"Nursing is an art; and if it is to be an art, requires as exclusive a devotion, as hard a preparation, as any painter's or sculptor's work; for what is the having to do with dead canvas, or cold marble, compared with having to do with the living body—the temple of the spirit...It is one of the fine arts; I had almost said, the finest of the arts."

Florence Nightingale
PREFACE

This handbook is designed to provide information and guidance to graduate students in nursing at California State University, Stanislaus. It will give present and prospective students an overview of the purpose and goals, program course offerings, requirements for admission and application procedures for the Master of Science in Nursing program.

The information contained in this handbook is consistent with that in the current University catalog found on the CSU Stanislaus web site. The handbook contains pertinent information to assist with progression through the program. However, students should review the CSU Stanislaus Guide to Graduate Studies and the University catalog, which are more comprehensive. It is the student’s responsibility to understand the information in all three documents.

The handbook may not address all student questions or concerns. Hence, if a student has problems or questions that need further clarification or resolution, the Graduate Coordinator or another member of the nursing faculty should be contacted.

General inquiries regarding the nursing graduate program should be directed to:

Carolyn Martin, RN, CFNP, PhD
Nursing Graduate Coordinator
College of Human and Health Sciences
California State University, Stanislaus
One University Circle
Demergasso-Bava Hall, Room 257
(Professional Schools Building)
Phone: (209) 664-6591
Fax: (209) 667-3690
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Welcome to

California State University,

Stanislaus
California State University, Stanislaus is one of the twenty-three California State Universities which comprise one of the largest systems of public higher education in the western hemisphere. The University derives its name from the Indian warrior Estanislao of the northern Yokut Indians. A mission Indian, named for the patron saint of Poland and martyr of the Eleventh Century, Estanislao escaped or left the fathers and returned to his own village on the river that now bears his name. From the banks of his river he waged a war against the Spanish, battling on two occasions the great General Marino Vallejo. Some historians contend that Estanislao won both battles, others say he inflicted heavy losses on the Spanish but was driven from his home. No one is sure what happened to the great chief, but his memory and name live on in the tradition and determination of California State University, Stanislaus.

The former College, now University, which bears this Indian chief's name was opened in 1960 at the County Fairgrounds where it operated except during the yearly county fair when it moved to Turlock High School. The first year there was a student body of 756 juniors, seniors, and graduate students with 15 full-time faculty. In 1965 the College was moved to its present 230 acre site and the College was awarded University status in the Spring of 1985. Currently the annual enrollment is approximately 7500 students.

The first buildings constructed were the Vasche Library/Administration Building and Bizzini Hall, formerly the Classroom Building. Phase II of the Vasche Library was completed in 1989, doubling the size of the original building. The Performing Arts Complex opened in the Fall of 1970, providing space for the departments of art, drama, and music. This multi-purpose project includes a modern, functional 300-seat main stage Theater for drama productions, recitals, concerts, and lectures. The music facility features a 200-seat recital hall, and the art area is highlighted by spacious and modern equipped studios as well as a gallery for shows. The original Science building was completed in 1972 and vacated in 2007 when the Naraghi Hall of Science was completed. The University Union opened in 1978 and was renovated and expanded in 1992. These facilities have become the center for students during their leisure hours. In this complex is housed the Associated Students, the American Language and Culture Program, recreation center, lounges, multipurpose room, study and conference rooms. Dedicated in 1981, the Campus Health Center provides basic medical services, health maintenance, and health education. Services cover examinations for illnesses and injury, diagnosis and treatment of common health problems, laboratory x-rays, and medications as needed. Health education and counseling for prevention of illness and health maintenance, as well as referrals to specialists, are also provided. The Village is a unique student housing complex which opened in 1993 and housed 356 students. Phase III of construction was completed in fall 2004 with new additions, it now houses 648 students. It is complete with laundry facilities, computer lab, recreation room, cafeteria courtyard with barbecue areas, 3 play courts, 2 swimming pools and a spa. The Dining Hall Complex includes a cafeteria with a capacity for seating 500, with a smaller dining room for private meetings, workshops, and conferences. Physical education facilities include a field house, Gymnasium with seating for 2,300, softball and baseball diamonds, soccer field, a vita-course, tennis courts, an all-weather track, and a swimming pool. Ground breaking ceremonies for the 130,000 square foot Professional Schools Building took place on October 11, 1996. Occupancy began fall 1998. This building, now named Demergasso-Bava Hall, houses faculty offices and classrooms, including the Nursing Department Offices and Clinical Skills lab. The Mary Stuart Rogers Educational Gateway Building opened in 2002. It houses Admissions and Records and other Administrative Offices and Student Services. Beginning in August of 1998, the CSU Stanislaus Stockton Center moved from the Delta College campus to its current site at 612 East Magnolia Street, Stockton. The most recent additions to the University campus is the 12,500 square foot student bookstore, which opened in 2008 under contract with Barnes and Noble.
STUDENT SUPPORT SERVICES:

UNIVERSITY COUNSELING/CAREER DEVELOPMENT CENTER
This center offers personal and career counseling and workshops. All of the services are free to the students as a result of the student fees paid at registration time.

UNIVERSITY TUTORING CENTER
This center is located on the first floor of the Library. It offers one-on-one tutoring by appointment in most subjects, with 35 drop-in (no appointment needed) hours in mathematics. This center also provides tutoring specifically for the Writing Proficiency Screening Test (WPST) and Graduate Record Exam (GRE). A writing skills specialist can assist students with writing, reading, and grammar needs. The telephone number is 667-3642. Appointments are scheduled for 15 minute sessions. Multiple appointments can be made on the same day.

UNIVERSITY HEALTH CENTER
The University Health Center is staffed by physicians and nurse practitioners and provides basic medical services, health maintenance and health education. Medical services cover examinations for illness and injury, diagnosis and treatment of common health problems, laboratory, x-rays and medications as needed. Most services are at no cost because of your payment of student fees. There is a discounted fee for lab work. Prescriptions are filled at a discounted rate. The telephone number is 667-3396.

STUDENT NEWSPAPER
"THE SIGNAL" is the name of the student newspaper which is published weekly throughout the academic semesters. There are boxes all around the campus where students can pick up a copy of the newspaper. We encourage you to secure copies and read them. This is one of the best sources to keep up with what is happening on the campus from student perspectives. Important information, such as add and drop deadlines, is published as well as all the social and cultural activities available on the campus.

UNIVERSITY DOCUMENTS RELATING TO STUDENTS' RIGHTS AND RESPONSIBILITIES

I. The University has developed a Statement of Student Rights and Responsibilities which is supported by the Department of Nursing. A copy of this document is available from the Office of Student Services.

II. The University has developed campus regulations, grade assignment and grade appeal procedures to which the Department of Nursing adheres. These documents are printed in the University Catalog.

III. A student may seek redress on any CSU Stanislaus regulation by petition. There is an appointed University-Wide Petitions Committee composed of five faculty members, one of whom chairs the committee, and the Director of Academic Advising as the administration's representative. The petition form is available at the Enrollment Services Office.

IV. On campus parking regulations require students who wish to park on campus to purchase a sticker or daily permit and park in areas designated as student parking. Parking violations are enforced and citations given for infractions. A brochure entitled "Parking Traffic Information" is available from the Department of Public Safety on campus.

V. Disabled students, who may need to have academic adjustments, will be evaluated on a case-by-case basis. Appropriate academic adjustments will be agreed upon by the Director of Disabled Students Services, related program professionals, and the student prior to course work and placement in field work. Academic adjustments refer to adaptations for a professionally verified disabled student as related to supportive services. Such adjustment does not refer to a variance of academic and technical standards requisite for the issuance of a credential. Students are responsible for initiating the process. A copy of the Policy and Procedures for Disabled Students is available from the Disabled Students Office in the Mary Stewart Rogers Building.

Note that all student services are available to enrolled students. Students taking classes at the distance sites are encouraged to utilize these services as needed. Call the individual office for day and evening hours.
What You Need to Know

CAMPUS

Information Line: 209-667-3122
Outreach

CSU Stanislaus Web Address: www.csustan.edu

Emergency Numbers
Emergency: 911
On campus: 9-911

Public Safety - Turlock
8:00 a.m. - 5:00p.m.: 667-3114
Weekends/Holidays: 668-1200

Public Safety – Stockton
8:00 a.m. – 5:00 p.m.: 993-3469

Nursing Department 667-3141
www.csustan.edu/Nursing

Academic Services
http://www.csustan.edu/EnrollmentServices/Admissions-

Academic Advising- Nursing Dept 667-3141
Request for Information 667-3123
Student Records & Transcripts 667-3264
Admissions Requirements 667-3152
Campus Tours 667-3811

Enrollment Services
http://www/csustan.edu/EnrollmentServices

Admissions 667-3152
Cashiers 667-3406
Enrollment Services Info Line 667-3151
Financial Aid & Scholarships 667-3336
Registration Help Line 667-3039

Student Affairs
http://studentaffairs.csustan.edu

Counseling Services 667-3381
Career Services 667-3661
Disabilities Resource Center 667-3159
TDD 667-3582
First Year Programs & Advising 667-3304
KIVA Bookstore 667-3161
Library 667-3231
Testing Services 667-3157
Tutoring Center 667-3642
Writing Center 667-3465
WPST Program 667-3069
One area on the campus that you will be using frequently during your education is the University Library. It is located on the second and third floors of the Vasche Library Building.

Check the Library web page for hours. [http://library.csustan.edu/hours/index.html](http://library.csustan.edu/hours/index.html)

We are most fortunate in having a superb Library with excellent staff.

Please read this excerpt taken from the University Catalog about the Library:

Located on the second and third floors of the Vasche Library Building, the library facility provides workstations which access the library's electronic resources, an electronic classroom, spaces for individual and group study, and a reading room.

The University Library provides major educational, cultural, and information services and resources to the University and the community. The library's mission is to support and supplement classroom and independent learning; facilitate and support student and faculty research; and provide users with lifelong skills in identifying, locating, evaluating, and synthesizing information. Library staff are dedicated to offering excellent reference, instruction, and access services to the Turlock campus and the University's distance learning programs.

The library collection includes 340,000 volumes, 2,100 periodical subscriptions, access to 60+ electronic databases and a growing number of electronic journals, video recordings, compact discs, and e-books. Since 1965 the library has been a partial depository of federal, state, and local documents. Other special collections include the University archive, which contains documents related to local and University history, and the juvenile collection, which has 5,000 volumes of award-winning and notable titles in children's literature. The collection has been developed through close and ongoing collaboration between librarians and discipline faculty.

For more information see their website at [www.library.csustan.edu](http://www.library.csustan.edu)

Also see the Distance Learning section of this document for more information on services available to off-campus students.
Student Conduct
Title V, California Code of Regulations
Article 2. Student Conduct

http://www.csustan.edu/Catalog/PDF-Publications/16-Appendix.pdf

41301. Standards for Student Conduct
The University is committed to maintaining a safe and healthy living and learning environment for students, faculty, and staff. Each member of the campus community must choose behaviors that contribute toward this end. Student behavior that is not consistent with the Student Conduct Code is addressed through an educational process that is designed to promote safety and good citizenship and, when necessary, impose appropriate consequences.

(a) Student Responsibilities
Students are expected to be good citizens and to engage in responsible behaviors that reflect well upon their university, to be civil to one another and to others in the campus community, and contribute positively to student and university life.

(b) Unacceptable Student Behaviors
The following behavior is subject to disciplinary sanctions:
(1) Dishonesty, including:
   (A) Cheating, plagiarism, or other forms of academic dishonesty that are intended to gain unfair academic advantage.
   (B) Furnishing false information to a University official, faculty member, or campus office.
   (C) Forgery, alteration, or misuse of a University document, key, or identification instrument.
   (D) Misrepresenting oneself to be an authorized agent of the University or one of its auxiliaries.
(2) Unauthorized entry into, presence in, use of, or misuse of University property.
(3) Willful, material and substantial disruption or obstruction of a University-related activity, or any on-campus activity.
(4) Participating in an activity that substantially and materially disrupts the normal operations of the University, or infringes on the rights of members of the University community.
(5) Willful, material and substantial obstruction of the free flow of pedestrian or other traffic, on or leading to campus property or an off-campus University related activity.
(6) Disorderly, lewd, indecent, or obscene behavior at a University related activity, or directed toward a member of the University community.
(7) Conduct that threatens or endangers the health or safety of any person within or related to the University community, including physical abuse, threats, intimidation, harassment, or sexual misconduct.
(8) Hazing, or conspiracy to haze, as defined in Education Code Sections 32050 and 32051:
   “Hazing” includes any method of initiation or pre-initiation into a student organization, or any pastime or amusement engaged in with respect to such an organization which causes, or is likely to cause, bodily danger, physical harm, or personal degradation or disgrace resulting in physical or mental harm, to any student or other person attending any school, community college, college, university or other educational institution in this state; but the term “hazing” does not include customary athletic events or other similar contests or competitions. A group of students acting together may be considered a “student organization” for purposes of this section whether or not they are officially recognized. Neither the express or implied consent of a victim of hazing, nor the lack of active participation while hazing is going on is a defense. Apathy or acquiescence in the presence of hazing is not a neutral act, and is also a violation of this section.
(9) Use, possession, manufacture, or distribution of illegal drugs or drug-related paraphernalia, (except as expressly permitted by law and University regulations) or the misuse of legal pharmaceutical drugs.
(10) Use, possession, manufacture, or distribution of alcoholic beverages (except as expressly permitted by law and University regulations), or public intoxication while on campus or at a University related activity.
(11) Theft of property or services from the University community, or misappropriation of University resources.
(12) Unauthorized destruction, or damage to University property or other property in the University community.
(13) Possession or misuse of firearms or guns, replicas, ammunition, explosives, fireworks, knives, other weapons, or dangerous chemicals (without the prior authorization of the campus president) on campus or at a University related activity.

(14) Unauthorized recording, dissemination, or publication of academic presentations (including handwritten notes) for a commercial purpose.

(15) Misuse of computer facilities or resources, including:
   (A) Unauthorized entry into a file, for any purpose.
   (B) Unauthorized transfer of a file.
   (C) Use of another's identification or password.
   (D) Use of computing facilities, campus network, or other resources to interfere with the work of another member of the University community.
   (E) Use of computing facilities and resources to send obscene or intimidating and abusive messages.
   (F) Use of computing facilities and resources to interfere with normal University operations.
   (G) Use of computing facilities and resources in violation of copyright laws.
   (H) Violation of a campus computer use policy.

(16) Violation of any published University policy, rule, regulation or presidential order.

(17) Failure to comply with directions of, or interference with, any University official or any public safety officer while acting in the performance of his/her duties.

(18) Any act chargeable as a violation of a federal, state, or local law that poses a substantial threat to the safety or well-being of members of the University community, to property within the University community or poses a significant threat of disruption or interference with University operations.

(19) Violation of the Student Conduct Procedures, including:
   (A) Falsification, distortion, or misrepresentation of information related to a student discipline matter.
   (B) Disruption or interference with the orderly progress of a student discipline proceeding.
   (C) Initiation of a student discipline proceeding in bad faith.
   (D) Attempting to discourage another from participating in the student discipline matter.
   (E) Attempting to influence the impartiality of any participant in a student discipline matter
   (F) Verbal or physical harassment or intimidation of any participant in a student discipline matter.
   (G) Failure to comply with the sanction(s) imposed under a student discipline proceeding.

(20) Encouraging, permitting, or assisting another to do any act that could subject him or her to discipline.

(c) Application of this Code
Sanctions for the conduct listed above can be imposed on applicants, enrolled students, students between academic terms, graduates awaiting degrees, and students who withdraw from school while a disciplinary matter is pending. Conduct that threatens the safety or security of the campus community, or substantially disrupts the functions or operation of the University is within the jurisdiction of this Article regardless of whether it occurs on or off campus. Nothing in this Code may conflict with Education Code section 66301 that prohibits disciplinary action against students based on behavior protected by the First Amendment.

(d) Procedures for Enforcing this Code
The Chancellor shall adopt procedures to ensure students are afforded appropriate notice and an opportunity to be heard before the University imposes any sanction for a violation of the Student Conduct Code.
WELCOME TO
CALIFORNIA STATE
UNIVERSITY, STANISLAUS
DEPARTMENT OF NURSING
**MAIN OFFICE**

The main office for the Nursing Department is located in Demergasso-Bava Hall, Room 260. The Nursing Office is open Monday through Friday. Normal business hours are 8:00 a.m. – 5:00 p.m. Summer hours are 7:30 a.m. – 4:00 p.m. Voice mail is available when no one is able to answer office calls directly. The office telephone number is (209) 667-3141. Messages for faculty members can be left on their voice mail, email, nursing’s voice mail, or placed in faculty mailboxes in the main office. Any papers left for a faculty member need to be labeled appropriately. Attach a note identifying the intended recipient.

**OFFICE HOURS**

All faculty hold regularly scheduled office hours during the academic year. These are posted by their office. Please schedule appointments in the Nursing Office in the Appointment Binder or with the faculty member. Drop-ins are always welcome on a space available basis. To reach part-time faculty, see course syllabus or contact the Nursing Office.

**CLINICAL SIMULATION CENTER**

There are 3 clinical simulation labs associated with the Department of Nursing.

- The Health Assessment Lab is located in the Student Services Building, Rm. 113
- The Clinical Skills Lab is located in DBH, Rm. 261. It is available during specific hours for enrolled nursing students to acquire skills. No visitors allowed.
- The Clinical Simulation Lab is located in MSR Rm. 40. It is available during specified times and under the supervision of nursing faculty.
# Nursing Department Full-Time Staff and Faculty

## Nursing Office Staff

**Christy Whitehead**, ASC II  
Office: DBH 260B  
Phone/Voice mail: (209) 667-3879  
Email: cwhitehead@csustan.edu

**Lori Barrows**, ASA II  
Office: DBH260  
Phone/Voicemail: (209)-667-3141  
Email: lbarrows@csustan.edu

## Nursing Department Chair

**Peggy Hodge**, Professor  
Office: DBH 259  
Phone/Voice mail: (209) 667-3142  
Email: phodge@csustan.edu

**Carolyn Martin**, Assistant Professor  
Office: DBH 257  
Phone/Voicemail: (209) 664-6591  
Email: cmartin2@csustan.edu

## Nursing Faculty

**Lisa Adams**, Assistant Professor  
Office: S120  
Phone/Voice mail: (209) 664-6850  
Email: ladams@csustan.edu

**Mia Alcala-Van Houten**, Assistant Professor  
Office: S119  
Phone/Voicemail: (209) 667-3443  
Email: lalcalavanhouten@csustan.edu

**April Aleman**  
Office: DBH 256  
Phone/Voicemail:  
Email: aaleman@csustan.edu

**Sherri Brown**, Visiting Lecturer  
Office: DBH  
Phone/Voicemail: 664-6791  
Email: sherribrownmsn@aol.com

**Dawn Craven**, Simulation Lab Coordinator  
Office: DBH 250  
Phone/Voice mail: (209) 664-6791  
Email: dcraven@csustan.edu

**Diane Crayton**, Assistant Professor  
Office: DBH 253  
Phone/Voice mail: 664-6851  
Email: dcrayton@csustan.edu

**Allee (Anne) Pingenot**, Assistant Professor  
Office: DBH  
Phone/Voicemail: (209) 664-6805  
Email: apingenot@csustan.edu

**Mechelle Perea-Ryan**, Assistant Professor  
Office: DBH 248  
Phone/Voice mail: (209) 667-3491  
Email: mperearyan@csustan.edu

**Debbie Tavernier**, Associate Professor, Undergraduate Coordinator  
Office: DBH 255  
Phone/Voicemail: (209) 667-3546  
Email: dtavernier@csustan.edu

**Mary Ann Johnston**, Visiting Lecturer  
Office: DBH 251  
Phone/Voicemail: (209) 667-3861  
Email: mjohnston@csustan.edu
In September 1976, the College hired a Chair for the new Department of Nursing and the 1976-77 academic year was a planning year for an RN-BSN nursing program designed for ADN and Diploma nursing graduates seeking a Baccalaureate in Nursing. During this year the necessary approvals for the Bachelor of Science in Nursing were obtained from the campus Academic Senate and Educational Policies Committee as well as from the Chancellor's office and the California Post Secondary Education Commission. Two faculty members were hired and the department became operational in Fall 1977. The first class consisted of 32 full-time students and 30 part-time students. Competition to be in the first class was keen and the students came with enthusiasm mixed with apprehension about returning to school. The struggles of program development and student learning efforts meshed to create an exciting two years of growth for all. The 32 full-time students graduated in May 1979. The other 30 pioneer students finished on their individual part-time schedules. These and subsequent graduates have enjoyed improved job opportunities and many have gone on into graduate programs.

During the Summer of 1998, the Nursing Department moved into the new Demergasso-Bava Hall. In Fall 2002, the Department opened a new Pre-licensure BSN program. It is approved by the California State Board of Registered Nursing.

The Department of Nursing received National League for Nursing (NLN) Accreditation in 1986, and was re-accredited in 1994 with the maximum number of years (eight) awarded. The Department was also nationally accredited by the Commission of Collegiate Nursing Education (CCNE) in 2002 with the maximum of five years (initial accreditation) awarded. In 2006, the Department was re-accredited by CCNE for the maximum of 10 years.

There are 12 full-time faculty members and a number of part-time faculty which complement the full-time staff. The Department enjoys excellent support from the nursing community.
Mission Statement
The mission of the Department of Nursing is to prepare baccalaureate level registered nurses for broad scoped professional nursing practice. The Department of Nursing is committed to creating a learning environment which encourages faculty, staff, and students in the department to realize their potential, to appreciate and contribute to the health and enrichment of diverse communities, to promote a caring attitude, to be leaders in their communities, and to develop a passion for life-long learning.

Goals Statement
To facilitate this mission we
- Promote academic excellence in the teaching and scholarly activities of our faculty
- Encourage personalized student learning
- Foster interactions and partnerships with our surrounding health care agencies
- Provide opportunities for the intellectual, cultural, and professional development of the nursing community

Department Philosophy
The faculty of CSU Stanislaus Department of Nursing supports the mission of the University and the College of Human and Health Sciences. The philosophy regarding clients, health, environment, nursing practice and nursing education is consistent with the University and College mission and goals.

Clients include individuals, families, groups and communities with culturally defined forms of health seeking, self-care, and caring behaviors. They are holistic beings, capable of evolving to ever-higher levels of function. Self-care and care of others for continuing growth and development requires ongoing adaptation to changing conditions. When this adaptive ability is actually or potentially impaired, nursing interventions may be required. Cultural beliefs, values, and lifeways, plus individual patterns of response to stress affect the course of actions clients will select. When clients receive health care services their autonomy is to be honored, and they are to be treated respectfully and justly regardless of their social or economic status, personal characteristics, or the nature of the health condition.

Health is a dynamic process, which consists of interrelated biological,
psychological, sociocultural and spiritual dimensions. It is constantly changing and exists on a continuum of wellness to illness from birth through end-of-life. Culturally based beliefs, values, and lifestyles, natural and social environments, genetic background, and developmental level all affect the client's experience and definition of health and illness. Achievement of health is based on client self-care and care of others as well as the capabilities and motivation of health care providers.

Clients interact with a changing biophysical and sociocultural environment, which is essential to their existence, ongoing development, and health. Environmental conditions influence clients' quality of life and ability to care for themselves and each other. The pluralistic nature of the United States and the world, a complex health care environment, and a public which desires affordable, accessible, and quality care with choices, constitute ongoing environmental challenges in the delivery of nursing services.

Professional nursing practice is humanistically and scientifically based caring behaviors expressed toward clients with actual or potential health problems. Nurses exhibit the role of providers of care by a holistic approach to client teaching and advocacy, clinical judgments based on critical thinking, values and ethics, and culturally competent interactions with diverse populations. They also function as designers, managers, and coordinators of care through delegating, supervising, and evaluating others, and using theory and research findings in the context of a multidisciplinary changing health care system. As members of a profession, nurses practice from a broad knowledge base; use critical thinking, communication and assessment and technical skills; manifest the professional core values of altruism, autonomy, human dignity, integrity, and social justice; and understand and participate in regulatory and political processes affecting health care.

Nursing education is a caring, collaborative, continuous, and dynamic process shared by students, faculty, administration and the community of nursing. Faculty believe that each student has unique abilities to accept responsibility for learning and thinking critically. The process of professional nursing education is personalized, taking into consideration individual students differences such as culture, ethnicity, and diverse learning styles, student goals, and support systems. Nursing education utilizes active learning approaches, and incorporates information and health care technologies. Nursing education is influenced by communication, past and present teaching-learning experiences, environmental conditions, and motivation levels of students and faculty. Baccalaureate nursing education is an integration of liberal education, including the arts, humanities, and the social, physical, and biological sciences. It prepares graduates to practice as professional nurses in all nursing care settings and to continue in graduate study.
Conceptual Framework

The CSU Stanislaus BSN curriculum is founded on, and guided by six interrelated core concepts: Caring, critical thinking, self-care, transcultural nursing care, communication, and professional nursing roles. They are defined as follows:

Caring, in a professional nursing context, consists of interventions that are both humanistically and scientifically/technologically based. It is defined as the essence of and unifying dimension of nursing, underlies all nursing actions from the biological to spiritual, and stems from the basic interconnectedness of all human beings. Authentic caring gives rise to respect, compassion, and empathy in all nurse-client interactions and is supported by a caring environment.

Critical Thinking is systematic and reflective reasoning used to decide what one believes and what actions to take. Critical thinking builds on an understanding of logical reasoning learned in support courses and nursing courses in first step programs. Student’s dispositions toward critical thinking include truth seeking, open-mindedness, analyticity, systematicity, self-confidence, inquisitiveness and maturity.

Self-Care is the conscious initiation and performance of activities in which clients engage to maintain life and achieve the highest level of health possible at a specific time. Self-care requires knowledge, skills, and motivation and can and should be taught by nurses to individual clients and entire communities. The aim of self-care education is to help clients become independent of nursing interventions and to promote responsibility for their own health.

Transcultural Nursing Care is the provision of nursing care based on a holistic perspective, from physical to spiritual, which emphasizes the central influence of culture on values, beliefs, and behaviors. It occurs primarily between the nurse and clients from cultures other than the nurse’s own, but is a fundamental aspect of all nursing care. Cultural competency requires that the nurse: 1) develop awareness of own culture; 2) gain knowledge of the variety of cultures within own nursing practice; 3) be provided and use tools for cultural assessment; and 4) have opportunities to care for clients from diverse cultures and ethnic groups.

Communication is defined as a reciprocal process essential to professional nursing practice in which information is shared to create meaning, effect change, and facilitate the development of a therapeutic relationship. It can be verbal or nonverbal, oral or written, direct interactions between two or many persons, or computer based. In the nursing care context, the focus of communication is on
health-related topics and issues. For a communication cycle to be complete, messages are both sent and received, and feedback occurs. The nurse participates in this cycle through assertive, responsible, and caring communication, which expresses empathy, trust, warmth, and respect.

**Professional Nursing Roles**, as identified by AACN, are providers of care, designers, managers, and coordinators of care, and members of a profession (p. 4-6, The Essentials of Baccalaureate Education for Professional Nursing Practice, 1998). **Providers of care** apply a holistic approach to client teaching and advocacy, make clinical judgments based on critical thinking, scientific knowledge, values, and ethics, and an understanding of diversity, to clients throughout the life cycle. They provide direct and indirect care to clients ranging from individuals to populations. **Designers, managers, and coordinators of care** delegate, supervise, and evaluate others, use theory and research findings, and manage information within diverse, multidisciplinary and changing health care systems. As **members of a profession**, nurses apply a broad knowledge base to their practice, and include an understanding of regulatory and political processes to the delivery of values- and ethics-based nursing care. They are responsible for their personal and professional development and committed to life-long learning.

(AACN, 1998)
Nursing Scope and Standards of Practice

Standards of Practice
1. Assessment
2. Diagnosis
3. Outcomes Identification
4. Planning
5. Implementation
6. Evaluation

Standards of Professional Performance
1. Quality of Practice
2. Education
3. Professional Practice Evaluation
4. Collegiality
5. Collaboration
6. Ethics
7. Research
8. Resource Utilization
9. Leadership
Code of Ethics for Nurses

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

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

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

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

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

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

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

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

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

Students are encouraged to attend the faculty and curriculum meetings. The faculty highly value student input into the nursing program. The faculty by-laws allow for membership of one student from each cohort nominated to serve as the official representative. Students are encouraged to organize and accept this privilege and responsibility. The responsibilities of the elected representative are:

- To attend each faculty meeting (or send designated alternate if unable to attend)
- Participate in meetings as spokesperson for self and other students
- Relay information from faculty meetings to students via (1) notices on the bulletin board and, (2) student-faculty communication folder located in the nursing office.

All students are invited to put ideas, concerns, suggestions, etc. in writing and to ask that they be discussed by the faculty. Those that relate to individual faculty members and their courses should be discussed with the faculty member involved. Those that relate to the curriculum in general can be discussed with entire faculty.

For Faculty meetings dates are posted in the department bulletin board outside the nursing office.
California State University, Stanislaus
Department of Nursing
Masters of Science in Nursing
Excerpts from:

**AACN Essentials of Masters Education**

**GRADUATE CORE CURRICULUM CONTENT**

The purpose of the Graduate Core Curriculum is to define the content that forms the foundation of all graduate nursing education irrespective of specialty. The core competencies that each master’s nursing student is expected to achieve are listed under each content area. It is anticipated that each institution will customize the curriculum to reflect the unique mission and needs of the school, geographic area, and student population. Each of the content areas defined need not be a separate course except where noted.

Each graduate of a master’s nursing education program must possess strong critical thinking and decision making skills. The ability to critically and accurately assess, plan, intervene, and evaluate the health and illness experiences of clients (individuals, families, and communities) should be a primary goal of master’s nursing education. Skills of this level are mandatory in order to improve health care delivery and outcomes of patient care. The ability to communicate effectively, both orally and in writing, is also essential to transmit the outcomes of these processes. During the program, every student should acquire the ability to analyze, synthesize, and utilize knowledge. This may be accomplished through a variety of experiences including formal courses, seminars, clinical experiences, and independent study.

A master’s degree program may be the first formal educational opportunity for a student to integrate prior and current learning. To facilitate integration of learning the inclusion of a culminating or capstone experience in all master’s programs is strongly recommended.

The faculty in each program must determine the most appropriate capstone experience for their graduate students to complete. Whether this capstone experience is a series of specific courses and seminars, one course which requires compilation and interpretation of information from previous courses and experience, a performance, a comprehensive examination, or a research project and thesis, the capstone experience requires a student to put into practice what has been learned in the program. (Council of Graduate Schools, 1994, p. 37)

**I. Research**

The purpose of research at the master’s level is to prepare a practitioner for the utilization of new knowledge to provide high quality health care, initiate change, and improve nursing practice. The goal of the research component of the curriculum should be to prepare a clinician who is proficient at the utilization of research including the evaluation of research, problem identification within the
clinical practice setting, awareness of practice outcomes, and the clinical application of research. Research findings should serve as the basis for clinical and organization decision making. Separate or distinct course work in this area is deemed essential in addition to the integration of this content into other didactic and clinical course work.
In order to accomplish that end, course work should provide graduates with the knowledge and skills to:

1. access current and relevant data needed to answer questions identified in one’s nursing practice;
2. utilize new knowledge 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 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.

In a professional master’s program a research thesis is not an appropriate requirement. Depending on the individual philosophy and mission of the institution, a thesis is an appropriate option particularly if the student is preparing to enter a doctoral degree program. The use of the thesis as an option for master’s education is consistent with the Council on Graduate Education’s position (see statement on the inclusion of a capstone experience in General Discussion of Core Content). A master’s thesis or research project does not have to be independent or original research, but should be the new application of ideas. According to the Council of Graduate Schools (1994), “Working on a thesis or project gives the student experience in doing research, and also teaches how to analyze the research of others....The master’s student must also demonstrate the ability to write about and communicate orally the work done” (p. 37).

II. Policy, Organization, and Financing of Health Care
In an environment with ongoing changes in the organization and financing of health care, it is imperative that all graduates of master’s degree nursing programs have a keen understanding of health care policy, organization, and financing of health care. The purpose of this content is to prepare a graduate to provide quality cost-effective care, to participate in the design and implementation of care in a variety of health care systems, and to assume a leadership role in the managing of human, fiscal, and physical health care resources.

The graduate’s understanding of policy, organization, and financing of health care should include the recognition of primary health care as defined by the World Health Organization (1978), which addresses issues of poverty and public health. Recognizing the relationship of these issues to improving health care delivery and outcomes of patient care is essential.

A. Health Care Policy
Graduates “should be responsive to increasing levels of public, governmental, and third party participation in and scrutiny of the shape and direction of the health care system” (Shugars, O’Neil, Bader, 1991, p. 19). The purpose of this content area is to develop a comprehensive knowledge of how health policy is formulated, how to affect this process, and how it impacts clinical practice and health care delivery.
Course work should provide graduates with the knowledge and skills to:
1. analyze the results of policy research relevant to health care delivery;
2. differentiate and delineate legislative and regulatory processes;
3. articulate the interaction between regulatory controls and quality control within the health care delivery system;
4. evaluate local, state and national socioeconomic and health policy issues and trends;
5. articulate health care issues/concerns to elected and appointed officials, both public and private, and to health care consumers;
6. serve on boards or task forces that influence health policy;
7. interpret health care research for consumers and officials;
8. serve as a consumer advocate on health issues; and
9. articulate and interpret the significance of the advanced practice nursing roles to policymakers, health care providers, and consumers.

B. Organization of the Health Care Delivery System

The inclusion of this content serves to develop an understanding of the ways health care is organized and delivered in order for the graduate to function effectively and assume a leadership role in the health care system. An understanding of the totality of health care systems, including managed care and integrated systems of delivery, must be obtained. As an increasing emphasis is placed on the delivery of care within integrated care systems or on the continuum of health care, all nursing graduates, even those with a more acute or specialized focus, must have a clear understanding of community and the organization of community-based systems of care; therefore, concepts of community, community assessment, and community health care systems are essential components of the master’s nursing curriculum. Likewise, those nurses practicing in community-based systems of care must have an understanding of the acute care delivery system, its organization, and its functioning.

Course work should provide graduates with the knowledge and skills to:
1. understand how various health care delivery systems are organized, including community and population-based systems;
2. deliver health care services in a variety of delivery systems, including acute and ambulatory care delivery systems, and managed and integrated care systems; and
3. provide leadership in the health care delivery system.

C. Health Care Financing

The purpose of this content is to develop an understanding of and familiarity with health care financing as an essential foundation for the delivery of health care services. A complete background or comprehension of health care economics and accounting is not deemed essential; therefore, the graduate must know why and when to seek additional expertise in the area of financing and economics when practicing in, managing, or establishing a health care delivery system or practice.

Course work should provide graduates with the knowledge and skills to:
1. comprehend the economic implications of health planning, the organization of personnel and resources, the design of payment systems, and the outcome analysis of health care delivery or cost-effectiveness of services;
2. use basic principles of fiscal management and budgeting, and health economics;
3. analyze and monitor the cost-effectiveness of clinical decisions and make recommendations for increasing the cost-effectiveness of care;
4. make high quality, cost-effective choices in the use of health care resources;
5. demonstrate fiscal accountability for one’s own practice while providing quality care; and
6. develop a budget and manage resources, including knowing when to seek the services of external resources such as a lawyer or practice consultant.

III. Ethics
Expanding health technologies and increasing demands for cost containment have emphasized the need for ethical decision making by all health care professionals. One of the core competencies, identified by the Pew Health Professions Commission (Shugars et al., 1991), is the ability for all health professions’ graduates to “provide counseling for patients in situations where ethical issues arise, as well as participate in discussions of ethical issues in health care as they affect communities, society and the health professions”. Ethical decision making should be the focus of content as evidenced in research, evaluation, clinical practice, and management. Master’s nursing education should develop an understanding of the principles, personal values, and beliefs that provide a framework for nursing practice. The graduate educational experience should provide students the opportunity to explore their values and analyze how these values shape their professional practice and influence their decisions, and to analyze systems of health care and determine how the values underpinning them influence the interventions and care delivered.

Course work should provide graduates with the knowledge and skills to:
1. identify and analyze common ethical dilemmas and the ways in which these dilemmas impact on patient care;
2. evaluate ethical methods of decision making and engage in an ethical decision making process;
3. evaluate ethical decision making from both a personal and organizational perspective and develop an understanding of how these two perspectives may create conflicts of interest;
4. identify areas in which a personal conflict of interest may arise; propose resolutions or actions to resolve the conflict;
5. understand the purpose of an ethics committee’s role in health care delivery systems; serve on an ethics committee; and
6. assume accountability for the quality of one’s own practice.

IV. Professional Role Development
This content operationalizes the theoretical principles and norms within the graduate’s specialty area of practice. This content, therefore, cannot be presented only as theoretical or formal classroom content but must be integrated into the student’s clinical practice as well. The transition into the new role of advanced practice nurse must occur throughout the entire master’s program. The content in professional role development should provide the student with a clear understanding of the nursing profession, advanced practice nursing roles, the requirements for, and regulation of these roles. The purpose of this content is to facilitate transition into the advanced practice nursing role and to integrate the new functions and activities of the advanced nursing role into the graduate’s professional practice. Part of this transition is the ability to deal with role ambiguity and to view role boundaries as fluid. The need for the graduate to work effectively in interdisciplinary relationships or partnerships, recognizing the uniqueness and similarities among the various roles, is also critical. The graduate should also demonstrate certain personal qualities and professional behaviors such as assertiveness, the responsibility to engage in professional activities, and advocacy for change. The profession of nursing relies on the master’s-prepared nurse to participate in the profession and exert leadership not only within the profession but also in the health care system. Therefore, it is the responsibility of each master’s nursing program to foster professional role development necessary for providing leadership in the delivery of health care.
Course work should provide graduates with the knowledge and skills to:
1. communicate with other health care professionals; develop and work in collaborative and interdependent relationships;
2. assume the role of advocate for consumers and change agent within the health care system;
3. actualize/implement the advanced practice roles of teacher, researcher, advocate, clinician, consultant, collaborator, and manager of systems;
4. negotiate one’s roles within the practice system;
5. effect change within the health care system, not merely react to changes brought on by others—monitor changes that are occurring within the health care system, through both internal and external forces, and make appropriate changes in order to improve the system, the delivery of health care, and health care outcomes;
6. articulate the differentiated advanced practice nurse roles, such as the current roles of the nurse practitioner, clinical nurse specialist, nurse anesthetist, or certified nurse-midwife, to other health professionals, policy makers, and consumers; and
7. advocate for the nursing profession and actively recruit potential students into the profession.

V. Theoretical Foundations of Nursing Practice
The graduate should be prepared to critique, evaluate, and utilize appropriate theory within one’s practice. Nursing practice integrates and applies a wide range of theories from nursing and other sciences. Moreover, nursing graduates provide clinical care that focuses on the whole of a person’s health and illness experiences. A practice that incorporates a range of theories allows the nursing clinician to develop a comprehensive and holistic approach to care.

The master’s nursing curriculum should include nursing and other relevant theories from a wide range of fields such as the natural, social, organizational, and biological sciences. This content together with knowledge of current research provides a firm foundation to guide the graduate’s advanced nursing practice.

Course work should provide graduates with the knowledge and skills to:
1. critique and evaluate a variety of theories from nursing and related fields;
2. apply and utilize appropriate theories from nursing and related fields to provide high quality health care to clients; and
3. understand the health care delivery system in which they practice through the application of appropriate theories.

VI. Human Diversity and Social Issues
Over the next 15 years the population in the U.S. will be characterized by a rapidly increasing number of elderly adults....Growing racial and ethnic diversity will (also) profoundly affect health care in the U.S..... Health professionals in general and health professional educators in particular will need to understand and relate to the special needs of (these) growing segments of society. (Shugars et al., 1991, p. 6)

Global awareness is necessary to provide culturally sensitive care. The inclusion of this content develops an understanding and appreciation of human diversity in health and illness and to assure the delivery of appropriate or individualized health care. Diverse learning experiences must be provided throughout the curriculum and clinical practice to develop an understanding of the wide diversity of subcultural influences on human behavior, including ethnic, racial, gender, and age differences. Individual or specific course content must be identified and provided in this area to ensure that appropriate and sensitive health care is provided.
Course work should provide graduates with the knowledge and skills to:

1. perform a community assessment, utilizing appropriate epidemiological principles;
2. differentiate and compare the wide range of cultural norms and health care practices of groups of varied racial and ethnic backgrounds;
3. define, design, and implement culturally competent health care;
4. ensure that systems meet the needs of the population(s) served and are culturally relevant;
5. recognize the variants in health, including physiological variations, in a wide range of cultural, racial, ethnic, age, and gender groups that may influence the assessment and plan of care; and
6. practice in collaboration with a multicultural work force.

Numerous health care problems occur due to social issues and lifestyle choices. Therefore, the graduate of a master’s nursing program should be able to recognize and appropriately address in the comprehensive health care plan defined for the client current societal and individual health problems such as societal and domestic violence, family abuse, sexual abuse, and substance abuse.

VII. Health Promotion and Disease Prevention

Health Promotion and Disease Prevention can be defined comprehensively as a wide array of personal/clinical and community-based interventions in addition to broad development and application of social policies that influence the goal of achieving health. Officials estimate that the scope of preventable loss of life is nearly one million Americans annually (Department of Health and Human Services, 1995). Nursing has a long history of concern for primary health care with a strong emphasis on promotion of health, prevention of illness and identification of environmental factors that impact health status. Key concepts for nursing include healthy lifestyle, self-care, holism, risk reduction, and maximizing quality of life.

Graduate education should prepare nurses with a strong theoretical foundation in health promotion, illness prevention, and maintenance of function across the health-illness continuum with clients: the individual, family, or community. Health promotion and disease prevention must also be an integral part of graduate nursing practice. Expansion of this foundation and clinical practice should be continued through the advanced practice nursing (APN) core and specialty courses.

Course work should provide graduates with the knowledge and skills to:

1. use epidemiological, social, and environmental data to draw inferences regarding the health status of client populations, i.e., individuals, families, groups, and communities;
2. develop and monitor comprehensive, holistic plans of care that address the health promotion and disease prevention needs of client populations;
3. incorporate theories and research in generating teaching and counseling strategies to promote and preserve health and healthy lifestyles in client populations;
4. foster a multidisciplinary approach to discuss strategies and garner multifaceted resources to empower client populations in attaining and maintaining maximal functional wellness;
5. influence regulatory, legislative, and public policy in private and public arenas to promote and preserve healthy communities.
Curriculum Overview

The primary purpose of the Master of Science program in Nursing is to develop skilled professionals able to assume positions of leadership, which contribute to the health, education, and social structure of the community, state, and nation. The core provides students with knowledge essential to all nurses prepared at the master’s level. Graduates will be able to critique and evaluate research findings and to apply research findings in order to provide high quality care, initiate change, and implement evidence-based nursing practice. They will have an understanding of health care policy, health care organizations, and financing of health care which will prepare them to assume leadership positions in an ever-evolving health care system. In addition, knowledge of ethical decision making principles and health disparity issues will help to assure that appropriate and sensitive health care is provided.

Students electing the concentration in education will be prepared to assume roles in nursing education in either an academic or service setting. The concentration in gerontology will prepare nursing professionals to meet the growing demands of an aging population. Furthermore, specialization in this area will provide graduates with essential content to function as managers, providers, and organizers of health care for geriatric patients/clients.
Program Goals
This Masters of Science in Nursing includes a core curriculum and two concentrations, nursing education and gerontological nursing. The program core provides students with knowledge essential to all nurses prepared at the master’s level. Graduates will be prepared to critique and evaluate research findings. They will have an understanding of health care policy, health care organizations, and financing of health care which will prepare them to assume leadership positions in an ever-evolving health care system. They will be able to use research to provide high quality care, initiate change, and implement evidence-based nursing practice. In addition, knowledge of ethical decision making principles and health disparity issues will enable the graduates to ensure that appropriate and sensitive health care is provided.

Student Learning Outcomes
Upon completion of this program, graduates will be able to:
1. Employ critical thinking and clinical reasoning in providing evidence-based nursing care to diverse individuals, families, and communities;
2. Contribute to the development and application of nursing knowledge through the use of theory and the scientific process;
3. Participate in the organization, management, and leadership of clinical, educational, or societal environments;
4. Practice skilled oral, written, and electronic communication that demonstrates the ability to express ideas in a variety of situations;
5. Provide culturally appropriate health care to a diverse community; and
6. Demonstrate the knowledge and skills necessary to continue their education through doctoral study.

In addition to the core student learning objectives, students completing the concentration in education will be able to:
1. Critique, evaluate, and utilize concepts and theories of nursing, educational pedagogy, and curriculum development in the development of nursing education programs;
2. Apply principles of measurement and evaluation in the development and implementation of strategies for assessing student learning; and
3. Utilize evidence-based teaching strategies to facilitate learning in settings where nurses function as educators for nurses, students, patients, families, and communities.
In addition to the core student learning objectives, students completing the concentration in gerontological nursing will be able to:

1. Critique, evaluate, and utilize concepts and theories of aging to design and implement effective intervention strategies to enhance independence and autonomy of older persons;
2. Utilize an understanding of the nature and scope of social, economic, physical, educational, and behavioral issues of aging in the development and implementation of programs for older persons; and
3. Work effectively within an interdisciplinary setting and with diverse professionals, patients, families, and communities.
Core Courses

Required Core Courses for Students in Either Concentration

**Nursing Core Curriculum (15 units)**
- NURS 4900 Advanced Pathophysiology (3 units)
- NURS 5000 Theoretical Foundations of Nursing Practice (3 units)
- NURS 5010 Health Policy and Systems (3 units)
- NURS 5020 Nursing Research (3 units)
- NURS 5030 Health Disparities: Issues and Strategies (3 units)

**Concentration in Education (18 units)**
- NURS 5100 Seminar in Contemporary Practices in Nursing Care (2 units)
- NURS 5110 Practicum in Contemporary Practices in Nursing Care (2 units)
- NURS 5200 Teaching and Learning in Nursing (3 units)
- NURS 5210 Curricular Design and Evaluation (3 units)
- NURS 5220 Seminar in Nursing Education (2 units)
- NURS 5230 Practicum in Nursing Education (3 units)

In addition, students must complete 3 units of upper division 4000 level or graduate level elective course work, to be determined in collaboration with the graduate advisor.

**Concentration in Gerontology (18 units)**
- NURS 5100 Seminar in Contemporary Practices in Nursing Care (2 units)
- NURS 5110 Practicum in Contemporary Practices in Nursing Care (2 units)
- NURS 5300 Health Care and the Older Adult (3 units)
- SOCL 4710 Sociology of Aging (3 units)
- SW 5013 Social Work Practice with Death, Grief, and Loss (3 units)

A minimum of 2 units of course work from the following:

- COMM 4130 Communication and Aging (3 units)
- COMM 4180 Health Communication (3 units)
- ACC 5120 Concepts in Accounting and Fraud Examination (3 units)
- SW 5058 Gerontological Social Work (2 units)

In addition, students must complete 3 units of upper division 4000 level or graduate level elective course work, to be determined in collaboration with the graduate advisor. Students interested in education are strongly encouraged to take NURS 5200, Teaching and Learning in Nursing.
Requirements for Continuation in the Program

Students in the graduate nursing program must maintain a cumulative grade point average of 3.0 in courses taken to satisfy the requirements of the degree. No grade lower than a “B-” will be accepted in courses taken to satisfy degree requirements. Students who fail to maintain a GPA of 3.0 will be placed on academic probation and will be notified of the conditions required for removal of probation.

Grading Scale

A    =    94-100%
A-   =    91-93%
B+   =    88-90%
B    =    85-87%
B-   =    82-84%
C+   =    79-81%
C    =    76-78%
C-   =    73-75% *any score below 73% is considered a failing grade
D+   =    70-72%
D    =    67-69%
D-   =    64-66%
F    =    < or = 63%

*Note: some instructors may choose to exclude plus or minuses in their scale. Please consult each instructor syllabus for grading scale.
The Master of Science in Nursing degree requires completion of 36 units distributed as follows:

1. Fifteen units of core courses.
2. Eighteen units of graduate coursework in a concentration or specialization including 3 to 5 units of elective course work at the undergraduate 4000 level or graduate level.
3. Students in all concentrations may choose between Project, Comprehensive Examination or Thesis. This choice should be made early in the program. Students should consult with the graduate adviser for current policies. Students choosing the Project or Thesis will enroll in 3 units of culminating experience. Students electing to complete the comprehensive examination will not receive units for the examination so they must enroll in an additional 3 units of elective coursework.

Progression
The CSU, Stanislaus Masters of Science in Nursing can only be taken on a part time basis. Students who wish to complete on a part-time basis may proceed at an individual pace; however, following the recommended track helps insure class availability. Students in the graduate nursing program must maintain a cumulative grade point average of 3.0 in courses taken to satisfy the requirements of the degree.
# Graduate Program Nursing Education

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<th>Semester Offered</th>
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<th>Units</th>
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<tr>
<td>Fall</td>
<td>NURS 5000 Theoretical Foundations</td>
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<td>Spring</td>
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# Graduate Program Gerontological Nursing

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<td>NURS 5100 Seminar in contemporary practice</td>
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The Master of Science in Nursing degree requires completion of 36 units distributed as follows:

4. Fifteen units of core courses,
5. Eighteen units of graduate coursework in a concentration or specialization including 3 to 5 units of elective course work at the undergraduate 4000 level or graduate level,
6. Students in all concentrations may choose between Project, Comprehensive Examination or Thesis. This choice should be made early in the program. Students should consult with the graduate adviser for current policies. Students choosing the Project or Thesis will enroll in 3 units of culminating experience. Students electing to complete the comprehensive examination will not receive units for the examination so they must enroll in an additional 3 units of elective coursework.

**Progression**

The CSU, Stanislaus Masters of Science in Nursing can only be taken on a part-time basis. Students who wish to complete on a part-time basis may proceed at an individual pace; however, following the recommended track helps insure class availability. Students in the graduate nursing program must maintain a cumulative grade point average of 3.0 in courses taken to satisfy the requirements of the degree.
Admission Criteria

• Admission to CSU Stanislaus Graduate Program,

• A Bachelor of Science degree in nursing from an accredited institution or its equivalent.

• Minimum of a 3.0 cumulative grade point average (on a 4.0 scale) in the last 60 units of undergraduate coursework. (Conditional admission is available for GPAs between 2.5 - 3.0).

• A current license to practice as a registered nurse in the state of California.

• One year full time nursing experience post initial R. N. Licensure, preferred.

• Completion of the Graduate Record Examination (GRE) www.gre.org or the Millers Analogy.

• Successful completion (minimum grade of C) of an undergraduate statistics course. The statistics and/or research course may be taken while in the program. It must be completed prior to enrollment in the second semester research course, (NURS5020).

• Three professional letters of reference to include a current or former employer in nursing and a professor (if possible).

• Résumé with cover letter indicating professional goals and objectives for the pursuit of graduate study.

• Proof of immunization status upon admission and throughout program.

• Negative blood drug screens upon admission to the program.

• Background check prior to any practicum experience. In addition, some clinical agencies may require fingerprinting.

• Current CPR Certification upon admission and maintained throughout the program.

• Professional Liability Insurance is required.

The Department of Nursing Admissions Committee takes into consideration each of the requirements related to rendering an admission decision. Applicants who do not meet all of the requirements but whose credentials reveal potential ability for master’s study are reviewed on an individual basis. Applicants may be required to fulfill specific prerequisites or other conditions of admission prior to an admission decision or may be admitted on a conditional basis. Conditional admission status requires the student to meet specific requirements before full
admission status is granted. Masters level courses are normally restricted to students admitted to the graduate program. With prior approval of the nursing graduate director, a maximum of six semester credits of graduate core course work may be pursued prior to admission if the student has conditional admission status. Enrollment in graduate course work does not guarantee admission.

Applications to the program will be accepted from **March 15 until May 1**.

**Steps in Applying for Admission to the Program**

1. File an application for admissions to California State University, Stanislaus through the Graduate School.

2. Apply to take the Graduate Record Examination (GRE) or Millers Analogy. Information on the GRE and Millers Analogy are available through the CSU Stanislaus Testing Center (Student Services Center, Room 202) or testing center on another campus. GRE may also be scheduled by calling 1-800-GRE-CALL (1-800-473-2255).

3. Request two (2) copies of official transcripts. One copy for all undergraduate work to be sent to the Graduate School and the other to the Nursing Department.

4. Letters of recommendation may be sent directly to the Department of Nursing, attention Graduate Coordinator.

**Processing of the Completed Application**

- Completed applications are reviewed and recommendations are made either to deny or to accept the application in one of two categories.
  
  i. Classified Standing
  
  ii. Conditionally Classified Standing

- Conditionally classified standing will indicate areas to be cleared before classified standing is given. Conditions must be met during the first semester after admission.

- Incomplete applications are not acted upon.
Requirements of the Masters in Science Degree

The program is 36 units beyond the requirements for a bachelor’s degree. The University residence requirement is at least 21 units. Students may transfer up to a maximum of 9 units of prior graduate course work (both nursing and non-nursing) when evaluated and found equivalent by the graduate faculty. The transfer units may not have been used previously to complete another post-baccalaureate degree. The program is designed for part-time study which can be completed in six semesters of study. Longer programs of study may be arranged but must follow an approved pattern. A maximum of seven years is allowed for completion of all degree requirements according to University graduate policy, including coursework taken prior to starting the CSU Stanislaus program.

Computer Requirement

Computers have become essential to graduate education. Computers are available for student use in the CSU Stanislaus Computer Laboratory on the campus. It is suggested that you would benefit from a computer and access to internet at home. Questions about minimal guidelines for purchasing a computer can be made to CSU Stanislaus office of Information Technology at 667-3687.

Program of Study

Core courses are not offered every semester or every year. Entering students will start with core courses and then functional courses. Refer to the Education and Gerontological Nursing curriculum roadmaps. The first and second year students will be in the core courses together. Students taking six units every semester will require at least six semesters to complete the program.

Academic Advising

The Graduate Coordinator serves as the initial advisor to all students seeking admission to the program. Once admitted, a graduate faculty advisor will be appointed. Students should see their academic advisor as soon as possible after beginning the Graduate program. When the student has filed for candidacy and is ready to begin work on a project, comprehensive exam or thesis, a chairperson selected by the student in consultation with the Graduate Coordinator and Department Chairperson will be appointed to supervise the student’s project, comprehensive exam, or thesis research.

Advancement to Candidacy

Upon completion of twelve (12) units of graduate level work to be applied toward the Master’s Degree, a student is eligible to apply for advancement to candidacy. It is highly recommended by the faculty advisors that as many of the core courses as possible be completed in the first twelve units. Elective units from other departments can also be included in the twelve units. All work to be credited toward the degree must be completed within seven years immediately prior to graduation.
Candidacy is a term designating the status of a student whose program or degree has been formally approved by the Graduate Dean. Students must advance to candidacy before registering for project, comprehensive exam, or thesis. In order to become a candidate, the student must: (1) meet the above unit requirements, (2) maintain a 3.0 GPA average, and (3) file an application.

**Other Sources of Information**

- Progression and Graduation: [www.csustan.edu/commencement](http://www.csustan.edu/commencement) 667-3598
- Financial Aid: [www.csustan.edu/financialaid](http://www.csustan.edu/financialaid) 667-3363
- Graduate Record Examination: Contact The Graduate School 667-3129
- Transcripts: Contact Enrollment Services 667-3264
- Visa and Work Permits: Contact the International Program 667-3791
- The Graduate School: [www.csustan.edu/grad/](http://www.csustan.edu/grad/) 667-3129
- CSU Stanislaus Writing Center: [www.csustan.edu/writingcenter](http://www.csustan.edu/writingcenter) 667-3465

**Required Forms**

**Changing from “Conditionally Classified to “Classified” Standing:** Students who are admitted as conditionally classified students must apply for classified standing after the “conditions” on the “Graduate Admissions Recommendation Form” have been met. An “Application for Classification in a Master’s Degree Program” may be obtained from the Graduate School.

**Advancement to Candidacy:** An application for advancement to candidacy must be filed with the graduate studies office not less than four weeks prior to the beginning of the semester during which the student expects to register for a project, comprehensive exam, or thesis. Students will not be permitted to add a project, comprehensive exam or thesis, without an approved advancement on file in the Graduate School.

**Application for Graduation:** Students should apply for graduation by the scheduled deadline in the semester prior to graduation. Students may participate in May graduation exercises prior to completion of the project, comprehensive exam, or thesis. However, the diploma is issued after completion of the culminating work. Degrees are conferred in Summer, Fall, Winter and Spring terms.

**Repeat Petition:** If it is necessary to repeat a required course, a petition must be approved prior to retaking the course.

**Deviation from Regular Procedure:** Students who a) wish to change the information on their Advancement to Candidacy or Graduation Application form after these documents have been processed; b) request an exception to the seven (7) year requirement for completion of the program; or c) otherwise need to request a deviation from regular procedure must file a “Student Petition for Exception to University-Wide Requirements”.

**Extension of Seven Year Completion Deadline:** Students who have maintained currency in a field and original course work was completed over seven years before the anticipated date of completing the master’s degree can file a petition to request an extension of the seven year limit. The student must also have a faculty person who currently teaches the content certify currency.
Protection of Human Subjects: Students who plan to complete a thesis which involves the use of human subjects must file an “Application for the University Review Board for the Protection of Human Subjects.” See the CSU Stanislaus University Institutional Review Board (UIRB) web site http://www.csustan.edu/UIRB for forms.

Note: All forms mentioned in this section are available in the Graduate Studies Office and/or CSU Stanislaus web-site.
HEALTH REQUIREMENTS FOR GRADUATE NURSING PROGRAM

Students entering the Graduate Nursing Program are required to have documentation of immunization status. This can be done at the Student Health Center for a nominal fee, or by a private health care provider.

1. Tuberculosis Screening Program
A negative 2-step tuberculosis skin test is required upon entrance to the program; a routine negative TB skin test is required annually. Tine tests are not acceptable. Students with a history of positive PPD need to have a negative chest x-ray initially and after that a yearly letter from a health care provider reporting absence of symptoms.

2. Rubella/Measles and Tetanus Immunization
Students born on or after January 1, 1957, must provide proof of immunity to measles and rubella by immunization (one dose of measles vaccine) or a positive antibody titer.

Individuals who received immunization for MMR between 1963 and 1967, or received immunization prior to 12 months of age, are considered unvaccinated and must receive two MMRs, one month apart.

3. Diphtheria-Tetanus
Current immunization required with evidence of booster given within the past ten (10) years.

4. Polio
Proof of immunization against polio must be documented by immunization records and/or a statement from a private health care provider. Immunization must consist of three (3) oral and/or injectable polio vaccines. A booster is required if third dose was given prior to the fourth birthday.

4. Hepatitis B
The Department also requires immunization for Hepatitis B upon entry into the program. This may be arranged through the student’s private insurance carrier or through the Student Health Center for an additional fee.

STUDENTS MAY NOT BE ALLOWED TO ENTER A CLINICAL AREA AS PART OF THEIR COURSE REQUIREMENTS WITHOUT A HEALTH CLEARANCE.

STUDENTS SHOULD NOT RECEIVE ANY IMMUNIZATION UNTIL THEY HAVE HAD A PPD (Tuberculosis Screening). Immunizations and PPD may be given together, but immunizations cannot be given before PPD. Recently administered live virus vaccines can cause false negative PPD results.
ADDITIONAL ADMISSION REQUIREMENTS

Negative Drug and Blood Alcohol Screens
Negative drug and alcohol screens are required prior to the practicum experience before entry to the Department of Nursing. The cost is assumed by the student. Documentation of the negative screens must be submitted to the Department of Nursing before the start of classes. Medications prescribed by an authorized health provider are not considered to constitute a positive drug screen. The Romeo Clinic located at 1801 Colorado Avenue, Ste#130, Turlock, CA (209) 216-3333, will perform the drug screen. Results are confidential and are available only to the Department of Nursing. The Department is required to notify our service partners once students are cleared.

Background Check
A background check is required for all students. The responsibility of obtaining and paying for the criminal background check rests with the student. An independent agency will perform the background check and results will be made available to healthcare agencies which accept our students. To access the specific package for background checks used by our department go online to mybackgroundcheck.com and use the package code C9Q25. The Department of Nursing works with agencies to identify the types of prior convictions that would exclude a student from agency placement. A conviction or act shall be considered to be substantially related to the qualifications, functions, or duties of a student if to a substantial degree it evidences the present or potential unfitness of the student to perform in a manner consistent with the public health, safety, or welfare.

Fingerprinting
Some agencies may require fingerprinting depending upon the placement. The responsibility of obtaining and paying for fingerprinting rests with the student.

Current RN License
Bring or mail a copy of your RN license to the Department of Nursing prior to beginning classes.

Failure to comply with Department of Nursing Policies regarding health requirements, drug screening, background checks, and fingerprinting will result in students’ not being allowed to progress in the Graduate Program. Evidence of adherence to these requirements must be submitted to the nursing department each year.
Culminating Experience (3 units)
NURS 5960 Graduate Project in Nursing (1-3 units)
NURS 5990 Graduate Thesis in Nursing (1-3 units)
NURS 7005 Continuing Thesis or Project (0 units)
NURS 7006 Comprehensive Examination (0 units)

In order to fulfill the 36 unit requirement, students electing to take the comprehensive examination must take an additional 3 unit elective course, approved by the graduate advisor.

Culminating Experience
A culminating experience is required for completion of the graduate program in nursing. Students may choose from one of three options: 1) thesis, 2) project, or 3) comprehensive examination.

The thesis is the written product of a systematic investigation of a significant problem in nursing. The thesis clearly identifies the problem, states major assumptions, explains the significance to nursing, proposes the sources for and methods of gathering information, collects and analyzes data, and offers a conclusion or recommendation. The finished product must demonstrate evidence of originality, critical and independent thinking, appropriate organization and format, and thorough documentation.

The project is a comprehensive and significant undertaking appropriate to the practice of nursing. Completion of a project will provide the student with a body of evidence-based knowledge on a specific clinical question of significance to nursing. Examples of appropriate projects:

1) Conducting and writing a systematic review of the literature. A systematic review of the literature should include: the problem statement and research questions, search strategy, sampling plan for identification of relevant studies including inclusion and exclusion criteria, systematic means of reviewing and evaluating the studies, data analysis, and conclusions based on the quality, quantity, and consistency of evidence.

2) Developing a Practice Improvement Project (PIP). The student will design and implement a population-based practice improvement project addressing identified practice-related problems or questions. This option strongly emphasizes collaboration between advanced practice nurses and community agencies and includes working with an agency using practice data to provide answers, which are responsive to the needs of clinicians, administrators, and policy makers for improvement of programs or practices. This project can take the form of either assessment or outcome evaluation.

The finished product is expected to demonstrate originality, critical and independent thinking, and appropriate organization and format. The formal paper will demonstrate potential for publication in a peer-reviewed journal.

The comprehensive examination includes a written and oral examination that requires students to demonstrate mastery of coursework in their area of clinical expertise. Emphasis is placed on demonstration of the relevance of coursework for practice. Questions are developed and evaluated by the student’s comprehensive examination committee with the approval of the
department graduate committee. The student prepares a written response to the examination questions which is submitted to the committee for review prior to the oral examination. The oral comprehensive examination allows the student the opportunity to present and support the written responses to the questions. The examination evaluates the graduate student’s ability to analyze and synthesize clinical and theoretical knowledge gained in their course of study. The student must demonstrate independent thinking, appropriate organization, critical analysis, and accuracy.

Note: Once a student enrolls in the culminating experience, they must maintain continuous enrollment in the University and in the culminating experience (NURS 7006).

Note: Please see the thesis, project, and culminating experience handbook for more detail.
Criteria for completion of the program

The Master of Science degree requires completion of 36 units distributed as follows:

1. Fifteen units of core courses.
2. Eighteen units of graduate courses in the area of concentration or specialization including 3 to 6 units of elective course work at the undergraduate 4000 level or graduate level.
3. Students in all concentrations may choose between Thesis, Project, or Comprehensive Examination. This choice should be made early in the program. Students should consult with the graduate adviser and the concentration chair for current policies. Students choosing the Thesis or Project will enroll in three units of culminating experience. Students electing to complete the comprehensive examination will not receive units for the examination so they must enroll in an additional 3 units of elective coursework.
Graduate Scholarships and Fee Waivers

Information regarding the Graduate Fee Waiver (2 half-time) can be located on the Masters Graduate Forum and on the Graduate Blackboard Forum.

Information regarding the Constantino and Clementia Demergasso Fellowship (2 half-time or full-time) can be located on the Graduate Blackboard Forum.

Information regarding other financial assistance opportunities is posted on the Graduate Blackboard Forum throughout the school year.
CONSTANTINO AND CLEMENTIA DEMERGASSO FELLOWSHIP ANNOUNCEMENT

The Department of Nursing at CSU Stanislaus offers two Constantino and Clementia Demergasso Fellowships in the amount of $2,812.50 each. These fellowships are for students interested in a career in nursing education and who are in the CSU Stanislaus Master of Science in Nursing program. The Demergasso Fellows will assist the nursing faculty with functions related to research and/or teaching. The Fellowship is available for the 2008/2009 academic year.

Eligibility Requirements

The student must:
1. Be admitted and enrolled as a graduate student in the CSU Stanislaus MS program.
2. Provide evidence of superior academic achievement
3. Be able to fulfill the requirements of the fellowship as defined by the department
4. Be recommended by an academic faculty advisor
5. Be approved by the Scholarship Committee of the Nursing Department
6. Maintain a cumulative GPA of 3.0 each semester.

Selection Criteria
1. Submit a completed application for the Demergasso Fellowship.
2. Submit a letter of recommendation from an academic faculty advisor
3. Submit a 1-2 page statement describing how the Fellowship will help applicant achieve learning goals.
4. Meet the eligibility requirements.

Applicants should submit the application; recommendation and personal statement to the Nursing Scholarship Committee by (see Graduate Blackboard Forum for date).

The Fellows are expected to assist faculty in functions related to research and teaching as specified by the department and approved by the Dean of Graduate Studies. The goal is to provide Demergasso Fellows with an enriched academic program and practical experiences related to teaching and scholarship as related to their professional and academic goals.

Demergasso Fellowship recipients will be expected to devote at least 120 hours to a specified activity with the nursing faculty. Some of the duties that may be performed include but are not limited to:
- Co-teach undergraduate courses
- Present review sessions and give lectures
- Participate as a research assistant
- Work in the clinical simulation labs with pre-licensure students
Constantine & Clementina Demergasso
Graduate Fellowship (Research Assistant)
Two (2) half-time (0-6 units) or full-time

Description of Graduate Fellowship (Research Assistant):
This is a non-employee position. The Graduate Scholar is assigned duties (120 hours per semester) that include assisting faculty with various professional and technical duties, research, and instructional support. These responsibilities contribute to the overall instructional process of the university. Each semester will offer different assigned duties (contact Carolyn Martin for more information). These individuals may have been awarded a fee waiver or scholarship.

Qualifications:
• Be a classified graduate student in good academic and financial standing;
• GPA of 3.0 or better and no incomplete grades;
• Show evidence of satisfactory progress toward completion of the degree;
• Hold the prerequisite educational and/or professional experience needed to be a graduate scholar;
• Complete the Graduate Fellowship Form;
• In 1-2 pages describe how the position of a research assistant would facilitate your educational program.

Deadline: Graduate Fellowship Form and 1-2 page paper due on (see Master Blackboard Forum for date) to the Nursing Department

Student Name: _______________________________________________________
Student E-mail: _______________________________________________________
Student ID# _______________________________________________________

If you have questions contact Carolyn Martin via e-mail (cmartin2@csustan.edu) or the CSU Stanislaus Nursing Department at (209) 667-3141.
Graduate Fee Waiver Form
Two (2) half-time (0-6 units)

Description of Graduate Scholar:
This is a non-employee position. The Graduate Scholar is academically eligible for, or has been awarded, a scholarship, fellowship, or some other form of grant-in-aid. While Graduate Scholars are not employed by the University, they may (as part of their normal academic studies) voluntarily assist their departmental faculty in research projects and the like.

Qualifications:
• Be a classified graduate student in good academic and financial standing;
• Show evidence of satisfactory progress toward completion of the degree;
• Hold the prerequisite educational and/or professional experience needed to be a graduate scholar;
• Completion of the Graduate Fee Waiver Form;
• In 1-2 pages describe how your educational goals relate to the Department of Nursing Mission Statement (see below).

Mission of the Department of Nursing
The Department of Nursing is committed to creating a learning environment which encourages faculty, staff, and students in the department to realize their potential, to appreciate and contribute to the health and enrichment of diverse communities, to promote a caring attitude, to be leaders in their communities, and to develop a passion for lifelong learning.

Deadline: Completed Graduate Fee Waiver Form and 1-2 page paper due (see Graduate Blackboard Forum for date) to the Nursing Department

Student Name: ____________________________________________________________

Student E-mail: ___________________________________________________________

Student ID# _____________________________________________________________
If you have questions contact Carolyn Martin via e-mail (cmartin2@csustan.edu) or the CSU Stanislaus Nursing Department at (209) 667-3141.

**Graduate Coordinator**

The Department of Nursing has a Graduate Coordinator who is the liaison between the Dean of Human and Health Sciences, the Graduate Council, the Department of Nursing and the students. The responsibilities of the Graduate Coordinator are as follows:

1. Advises students on program of study and assigns other faculty these duties.
2. Makes recommendations on admission of students to Graduate School.
3. Recommends action on petitions to the Graduate School.
4. Keeps advising information on all graduate students and supplies information about graduate students as requested by the Graduate School.
5. Assures observance of university regulations regarding graduate students, graduate study, and graduate courses.
6. Assists the Department of Nursing in the construction and administration of the graduate program.
7. Assists students with format for final thesis and project.
8. Assists graduate students in selection of research advisor.
9. Assists graduate students in the selection their culminating experience (thesis, project or comprehensive exam).
10. Communicates with the Graduate School regarding graduate program issues.
Blackboard
All students are required to use Blackboard to communicate with the graduate faculty. Course material is available on Blackboard. Refer to each class syllabi for details regarding the required access frequency. Refer to each class syllabus for more details.

Go to CSUSTAN Home Page (http://www.csustan.edu) click Quicklinks, select Blackboard and follow the directions [http://www.csustan.edu/blackboard]. A handout about how to use Blackboard is located on the Graduate Blackboard Forum.

Graduate Blackboard Forum
As a graduate student you will be required to check the Graduate Blackboard Forum on a regular basis. The Graduate Student Handbook can be located on the forum. Information regarding scholarships and other funding will be posted regularly on the Forum. Announcements will be posted routinely.

University E-mail
Once enrolled in the university and a university e-mail has been assigned the Department of Nursing will only contact the student via their university e-mail. You are required to check your university e-mail regularly.

Graduate Bulletin Board
Bulletin boards are located outside of the School of Nursing. It regularly provides students with important information. All students are encouraged to check the bulletin boards frequently in order to keep up with what is happening in the School of Nursing and in the field of nursing in general. On the bulletin boards students will find information about assigned academic advisors, upcoming events such as such committee meetings, student functions, professional institutes, workshops, and meetings in the area, statewide, and national conferences; notices regarding pre-enrollment and enrollment in courses; information about scholarship grants and other student aids; announcements of graduate programs and educational opportunities overseas; and full-time job announcements. There is a bulletin board specific to graduate student information and it is located across from the nursing office.

Student Representation at Nursing Faculty Meetings (see page 24)