Marjorie K. Unterberg
School of Nursing and Health Studies
DNP Student Handbook
Fall 2012

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This student handbook is designed for students enrolled in the Doctor of Nursing Practice Program (DNP) at the Marjorie K. Unterberg School of Nursing and Health Studies. The DNP Program is a post-master’s degree program that provides opportunities for nationally certified master’s prepared nurses in direct care (nurse practitioners) and in indirect care (nurse executives) to address the complexity of healthcare systems. The DNP, a rigorous, practice-based doctoral education, aims to produce clinical leaders who can excel in advocating for and delivering quality healthcare to diverse populations.

MISSION OF THE DOCTOR OF NURSING PRACTICE PROGRAM

The mission of the DNP program at Monmouth University is to prepare nursing leaders with a doctorate that provides skills and competencies enabling graduates to contribute to advanced nursing practice at its highest level and improve delivery of healthcare in complex systems. Graduates will disseminate innovative practice changes based on best evidence obtained through scholarly inquiry and translation of research.

OBJECTIVES OF THE DNP PROGRAM

Objectives for the DNP program are as follows:

1. Analyze scientific underpinnings for practice by using nursing science with knowledge from ethics, biophysical, psychosocial, analytical, and organization sciences to advance health and healthcare delivery systems (Essential I).

2. Develop and evaluate effective, culturally relevant, evidence based care quality improvement and patient safety approaches, using principles of business, finance, and health policy that meet the current and future needs of patient populations (Essential II).

3. Design and implement scholarly evidence-based processes using information technology and research methods to improve practice and healthcare environments (Essential III).

4. Select, use and evaluate healthcare information systems and patient care technology to advance quality, patient safety and organization effectiveness (Essential IV).

5. Advocate social justice, equity, and ethics within health care arenas by contrasting major contextual factors and policies that influence health policy-making at various levels (Essential V).

6. Employ effective team leadership skills to create positive change and improve outcomes in complex healthcare systems (Essential VI).
7. Analyze epidemiologic, biostatistical, environmental, genetic and other appropriate scientific data to develop culturally relevant and scientifically based health promotion and disease prevention initiatives (Essential VII).

8. Employ advanced levels of critical thinking, clinical judgment, systems thinking and accountability to design, deliver, and evaluate evidence-based care to improve patient and population and health systems outcomes (Essential VIII).

EXPECTED STUDENT OUTCOMES

1. 100% of DNP graduates will analyze scientific data to develop, implement, evaluate and disseminate a Capstone Change Project related to the healthcare outcomes of patients, populations, clinical units, systems or communities.

2. 100% of DNP graduates will analyze data and incorporate principals of business and finance that consider patient safety, cultural, environmental, and contemporary clinical phenomena.

3. 100% of DNP graduates will use current technology and research to integrate knowledge and evidence from nursing and other disciplines.

4. 100% of graduates will take a leadership role and use information systems to insure patient care outcomes that are ethical and legally sound.

5. 100% of DNP graduates will analyze health policies and policy making procedures to develop and implementation a health care policy.

6. 100% of DNP graduates will demonstrate effective leadership and interprofessional collaboration through the development, implementation, and evaluation of complex organizational issues.

7. 100% of DNP graduates will analyze biostatistical, genetic, and epidemiological data to develop health promotion and disease prevention initiatives.

8. 100% of DNP graduates will assess, design, implement, and evaluate evidence based interventions that are fiscally sound and meet healthcare needs of diverse populations.

Expected Aggregate Program Outcomes

1. 100% of DNP students will graduate with a GPA of 3.0 or greater on a 1 - 4 scale.
2. 100% of DNP Program Satisfaction Surveys returned will score 3.0 or greater on a 1 - 4 scale.
3. 100% of One and Five Year Alumni Satisfaction Surveys will score a 3.0 or greater on a 1 - 4 scale.
4. 100% of One Year Employer Survey will score a 3 or greater on a 1 - 4 scale.
5. 85% or more DNP students will complete the program in 6 semesters.
CURRICULUM

The curriculum is focused on evidence-based practice, organizational and systems leadership, health policy, economics and finance, interprofessional collaboration, information technology and emerging practice challenges. Graduates will gain knowledge and skills to improve health outcomes, promote safety standards and advocate at local, regional and national levels for policy changes and quality improvement. The program culminates in the creation and implementation of a capstone change project that demonstrates translation of research and scientific evidence for quality care at the highest level for a system and/or population.

The DNP curriculum, a thirty-six credit part-time program, provides six semesters of doctoral level didactic and clinical coursework delivered primarily online, using a variety of distance learning technologies with two executive style weekend immersions on campus each semester. A cohort is admitted once a year and begins the program in May.

REQUIREMENTS FOR ADMISSION

- Be a graduate of an accredited Master’s in Nursing Program with current, national certification as a Nurse Practitioner or Nurse Executive
- Have a current and active RN license.
- Have a cumulative graduate GPA of 3.2 or higher.
- Have completed a graduate research course and have a working knowledge of graduate statistics.
- Submit a completed application.
- Submit a letter of intent indicating professional goals and a potential area of interest for a capstone project with a vision for improved healthcare outcomes.
- Submit a resume.
- Submit two professional and/or academic letters of recommendation.
- Submit official transcripts of all previous college work.
- Complete a personal interview (telephone interview when appropriate)

Upon admission, students are required to complete online statistics and research refresher courses and an Institutional Review Board NIH training program (provided through MU).

Students who withdraw in good standing and seek readmission must file an application and be re-interviewed.

TRANSFER CREDITS

A maximum of 6 transfer credits with a grade of B or higher from an accredited doctoral program may be accepted. A copy of course syllabi are required for faculty review.

COMPUTER REQUIREMENTS

Students are required to have a personal computer with adequate memory, speed and software capabilities. http://www.monmouth.edu/resources/campus_technology/new_students.asp
ACADEMIC ADVISOR

Each student in the program is assigned an academic advisor upon admission who serves to guide the student through the curriculum and registration for courses. Students should meet with the advisor at a minimum, once a year, or additionally, as warranted by academic circumstances.

CAPSTONE ADVISOR

Each student in the program is assigned a capstone advisor who will guide the student in developing the focus, proposal, implementation and evaluation of their capstone project. Students should communicate with the capstone advisor twice a semester as they progress through the program.

CURRICULUM COURSES

“The Essentials of Doctoral Education for Advanced Nursing Practice” document produced by the American Association of Colleges of Nursing (AACN) provides the guidelines for development of programs and accreditation standards for DNP programs. This document, therefore, provides a framework for considering the adequacy of curricula that are being designed for DNP programs.

The Monmouth University curriculum consists of the following 12 courses that adhere to the DNP Essentials established by the Commission on Collegiate Nursing Education (CCNE). The courses are as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tr>
<td>NU 701 Translating Evidence to Clinical Practice</td>
<td>3 credits</td>
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<td>NU 702 Health Promotion in Diverse Populations</td>
<td>3 credits</td>
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<tr>
<td>NU 703 Epidemiology and Genetics/Genomics</td>
<td>3 credits</td>
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<td>NU 704 Issues in Aging</td>
<td>3 credits</td>
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<td>NU 715 Organizational Leadership in Health Care</td>
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<td>NU 716 Health Care Policy for Advocacy in Health Care</td>
<td>3 credits</td>
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<td>NU 717 Emerging Health Care Risks</td>
<td>3 credits</td>
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<tr>
<td>NU 718 Health Care Economics and Financial Management</td>
<td>3 credits</td>
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<tr>
<td>NU 730 Capstone Seminar I</td>
<td>2 credits</td>
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<tr>
<td>NU 731 Capstone Practicum I</td>
<td>4 credits</td>
</tr>
<tr>
<td>NU 732 Capstone Seminar II</td>
<td>2 credits</td>
</tr>
<tr>
<td>NU 733 Capstone Practicum II</td>
<td>4 credits</td>
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</tbody>
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Total credits 36 credits
DNP SEQUENCE CHART

Semester I
701 - Summer Translating Evidence to Clinical Practice 3 credits
702 – Summer Health Promotion in Diverse Populations 3 credits

Semester II
703 – Fall Epidemiology and Genetics/Genomics 3 credits
704 – Fall Issues in Aging 3 credits

Semester III
715 – Spring Organizational Leadership in Health Care 3 credits
716 – Spring Health Care Policy for Advocacy in Health Care 3 credits

Semester IV
717 – Summer Emerging Health Care Risks 3 credits
718 – Summer Health Care Economics and Financial Management 3 credits

Semester V
730 – Fall Capstone Seminar I 2 credits
731 – Fall Practicum I 4 credits

Semester VI
732 – Spring Capstone Seminar II 2 credits
733 – Spring Practicum II 4 credits

Total 36 credits

COURSE DESCRIPTIONS

NU-701 Translating Evidence to Clinical Practice (3 credits)
Components central to the concept of evidence-based practice are introduced and emphasis is placed on evaluating systematically, research and evidence from multiple sources. Critical appraisal of evidence utilizing clinical informatics, databases, multidisciplinary best practices, and systematic reviews of randomized clinical trials will be included in an approach to a clinical question or problem for a practice change. Strategies for creating a culture of evidence-based practice for individuals and clinical systems will be explored. Tools for diffusing the change or innovation are included. The concept of translational science will prepare students to begin formulation of a capstone project.

NU 702 Health Promotion in Diverse Populations (3 credits)
This course examines the influence of culture on nursing care delivery. The course explores the DNP’s role in providing culturally appropriate care for increasingly diverse populations. The focus of the course is on global health issues, factors affecting health, disparities in health care and infrastructure of populations. Students will utilize evidence-based research to analyze various social, cultural, and economic factors that impact health, illness and the perceptions/behaviors of diverse ethnic and minority groups as they relate to health promotion.
Content includes an examination of social, psychological, and cultural theories, a review of current research about health and illness beliefs/behaviors, and the development of health promotion strategies to improve care provided to individuals, aggregates and populations.

**NU 703 Epidemiology and Genetics/Genomics (3 credits)**
This course explores the key features of Epidemiological and Genetic concepts and theories in relation to populations. Epidemiological principles will be examined in relation to public health issues to plan and evaluate strategies to prevent illness and study diseases. Provides investigation into regional and national databases regarding health disparities, disease entities and genetic problems. Enables the student to identify risk factors for genetic disease and determine optimal treatment approaches to clinical practice utilizing evidence-based practice. The student will explore the influence of genetics and genomics on human diseases as they relate to the ethical, legal and financial responsibilities of the advanced practice nurse.

**NU 704 Issues in Aging (3 credits)**
This course explores concepts and principles of aging using a systems approach to examine chronic disease, variations in presentation of the aged in disease, and evidence-based practice implications for health promotion, education, health care interventions and ethical, legal and practice responsibilities of the nurse in advanced practice. Healthcare delivery systems and barriers to health care access among older adults will be examined. Leadership roles in creating change and implementing models of care for aging populations are incorporated.

**NU 715 Organizational Leadership in Health Care (3 credits)**
This course examines organizational systems and processes that emphasize the demand for clinical practice leadership, improvement of health outcomes and ensuring patient safety. Students are provided the tools to develop expertise in assessing the vision, mission and organizational strategic plans. Emphasis is placed on executive decision making, leading change efforts and instituting innovative methodologies for system improvement. Organization behaviors directed toward quality improvement, negotiation and conflict resolution, performance evaluation and ethical conduct in a business environment. The course will enhance the student’s ability to use power and influence to achieve goals, build teams and alliances, and establish strong communication channels and empower others.

**NU 716 Health Care Policy for Advocacy in Health Care (3 credits)**
This course examines healthcare economics, political and public health issues, and their relation to development and implementation of health policies at regional, national and international levels. Health policy influences multiple care delivery issues, including health disparities, underserved populations, cultural sensitivity, ethics, law, health care financing, and issues of equity and social justice in the delivery of health care. The DNP role will be discussed in the creation of such policies.

**NU 717 Emerging Health Care Risks (3 credits)**
This course provides an exploration of the risks health care personnel deal with: environmental catastrophes, (Chemical, Biological, Radiation), nuclear attacks, disease outbreaks and global conflicts. Focus is on identification/detection, impact on health and healthcare resources and principles of remediation. The course analyzes local, regional, national, and international
response preparedness and effectiveness, and the role of public health workers in the prevention, and management of these threats.

NU718  Healthcare Economics and Financial Management (3 credits)
The course provides an in-depth exploration of economics and finance, budget, reimbursement mechanisms and innovative business models for health care organizations and practice settings. The students will have opportunity to develop and review business plans and to evaluate cost-benefit analyses as they relate to the DNP role. The practical application of management of financial resources, tools for decision making and communication strategies will be integrated.

NU 730  Capstone Seminar I (2 credits) co-requisite NU731
The DNP Capstone culminates in a practice immersion experience that affords the student the opportunity to integrate and synthesize information from a variety of areas and previous coursework to exhibit mastery of an advanced specialty within nursing practice. Students will demonstrate synthesis of their DNP education and advanced nursing practice specialty to evoke practice improvement and change in a practice setting and/or an organizational system. Students will share their journey toward developing their capstone project through class discussion using a variety of communication modalities.
In consultation with the DNP faculty advisor and clinical site preceptor, students will select an area of specialty practice and propose a change project. The end result will be a project based on the principles of evidence-based practice. This will provide a foundation for continued scholarship while making significant contributions to in the student’s area of interest in practice or administration.

NU 731  Capstone Practicum I (4 Credits) co-requisite NU730
This course engages students in advanced nursing practice in the clinical and administrative arenas to develop their nursing specialty expertise at the highest level of complexity. Students will use scholarly evidence to develop and plan a DNP project for improvement or change in their practice or administrative area. The final DNP project will serve to advance nursing practice, improve patient or population outcomes and enhance organizational system change. The DNP practicum documents outcomes of the student’s educational experiences and guides the direction of the capstone project. It provides a measurable medium for evaluating the immersion experience, and summarizes the student’s growth in knowledge and expertise. It will serve as a foundation for future scholarly practice. Weekly journals show the student’s progress. Weekly journals demonstrate the student’s progress. Students need to keep a log of all their hours. It is expected that students will complete 250 clinical hours in the fall semester.

NU 732  Capstone Seminar II (2 credits) co-requisite NU 733
The DNP Capstone II seminar builds on the content and processes developed in Capstone I seminar for implementation of the DNP project. Students will share their journey of implementation and evaluation of their DNP project through class discussion using a variety of communication modalities. Weekly seminars are an integral part in the success of the project.

In consultation with the DNP faculty advisor and clinical site preceptor, students will implement and evaluate their change project. This course is a continuation of Capstone Course I. Students will continue to integrate and apply information from a variety of areas to demonstrate expertise
in an advanced specialty within nursing practice. Students will continue to demonstrate synthesis of the DNP education and advanced nursing practice specialty to evoke practice improvement and change in their practice settings.

Students will gain an in-depth and integrative experience resulting in a practice-related written project outcome at their clinical site which is subject to peer and professional scrutiny. Students will disseminate the outcomes of their project through peer reviewed professional publication and/or presentations

NU 733 Capstone Practicum II (4 credits) co-requisite NU 732, prerequisites NU730 & NU 731
This course is a continuation of Practicum I. Students continue to develop their advanced nurse practitioner and nursing administrative skills at the highest level of complexity while they implement their project for improvement or change in a practice setting. Student will complete their project and evaluate outcomes. The DNP Practicum will continue to document outcomes of the student’s educational experiences, provide a measurable medium for evaluating the immersion experience, and summarize the student’s growth in knowledge and expertise. Students will continue to apply and analyze evidence to improve practice with patient and population health outcomes or system quality improvement. Weekly journals demonstrate the student’s progress. Students need to keep a log of all their hours. It is expected that students will complete 250 clinical hours in the spring.

GRADERS

The DNP Program adheres to the method of calculating GPA as discussed in the Graduate Catalogue [http://www.monmouth.edu/registrar/important_information.asp](http://www.monmouth.edu/registrar/important_information.asp).

Graduate grading system is:
A, A- = Excellent
B+, B, B- = Average
C, C+, C- = Poor
F = Failing – This grade is given for failure in a course; for withdrawal from a course after (W) date; failure to remove an (I) Incomplete by the end of the next semester.

NURSING GRADING STANDARDS

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<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
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A grade of “B” is the minimum passing grade for each course. The student who earns less than a “B” in a course will be allowed to repeat that course once. Only one course may be repeated during the academic program. If a student is required to repeat a course for academic reasons, a formal request to repeat the course and continue in the program with a new cohort, should be filed with the Director of the Program. The student must then meet with the academic advisor for a new program plan with a subsequent cohort. If a student earns less than a “B” in a repeated course, the student will be academically dismissed. All courses must be successfully completed
before starting the capstone sequence. A student in the Doctor of Nursing Practice program is required to maintain a minimum cumulative average of 3.0 during the program.

INCOMPLETE GRADES

A grade of incomplete “I” may be granted at the discretion of the lead instructor for a course consistent with institutional grade policy. Students must request a grade of incomplete prior to the end of the respective course. Faculty submitting an incomplete grade for a course will specify the final date for submission of materials for course completion. If no date is designated the course requirements must be completed by the end of the following semester or the incomplete grade will turn to an “F” grade.

WITHDRAWAL FROM A COURSE

Each semester the University designates a specific date for withdrawal from a course in order to receive a “W” on the transcript. If a student withdraws after this date the grade will be an “F”. Dropping a course in the doctoral program is discouraged as the student will be required to wait a year to retake the dropped course.

GRADE APPEAL

Students have the right to appeal an academic decision. Student should first speak with the faculty of the course. If the student is unsatisfied with the outcome, he or she will contact in this order: the Director of the Program, the Associate Dean, the Dean of the School of Nursing and Health Studies and finally Dean of the Graduate School/Vice Provost. The Dean of the Graduate School/Vice Provost makes the final determination in all student complaints and appeals. 
http://www.monmouth.edu/academics/schools/nursing/default.asp

LEAVE OF ABSENCE

A student who must take a leave of absence and intends to be away from the University for a full semester must file a Leave-of-Absence Form and notify the Director of the Program in order to maintain the catalog of record in effect when he/she began the program. The lapse in course sequence will require the student to join a subsequent cohort.

ACADEMIC PROBATION

A student who obtains a grade less than a “B” in a course or has a cumulative average less than 3.0 will be placed on probation for one semester.

ACADEMIC DISMISSAL

A student who is placed on probation has one semester to raise his or her grade point average to the required 3.0 standard. Failure to do so will result in an academic dismissal.
DNP DEGREE COMPLETION TIMELINE

The expected timeline for completion of the DNP program is two years. All degree requirements including course credits, transfer credits and all program requirements must be completed within five years from the start of DNP coursework.

EXIT INTERVIEW

An exit interview will be held upon completion of the program and also when a student withdraws from the program before completion of the degree.

CAPSTONE PROJECT

The DNP Program requires students to complete a capstone project. Doctoral education, whether practice or research, is distinguished by the completion of a specific project that demonstrates synthesis of the student’s work and lays the groundwork for future scholarship. The final DNP project produces a tangible and deliverable academic product effecting a change in the healthcare arena that is derived from the practice immersion experience and is reviewed and evaluated by an academic committee. The final DNP product documents outcomes of the student’s educational experiences, provides a measureable medium for evaluating immersion experiences and demonstrates the student’s growth in knowledge, expertise and leadership.

Criteria for Scholarly Projects in the Practice Doctorate Program

- The change project is related to advanced practice in the nursing specialty and benefits a group, population, community or system rather than an individual patient.
- The project is carried out by the individual student under guidance and support of the capstone advisor and clinical mentor (depending on the scope of the project may be collaborative).
- The scholarly project addresses identified needs.
- The literature review suggests an evidence base for the project or supports the need for the project.
- Description of the innovation is appropriate, cost effective, realistic and can be universally implemented for others to use (essential components for success, cost, etc.)
- A systematic approach is used and data are collected using methods and measures.
- Expected outcomes are well-defined and measurable.
- The project is conducted according to ethical principles.
- Dissemination modes are professional and public (peer review is included).

Types of Scholarly Projects Include but are not Limited to:

This list reflects a range of types of scholarly projects. This is a sample list and is not exhaustive.
- Translate research into a practice change
- Quality improvement (care processes, patient outcomes)
- Implement and evaluate evidence based practice guidelines
- Analyze policy: develop, implement, evaluate or revise policy
- Design and use databases to retrieve information for decision making, planning, evaluation
- Conduct financial analyses to compare care models and potential cost savings, etc.
• Implement and evaluate innovative uses of technology to enhance/evaluate care
• Design and evaluate new models of care
• Provide leadership of inter-professional and/or intra-professional collaborative projects to implement policy, evaluate care models, transitions, etc.
• Collaborate with researchers to answer clinical questions
• Collaborate on legislative change using evidence
• Work with lay and/or professional coalitions to develop, implement or evaluate health programs (such as health promotion and disease prevention programs for vulnerable patients, groups or communities)

Capstone Project Requirements:

DNP Capstone Committee
The committee will consist of the Capstone advisor, practicum mentor/preceptor and a faculty member of the student’s choice who has a doctorate. This committee will give final approval for implementation of the project after a formal proposal presentation in Capstone Seminar I. The Capstone Committee will attend the final presentation at the completion of Capstone II Seminar. Configuration of the committee should be completed by August, a month before Capstone Seminar I begins.

Elements of the DNP Project Proposal
The proposal shall consist of the following sections:
• Introduction
• Background and significance of the Subject Matter
• Statement of the Capstone Change Project
• Goal(s) and Objectives/Measureable Outcomes
• Review of the Literature and Evidence
• Theoretical Framework/Model of Change Discussion
• Proposed Method/Project Implementation Plan and Timeline
• Budget considerations
• Evaluation Method(s)
• References

Capstone Project Process
Students are required to submit a formal written proposal and conduct a presentation which is reviewed and approved by the capstone advisor and DNP Capstone committee. A Capstone Project is ready for implementation by the conclusion of the Capstone Seminar I course. Institutional review board requirements for the project must be completed at Monmouth University and at the practice site if required. It is required that the student meet twice during the semester with their Capstone advisor and as needed.

To complete the Capstone Seminar II course, students must successfully implement and evaluate their project and report the project in a formal presentation format. Additionally one article based on the Capstone Change Project and suitable for publication in a peer reviewed journal must be written and submitted. The article must be approved by the Capstone Advisor and a second reader with a doctorate. Students who do not complete the capstone project or do not pass the presentation are
required to register for a minimum of one credit each semester until the project requirements are completed.

**DNP PRACTICE IMMERSION**

The Monmouth University DNP program provides rich and varied opportunities for practice experiences aimed at helping graduates achieve DNP competencies upon completion of the program. To achieve the DNP competencies, a minimum of 1,000 hours of practice post-baccalaureate, as part of a supervised academic program, is required. Students will be credited with 500 hours from clinical hours obtained during their Master’s level specialty education. An additional 500 practicum hours are required to successfully complete the DNP program. The majority of hours will be completed in the Capstone Practicums.

**Requirement for clinical immersion**
1. A current nursing license in the state where practice immersion takes place
2. Student health record containing health history, physical exam and lab studies must be current and immunizations up-to-date
3. A contract must be in place between the clinical site and Monmouth University
4. Student must have current malpractice insurance
5. A signed agreement by the mentor/preceptor for the immersion experience.

**Practicum Mentor/Preceptor**
Each student will obtain a clinical mentor who is affiliated with the site where practicum hours will take place. The mentor will provide guidance and support for the Capstone Change Project and practice immersion.

Practice immersion experiences should be designed to help students achieve specific learning objectives as they relate to **AACN DNP Essentials**. These experiences provide systematic opportunities for feedback and reflection.

Experiences can include:
- In-depth work with experts from nursing and health care
- Leadership opportunity for meaningful student engagement within practice environments
- Build and assimilate knowledge for advanced specialty practice at a high level of complexity
- Inter-professional collaboration with leaders in other disciplines
- Integrate and synthesize the *DNP Essentials* and specialty requirements

Proficiency may be acquired through a variety of methods:
- Patient or practice hours
- Healthcare technology and informatics experience
- Mentored leadership experiences
- Capstone field work
- Course experiential assignments

DNP students are required to maintain a practice immersion log which should be reviewed twice a semester with their Capstone Advisor to assure quality of practicum hours as they relate to the DNP Essentials and the Capstone Change Project. Students may select to use their employment institution
for their capstone project and experience, however, **practice immersion hours are exclusive of the DNP candidate's job requirements.**
DNP Capstone Project
Declaration Form

Complete this document and submit to the DNP Program Director with a copy of (1) Capstone Project outline and (2) summary of literature search.

Student name:________________________________________________________________________

Capstone Project Description:________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Signature of DNP Student:________________________________________ Date________

Capstone Advisor:________________________________________ Date:________

Department Approval: Yes _____ No_____

Comments:________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Signature of DNP Program Director at Monmouth University School of Nursing and Health Studies:________________________ Date:________
DNP Capstone Project
Chair Agreement Form

DNP Student Information
Student Name:__________________________
Address:______________________________
Phone:_________________ Email:__________________
Specialty:______________________________
Briefly Describe Your DNP Capstone Project:
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

Advisor Information
Faculty Chair Name and Credentials: ________________________________
Phone: ___________________ Email: ________________________________
Committee Member Name and Credentials: ________________________________
Address: ________________________________
Phone: ___________________ Email: ________________________________
Committee Member Name and Credentials: ________________________________
Address: ________________________________
Phone: ___________________ Email: ________________________________
Capstone Project Chair Responsibilities

The Doctor of Nursing Practice (DNP) program requires completion of four Capstone courses: NU 730, NU 731, NU 732, NU 733. The culmination of these courses is a completed Capstone Project and scholarly manuscript. The DNP student will implement and evaluate course requirements as set forth in the applicable course syllabus and DNP Capstone Proposal Guidelines. The identified Capstone Project Chair serves as the advisor and facilitates access to resources required for the student to complete the required learning objectives as set forth in the applicable course syllabus and the DNP Capstone Guidelines.

The Capstone Project Chair:

1. Assists the DNP student in defining realistic and specific goals that support the framework and objectives of the Monmouth University DNP program.
2. Guides the DNP student in the development and acquisition of key leadership skills required of the applicable DNP course.
3. In collaboration with the Capstone Project Committee Members, meets with the DNP student on a regular basis, sets meeting protocol and provides feedback accordingly.
4. Facilitates completion of the course requirements and communicates as needed with The Capstone Project Committee Members.
5. Serves as the Monmouth University IRB Faculty Advisor.
6. Chairs student Capstone Project.

I agree to serve as the Capstone Project Chair to the DNP student named in this agreement.

Signature of Faculty Chair: __________________________ Date: ________

Signature of DNP student: __________________________ Date: ________

Approval:  Yes_____   No_____  Date: ________

Comments: __________________________________________

____________________________________________________

____________________________________________________

Signature of DNP Program Director at Monmouth University School of Nursing and Health Studies: __________________________ Date: ________
DNP Capstone Project Committee Member Agreement Form

DNP Student Information
Student Name:__________________________________________________________
Address:______________________________________________________________
Phone:_________________________ Email:__________________________________
Specialty:________________________________________________________________
Briefly Describe Your DNP Capstone Project:________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Committee Member Information
Requested Member:_______________________________________________________
Academic Credentials/Degrees:_____________________________________________
Agency:_________________________________________________________________
Address:______________________________________________________________
Phone:_________________________ Email:____________________________________
Committee Member Responsibilities

The Doctor of Nursing Practice (DNP) program requires completion of four Capstone courses: NU 730, NU 731, NU 732 and NU 733. The culmination of these courses is a completed Capstone Project and scholarly manuscript. The DNP student will implement and evaluate course requirements as set forth in the applicable course syllabus and DNP Capstone Proposal Guidelines. The identified Capstone Committee Member serves as the local clinical advisor of the DNP student’s doctoral Capstone and facilitates access to resources required for the student to complete the required learning objectives as set forth in the applicable course syllabus and DNP Capstone Guidelines. The Capstone Project Committee Member:

1. Assists the DNP student in selecting realistic and specific goals that support the framework and objectives of the Monmouth University DNP program.

2. Guides the DNP student in development and acquisition of key leadership skills required of the applicable DNP course.

3. In collaboration with the Capstone Project Chair, meets with DNP student on a regular basis and provides feedback accordingly.

4. Facilitates completion of the course requirements and communicates as needed with the other committee members.

5. Provides Monmouth University a current curriculum vitae and facilitates institutional processing of any required clinical contract or memorandum of understanding.

6. Attends (in person or via teleconference) student Capstone Project Proposal and final presentation.

I agree to serve as a Capstone Project Committee Member to the DNP student named in this agreement.

Signature of Committee Member: ______________________________ Date: __________

Signature of DNP student: ______________________________ Date: __________

Approval: Yes _____ No_____
Comments: __________________________________________________________

______________________________________________________________

______________________________________________________________

Signature of DNP Program Director at Monmouth University:
Date: __________
DNP Capstone Project Clinical Mentor/Preceptor Committee Member Agreement Form

DNP Student Information

Student Name: _____________________________________________________________
Address: ________________________________________________________________
Phone: ______________________ Email: _________________________________
Specialty: _______________________________________________________________
Briefly Describe Your DNP Capstone Project: _________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Committee Member Information

Requested Member: _________________________________________________________
Academic Credentials/Degrees: _____________________________________________
Agency: ___________________________________________________________________
Address: __________________________________________________________________
Phone: ______________________ Email: _________________________________
Committee Member and Clinical Mentor/Preceptor Responsibilities

The Doctor of Nursing Practice (DNP) program requires completion of four Capstone courses: NU 730, NU 731, NU 732 and NU 733. The culmination of these courses is a completed Capstone Project and scholarly manuscript. The DNP student will implement and evaluate course requirements as set forth in the applicable course syllabus and DNP Capstone Proposal Guidelines. The identified Capstone Committee Member serves as the local clinical advisor of the DNP student’s doctoral Capstone and facilitates access to resources required for the student to complete the required learning objectives as set forth in the applicable course syllabus and DNP Capstone Guidelines. The Capstone Project Clinical Mentor/Preceptor Committee Member:

1. Assists the DNP student in selecting realistic and specific goals that support the framework and objectives of the Monmouth University DNP program.
2. Guides the DNP student in development and acquisition of key leadership skills required of the applicable DNP course.
3. In collaboration with the Capstone Project Chair, meets with DNP student on a regular basis and provides feedback accordingly.
4. Facilitates completion of the course requirements and communicates as needed with the other committee members.
5. Provides Monmouth University a current curriculum vitae and facilitates institutional processing of any required clinical contract or memorandum of understanding.
6. Attends (in person or via teleconference) student Capstone Project Proposal and final presentation.

I agree to serve as a Capstone Project Committee Member and Clinical Mentor/Preceptor to the DNP student named in this agreement.

Signature of Committee Member: __________________________ Date: __________
Signature of DNP student: __________________________ Date: __________

Approval: Yes ______ No_______
Comments: ____________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________

Signature of DNP Program Director at Monmouth University: __________________________ Date: __________
Seminar I
Doctor of Nursing Practice (DNP)
Capstone Project Proposal Guidelines

The DNP Capstone Project Proposal must be reviewed and approved by the Capstone Project Committee before the student may proceed with the Capstone Project.

**Project Title:**

**Student:**

<table>
<thead>
<tr>
<th>Capstone Title/Overview</th>
<th>Items Evident in Proposal?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Concise and accurate/Provides direction for project</strong></td>
<td></td>
</tr>
</tbody>
</table>

**1. Background of the Problem**
   a. Introductory materials with brief evidentiary statement to justify the topic.
   b. Background and Significance of problem.
   c. Target population and/or stakeholders.
   d. Purpose statement.
   e. Clinical questions to be answered through the Capstone project.
   f. Objectives of project with measurable outcomes.

**2. Review of Literature**
   a. A thorough review of the literature with synthesis of the evidence supporting the clinical question and project.
   b. Literature search strategy and databases used.

**3. Change or Theory Model**
   a. The model or framework to be used to conduct the project with justification and relevance to the clinical question.
### 4. Design and Methodology

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>b.</td>
<td>Outcome measures, evaluation and type of data analysis.</td>
</tr>
<tr>
<td>c.</td>
<td>Psychometric properties of any instruments used for evaluation (Reliability and Validity).</td>
</tr>
<tr>
<td>d.</td>
<td>Time line for project.</td>
</tr>
<tr>
<td>e.</td>
<td>Plan for sustainability.</td>
</tr>
<tr>
<td>f.</td>
<td>Nursing implications for practice.</td>
</tr>
</tbody>
</table>

### 5. Organizational Assessment & Cost Effectiveness Analysis

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Assessment of the organization in which the project will be carried out to include readiness for change, facilitators and barriers, risks and/or unintended consequences.</td>
</tr>
<tr>
<td>b.</td>
<td>Cost factors associated with the project to include costs of the program and cost avoidance or savings associated with implementation.</td>
</tr>
</tbody>
</table>

### 6. IRB Approval (as applicable)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Institutional IRB (if applicable)</td>
</tr>
<tr>
<td>b.</td>
<td>Monmouth IRB</td>
</tr>
</tbody>
</table>

**Timeframe**

Reasonable and comprehensive

Negotiate due dates

**Program reflects and demonstrates the AACN Essentials of Doctoral Education for Advanced Nursing Practice**

**References, APA Format, Title Page**

<table>
<thead>
<tr>
<th>Evaluation:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved as Presented</td>
<td></td>
</tr>
<tr>
<td>Approved with Recommendations</td>
<td></td>
</tr>
<tr>
<td>Not Approved</td>
<td></td>
</tr>
</tbody>
</table>
**Additional Comments:**

**IRB Recommendations:**  ___ Exempt  ___ Expedited  ___ Full Review  ____ No Human Subject Involvement

Student Signature: ___________________________ Date: __________________

Capstone Project Chair: _____________________ Date: __________________

Capstone Project Committee Member: ____________ Date: ________________

Capstone Project Committee Member: ____________ Date: ________________

DNP Program Director: ________________________ Date: __________________
# Seminar II
## Doctor of Nursing Practice (DNP)
### Capstone Project Proposal

**Project Title:**

**Student:**

## Capstone Title/Overview
Concise and accurate/Provides direction for project

<table>
<thead>
<tr>
<th>Items Evident in Proposal?</th>
</tr>
</thead>
</table>

### 1. Background of the Problem
- a. Introductory materials with brief evidentiary statement to justify the topic.
- b. Background and Significance of problem.
- c. Target population and/or stakeholders.
- d. Purpose statement.
- e. Clinical questions to be answered through the Capstone project.
- f. Objectives of project with measurable outcomes.

### 2. Review of Literature
- a. A thorough review of the literature with synthesis of the evidence supporting the clinical question and project.
- b. Literature search strategy and databases used.

### 3. Change or Theory Model
- a. The model or framework to be used to conduct the project with justification and relevance to the clinical question.
### 4. Design and Methodology
- **Methods.**
- **Outcome measures, evaluation and type of data analysis.**
- **Psychometric properties of any instruments used for evaluation (Reliability and Validity).**
- **Time line for project.**
- **Plan for sustainability.**
- **Nursing implications for practice.**

### 5. Organizational Assessment & Cost Effectiveness Analysis
- **Assessment of the organization in which the project will be carried out to include readiness for change, facilitators and barriers, risks and/or unintended consequences.**
- **Cost factors associated with the project to include costs of the program and cost avoidance or savings associated with implementation.**

### 6. IRB Approval (as applicable)
- **Institutional IRB (if applicable)**
- **Monmouth IRB**

**Timeframe**
- Reasonable and comprehensive
- Negotiate due dates

**Program reflects and demonstrates the AACN Essentials of Doctoral Education for Advanced Nursing Practice**

**References, APA Format, Title Page**
- Show evidence of submission to journal.

__________PASSED, unconditional __________ Date: ________

Meets or exceeds all criteria for Defense.

____PASSED, provisional ______ Date:_______

The Capstone Project requires minor to moderate, non-trivial revision(s). The Capstone Project Chair or other designated member of the advisory committee will be responsible for communicating to the student, in detail, the revisions necessary for completion of the Capstone Project and the deadline for the completion of the
revisions. If, after that length of time, the capstone has not been accepted, the candidate will be considered as having failed the examination.

<table>
<thead>
<tr>
<th>Members of the examining committee who will certify completion of the revisions:</th>
<th>Committee member who will notify the candidate of the required revisions</th>
<th>Revisions received on:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>/</strong>/____</td>
</tr>
<tr>
<td>PASSED on:</td>
<td>Revisions must be complete by Capstone Project</td>
<td><strong>/</strong>/____</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>/</strong>/____</td>
</tr>
</tbody>
</table>

___ FAILED ___ Date:_____

Does not meet criteria for Defense and contains significant deficits.

Additional Comments:

Capstone Project Chair Signature:_________________________________________ Date:_____
Committee Member Signature:______________________________________________ Date:_____
Committee Member Signature:______________________________________________ Date:_____
DNP Program Coordinator:_______________________________________________ Date:_____


APPENDIX A

ACADEMIC INTEGRITY

SCHOOL OF NURSING AND HEALTH STUDIES

AND

PLAGIARISM STATEMENT

PREPARED BY THE ENGLISH DEPARTMENT
PLAGIARISM STATEMENT

Nursing

ACADEMIC INTEGRITY
In order to provide a learning process and academic environment that permits students you to pursue their educational goals, you are expected to exhibit honesty in this and every class in which you enroll at Monmouth. Academic dishonesty includes cheating and plagiarism.

CHEATING: includes submitting, without prior faculty permission, any work that has been submitted in identical or similar form in fulfillment of any other academic requirement at any institution. Cheating also includes copying from someone’s test, submitting material for academic evaluation that has been prepared by another individual or by a commercial agency.

PLAGIARISM: includes submitting written material without proper acknowledgement of the source, deliberate attribution to or citation of a fictitious source, or submitting data which have been willfully altered or contrived.

The Faculty has the right to assign a zero to any assignment that violates this policy. You may also fail the course for cheating and plagiarism.

PLAGIARISM STATEMENT

Department of English

Plagiarism is the use of another’s words or ideas without acknowledgment. It is the equivalent of theft.

Buying term papers is an extreme and willful form of plagiarism. Misusing quotation marks or confusing quotation and paraphrase may arise from carelessness or ignorance. But plagiarism of all kinds should be avoided. This document will explain what plagiarism is and how to avoid it.

Common Forms of Plagiarism

1. Buying a paper, having someone else write your paper, or using someone else’s paper, however altered. These dishonest practices rob you of the chance to develop skills of critical thinking essential to an educated person.
2. Quoting without acknowledging the exact words of another person.
3. Paraphrasing a text closely (changing words and syntax but not the substance of a passage) without acknowledgment, summarizing the ideas (a shortened paraphrase) without acknowledgment, and confusing paraphrase and quotation.
4. Misusing quotation marks, note numbers, and parenthetical citations, and thereby implying that portions of a paper are yours when they are not.

Acknowledgment through Citation
Some disciplines acknowledge sources by using a note number in the text that refers to a note at the bottom of the page or at the end of the paper. Other disciplines use a parenthetical citation in the text with a Works Cited list at the end of the paper.
This document uses parenthetical citation, but the principles explained apply to footnote documentation as well.

Examples

1. Quoting Without Acknowledgment

<table>
<thead>
<tr>
<th>Source</th>
<th>Plagiarized Version</th>
</tr>
</thead>
<tbody>
<tr>
<td>And yet no one in the play can be Said to be a religious hypocrite In any representative sense. Tartuffe may at times suggest or symbolize the slippery casuist, or the sort of hypocrite denounced by Cleante, but he is not himself such a person. He is a versatile parasite or confidence man, with a very long criminal record, and to pose as a holy man is not his only modus operandi: we see him, in the last act, shifting easily from the role of saint to that of hundred-percenter.</td>
<td>Tartuffe cannot be said to be a religious hypocrite in any specific sense. As attacked by Cleante, he is a versatile parasite or confidence man. He can pose as a holy man but then shift easily from the role of saint to that of hundred-percenter.</td>
</tr>
</tbody>
</table>

(Underlining indicates phrases and a clause copied exactly from source.)

(From Richard Wilbur’s introduction to his translation of Molière’s Tartuffe, page 169. Underlining added.)

Explanation

The writer has failed to acknowledge Wilbur as the source; there is no mention of Wilbur, no footnote number, no parenthetical citation. But the student has clearly used the source as the pattern of borrowing indicates. The underlined portions in the plagiarized version indicate words copied exactly from the source.

You must acknowledge the source of borrowed ideas by appropriate citations. Words and phrases copied from the source must be enclosed in quotation marks. In order to distinguish between your idea and the source, you should preface your borrowing with a phrase such as “Richard Wilbur points out in his introduction....”
### Corrected Version

| [Student is making own point.] | Tartuffe has many sides to his character. As Richard Wilbur points out in his introduction to the play, Tartuffe is “not a religious hypocrite in any representative sent,” but he changes masks easily from “versatile parasite or confidence man” to “holy man” and “hundred-percenter” (169). |
| [Quotation marks enclose Wilbur’s exact words.] | [Note that distinction between student’s idea and the source is made clear.] |

2. **Confusing Quotation and Paraphrase**

| Source | Barbara Tuchman argues that TV today has become our nation’s monarch. She feels that, as a result of TV, our choice of candidates for office and people we choose to exercise the government we live under has come under attack (58). |
| Plagiarized Version | Today, television has become our monarch. It determines more and more our choice of candidates for office and the persons we now elect to exercise the government we live under. (Barbara Tuchman, “A Nation in Decline?” The New York Times Magazine 20 Sept 1987, 58. Underlining added.) |

**Explanation**

Although Mrs. Tuchman has been appropriately acknowledged, the writer has assumed falsely that adding the word “nation’s” before “monarch” and changing “the persons we now elect” to the “people we choose” make the whole into a paraphrase. The writer is actually quoting most of the material and must use quotation marks. Not to use quotation marks is to plagiarize. To correct this, the writer should be sure to place all quoted material within quotation marks or to make an appropriate paraphrase.
In “A Nation in Decline?” Barbara Tuchman argues that TV “has become our monarch” because it increasingly controls our election process (58).

3. Misusing Citations.

We are told that Owen Warland succeeded in his effort to create an image of the beautiful. Yet we see at once there is no Carlylean “hero as poet,” for Owen is unable to communicate his discoveries to those around him. Hawthorne concludes that the idealist artist will be misunderstood and un-appreciated:

It is requisite for the ideal artist to possess a force of character that seems hardly compatible with its delicacy; he must keep faith in himself while the incredulous world assails him with its utter disbelief.

(Millicent Bell, Hawthorne’s View of the Artist, page 107. She is referring to the story, “The Artist of the Beautiful” and is quoting from the story.)

Explanation

The parenthetical citation (Bell 107) is inappropriately placed. It suggests that only the first sentence is borrowed from Bell when, indeed, the whole passage has been borrowed. Citations must indicate the full extent of the borrowing. A reader of the plagiarized version might think the student had found the quotation in the text of the story when it is clear the student found the quotation in Bell.
Millicent Bell points out that Owen Warland cannot share his skill or knowledge with others and that he is basically an alienated idealist as Hawthorne indicates: “He must keep faith in himself while the incredulous world assails him with its utter disbelief” (Bell 107). [Repeating the name in the citation makes it clear that the quotation from Hawthorne has also come from Bell.]

4. Common Knowledge
We do not need to document facts that are widely known or can be easily found in a commonly used source. However, very specific facts that are clearly not widely known, or interpretations and opinions of facts, need citations. The following chart can serve as a rough guide to what is common knowledge and what is not.

<table>
<thead>
<tr>
<th>Do not cite a source for:</th>
<th>Cite a source for:</th>
</tr>
</thead>
<tbody>
<tr>
<td>● the population of China</td>
<td>● the Chinese balance of payments in 1987</td>
</tr>
<tr>
<td>● the existence of a disease syndrome called AIDS</td>
<td>● a possible connection between AIDS and the virus that carries cat leukemia</td>
</tr>
<tr>
<td>● the fact that Dickens visited America</td>
<td>● the supposed effect of Dickens’s American visit on his subsequently written novels.</td>
</tr>
<tr>
<td>● the fact that huge sums are wagered illegally on professional football games</td>
<td>● an alleged “fix” of a certain football game</td>
</tr>
<tr>
<td>● a line from a nursery rhyme</td>
<td>● a line from a poem by Elizabeth Bishop</td>
</tr>
</tbody>
</table>

(From Frederick Crews, *The Random House Handbook*, page 504.)

Note that the items on the right, which need to be cited, are much more specific than the ones on the left. The ones on the left can be considered common knowledge. In a specific field of study, or in a specific class, certain facts may be considered common knowledge. If you have any questions about acknowledging sources, ask your professor.
APPENDIX B

M.U.P.N.A. BYLAWS

To view the website for the Monmouth University Professional Nurses Association, please go to https://ecampus.monmouth.edu/login.html and log into ecampus.
MONMOUTH UNIVERSITY PROFESSIONAL NURSES ASSOCIATION
MUPNA - BYLAWS

Article I. Name and Purpose

Section 1: The name of this organization shall be Monmouth University Professional Nurses Association, herein after referred to as MUPNA. This organization was previously known as Monmouth University Student Nurse’s Association.

Section 2: The purpose of the MUPNA is:

1. to assume responsibility for contributing to nursing education in order to provide for the highest quality of healthcare
2. to contribute to the overall development of its membership through it’s many functions
3. to aid in the development of the whole person, his/her professional role and his/her responsibility for health care of people in all walks of life
4. to provide programs representative of fundamental and current professional interests and concerns, such programs being designed to aid in personal development, responsibility and accountability
5. to promote awareness and involvement in nursing education
6. to act as a liaison between nursing faculty, administration, student government and nursing students; to represent student opinions, needs, interests, and to disseminate and promote the exchange of information from the administration to students and vice versa
7. to play an active role in the student government of Monmouth University
8. to facilitate the exchange of information and ideas among all students enrolled in the Marjorie K. Unterberg School of Nursing & Health Studies, Monmouth University

Article II. Meetings

Meetings will be held the first Monday of each month from September to May and at other times as deemed necessary. Meetings may be canceled or rescheduled by a majority vote of all officers. Meetings shall be held at a location and time that is deemed appropriate by the officers. Monthly meetings may be held in a common location at the Marjorie K. Unterberg School of Nursing & Health Studies, Monmouth University or on a virtual location.

Time of the meeting shall be determined by the officers.

Special meetings may be called at any time as decided by the board of directors. Also, any 2 officers may request a special meeting through the board of directors, in writing. In all cases, special meetings shall be limited to the stated purpose, which must be communicated in advance to all board members.

A quorum of 3 executive board members shall be present at any regular or special meeting in order for MUPNA business to be conducted. A majority vote of the board members present is needed to approve any business not otherwise specified in the Bylaws herein.

A majority of executive board members shall be present at any regular or special meeting before the election of officers or amendments MUPNA bylaws can commence. A majority vote of the officers present is needed to approve amendments to the bylaws, or to elect officers.

Each board member shall have one vote in all matters.

The use of written proxies is hereby permitted for those board members unable to attend any regular or special meeting. A proxy vote will be counted when it pertains to a specific issue previously
discussed by the board members, not to issues brought up and decided at the missed monthly meeting.

All meetings of the association shall be open to all members unless voted otherwise. Meeting dates, locations and times will be made available to all student members and board members, a minimum of 14 days in advance.

Article III. Officers Positions and Duties

Section 1: The Board of Directors of MUPNA, also referred to as the executive board, shall consist of the elected officers and the appointed representatives of the association. A consultant shall serve as an ex-officio member without a vote.

Section 2: The officers, AKA executive board, of MUPNA shall be the president, vice president, secretary and treasurer.

Section 3: There shall be a minimum of four elected representatives. MUPNA will also have a designated faculty advisor.

Section 4: General Duties of the Executive Board

- Transacting business of the association between membership meetings and shall report such transactions at the next regularly scheduled membership meeting and or on a virtual site
- Filling vacancies in any office, except President or Vice- President, by a two thirds majority vote of the executive board.
- Reviewing monetary disbursements, acquisitions and fund raising events.

Section 5: Eligibility

Only individuals who are currently nursing students at Marjorie K. Unterberg School of Nursing & Health Studies, Monmouth University with active membership status throughout the term of office shall be eligible for the elected office of president, vice president, secretary or treasurer. These positions are available to any undergraduate or graduate nursing student attending The Marjorie K. Unterberg School of Nursing & Health Studies, Monmouth University

Section 6: Term of Office

The term of office shall be one year from the last week of April of the year in which the officers obtain their office to the last week of April of the following year.

Section 7: Duties of Officers and Directors

The officers shall perform the duties prescribed by MUPNA:

1. The president shall:

- Preside at all meetings of the association and the Board of Directors.
- Appoint special committees with the approval of the Board of Directors.
- Serve as ex-officio member of all committees except the nominating committee.
- Represent MUPNA in matters relating to the association and perform all other duties pertaining to the office.
• Serve as a member of the Faculty/Student Advisory committee.
• Meet with the MUPNA faculty advisor a minimum of once a semester, or as deemed
  needed, to sustain a dialogue as to the organizations current concerns.

2. The Vice President shall:
• Assume the duties of the president in the absence or disability of the president.
• In the event of a vacancy occurring in the office of the president, the vice-president shall
  assume the duties of the president.
• See that the bylaws are reviewed annually by the Board of Directors.
• Chair nominating committee.
• Assist with the planning issues involved with special events.
• Make all updates and revisions to MUPNA webpage.

3. The Secretary shall:
• Keep on file an accurate list of the names and addresses of the following:
  o Board members
  o Individual members of MUPNA
• Arrange locations for all meetings of the association.
• Notify all members of the time and place of all meetings of MUPNA.
• Conduct the correspondence of the association as requested by the president or the Board
  of Directors.
• Prepare the minutes of all business meetings of the association and the Board of Directors
  and forward copies to the appropriate individuals.
• Be responsible for the past minutes of MUPNA.

4. The Treasurer shall:
• Act as custodian of organization funds; maintain a member list and update to the
  executive board and faculty advisor every other month
• Sign checks for monetary disbursements as the bylaws provide and with a co-signature of
  the faculty advisor or the president.
• Photocopy monthly bank statements for the faculty advisor.
• Prepare fiscal budget, serve as chair of finance committee, presents finance concerns to
  executive board.
• Submit an annual financial report to the Dean, faculty advisor and executive board in
  April of each year.

Article IV. Removal of an Officer

If an officer of the MUPNA does not fulfill duties required as described in Article III, that officer
will be notified in writing of the meeting at which removal from office will be discussed and
voted upon. At that meeting, the officer may present statements to the MUPNA in an effort to
retain the position.
Removal will occur if so voted by majority of the board members present at the meeting or
voting by appropriate proxy.
Article V. Nominations and Elections

Section 1: Nominating Committee
1. A nominating committee of three members shall be elected at a regular meeting in February.
2. It shall be the duty of the nominating committee to nominate candidates or the offices to be filled at the annual meeting in April.
3. This committee shall report the proposed nominations at the regular meeting in March.

Section 2: Before the election, additional nominations may be accepted from the membership.

Section 3: Elections
1. The officers shall be elected in April. They will assume office at the end of April.
2. The election shall be by secret ballot. In the event of a tie, a re-vote shall be held.
3. Two MUPNA members in good standing, appointed by the president, shall be responsible for counting the ballots.

Section 4: At any time, when any member of the executive board resigns, the remaining members of said executive board, with the faculty advisor and dean, shall fill the vacant position with someone deemed appropriate. This position shall remain filled with the chosen replacement individual, until the next election.

Article VI. Amendments and Revisions

Section 1:
1. The executive board or any member of the MUPNA may propose an amendment to the constitution or bylaws.
2. This amendment should be reviewed in written for by the general assembly for two consecutive meetings.
3. The amendment will be voted on at the second meeting.
4. Passage will be by a two thirds majority of all organization members who are eligible to vote.
5. If passed, the executive board members will make the appropriate changes in the written bylaws.
6. All amendments and revisions must be approved by the student government.

Article VII. Membership

Section 1: Active Members
- All students enrolled in the Marjorie K. Unterberg School of Nursing & Health Studies Bachelor of Science in Nursing program as well as the Masters in Science in Nursing program are to be considered active members in MUPNA.
- Active members shall have all the privileges of membership.

Section 2: Associate Members
- Registered nurses enrolled in other programs at Monmouth University.
- Associate members shall have all the privileges of membership except the right to hold office.
Section 3: Dues

- There shall be no annual dues for all membership. However, MUPNA reserves the right to raise said dues every year by a vote by the membership.