate design, methods, and work plan for the project, data collection/analysis and dissemination of findings. The assigned Capstone Course faculty will oversee the development of the proposal through to the defense of the project. The capstone project should be an original contribution to the field as determined by the program. Doctoral capstone projects will be written in English. It is the responsibility of the candidate and the capstone project chair to insure that the canons of organization, presentation, and documentation usually prescribed for publication in the selected nursing journal are observed.

The School of Nursing requires that the student use APA (American Psychological Association) unless the journal manuscript author guidelines indicates otherwise. The APA has a publication manual that answers a host of questions regarding the technical aspects of properly preparing a capstone project. Samples of capstone defense and final projects are displayed on UB Learns:

https://ublearns.buffalo.edu/webapps/blackboard/content/listContent.jsp?course_id=_123732_1&content_id=_3019815_1&mode=reset

Capstone Project Committee

Students will work with their assigned faculty advisor(s) within their respective specialty area to formulate ideas for their capstone projects. Once students are in the initial capstone course, the faculty of record will become their Capstone Project Chair and will work with the student to establish and approve their committee. The committee may also consist of at least one other clinical expert who is engaged in the proposed project clinical system or site. Students are enrolled in two Capstone Course seminars (NGC 798 and NGC 799) and Advanced Clinical Practicum courses (NGC 725 and NGC 726) to engage in supervised clinical experiences that support the project aims.

Clinical agencies with specific ideas or suggested topic areas may also suggest suitable projects of interest, which could be available for group or individual work. If the students are in a group project, individual objectives will be identified to highlight their contributions to the project. It is the intention of the School that students will have the same faculty for Capstone I and II courses.

Capstone Project Oral Proposal

1. The capstone proposal is part of the Capstone I course and will be supervised by the Capstone Course faculty of record for each student.
2. Sections of the capstone project proposal will be written and reviewed within the context of the capstone course. The proposal defense will be presented within the context of the Capstone I – NGC 798.
3. The formal voiceover PowerPoint presentation should include:
 - a. purpose of the capstone project
 - b. study question and / or Population, Intervention, Comparison, Outcome (PICO)
 - c. background justification and/or significance
 - d. theoretical foundation or framework used
 - e. contribution of the capstone project to clinical scholarship, practice, or innovation clinical practice or innovation
 - f. detailed description of methodology – (setting of the study, sample, data collection procedures and/or protocols, data analysis plan)
 - g. scope and potential limitations of project

Questions and comments from the committee and course faculty follow the student's formal PowerPoint presentation. The Capstone Project Committee and course faculty decides whether or not the student's proposal is approved. Upon successful proposal defense, the students will then proceed to submit a written abstract of Proposed Capstone Project.

Abstract of Proposed Capstone Project

The abstract should clearly and concisely demonstrate that all sections of the capstone project will be addressed. The abstract must be typed on the form within the space provided and single-spaced using a font size of 12 points. It should be in future tense, scientifically and grammatically correct, and free from typographical errors. The abstract cannot be more than 400 words. On the second page, provide the information requested and obtain the required signature(s) as indicated. The abstract must be submitted to the assigned capstone faculty advisor for approval.

The following aspects must be addressed in the order below:

- Problem under investigation
- Objective/goals
- Previous findings/background literature/theoretical framework
- Project design/material methods
- Intended Methods of Data Analysis
- Potential Significance

The Capstone Project Committee Chair submits written notification regarding the outcome of the proposal defense and the approved abstract to the MS/DNP Committee. Upon abstract approval, the student may then begin the application process to the Institutional Review Board(s) (IRB), under the guidance of the assigned capstone advisor.

Data collection for the study **cannot be initiated** until the abstract, and the appropriate Institutional Review Board has approved the proposed study. If the nature of the study is substantially modified after approval by IRB, a revised abstract and modifications to the IRB must be submitted. In addition to the abstract, a **timeline** for project completion must be submitted to the Capstone Project Committee Chair.

Preparing for the final Capstone Defense

1. After review and approval of the student's project, a date and time for the capstone oral defense is mutually decided upon by the committee and the student. The capstone defense will take place via Skype for Business.
2. The student will be provided with further directions regarding the process for the defense. It is the student's responsibility to contact the IT liaison for the School of Nursing to determine computer conductivity.
3. The date and time will be posted on the nursing faculty and the doctoral (DNP and PhD) student listservs at least **5 working days** in advance of the scheduled defense. An **electronic form of your final capstone**

paper should be emailed to Barbara Zon (barbzon@buffalo.edu) **2 weeks** prior to defense date for posting electronically and throughout the School of Nursing.

4. The formal PowerPoint presentation should include:
 - a. purpose of the capstone project
 - b. study question and / or Population, Intervention, Comparison, Outcome (PICO)
 - c. background justification and/or significance
 - d. theoretical foundation or framework used
 - e. detailed description of methodology – (setting of the study, sample, data collection procedures and/or protocols, data analysis)
 - f. results/conclusions
 - g. contribution of the capstone project to clinical scholarship, practice, or innovation clinical practice or innovation
 - h. scope and limitations of project
5. The defense presentation, including questions and comments should be approximately 60 minutes.
6. The Capstone Committee, in private session, will decide whether the project was successfully defended; if so, the Committee will sign the Capstone defense form. The capstone defense form will be completed by Ms. Zon and available to capstone faculty on the day of the defense.

Submitting the Final DNP Capstone Paper

Do not refer to the Graduate School's *Guidelines for Thesis and Dissertation Preparation and Submission* recommendations as you prepare your manuscript for defense and submission. Please follow the School of Nursing's guidelines as below:

1. The DNP Capstone Paper should contain the following in order:
 - a. Title Page (There is no running header on this page, it should be produced exactly as it appears in Appendix A)
 - b. DNP Capstone Approval Form (see DNP Capstone Defense Form)
 - c. Final Abstract which includes results and change in tense to past tense (from NGC799 completed paper)
 - d. Acknowledgements
 - e. Final, approved NGC799 Paper
 - f. Instruments/data collection tools and figures
 - g. IRB approval
 - h. Oral defense slide presentation (handout 4 slides per page)
2. Once the final DNP Capstone Paper is approved by the Faculty Advisor, it should be bound with a copy going to the Office of Student Services. PDF copies of the final DNP capstone paper should be sent to your advisor and Ms. Zon.
3. Binding – DNP projects must be bound in black Velo (strip) binding with a clear cover and a black opaque back cover. The title page should be the first page showing through the clear cover. You may consider FedEx Office for your bookbinding needs but any bookbinder is acceptable.
4. If you are local, please drop off the bound copy to Dr. Tammy Austin-Ketch, Assistant Dean, MS/DNP programs, 312 Wende Hall. If you are a distance learning student, please have the required bound copy sent to the following address:

Dr. Tammy Austin-Ketch
Assistant Dean, MS/DNP program
School of Nursing, University at Buffalo
312 Wende Hall; 3435 Main Street
Buffalo, New York 14214-8013

All projects should be received within 10 business days after successful Capstone defense.

Copyrighting

It is the student's choice whether or not to copyright his or her finished capstone project. Copyrighting protects the student's rights as an author. These rights include the ability to make copies of the work, to distribute them, to make derivative works, or to perform or display the work. By copyrighting a capstone project, a student can control the rights to it or may authorize others (i.e., a publisher) to exercise them. It is the student's responsibility to guarantee that the work is original and that he or she has followed accepted standards for documenting the use of references and citations of other works. Students should discuss the option to copyright their work with their capstone project chair before reaching a decision. Once the decision has been made to copyright, the appropriate symbol, the date, and the author's name must be included on the page immediately following the title page.

Summary of Requirements for Completion of DNP Program

- Develop a Plan of Study (Program Agreement) with faculty advisor and file with the Office of Student Services on an annual basis. If revisions occur during the academic year, immediately file an updated Plan of Study.
- Complete a minimum of 36 semester credits beyond the master's degree in nursing. Students may be required to take more than the minimum 36 semester credits depending on the student's specialty clinical hours completed in the original master's program and professional objectives upon admission to the DNP program.
- Achieve a grade of "B" or higher in each course that is used to meet DNP degree requirements.
- Maintain a "B" average (3.00 on a 4.00 scale) in all course work completed for graduate credit and applied toward the DNP program.
- Develop and defend the Capstone Project Proposal.
- Upon a successful proposal defense, submit an abstract of proposed capstone project to MS/DNP Committee.
- Upon approval from MS/DNP Committee, obtain approval from the appropriate Institutional Review Board(s) for the proposed capstone project.
- Complete the Application to Candidacy with assistance from Student Services.
- Successfully present and defend the completed capstone project.
- Obtain capstone project committee signatures.
- Submission of completed M-Form (<http://grad.buffalo.edu/Academics/Forms-for-Students.html>).
- Submit one bound copy of the capstone project to the Office of Student Services, Beck Hall.

Notes:

- a) Maintain continuous registration until degree conferral.
- b) Complete all graduate work required within seven years after matriculation to the DNP program.
- c) Some of the above events may occur simultaneously.
- d) Details of each requirement are in subsequent sections of this handbook.
- e) To participate in formal commencement ceremonies held in May, students must be able to complete all remaining requirements by the end of the summer.

Progression of DNP Students

1. Progression of a DNP student is dependent on:
 - a. receiving a grade of "B" or better or "S" in all required courses,
 - b. maintaining an overall grade point average of at least 3.00 ("B"), and
 - c. demonstrating acceptable professional behavior.

Examples of unprofessional behavior include:

- unsafe practice (i.e., acts of commission or omission that place a client in serious jeopardy)
- being under the influence of any substance that impairs performance
- falsification of records
- willful harassment, abuse or intimidation of a client, either physically, verbally or non-verbally
- a consistent pattern of lack of preparation for clinical laboratory
- academic dishonesty (e.g., cheating, lying, plagiarism)
- stealing

- willful harassment, abuse or intimidation of faculty, students or clinical agency personnel either physically, verbally, or non-verbally

1. Evidence of unacceptable professional behavior, which will be documented and kept in the student's record, may result in verbal admonition, written warning, reduction in course grade, failure, dismissal from the program, or immediate suspension from the nursing course(s).
2. Should a student not fulfill one or more of the above requirements (1.a. through 1.c.), the student may be dismissed from the program or placed on academic probation. The Office of Student Services will identify any student who may be considered for dismissal or probationary status and will notify the respective program coordinator of the student's failure to meet progression requirements. The MS/DNP Committee, in consultation with the appropriate program coordinator, will determine the status of the student.
3. The Office of Student Services will review the record of a student on academic probation at the end of the next semester and will notify the program coordinator and the MS/DNP Committee of the student's progress or failure to meet the conditions of probation. A student will be subject to dismissal from the program if all requirements are not met in accordance with the letter of probation. Students admitted provisionally must meet all academic requirements (1.a. through 1.c. above) in their first semester of enrollment as well as the conditions of their provisional acceptance to continue in the program.
4. Students who have been removed from probationary status and receive a second failing grade or receive two grades less than "B" in the same semester will be dismissed from their program. Similarly, students who have repeated a course and earned two failing grades (less than "B") in the same course will be dismissed.
5. Any failure (less than "B") of a clinical practicum course by a DNP student results in an automatic dismissal. The student may appeal to the MS/DNP Committee and should have his/her program coordinator's endorsement to be considered for reinstatement.

The Director of Student Services informs the student when his/her status in the School of Nursing changes as a result of failure to meet progression requirements (i.e., probation or dismissal). The Director of Student Services also notifies the student of dismissal from the School of Nursing and provides information about the dismissal appeal process along with the specific time frame for completion of a written petition to the MS/DNP Committee.

6. A student who is dismissed and wishes to be considered for readmission to the School of Nursing should petition (in writing) the MS/DNP Committee through the Director of Student Services as follows:
 - a. The petition must include a statement by the student to the MS/DNP Committee which indicates the following:
 - the student's perception of the factors which contributed to his/her present status,
 - the student's plan for removing obstacles to his/her successful progression in the School of Nursing, if readmitted.
 - b. The student's advisor may also submit a statement to the MS/DNP Committee which includes the following:
 - the advisor's perception of the factors which contributed to the student's present status,
 - the advisor's recommendation, with rationale, to grant or deny readmission of the student
 - c. The above statements (6.a. and 6.b.) and the academic record of the student will be evaluated by the MS/DNP Committee. If the need arises, any one of the parties may be requested to provide additional information to the MS/DNP Committee, in writing or in person.

Post-Baccalaureate Program Progression and Requirements for Graduation

Students must maintain a grade of 3.0 or better in all required courses to graduate from the program. Graduation is dependent on the completion of a Capstone Project and all required courses on the degree plan established by the advisor and student. The Capstone Project topic will be determined after consultation with the Capstone Course faculty, program advisor, community partner or mentor, and student as soon possible. Coursework preceding the Capstone Project is designed to help the student develop the literature review and methods to accomplish the Capstone Projects.

Post-Master's Program Progression and Requirements for Graduation

Students must maintain a 3.0 GPA to automatically progress in the DNP program. Graduation is dependent on the completion of a Capstone Project and all required courses on the degree plan established by the advisor and student. The Capstone Project topic will be determined by the program advisor, community partner or mentor, and student as soon as possible.

Independent Study – NGC 600

N600, Independent Study, is available to any graduate student as an elective when appropriate to the student's educational goals and with the approval of the student's advisor. Students may enroll for Independent Study under the guidance of an appropriate university faculty member.

Guidelines for Independent Study for DNP Students

1. Independent Study may consist of directed study, readings, individualized instruction, field experience, research, or other appropriate activities.
2. Students may apply up to a maximum of 6 credits of Independent Study to their program.
3. Approval of a proposal for Independent Study is contingent upon the availability of faculty and facilities and approval of the student's advisor.
4. The student must make an explicit agreement with a graduate faculty member or with other appropriate faculty as recommended by the student's advisor. The student must submit an Independent Study Proposal Form to the Office of Student Services as soon as plans are finalized. The proposal is then reviewed by the School of Nursing MS/DNP Committee and, if approved, forwarded to the Graduate School for review. Independent Study proposals should be submitted in the semester prior to that planned for implementation.
5. One copy of the Independent Study Form should be retained to submit to the Graduate School with the student's Application to Candidacy (ATC).

Selected Topics - NGC 536

Selected Topics courses allow faculty to offer new courses on an experimental basis without seeking formal approval. When a student takes a Selected Topics course, a copy of the course outline should be retained to submit with the student's Application to Candidacy (ATC).

Plan of Study - Advisement

Faculty advisors are assigned according to the students' specialty program areas. Faculty advisors supervise and assist students in planning a program of study as well as choosing a capstone project advisor. The student is encouraged to identify his/her focus of capstone project as early as possible in the program to facilitate selection of his/her capstone project advisor.

The student schedules a meeting with his/her faculty advisor to discuss:

- Professional goals.
- Capstone project area of interest.
- Waiver of required course(s), transfer of credits, and use of prior coursework toward the degree, if applicable.
- Elective courses that contribute substantively or methodologically to the area of proposed capstone project and to professional role development.

The Program Agreement is a working document. It is understood that as the student learns and explores new opportunities that the Program Agreement may be modified in accordance with the student's capstone project plan

and professional goals. Therefore, the student must meet with the faculty advisor each semester to monitor progression and revise the Program Agreement as necessary. **An updated Program Agreement must also be filed with the Office of Student Services on an annual basis in May.** If there are revisions to the plan of study during the academic year, a revised Program Agreement must be filed immediately. The program agreement MUST be signed by the student and the faculty advisor every time it is updated.

RESEARCH REVIEW BOARDS

The University at Buffalo, The State University of New York, has established an Assurance of Compliance with the Department of Health and Human Services (HHS) regulations governing research involving human subjects. Since research comprises a vital part of graduate education and research may involve human subjects, graduate students must be aware of their responsibilities.

It is the policy of the University that all research involving human subjects must be reviewed and approved by a University Human Subjects Institutional Review Board (HSIRB) prior to initiation of the research. It is the policy of the University that all research involving laboratory animals must be reviewed and approved by a University Animal Review Board prior to initiation of the research.

It also should be noted that the scope of the human subject's regulations as well as laboratory animal regulations extends into the classroom so that graduate students with *teaching assignments* as well as those engaged in research should carefully observe these constraints and protections. Copies of the Assurance of Compliance and HHS regulations (45 CFR 46) may be obtained from any HSIRB Chair.

Health Sciences IRB

The Health Sciences IRB is responsible for all research protocols with adults as subjects that propose to use drugs, devices, invasive medical interventions, or retrospective/prospective chart reviews. Please visit the Human Research IRB website for more information <http://www.research.buffalo.edu/rsp/irb/hsirb/default.cfm>

Social and Behavioral Sciences IRB

The Social and Behavioral Sciences IRB is responsible for all protocols that involve surveys, interviews, observational studies, behavioral studies that do not involve drugs or internal devices, and research on individual or group characteristics of behavior. For more information regarding IRB protocol: http://www.research.buffalo.edu/rsp/irb/behavioral_sciences/

Institutional Animal Care and Use Committee

For those investigators using animal models to conduct research, the use of animals must be approved, in advance, by the University's Institutional Animal Care and Use Committee (IACUC). No proposal, which includes or anticipates the use of animal subjects, may be submitted without approval of the proposed use of animal subjects. Policies and procedures, as well as application forms and rate schedules, which apply to use of animal subjects in research may be obtained from <http://www.research.buffalo.edu/iacuc/>

Once the student receives approval from the appropriate institutional review board, the dissertation research project can begin. Approval may need to be obtained from more than one institution.

Note that one's affiliation with a particular school or faculty does not determine which IRB is appropriate to conduct a review. For example, a psychological study employing drugs will be reviewed by the HSIRB. Surveys performed in medically-related disciplines may be reviewed by either IRB depending upon the example. Please contact the IRBs if you have any questions.

DEGREE CONFERRAL

Application to Candidacy

The filing of the **Application to Candidacy** <http://grad.buffalo.edu/content/dam/grad/study/forms/atc.pdf> with the Office of Student Services and subsequently The Graduate School indicates that the student is entering the final stages of degree completion. The application includes the following attachments *if indicated*:

- Program Agreement
- Descriptions of all Independent Study and Special Topics courses
- Unofficial transcripts (all)
- Approved graduate student petitions
- Abstract of proposed capstone project and approval
- Original official transcript(s) supporting any credits transferred from other institutions

The following information also applies:

- The Application to Candidacy must be typewritten.
- Primary responsibility for evaluation of student Applications to Candidacy rests with his/her respective committees.
- A letter from the Capstone Project Chair justifying the acceptance of courses taken more than ten (10) years prior to matriculation in the DNP Program must accompany the Application to Candidacy. Review and approval of Applications to Candidacy are the responsibility of the Capstone Project Chair, Director of Graduate Studies, MS/DNP Program Committee, and the Assistant Dean for MS/DNP program.
- The student must file his/her Application to Candidacy with the Office of Student Services by the date indicated in the degree conferral timetable.
- Once The Graduate School approves the application, notification of approval will be sent to the student. If the student does not receive notification in 2-3 weeks, the student needs to contact the Office of Student Services.
- Once admitted to candidacy, a student may not need to enroll for 12 credits (9 credits for graduate, teaching and research assistants) to be certified as full-time for tuition scholarship or student loan purposes. In this event, the student must file the **Certification of Full-Time Status Form** with The Graduate School each semester until completion of the degree.
- Major revisions in Applications to Candidacy that become necessary (e.g., adding or deleting a number of courses) must be formalized by resubmitting the pages that are being changed to the MS/DNP Program Committee and the Assistant Dean MS/DNP programs for approval; the changes are then filed in the Graduate School. Minor changes (e.g., adding or deleting one or two courses, changing titles) may be made by submitting a **Graduate Student Petition Form to Amend Application to Candidacy** (http://www.grad.buffalo.edu/forms/students/pet_amend.pdf) to the Office of Student Services.

Please refer to the Degree conferral timeline on the Graduate School website for submission of required documents:

<http://grad.buffalo.edu/study/graduate/atc.html>

It is your responsibility to check with the Office of Student Services prior to the deadline dates to be sure all the requirements and paperwork for your degree have been completed.

All forms should be obtained from the School of Nursing Office of Student Services to insure that additional School of Nursing requirements have been met.

Be sure you fulfill the continuous registration requirement by registering in each successive fall/spring semester during your studies, including the semester prior to degree conferral. For example, fall registration is required for a February 1 conferral, spring registration is required for a June 1 conferral, and spring and/or summer registration is required for a September 1 conferral. You may not be on a leave of absence during the semester prior to degree conferral; i.e. you may not be on a leave of absence ending in May if you expect to graduate that June.

M-Form

The completed **Doctoral M-Form** certifies that capstone project was completed satisfactorily and that all requirements for the degree have been satisfied. This form must be signed by the Capstone Committee Chair, the Capstone Committee Members, and the Chair of the Graduate Department. The graduate program administrative assistant in the Office of Student Services will fill out the form when everything has been completed and will contact the appropriate faculty for their signatures.

STUDENT INVOLVEMENT

Graduate Nurse Organization (GNO)

Purpose

Article II of the Constitution and By-Laws of the University's Graduate Student Association states that the purpose is "to enrich graduate nursing students' educational and social growth, and to facilitate communication, thereby establishing identity of the student as a part of the total University community".

Membership

All matriculated students in a Graduate Nursing Program, University at Buffalo, are automatically members of the GNO.

Officers

The Graduate Nurse Organization has the following officers: President, Vice President, Recording Secretary, and Treasurer. Officers are elected each April to serve a one-year term the following academic year.

Senators

The GNO is one of many student organizations that operate under the umbrella of the greater Graduate Student Association (GSA). Generally, two senators are elected from each organization for a one-year term to the GSA. This election takes place in April with the election of officers. Alternate senators are also chosen at this time. (See GSA By-Laws, Article I, Section 2.)

Committees

The three (3) standing committees are: 1) By-Laws and Elections, 2) Budget and, 3) Program Planning. The GNO is funded by the GSA in accordance with its guidelines. Students may apply to the GSA for conference funding. (Information on GSA conference funding may be found in Appendix F.)

Honors and Awards

Students may be nominated for a number of awards by faculty members and their student peers. A request for nominees is distributed in the spring semester.

Honor Society

Gamma Kappa is the local chapter of Sigma Theta Tau, the National Honor Society of Nursing. The purposes of the society are to:

- recognize superior achievement
- foster the development of leadership qualities
- foster high professional standards
- encourage creative work
- strengthen commitment of the ideals and purposes of the profession
- provide unity and fellowship through social, educational, and service activities

Students will be contacted during the academic year regarding application procedures.

School of Nursing Committees with Student Representation

The following School of Nursing committees require graduate student representation:

MS/DNP Committee
Student Grievance Committee
Academic Integrity Committee

Students will be provided with additional information about committee participation, including the process of volunteering and election, during the fall semester.

Appendix A

FULL TITLE OF DNP CAPSTONE PROJECT IN CAPITAL LETTERS
(Centered in top quarter of page)

by
Full Name of Author
(Centered of page)

A Capstone Project submitted to the
School of Nursing
University at Buffalo
The State University of New York
In partial fulfillment of the requirements for the degree of
Doctor of Nursing Practice
(Centered in bottom half of page)

Month and year of graduation
(Centered in bottom quarter of page)