Table of Contents

Section I ................................................................................................................................. 4
Welcome
A. College Mission, Vision, Values, Goals ................................................................. 5
B. Program Quality ........................................................................................................... 6
C. Professional Standards .............................................................................................. 6
D. Congruence with the University ............................................................................. 7
E. Accreditation ............................................................................................................... 7
F. Location and Facilities ............................................................................................... 7
G. University Library Facilities ................................................................................... 8
H. Classrooms .................................................................................................................. 9
I. Clinical Sites ................................................................................................................ 9
J. Nursing Learning Center ........................................................................................... 9
K. Study Areas ................................................................................................................ 10
L. Research Center ........................................................................................................ 10
M. Graduate Study Room ............................................................................................. 10
N. Statistical Services ................................................................................................... 10

Section II ......................................................................................................................... 11
Admission Process, Criteria, and Policies
A. Admission Criteria .................................................................................................... 11
B. Application Deadline ................................................................................................ 11
C. Registration Information ........................................................................................... 12
D. Transfer Credit .......................................................................................................... 12

Section III ..................................................................................................................... 13
Program Information
A. Program Description ................................................................................................ 13
B. University Mission Statement ............................................................................... 13
C. University Aims ......................................................................................................... 14
D. Brigham Young University Core Theme Objectives ............................................. 14
E. Mission, Vision, Values, and Goals of the College of Nursing .......................... 15
F. Graduate Program Expected Outcomes ................................................................ 15
G. Course Learning Outcomes .................................................................................... 16
H. Graduate Program Available .................................................................................. 16
I. Family Nurse Practitioner Overview Graduate Program ..................................... 17
J. Graduate Nursing Core ............................................................................................ 17
K. Advanced Practice Core ......................................................................................... 17
L. Family Nurse Practitioner Population Focus Core .............................................. 17
M. Capstone Experiences ............................................................................................. 18
N. Family Nurse Practitioner Course Requirements ............................................... 21
O. Family Nurse Practitioner Advanced Practice Role Overview ........................ 22
P. Program Sequence
Q. Sequencing for the Family Nurse Practitioner Program ................................................ 23
R. FNP Course Descriptions ............................................................................................... 25

Section IV ..................................................................................................................................... 28
Student Progression through Curriculum and Advisement
   A. Academic Sponsor ......................................................................................................... 28
   B. Developing a Program of Study ..................................................................................... 28
   C. Culminating Writing Experience ................................................................................... 29

Section V ....................................................................................................................................... 47
Student Retention
   A. Standards of Conduct ..................................................................................................... 47
   B. Academic Performance .................................................................................................. 53
   C. Standards of Academic Evaluation for Graduate Students ............................................. 55

Section VI ..................................................................................................................................... 60
Professionalism
   A. Professional Behavior .................................................................................................... 60
   B. Professional Organizations ............................................................................................ 60
   C. Scholarly Works and Professionalism Conferences ...................................................... 60

Section VII .................................................................................................................................... 61
Student Related Policies
   A. Equal Opportunity Office .............................................................................................. 61
   B. Confidentiality of Records Policy (FERPA) ................................................................. 61
   C. Sexual Misconduct Policy .............................................................................................. 61
   D. Students with Disabilities .............................................................................................. 78
   E. Tuition and Fees ............................................................................................................. 78
   F. Credit Hour Equivalent .................................................................................................. 80
   G. Grading Policies ............................................................................................................. 81
   H. Student Services ............................................................................................................. 81
   I. Student Orientation ........................................................................................................ 81
   J. Graduate Academic Grievance Policy ........................................................................... 81
   K. Student Representation on College Councils ................................................................. 84
   L. Financial Assistance ....................................................................................................... 84
   M. College Requirements ................................................................................................... 85

Section IIIIV ................................................................................................................................... 96
Licensure/Certification

Section IX ..................................................................................................................................... 97
Graduation
   A. Clearance Information ................................................................................................... 97
   B. Graduation Requirements .............................................................................................. 97
   C. December Graduation .................................................................................................... 97
   D. Deadlines Pertaining To Graduation ............................................................................ 98
Appendix A ................................................................................................................................. 100
College of Nursing Criminal Background Checks and Drug Screen
Informed Conduct Release Form

Appendix B .................................................................................................................................. 105
Access and Confidentiality Agreement

Appendix C .................................................................................................................................. 108
Cooperative Student Education Agreement

Appendix D .................................................................................................................................. 110
Social Media Guidelines

Appendix E .................................................................................................................................. 112
Authorization to Disclose Information and Release of Liability

Appendix F .................................................................................................................................. 114
Expectations of Graduate Students Form

Appendix G .................................................................................................................................. 116
Student Incident Procedures

Appendix H .................................................................................................................................. 118
Check Lists for Evidence-Based Scholarly Paper

Appendix I .................................................................................................................................. 123
Check List for Thesis

Appendix J .................................................................................................................................. 130
Check List for Project
The faculty, staff, and students of

Brigham Young University College of Nursing

Seek to achieve a workplace environment
Guided by the principles of the gospel
of Jesus Christ.

We will exemplify the spirit of the healer’s art
and
Act with integrity
Collaborate for mutual success
Achieve excellence in our work
Find joy in the accomplishments of others
Express gratitude and optimism
Communicate respectfully and directly
Value the unique gifts of others
Work together toward the goal of preparing
Nursing students for a promising professional future
and a Christ-centered life

Congruency between University Mission, Aims and Objectives
and College of Nursing Mission, Vision, Values, and Goals
Section I

Welcome

BRIGHAM YOUNG UNIVERSITY
COLLEGE OF NURSING
GRADUATE STUDENT HANDBOOK

WELCOME TO THE COLLEGE OF NURSING

The College of Nursing faculty, administration, and staff welcome you and wish you a rewarding and successful experience in graduate studies. The curriculum has been planned to prepare you in advanced practice nursing as a family nurse practitioner. At the completion of the program you will be eligible sit for the national certification exams for family nurse practitioners through either American Nurses Credentialing Center (ANCC) or American Association of Nurse Practitioners (AANP).

Nursing students have the same rights, privileges, and responsibilities as all other university students and are expected to abide by University standards. This Handbook contains the policies and procedures for the graduate nursing program. Students are responsible for knowing and following the policies and procedures outlined in this handbook. This handbook is available for all students to review for changes in policies and procedures on our website: nursing.byu.edu.

When questions arise or information is needed during the nursing program, students should refer to the handbook before seeking the answers from other sources. If questions are not answered in the handbook, students may refer questions regarding acceptance, registration, and progression to the Graduate/Research Secretary, Associate Dean of Graduate Studies and Scholarly Works and Contribution to the Discipline or Program Coordinator and questions regarding specific courses work to faculty.

May you enjoy a successful educational experience!

A. College Mission, Vision, Values, Goals

Mission: Learning the Healer’s Art

The mission of the Brigham Young University College of Nursing is to develop professional nurses who:

- Promote Health
- Care for the Suffering
- Engage in the Scholarship of the Discipline
- Invite the Spirit into Health and Healing
- and Lead with Faith and Integrity
Vision
We are a community of scholars and educators engaged in the discovery and application of the Healer’s art that promotes health and healing and enhances the discipline of nursing.

Values

Accountability
Respect
Integrity
Service
Excellence

... in Faith

Goals

• Provide a culture and environment which exemplifies and magnifies the Healer’s art in all educational settings
• Ensure teaching excellence to prepare nurses and leaders, locally and globally, who provide evidence-based patient-centered care
• Engage in interprofessional relationships, collaborative research, and clinical partnerships to optimize student learning
• Promote a culture of scholarship and contribution to the discipline to enhance the profession and knowledge of nursing
• Create an environment supporting the College and University mission

B. Program Quality

The College of Nursing at Brigham Young University demonstrates its quality through congruence with the university aims, mission, and institutional objectives and by implementing professional standards and guidelines.

C. Professional Standards

The master’s program prepares graduates for advanced practice as Family Nurse Practitioners and for leadership in the profession of nursing. The curriculum is guided by the professional

D. Congruence with the University

The mission, vision, values, goals and expected outcomes of the College of Nursing reflect not only professional standards, but the gospel of Jesus Christ and are congruent with the aims, mission, and institutional objectives of the university. We hope that as you begin your graduate education you will become familiar with the College mission, vision, values, goals and expected program outcomes. We have placed these in the front of the Handbook in the hopes that it will encourage you to ponder the type of advanced practice nurse you want to be.

E. Accreditation

The College of Nursing is a member of the Council of Baccalaureate and Higher Degree Programs of the National League for Nursing, the American Association of Colleges of Nursing, and the Western Council on Higher Education in Nursing. The master’s degree in nursing at Brigham Young University is accredited by the Commission on Collegiate Nursing Education (http://www.aacn.nche.edu/ccne-accreditation). In addition to accreditation for nursing, Brigham Young University is fully accredited by the Northwest Association of Schools and Colleges.

F. Location and Facilities

Brigham Young University, sponsored by The Church of Jesus Christ of Latter-day Saints is located in Provo, Utah, 45 miles south of Salt Lake City. The 600-acre campus is nestled next to the snowcapped Wasatch Mountains in Utah Valley. The student body of 29,672 includes students from the fifty states and over one hundred and five foreign countries. The 1,500 faculty members hold degrees from many universities. BYU offers education in nearly 200 subject areas within its ten colleges and graduate schools, along with an outstanding continuing education program.

Cultural and sports events are available at BYU and in the Provo area. University Forum and Devotional Assemblies offer the opportunity to hear General Authorities of the Church as well as internationally known experts in various fields. Attendance at Devotionals and Forums on Tuesdays at 11:00 a.m. is expected when you are on campus.
G. University Library Facilities

*Harold B. Lee Library Resources*

Library resources at Brigham Young University are extensive, state-of-the-art, developed with continual faculty input, and accessible to faculty, students, and the public. On-site services include several libraries as well as learning resource centers, with a satellite specifically for nursing students housed in the Nursing Learning Center. The Harold B. Lee Library (HBLL, Lee, or BYU Library), is a large facility that contains approximately five million volumes, including books, periodicals, government documents, microfilm, and other non-print items. More importantly, the library offers access to significant online resources, including professional journals, abstracting and indexing databases, and clinical reference tools.

As of 2017, the Harold B. Lee Library provides access to 357 nursing serial publications, the great majority of which are journals. In 2016, the 71 direct subscriptions online-only titles resulted in $49,194 in subscription costs.

Database access includes diverse tools and resources. The library provides access to a number of relevant abstracting and indexing databases, including CINAHL, Medline, PsycINFO, Family and Society Studies Worldwide, and Web of Science. The database Health and Psychosocial Instruments allows users to search for research instruments such as surveys and questionnaires. The Cochrane Library provides full-text access to systematic reviews, the best evidence on clinical topics. The library’s subscription to UpToDate supplies faculty and students with the latest standards in clinical care and up-to-date drug information. The streaming video collection Nursing Education in Video provides access to over 200 videos of procedures and issues in nursing.

The best way to navigate HBLL resources is through the Nursing Research Guide, available at [http://guides.lib.byu.edu/nursing](http://guides.lib.byu.edu/nursing). This guide provides links to resources and ways to get help for everything you will need as a nursing graduate student. The main page of the guide provides links to the most commonly used databases, including CINAHL, Medline, and the Cochrane Library. The “For Graduate Students” tab includes further resources, including UpToDate and online access to Current Medical Diagnosis and Treatment.

Betsy Hopkins, the Nursing Librarian, is a key resource for you. She will provide instruction at several points in your graduate program, and is available to meet with you one-on-one. Betsy holds office hours in the SWKT on Wednesday afternoons during Fall and Winter semesters. She is also available via email and phone (betsy_hopkins@byu.edu; 801-422-6777). Please contact her for help with:

- Conducting literature searches
- Setting up search alerts
- Managing your search results
- Using bibliographic management software, such as RefWorks or EndNote
- Accessing full text journal articles
• Evaluating journals as publication venues
• Any other library or information related issues

H. Classrooms

The College of Nursing has four classrooms on the 4th floor of the SWKT. One of those classrooms seats 48 and another can be joined together to seat 48 students. There are two conference rooms on the 4th floor of the SWKT which can be used for small group work or classes. We also have classrooms located on the 1st floor in the NLC.

I. Clinical Sites

The College of Nursing makes extensive cooperative use of hospitals and health care facilities in Salt Lake and Utah Counties as well as selected rural and international sites. The clinical facilities offer comprehensive experiences in all areas of acute care, community, and ambulatory nursing.

J. Nursing Learning Center

The Nursing Learning Center (NLC), located in 130 SWKT, and is administered by the College of Nursing. The NLC consists of a small branch of the Harold B. Lee Library, a computer lab, nursing laboratories and procedure training rooms for applying nursing knowledge and learning skills. Access to the NLC is restricted to graduate and undergraduate nursing students. Snacks are allowed in the debriefing rooms, but otherwise no food or drinks are allowed in the NLC.

Instruction in the NLC is designed to bring clinical reality into the educational setting by the use of hospital patient units, high-and medium-fidelity mannequins, supplies, and equipment. State-of-the-art audio visual equipment provides for video capture and coding capabilities during simulated patient care experiences. The NLC has five examination rooms, six full-simulation experience rooms, a 4-station central control center, two procedure/skill training rooms, four debriefing rooms, a sub-dividable nine bed unit and a walk-in practice lab.

The NLC is home to four sophisticated, high fidelity, computer based human patient adult simulators which allows students to assess changeable heart sounds, breath sounds, chest movement, pulses, experience cardiac monitoring, administer simulated medications, and observe the physiological effects. In addition to the adult simulators there is also a high-fidelity birthing simulator, which allows students to participate in scenarios involving the birth process as well as complications of pregnancy. High fidelity infant and child simulators are also housed in the NLC to round out the diversity of experiences available to students. Simulations involving computer-based simulators as well as standardized patients allows the same patient and scenario to be experienced by multiple students or groups of students.
K. Study Areas

The Nursing Learning Center (NLC) provides access to electronic and print media needed for the various courses taught within the college. A group study area provides an environment where nursing students can complete assignments and work together. The NLC also provides computer access to nursing instructional programs, email, library online catalog and references, databases, and web-based resources. The Kimball Tower Computer Lab (100SWKT) is also available for word processing.

L. Research Center

The Research Center is located in 400 SWKT. The Research Center houses the offices of the Technical Support Representative (CSR), the Graduate/Research Secretary and the part-time in house librarian. The facility offers work space for faculty and students, research resources, several general nursing research journals, and nine computer work stations. Current software packages include several programs for quantitative data analysis, qualitative data analysis, media presentation preparation, and scanning.

M. Graduate Study Room

The Graduate Study Room is located on the fourth floor of the Kimball Tower. It provides a place for graduate students to study and also a place to meet and discuss ideas and concepts which enhance the graduate culture. It also provides computer access including e-mail, library on-line catalog and references, data bases and web-based resources. A refrigerator and microwave are provided for student use.

A hanging file for each graduate student is also located in the Graduate Study Room. These files are located in the bottom drawer of the north wall. Please check this file periodically for important college information as well as graded papers.

N. Statistical Services

The College has an agreement for statistical services with the Statistics Department. Consultation is available to assist students with data analysis during the thesis/project process. Also, we have a faculty member who provides statistical consultation.
Section II
Admission Process, Criteria, and Policies

A. Admission Criteria

All applications are online on the graduate studies website (graduatestudies.byu.edu). Minimum criteria that must be met to be considered for acceptance into the graduate program include:

1. Accepted to the by the Graduate School of the University.
2. Completion of a baccalaureate degree in nursing from a school with national nursing professional accreditation (e.g. CCNE, ACEN, CNEA).
4. Completion of a basic undergraduate statistics course.
5. Completion of a college level pathophysiology course.
6. A minimum GPA of 3.0 or better. The GPA will be calculated using the cumulative GPA the applicant’s undergraduate program.
7. Three letters of recommendation from employers and former teachers. (Preference is given to current employers).
8. Statement of applicant’s purposes and goals for graduate education.
9. A personal interview.
10. Completion of the Graduate Record Examination (GRE).
11. Completion of an impromptu writing experience.
12. A minimum of one year of experience as an RN by the time the applicant begins the program.

Acceptance into the graduate Master’s Family Nurse Practitioner Program is highly competitive and with a limited number of openings each year. Approximately 15 students are admitted each year. All students who meet the minimum requirements will be considered but due to limited enrollment acceptance is not guaranteed. There may be an initial screening of applicants resulting in some students not being interviewed.

Applicants are evaluated on a variety of criteria using a point system that measures the level of performance on criteria such as GPA, GRE, letters of recommendation, interview, and the impromptu writing experience. Also, the professional judgment of the admissions committee will be used in selecting the candidates to be accepted into the Family Nurse Practitioner Program.

B. Application Deadline

Students are admitted once a year, Spring term. Applications must be submitted to the University by December 1st.
C. Registration Information

Consult the Graduate Catalog, Brigham Young University Bulletin, 2017–2018 for information concerning eligibility, registration materials, registration process, changes in registration, auditing classes, enrolling in Religion courses, registration requirements, minimum registration requirement, readmission, loss of eligibility to register, financial aid registration requirements, verification of enrollment status, and withdrawal or discontinuance. Consult individual semester class schedules (on the web) for information concerning registration and information specific to the particular semester.

D. Transfer Credit

With College approval, transfer, senior, and post-baccalaureate studies credit may be applied toward the degree according to the individual criteria listed below. The maximum number of transfer credit hours should constitute no more than 25% of the total hours required for the program. Contact Graduate Studies if you have any questions.

**PBS Credit**

Credit taken after the baccalaureate degree has been received, but before the semester of formal admission to a graduate program, is defined as PBS credit. Such credit can be considered as part of a graduate degree program only with College approval. PBS and senior credit combined cannot exceed 15 semester hours of a graduate program.

**Transfer Credit**

Credit taken at other accredited universities in the United States or in Canada may, with College approval, count toward a graduate degree at BYU if the following conditions are met:

1. Courses to be transferred must be clearly graduate level.
2. Grades for such courses must be B or better (pass/fail courses are not transferable).
3. Home study, correspondence, and extension courses are not transferable.
4. Courses taken before a student begins graduate work at BYU must be approved during a student’s first semester of study at BYU.
5. Courses taken at another university after the student has begun studies at BYU must be pre-approved by graduate committee members and graduate coordinators, and Graduate Studies must be notified.
6. Credit has not already been applied to another degree (see [http://graduates studies.byu.edu/sites/default/files/files/Section%20B%20ppm.pdf](http://graduates studies.byu.edu/sites/default/files/files/Section%20B%20ppm.pdf)). The College will review the course to be transferred for equivalency including course description, credit hours, course outcomes, and learning activities.
Section III
Program Information

A. Program Description

The graduate curriculum is derived and informed by the University Mission and Aims and the College Mission, Vision, and Values, while also reflecting the development of the advanced practice role as outlined by: The Essentials of Master’s Education in Nursing (AACN, 2011); Criteria for Evaluation of Nurse Practitioner Programs (NTF, 2016, 5th Edition); Nurse Practitioner Core Competencies (NONPF, 2014), Population-Focused Nurse Practitioner Competencies – Family Across the Lifespan (NONPF, 2013); and Utah Nurse Practice Act (Utah Code, 58-31b, 2016); and Nurse Practice Act Rule (Utah Code, R156-31b, 2016).

B. University Mission Statement

The mission of Brigham Young University—founded, supported, and guided by The Church of Jesus Christ of Latter-day Saints—is to assist individuals in their quest for perfection and eternal life. That assistance should provide a period of intensive learning in a stimulating setting where a commitment to excellence is expected and the full realization of human potential is pursued.

All instruction, programs, and services at BYU, including a wide variety of extracurricular experiences, should make their own contribution toward the balanced development of the total person. Such a broadly prepared individual will not only be capable of meeting personal challenge and change but will also bring strength to others in the tasks of home and family life, social relationships, civic duty, and service to mankind.

To succeed in this mission, the university must provide an environment enlightened by living prophets and sustained by those moral virtues which characterize the life and teachings of the Son of God. In that environment these four major educational goals should prevail:

- All students at BYU should be taught the truths of the gospel of Jesus Christ. Any education is inadequate which does not emphasize that His is the only name given under heaven whereby mankind can be saved. Certainly all relationships within the BYU community should reflect devout love of God and a loving, genuine concern for the welfare of our neighbor.
- Because the gospel encourages the pursuit of all truth, students at BYU should receive a broad university education. The arts, letters, and sciences provide the core of such an education, which will help students think clearly, communicate effectively, understand important ideas in their own cultural tradition as well as that of others, and establish clear standards of intellectual integrity.
In addition to a strong general education, students should also receive instruction in the special fields of their choice. The university cannot provide programs in all possible areas of professional or vocational work, but in those it does provide the preparation must be excellent. Students who graduate from BYU should be capable of competing with the best in their fields.

Scholarly research and creative endeavor among both faculty and students, including those in selected graduate programs of real consequence, are essential and will be encouraged.

In meeting these objectives, BYU’s faculty, staff, students, and administrators should also be anxious to make their service and scholarship available to The Church of Jesus Christ of Latter-day Saints in furthering its work worldwide. In an era of limited enrollments, BYU can continue to expand its influence both by encouraging programs that are central to the Church’s purposes and by making its resources available to the Church when called upon to do so.

We believe the earnest pursuit of this institutional mission can have a strong effect on the course of higher education and will greatly enlarge Brigham Young University’s influence in a world we wish to improve (The Mission of Brigham Young University and The Aims of a BYU Education, Brigham Young University, Provo, UT, 1995).

C. University Aims

The mission of Brigham Young University is “to assist individuals in their quest for perfection and eternal life” (“The Mission Statement of Brigham Young University” {hereafter Mission Statement}). To this end, BYU seeks to develop students of faith, intellect, and character who have the skills and the desire to continue learning and to serve others throughout their lives. These are the common aims of all education at BYU. Both those who teach in the classroom and those who direct activities outside the classroom are responsible for contributing to this complete educational vision. A BYU education should be (1) spiritually strengthening, (2) intellectually enlarging, and (3) character building, leading to (4) lifelong learning and service. (The Mission of Brigham Young University and The Aims of a BYU Education, Brigham Young University, Provo, UT, 1995)

D. Brigham Young University Core Theme Objectives

Obj 1.1. Students strengthen their faith and testimony of the restored gospel.

Obj 1.2. Students increase their knowledge and understanding of “the doctrines, the covenants, the ordinances, the standard works, and the history of the restored gospel.”

Obj 2.1. Students acquire the ability to think soundly.

Obj 2.2. Students acquire the ability to communicate effectively.
Obj 2.3. Students acquire the ability to engage in quantitative reasoning.

Obj 2.4. Students develop an understanding of the broad areas of human knowledge, including historical perspective, science, arts and letters, and global awareness.

Obj 2.5. Students achieve competence in their major field.

Obj 2.6. Faculty actively produce scholarly and creative works.

Obj 3.1. Students develop “such moral virtues as integrity, reverence, modesty, self-control, courage, compassion, . . . industry,” charity, honesty, temperance, and personal righteousness.

Obj 4.1. Students learn “how to learn” and are prepared “to continue learning throughout their lives.”

Obj 4.2. Students and graduates participate in lifelong service.

E. Mission, Vision, Values, and Goals of the College of Nursing

The College mission is “to develop professional nurses who promote health, care for the suffering, engage in the scholarship of the discipline, invite the Spirit into health and healing, and lead with faith and integrity.” Referring to Jesus Christ as the master Healer and following the theme, Learning the Healer’s Art, the College vision is “a community of scholars and educators engaged in the discovery and application of the Healer’s art to promote health and healing and enhances the discipline of nursing.” College values are Accountability, Respect, Integrity, Service, Excellence, and Faith, creating the acronym“AIRSE in Faith.”

The College of Nursing goals are as follows: (1) Provide a culture and environment which exemplifies and magnifies the Healer’s art in all educational settings. (2) Ensure teaching excellence to prepare nurses and leaders, locally and globally, who provide evidence-based patient-centered care. (3) Engage in interprofessional relationships, collaborative research, and clinical partnerships to optimize student learning. (4) Promote a culture of scholarship and contribution to the discipline to enhance the profession and knowledge of nursing. (5) Create an environment supporting the College and University mission.

F. Graduate Program Expected Outcomes

The following provides a description of what the graduate student should be able to do when he/she has completed the program. The program outcomes are guided by the AACN Master’s Essentials (2011).

At the completion of this program, the student will be able to:

1. Integrate scientific findings from nursing, biopsychosocial fields, genetics, public health, quality improvement, and organizational sciences for continual improvement of patient
care across diverse settings (Essential I: Background for Practice from Sciences and Humanities).

2. Utilize organizational and systems leadership to promote high quality and safe patient care (Essential II: Organizational and Systems Leadership)

3. Apply methods, tools, performance measures, and standards related to quality improvement and safety within organizations (Essential III: Quality Improvement and Safety)

4. Participate as a change agent in translating and integrating scholarship and evidence into practice settings to optimize quality patient outcomes (Essential IV: Translating and Integrating Scholarship and Practice)

5. Utilize patient-center and communication technologies to integrate, coordinate, deliver and enhance health care (Essential V: Informatics and Healthcare Technologies)

6. Intervene at the system level through the policy development process and employing advocacy strategies to influence health and health care (Essential VI: Health Policy and Advocacy)

7. Participate, consults, communicates and collaborates as a member and leader of interprofessional teams to manage and coordinate care (Essential VII: Interprofessional Collaboration for Improving Patient and Population Health Outcomes)

8. Apply and integrate broad organizational, client-centered, culturally appropriate concepts in planning, delivery, managing, and evaluating evidence-based clinical prevention and population care and services to individuals, families and aggregates/identified populations (Essential VIII: Clinical Prevention and Population Health for Improving Health)

9. Provide competent evidence based advanced-practice nursing care as a family nurse practitioner to diverse individuals, families, and groups and manages health and illness across the continuum of care and across the lifespan (Essential IX: Master’s Level Nursing Practice)

10. Provide care in a compassionate manner that respects, protects, and enhances spiritual integrity, human dignity, cultural diversity, and demonstrates the Healer’s art.

G. Course Learning Outcomes

Individual course outcomes can be found in each course syllabus and on the University Learning Outcome Website (https://learningoutcomes.byu.edu).

H. Graduate Program Available

The College of Nursing at Brigham Young University offers a Master’s of Science Degree as a Family Nurse Practitioner (FNP).
I. Family Nurse Practitioner Overview Graduate Program

The graduate program provides for students to take graduate core courses in the areas of theory, research, evidence based practice, health care planning, health policy, health issues, ethics, organization and leadership, information and healthcare technologies, and interprofessional collaboration. Students also complete advanced practice core courses. Students then complete the courses outlined in their population focused area of family across the life span. Students participate in capstone experiences which include their internship and completion of a thesis or project or evidence based scholarly paper.

The master’s program prepares graduates for advanced practice as Family Nurse Practitioners and for leadership in the profession of nursing. The curriculum is guided by the professional standards of Essentials of Master’s Education in Nursing (AACN, 2011); Criteria for Evaluation of Nurse Practitioner Programs (National Task Force on Quality Nurse Practitioner Education, 2016); Nurse Practitioner Core Competencies (NONPF, 2014), Population-Focused Nurse Practitioner Competencies – Family/Across the Lifespan (NONPF, 2013); Utah Nurse Practice Act (Utah Code, 58-31b, 2016); and Nurse Practice Act Rule (Utah Code, R156-31b, 2016).

The curriculum is divided into four sections: The Graduate Nursing Core, the Advanced Practice Core, the Family Nurse Practitioner Population Focus, and the Capstone experiences.

J. Graduate Nursing Core

The Graduate Core is designed to equip students with the skills necessary to function as evidence-based practitioners who understand the research process; evidence based practice, and can assess the trustworthiness of current clinical literature. The Graduate Nursing Core also provides students with the background necessary to influence health care including information on organizational and systems leadership, informatics and health care technologies, health care policy advocacy and finance quality improvement and safety, and interprofessional collaboration.

K. Advanced Practice Core

The Advanced Practice Core provides students with the knowledge and skills that undergird advanced nursing practice. These areas include pharmacology, advanced pathophysiology, and advanced health assessment.

L. Family Nurse Practitioner Population Focus Core

The FNP Population Focus equips students with the knowledge and skills necessary to practice as a Family Nurse Practitioner.
M. Capstone Experiences

The culminating writing experience of a thesis, project, or evidence-based scholarly paper, links the concepts and principles learned in the Graduate and Advanced Practice Cores with the clinical practice experience and issues seen in the FNP Population Focus. In addition, students participate in clinical internship.
Evidence-Based Scholarly Paper Option

<table>
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<th>Capstone</th>
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<tbody>
<tr>
<td>Nurs 623 Scholarly Writing 1</td>
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<td>Nurs 631 Scholarly Writing 2</td>
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<tr>
<td>Nurs 635R Family Nurse Practitioner Internship</td>
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<th>Family Nurse Practitioner Population Focus Core</th>
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<tr>
<td>Nurs 622 Diagnosis and Management of Adult Common Disorders</td>
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<tr>
<td>Nurs 624 Clinical Practicum 1</td>
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<tr>
<td>Nurs 625 Diagnosis and Management of Pediatric &amp; Adolescent Disorders and Family Health</td>
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<td>Nurs 626 Clinical Practicum 2</td>
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<td>Nurs 627 Procedures and Diagnostics for Advanced-Practice Nurses</td>
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<td>Nurs 628 Clinical Practicum 3</td>
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<td>Nurs 630 Diagnosis and Management of Adult Chronic and Geriatric Disorders</td>
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<td>Nurs 632 Diagnosis and Management of Acute &amp; Complex Disorders Across the Life Span</td>
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<tbody>
<tr>
<td>Nurs 555 Pharmacology in Advanced Practice</td>
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<tr>
<td>Nurs 603 Applied Pharmacology in Advanced Practice</td>
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<tr>
<td>Nurs 619 Advanced Pathophysiology and Genetics/Genomics</td>
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<tr>
<td>Nurs 621 Advanced Health Assessment Across the Life Span</td>
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<table>
<thead>
<tr>
<th>Graduate Nursing Core</th>
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<tbody>
<tr>
<td>Nurs 600 Nursing Science 1: Evidence Based Practice</td>
</tr>
<tr>
<td>Nurs 601 Nursing Science 2: Translating and Integrating Scholarship and Evidence into Practice</td>
</tr>
<tr>
<td>Nurs 605 Organizational and Systems Leadership</td>
</tr>
<tr>
<td>Nurs 606 Advance Practice Nursing Theories, Roles, Issues, and Ethics and Interprofessional Collaboration</td>
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<tr>
<td>Nurs 607 Informatics and Healthcare Technologies</td>
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<tr>
<td>Nurs 608 Health Care Policy, Advocacy, and Finance</td>
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<tr>
<td>Nurs 609 Quality Improvement</td>
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<table>
<thead>
<tr>
<th>Baccalaureate Nursing Degree Foundation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisites: Pathophysiology, Statistics</td>
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</table>
### Thesis or Project Option

#### Capstone
- Nurs 698R  Project
- Nurs 699R  Thesis
- Nurs S 635R  Family Nurse Practitioner Internship

#### Family Nurse Practitioner Population Focus Core
- Nurs 622  Diagnosis and Management of Adult Common Disorders
- Nurs 624  Clinical Practicum 1
- Nurs 625  Diagnosis and Management of Pediatric & Adolescent Disorders and Family Health
- Nurs 626  Clinical Practicum 2
- Nurs 627  Procedures and Diagnostics for Advanced-Practice Nurses
- Nurs 628  Clinical Practicum 3
- Nurs 630  Diagnosis and Management of Adult Chronic and Geriatric Disorders
- Nurs 632  Diagnosis and Management of Acute & Complex Disorders Across the Life Span

#### Advanced Practice Core
- Nurs 555  Pharmacology in Advanced Practice
- Nurs 603  Applied Pharmacology in Advanced Practice
- Nurs 619  Advanced Pathophysiology and Genetics/Genomics
- Nurs 621  Advanced Health Assessment Across the Life Span

#### Graduate Nursing Core
- Nurs 600  Nursing Science 1: Evidence Based Practice
- Nurs 601  Nursing Science 2: Translating and Integrating Scholarship and Evidence into Practice
- Nurs 605  Organizational and Systems Leadership
- Nurs 606  Advance Practice Nursing Theories, Roles, Issues, and Ethics and Interprofessional Collaboration
- Nurs 607  Informatics and Healthcare Technologies
- Nurs 608  Health Care Policy, Advocacy, and Finance
- Nurs 609  Quality Improvement

#### Baccalaureate Nursing Degree Foundation
- Prerequisites: Pathophysiology, Statistics
N. Family Nurse Practitioner Course Requirements

**Graduate Core**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tr>
<td>Nurs 600</td>
<td>Nursing Science 1: Evidence Based Research</td>
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<td>Nurs 601</td>
<td>Nursing Science 2: Translating and Integrating Scholarship and Evidence into Practice</td>
<td>2.0</td>
</tr>
<tr>
<td>Nurs 605</td>
<td>Organizational and Systems Leadership</td>
<td>2.0</td>
</tr>
<tr>
<td>Nurs 606</td>
<td>Advanced Practice Nursing Theories, Roles, Issues, and Ethics and Interprofessional Collaboration</td>
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</tr>
<tr>
<td>Nurs 607</td>
<td>Informatics and Health Care Technologies</td>
<td>2.0</td>
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<tr>
<td>Nurs 608</td>
<td>Health Care Policy, Advocacy &amp; Finance</td>
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<tr>
<td>Nurs 609</td>
<td>Quality Improvement and Safety</td>
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**Total Graduate Core Hours** ................................................................................................................. **15.0**

**Advanced Practice Core**

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<td>Pharmacology in Advanced Practice</td>
<td>3.0</td>
</tr>
<tr>
<td>Nurs 603</td>
<td>Applied Pharmacology in Advanced Practice</td>
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</tr>
<tr>
<td>Nurs 619</td>
<td>Advanced Pathophysiology and Genetics/Genomics</td>
<td>3.0</td>
</tr>
<tr>
<td>Nurs 621</td>
<td>Advanced Health Assessment across the Life Span</td>
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**Total Advanced Practice Core Hours** ....................................................................................................... **10.0**

**Family Nurse Practitioner Core**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
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<tr>
<td>Nurs 622</td>
<td>Diagnosis and Management of Adult Common Disorders</td>
<td>5.0</td>
</tr>
<tr>
<td>Nurs 624</td>
<td>Clinical Practicum One</td>
<td>2.0</td>
</tr>
<tr>
<td>Nurs 625</td>
<td>Diagnosis and Management of Pediatric and Adolescent Disorders and Family Health</td>
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</tr>
<tr>
<td>Nurs 626</td>
<td>Clinical Practicum Two</td>
<td>3.0</td>
</tr>
<tr>
<td>Nurs 627</td>
<td>Procedures and Diagnostics for Advanced-Practice Nurses</td>
<td>2.0</td>
</tr>
<tr>
<td>Nurs 628</td>
<td>Clinical Practicum Three</td>
<td>2.0</td>
</tr>
<tr>
<td>Nurs 630</td>
<td>Diagnosis and Management of Chronic Adult and Geriatric Disorders</td>
<td>4.0</td>
</tr>
<tr>
<td>Nurs 632</td>
<td>Diagnosis and Management of Acute &amp; Complex Disorders Across the Life Span</td>
<td>4.0</td>
</tr>
</tbody>
</table>

**Total Family Nurse Practitioner Core Hours** .......................................................................................... **26.0**
Capstone

Course Credits
Nurs 635R  Family Nurse Practitioner Internship 8.0

Culminating Writing Experience (Choose one)

Course Credits
1. Project
Nurs 698R  Project .............................................................................................................. 6.0

2. Thesis
Nurs 699R  Thesis ............................................................................................................... 6.0

3. Evidence-Based Scholarly Paper
Nurs 623  Scholarly Writing 1: Introduction and Methods .............................................. 2.0
Nurs 631  Scholarly Writing 2: Results and Discussion................................................... 1.0

Total Capstone Hours ........................................................................................................ 11.0 – 14.0

Total Program Credit Hours ....................................................................................... 61.0 – 64.0

O. Family Nurse Practitioner Advanced Practice Role Overview

The Family Nurse Practitioner role emphasizes health promotion, health maintenance, prevention and detection of alterations in health through supportive interventions, counseling, and teaching of families and individuals. In addition, the Family Nurse Practitioner role includes aspects of illness care management that include diagnosis and management of common, chronic, and acute conditions. The practitioner acknowledges and recognizes limitations in the scope of practice, collaborates and consults with other health care providers. Family Nurse Practitioner practice is based on an epidemiological approach to health problems, an understanding of family and community systems, the management of resources and economics, and the use of appropriate technology.

Family Nurse Practitioners improve access to primary care for all populations. The Family Nurse Practitioner may provide care to families and individuals in a variety of settings, including the home, school, workplace, or hospital, depending on client needs.

The Family Nurse Practitioner keeps current in knowledge and skills through education, review of the literature, and systemic inquiry. The practitioner engages in and utilizes relevant health care research and contributes to the knowledge of colleagues through peer review, publication or verbal communication methods. The Family Nurse Practitioner engages in issues relevant to the profession, community, state, and nation.
P. Program Sequence

Students need to carefully plan their program with their academic sponsor and Graduate Committee. For efficient resource utilization, most courses are taught only once a year. If students are not in sequence, it may require a year delay in taking a particular course. In addition, some classes have pre-requisites that must be considered in sequencing courses.

Q. Sequencing for the Family Nurse Practitioner Program

*First Year*

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td><strong>Nurs 600</strong> Nursing Science 1: Evidence Based Practice (2:2:0)</td>
<td><strong>Nurs 555</strong> Pharmacology in Advanced Practice (3:3:0)</td>
<td><strong>Nurs 622</strong> Diagnosis and Management of Adult Common Disorders (5:5:0)</td>
</tr>
<tr>
<td><strong>Nurs 605</strong> Organizational and Systems Leadership (2:2:0)</td>
<td><strong>Nurs 601</strong> Nursing Science 2: Translating and Integrating Scholarship and Evidence into Practice (2:2:0)</td>
<td><strong>Nurs 623</strong> Scholarly Writing 1: Introduction and Methods (2:2:0)</td>
</tr>
<tr>
<td><strong>Nurs 619</strong> Advanced Pathophysiology and Genetics/Genomics (3:3:0)</td>
<td><strong>Nurs 621</strong> Advanced Health Assessment Across the Life Span (3:3:0)</td>
<td><strong>Nurs 624</strong> Clinical Practicum 1 (2:0:2)</td>
</tr>
<tr>
<td><strong>Nurs 625</strong> Diagnosis and Management of Pediatric &amp; Adolescent Disorders and Family Health (3:3:0)</td>
<td><strong>Nurs 627</strong> Procedures and Diagnostics for Advanced-Practice Nurses (2:0:2)</td>
<td><strong>Nurs 627</strong> Procedures and Diagnostics for Advanced-Practice Nurses (2:0:2)</td>
</tr>
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| 7 Credit Hours | 10 Credit Hours | 11 Credit Hours |
Second Year

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<tr>
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<tbody>
<tr>
<td><strong>Nurs 606</strong></td>
<td><strong>Nurs 626</strong></td>
<td><strong>Nurs 608</strong></td>
</tr>
<tr>
<td>Advanced Practice Nursing Theories, Roles, Issues, and Ethics and Interprofessional Collaboration (3:3:0)</td>
<td>Clinical Practicum 2 (3:0:3)</td>
<td>Health Care Policy Advocacy and Finance (2:2:0)</td>
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<tr>
<td><strong>Nurs 609</strong></td>
<td><strong>Nurs 607</strong></td>
<td><strong>Nurs 603</strong></td>
</tr>
<tr>
<td>Quality Improvement and Safety (2:2:0)</td>
<td>Informatics and Healthcare Technologies (2:2:0)</td>
<td>Applied Pharmacology in Advanced Practice (1:1:0)</td>
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<tr>
<td><strong>Nurs 631</strong></td>
<td><strong>Nurs 630</strong></td>
<td><strong>Nurs 628</strong></td>
</tr>
<tr>
<td>Scholarly Writing 2: Results and Discussion (1:1:0)</td>
<td>Diagnosis and Management of Adult Chronic and Geriatric Disorders (4:4:0)</td>
<td>Clinical Practicum 3 (2:0:2)</td>
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<tr>
<td><strong>Nurs 698R/699R</strong> (if desired)</td>
<td><strong>Nurs 698R/699R</strong> (if desired)</td>
<td><strong>Nurs 698R/699R</strong> (if desired)</td>
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<tr>
<td>Masters Project or Thesis</td>
<td>Masters Project or Thesis</td>
<td>Masters Project or Thesis</td>
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<td>6 Credit Hours</td>
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Third Year

<table>
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<tr>
<th>SPRING/SUMMER (2019)</th>
<th>FALL</th>
<th>WINTER</th>
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<tbody>
<tr>
<td><strong>Nurs 635R</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family Nurse Practitioner Internship (8:2:6)</td>
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<td></td>
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<tr>
<td>8 Credit Hours</td>
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</tbody>
</table>
Total Credit Hours: 60–63 credit hours depending on if you do Thesis/Project or Evidence-based Scholarly Paper

You will register for either Nurs 698R/699R; or Nurs 623 and Nurs 631 depending on which culminating writing option you select (thesis, project, or evidence-based scholarly paper). If you plan on writing a project/thesis, you must register for Nurs 698R/699R.

You will work with an advisory committee of three, two of which must have graduate faculty status. Two of the hours must be registered for during the semester the thesis/project is defended. It is suggested that you register for at least two credit hours of N698R/N699R during Winter (1st year) and Fall (2nd year).

If you plan on writing an evidenced-based scholarly paper, you must register for Nurs 623 and Nurs 631. You will work with one faculty mentor who has a PhD or DNP.

R. FNP Course Descriptions

Course Changes (effective Fall 2015)

N555 (3:3:0)  **Pharmacology in Advanced Practice**
Principles of pharmacology and drug therapy for advanced practice nurses.

N600 (2:2:0)  **Nursing Science 1: Evidence Based Practice**
Developing skills and knowledge in systematically appraising and translating the best research and evidence to provide quality health care.

N601 (2:2:0)  **Nursing Science 2: Translating and Integrating Scholarship and Evidence Into Practice**
Developing skills and knowledge in systematically appraising and translating the best research and evidence to provide quality health care
Prerequisite: N600

N603 (1:1:0)  **Applied Pharmacology in Advanced Practice**
Experience in prescribing and managing drug therapy in patients with a variety of conditions and across the life span.
Prerequisite: N555

N605 (2:2:0)  **Organizational and Systems Leadership**
Utilize principles of organizational and systems leadership to promote high quality and safe patient care.
N606 (3:3:0) Advanced Practice Nursing Theories, Roles, Issues Ethics, and Interprofessional Collaboration
Professional theories, roles, issues ethics, and the use of interprofessional collaboration for advanced-practice nurses.

N607 (2:2:0) Informatics and Health Care Technologies
Use of patient care and other technologies to deliver, integrate, coordinate, and improve outcomes of care.

N608 (2:2:0) Health Care Policy Advocacy and Finance
Knowledge and skills influencing health care policy utilizing fiscal accountability to provide cost-effective care.

N609 (2:2:0) Quality Improvement and Safety
Utilize methods, tools, performance measures, culture of safety principles, and standards to ensure quality improvement and safety of patient care.

N619 (3:3:0) Advanced Pathophysiology and Genetics/Genomics
The effects of genetics/genomics, cellular physiology, inflammatory, and immune response on disease states.

N621 (3:3:0) Advanced Health Assessment across the Life Span
Development of physical assessment techniques across the life span.

N622 (5:10:0) Diagnosis and Management of Adult Common Disorders
Health promotion and disease prevention; diagnosing and managing common psychosocial and physiological alterations in adult patients.
Prerequisites: N625, N619, N621; concurrent with 624

N623 (2:2:0) Scholarly Writing 1: Introduction and Methods
Mentored experience in selecting and synthesizing evidence.
Prerequisites: N600, N601

N624 (2:0:2) Clinical Practicum 1
Clinical experience in health promotion and disease prevention; diagnosing and managing adults with common psychosocial and physiological alterations and pediatric and adolescent patients.
Prerequisites: N625: concurrent with 622

N625 (3:6:0) Diagnosis and Management of Pediatric and Adolescent Disorders and Family Health
Health promotion and disease prevention diagnosing and managing
psychosocial and physiological alterations in pediatric and adolescent patients and family health.

N626 (3:0:3) **Clinical Practicum 2**
Clinical experience in health promotion and disease prevention; diagnosing and managing chronic psychosocial and physiological alterations in adult and geriatric patients.
Prerequisites: N622, N624, N625; concurrent with N630

N627 (2:0:2) **Procedures and Diagnostics for Advanced-Practice Nurses**
Developing skills in performing procedures and diagnostics used by advanced-practice nurses.

N628 (2:0:2) **Clinical Practicum 3**
Clinical experience in health promotion and disease prevention; diagnosing and managing acute and complex psychosocial and physiological alterations across the life span
Prerequisites: N626, N630; concurrent with N632

N630 (4:8:0) **Diagnosis and Management of Chronic Adult and Geriatric Disorders**
Health promotion and disease prevention diagnosing and managing chronic psychosocial and physiological alterations in adult and geriatric patients.
Prerequisites: N622, N624, N625; concurrent with N626

N631 (1:1:0) **Scholarly Writing 2: Results and Discussion**
Mentored experience in critically appraising and disseminating evidence-based findings.
Prerequisite: N623

N632 (4:4:0) **Diagnosis and Management of Acute & Complex Disorders Across the Life Span**
Health promotion and disease prevention and Managing acute psychosocial and physiological alterations across the life span.
Prerequisite: N626, N630; concurrent with 628

N635R (8:2:6) **Family Nurse Practitioner Internship**
Prerequisites: N632, N628

N698R **Master’s Project**

N699R **Master’s Thesis**
Section IV
Student Progression through Curriculum and Advisement

A. Academic Sponsor

Once accepted into the graduate program, the Graduate Program Coordinator, Associate Dean for Graduate Studies and Scholarly Works and Contribution to the Discipline, and the Graduate Secretary will guide your first registration and individual study until your chair for your culminating writing experience paper is selected. At orientation, students will generally begin completing a graduate study list which outlines their course of study. The Graduate/Research Secretary is an excellent information resource and has required forms. For those doing a thesis/project, as soon as your Graduate Committee is selected the Committee Chair will assume the role of academic advising. For those doing an Evidence-Based Scholarly Paper, as soon as your Chair is selected, the Chair will assume the role of academic advising.

B. Developing a Program of Study

For graduation with a master’s degree, the university requires a minimum of 30 semester credit hours. Students who are required to complete undergraduate prerequisite courses before taking graduate courses may not include the prerequisite courses in the 30 semester hours. The College of Nursing Graduate Program requires more than the minimum hours for completion.

The program of study is a carefully considered outline that helps students fulfill all degree requirements and should be completed during the student’s first semester, and in no case later than the third week of the second semester. Students should complete the program of study under the direction of their Graduate Chair, Program Coordinator, or Associate Dean for Graduate Studies and Scholarly Works and Contribution to the Discipline if the Graduate Chair is not yet selected. Often completion of the program of study is facilitated during orientation; a copy of the study list is included in the orientation folder. If lost, a copy of the suggested program of study is also available from the Graduate/Research Secretary. The final program of study outline is signed by the Graduate Committee Chair and two committee members for those doing a thesis, as well as the Associate Dean of Graduate Studies and Scholarly Works and Contribution to the Discipline. For those writing an Evidence-Based Scholarly paper, it is not required to have two committee members; however, this decision will be made by the Mentor and student. Necessary changes in a student’s study list can be made if authorized by the Graduate Chair and College Associate Dean for Graduate Studies and Scholarly Works and Contribution to the Discipline.
C. Culminating Writing Experience

_Culminating Writing Experience Description_

All students are required to participate in a culminating writing experience in the form of a thesis, project, or evidence-based scholarly paper. The overall goal of the writing experience will be to demonstrate proficiency in utilization of research and evidence including evaluation of research, problem identification within the clinical setting, awareness of practice outcomes and the clinical application of research. An article suitable for publication should result from the thesis, project, or evidence-based scholarly paper. Both the thesis and project require six semester credit hours. The evidence-based scholarly paper requires two courses, a two-credit hour course and a one-credit hour course.

Course work to prepare students for this experience will include knowledge and skills to:

1. Access the best current and relevant evidence needed to answer questions identified in one’s nursing practice;
2. Utilize research to analyze the outcomes of nursing interventions, to initiate change, and to improve practice;
3. Use computer hardware and appropriate software, and to understand statistics and research methods;
4. Utilize information systems for the storage and retrieval of data, consistent with the particular population focus;
5. Initiate a line of inquiry into comprehensive databases in order to utilize available research and evidence in the practice of nursing; and
6. Write and communicate effectively—identify a clinical problem, demonstrate an understanding of the research related to this problem, critically analyze the problem and current knowledge, and develop a strategy for the incorporation of the research into the treatment regimen.

_Criteria for the Culminating Writing Experiences_

Although there are various options to meet the culminating writing experience requirement, all options must meet the following criteria:

1. Provides for a rigorous and critical synthesizing review of the literature upon which one can make recommendations based on the strength of the evidence.
2. Provides a clearly and effectively written piece of work which is polished and publishable.
3. Involves a topic of real consequence and makes substantial contribution to some aspect of the discipline and is generally focused in the area of specialization.
4. Provides for new application or insights to relevant clinical problems.
Outcomes of Culminating Writing Experience

1. Proficient at the utilization of research including the identification and evaluation of clinical problems.
2. Identification, within the clinical practice setting, awareness of practice outcomes, and the clinical application of research.
3. Effective in communicating verbally and in writing research findings.

Options of the Culminating Writing Experience

The culminating writing experience may take various forms. The forms generally fall into three categories including the following:

1. Evidence-Based Scholarly Paper (See Appendix L)
   a. This option includes the identification of a clinical problem in the area of patient care generally relevant to advanced practice.
   b. Steps involved in the process of this paper include the following:
      i. Designing relevant clinical questions
      ii. Identifying and collecting the best evidence by developing a search strategy including electronic data bases to be used, search terms, reference lists, and contact experts
      iii. Develop inclusion/exclusion criteria for article selection
      iv. Complete data extraction from articles for analysis
      v. Appraise selected articles for methodological rigor based on an established criteria or instrument
      vi. Synthesize findings and make clinical recommendations
   c. You are guided through this process by a chair who has expertise in your selected topic area. The faculty mentor needs to be doctorally prepared with either a PhD or DNP.
   d. You will need to register for two courses, a two-credit hour course and a one-credit hour course (Nursing 623 and Nursing 631). You will begin on your evidence-based scholarly paper in Nursing 600 and Nursing 601 and then work with your mentor in Nursing 623 and Nursing 631. Since this is a mentored experience with one faculty member, you will not be required to have a colloquium, pre-defense or defense. However, a forum will be provided for you to present your final product. At the discretion of your chair, other faculty members may be included in the process.
   e. Suggested format of body (place format according to journal selected for publication)
      i. Abstract
ii. Introduction (includes problem statement and purpose statement)
   - Problem statement
   - Significance of the problem
   - Rationale for why the problem needs to be looked at in the context of existing knowledge
   - Literature should support positions
   - Purpose statement
   - Comes at the end of the problem statement generally one sentence and identifies the purpose of this particular evidence based paper

iii. Method
   - Describes search strategy including electronic data bases searched, key words, and inclusion and exclusion criteria for study selection. Also, includes data extraction methods and method of establishing methodological rigor, if appropriate.

iv. Results

v. Discussion and conclusions including clinical recommendations

vi. References

2. Thesis Option (See Appendix M)
   a. A thesis option is discovery research and generally represents a scholarly, systematic approach to answering a research question. Research usually describes phenomena or answers questions to generate or test theory. It should offer data that are at the leading edge of nursing knowledge, and generalizable to the discipline. It is required that you select a thesis topic based on research that faculty are already working on.
   b. You are guided through this process by a three-member thesis committee. It is recommended that all three members have graduate faculty status. One committee member may be used as a content expert that does not have graduate faculty status but must be petitioned.
   c. You must register for six credit hours of 699R. Two of these credit hours must be taken the semester you defend your thesis.
   d. You must participate in a colloquium, pre-defense, and defense.
   e. The following is an outline for the typical thesis:
      i. The University required preliminary pages are to be single-sided and in the standard university style. The preliminary pages consist of a title page, an abstract, and an acknowledgments page (optional).
      ii. In the title of your work, use word substitutes for non-Roman-alphabet characters such as formulas, symbols, super- or sub-scripts, Greek letters, etc. The abstract must be single-spaced, and you must add keywords at the
bottom of your abstract. Include pertinent place names and full names of persons as well as descriptive words useful in automated retrieval.

iii. The abstract is to be no more than 350 words (approximately 1.5 pages double-spaced, single-sided).

iv. The work’s citations, references, and bibliographic style are to be consistent and follow the College’s or the discipline’s style guide.

v. Pages should be numbered according to the following sequence, with a page number included on the page as indicated:
   - Title Page (no number; begin with Roman number i, number consecutively)
   - Abstract (no number; but counted)
   - Acknowledgements (if included) (no number; but counted)
   - Table of Contents (number; continue with lower-case Roman numerals as appropriate)
   - List of Tables (if included) (number)
   - List of Figures (if included) (number)
   - Body of the work and appendices (number; begin with Arabic numeral 1, continue consecutively)

f. The paper should be written according to the guidelines of the journal you are going to submit it to and generally includes the following headings:
   i. Introduction
      - Statement of Problem
      - Purpose Statement
      - Review of Literature (where applicable)
      - Conceptual/Theoretical Framework (where applicable)
   ii. Methods
      - Design
      - Sample/Subjects
      - Setting
      - Procedures
      - Instrument Description (including reliability and validity)
      - Data Collection Methods
      - Protection of Human Subjects (where appropriate)
   iii. Data Analysis
   iv. Results
   v. Discussion/Implications/Limitations
   vi. Recommendations
   vii. References (only those cited in body)
3. Project Option (See Appendix N)
   a. The project reports the implementation and/or evaluation of a clinical activity. It generally represents a scholarly systematic report of completion of a clinical effort. The project may be more applicable to a particular situation, but should be of interest to the discipline.
   b. You are guided through this process by a three-member project committee. The chair must have a PhD or a DNP.
   c. You must register for six credit hours of Nurs 698R. Two of these credit hours must be taken the semester you defend.
   d. The following is an outline for a typical project:
      i. The required preliminary pages are to be single-sided and in the standard university style. The preliminary pages consist of a title page, an abstract, and an acknowledgments page (optional).
      ii. In the title of your work, use word substitutes for non-Roman-alphabet characters such as formulas, symbols, super- or sub-scripts, Greek letters, etc.
      iii. The abstract is to be no more than 350 words (approximately 1.5 pages double-spaced, single-sided).
      iv. The work’s citations, references, and bibliographic style are to be consistent and follow the College’s or the discipline’s style guide.
      v. Pages should be numbered according to the following sequence, with a page number included on the page as indicated:
         • Title Page (no number; begin with Roman number i, number consecutively)
         • Copyright Page (if included)** (not numbered; but counted)
         • Abstract (no number; but counted)
         • Acknowledgements (if included) (no number; but counted)
         • Table of Contents (number; continue with lower-case Roman numerals as appropriate)
         • List of Tables (if included) (number)
         • List of Figures (if included) (number)
         • Body of the work and appendices (number; begin with Arabic numeral 1, continue consecutively)
   e. The paper should be written according to the guidelines of the journal you are going to submit it to and generally includes the following headings:
      i. Introduction
         • Statement of Problem
         • Review of Literature
         • Conceptual/Theoretical Framework (where applicable)
ii. Methods
- Development, implementation, evaluation plan
- Objectives
- Sample/Subjects/Informants (if appropriate)
- Setting
- Procedures
- Instruments
- Data Analysis (if appropriate)

iii. Results
- Objective Achievement
- Discussion/Recommendations/Implications
- Results related to literature
- Results related to theoretical framework
- Interpretation of evaluation
- Implications for other programs, projects, research, education, practice
- Next steps in project

iv. Conclusion

v. Appendices (Placed and numbered in order of citation in the body of the project, with title page, listing “Appendix A, B, C, etc.“ preceding each appendix.) Typical appendices include the following:
- Letter of Introduction to Agency, people, etc.
- Content of Project Implementation (Education plan, clinical protocols, etc.)
- Informed Consent (if appropriate)
- Demographic Questionnaires
- Instruments

vi. References (Only references cited in the body of the project report)

Role of Graduate Committee (for thesis only)
The Committee will be responsible for directing course work, degree requirements, and the thesis. All committee members will participate in such events as proposal approval meetings (colloquium), pre-thesis/project defense, and the thesis defense. The committee will be responsible for evaluation of the student’s performance.

Proposal Approval Meeting – Colloquium (for thesis only)
The Proposal Approval Meeting, or Colloquium, is a forum for you to discuss your proposal and to receive ideas and suggestions from graduate committee members before beginning your
thesis. The meeting is scheduled when you have completed the Introduction, Problem Statement, Purpose Statement, Literature Review (when appropriate) Conceptual Framework (where appropriate), and Methodology, and the committee feels the proposal is developed sufficiently. You are responsible to contact the committee members about a suitable time for the colloquium. You should contact the Graduate/Research Secretary to schedule a room. The major purposes for the proposal meeting are to:

1. Provide you with comments and suggested revisions for the proposal to facilitate a high quality study/project.
2. Give you an opportunity to solicit information, opinions, and ideas from the committee regarding the proposal.
3. Establish a time line for completing the thesis/project.
4. Give you permission to apply for appropriate human subject clearance and then begin the research if doing discovery research.

You may not have your proposal approval meeting and defend your thesis in the same semester. One week before the meeting, you must provide each committee member with a copy of the proposal.

**Human Subjects**

Permission to proceed with the thesis is given at the Proposal Approval Meeting. If human subjects are part of the thesis, prior to beginning data collection, you must obtain approval from the University Institutional Review Board. Additionally, human subject clearance must be obtained from each institution where data are collected.

The following steps should be used in obtaining clearance for the Institution’s Review Board.

1. Obtain the appropriate forms from the university, Office of Research and Creative Activities ([http://orca.byu.edu](http://orca.byu.edu))
2. Complete the forms according to the directions.
3. During the same time you are receiving University human subject clearance, you may contact each institution where data will be collected for clearance there. Follow the outlined procedure at each institution to obtain human subject clearance.
4. After human subject’s clearance has been obtained from the University Institutional Review Board, and each institution’s review committee, data collection may begin.

**Culminating Writing Experience (Thesis/Project or Evidence-Based Scholarly Paper) Format Guidelines**

The main body of the manuscript is in an article format. The journal is selected at the time of colloquium and the manuscript is prepared according to that specific journal including citation format, figures, references, tables etc.
Pre-Defense Meeting (for thesis)

A pre-defense meeting is required by all students. The pre-defense meeting is scheduled when you have completed and written the thesis manuscript and the Graduate Committee feels it is sufficiently ready.

The purpose of the pre-defense meeting is to allow the Committee to review the thesis/project in detail. The Committee may provide substantive and editorial feedback. These changes can then be made prior to the defense minimizing major changes at the time of the defense.

You are responsible for contacting the Graduate Committee to schedule a mutually agreeable time for the meeting. This meeting should take place at a minimum of three weeks before the defense. The student should then contact the Graduate/Research Secretary for scheduling a room.

Final Thesis/Project Examination (Defense) (for thesis)

A thesis defense examination is scheduled when you have completed and written the thesis/project and may not be scheduled the same semester as the proposal approval meeting. The University Graduate School publishes semester deadlines for the completion of this examination.

The final oral examination (defense of thesis) must be scheduled with Graduate Studies at least two weeks in advance. Final examinations may not be held during the interim periods between semesters. All members of the BYU academic community are notified and invited to attend the final oral examination, but only members of the student’s graduate committee may question the candidate and vote on the candidate’s performance.

A copy of the completed thesis in its final written form with all diagrams and figures must be given to each member of the student’s Graduate Committee at least two weeks prior to the final defense. This two-week period allows committee members time to read and review the thesis before the oral examination. It is your responsibility in consultation with your Graduate Committee Chair to schedule the date of the examination with the Graduate/Research Secretary. Prior to scheduling the defense, the student should contact all members of the examining committee to identify an appropriate time for the Defense Examination. The Graduate Committee Chair is responsible for the final check of the thesis format.

Form 8c is due in the nursing graduate office at least two weeks before the final thesis examination. Form 8c certifies that you are ready for the examination and lists the names of the Graduate Committee Chair and Committee Members. This form must be signed by your chair and committee members prior to turning in to the nursing graduate office. Other students and faculty may attend the defense if desired, but only those designated may vote.

At the completion of the defense, you are evaluated as having 1) passed, 2) passed with minor revisions, 3) recessed, or 4) failed. If the student obtains a “recess” on the final oral examination, a second oral examination date may be set after thirty days. Students are allowed to repeat final oral examinations once. If a student fails, their graduate program is terminated.
You must be registered for at least 2 hours of thesis credit or pay an equivalent continuous registration fee during the semester of your final examination.

**Thesis Check List**

- Select topic and develop research question(s).
- Select Graduate Committee Chair and two committee members.
- Write Introduction and Methodology.
- Schedule Proposal Approval Meeting, (Colloquium) with Graduate Committee when they feel you are ready.
- Schedule time with committee for meeting.
- Schedule room with Graduate/Research Secretary.
- One week before Proposal Approval Meeting, get copies of proposal to Committee for review. Obtain University Human Subjects approval through the IRB. Begin following procedure if appropriate. (Do not begin Human Subject clearances until you are given permission by your committee. Permission is generally given at the time of your Proposal Approval meeting if doing a clinical project or thesis.) Human subjects approval is not necessary for an evidence based scholarly paper.
- Obtain forms from the University Office of Research and Creative Activities (http://orca.byu.edu).
- Complete forms and have Chair sign.
- Submit the forms to University Institutional Review Board (Office of Research and Creative Work Subjects (A- 285 ASB). Note: Only a thesis involving human subjects must obtain approval from the University Institutional Review Board.
- Obtain Human Subject Clearance from each institution where you are collecting data.
- Gather Data after Human Subject Clearance is obtained University Institutional Review Board and each institution where gathering data.
- Write up final chapters of thesis (Findings, Results, Discussion, Conclusion).
- At least two weeks before final thesis examination (defense), fill out Form 8C. (Check with chair and committee before form is filled out as to the date and the time of the defense. Then check with the Graduate/Research Secretary for a room.)
- When you have your Chair’s permission, schedule Pre-Defense Meeting with Committee. Committee should have a copy of thesis one week prior to Pre-Defense Meeting. Contact Graduate/ Research Secretary for scheduling of room.
- Complete necessary revisions of thesis.
- Schedule final thesis/project examination (defense) with Committee Members after Pre-Defense. After date and time selected, check with Graduate/Research Secretary who will schedule a room.
- Distribute three copies of thesis two weeks before the defense. Give one to each committee member.
☐ Pass final thesis examination (defense).
☐ Make corrections based on defense.
☐ Submit to Dean for reading and approval.
☐ Submit electronically to the University.

Completion of the Culminating Writing Experience

Students must complete their culminating writing experience by the add/drop deadline of their last Spring Term in order to register for Nursing 635R. By completion we mean that students must have a copy of their thesis to the Dean or project/evidence-based scholarly paper to the Associate Dean for Graduate Studies and Scholarly Work and Contribution to the Discipline for review.
Sample Title for Evidence-based Scholarly Paper

Outcomes and Therapeutic Alliances in Senior Citizens Served in a Community Mental Health Setting

Susan A. Harris

An evidence-based scholarly paper submitted to the faculty of Brigham Young University in partial fulfillment of the requirements for the degree of Master of Science

John Smith, Chair

College of Nursing

Brigham Young University

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Sample Abstract for Evidence-based Scholarly Paper

ABSTRACT

Outcomes and Therapeutic Alliances in Senior Citizens Served in a Community Mental Health Setting

Susan A. Harris
College of Nursing, BYU Master of Science

The abstract is a summary of the work with emphasis on the findings of the results of the evidence based scholarly paper. It must be single spaced and no more than one page in length. It must match the same font and size as the rest of the work. The abstract precedes the optional acknowledgement page and the body of the work.

All students should ensure that the keywords are listed at the bottom of the abstract.

Keywords: keyword, keyword, keyword

Count this page as roman numeral ii but do not enter the page.
Sample Acknowledgments for Evidence-based Scholarly Paper

ACKNOWLEDGMENTS

This page is optional. Students may use the acknowledgments page to express appreciation for the committee members, friends, or family who provided assistance in research, writing, or technical aspects of the dissertation, thesis, or selected project. Acknowledgments should be simple and in good taste.

Following one blank line, the text of the acknowledgements begins. Text should be in the same font and style as the rest of the work and double-spaced.
**Sample Table of Contents for Evidence-based Scholarly Paper**

**TABLE OF CONTENTS**

- Graduate Committee Approval .................................................................
- Acceptance Page ............................................................................................
- Abstract ...........................................................................................................
- Acknowledgments .........................................................................................
- List of Tables ..................................................................................................
- List of Figures ................................................................................................
- Manuscript: (Title of Article) ........................................................................
  - Header 1 .....................................................................................................
  - Header 2 .....................................................................................................
    - Subhead 1 .............................................................................................
    - Subhead 2 .............................................................................................
    - Subhead 3 .............................................................................................
  - Header 3 .....................................................................................................
    - Subhead 4 .............................................................................................
    - Subhead 5 .............................................................................................
  - Header 4 .....................................................................................................
- Conclusion .....................................................................................................
- References ......................................................................................................
- Figures ...........................................................................................................
- Tables ...........................................................................................................
**Sample Title for Thesis or Project**

Outcomes and Therapeutic Alliances in Senior Citizens Served in a Community Mental Health Setting

Susan A. Harris

A thesis (project) submitted to the faculty of Brigham Young University in partial fulfillment of the requirements for the degree of Master of Science

John Smith, Chair
Jane Doe
Henry B. Terry

College of Nursing Brigham Young University

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Sample Abstract for Thesis or Project

Outcomes and Therapeutic Alliances in Senior Citizens Served in a Community Mental Health Setting

Susan A. Harris
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The word “acknowledgments” should be in all caps and start one inch from the top edge of the page. It should be in the same font and size as the rest of the paper.

Count this page as roman numeral iii but do not enter the page.
Sample Table of Contents for Thesis or Project

TABLE OF CONTENTS

Graduate Committee Approval .......................................................................................................
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    Header 3 ......................................................................................................................................

        Subhead 4 ..............................................................................................................................
        Subhead 5 ..............................................................................................................................

    Header 4 ......................................................................................................................................

Conclusion ......................................................................................................................................
References .......................................................................................................................................
Section V
Student Retention

A. Standards of Conduct

The Brigham Young University Honor code is established by the University and the Board of Trustees for all students under its jurisdiction in institutions of higher learning. To know the substance and essence of that code is to know that Brigham Young University is unique among universities. Governed by principles basic to its sponsoring church, The Church of Jesus Christ of Latter-day Saints, it purposefully creates and nurtures an environment in which faith and intellect join together in the pursuit of truth (Graduate Catalog, 2015).

Honor Code

Brigham Young University, Brigham Young University Hawaii, Brigham Young University Idaho, and LDS Business College exist to provide an education in an atmosphere consistent with the ideals and principles of The Church of Jesus Christ of Latter-day Saints. That atmosphere is created and preserved through commitment to conduct that reflects those ideals and principles. Members of the faculty, administration, staff, and student body at BYU, BYU Hawaii, BYU Idaho, and LDSBC are selected and retained from among those who voluntarily live the principles of the gospel of Jesus Christ. Observance of such is a specific condition of employment and admission. Those individuals who are not members of The Church of Jesus Christ of Latter-day Saints are also expected to maintain the same standards of conduct, except church attendance. All who represent BYU, BYU Hawaii, BYU Idaho, and LDSBC are to maintain the highest standards of honor, integrity, morality, and consideration of others in personal behavior. By accepting appointment on the faculty, continuing in employment, or continuing class enrollment, individuals evidence their commitment to observe the Honor Code standards approved by the Board of Trustees “at all times and . . . in all places” (Mosiah 18:9).


Honor Code Statement

We believe in being honest, true, chaste, benevolent, virtuous, and in doing good to all men . . . if there is anything virtuous, lovely, or of good report or praiseworthy, we seek after these things (Thirteenth Article of Faith).

As a matter of personal commitment, faculty, administration, staff, and students of Brigham Young University, Brigham Young University Hawaii, Brigham Young University Idaho, and LDS Business College seek to demonstrate in daily living on and off campus those moral virtues encompassed in the gospel of Jesus Christ, and will
Be honest
Live a chaste and virtuous life
Obey the law and all campus policies
Use clean language
Respect others
Abstain from alcoholic beverages, tobacco, and tea.

Specific policies embodied in the Honor Code include (1) the Academic Honesty Policy, (2) the Dress and Grooming Standards, (3) the Residential Living Standards, and (4) the Continuing Student Ecclesiastical Endorsement. (Refer to http://honorcode.byu.edu for current more detailed information.

Continuing Student Ecclesiastical Endorsement

Students must be in good Honor Code standing to be admitted to, continue enrollment at, and graduate from BYU. In conjunction with this requirement, all enrolled continuing undergraduate, graduate, intern, and Study Abroad students are required to obtain a Continuing Student Ecclesiastical Endorsement for each new academic year. Students begin the Continuing Student Ecclesiastical Endorsement process online at http://www.endorse.byu.edu. For questions regarding the online process, please visit http://honorcode.byu.edu. Students should have their endorsements completed by March 15 to avoid registration delays for fall semester or any semester thereafter. Those applying to BYU should use the online new-student Admissions Application Part 3 found at http://beSmart.com.

LDS students may be endorsed only by the bishop of the ward (1) in which they live and (2) that holds their current Church membership record.

Non-LDS students are to be endorsed by (1) the local ecclesiastical leader if the student is an active member of the congregation, (2) the bishop of the LDS ward in which they currently reside, or (3) the nondenominational BYU chaplain.

Former LDS students are not eligible to receive an ecclesiastical endorsement (See Withdrawn Ecclesiastical Endorsement below).

Requirements

Whether on or off campus or between semesters, all students are expected to abide by the Honor Code, which includes (1) the Academic Honesty Policy, (2) the Dress and Grooming Standards, and (3) the applicable Residential Living Standards. Students are required to be in good Honor Code standing to graduate.

LDS students must fulfill their duty in The Church of Jesus Christ of Latter-day Saints, attend Church meetings, and abide by the rules and standards of the Church on and off campus. Students who are not members of The Church of Jesus Christ of Latter-day Saints are also expected to maintain the same standards of conduct. They are encouraged to participate in
services of their preferred religion. All students must be in good Honor Code standing to graduate, to receive a diploma, and to have the degree posted.

Withdrawn Continuing Student Ecclesiastical Endorsement

A student’s endorsement may be withdrawn at any time if the ecclesiastical leader determines that the student is no longer eligible for the endorsement. If an endorsement is withdrawn, no confessional information is exchanged without authorization from the student. Students without a current endorsement are not in good Honor Code standing and must discontinue enrollment. Students who are not in good Honor Code standing are not eligible for graduation, even if they have otherwise completed all necessary coursework. Excommunication, disfellowshipment, or disaffiliation from The Church of Jesus Christ of Latter-day Saints automatically results in the withdrawal of the student’s ecclesiastical endorsement and the loss of good Honor Code standing. Disaffiliation is defined for purposes of this policy as removal of an individual’s name from the official records of the Church.

The decision to withdraw an ecclesiastical endorsement may be appealed through appropriate ecclesiastical leaders only. As a matter of practice, BYU does not intervene in ecclesiastical matters or endorsements. In unusual circumstances, however, a student may petition the Dean of Students Office to allow an exception to the ecclesiastical endorsement requirement. As part of the petition, a student must (i) complete an Application for Exception to Policy (this form may be obtained from the Dean of Students Office); (ii) sign a release allowing appropriate university officials to freely communicate with the student’s ecclesiastical leaders; (iii) prepare a written statement outlining the reasons why, in light of the student’s extenuating circumstances, the university should allow an exception; and (iv) submit the completed application, release, and relevant statements to the Dean of Students Office, 3500 WSC, Brigham Young University, Provo, Utah, 84602 for consideration.

When considering the petition, the Dean of Students will focus not on the merits of the ecclesiastical leader’s decision to withdraw the endorsement but instead on whether the student has demonstrated sufficiently compelling grounds to warrant an exception to the University’s ecclesiastical endorsement requirement. In addition to speaking with the student’s present and former ecclesiastical leaders, the Dean of Students may also choose to personally interview the student, who may further explain the circumstances which might justify and exception to the ecclesiastical endorsement requirement. The student bears the burden of persuasion that he or she should be considered to be in good Honor Code standing, notwithstanding the lack of an ecclesiastical endorsement. The Dean of Student’s decision regarding the petition will be reviewed by the Vice President of Student Life if requested by the student. The decision by the Vice President of Student Life is final.


Academic Honesty

The first injunction of the Honor Code is the call to “be honest”. Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their
life’s work, but also to build character. “President David O. McKay taught that character is the highest aim of education” (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim.

BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

1. Cheating
Cheating is a form of dishonesty where a student invents or distorts the origin or content of information used as authority. Examples include:
   a. Citing a source that does not exist.
   b. Attributing to a source ideas and information that are not included in the source.
   c. Citing a source for a proposition that it does not support.
   d. Citing a source in a bibliography when the source was neither consulted nor cited in the body of the paper.
   e. Intentionally distorting the meaning or applicability of data.
   f. Inventing data or statistical results to support conclusions.

2. Fabrication
Fabrication or falsification is a form of dishonesty where a student invents or distorts the origin or content of information used as authority. Examples include:
   a. Citing a source that does not exist.
   b. Attributing to a source ideas and information that are not included in the source.
   c. Citing a source for a proposition that it does not support.
   d. Citing a source in a bibliography when the source was neither consulted nor cited in the body of the paper.
   e. Intentionally distorting the meaning or applicability of data.
   f. Inventing data or statistical results to support conclusions.

3. Facilitating lack of academic honesty
Knowingly helping or attempting to help another to commit an act of academic dishonesty constitutes aiding and abetting and is a moral issue which contravenes the Honor Code. For example, one who knowingly allows another to copy from his or her paper during an examination is in violation of this section.

4. Plagiarism
Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, whereas not in violation of the Honor Code, is nevertheless a form of intellectual carelessness
that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education, where all members of the university are expected to acknowledge the original intellectual work of others that is included in one’s own work. In some cases, plagiarism may also involve violations of copyright law.

a. Intentional Plagiarism—Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one’s own without providing proper attribution to the author through quotation, reference, or footnote.

b. Inadvertent Plagiarism—inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another’s words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply being insufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance.

c. Examples of plagiarism include:
   i. Direct Plagiarism—verbatim copying of an original source without acknowledging the source.
   ii. Paraphrased Plagiarism—paraphrasing, without acknowledgment, of ideas from another that the reader might mistake for your own.
   iii. Plagiarism Mosaic—borrowing of words, ideas, or data from an original source and blending this original material with one’s own without acknowledging the source.
   iv. Insufficient Acknowledgment—partial or incomplete attribution of words, ideas, or data from an original source.
   v. Plagiarism may occur with respect to unpublished as well as published material. Acts of copying another student’s work and submitting it as one’s own individual work without proper attribution is a serious form of plagiarism.

5. Other academic misconduct
Academic misconduct includes other academically dishonest, deceitful, or inappropriate acts that are intentionally committed. Examples of such acts include but are not limited to:

a. Inappropriately providing or receiving information or academic work so as to gain unfair advantage over others.

b. Planning with another to commit any act of academic dishonesty.

c. Attempting to gain an unfair academic advantage for oneself or another by bribery or by any act of offering, giving, receiving, or soliciting anything of value to another for such purpose.

d. Changing or altering grades or other official educational records.
e. Obtaining or providing to another an unadministered test or answers to an unadministered test.
f. Breaking and entering into a building or office for the purpose of obtaining an unauthorized test.
g. Continuing work on an examination or assignment after the allocated time has elapsed.
h. Submitting the same work for more than one class without disclosure and approval.

6. Lying
Knowingly making an untrue statement with the intent to deceive or create a false or misleading impression is dishonest and may be grounds for dismissal from the nursing program. For example, leading a faculty member to believe that the student had completed a certain number of clinical hours when they have not, would be considered lying.

7. Procedure for dealing with the above
   a. Students who are aware of a lack of academic honesty should report such instances to their professors.
   b. Faculty members are to notify the student of a violation as soon as it is recognized.
   c. The notification will be in writing and will be given in a conference with the faculty member. The student signs the written notification indicating that he/she has read it. The student may also write a response.

Dress and Grooming Standards
The dress and grooming of both men and women should always be modest, neat and clean consistent with the dignity adherent to representing The Church of Jesus Christ of Latter-day Saint and any of its institutions of higher learning. Visit the BYU Registrar website for a detailed description of specific requirements. Registration at BYU constitutes an affirmative consent to abide by these standards and to represent the university and its sponsoring church in a manner that is becoming and dignified.

In clinical settings, students should dress appropriately as defined by the agency’s dress code, i.e. lab coat, white uniform, or professional street dress. Professional dress includes the following:

1. A dress or dress pants and top and shoes that demonstrate professionalism. Jewelry may be worn in moderation.
2. Name pins are worn on the professional dress.
3. Fingernails are kept short, and hair is groomed to remain away from the face and off the shoulders.
B. Academic Performance

Evaluation of Academic Performance

1. Criteria
Components of the academic review include: (1) GPA (both semester and cumulative) (2) progression in completing the program (3) progression in developing and completing thesis/project/evidence based scholarly paper (4) adherence to professional standards of performance. Student performance can be evaluated as the following:
   a. Satisfactory Academic Standing
   b. Marginal Academic Standing
   c. Unsatisfactory Academic Standing

2. Procedure for Evaluation of Academic Performance
   a. Bi-Annual Review of Graduate Students
      You will be formally evaluated bi-annually in the Graduate Academic Council Meeting. Participants of the evaluation will include Program Coordinator, Associate Dean for Graduate Studies and Scholarly Works and Contribution to the Discipline, members of the Graduate Academic Council, graduate course instructors, and the individual student’s Thesis/Project Chair or Evidence Based Scholarly Paper Chair. Students will be notified in writing of the status of the review. For marginal and unsatisfactory standing, remedial procedures will be outlined.
   b. Ongoing Review of Graduate Students:
      Students will be reviewed through the following ongoing processes:
      - At the end of each semester, the Associate Dean of Graduate Studies and Scholarly Works and Contribution to the Discipline will review the semester and cumulative GPA.
      - Graduate Committees who see lack of appropriate progress of a student’s thesis/project (reasonable adherence to the established timeline), lack of course completion, and violation of professional standards of practice or Honor Code violations should report them to the Associate Dean of Graduate Studies and Scholarly Works and Contribution to the Discipline. The satisfactory standing can be changed to a marginal or unsatisfactory standing at any time based on performance.
      - Students will be notified in writing of their performance including satisfactory, marginal, or unsatisfactory performance.

Failure in Course Work

1. Students may fail a course for violation of BYU or agency policies and standards of professional conduct, failure to adequately prepare for class or clinical practice, academic
dishonesty or lack of personal integrity, as well as unsatisfactory course work including clinical performance.

a. The faculty member will notify the student of problems or violations as soon as they are recognized.

b. The notification will be in writing and will be given in a conference with the faculty member. Written notification should include examples of why the student is failing to meet course standards. The student signs the written notification indicating that he/she has read it. The student may write a response.

2. Written plans for how the student is to successfully progress in order to complete the course should be completed. Students may have input to the plan.

3. The student and faculty member should meet periodically to determine student progress in the course. Progress will be documented and used for final grade determination.

4. A copy of the written notification pertaining to the student’s failure and plan of action are given to the student and sent to the Associate Dean of Graduate Studies and Scholarly Works and Contribution to the Discipline and placed in the students file.

5. If the student fails the course, a written memo from the course faculty member is sent to the Associate Dean of Graduate Studies and Scholarly Works and Contribution to the Discipline.

6. Students may choose to initiate the grievance procedure as outlined in the Graduate Student Handbook if they feel they disagree with the decision.

7. When a failure occurs, the student must apply to be readmitted to the program. If the student is readmitted, because courses are taught only once a year, a failure may necessitate the student dropping out until the failed course is taught again.

**Grade Point Average**

Students must have a cumulative GPA of a 3.0 in order to graduate. A student must pass all courses at a B- or above, a C+ and below is considered a failure. Students are allowed to repeat one course once. After the second failure in a course, students will be dismissed from the program.

**Reinstatement Policy**

Brigham Young University requires that all graduate students register for a minimum of six semester hours between September and August of each academic year. If a student enters in winter semester, the student must take a minimum of four credits before the next August. If a student does not meet this requirement or must leave the University for other reasons, he/she must apply for readmission. If readmitted there is no loss of credit. It is necessary to submit a one page form and pay the next August.
C. Standards of Academic Evaluation for Graduate Students

Your academic standing in the University is determined by a number of criteria including grade point average, completion of program requirements (program of study submitted, courses completed on schedule, and thesis/project proposal approved by committee) and adherence to professional standards of performance appropriate for the profession of nursing and for a graduate student at Brigham Young University.
<table>
<thead>
<tr>
<th>Academic Status</th>
<th>Minimum Criteria</th>
<th>Student Standards of Performance</th>
<th>College Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfactory Academic</td>
<td>Study list approved by Graduate Committee or Academic Sponsor and submitted to the Graduate/Research Secretary no later than the third week of the second semester of the program AND Completion of courses as outlined on program of study. Must complete program within five (5) years AND Registered for a minimum of six (6) semester hours each school year AND Most recent semester and cumulative grade point average (GPA) are 3.0 or above AND Approval of thesis/project proposal by Graduate Committee by end of second year spring term AND Adherence to time line established for completion of thesis/project AND Adherence to professional standards of performance appropriate for the profession of nursing and for a graduate student at Brigham Young University including the Honor Code</td>
<td>Submit study list to the Graduate/Research Secretary no later than the third week of the second semester of the program. (Fall Semester) Adherence to outlined program of study. Necessary changes in a student’s study list authorized by Graduate Committee and Associate Dean of Graduate Studies and Scholarly Works and Contribution to the Discipline Maintain a minimum registration of six (6) credit hours over an academic year Maintain a cumulative and semester GPA of a 3.0 or above to graduate from BYU Thesis proposal approved by Graduate Committee by end of second year spring term Adherence to time line established for completion of thesis/project/evidence-based scholarly paper Maintain professional standards of performance appropriate for the profession of nursing and for a graduate student at Brigham Young University including the Honor Code</td>
<td>Twice a year evaluation of student’s performance on the outlined criteria. The student will be notified in writing of the outcome of the evaluation.</td>
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<tr>
<td>Academic Status</td>
<td>Minimum Criteria</td>
<td>Student Standards of Performance</td>
<td>College Actions</td>
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<tr>
<td>Marginal Academic Standing</td>
<td>Brigham Young University including the Honor Code</td>
<td>After receiving notification of marginal academic standing, contact the individual outlined in your marginal standing letter. Formulate a plan to rectify problems and have it approved by advisor/chair. Follow plan.</td>
<td>The student will be notified in writing of marginal academic standing and steps that must be taken to rectify problems and the appropriate faculty member to contact. A hold will be placed on the student’s registration preventing registration for future semesters/terms until the student has met with the Graduate Committee Chair and had the plan approved. If the student fails to rectify the problem, the student will be placed on unsatisfactory academic standing.</td>
</tr>
<tr>
<td>Marginal Academic Standing (continued)</td>
<td>When the most recent semester GPA is below a 3.0 AND/OR The student has received a C+ or below in a course BUT The cumulative GPA is 3.0 or above AND/OR Failure to have thesis/proposal approved by Graduate Committee by the end of the second spring term AND/OR Failure to adhere to time line established for completion of thesis/project/evidence-based scholarly paper AND/OR Failure to complete courses as outlined on study list AND/OR Failure to adhere to professional standards of performance both in clinical and the classroom appropriate for the profession of nursing and for a graduate student at Brigham Young University including the Honor Code</td>
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<tr>
<td>Academic Status</td>
<td>Minimum Criteria</td>
<td>Student Standards of Performance</td>
<td>College Actions</td>
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<tr>
<td>Unsatisfactory Academic Standing</td>
<td>When the most recent semester GPA is below 3.0 AND The cumulative GPA is below 3.0 AND/OR Failure to have thesis/proposal approved by Graduate Committee by the end of the second spring term AND/OR Persistent failure to adhere to time line established for completion of thesis/project/evidence-based scholarly paper AND/OR Persistent failure to complete courses outlined on schedule</td>
<td>After receiving notification of unsatisfactory academic standing, contact the individual outlined in your marginal standing letter within one week Formulate a plan to rectify problems and have it approved by advisor/chair Follow Plan</td>
<td>The student will be notified in writing of unsatisfactory academic standing</td>
</tr>
<tr>
<td>Academic Dismissal</td>
<td>After two (2) semesters of a cumulative GPA below 3.0 AND/OR The student has received a C+ or below in a second course OR Persistent failure to make progress on thesis/project/evidence-based scholarly</td>
<td>Academic dismissal is noted on your transcript and you will not be allowed to continue your studies in the Nursing Graduate Program.</td>
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<tr>
<td>Academic Dismissal (continued)</td>
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<tr>
<td>Academic Status</td>
<td>Minimum Criteria</td>
<td>Student Standards of Performance</td>
<td>College Actions</td>
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|                 | paper, you will be reviewed for academic dismissal  
|                 | OR  
|                 | Have two marginal reviews or a marginal and unsatisfactory review  
|                 | OR  
|                 | Failure to adhere to professional standards of performance in both the clinical and didactic setting appropriate for the profession of nursing and for a Graduate Student at Brigham Young University.  
|                 | Failure to adhere to the Honor Code  
|                 | After careful review of your complete academic history the Graduate Academic Council may recommend to the university that you have exhausted the opportunity to study and progress and should be dismissed. |
Section VI
Professionalism

A. Professional Behavior

Professionalism is an integral part of the nursing profession. As a student, you will be expected to demonstrate appropriate professional behavior both in the classroom setting and in the clinical setting. **Failure to demonstrate professional behavior is grounds for lowering of your grade and for failure in a course and dismissal from the College of Nursing regardless of performance in other aspects of the course.**

Permission to be absent is granted only for illness and unexpected problems of grave significance. Excuses will not be granted to write papers, to study for examinations, or to meet deadlines for course assignments. Absences without granted permission are unacceptable and may result in course failure. An instructor may request a physician’s signed statement concerning the health status of a student. If health problems interfere with the quality and completion of course requirements, the student may be asked to withdraw or take an incomplete.

Professional conduct is expected of all students during classes, conferences, and in clinical. Please participate in the conference and give attention to those speaking. It is considered unprofessional to read, talk, or do homework during a presentation. To facilitate learning of all students, it is recommended that babies and young children are not brought to classes, conferences, or meetings. Their presence may interfere with learning and be harmful to them due to contagious illnesses. If emergency circumstances necessitate bringing them to classes, conferences, or meetings, please leave the room immediately should they become disruptive.

B. Professional Organizations

Active participation in professional organizations is expected of all graduate nursing students. Each student is encouraged to actively participate in the national and state nurses associations, Sigma Theta Tau (nursing honor society), as well as other nursing organizations. Organization membership provides opportunities to discuss problems and solutions, impact policies and procedures, and explore resources for nursing and health care advancement. Organization membership provides a significant opportunity to network with professionals from other locations, educational backgrounds, work settings, and to make an impact on the profession.

C. Scholarly Works and Professionalism Conferences

The BYU sponsored Scholarly Works and Professionalism Conferences are considered to be a part of the curriculum and all students are encouraged to attend. Attendance at other conferences specific to the student’s clinical interests is encouraged.
Section VII
Student Related Policies

A. Equal Opportunity Office

Brigham Young University does not allow unlawful discrimination based on race, color, national origin, religion, sex, age, veteran status, or disability in the academic or employment setting. This includes unlawful sexual harassment, which is a violation of university standards as well as state and federal laws and may be considered grounds for discipline. Persons who believe they have been unlawfully discriminated against or unlawfully sexually harassed should contact the Equal Opportunity Office, A-289 ASB, Provo, UT 84602-1220, (801) 422-6878.

B. Confidentiality of Records Policy (FERPA)

The policy of Brigham Young University concerning confidentiality of student academic records reflects a reasonable balance between the obligation of the University for the instruction and welfare of the student and the University’s responsibility to society. The University makes every effort to maintain student academic records in confidence by withholding information from individuals who are not authorized to receive it. Faculty and administrative officers who have a legitimate need to use student’s records will be allowed access to such records as needed without prior permission from the student. The Confidentiality of records Policy (FERPA) is detailed in the University Handbook and at the following website:

https://registrar.byu.edu/registrar/records/ferpa.php

C. Sexual Misconduct Policy

General Policy Statement

Brigham Young University is committed to promoting and maintaining a safe and respectful environment for the campus community. The university will not tolerate sexual harassment, sexual violence, domestic violence, dating violence, or stalking (collectively “Sexual Misconduct”) perpetrated by or against any university students, university employees, participants in university programs and activities, or visitors to its campus. This policy prohibits Sexual Misconduct by university employees (which include all faculty, staff, and administrative employees) and students, whether the behavior occurs on or off campus. This policy also prohibits Sexual Misconduct by or against visitors to the university (such as independent contractors, vendors, visiting lecturers, and visiting student-athletes).
The university will take immediate and appropriate steps to stop Sexual Misconduct, prevent its recurrence, and address its effects. Any person who violates this policy may be subject to discipline up to and including termination of employment, suspension, dismissal, and a ban from campus, depending on the circumstances and the severity of the violation and the violator’s status as an employee, student, or visitor.

The university will work to prevent Sexual Misconduct and address reports of Sexual Misconduct by

- educating members of the campus community about this policy and applicable laws;
- promptly addressing and resolving reports of Sexual Misconduct in accordance with this policy;
- protecting the rights of all parties involved in a complaint; and
- imposing appropriate discipline against those who have engaged in Sexual Misconduct.

Individuals should seek to resolve incidents of Sexual Misconduct by following the procedures set forth in Section IV of this policy.

**Prohibited Conduct**

As required by Title IX of the Education Amendments of 1972 and Title VII of the Civil Rights Act of 1964, the university prohibits sex discrimination in its educational programs or activities, admission, and employment. See Nondiscrimination and Equal Opportunity Policy. Under certain circumstances, Sexual Misconduct may constitute sex discrimination. Sexual Misconduct prohibited under this policy includes a range of unwelcome sexual conduct, including verbal and physical sexual harassment, sexual assault, and other forms of sexual violence, each of which is a form of prohibited sex discrimination. Other criminal behavior, such as domestic violence, dating violence, and stalking, that is generally (though not exclusively) sex-based is also considered Sexual Misconduct under this policy. This policy does not address consensual sexual activity prohibited under the Church Educational System Honor Code or other kinds of sex discrimination of a non-sexual or non-criminal nature prohibited under the Nondiscrimination and Equal Opportunity Policy.

**A. Sexual Harassment**

Sexual harassment is unwelcome conduct of a sexual nature and can include unwelcome sexual advances, requests for sexual favors, and other conduct of a sexual nature whether verbal, nonverbal, or physical. Conduct is unwelcome if the individual toward whom it is directed did not request or invite it and regarded the conduct as undesirable or offensive. A wide variety of sexual conduct may constitute sexual harassment. Examples of sexual harassment include, but are not limited to, the following:

- Sexually suggestive or offensive joking, flirting, or comments
- Unwelcome and intentional touching
- Sexually oriented verbal abuse
- Sexually oriented comments about an individual's body
• Displaying objects or pictures that are sexual in nature
• Sending sexually explicit or offensive text messages or other communications

Sexual harassment of any kind is contrary to the teachings of The Church of Jesus Christ of Latter-day Saints and the Church Educational System Honor Code, and is considered to be Sexual Misconduct prohibited under this policy.

Sexual harassment directed at employees or students of the university is also a form of sex discrimination which may be prohibited by Title VII of the Civil Rights Act of 1964 (prohibiting unlawful discrimination, including sex discrimination, in employment) and Title IX of the Educational Amendments of 1972 (prohibiting sex discrimination in federally-funded education programs and activities). Sexual harassment prohibited by these laws generally falls within one of two categories:

Quid pro quo sexual harassment—when submission to or rejection of the unwelcome sexual conduct is used as a basis for employment decisions affecting an employee, or when a teacher or other employee conditions an educational decision or benefit on a student’s submission to unwelcome sexual conduct.

Hostile environment sexual harassment—when the unwelcome sexual conduct is so severe or pervasive that it alters the conditions of an employee’s employment and creates a hostile, intimidating, or abusive working environment or it denies or limits a student’s or employee’s ability to participate in or benefit from the university’s programs or activities.

To avoid the possibility or appearance of quid pro quo sexual harassment, employees and students should avoid dating, romantic, or amorous relationships where a power differential exists. Examples of such relationships include, but are not limited to, a professor or teaching assistant involved in a relationship with his or her student, or a supervisor involved in a relationship with a subordinate employee. If such a relationship exists, it must be approved by both parties with the appropriate supervisor(s), who should document the disclosure of the relationship and confirm with the parties that the relationship is voluntary and not unwelcome to either party. As a general rule, dating, romantic, or amorous relationships should not be entered into or continued while one individual in the relationship has the power to either reward or penalize the other in work or in school.

Sexual harassment that creates a hostile environment is more common than quid pro quo harassment, but it is more difficult to identify. In order for harassment to be sufficiently severe or pervasive to create a hostile environment, the employee or student must subjectively consider the environment to be hostile or abusive and the conduct would also have to be objectively offensive, that is, reasonable people in the employee or student’s position would also find the conduct to be offensive, considering all the circumstances.

The fact that someone did not intend to sexually harass an individual is generally not a defense to a complaint of sexual harassment. In most cases, determining whether the behavior has created a hostile environment depends on the effect the behavior has on the victim (including its effect on an employee’s job performance or a student’s education) and the surrounding circumstances.
(such as the type, frequency, and duration of the conduct; the relationship between the alleged perpetrator and victim; the number of people involved in the conduct; and the location and context of the incidents). Unwelcome sexual conduct that is mildly offensive and isolated, incidental, or sporadic does not rise to the level of unlawful sexual harassment under Title IX or Title VII, even though it may still be considered sexual harassment in violation of this policy and the Church Educational System Honor Code.

**B. Sexual Violence, Domestic Violence, Dating Violence, and Stalking**

Sexual violence is a form of sexual harassment and refers to physical sexual acts perpetrated against a person who has not consented or who is incapable of giving consent. Consent is a voluntary agreement to engage in sexual activity and is determined by all the relevant facts and circumstances. Consent cannot be given by someone who is incapacitated for any reason (i.e., because of the victim’s age, disability, unconsciousness, or use of drugs or alcohol). Additionally, consent cannot be implied by silence, the absence of resistance, or past consent with the same or another person. Even if a person has given his or her consent to engage in sexual activity, consent to engage in further sexual activity can be withdrawn at any time. Consent is invalid where it is given under coercion, force, or threats.

Examples of sexual violence include, but are not limited to, rape, sexual assault, sexual battery, and sexual abuse. Such acts of sexual violence, in addition to being criminal offenses prohibited under the Utah Criminal Code, also constitute Sexual Misconduct prohibited under this policy. A single act of sexual violence (e.g., rape) may be sufficiently severe to create a hostile environment.

Domestic violence, dating violence, and stalking are likewise criminal offenses under the Utah Criminal Code and are also considered Sexual Misconduct prohibited under this policy, even when the criminal behavior is not specifically sexual in nature.

Domestic violence is a violent crime committed by a current or former spouse or intimate partner (or someone similarly situated) or any other person against a victim who is protected from that person’s acts under state domestic or family violence laws. Dating violence is violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. Stalking is engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for his or her safety or the safety of others or to suffer substantial emotional distress.

**Reporting Incidents**

**A. Duty to Report**

Some university employees have a duty under this policy to report Sexual Misconduct. Even so, all persons are encouraged to and may voluntarily report incidents of Sexual Misconduct to the Title IX Coordinator. State law imposes additional reporting obligations related to sexual abuse of a child. Victims of Sexual Misconduct are strongly encouraged to report incidents of Sexual Misconduct.
1. Responsible Employees

A dean, director, department chair, professor, coach, University Police officer, or any other university employee in a managerial or supervisory role (“Responsible Employee”) who becomes aware of or reasonably suspects any incidents of Sexual Misconduct must promptly report all relevant information to the Title IX Coordinator. A Responsible Employee who receives a report of Sexual Misconduct should inform the reporting individual that the employee must report the incident, and the employee should then promptly make the report to the Title IX Coordinator. Responsible Employees with information regarding an incident of Sexual Misconduct who fail to report relevant information or to cooperate in an investigation may be subject to disciplinary action.

The only exceptions to the reporting obligation for Responsible Employees are those situations in which the Responsible Employee received the information as part of a confidential communication in the context of a professional or otherwise privileged relationship (i.e., the Responsible Employee was the reporting person’s healthcare provider, therapist, lawyer, ecclesiastical leader, or spouse).

2. Child Abuse Reporters

Any person who has reason to believe that a child (anyone under 18 years old) has been subjected to sexual violence or other forms of abuse or neglect, or who observes a child being subjected to conditions or circumstances which would reasonably result in such abuse or neglect, must report the situation to the nearest peace officer, law enforcement agency, or applicable office of the state Division of Child and Family Services, as required by state law and the university’s Child Protection Policy.

3. Campus Security Authorities

A university employee who has been designated as a Campus Security Authority (“CSA”) and who receives a report of Sexual Misconduct must relay statistical information about incidents of sexual assault, dating violence, domestic violence, and stalking to University Police. CSAs are persons who have responsibility for campus security or who have significant responsibility for student and campus activities. Such persons include, but are not limited to, security staff, vice presidents, athletic directors, coaches, deans, directors, managers, Honor Code Office staff, and Residence Life hall advisors. Federal law requires that the university prepare and distribute an annual security report containing statistics for certain crimes that were reported to CSAs. The university must also issue timely warnings about crimes that pose a threat to students and employees.

4. Victims of Sexual Misconduct

In order to protect their own and others’ safety, individuals who believe they have been subjected to Sexual Misconduct should make a report even if they have simultaneously been involved in other violations of university policy, such as use of alcohol or drugs. Violations of university
policy or the Church Educational System Honor Code do not make a victim at fault for sexual violence or other forms of Sexual Misconduct and will be addressed separately from the Sexual Misconduct allegation.

Individuals who believe they have been victims of sexual harassment may seek to resolve the issue privately under the informal resolution provisions of this policy or may report the issue under the formal resolution provisions provided herein. Individuals who believe they have been victims of sexual violence, or those who have suffered severe or pervasive sexual harassment creating a hostile environment, should always come forward and make a report under the formal resolution provisions.

**B. Where to Report**

Sexual Misconduct should be reported to the Title IX Coordinator, 1085 WSC, 801-422-8692, t9coordinator@byu.edu. The names, office addresses, and telephone numbers of the Title IX Coordinator and the deputy coordinators are also posted on the university’s Title IX website at titleix.byu.edu/contact-us. In addition, individuals may submit reports, including anonymous reports, through EthicsPoint, the university’s 24-hour hotline provider, by telephone at 888-238-1062, or by submitting information online at https://secure.ethicspoint.com/domain/en/default_reporter.asp. A report of Sexual Misconduct (“Report”) can be made verbally or in writing.

The Title IX Coordinator oversees all Title IX complaints and investigations and coordinates the university’s response to sex discrimination. The remainder of this policy outlines various responsibilities of the Title IX Coordinator.

If a Report involves potentially criminal acts (i.e., rape, acquaintance rape, domestic violence, dating violence, sexual assault, or stalking), the alleged victim should be informed in writing that he or she also has the option to make a formal criminal complaint by reporting the incident to the University Police at 801-422-2222 or local police by calling 9-1-1. Alleged victims also have the option to decline to notify law enforcement authorities or to be assisted by Responsible Employees in notifying such authorities. The University Police will notify the Title IX Coordinator of all such reports received.

Inquiries concerning Title IX and unlawful sex discrimination may be referred to the university’s Title IX Coordinator or the Equal Opportunity Manager. The Office for Civil Rights within the U.S. Department of Education (OCR) investigates claims of unlawful sex discrimination, including sexual harassment and sexual violence, in the university’s educational programs and activities. The OCR may be contacted by email at ocr@ed.gov or through its website at http://www2.ed.gov/about/offices/list/ocr/index.html. The U.S. Equal Employment Opportunity Commission (EEOC) investigates claims of unlawful employment discrimination, including sexual harassment and sexual violence, in the workplace. The EEOC may be contacted by telephone at 800-669-4000 or through its website at http://eeoc.gov/employees/charge.cfm.

**C. Other Procedures and Services for Victims**
A student or employee who reports to the university that he or she has been a victim of dating violence, domestic violence, sexual assault, or stalking—even if the offense occurred off campus—will be provided with a written explanation of victims’ rights and options as follows:

1. Procedures victims should follow, including information about preserving evidence, reporting the offense, and obtaining protective orders
2. Information about how confidentiality will be protected
3. Existing counseling, health, mental health, victim advocacy, legal assistance, student financial aid, and other services available for victims, both within the university and in the community
4. Options for, available assistance in, and how to request changes to academic, living, transportation, and working situations or protective measures
5. Procedures for institutional disciplinary action in cases of alleged dating violence, domestic violence, sexual assault, or stalking
6. Possible sanctions or protective measures the university may impose following a final determination of an institutional disciplinary procedure

In situations where criminal conduct is involved or personal safety is a concern, it is important that victims of Sexual Misconduct preserve evidence as necessary to prove the crime or secure a protective order through the court system. Victims may choose to seek medical treatment in order to preserve evidence, treat injuries, or prevent sexually transmitted diseases. It is also possible to get a rape kit or find a Sexual Assault Nurse Examiner (SANE) through law enforcement or local hospitals. Health care services are available at local hospitals as well as the on-campus Student Health Center, 1750 Wymount Terrace, Provo, Utah, 801-422-2771.

Counseling, advocacy, and support are available to victims whether or not they choose to make an official Report. Victims can make confidential disclosures to BYU Counseling and Psychological Services, 801-422-3035, 1500 Wilkinson Student Center. Victims can also receive advocacy and support from BYU Women’s Services and Resources, 801-422-4877, 3326 Wilkinson Student Center. Additional resources are available to provide ongoing support during the institutional disciplinary or criminal process.

The university will provide written notification to students and employees about existing counseling, health, mental health, victim advocacy, legal assistance, student financial aid, and other services available for victims, both within the institution and in the community. Such information will be made available through various university communications and on the university’s Title IX website at https://titleix.byu.edu/campus-resources.

D. Complaint and Activity Log

The university’s Title IX Coordinator will maintain a confidential log of Title IX complaints and activity. To the extent that other campus departments receive complaints of Sexual Misconduct, are involved with complaint investigations, or conduct any part of the resolution proceedings, they should promptly report this activity to the Title IX Coordinator for entry into the confidential log, even if the complaints are resolved without the involvement of the Title IX Coordinator.
E. Retaliation

Retaliation or intimidation against an individual who has made a Report or provided information in connection with an investigation of Sexual Misconduct is strictly prohibited. Retaliation is any adverse action taken against an individual because he or she has engaged in a legally protected action opposing Sexual Misconduct or participating in a Sexual Misconduct proceeding if the adverse action is reasonably likely to deter the person or others from pursuing their rights. Similarly, intimidation is any adverse action or threat of action reasonably likely to prevent or dissuade an individual from making a Report or providing information in connection with a Sexual Misconduct investigation. Individuals who participate in a Sexual Misconduct investigation should be advised that university policy and federal law prohibit retaliation against them or against individuals closely associated with them and should be assured that the university will take steps to prevent retaliation and will take strong responsive action to any act of retaliation of which it becomes aware. See Nondiscrimination and Equal Opportunity Policy. An individual who feels that he or she has been subjected to retaliation should report the incident to the Title IX Coordinator or the Equal Opportunity Manager.

Complaint Resolution Procedures

The following procedures are designed to provide for the prompt and equitable investigation and resolution of reports of Sexual Misconduct perpetrated by or against university employees, students, or campus visitors. These procedures will include a prompt, fair, and impartial process from the initial investigation to the final result. Additionally, these procedures will be conducted by officials who do not have a conflict of interest or bias for or against the parties and who receive annual training on the issues related to domestic violence, dating violence, sexual assault, and stalking and how to conduct an investigation and hearing process that protects the safety of victims and promotes accountability.

A. Informal Resolution

Whenever it is reasonably possible and safe to do so, an individual who believes he or she has been subjected to Sexual Misconduct (“Complainant”) may attempt to resolve the issue privately and constructively with the person responsible for the alleged misconduct (“Respondent”). However, an attempt at informal resolution is not required and is not appropriate, even on a voluntary basis, in instances of sexual violence or other criminal behavior, or when sexual harassment is severe or has become pervasive.

The goal of informal resolution is to conclude the matter to the satisfaction of both parties quickly and confidentially. Either party may enlist the assistance of the Title IX Coordinator or the Equal Opportunity Manager in this effort. If satisfactory resolution is not reached after such informal efforts, or if the Complainant believes informal resolution is not possible or may be unsafe, he or she may forego the informal resolution process or discontinue it at any time and address the concern using the formal resolution process described below.
B. Formal Resolution

The formal resolution process may be initiated by submitting a Report to the Title IX Coordinator. Anyone can submit a Report under this policy; however, the submission of such a Report does not prevent the Complainant from subsequently pursuing informal resolution with the Respondent in appropriate circumstances.

1. Selection of the Investigator

Upon receiving a Report, the Title IX Coordinator will select a qualified employee to promptly investigate the allegations in the Report (“Investigator”). Generally, the Assistant to the Associate Deans of Students will serve as the Investigator for allegations against a student or against a campus visitor if the alleged victim is a student. The Equal Opportunity Manager will generally serve as the Investigator for allegations against university employees, including student employees unless the alleged misconduct occurred outside the student employment context. The Equal Opportunity Manager will also generally serve as the Investigator for allegations against visitors to campus if the alleged victim is a university employee or another visitor to campus. The Title IX Coordinator will consider any conflicts of interest, time constraints, or other relevant factors in selecting an Investigator.

The Complainant and the Respondent may each raise issues regarding bias or a potential conflict of interest of investigators or others involved in the resolution process by contacting the Title IX coordinator.

2. Confidentiality

Given the sensitive nature of Sexual Misconduct allegations and the potential for damage to the parties’ personal reputations, all Reports will be investigated as confidentially as reasonably possible. All participants in the investigation—including the Complainant, the Respondent, the Investigator, and individuals interviewed by the Investigator—should keep the allegations and proceedings confidential, and should provide information only to those university and governmental employees who are authorized to investigate the Report or who otherwise have a legitimate need to know. Records kept by the university relating to Sexual Misconduct allegations are not publicly available, but in the event that the university is required to make any such records publicly available, any identifying information about the Complainant will be excluded, to the extent permissible by law, to protect the Complainant’s confidentiality. Federal law requires the university to publicly disclose statistics about reported incidents of sexual assault, domestic violence, dating violence, and stalking; however, no personally-identifiable information is maintained or published for purposes of such reporting.

Notwithstanding the foregoing confidentiality provisions, Complainants and any witnesses who participate in an investigation of Sexual Misconduct should be advised that their confidentiality will be preserved only to the extent it does not interfere with the university's ability to investigate the Report and take corrective action, and that if the investigation results in litigation, the university may be legally required to disclose any information it has received.
If a Complainant requests that his or her identity be kept confidential or asks the university not to pursue an investigation, the Complainant should be notified that (1) the university’s ability to investigate and respond to the Report may be limited by such a request, and (2) under some circumstances the university may not be able to honor such a request. The university will take all reasonable steps to investigate and respond to a Report consistent with the Complainant’s request for confidentiality. However, without conducting a full investigation or disclosing the full nature of the Report (including its source) to the Respondent, the university may be unable to impose any discipline, and its corrective actions might be limited to informing the Respondent that allegations of discriminatory behavior have been made against him or her, preserving a record of the discrimination allegation in the Respondent’s employment or student disciplinary file, and pursuing other steps to limit the effects of the alleged harassment and prevent its recurrence, such as training or surveys in the affected area or department. Complainants who desire complete confidentiality may be advised that they can address their confidential concerns to ecclesiastical leaders, mental or physical health providers, or their own legal counsel.

The Complainant should also be advised that the university may not be able to honor a request for confidentiality or to forego an investigation if such a request would prevent the university from meeting its responsibility to provide students and employees with a safe and nondiscriminatory environment and its corresponding obligations to provide a thorough and impartial investigation and a prompt and equitable resolution of the Report. The Investigator, in consultation with the Title IX Coordinator, is responsible for evaluating requests for confidentiality or to forego an investigation.

The Investigator will consider the following factors in determining whether to disclose the identity of a Complainant or pursue an investigation contrary to the Complainant’s request:

- the seriousness of the alleged Sexual Misconduct
- the age or maturity of the Complainant
- the existence of any previous accusations against the alleged violator
- the existence of independent evidence to substantiate the allegations
- in the case of accusations against a student, the rights of the student under the Access to Student Records Policy and Procedures and corresponding federal and state privacy laws or laws mandating disclosure

If the Investigator determines he or she cannot honor a Complainant’s request for confidentiality or a Complainant’s request to forego an investigation, the Investigator will inform the Complainant prior to commencing an investigation.

3. Preliminary Assessment

Upon receiving a Report of Sexual Misconduct, the Title IX Coordinator and the Investigator will promptly perform a preliminary assessment based on the facts reported to determine whether they provide reasonable cause to believe a violation of this policy may have occurred. If there is no reasonable cause to believe a violation occurred, no further action will be taken and the
Complainant will be informed that his or her Report has been considered and will not be investigated. If reasonable cause is found, an investigation will proceed as provided below.

4. Interim Measures

Based on any information acquired in the course of the preliminary assessment or investigation, the Title IX Coordinator or Investigator may recommend that interim measures be taken to protect the Complainant or others from further acts of Sexual Misconduct or retaliation while the investigation is still pending. This recommendation should be submitted to the office or individual within the university administration authorized to implement the recommendation. If requested and available, interim measures will be provided whether or not a victim of Sexual Misconduct chooses to report the crime to campus police or local law enforcement. The university will provide written notification to victims about options for, available assistance in, and how to request changes to academic, living, transportation, and working situations or other protective measures. In situations deemed to be extreme or dangerous, the office or individual within the university administration authorized to impose discipline on the Respondent (the “Responsible Administrator”) may take interim disciplinary action against the Respondent, up to and including a temporary suspension and ban from campus; in such cases both parties will receive simultaneous written notification. Other remedial interim measures may also be appropriate, such as special training in the affected department or area, or the dissemination of information about how to report Sexual Misconduct. The nature of any interim measures granted to a victim will be kept confidential to the extent reasonably possible.

5. The Complainant’s Written Complaint, Supporting Documentation, and Evidence

If a Complainant has not already submitted a sufficient written statement in connection with the initial Report, the Investigator will invite the Complainant to prepare and sign a written statement of the facts involved (“Complaint”). The Complaint should clearly and concisely describe the incident(s), including when and where the alleged Sexual Misconduct occurred. The Complaint may also include an explanation as to why the Complainant believes the Respondent’s behavior was unlawful or in violation of university policy, corroborating facts and evidence, the names of other individuals who may have information relevant to the Complaint, other materials or evidence in support of the Complaint, and a proposal for an appropriate resolution. The Complaint may not exceed ten pages in length, exclusive of attached documents and supporting materials, and must be submitted within five business days of the Investigator’s request. Based on the Complainant’s written and oral statements, the Investigator will prepare a written summary of the allegations (“Summary”).

The Investigator will ask the Complainant to review the Summary, make any necessary corrections, and affirm it with a signature. If the Complainant refuses to sign the Summary of the allegations, the Investigator may either (a) note that the allegations have been withdrawn and terminate the investigation, or (b) note that the Complainant has refused to sign the Summary of the allegations, but that the investigation will nevertheless proceed to determine what occurred and to protect the university’s interest in maintaining an environment free from sex discrimination.
A copy of the Summary will be provided to the Respondent at a point in the investigation when the Investigator deems it advisable. The Investigator, in consultation with the Title IX Coordinator, may redact the Summary copy before providing it to the Respondent to protect the identity or safety of the Complainant or any witnesses or for any other reason as the Investigator deems advisable.

6. The Respondent’s Written Response, Supporting Documentation, and Evidence

The Respondent may prepare and submit a signed written statement in response to the Summary of allegations (“Response”). The Response should indicate whether the Respondent admits or denies the allegations in the Summary and should provide any exculpatory facts or evidence, including the names of other individuals who may have information relevant to the allegations and other materials in response to the Summary. The Response may also include an explanation as to why the Respondent believes any admitted conduct was lawful or was not in violation of university policy and whether any resolution proposed by the Complainant is or is not appropriate.

The Response may not exceed ten pages in length, exclusive of attached documents and supporting materials, and must be submitted within five business days of delivery of the Summary to the Respondent. While reasonable efforts will be made to communicate with the Respondent, delivery occurs when the university sends the Summary to the email and residential address of the Respondent that is on file with the university.

If the Respondent submits a Response, a copy of the Response will be provided to the Complainant at a point in the investigation when the Investigator deems it advisable. The Investigator may redact the Response copy before providing it to the Complainant to protect the identity or safety of any witnesses or for any other reason as the Investigator deems advisable.

7. Concurrent Investigations or Processes

An investigation conducted under these procedures will be conducted independent of any associated criminal investigation or any other university investigation or procedures. If the university determines the issues raised in this investigation may be relevant to its determination in another non-criminal investigation or another process that is simultaneously pending at the university, it may direct that the other investigation or process be suspended until this investigation and any appeals or administrative reviews are concluded. However, an investigation under these procedures will not be suspended pending the conclusion of a criminal investigation or any other investigation, though the fact-finding portion of the investigation may be delayed temporarily while the police are gathering evidence. While the findings and conclusions of one investigation will not determine the outcome of any other, any evidence or findings developed in any university or non-university investigation may be shared with and considered in any other university investigation.
8. Cooperation with University Investigations

Employees or students who fail to cooperate in the investigation, including those who knowingly or recklessly misrepresent any facts or who withhold pertinent information, may be subject to disciplinary action up to and including suspension or dismissal from the university or termination of university employment. The knowing or reckless reporting of false charges of Sexual Misconduct will be treated as a material breach of the Church Educational System Honor Code, subjecting the individual making the false accusations to similar disciplinary action.

9. Support Person

Only the Complainant and Respondent are permitted to participate in the formal resolution process; however, each party may be accompanied by one support person. Attorneys for the parties may not attend proceedings as the support person unless the Summary includes allegations of dating violence, domestic violence, sexual assault, or stalking. A party’s support person may attend for purposes of observation but will not be permitted to participate in any employee or student interview, meeting, or other proceeding that may take place under these procedures. A support person may be immediately excluded from the proceedings if he or she attempts to intervene or participate in any way.

10. The Investigation

The investigation should be thorough, prompt, adequate, reliable, and impartial. The university will, in good faith, attempt to conclude the investigation and resolution within sixty calendar days of the Title IX Coordinator receiving the Report. If, as a result of the complexity of the case, unavailability of witnesses, or other extenuating facts and circumstances, the investigation cannot reasonably be concluded within the sixty-day period, the Complainant and the Respondent will be provided with written notice of the delay and the reason for the delay. During the investigation, the Investigator will consider the Complaint and Response, conduct interviews, and review any other documents or evidence submitted by the parties or discovered during the investigation. An investigation under these procedures is an internal university employment or student disciplinary matter.

At any time during the investigation, either of the parties or the Investigator may propose a resolution of the matter. If both the Complainant and the Respondent are satisfied with this proposed resolution, and if the Investigator, the Title IX Coordinator, and the Responsible Administrator are also satisfied that the university’s interests are protected, the matter may be resolved as proposed.

At the conclusion of the investigation, the Investigator will determine, based on the preponderance of the evidence (i.e., whether it is more likely than not), whether the Respondent has in fact engaged in Sexual Misconduct or other behavior in violation of university policy. The Investigator will promptly communicate findings and a recommendation of appropriate resolution, including any disciplinary sanctions, to the Responsible Administrator, and may provide the Responsible Administrator with a report of findings describing the evidence and reasoning supporting the Investigator’s findings and recommendation.
11. Resolution and Disciplinary Sanctions

Upon receiving the Investigator’s findings and recommendations, the Responsible Administrator will promptly determine the resolution of the allegations of Sexual Misconduct, including the imposition of any disciplinary sanctions, as provided in the applicable disciplinary policy. The Responsible Administrator may consult with the Investigator and Title IX Coordinator in making this determination. Any person found in violation of this policy may be subject to discipline as described below, depending on the circumstances and the severity of the violation.

The Responsible Administrator(s) and the applicable disciplinary policy will be determined as follows:

- The Responsible Administrators for allegations of Sexual Misconduct against a faculty member are the faculty member’s dean and chair or director, who shall administer any discipline consistent with the Faculty Discipline and Termination Policy. Possible sanctions include verbal counseling, written warning, probation, reassignment, demotion, reduction in pay, suspension, termination of faculty employment, and a ban from campus. If the dean and the chair or director conclude there may be adequate cause for involuntary termination of the faculty member’s employment, the Academic Vice President will be consulted and must give final approval for the termination.

- The Responsible Administrator for allegations of Sexual Misconduct against a non-faculty employee is the director over the employee’s area, who shall administer any discipline in consultation with the Manager of Employee Relations and consistent with the Administrative and Staff Employee Discipline Policy and Procedures. Possible sanctions include verbal counseling, written warning, probation, reassignment, transfer, demotion, reduction in pay, suspension, termination of employment, and a ban from campus.

- The Responsible Administrator for allegations of Sexual Misconduct against a student is the Honor Code Office, which shall administer any discipline consistent with the Honor Code Investigation and Administrative Review Process. Possible sanctions include counsel and education, referral (to a responsible person or agency—e.g., reconciliation process), warning, probation, suspension withheld, short suspension, suspension, dismissal, and a ban from campus. If the student is also an employee of the university, the Investigator will provide a copy of the findings and recommendation to the student employee’s manager, who will administer any discipline affecting the student’s employment status in consultation with the Manager of Employee Relations and consistent with the Administrative and Staff Employee Discipline Policy and Procedures. Possible sanctions include those identified above for other non-faculty employees.

- The Responsible Administrators for allegations of Sexual Misconduct against a visitor to campus who is neither a student nor an employee of the university are the vice president over the university unit that originally invited the visitor to campus, or the vice president’s designee, and, if a violation is found, the University Banning Committee. If the visitor was not invited to campus, the Responsible Administrator is the University
Banning Committee. Possible sanctions include banning the visitor from all or a part of the university campus.

The resolution shall include, in addition to any discipline imposed, reasonable steps designed to correct any discriminatory effects on the Complainant and on others who may have been affected, and to prevent the recurrence of any discriminatory or otherwise inappropriate actions. Possible protective measures that may be imposed following the investigation include the following: making interim measures permanent, offering remedies and accommodations to the Complainant, implementing changes in programs or activities, or providing training for the campus community or specific groups or individuals.

The Responsible Administrator will communicate the outcome of the investigation and resolution, including any sanctions, and the university’s procedures to appeal the results in writing to both the Complainant and the Respondent simultaneously (“Outcome Notice”). However, the Responsible Administrator may choose not to disclose the discipline imposed by the resolution, and will not disclose the discipline imposed on a student except under one of the following circumstances:

- the discipline directly affects the other party—such as when the student is ordered to stay away from the other party, is transferred to another job, worksite, class, or residence hall, or is suspended or dismissed from the university;
- the Complainant alleged Sexual Misconduct involving a crime of violence or a non-forcible sex offense; or
- the student gives his or her written permission to disclose the discipline.

The university may also report findings of criminal misconduct to the police and may report criminal or other serious misconduct to an individual’s ecclesiastical leaders as it deems appropriate in its absolute discretion.

12. Review of Outcome

A party who remains unsatisfied with the outcome may request an administrative review or appeal of the investigation outcome and resolution (“Review”). The Complainant or Respondent must request a Review within five business days of delivery of the Outcome Notice to the parties. A request for Review may not exceed five pages in length. The party requesting a Review must identify at least one of the following grounds in requesting the Review:

- The outcome of the investigation is clearly contrary to the preponderance of the evidence.
- A procedural error significantly impacted the outcome of the investigation (e.g., a substantiated bias or material deviation from these procedures).
- New evidence, unavailable to the party during the original investigation, has been discovered that could substantially impact the original outcome. This new evidence and an explanation of its potential impact must be included in the request for review.
- The discipline imposed is substantially disproportionate to the severity of the violation (i.e., too severe or not severe enough).
• The non-disciplinary aspects of the resolution are not reasonably designed to correct the discriminatory effects on the Complainant and on others who may have been affected or to prevent the recurrence of further discriminatory or otherwise inappropriate actions.

Except as otherwise specified in the applicable university policy or procedure, the final resolution of the Responsible Administrator will be affirmed unless the party seeking Review demonstrates, by clear and convincing evidence, that one or more of these conditions has been met.

Any Review should be initiated and conducted pursuant to the applicable university policy or procedure, as follows:

• A faculty member who is dissatisfied with a final resolution may initiate a grievance or file an appeal pursuant to the Faculty Grievance Policy. A faculty member may appeal a resolution resulting in the involuntary termination of his or her employment pursuant to the Faculty Discipline and Termination Policy.
• Administrative and staff employees who are dissatisfied with the final resolution that results in disciplinary sanctions against them may submit a grievance pursuant to the Administrative and Staff Employee Grievance Policy. Full-time administrative and staff employees may seek an administrative review of a resolution resulting in the termination of their employment under the same policy.
• When the resolution includes disciplinary sanctions affecting a student’s Honor Code standing, the student may seek a review pursuant to the Honor Code Investigation and Administrative Review Process.

In situations where there is no other university policy or procedure that applies, (e.g., for administrative or staff employee Complainants or student Complainants who are dissatisfied with the final resolution), the Complainant may petition the immediate supervisor of the Responsible Administrator who determined the resolution for a Review.

In all cases where a Review is requested, the individual conducting the Review (“Reviewer”) will provide a copy of the Review petition to the party not requesting Review and invite him or her to submit a written response within five business days of receiving the Review petition. The Reviewer will evaluate the Review petition, any response submitted by the other party, and the documentary record of the investigation and resolution process. Within thirty calendar days of receiving the parties’ submissions or lapse of time to respond, the Reviewer will provide the parties with a written determination as to whether the party requesting Review has met his or her burden of demonstrating, by clear and convincing evidence, that one or more of the grounds for Review identified above is present.

In any Review, the Reviewer should consult with the Investigator and/or the Title IX Coordinator prior to issuing a decision on the Review.
C. Exhaustion of Remedies

A student or employee may not initiate civil litigation or civil administrative remedies against the university or its employees, agents, officers, or trustees until all the remedies provided by these procedures have been exhausted.

D. Waiver of Claims

Failure to submit a Complaint or to pursue a Review or other administrative review or appeal within the stated deadlines or to exhaust the remedies provided by these procedures within the time provided will constitute a waiver of the student’s or employee’s right to pursue any claim against the university in the matter, unless the right to pursue a statutory claim is preserved by law or the university waives this clause in writing.

Training

The university will seek to make all employees and students familiar with the contents of this policy. All administrators, deans, chairs, directors, managers, and supervisors are responsible to ensure that employees within their areas of stewardship are properly trained on their obligations under this policy and applicable laws.

The Title IX Coordinator will develop and oversee training and education programs to promote the awareness of rape, acquaintance rape, domestic violence, dating violence, sexual assault, and stalking. The Equal Opportunity Manager may assist in fulfilling that responsibility. All training sessions and participants should be documented, and those records should be provided to the Title IX Coordinator. Such training and education shall consist of at least the following:

1. Primary prevention and awareness programs for all incoming students and new employees, and ongoing prevention and awareness campaigns for continuing students and employees, including at least the following information:
   a. A clear statement that the university prohibits domestic violence, dating violence, sexual assault, and stalking, and definitions for these offenses under the Utah Criminal Code.
   b. The definition of consent under the Utah Criminal Code.
   c. Safe and positive options for bystander intervention that may be carried out by an individual to prevent harm or intervene when there is a risk of one of the offenses listed in subsection (a) against another person.
   d. Information on risk reduction to recognize warning signs of abusive behavior and how to avoid potential attacks.
   e. Information about this policy, including
      i. information about discipline the university may impose for Sexual Misconduct;
      ii. procedures for victims of Sexual Misconduct to follow, including written information about the importance of preserving evidence and reporting offenses to the university and law enforcement authorities;
      iii. procedures for institutional disciplinary actions; and
iv. information about preserving victim confidentiality.

f. Written notification to students and employees about existing counseling, health, mental health, victim advocacy, legal assistance, visa and immigration assistance, student financial aid, and other services available to victims of Sexual Misconduct both on campus and in the community.

g. Written notification of victims about their options for, and available assistance in, changing academic, living, transportation, and working situations or protective measures.

2. Annual training for the Title IX Coordinator, Deputy Title IX Coordinators, Investigators and Responsible Administrators on issues related to domestic violence, dating violence, sexual assault, and stalking and how to conduct an investigation and hearing process that protects the safety of victims and promotes accountability.

D. Students with Disabilities

Brigham Young University is committed to providing a working and learning atmosphere which reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and the instructor by the Accessibility Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Opportunity Office at 422-5895, D-282 ASB and at: http://uac.byu.edu/index.php?option=com_ezine&Itemid=4219

E. Tuition and Fees

D-155 ASB
Provo, UT 84602-1128
(801) 422-4104
student_accounts@byu.edu

Tuition

Tuition and general fees for all academic programs are established annually by Brigham Young University’s Board of Trustees. BYU is owned and operated by the Church, and significant portions of university operating costs are paid with the tithes of Church members. In recognition of this support, Church members are assessed lower tuition fees than those who are not members. This practice is similar in principle to that of state universities charging higher tuition to nonresidents. Students are considered members of the Church if they have been baptized at any time during the semester or term (http://finserve.byu.edu/content/ tuition-and-general-fees).
**Full-time and Part-Time Tuition Assessment**

Students assessed full-time tuition pay a fixed rate of tuition; students assessed part-time tuition pay for the number of credit hours taken.

**Full-time:**
- 8.5 or more hours in a semester
- 4.5 or more hours in a term

**Part-time:**
- Fewer than 8.5 hours in a semester
- Fewer than 4.5 hours in a term

Note: A fraction of an hour is counted as a full hour for assessing fees.

**Auditing Courses**

The charge for auditing a course (attending class but not receiving a grade or credit) is the same as for taking the course for credit. Audited courses do not appear on the transcript.

**Refunds**

Students who officially discontinue from the university may receive a partial refund of tuition or fees. Details concerning discontinuance procedures and refund schedules are printed in the current class schedule.

**Tuition Schedule 2017–2018**

This schedule is for Graduate Studies (other than students in the Law School and Graduate School of Management)

<table>
<thead>
<tr>
<th>Per Semester (Fall or Winter)</th>
<th>Per Term (Spring or Summer)</th>
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</thead>
<tbody>
<tr>
<td>LDS</td>
<td>LDS</td>
</tr>
<tr>
<td>Non-LDS</td>
<td>Non-LDS</td>
</tr>
<tr>
<td>Full-time</td>
<td>Full-time Part-time</td>
</tr>
<tr>
<td>$3,440</td>
<td>Part-time (per credit hour)</td>
</tr>
<tr>
<td>$6,880</td>
<td>$1,720</td>
</tr>
<tr>
<td>Full-time Part-time</td>
<td></td>
</tr>
<tr>
<td>$405/credit</td>
<td>Part-time (per credit hour)</td>
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<tr>
<td></td>
<td>$405/credit</td>
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<tr>
<td>Part-time (per credit hour)</td>
<td></td>
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<tr>
<td>$810/credit</td>
<td>$810/credit</td>
</tr>
</tbody>
</table>

All students who register at BYU must pay their full tuition and fees (in U.S. Dollars) seven calendar days prior to the first day of class. Failure to pay by this date will result in holds being placed on the student’s account and will restrict the ability to add additional classes, unless the student has pending financial aid. Class registrations will be dropped if payment of tuition and
fees is not received by midnight of the day following the add deadline. Classes will generally not be dropped if adequate financial aid is pending. For payment options please see the following website: https://finserve.byu.edu/content/tuition-and-general-fees.

Questions regarding fee assessment should be addressed to Student Services (D-155 ASB). The university reserves the right to change tuition and fees without notice.

Class Fees

Some courses require a fee in addition to tuition, to be paid upon registration. See course listings.

Miscellaneous General Fees

The university assesses fees for a variety of services. The following apply specifically to graduate education:

Application Fee (Nonrefundable)

New applying student $50

Application to Resume Graduate Study (nonrefundable) $600

Graduate Minimum Registration Information

Graduate students must register for and complete with acceptable grades at least six semester hours during each academic year to avoid being dropped from graduate programs. Grades of E, D, UW, NS, or I are not acceptable, and home study and audits do not count. Students must register for at least two credit hours during any semester or term in which they use university facilities or consult with faculty; additionally, they must register for at least two credit hours during the semester or term in which they complete their degrees. Those who do not meet minimum registration requirements will be dropped from active status and must apply for readmission.

Special Examination Fee

Nonrefundable fee for each course challenged.................................................................$20

Thesis binding (up to three copies).................................................................................$75*

Electronic theses/dissertations (paper copies) determined by department

*Subject to change without notification

F. Credit Hour Equivalent

A credit hour is generally equivalent to:

1 credit hour of classroom study = 1 contact hour.
1 credit hour of laboratory/seminar = 2 contact hours
1 credit hour of clinical/internship = 3 contact hours
G. Grading Policies

Specific grading criteria is outlined in individual course syllabi. However, College of Nursing grading is broken down as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade</th>
<th>Grade</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95–100</td>
<td>C</td>
<td>73–76</td>
</tr>
<tr>
<td>A–</td>
<td>90–94</td>
<td>C–</td>
<td>70–72</td>
</tr>
<tr>
<td>B+</td>
<td>87–89</td>
<td>D+</td>
<td>67–69</td>
</tr>
<tr>
<td>B</td>
<td>83–86</td>
<td>D</td>
<td>63–66</td>
</tr>
<tr>
<td>B–</td>
<td>80–82</td>
<td>D–</td>
<td>60–62</td>
</tr>
<tr>
<td>C+</td>
<td>77–79</td>
<td>E</td>
<td>0–59</td>
</tr>
</tbody>
</table>

H. Student Services

Excellent housing facilities are available in campus dormitories or in off-campus apartments and rooming houses. Many student services are available such as student health, counseling services, cultural events, LDS Church Wards, financial aid, and advisement. The BYU General Catalog gives more details about these services and may be obtained by writing to Brigham Young University Bulletin, Provo, UT 84602

I. Student Orientation

Students will be notified of the time and place for the general orientation meeting, where they will be oriented to the University, College of Nursing, and Graduate Program.

J. Graduate Academic Grievance Policy

NOTE: The College of Nursing does not have departments. When the term “department chair” is used, the person this is referring to in the College of Nursing is Associate Dean for Graduate Studies and Scholarly Works and Contribution to the Discipline.

Despite the well-meaning efforts of students and faculty, there may be occasions when a graduate student feels that his or her work has been unfairly or inadequately evaluated. Usually such differences can be amicably resolved between the student and faculty member. The following procedures are designed to encourage satisfactory resolution of academic grievances with a minimum of formal procedure.

The grievance must be initiated by the graduate student no later than one year from the last day of the examination period of the semester in which the alleged unfair or inadequate evaluation occurred.
The graduate student should initially address the grievance to the involved faculty member for review and resolution. If for any reason the faculty member is unavailable or the student believes the matter will not be fairly dealt with or may result in retribution, the student may direct the grievance to the department chair. If there is no department chair, the grievance shall be directed to the graduate coordinator or other person designated by the dean of the college to consider such matters (hereinafter referred to as the department chair). The faculty member or department chair shall have the right to consult others regarding the matter as reasonable, with due regard for the graduate student’s right to privacy under the Family Educational Rights and Privacy Act.

If the grievance is originated with the faculty member and is not resolved satisfactorily, the student may submit a written request for review to the department chair. Decisions of the department chair, including matters originated with the department chair, shall be given in writing to both the student and the faculty member within 45 days of the student’s written request for review. If no further request for review is taken, as described in the following paragraph, the decision of the department chair will be implemented.

If the matter is not resolved to the student’s satisfaction by the department chair, the student may submit a written request for review to the dean of the college or school, outlining the grievance, explaining its disposition, and setting forth facts supporting the student’s request. The request for review must be made within 45 days of the date of the written disposition by the department chair. The college dean will conduct a review and will communicate his/her decision in writing to the student and to the department chair within 30 days of receipt of the graduate student’s request for review. If the matter is not resolved to the graduate student’s satisfaction by the college dean, and it involves terminating the student from the graduate program, the student may submit a written request for review to the Dean of Graduate Studies. The written request for review should contain an outline of the grievance and its disposition and should set forth facts supporting the student’s request for review. The request for review must be made within 45 days of the date of the written disposition by the college dean.

The Dean of Graduate Studies will convene a formal administrative review of matters that have not been resolved at the department or college level if terminating a graduate student from his/her graduate program is involved. Following the proceeding, which takes place under “Administrative Proceeding Format” as described below, the review panel will deliberate in a closed session and make a formal recommendation to the Dean of Graduate Studies, whose decision is final and cannot be appealed. A member of the Graduate Council chairs the administrative review and may ask questions but is not a voting member of the three-person review panel. Review panel members will consist of two graduate faculty members and one graduate student from departments outside that of the graduate student requesting the review. Review panel members will be appointed by the Dean of Graduate Studies.

**Administrative Proceeding Format**

The format for an administrative proceeding is as follows:

1. Chair’s introduction, summary of issues, and process overview.
2. Graduate student’s (grievant’s) presentation of issues (15 minutes maximum).
3. Department representative’s presentation of issues (15 minutes maximum).
4. Optional presentation by witnesses (limited to three per side and a maximum of 15 minutes per side).
5. Graduate student’s rebuttal (limited to 10 minutes).
6. Questions by panel members.
7. Opportunity for the department representative and the grievant to make a final statement (limited to 5 minutes), grievant following the department representatives.
8. Dismissal of presenters and witnesses.
9. Deliberation by panel members.
10. Written recommendations to the Dean of Graduate Studies (within 30 calendar days, unless extended by the panel by written notification to the Dean of Graduate Studies and to the grievant and the department).
11. Written decision by the Dean of Graduate Studies (within 30 days of receipt of the written recommendation of the panel, unless extended by the Dean of Graduate Studies with written notice of the extension to all parties).

**Preparation for the Administrative Proceeding**

All materials, including a list of witnesses with a short summary of the content of their presentations and a short statement (not to exceed two pages) of the issues and facts to be considered by the review panel, must be submitted to Graduate Studies at least two weeks (14 days) in advance of the administrative review. Materials will then be distributed to the grievant(s), to the chair of the department against which the grievance has been filed, and to the members of the review panel. Thereafter, if any of the parties wish to have additional materials or witnesses considered by members of the review panel, such materials or witness names must be received by Graduate Studies no later than one week in advance of the administrative review, at which time all materials will be distributed to the parties as well as to the members of the review panel.

Graduate Studies will pay for reasonable reproduction costs, but the cost of reproducing packets in excess of 50 pages will be charged to the submitting party (graduate student or department). No audio/visual equipment will be allowed at the administrative review unless a written request for equipment is received by Graduate Studies at least one week before the scheduled date of the administrative review. The requesting party is responsible for providing the requested audio/visual equipment.

The chair of the review panel may, at his or her discretion, convene a planning meeting with the department representative and the grievant to discuss the material and witnesses submitted, in order to expedite the review by eliminating redundant and irrelevant information and by defining the precise issues that will be considered by the panel.

Presentation of the issues should be concise and relevant. The chair of the review panel shall be responsible for conducting the administrative review and making decisions regarding applicable procedures. The points of dispute may be summarized or illustrated by anecdote. Experience
suggests that the best approach is to carefully tailor the formal presentation to the pertinent issues and to allow the panel members time for questions.

**Attendance at the Administrative Proceeding**

Attorneys are not allowed to attend at any point in the review process. The grievant, however, may bring one or two additional persons to the administrative review for support and counsel. The grievant will be solely responsible for his or her presentation. The review panel described in this document operates as part of an academic administrative review, not a judicial proceeding. The graduate student must notify Graduate Studies, in writing, at least two weeks before the scheduled date of the administrative review if he/she wishes to have one or two additional persons present. The presence of these additional person(s) does not change the proceeding, as they will not be able to examine witnesses, ask questions, advocate, or otherwise take part.

**Honor Code Violations**

Honor Code violations are handled through the Honor Code Office and are not subject to the same procedures as academic grievances. For more information regarding Honor Code policies and procedures, contact the Honor Code Office.

**K. Student Representation on College Councils**

Student input and recommendations are actively solicited in planning and improving all areas of the program. One method for input is graduate student representatives on College of Nursing Councils. At the time of orientation students are provided opportunity to select College of Nursing Councils they would be interested in serving on. Students will volunteer for the councils. The names of the graduate students selected for the various councils will be given to the various chairs. The Committee Chair will notify the students of meeting schedules, schedule changes, and cancellations.

**L. Financial Assistance**

The College of Nursing is actively seeking financial resources to assist students. When funds are not available, RNs can usually find local part-time work. The University also has limited funds available. Students who need financial aid should contact the Associate Dean of Graduate Studies and Scholarly Works and Contribution to the Discipline. University awards are in the form of assistantships.

**Assistantships**

Teaching and research assistantships are available. Students must be able to meet the skill and credit hour requirements for teaching and research assistantships. Contact the Associate Dean of Undergraduate Affairs if you are interested in a Teaching Assistantship and the Associate Dean of Graduate Studies and Scholarly Works and Contribution to the Discipline if you are interested in a research assistantship.
Scholarships
Scholarships are available to degree seeking Masters Students. Students must maintain at least a 3.0 GPA to be eligible for a scholarship. The Graduate Secretary will send out Scholarship Applications one month before each new semester. Scholarships are given on the basis of grade point average and need.

Student loans
Two types of student loans are available to graduate students who qualify—BYU loans (short-term, Woolley Law School, and Marriott School of Management) and Federal Stafford Loans. Only degree-seeking students who are making satisfactory academic progress will be eligible. Application materials and information about eligibility and repayment requirements are available online at [http://finserve.byu.edu/content/financial-aid-loans-scholarships](http://finserve.byu.edu/content/financial-aid-loans-scholarships). Students should submit all application materials for any BYU need-based loans and federal loans by the appropriate deadline, to be assured that funds will be available to pay tuition by the fall deadline.

Federal Scholarships/Loan Replacements
Federal monies specific to nurses are also available. Information about these monies will be provided in orientation and can also be obtained from the Graduate/Research Secretary.

M. College Requirements
The College of Nursing is responsible for tracking student compliance with requirements from various government and health care agencies as well as the university. Nursing students are responsible to fulfill the requirements, obtain appropriate documentation, and see that the documentation gets to the Graduate/Research Secretary in a timely manner. The serious legal and safety risk of being unprepared in any of these areas makes it imperative that students not attend clinical if these requirements are not current.

Criminal Background Checks and Drug Screens
1. Purpose
Brigham Young University College of Nursing is committed to providing the public with nurses who demonstrate personal and professional behaviors consistent with the standards of the nursing profession. The purpose of this policy is to help promote a safe environment for patients, peers, faculty and the general public, as well as to protect property by conducting criminal background checks and drug screens on all students accepted to the nursing program.

2. Scope
This policy applies to all students accepted to the BYU graduate nursing program
3. Policy

Brigham Young University College of Nursing requires both a state and federal criminal background check and a drug screen to enable clinical practice within the nursing program.

a. Background checks and drug screens will be required of all students accepted to the program.
b. Participation in the nursing program is contingent upon satisfactory results of the background check and drug screen. Failure to comply may result in denial of acceptance or dismissal from the program.
c. Criminal background and drug screen results released to the College of Nursing will be used for the purpose of assisting in making admission decisions, and helping promote the safety of patients.
d. If a background check or drug screen identifies issues that may preclude acceptance, the case will be referred to the Associate Dean of Graduate Studies and Scholarly Works and Contribution to the Disciple for review and action.
e. If a student is concerned that the results are not accurate, he or she must address these issues with the GIS (General Information Services) for resolution of a state and federal records, or to the participating organization that administered the drug screen.

4. Procedure

a. Conditions of Enrollment: It is an express condition of acceptance for applicants and continued participation for current nursing students that the student agree to release information from background checks to the Associate Dean of Graduate Studies and Scholarly Works and Contribution to the Discipline and the Graduate Admissions Committee in the College of Nursing.
b. Waiver/Consent: The signed copy of the College of Nursing Criminal Background Checks and Drug Screen Release Form (Appendix A) submitted with the application documents will be kept on file in the Graduate Nursing office. A copy of this release may be obtained for personal records.

5. Obtaining a Background Check and Drug Screen

a. The background check and drug screen will be initiated by the student as part of the routine enrollment process. Students currently in the nursing program will also be required to submit background check & drug screen results for continued participation. Background checks will be due to the Graduate/Research Secretary, along with the informed consent/release form, by the first week of school. Please allow six to eight weeks to complete the process.
b. Obtain a background check. Instructions and the form are in your student packet which you will receive upon acceptance into the Graduate Program.
c. A drug screen must be obtained from any credible drug screen company. Some suggested organizations are on the instruction page included in your acceptance packet.
d. All expenses associated with background checks, fingerprinting, and drug screens are the sole responsibility of the requesting student.
e. Failure to submit material may result in denial or dismissal from the program.

6. Convictions and Positive Drug Tests

a. The existence of a confliction or positive drug test does not automatically disqualify an individual from acceptance or continued participation. Each individual will be considered on a case by case basis. Relevant considerations may include, but are not limited to: the details of drug screen results, the date, nature and number of convictions; the relationship the conviction bears to the duties and responsibilities of nursing; and the student’s successful efforts toward rehabilitation. Any decision to accept or reject an applicant, or retain or dismiss a current nursing student who has a conviction or positive drug test is solely at the discretion of the Graduate Admissions Committee.

b. If Brigham Young University College of Nursing becomes aware that a current student did not complete the application truthfully, he/she will be subject to disciplinary action up to and including dismissal from the nursing program.

7. Results

a. Confidentiality: Reasonable efforts will be made so that results of criminal background checks and drug screens are kept confidential with only those personnel having a legitimate need to know being authorized to review results.

b. College of Nursing Access To Results: The Associate Dean of Graduate Studies and Scholarly Works and Contribution to the Discipline will review all criminal background checks and drug screens. If adverse information deemed to be relevant to suitability for nursing student status is obtained, the Associate Dean of Graduate Programs and Scholarly Works and Contribution to the Discipline will notify the student in writing requesting additional information, and will refer the report of the Graduate Admissions Committee.

c. Admission/Participation: Based on the results of the criminal background checks and drug screen, the Graduate Admissions Committee and the Associate Dean of Graduate Studies and Scholarly Works and Contribution to the Discipline reserve the right to extend or withhold acceptance or continued participation in the BYU College of Nursing.

**Hepatitis B Policy and Procedures**

To students who haven’t had a Hep B shot ever: Begin the series of vaccinations at the Student Health Center or at your healthcare provider’s office. Entering students will schedule their own appointment. The first shot should be completed during the first month in the program (April for students beginning in spring). Bring your vaccination record to the graduate secretary. A copy will be made for your file and you will keep the original. Attendance at clinical and registration in nursing classes can be blocked if copies of your immunization documents are not in your file in the Graduate Secretary’s Office.

The College of Nursing will pay only for the complete series of Hep B immunizations administered at the Student Health Center on the BYU Campus. Student must notify the graduate secretary they are to start the Hep B series before they get their first shot if the College is to pay
for the series. Immunizations administered at other clinics or medical facilities will not be
covered by the BYU College of Nursing.

If you cannot begin or complete the 3-shot series for a medical reason—including pregnancy or
other medical conditions—please see the graduate secretary immediately.

**Previous Hepatitis B**

For those who have already completed the Hepatitis vaccination series, please bring your
vaccination record to the graduate secretary. A copy will be made for your file and you will keep
the original. Attendance at clinical and registration in nursing classes can be blocked if copies of
your immunization documents are not in your file in the Graduate Secretary’s Office.

**Student Incident Procedure**

Occasionally, you may experience an injury in clinical. Please follow Student Incident Procedure
(Appendix G). Should you experience an exposure incident to Hepatitis B, you should contact
the Assistant Dean—Resource Management, who will make arrangements for a titer to be drawn
and additional Hepatitis B vaccination if necessary. The College of Nursing will incur the cost of
the titer and vaccinations.

**Measles/Mumps/Rubella**

Students who do not have evidence of measles immunization will be required to complete the
vaccination or to have a rubella titer done to show immunity.

**Tetanus/Diphtheria/Pertussis or Tdap**

Students must have “current” Tetanus/Diphtheria/Pertussis or Tdap (a.k.a. ADACEL) and
provide verification of that vaccination to the graduate secretary before beginning clinical. If a
student has received a TD shot within the past two years, they cannot receive the Tdap and will
have to petition, but must get the Tdap after two years from the time the TD shot was received.
Dtap is not the same as Tdap.

**Other Immunizations**

Students are required to report Polio immunization, Flu vaccination, and TB test (two step
process for TB immunization initially, then one TB test per year after that).

Students must verify that they have had Chicken Pox through immunization record or a titer.
Those who have not had Chicken Pox are encouraged to have the Chicken Pox immunization.
Documentation verifying the immunization must be provided to the Graduate Secretary.

**OSHA**

In order to meet OSHA requirements, the College of Nursing is required to educate students
about risks associated with nursing education. Students are required to (a) view the OSHA video
every year. Instructions for OSHA can be found on the BYU College of Nursing website
Students should log into the website, go to your “Tasks” and under “Resources” you will see the “OSHA Requirement.” There is a 3-step process for completing this requirement. Please make sure you do all three steps.

Cardio-Pulmonary Resuscitation Certification

Students are required to have current American Heart Association certification in Cardio-pulmonary Resuscitation (CPR) at the professional rescuer level (one man, two man, infant) including training in the use of an automated external defibrillator (AED). CPR certification is required upon admission into the program.

A signed copy of the front and back of you CPR certification is to be given to the graduate secretary after completion of a (renewal) course. The students’ signature and expiration date are required on the card.

Certification will be checked by the Graduate Secretary and a copy of the certificate will be placed in your file. Students will not be allowed in clinical unless they are currently certified. In addition, students will not be permitted to register for nursing classes without a copy of their current certification.

Communicable Disease Control Standards

Responding to the growing concern regarding communicable diseases (such as acquired Immunodeficiency Syndrome, Hepatitis B, and SARS) the College of Nursing has developed the following standard. Students are required to read the following standards and sign the “Communicable Disease Awareness Statement” sent with the acceptance packet. This form is to be filed with the Graduate Secretary. Students will not be allowed in clinical settings unless form is on file.


The following developments led to revision of the 1996 guideline:

1. The transition of healthcare delivery from primarily acute care hospitals to other healthcare settings (e.g., home care, ambulatory care, free-standing specialty care sites, long-term care) created a need for recommendations that can be applied in all healthcare settings using common principles of infection control practice, yet can be modified to reflect setting-specific needs. Accordingly, the revised guideline addresses the spectrum of healthcare delivery settings. Furthermore, the term “nosocomial infections” is replaced by “healthcare-associated infections (HAIs)” to reflect the changing patterns in healthcare delivery and difficulty in determining the geographic site of exposure to an infectious agent and/or acquisition of infection.
2. The emergence of new pathogens (e.g., SARS-CoV associated with the severe acute respiratory syndrome [SARS], Avian influenza in humans), renewed concern for evolving known pathogens (e.g., *C. difficile*, noroviruses, community-associated MRSA [CA-MRSA]), development of new therapies (e.g., gene therapy), and increasing concern for the threat of bio-weapons attacks, established a need to address a broader scope of issues than in previous isolation guidelines.

3. The successful experience with Standard Precautions, first recommended in the 1996 guideline, has led to a reaffirmation of this approach as the foundation for preventing transmission of infectious agents in all healthcare settings. New additions to the recommendations for Standard Precautions are Respiratory Hygiene/Cough Etiquette and safe injection practices, including the use of a mask when performing certain high-risk, prolonged procedures involving spinal canal punctures (e.g., myelography, epidural anesthesia). The need for a recommendation for Respiratory Hygiene/Cough Etiquette grew out of observations during the SARS outbreaks where failure to implement simple source control measures with patients, visitors, and healthcare personnel with respiratory symptoms may have contributed to SARS coronavirus (SARS-CoV) transmission. The recommended practices have a strong evidence base. The continued occurrence of outbreaks of hepatitis B and hepatitis C viruses in ambulatory settings indicated a need to re-iterate safe injection practice recommendations as part of Standard Precautions. The addition of a mask for certain spinal injections grew from recent evidence of an associated risk for developing meningitis caused by respiratory flora.

4. The accumulated evidence that environmental controls decrease the risk of life-threatening fungal infections in the most severely immune-compromised patients (allogeneic hematopoietic stem-cell transplant patients) led to the update on the components of the Protective Environment (PE).

5. Evidence that organizational characteristics (e.g., nurse staffing levels and composition, establishment of a safety culture) influence healthcare personnel adherence to recommended infection control practices, and therefore are important factors in preventing transmission of infectious agents, led to a new emphasis and recommendations for administrative involvement in the development and support of infection control programs.

6. Continued increase in the incidence of HAIs caused by multidrug-resistant organisms (MDROs) in all healthcare settings and the expanded body of knowledge concerning prevention of transmission of MDROs created a need for more specific recommendations for surveillance and control of these pathogens that would be practical and effective in various types of healthcare settings.

**Standard Precautions:**

Assume that every person is potentially infected or colonized with an organism that could be transmitted in the healthcare setting and apply the following infection control practices during the delivery of health care. V.A.2. When hands are visibly dirty, contaminated with proteinaceous material, or visibly soiled with blood or body fluids, wash hands with either a non-antimicrobial soap and water or an antimicrobial soap and water.
Hand Hygiene

1. During the delivery of healthcare, avoid unnecessary touching of surfaces in close proximity to the patient to prevent both contamination of clean hands from environmental surfaces and transmission of pathogens from contaminated hands to surfaces.

2. When hands are visibly dirty, contaminated with proteinaceous material, or visibly soiled with blood or body fluids, wash hands with either a non-antimicrobial soap and water or an antimicrobial soap and water.

3. If hands are not visibly soiled, or after removing visible material with non-antimicrobial soap and water, decontaminate hands in the clinical situations described in IV.A.2.a-f. The preferred method of hand decontamination is with an alcohol-based hand rub. Alternatively, hands may be washed with an antimicrobial soap and water. Frequent use of alcohol-based hand rub immediately following hand washing with non-antimicrobial soap may increase the frequency of dermatitis.

4. Perform hand hygiene
   a. Before having direct contact with patients.
   b. After contact with blood, body fluids or excretions, mucous membranes, non-intact skin, or wound dressings.
   c. After contact with a patient’s intact skin (e.g., when taking a pulse or blood pressure or lifting a patient).
   d. If hands will be moving from a contaminated-body site to a clean-body site during patient care.
   e. After contact with inanimate objects (including medical equipment) in the immediate vicinity of the patient.
   f. After removing gloves.
   g. Wash hands with non-antimicrobial soap and water or with antimicrobial soap and water if contact with spores (e.g., *C. difficile* or *Bacillus anthracis*) is likely to have occurred. The physical action of washing and rinsing hands under such circumstances is recommended because alcohols, chlorhexidine, iodophors, and other antiseptic agents have poor activity against spores.
   h. Do not wear artificial fingernails or extenders if duties include direct contact with patients at high risk for infection and associated adverse outcomes (e.g., those in ICUs or operating rooms).
   i. Develop an organizational policy on the wearing of non-natural nails by healthcare personnel who have direct contact with patients outside of the groups specified above.

Personal protective equipment (PPE)

Observe the following principles of use:

1. Wear PPE, as described in IV.B.2–4, when the nature of the anticipated patient interaction indicates that contact with blood or body fluids may occur.
2. Prevent contamination of clothing and skin during the process of removing PPE.
3. Before leaving the patient’s room or cubicle, remove and discard PPE.
4. Gloves
   a. Wear gloves when it can be reasonably anticipated that contact with blood or other potentially infectious materials, mucous membranes, non-intact skin, or potentially contaminated intact skin (e.g., of a patient incontinent of stool or urine) could occur.
   b. Wear gloves with fit and durability appropriate to the task.
   c. Wear disposable medical examination gloves for providing direct patient care.
   d. Wear disposable medical examination gloves or reusable utility gloves for cleaning the environment or medical equipment.
   e. Remove gloves after contact with a patient and/or the surrounding environment (including medical equipment) using proper technique to prevent hand contamination. Do not wear the same pair of gloves for the care of more than one patient. Do not wash gloves for the purpose of reuse since this practice has been associated with transmission of pathogens.
   f. Change gloves during patient care if the hands will move from a contaminated body-site (e.g., perineal area) to a clean body-site (e.g., face).
5. Gowns
   a. Wear a gown that is appropriate to the task, to protect skin and prevent soiling or contamination of clothing during procedures and patient-care activities when contact with blood, body fluids, secretions, or excretions is anticipated.
   b. Wear a gown for direct patient contact if the patient has uncontained secretions or excretions.
   c. Remove gown and perform hand hygiene before leaving the patient’s environment.
   d. Do not reuse gowns, even for repeated contacts with the same patient.
   e. Routine donning of gowns upon entrance into a high risk unit (e.g., ICU, NICU, HSCT unit) is not indicated.

Mouth, nose, eye protection

Use PPE to protect the mucous membranes of the eyes, nose and mouth during procedures and patient-care activities that are likely to generate splashes or sprays of blood, body fluids, secretions and excretions. Select masks, goggles, face shields, and combinations of each according to the need anticipated by the task performed.

During aerosol-generating procedures (e.g., bronchoscopy, suctioning of the respiratory tract [if not using in-line suction catheters], endotracheal intubation) in patients who are not suspected of being infected with an agent for which respiratory protection is otherwise recommended (e.g., M. tuberculosis, SARS or hemorrhagic fever viruses), wear one of the following: a face shield that fully covers front and sides of the face, a mask with attached shield, or a mask and goggles (in addition to gloves and gown).
Respiratory Hygiene/Cough Etiquette

Educate healthcare personnel on the importance of source control measures to contain respiratory secretions to prevent droplet and fomite transmission of respiratory pathogens, especially during seasonal outbreaks of viral respiratory tract infections (e.g., influenza, RSV, adenovirus, parainfluenza virus) in communities.

Implement the following measures to contain respiratory secretions in patients and accompanying individuals who have signs and symptoms of a respiratory infection, beginning at the point of initial encounter in a healthcare setting (e.g., triage, reception and waiting areas in emergency departments, outpatient clinics and physician offices).

Post signs at entrances and in strategic places (e.g., elevators, cafeterias) within ambulatory and inpatient settings with instructions to patients and other persons with symptoms of a respiratory infection to cover their mouths/noses when coughing or sneezing, use and dispose of tissues, and perform hand hygiene after hands have been in contact with respiratory secretions.

Provide tissues and no-touch receptacles (e.g. Foot-pedal operated lid or open, plastic-lined waste basket) for disposal of tissues.

Provide resources and instructions for performing hand hygiene in or near waiting areas in ambulatory and inpatient settings; provide conveniently-located dispensers of alcohol-based hand rubs and, where sinks are available, supplies for hand washing.

During periods of increased prevalence of respiratory infections in the community (e.g., as indicated by increased school absenteeism, increased number of patients seeking care for a respiratory infection), offer masks to coughing patients and other symptomatic persons (e.g., persons who accompany ill patients) upon entry into the facility or medical office and encourage them to maintain special separation, ideally a distance of at least 3 feet, from others in common waiting areas.

Some facilities may find it logistically easier to institute this recommendation year-round as a standard of practice.

Student Education

All students must receive current information on communicable disease control and OSHA requirements, to be facilitated by one of the following:

Content on AIDS, Hepatitis, and other communicable diseases, including epidemiology, transmission, and standard precautions and other pertinent issues are integrated appropriately in Nursing courses.

In order to meet OSHA requirements, the College of Nursing is required to educate students about risks associated with nursing education. Students are required to (a) view the OSHA video each fall semester in a clinical course. Students admitted in the winter will view it that semester and then each fall after that; (b) sign and submit a form to the Graduate Secretary verifying that
the video has been viewed; (c) if absent on the day the video is shown, the student will be responsible to view the video in the NLC and submit the signed OSHA form to the Graduate Secretary. The Graduate Secretary will file the signed form in the student’s permanent file.

Students who do not view the video and submit the form to the Graduate/Research Secretary will not be eligible to register for subsequent semesters. For questions on this requirement, contact the Graduate/Research Secretary. (See a sample of the form in the Appendix—Document)

Related Issues

The infection control committee will consult University Counsel as necessary, regarding other policy issues, such as 1) clinical agency disclosure, 2) student exposure, testing, counseling, etc., 3) matriculation of students who are known HIV positive, etc. Such issues will be shared with faculty and integrated into the College of Nursing Communicable Disease Policy and University Policy.

Transportation

Due to the need for students to participate in various clinical experiences, students will be required to have access to transportation to the different clinical sites.

Access and Confidentiality Agreement

In order to participate in clinical experiences, the student must sign and abide by the “Access and Confidentiality Agreement”. The agreement outlines the responsibility of nursing students regarding confidential information. (Please sign and return to Graduate Secretary (Appendix B).

Cooperative Education Agreement (Insurance)

In order to be covered by malpractice, the student must sign and abide by the cooperative education agreement. A critical aspect of that agreement is the need to maintain health insurance coverage. The University will NOT provide malpractice insurance unless the student has health insurance coverage. Students will receive a copy of the master agreement and the student agreement which must be signed and returned the day of orientation (Appendix C).

Social Media Guidelines

Students are personally on blogs, wikis, social networks, formal discussion boards, or any other form of user-generated media currently in use or developed in the future; please review the social media guidelines (Appendix D) and sign. Return signed copy to the Graduate Secretary.

Authorization to Disclose Information of Release of Liability

It is necessary to disclose personal and confidential information about you to selected clinical facilities to fulfill academic requirements. Please sign the Authorization to Disclose Information of Release Liability Form and return to graduate secretary (Appendix E).

Expectations of Graduate Nursing Students
Students accepted into the graduate program are expected to make the Nursing Program priority in their life. Adjustments to work schedules will be necessary. Please complete and sign the Expectations of Graduate Student Form (Appendix F).
Section IIIV
Licensure/Certification

Graduates of the Family Nurse Practitioner Program are eligible for licensure in Utah as an advanced practice nurse. In the State of Utah, students are required to take the Certification Examination to qualify for licensure. According to the Nurse Practice Act for the State of Utah, students may not take the Certification Examination until all course requirements are completed including the thesis or project. After graduation, students are eligible sit for the Family Nurse Practitioner Examination from the American Nurses Credentialing Center (ANCC) or American Association of Nurse Practitioners (AANP).
Section IX
Graduation

A. Clearance Information

The Graduate Studies prints deadlines each year for completion of the graduate requirements. Students should check with the Graduate/Research Secretary for specific College of Nursing deadlines. Graduate students must be registered for at least two hours of approved program credit or pay the equivalent continuous registration fee during the semester of final examination. Students who pay for continuous registration can obtain a fee receipt from the GSO. Students should complete the steps on ADV Form 8a. Students should have completed all course work listed on the study list or be presently registered for the courses.

Students should obtain Forms 8a and 8c from the Graduate/Research Secretary and complete. Submit Form 8a first, then complete Form 8c. At least two weeks before the scheduled oral defense, students must submit completed Form 8c to the Graduate/Research Secretary for processing. Complete Form 8c using the following procedure:

- With help of Graduate Committee Chair, set a date for Final Thesis Defense.
- After thesis examination date is approved, have thesis committee members sign the form.
- Return forms to Graduate/Research Secretary for completion.
- Distribute approved thesis for review two weeks before oral defense.

When the final oral defense has been completed, the results are recorded. Students are cleared for graduation when all problems are solved, such as approval of the thesis format and typing, clearance of incompletes, and grade changes. Students who must change grades or clear incompletes must submit the proper forms to the Records Office (B-150 ASB), and then take copies of the approved changes to the Graduate Studies Office.

B. Graduation Requirements

When the thesis/project/scholarly evidence-based paper has been cleared, and all other requirements are complete, you will be certified for graduation. The diploma will be mailed to you 8–12 weeks after your official graduation day. No diplomas are handed out at commencement. If you did not make the specifically targeted submission deadline, you may not officially graduate at that time, but you can request an official letter of completion from the Graduate/Research Secretary. This letter usually suffices as evidence of completion of coursework.

C. December Graduation
Students completing their programs in December will receive their degree in the April graduation. Caps and gowns are required for graduation.

D. Deadlines Pertaining To Graduation

NOTE: The table below includes University Deadlines. The College of Nursing deadlines are earlier for completion of thesis, projects, and evidence-based scholarly papers. **Students must have their thesis to the dean by the add/drop deadline of the Spring Term their graduate in order to register for N635R. Failure to meet this deadline may result in prolonging a student’s graduation.**

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<th>Apr 2017</th>
<th>June 2018</th>
<th>Aug 2018</th>
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<tr>
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<td>May 4</td>
<td>June 29</td>
<td>Last day for graduates to apply for graduation online in AIM. Go to byu.edu → myBYU → School → Apply for Graduation.</td>
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<td>Feb 9</td>
<td>May 18</td>
<td>July 13</td>
<td>Last day for department to accept graduation application in AIM (GRADQ, GRADAPP, and ADV01).</td>
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<td>Submit dissertation of thesis to college dean for review and approval signature on ADV08</td>
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<td>Submit dissertation or thesis PDF for approvals on ETD site (department and college approvals)</td>
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<td>Take ADV Form 8d to Graduate Studies (105 FPH) once the ETD status shows “Grad Office Review”</td>
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<td>Apr 26</td>
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<td>Aug 16</td>
<td>Graduation — University Commencement</td>
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<td>Apr 27</td>
<td>None</td>
<td>Aug 17</td>
<td>Graduation — College Convocations</td>
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*All students in dissertation or thesis programs must use ADV Form 8c to schedule the final oral examination at least two weeks before the exam. Final examinations may not be held during the “interim period” between semesters or terms.

**December graduates are invited to participate in April graduation exercises. Jun graduates are invited to participate in August graduation exercises.

Commencement and Convocation Exercises Graduation date deadlines are firm. Ample time should be allowed to make corrections in thesis or projects after the final oral examination and before the deadline for deposition of final copies.
Appendix A

College of Nursing Criminal Background Checks and Drug Screen
Informed Conduct Release Form
COLLEGE OF NURSING
CRIMINAL BACKGROUND CHECKS, FINGERPRINTING, AND DRUG SCREEN

GENERAL INFORMATION

PURPOSE:
Brigham Young University College of Nursing is committed to providing the public with nurse practitioner demonstrate personal and professional behaviors consistent with the standards of the advanced practice nursing profession. The purpose of this policy is to help promote a safe environment for patients, peers, faculty and the general public, as well as to protect property by conducting criminal background checks and drug screens on all students accepted to the nursing program.

SCOPE:
This policy applies to all students accepted to the BYU graduate program.

POLICY:
1. Brigham Young University College of Nursing requires a criminal background check and a drug screen to enable clinical practice within the nursing program.
2. Background checks and drug screens will be required of all students accepted to the program.
3. Participation in the nursing program is contingent upon satisfactory results of the background check and drug screen. Failure to comply may result in denial of acceptance or dismissal from the program.
4. Criminal background and drug screen results released to the College of Nursing will be used for the purpose of assisting in making acceptance decisions, and helping promote the safety of patients.
5. If a background check or drug screen identifies issues that may preclude acceptance, the case will be referred to the Associate Dean—Graduate Affairs for review and action.
6. If a student is concerned that the results are not accurate, he or she must address these issues with the Bureau of Criminal Identification (BCI) for resolution of a state record, to the Criminal Justice Information Services Division (CJIS) for resolution of a federal record, or to the participating organization that administered the drug screen.

PROCEDURE:
1. Condition of Enrollment:
   It is an express condition of acceptance for applicants and continued participation for current nursing students that the student agree to release information from background checks to the Associate Dean—Graduate Affairs and the Graduate Acceptance Committee in the College of Nursing.
2. Waiver/Consent:
   The signed copy of the College of Nursing Informed Consent/Release form submitted with the application documents will be kept on file in the Graduate Nursing office. A copy of this release may be obtained for personal records.
3. Obtaining a Background Check & Drug Screen:
   a. The background check and drug screen will be initiated by the student as part of the routine acceptance process. Students currently in the nursing program will also be required to submit background check and drug screen results for continued participation. Background checks will be due to the graduate secretary, along with the informed consent/release form by the first week of school. Please allow six to eight weeks to complete the process.
   b. Obtain a background check. Instructions and the form are on the following pages.
   c. A drug screen must be obtained from any credible drug screen company. Some suggested organizations are attached on the instruction page.
   d. All expenses associated with background check, and drug screens are the sole responsibility of the requesting student.
4. Convictions & Positive Drug Tests:
a. The existence of a conviction or positive drug test does not automatically disqualify an individual from acceptance or continued participation. Each individual will be considered on a case by case basis. Relevant considerations may include, but are not limited to: the details of drug screen results, the date, nature and number of convictions; the relationship the conviction bears to the duties and responsibilities of nursing; and the student’s successful efforts toward rehabilitation. Any decision to accept or reject an applicant, or retain or dismiss a current nursing student who has a conviction or positive drug test is solely at the discretion of the Graduate Acceptance Committee.

b. If Brigham Young University College of Nursing becomes aware that a current student has not completed the application truthfully, he/she will be subject to disciplinary action up to and including dismissal from the nursing program.

5. Results:
   a. Confidentiality: Reasonable efforts will be made so that results of criminal background checks and drug screen are kept confidential with only those personnel having a legitimate need to know being authorized to review results.
   b. College of Nursing access to results: The Associate Dean--Graduate Affairs will review all criminal background checks and drug screens. If adverse information deemed to be relevant to suitability for nursing student status is obtained, the Associate Dean--Graduate Affairs will notify the student in writing requesting additional information, and will refer the report to the Graduate Acceptance Committee.
   c. Admission/participation: Based on the results of the criminal background checks and drug screen, the Graduate Acceptance Committee and the Associate Dean--Graduate Affairs reserve the right to extend or withhold acceptance or continued participation in the BYU College of Nursing.
   d. Student access to results: The student may review the background check and drug screen results by submitting a written request to Associate Dean – Graduate Affairs
   e. Student right to respond: The student will have a chance to provide a written explanation to the Graduate Acceptance Committee and or the Associate Dean –Graduate Affairs. When appropriate, the student may be asked to meet with the committee in person to answer questions.
   f. Right to change and/or terminate policy: Brigham Young University reserves the right, in its sole discretion, to amend, replace, and/or terminate this policy at any time. Efforts will be made to keep students informed of any changes in the policy.
INSTRUCTIONS

Please begin the background check/drug screening process IMMEDIATELY. Be sure to start the Drug Screen by April 1st and mail in the Background Check form and check by April 8th. Please call if you have questions, 801-422-4142

BACKGROUND CHECK

Complete the entire form (attached). Please note the following:

1. All information written is confidential and will only be used for a background check.
2. Make sure to attach a check for the correct amount (see form). No Background Check will be started until we receive the form AND the payment. Make your check payable to: BYU College of Nursing

Submit form and check to the Graduate Secretary at the address below:

Brigham Young University
College of Nursing
400 SWKT
Provo, UT 84602

DRUG SCREEN

Obtain at least a 9-panel drug screen from any credible organization (see below). Results should be available in about 24 hours for you to pick up and bring to the Graduate Secretary in room 400 SWKT. Costs associated with the 9-panel drug screen may vary, but are usually around $30-$40. If you are outside of Utah, a hospital can do a drug screen.

DRUG SCREENING LOCATIONS – in Provo/Orem area

This list is provided to help students choose a drug testing facility if no other options are available to them. It is not intended to replace personal physicians, university clinics, or any other credible services. Always be sure to double check times and locations by calling the companies below.

<table>
<thead>
<tr>
<th>COMPANY</th>
<th>ADDRESS</th>
<th>PHONE NO.</th>
<th>COST</th>
<th>NOTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orem WorkMed</td>
<td>400 N. 505 W. Orem</td>
<td>(801)714-3200</td>
<td>$28</td>
<td>Need photo ID.</td>
</tr>
<tr>
<td>Orem Work Care</td>
<td>601 N. 1200 W. Orem</td>
<td>(801)224-4211</td>
<td>$28</td>
<td>Need photo ID.</td>
</tr>
<tr>
<td>Occupational Health Center International (OHCI)</td>
<td>875 S. Orem Blvd., Suite 1, Orem</td>
<td>(801)561-2777</td>
<td>$40</td>
<td>Student Discount is $30 with cash and $35 with check</td>
</tr>
</tbody>
</table>

9-panel drug screens test for: marijuana, cocaine, PCP, opiates, methamphetamine, methadone, amphetamines, barbiturates, and benzodiazepines.
BACKGROUND CHECK INFORMATION

***All this information is necessary for us to complete a background check on you. This will allow you to participate in clinical work at our contracted hospitals.***

Social Security Number: ___-___-____
Do you admit to any criminal conviction other than minor traffic violations? ☐Yes ☐No

First Name: ___________________ Middle: _____________ Last: ______________________

Date of Birth (MM/DD/YYYY): ___/___/____ Sex: ☐Male ☐Female

Also known as (i.e. alias or maiden names)

________________________________________

________________________________________

Current Address

Street: ___________________________________ City: ____________________________

State: _______ ZIP: ___________ County (NOT Country): _________________________

Previous Address (The address where you have lived the longest in the past 7 years. Preferably your permanent address.)

Street: ___________________________________ City: ____________________________

State: _______ ZIP: ___________ County (NOT Country): _________________________

Please write a check for $33 payable to the BYU College of Nursing only if both addresses listed above have the same county. If your Current Address has a different county than your Previous Address you must pay $41.00.

Please know that some people may need to pay more than the above prices, see note. ***IMPORTANT NOTE: If you are from any of the following counties you have additional fees. Please check the counties and add the appropriate fee to your total amount. **Additional fees may be required for multiple residencies. You will be billed for the additional fees. Failure to pay the fees may result in you not attending clinical.**

<table>
<thead>
<tr>
<th>State</th>
<th>County</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>California</td>
<td>Del Norte</td>
<td>$15</td>
</tr>
<tr>
<td></td>
<td>Humbolt</td>
<td>$15</td>
</tr>
<tr>
<td></td>
<td>Imperial</td>
<td>$15</td>
</tr>
<tr>
<td></td>
<td>Inyo</td>
<td>$15</td>
</tr>
<tr>
<td></td>
<td>Plumas</td>
<td>$15</td>
</tr>
<tr>
<td>Louisiana</td>
<td>Orleans</td>
<td>$10</td>
</tr>
<tr>
<td>Maine</td>
<td>All counties</td>
<td>$15</td>
</tr>
<tr>
<td>Mississippi</td>
<td>Clay</td>
<td>$25</td>
</tr>
<tr>
<td></td>
<td>Leflore</td>
<td>$25</td>
</tr>
<tr>
<td>Missouri</td>
<td>Jackson</td>
<td>$10</td>
</tr>
<tr>
<td>Nevada</td>
<td>Clark (-Justice Courts only)</td>
<td>$7</td>
</tr>
<tr>
<td>New York</td>
<td>All OCA counties (see below)</td>
<td>$55</td>
</tr>
<tr>
<td>South Dakota</td>
<td>All counties</td>
<td>$15</td>
</tr>
<tr>
<td>Tennessee</td>
<td>Davidson</td>
<td>$20</td>
</tr>
<tr>
<td></td>
<td>Knox</td>
<td>$10</td>
</tr>
<tr>
<td>Vermont</td>
<td>All counties</td>
<td>$30</td>
</tr>
</tbody>
</table>

New York OCA Counties include

- Allegany
- Nassau
- Bronx
- New York
- Cayuga
- Orange
- Cortland
- Orleans
- Dutchess
- Queens
- Erie
- Richmond
- Hamilton
- Rockland
- Kings
- Suffolk
- Monroe
- Tioga
- Montgomery
- Westchester
Appendix B

Access and Confidentiality Agreement
ACCESS AND CONFIDENTIALITY AGREEMENT

Purpose:
As a nurse practitioner student at BYU College of Nursing participating at clinical agencies, you will have access to “Confidential Information.” The purpose of this agreement is to help you understand your duty as a nursing student and also after graduation or when leaving the program regarding Confidential Information.

Definition of “Confidential Information:”
“Confidential Information” includes patient information, employee information, financial information, or other confidential information relating to clinical agencies. You may have access to some or all this information from various sources, including but not limited to, agency computer systems, patient records, conversations, reports, case conferences, rounds, etc.

Confidential Information is valuable and sensitive, and is protected by law. As a nurse practitioner student at BYU College of Nursing, and after graduation or when leaving the program, you are required to conduct yourself in strict conformance to the confidential policies of the agency and law. Our principal duties in this area are explained below. You are required to read and to abide by these duties. The violation of any of these duties may result in discipline, which might include, but is not limited to, dismissal from BYU College of Nursing, the University, and to legal liability.

Agreement:
As a nurse practitioner student, I understand that I will have access to Confidential Information which may include, but is not limited to, information relating to:

1. Patients (such as records, conversations, admittance information, patient financial information, etc.)

2. Employees of the agency (such as salaries, employment records, disciplinary actions, etc.)

3. Agency information (such as financial and statistical records; strategic plans, internal reports, memos, contracts, peer review information, communications, proprietary computer programs, source code, proprietary technology, etc.)

4. Third party information (such as computer programs, client and vendor proprietary information, source code, proprietary technology, etc.)

Accordingly, as a condition of my enrollment at BYU College of Nursing and in consideration of my access to Confidential Information, I promise that:

1. Information is necessary for learning; but, I will use Confidential Information only as needed by me to perform my legitimate duties as a student nurse.
a) I will not access Confidential Information for which I have no legitimate need to know.

b) I will not in any way divulge in any way (such as through popular social networks i.e. blogs or forums that are used among students, but NOT limited to Myspace, Facebook, Twitter, Texting, Allnurses.com, Friendster, Tumblr, etc.), copy, release, sell, load, revise, alter, or destroy any Confidential Information except as properly authorized by faculty or agency administrators within the scope of my role as a student in the agency.

c) I will not misuse Confidential Information or carelessly care for Confidential Information including Confidential Information discussed in clinical conferences.

2. I will safeguard and will not disclose my access code or any other authorization I have that allows me to access Confidential Information. I accept responsibility for all activities undertaken using my access code and other authorization.

3. I will report to my nursing instructor any suspicion or knowledge that I may have that my access code, authorization, or any Confidential Information has been misused or disclosed without the agency’s authorization.

4. I will report to my nursing instructor activities, by any individual or entity that I suspect may compromise the confidentiality of Confidential Information. Reports made in good faith about suspect activities will be held in confidence to the extent permitted by law, including the name of the individual reporting the activities.

5. I understand that my obligations under this Agreement will continue after graduation from BYU and when I am no longer a student in the program.

6. I will be responsible for my misuse or wrongful disclosure of Confidential Information and for my failure to safeguard my access code or other authorization to access Confidential Information. I understand that my failure to comply with this Agreement may result in my dismissal from the College of Nursing at BYU.

7. I understand that if inappropriate use of information is observed, evidence will be forwarded to management and/or law enforcement officials and that my future employment in the agency may be prohibited.

8. I understand that when providing care at most clinical facilities, additional forms related to Confidential Information will need to be signed.

________________________________________
Print Name (Please write legibly)

_______________________________________ _________________________________
Student’s Signature     Date
Appendix C

Cooperative Student Education Agreement
STUDENT AGREEMENT
BRIGHAM YOUNG UNIVERSITY
NURSING EDUCATION

_______________________
(Student Name)

The Student will be working with various Experience Providers under contractual arrangements established by the College of Nursing.

Program Starting Date: __________________________ Graduation Date: _______________
BYU College of Nursing Advisor: __________________ Tel. Office: __ 422-4142 ____________
Student Cell: __________________________


The student hereby agrees to the following:

1. Be enrolled as a clinical student in the College of Nursing.
2. Comply with all Experience Provider rules, policies, and procedures.
3. Work conscientiously under the direction of the staff of the Experience Provider, submitting all reports and assignments as required.
4. Report serious problems, including physical, safety and personnel, to the Experience Provider and the BYU faculty advisor.
5. Complete all BYU academic assignments and course work as outlined by the College of Nursing.
6. Adhere to the BYU Honor Code and Dress and Grooming Standards.
7. Provide evidence of health insurance coverage:

   ( ) BYU   ( ) Parents   ( ) Self   ( ) Other

   Name of Company: ____________________________
   Policy Number: _____________________________
   Expiration Date: ____________________________

Exceptions, if any:

______________________________________________________________________________
______________________________________________________________________________

______________________________    __________________________   ________________
Student’s Name (Please Print)     Student’s Signature       Date
Appendix D

Social Media Guidelines
SOCIAL MEDIA GUIDELINES

Students are personally responsible for the content they publish on blogs, wikis, social networks, forum/discussion boards or any other form of user-generated media currently in use OR developed in the future. This also includes online publishing and discussions on file-sharing, user-generated videos and audios, virtual worlds and social networks.

Consequences. Be mindful that information you publish may be public for anyone to see and may be traced back to you even after a long time and even if you believed that you had set appropriate privacy settings. You must protect your privacy and your online reputation.

Popular social networks, blogs and forums that are used among students may include, but are not limited to: Myspace, Facebook, Twitter, LinkedIn, Allnurse.com, Friendster, Tumblr, etc. If you are a member of any of these sites or similar sites, please make sure your material is appropriate.

Students in the BYU College of Nursing are held to a higher standard. The College of Nursing (CON) is preparing you for healthcare careers in the public sector. Be thoughtful about how you present yourself. You will always be known as being from the CON at BYU. Personal postings and web pages connect your colleagues, clinical agencies and clients/patients to you and indirectly to the CON. It is important that you ensure the content associated with you is consistent with your professional goals and those of the CON.

Protect confidential information. While you are posting to your friends, many sites are open to anyone browsing or searching. Be thoughtful about what you publish. DO NOT disclose or use confidential information of any person or agency. Do not post ANY information about your clinical rotations or clients in any online forum or webpage. Posts on Discussion Boards are considered confidential information.

Respect your audience and your co-workers. The BYU Honor Code specifically states that all who represent BYU are respectful of others. Those with whom we interact (fellow students, deans, faculty, College of Nursing staff, clients, other healthcare workers) have diverse sets of customs, values and points of view. Don’t be afraid to be yourself, but respect others points of view. This includes not only the obvious (no personal insults, ethnic slurs, obscenities, etc.), but also includes consideration of privacy around topics that may be considered objectionable or inflammatory (politics or religion, etc.)

Use your best judgment. Remember, there are always consequences to what you post. Inappropriate postings may result in dismissal from the College of Nursing or lack of sensitivity during future employment opportunities.

I understand the guidelines set out in the Social Media Guidelines.

__________________________________________  ______________________
Student Signature        Date

___________________________________________
Student Printed Name
Appendix E

Authorization to Disclose
Information and Release of Liability
BRIGHAM YOUNG UNIVERSITY
COLLEGE OF NURSING

AUTHORIZATION TO DISCLOSE INFORMATION AND
RELEASE OF LIABILITY

I hereby authorize the College of Nursing and/or the BYU College of Nursing Graduate Program (collectively “BYU”) to disclose personal and confidential information about me collected by BYU to selected clinical facilities at which I may be participating to fulfill academic requirements at BYU. The type of information to be disclosed may include, among other things, my name, birth date, gender, and contact numbers such as phone number, and personal address and other information as reasonably required by the participating clinical facility. The purpose of the release of this information is to allow the clinical facility to identify and evaluate me for possible participation as a student intern at the clinical facility.

I understand that by signing this Authorization, I am waiving my rights, if any, of nondisclosure of this information under federal law. This Authorization does not permit the disclosure of this information to any other types or classes of persons or entities except as allowed by law and BYU policy.

I also agree to release BYU and its officers, personnel and agents as to any and all liability, claims, demands, and actions which might be made by me or my estate on account of any losses, expenses, or damages of any kind which might result, directly or indirectly, from BYU’s release of information to a clinical facility.

_________________________________________  ______________________________
Student’s Name (Please Print)                  Date

_________________________________________
Student’s Signature
Appendix F

Expectations of Graduate Students Form
EXPECTATION OF FAMILY NURSE PRACTITIONER STUDENTS

Students accepted into the graduate family nurse practitioner program are expected to prioritize nursing classes, labs, and clinical over work or other classes. All nursing theory and competency laboratory classes will be taught on the Provo campus. It is expected that you do not schedule work or classes during daytime hours while in the graduate nursing program.

Clinical placements may be different from those identified in the on-line class schedule and through Registration. All students should expect to experience clinical activities in both, but not limited to, Utah and Salt Lake counties during their semesters in the graduate nursing program. Clinical activities may occur during days, evenings and, in some cases, nights. Students must provide their own transportation to and from clinical.

It is expected that you attend all clinical hours. Failure to do so may result in failure of the course.

Students are also required to read and be up-to-date on information in the Graduate Handbook, which is found on the College of Nursing website and is usually updated every March. If there is an update after March we will notify you through email.

I have read and understood the Expectations of Nursing students as to class and clinical.

__________________________________________________________________________  __________
Student’s Full Name (Print)  Date

__________________________________________________________________________
Student’s Signature
Appendix G

Student Incident Procedures
Occasionally you may be in clinical or lab and experience an accident. Accidents may include contaminated needle sticks, exposure to disease, etc. If you have any questions, contact the Assistant Dean of Resource Management at 801-422-7189. Your health and welfare are the most important aspects of incident procedures. Please follow these steps so you will obtain the maximum care possible.

1. Obtain Necessary Medical Care
   a. Emergencies on campus: dial 911
   b. Emergencies off campus: use hospital ER or dial 911
   c. Non-emergencies: use the Student Health Center Urgent Care and let them know that it is an “on-the-job” injury. Be sure to contact the Assistant Dean of Resource Management immediately following the incident and BEFORE going to the Health Center whenever possible. (Student Health Center Urgent Care Hours: M-F: SAM-5:30PM, Saturday: SAM-12PM)

2. Follow hospital/clinic protocol
   a. Complete hospital/clinic incident report
   b. Some hospitals/clinics provide on-site care at no cost to nursing students. Be sure this is true of your facility before proceeding with non-emergency care.

3. Complete College of Nursing Protocol
   a. Notify your instructor immediately
   b. Contact the Assistant Dean of Resource Management immediately. If she is not in her office, leave a voicemail. She will instruct you further and set up an appointment to complete the “Incident Report”. The report will be sent to BYU Risk Management to determine financial coverage.

Special Instructions for Needle Sticks and/or Exposure to Bodily Fluids
Provide immediate care to the exposure site—wash wounds and skin with soap and water. Obtain information on the type of needle used and the brand of OSHA reporting. Notify hospital/clinic, preceptor, and faculty member, and follow hospital protocol. Obtain instructions from a hospital medical/nursing professional regarding the patient’s health status to determine if post exposure prophylaxis is recommended. If it is recommended, it should be administered within two hours of exposure at the hospital E.R. The hospital/clinic determines if post exposure prophylaxis is recommended. Contact the Assistant Dean or Resource Management ASAP. If the patient is NOT considered “high risk”, Contact the Assistant Dean or Resource Management, leave clinical and go to the Student Health Center Urgent Care within two hours for initial screening for HCV, Ab titer, HbsAg, HIV I & II, etc. Follow up will be determined as necessary. (Let them know it is an “on-the-job” injury.)

Students are covered by worker’s compensation through BYU for health care coverage.
Appendix H

Check Lists for Evidence-Based Scholarly Paper
As a graduate student, you hold primary responsibility for completion of your evidence based scholarly paper. Graduate study requires independent learning, as well as regular collaboration between you and your chair/mentor. The ultimate goal is to complete your evidence based scholarly paper in collaboration with your chair/mentor. Your evidence based scholarly paper will be a publication-worthy scholarly work of real consequence that adds to the body of knowledge in nursing and healthcare. Completion of your evidenced based scholarly paper will be time intensive, include numerous steps, and cannot be rushed through. Instead, it must be worked on continuously throughout the program.

The aim of the checklist below is to define your tasks, expectations, and responsibilities in completing your evidence based scholarly paper and provide due dates to help keep you on track.

<table>
<thead>
<tr>
<th>Step</th>
<th>Description of Step</th>
<th>Due Date for Assignment and/or Related Course</th>
<th>Actual Completion Date</th>
</tr>
</thead>
</table>
| Select Evidence Based Scholarly Topic (N600) | 1. Select an evidenced scholarly paper topic in an area that a faculty member has a research program or one related to the FNP role.  
2. Work with librarian to select appropriate literature to review related to topic.  
3. Talk with appropriate faculty to focus and refine topic and determine feasibility. | 1. Complete in Nursing 600. (see syllabus for related assignments). |                       |
| Select Evidence Based Paper Chair (N600)   | 1. Review possible evidence based scholarly paper Chairs.  
2. Meet and talk with possible Chairs and choose one.  
• It is required that your Chair be doctorally prepared having either a PhD or DNP and has completed his/her third year review. | 1. Complete selection of Chair preferably in first spring term but, at the latest, during your first fall semester. |                       |
<table>
<thead>
<tr>
<th>Step</th>
<th>Description of Step</th>
<th>Due Date for Assignment and/or Related Course</th>
<th>Actual Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Although not required, at the discretion of your Chair you may select other faculty members to help on your paper if they have relevant content expertise. 3. Discuss order of authorship for publication.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complete a Study List which outlines courses and when taken (Given to you at beginning of program)</td>
<td>1. Obtain signature of Chair. 2. If other faculty members helping also obtain their signatures. 3. Obtain signature of graduate coordinator. 4. Submit completed form with all signatures to graduate secretary.</td>
<td>1. Preferable that it be submitted first spring term but not later than second week of first fall term.</td>
<td></td>
</tr>
<tr>
<td>Prepare an evidence organizing grid (N601, N623)</td>
<td>1. Develop and refine a grid that includes articles for the results section of your evidence based scholarly paper. Steps include:  • Develop a search strategy which includes data bases, inclusion/exclusion criteria, contact of experts etc.  • Create flow chart of article selection including reason for exclusion.  • Extract data from articles including headings such as author, design, intervention, sample characteristics, outcomes, findings, limitations, assessment of rigor of studies.  • Validate extraction of data with Chair.  • Where inconsistency of agreement on extracted</td>
<td>1. Nursing 601 First draft due (see syllabus for due date). 2. Nursing 623 Refinement of grid due to Chair along with reference list (see syllabus for due date).</td>
<td></td>
</tr>
<tr>
<td>Step</td>
<td>Description of Step</td>
<td>Due Date for Assignment and/or Related Course</td>
<td>Actual Completion Date</td>
</tr>
<tr>
<td>--------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------</td>
<td>------------------------</td>
</tr>
</tbody>
</table>
| Prepare Introduction and Methods Sections (N623)       | 1. Write a polished draft of introduction section where you provide rationale and significance of your research study.  
2. Write a polished draft of methods section which would include:  
  - Search Strategy  
  - Inclusion/Exclusion Criteria  
  - Extraction of Data  
  - Method to Assess Quality of Studies                                                                                                                  | 1. Nursing 623 Introduction and Methods Sections due to Chair (see syllabus for due date).                                                                                                                           |                        |
| Select journal for publication (N623)                  | 1. Select a high-quality journal that disseminates your findings to the most appropriate audience.                                                                                                                                         | 1. Nursing 623 Submit Rationale for journal selection, estimated space allotment, author guidelines due to Chair (see syllabus for due date). |                        |
| Create Outline of Results (N623)                       | 1. Work with your Chair to outline results section.  
2. In writing results review other systematic/integrative reviews particularly in journal selected to which you are submitting.                                                                                                                  | 1. Nursing 623 Detailed outline of results due to Chair (see syllabus for due date).                                                                                                                           |                        |
| Write Results                                          | 1. Work with your Chair to write the results section.  
2. Create tables and figures to represent results.                                                                                                                                                                                                                                         | 1. Results should be completed during Spring 2018 and Fall 2018.                                                                  |                        |
| Write Discussion/Conclusion                            | 1. Work with your Chair to write your discussion section.  
2. In this section, you make meaning of your finds, identify limitations of your systematic/integrative                                                                                                                      | 1. Discussion/Conclusion should be completed Spring and Fall 2018 semesters.                                                   |                        |
<table>
<thead>
<tr>
<th>Step</th>
<th>Description of Step</th>
<th>Due Date for Assignment and/or Related Course</th>
<th>Actual Completion Date</th>
</tr>
</thead>
</table>
| Submit to the Associate Dean for Graduate Studies for Approval      | 1. Submit your final version to the Associate Dean for Graduate Studies.  
2. The Associate Dean needs 2 weeks to read and sign-off on your Evidence Based Scholarly Paper.                                                                                                             | 1. In order to graduate in August 2019, you must submit your completed Evidence Based Scholarly Paper to the Associate Dean for Graduate Studies by May 6, 2019 to be allowed to register for N635R in spring 2019. |                                                                                                                                                                                                                                                          |
| Make Changes Requested by the Associate Dean                        | 1. Work in collaboration with your Chair to make the changes suggested by the Associate Dean.                                                                                                                          |                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                          |
| Submit final version to the Library                                 | 1. Work with the graduate secretary to submit to the Library.                                                                                                                                                           |                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                          |
| Submit for publication                                              | 1. Work with your Chair to prepare a manuscript and submit for publication to the journal you previously selected.                                                                                                       |                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                          |
Appendix I

Check List for Thesis
As a graduate student, you hold primary responsibility for completion of your thesis. Graduate study requires independent learning, as well as regular collaboration between you and your thesis committee. The ultimate goal is to complete your thesis in collaboration with your thesis committee. Your thesis will be a publication-worthy scholarly work of real consequence that adds to the body of knowledge in nursing and healthcare. Completion of your thesis will be time intensive, include numerous steps, and cannot be rushed through. Instead, it must be worked on continuously throughout the program.

The aim of the checklist below is to define your tasks, expectations, and responsibilities in completing your thesis and provide due dates to help keep you on track.

<table>
<thead>
<tr>
<th>Step</th>
<th>Description of Step</th>
<th>Due Date for Assignment and/or Related Course</th>
<th>Actual Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select Thesis Topic</td>
<td>4. Select a thesis topic in an area that a faculty member has a research program.</td>
<td>2. Nursing 600 Complete assignment related to selection of thesis topic (see syllabus for due date).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Work with librarian to select appropriate literature to review related to topic.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. Talk with appropriate faculty to focus and refine topic and determine feasibility.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select Thesis Committee (3 Members)</td>
<td>4. Review possible thesis Chairs and Committee Members.</td>
<td>2. Complete committee selections preferably in first spring term but, at the latest, during your first fall semester.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Meet and talk with possible Chairs and choose one.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. Work with your Chair to select two Committee Members.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• It is preferable for all Committee Members have Graduate Faculty Status. At a minimum, your Chair and at least one Committee Member</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Step</td>
<td>Description of Step</td>
<td>Due Date for Assignment and/or Related Course</td>
<td>Actual Completion Date</td>
</tr>
<tr>
<td>------</td>
<td>---------------------</td>
<td>---------------------------------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>College of Nursing Graduate Student Handbook</td>
<td>must have Graduate Faculty Status. You may petition for one Committee Member, who does not have Graduate Faculty Status, to serve as a content expert. 4. Discuss order of authorship for publication.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Complete a Study List which outlines courses and when taken (Given to you at beginning of program)</td>
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<td></td>
<td>5. Obtain signatures of Committee Members. 6. Obtain signature of graduate coordinator. 7. Submit completed form with all signatures to graduate secretary.</td>
<td>2. Preferable that it be submitted first spring term but no later than second week of first fall term.</td>
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<tr>
<td></td>
<td>Prepare an evidence organizing grid</td>
<td>2. Develop and refine a grid that includes articles for potential use in your introduction and literature review.</td>
<td>1. Nursing 601 First draft due (see syllabus for due date) 2. Nursing 623 (N699R) Refinement of grid due to Chair (see syllabus for due date).</td>
</tr>
<tr>
<td></td>
<td>Write Introduction and Methods Sections</td>
<td>3. Write a polished draft of introduction section where you provide rationale and significance of your research study. 4. Write a polished draft of your methods section which should include: a. Design type b. Setting c. Sample d. Procedures (Data Collection) e. Instruments (including reliability and validity) f. Data Analysis</td>
<td>Nursing 623 (699R) Introduction and Methods Sections (polished draft) due to Chair (see syllabus for due date)</td>
</tr>
<tr>
<td>Step</td>
<td>Description of Step</td>
<td>Due Date for Assignment and/or Related Course</td>
<td>Actual Completion Date</td>
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</table>
| Proposal defense (colloquium) | 1. When Chair determines you are ready, set a time for your proposal defense and schedule a room with graduate secretary.  
2. Send your Committee Members a copy of proposal (introduction and methods) two weeks before your proposal defense.                                                                                                                                                                                                                                                                                                     |                                               |                        |
| Obtain IRB Approval if not already done by chair | 1. Work with your Chair to obtain IRB approval from University.  
2. If your Chair already has IRB approval, you will need to be added as a researcher on the team and take the Collaborative IRB Training Initiative Program (CITI).  
3. As needed, obtain IRB approval from clinical agencies where conducting research unless your Chair already has that approval.                                                                                                                                                                                                                                                 |                                               |                        |
| Select journal for publication | 2. Select a high-quality journal that fits your topic well.  
3. Write thesis according space allotment, and author guidelines.                                                                                                                                                                                                                                                                                                                                                                                                                  | Due Date for journal selection, estimated space allotment, author guidelines (see syllabus for due date). |                        |
| Data Collection               | 1. Work with your Chair and statistician, as needed, to develop forms/instruments necessary to collect data.  
2. Collect data.                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                               |                        |
| Create SPSS/Excel File (Mainly used for quantitative studies) | 1. Work with your Chair to develop SPSS File.  
2. May also consult with statistician in creating file.                                                                                                                                                                                                                                                                                                                                                                                                                     |                                               |                        |
<table>
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<tr>
<th>Step</th>
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<th>Actual Completion Date</th>
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<tbody>
<tr>
<td>Data Entry (Depending on type of design [qualitative/quantitative] will use different tools to enter data)</td>
<td>1. Work with your Chair to enter data. 2. May also consult with statistician in entering file.</td>
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<tr>
<td>Data Cleaning (Will use different processes depending on qualitative versus quantitative data)</td>
<td>1. Work with Chair to clean data. 2. May also consult with statistician in cleaning data.</td>
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</tr>
<tr>
<td>Data Analysis (Will use different processes depending on qualitative versus quantitative data)</td>
<td>1. Work with your Chair and statistician to design appropriate data analysis and statistical tests considering research questions, type of design, and level of data.</td>
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</tr>
<tr>
<td>Create Outline of Results</td>
<td>3. Work with your Chair and statistician to outline results section.</td>
<td>Nursing 623 (699R) Detailed outline of results due to Chair (see syllabus for due date).</td>
<td></td>
</tr>
<tr>
<td>Write Results</td>
<td>3. Work with your Chair, Committee, and statistician to write results. 4. Create tables and figures to represent results.</td>
<td>Results should be completed during Spring 2018 and Fall 2018.</td>
<td></td>
</tr>
<tr>
<td>Write Discussion/Conclusion</td>
<td>3. Work with your Chair to write your discussion section. 4. In this section, you make meaning of your results, compare and contrast with related research, identify limitations of your study.</td>
<td>Discussion/Conclusions should be completed Spring and Fall 2018 semesters.</td>
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<tr>
<td>Step</td>
<td>Description of Step</td>
<td>Due Date for Assignment and/or Related Course</td>
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<tr>
<td>Pre-Defense</td>
<td>and identify implications for practice and needs for future research.</td>
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<tr>
<td>Make Revisions Based on pre-defense input</td>
<td>1. Make revisions based on pre-defense input from Committee Members.</td>
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<tr>
<td>Schedule Defense</td>
<td>1. The defense (final oral exam) must be scheduled two weeks before the defense is held. 2. Work with Committee to select a time when all Committee Members can attend. 3. Form 8-d must be submitted to the University two weeks before the defense. 4. Work with the Graduate Secretary to schedule a room for your defense.</td>
<td>The final defense must be scheduled no later than Winter Semester 2019 and Preferably before or you cannot register for N635R</td>
<td></td>
</tr>
<tr>
<td>Make revisions based on input from the defense</td>
<td>1. Make revisions needed based on input from the defense.</td>
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<tr>
<td>Submit to the Dean</td>
<td>3. Submit your revised thesis to the Dean. 4. The Dean needs 2 weeks to read and sign-off on your thesis. Also check with her secretary to identify her schedule and availability. 5. When you take your thesis to the Dean, also take AVD form 8d for her signature.</td>
<td>In order to graduate in August 2019, you must submit your thesis to the Dean by May 6, 2019 to be allowed to register for N635R in spring 2019.</td>
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<tr>
<td>Step</td>
<td>Description of Step</td>
<td>Due Date for Assignment and/or Related Course</td>
<td>Actual Completion Date</td>
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<tr>
<td>Make Changes Requested by the Dean</td>
<td>1. Work in collaboration with your Committee to make the changes suggested by the Dean.</td>
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</tr>
<tr>
<td>Submit ETD (Electronic Thesis) along with signed AVD form 8d</td>
<td>1. Work with graduate secretary to get thesis in the proper format to submit to University.</td>
<td>ETD approved and submitted by July 1, 2019</td>
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</tr>
<tr>
<td>Submit for publication</td>
<td>2. Work with your Chair and Committee to prepare a manuscript and submit for publication to the journal you previously selected.</td>
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Appendix J

Check List for Project
As a graduate student, you hold primary responsibility for completion of your project. Graduate study requires independent learning, as well as regular collaboration between you and your project committee. The ultimate goal is to complete your project in collaboration with your project committee. Your project will be a publication-worthy scholarly work of real consequence that adds to the body of knowledge in nursing and healthcare. Completion of your project will be time intensive, include numerous steps, and cannot be rushed through. Instead, it must be worked on continuously throughout the program.

The aim of the checklist below is to define your tasks, expectations, and responsibilities in completing your thesis and provide due dates to help keep you on track.

<table>
<thead>
<tr>
<th>Step</th>
<th>Description of Step</th>
<th>Due Date for Assignment and/or Related Course</th>
<th>Actual Completion Date</th>
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</thead>
<tbody>
<tr>
<td>Select Project Topic (N600)</td>
<td>7. Select a project topic in an area that a faculty member has an expertise.</td>
<td>3. Nursing 600 Complete assignment related to selection of project topic. (see syllabus for due date)</td>
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<td></td>
<td>8. Work with librarian to select appropriate literature to review related to topic.</td>
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<td>9. Talk with appropriate faculty to focus and refine topic and determine feasibility.</td>
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<tr>
<td>Select Project Committee (Composed of 3 members)</td>
<td>7. Review possible project Chairs and Committee Members.</td>
<td>3. Complete committee selection preferably in first spring term but, at the latest, during your first fall semester.</td>
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<td></td>
<td>8. Your Chair must have a doctoral degree (PhD or DNP).</td>
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<td></td>
<td>9. Meet and talk with possible chairs and choose one.</td>
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<td></td>
<td>10. Council with your Chair regarding Committee Members. Select committee members based on content and other needed expertise.</td>
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<tr>
<td>Step</td>
<td>Description of Step</td>
<td>Due Date for Assignment and/or Related Course</td>
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<tr>
<td>11. Discuss order of authorship for publication with committee.</td>
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<tr>
<td>Complete a Study List which outlines courses and when taken (Given to you at beginning of program)</td>
<td>8. Obtain signatures of Committee Members.</td>
<td>3. Preferable to submit first spring term but not later than second week of first fall term</td>
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<td></td>
<td>9. Obtain signature of graduate coordinator.</td>
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<td></td>
<td>10. Submit completed form with all signatures to graduate secretary.</td>
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<tr>
<td>Prepare an evidence organizing grid (N601, N623)</td>
<td>3. Develop and refine a grid that includes articles for potential use in your introduction and literature review.</td>
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<tr>
<td></td>
<td>1. Nursing 601 First draft due – (see syllabus for due dates).</td>
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<td></td>
<td>2. Nursing 623 (N698R) Refinement of grid due to chair along with reference list due – (see syllabus for due dates).</td>
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</tr>
<tr>
<td>Prepare Introduction and Methods Sections (N623)</td>
<td>1. Write a polished draft of introduction section where you provide rationale and significance of your project.</td>
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<td></td>
<td>2. Write a polished draft of your methods section which would include:</td>
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<td></td>
<td>• Aims of Project</td>
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<td></td>
<td>• Procedures use to accomplish the project</td>
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<td></td>
<td>• Methods used to evaluate project (if appropriate)</td>
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<td></td>
<td>• Data analysis of evaluation of data (if appropriate).</td>
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<tr>
<td>Proposal defense (colloquium)</td>
<td>5. When Chair determines you are ready (polished introduction and methods),</td>
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<td></td>
<td>1. Nursing 623 (You register for 2 hours of 698R)</td>
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<tr>
<td></td>
<td>2. Introduction and Methods Sections (polished draft) due to Chair (see syllabus for due date)</td>
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<tr>
<td>Step</td>
<td>Description of Step</td>
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<td></td>
<td>set a time for your proposal defense and schedule a room with graduate secretary. 6. Send your Committee Members a copy of proposal (introduction and methods) two weeks before your proposal defense.</td>
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</tr>
<tr>
<td>Select journal for publication (N623)</td>
<td>4. Select a high-quality journal that fits your topic well. 5. Write project according space allotment, and author guidelines.</td>
<td>1. Nursing 623 (698R) Submit Rationale for journal selection, estimated space allotment, author guidelines due to mentor –see syllabus for due date to Chair</td>
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<tr>
<td>Carry Out Project</td>
<td>3. Work with your Chair to Implement Project.</td>
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<tr>
<td>If Quantitative Data Used to Evaluate Project, Utilize the Following Steps to Manage Data</td>
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<tr>
<td>Create SPSS /Excel File</td>
<td>3. Work with your Chair to develop SPSS File. 4. May also consult with statistician in creating file.</td>
<td></td>
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</tr>
<tr>
<td>Data Entry</td>
<td>3. Work with your Chair to enter data. 4. May also consult with statistician in entering file.</td>
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</tr>
<tr>
<td>Data Cleaning</td>
<td>3. Work with Chair to clean data. 4. May also consult with statistician in cleaning data.</td>
<td></td>
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</tr>
<tr>
<td>Data Analysis</td>
<td>2. Work with your Chair and statistician to design</td>
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<td>Step</td>
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<tr>
<td>Create Outline of Results (N623)</td>
<td>4. Work with your Chair and statistician to outline results section.</td>
<td>1. Nursing 623 (698R) Detailed outline of results due to Chair (see syllabus for due date).</td>
<td></td>
</tr>
<tr>
<td>Write Results</td>
<td>5. Work with your Chair, committee, and statistician to write results.</td>
<td>1. Results should be completed during Spring 2018 and Fall 2018.</td>
<td></td>
</tr>
<tr>
<td>Write Discussion/Conclusion</td>
<td>5. Work with your Chair to write your discussion section. 6. In this section, you make meaning of your of what you did with you project, compare and contrast identify limitations of your project, and identify implications for practice.</td>
<td>1. Discussion/Conclusion should be completed Spring and Fall 2018 semesters.</td>
<td></td>
</tr>
<tr>
<td>Pre-Defense</td>
<td>2. Several ways can be used to gather input from your Committee prior to your defense. Discuss with your Chair the preferred option. Options may include: A. A formal pre-defense. The Committee should have the final paper two week before the pre-defense. or B. Meet one on one with each Committee Member to obtain input.</td>
<td>1. The pre-defense must occur no later than the first week of March, 2019.</td>
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<tr>
<td>Step</td>
<td>Description of Step</td>
<td>Due Date for Assignment and/or Related Course</td>
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<tr>
<td>Make revisions based on pre-defense input</td>
<td>1. Make revisions based on pre-defense input from Committee Members.</td>
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</tr>
<tr>
<td>Schedule Defense</td>
<td>5. The defense must be scheduled two weeks before the defense is held.</td>
<td>1. The final defense must be scheduled no later than your last Winter Semester and preferably before or you cannot register for N635R.</td>
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<td>6. Work with Committee to select a time when all Committee Members can attend.</td>
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<td></td>
<td>7. Work with the Graduate Secretary to schedule a room for your defense.</td>
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<tr>
<td>Make revisions based on input from the defense</td>
<td>2. Make revisions needed based on input from the defense.</td>
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</tr>
<tr>
<td>Submit to the Associate Dean for Graduate Studies</td>
<td>6. Submit your revised project to the Associate Dean.</td>
<td>1. In order to graduate in August 2019, you must submit your thesis to the Dean by May 6, 2019 to be allowed to register for N635R in spring 2019.</td>
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<td>7. The Associate Dean needs 2 weeks to read and sign-off on your project.</td>
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<tr>
<td>Make Changes Requested by the Associate Dean</td>
<td>1. Work in collaboration with your committee to make the changes suggested by the Associate Dean.</td>
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<tr>
<td>Submit to University</td>
<td>1. Work with Graduate Secretary to submit to the Library.</td>
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</tr>
<tr>
<td>Submit for publication</td>
<td>3. Work with your Chair and Committee to prepare a manuscript and submit for publication to the journal you previously selected.</td>
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</table>