COLLEGE OF
NURSING & HEALTH SCIENCES

School of Nursing

MSN Student Handbook
2026-2027

All Graduate Programs within the College of Nursing and Health Sciences follow the most current version of Auburn University at Montgomery's Graduate Handbook of Policies and Procedures.

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COLLEGE OF NURSING

Message from the Dean

Dear Graduate Nursing Student:

Welcome to the College of Nursing and Health Sciences (CONHS) at Auburn University Montgomery (AUM). We are delighted that you have chosen to pursue your degree at AUM in the School of Nursing! Our nursing program has a rich history of excellence in nursing education. Over the years, we have developed new program options to increase access to education, and we are committed to helping you achieve your educational goals. The university core values serve as a foundation to the education of our students and are embraced by the faculty and staff: a student-centered experience, citizenship and community, standard of excellence, commitment to constant improvement, diversity of people and perspective with a culture of inclusiveness, promotion of lifelong learning and an environment of collaboration.

This handbook will serve as a useful guide and resource during your nursing education at AUM. It is important that you review the policies and procedures included as they relate to many aspects of your educational experiences at AUM on a regular basis. Policies and procedures that are altered during the year will be communicated to you electronically. A copy of the Student Handbook with up-to-date information is always available on the CONHS website.

On behalf of the college, its faculty and staff, please accept our best wishes for a personally fulfilling and successful year.

Sincerely,



Jean D'Meza Leuner, PhD, CNE, FAAN
Barbara S. Witt Professor and Dean
AUM College of Nursing and Health Sciences

COLLEGE OF
NURSING & HEALTH SCIENCES

School of Nursing

Mission

The School of Nursing supports the mission of Auburn University at Montgomery to provide quality and diverse educational opportunities at the undergraduate and graduate levels. Faculty are committed to providing a scientifically, evidence-based nursing education in an interprofessional environment. Graduates will be prepared to provide excellent nursing practice through life-long learning, leadership, service, scholarship, and outreach for a global society.

Vision

To have national recognition for providing excellence in nursing education, scholarship, and practice through innovative programs that are responsible to current and emerging healthcare needs.

Values

1. A student-oriented experience
2. Citizenship and community
3. A standard of excellence
4. Commitment to constant improvement
5. Diversity of people and perspective with a culture of inclusiveness
6. Promotion of life-long learning
7. An environment of collaboration

History of Auburn University at Montgomery School of Nursing

The Alabama legislature established the AUM School of Nursing (SON) in 1978 and the first class of undergraduate students were admitted in 1979. The SON has been fully and continuously accredited by the CCNE (Commission on Collegiate Nursing Education) for the BSN Program since 1998. Prior to 1998, the School of Nursing was accredited by NLNAC (National League for Nursing Accreditation Commission).

1978	Alabama State Legislature established School of Nursing
1979	Auburn University at Montgomery School of Nursing granted provisional approval – the highest level for stage of development – First class admitted – Founding Dean Dr. Kathryn Barnett – Fully accredited by National League for Nursing Accreditation Commission (NLNAC)
1988	Establishment of RN Mobility program – Founding Director Dr. Sharon Farley
1988-1997	W. K. Kellogg Foundation Grant – Dr. Sharon Farley Director
1998	Fully accredited by Commission on Collegiate Nursing Education (CCNE)
1999-2009	Dr. Barbara Witt, Dean of Auburn and Auburn Montgomery Schools of Nursing
2000	RN to BSN program also referred to as Educational Advancement for Registered Nurses (EARN)
2008	Establishment of joint MSN program with Auburn University – Establishment of A. I. (Teal) Corte, Jr. Simulation Lab
2009	Kid Check/Healthy Kids
2009-2014	Dr. Gregg Newschwander, Dean of Auburn and Auburn at Montgomery School of Nursing
2010	Addition of Primary Care Family Nurse Practitioner track to joint AU/AUM graduate program
2012	First onsite EARN (RN to BSN) program developed – Fully reaccredited for 10 years by CCNE
2015	Dr. Ramona Lazenby, Interim Dean
2015	Dr. Jean D'Meza Leuner, founding Dean of College of Nursing and Health Sciences and Chief Nursing Administrator, School of Nursing
2016	Approval of graduate certificate in Nursing Education
2016	Faculty Bylaws approved and Shared Governance initiated
2017	Approval of dissolution of joint AU-AUM Master's program
2017	Approval of AUM Master's program for FNP and Nurse Educator MSN Track
2017-2018	Approval AUM DNP program by ACHE and SACSCOC
2018	Commence Master's program
2019	Commence DNP Program
2019	Approval Post-Graduate FNP Certificate program
2020	MSN and DNP programs accredited by CCNE at AUM (initial 5 year maximum)
2021	Closure of Post-Graduate FNP Certificate program
2022	BSN Site Visit by CCNE: Received 10-year continuation of accreditation
2024	Commence Health Systems Leader Track in MSN Program
2025	CCNE site visit for MSN, DNP, and Post-Graduate Certificate program: Received 10-year continuation of accreditation Alabama Board of Nursing 5-year site visit for BSN program

Auburn University at Montgomery (AUM) is the metropolitan campus for Auburn University and was established by an act of the Alabama legislature in 1967. AUM began its operation in 1968 at a downtown facility, moving in 1971 to its 500-acre campus seven miles east of

downtown Montgomery. AUM is a state assisted, coeducational institution granting baccalaureate and graduate degrees with a student enrollment of over 5000. In 1973, the Southern Colleges and Schools accredited AUM with subsequent reaffirmation in 1978, 1988, 1998, 2008, and most recently in 2018.

Accreditation

The baccalaureate degree program in nursing/master's degree program in nursing and Doctor of Nursing Practice program are accredited by the Commission on Collegiate Nursing Education.

Commission on Collegiate Nursing Education (CCNE)
655 K Street NW, Suite 750
Washington, DC 20001-1120
Telephone 202-887-6791
Internet: www.aacn.nche.edu/accreditation

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Academic Programs

Master of Science in Nursing Program
The Master of Science in Nursing (MSN) program at AUM is comprised of the Family Nurse Practitioner (FNP) track, the Nurse Educator (N Ed) track, and the Executive Nursing Administration (ENA) track. The MSN FNP track prepares the graduate with broad knowledge and practice expertise that builds and expands on baccalaureate or entry-level nursing practice.

FNPs are advanced practice registered nurses (APRNs) with specialized graduate education who provide primary health care services to people of all ages. With a focus on health promotion and health education, FNPs fill a crucial role in the health care system and provide care to people of diverse ages and backgrounds- often the underserved. As healthcare providers, APRNs function autonomously and interdependently within healthcare teams across all environments. APRNs focus on individual, family, community, and population healthcare as they monitor and manage aspects of the environment to foster health and well-being.

The Nurse Educator track prepares emerging nurse educators for positions in healthcare and in academia. Students advance their clinical knowledge and expertise in order to advance the discipline of nursing while caring for and educating patients, staff, and other members of the healthcare team. Students in this track are also prepared with the knowledge and expertise to teach nursing students and assume a leadership role in academia. Graduates of this track are prepared to take the Certified Nurse Educator Examination from the National League for Nursing.

The Executive Nursing Administration track prepares emerging and experienced nurse leaders for nursing leadership positions and doctoral study. Graduates of this program apply advanced administrative, management, leadership, communication, technology, and business skills to lead and manage healthcare organizations. Graduates are prepared in foundational knowledge for nursing leadership aligned with the AACN Essentials 2026 and the American Organization of Nursing Leadership competencies.

Master of Science in Nursing Program Outcomes

The Auburn University at Montgomery (AUM), School of Nursing (SON) Master of Science in Nursing program is aligned with the following components of The Essentials: Core Competencies for Professional Nursing Education (Essentials) (AACN, 2026):

- 10 Domains for Nursing
- 8 Concepts for Nursing Practice
- 45 competencies

1. Utilize evidence-based methodologies to provide person centered care and engage in professional development /leadership to expand personal knowledge and responsibilities. **(Domains 2, 6, 7, 10)**
2. Utilize informatics and communication technologies to expand accessibility of care, enhance patient education, provide safe high-quality care, analyze performance measures

and improve patient outcomes. **(Domains 3, 5, 8)**

3. Integrate, translate, and apply advanced concepts in the care of diverse populations through systematic assessment of actual and potential risks to patients and providers in multiple care environments. **(Domains 1, 3, 5)**
4. Participate in and advocate for health care policies to improve access, equity, efficiency, and social justice by utilizing clinical judgment, evidence-based findings, and knowledge of social determinants of health to improve patient outcomes and quality of life. **(Domains 2, 3, 4)**
5. Develop strategies for lifelong learning and interprofessional collaboration that integrate professional standards, guidelines, statutes, regulations, and accountability for coordination of care and support the acquisition of nursing expertise and assertion of leadership. **(Domains 4, 6, 9, 10)**
6. Recognize emerging factors to evaluate, intervene, and advocate for health promotion, clinical prevention, and disease management for diverse populations **(Domains 3, 5)**
7. Provide ethical, culturally sensitive, person-centered care that builds on a scientific body of knowledge to support the basis for clinical judgment and innovation in nursing practice. **(Domains 1, 2, 4, 6, 8, 9)**
8. Apply healthcare economics, resource management and leadership skills, managing micro-, meso-, and macro-systems for continuous quality improvement processes. **(Domains 5, 7, 9)**
9. Apply scientific and ethical principles of emerging and current nursing knowledge and technology in delivery of direct and indirect care to promote safe practice across populations and environments. **(Domains 1, 3, 5, 8)**
10. Analyze the principles of leadership as they apply to advanced nursing practice in the development of interprofessional partnerships to promote safe and equitable care of diverse populations. **(Domains 6, 9, 10)**

The Essentials: Core Competencies for Professional Nursing Education

The American Association of Colleges of Nursing has developed The Essentials: Core Competencies for Professional Nursing Education (AACN, 2026). The programs represented in this handbook have adopted the following components of The Essentials (2026):

- 10 Domains for Nursing
- 8 Concepts for Nursing Practice
- 45 Competencies

Domains

Domain I: Knowledge for Nursing Practice

Integration, translation, and application of established and evolving disciplinary nursing knowledge and ways of knowing, as well as knowledge from other disciplines, including a foundation in liberal arts and natural and social sciences. This distinguishes the practice of professional nursing and forms the basis for clinical judgment and innovation in nursing practice.

- **Competency 1.1**
  Demonstrate an understanding of the discipline of nursing's distinct perspective and where shared perspectives exist with other disciplines.

- **Competency 1.2**
  Apply theory and research-based knowledge from nursing, the arts, humanities, and other sciences.
- **Competency 1.3**
  Demonstrate clinical judgement founded on a broad knowledge base.

Domain II: Person-Centered Care

Person-centered care focuses on the individual within multiple complicated contexts, including family and/or important others. Person-centered care is holistic, individualized, just, respectful, compassionate, coordinated, evidence-based, and developmentally appropriate. Person-centered care builds on a scientific body of knowledge that guides nursing practice regardless of specialty or functional area.

- **Competency 2.1**
  Engage with the individual in establishing a caring relationship.
- **Competency 2.2**
  Communicate effectively with individuals.
- **Competency 2.3**
  Integrate assessment skills in practice.
- **Competency 2.4**
  Diagnose actual or potential health problems and needs.
- **Competency 2.5**
  Develop a plan of care.
- **Competency 2.6**
  Demonstrate accountability for care delivery.
- **Competency 2.7**
  Evaluate outcomes of care.
- **Competency 2.8**
  Promote self-care management.
- **Competency 2.9**
  Provide care coordination.

Domain III: Population Health

Population health spans the healthcare delivery continuum from public health prevention to disease management of populations and describes collaborative activities with both traditional and non-traditional partnerships from affected communities, public health, industry, academia, health care, local government entities, and others for the improvement of equitable population health outcomes by addressing variability in access, quality, and results.

- **Competency 3.1**
  Manage population health.
- **Competency 3.2**
  Engage in effective partnerships.
- **Competency 3.3**
  Consider the socioeconomic impact of the delivery of health care.
- **Competency 3.4**
  Advance equitable population health policy.
- **Competency 3.5**
  Demonstrate advocacy strategies.

- **Competency 3.6**
  Advance preparedness to protect population health during disasters and public health emergencies.

Domain IV: Scholarship for the Nursing Discipline

The generation, synthesis, translation, application, and dissemination of nursing knowledge to improve health and transform health care.

- **Competency 4.1**
  Advance the scholarship of nursing.
- **Competency 4.2**
  Integrate best evidence into nursing practice.
- **Competency 4.3**
  Promote the ethical conduct of scholarly activities.

Domain V: Quality and Safety

Employment of established and emerging principles of safety and improvement science. Quality and safety, as core values of nursing practice, enhance quality and minimize risk of harm to patients and providers through both system effectiveness and individual performance.

- **Competency 5.1**
  Apply quality improvement principles in care delivery.
- **Competency 5.2**
  Contribute to a culture of patient safety.
- **Competency 5.3**
  Contribute to a culture of provider and work environment safety.

Domain VI: Interprofessional Partnerships

Intentional collaboration across professions and with care team members, patients, families, communities, and other stakeholders to optimize care, enhance the healthcare experience, and strengthen outcomes.

- **Competency 6.1**
  Communicate in a manner that facilitates a partnership approach to quality care delivery.
- **Competency 6.2**
  Perform effectively in different team roles, using principles and values of team dynamics.
- **Competency 6.3**
  Use knowledge of nursing and other professions to address healthcare needs.
- **Competency 6.4**
  Work with other professions to maintain a climate of mutual learning, respect, and shared values.

Domain VII: Systems-Based Practice

Responding to and leading within complex systems of health care. Nurses effectively and proactively coordinate resources to provide safe, quality, and compassionate care to all populations.

- **Competency 7.1**
  Apply knowledge of systems to work effectively across the continuum of care.
- **Competency 7.2**
  Incorporate consideration of cost-effectiveness of care.
- **Competency 7.3**
  Optimize system effectiveness through application of innovation and evidence-based

practice.

Domain VIII: Informatics and Healthcare Technologies

Information and communication technologies and informatics processes are used to provide care, gather data, form information to drive decision making, and support professionals as they expand knowledge and wisdom for practice. Informatics processes and technologies are used to manage and improve the delivery of safe, high-quality, and efficient healthcare services in accordance with best practice and professional and regulatory standards.

- **Competency 8.1**
  Describe the various information and communication technology tools used in the care of patients, communities, and populations.
- **Competency 8.2**
  Use information and communication technology to gather data, create information, and generate knowledge.
- **Competency 8.3**
  Use information and communication technologies and informatics processes to deliver safe nursing care to diverse populations in a variety of settings.
- **Competency 8.4**
  Use information and communication technology to support documentation of care and communication among providers, patients, and all system levels.
- **Competency 8.5**
  Use information and communication technologies in accordance with ethical, legal, professional, and regulatory standards, and workplace policies in the delivery of care.

Domain IX: Professionalism

Formation and cultivation of a sustainable professional identity, including accountability, perspective, collaborative disposition, and comportment, that reflects nursing's characteristics and values.

- **Competency 9.1**
  Demonstrate an ethical comportment in one's practice reflective of nursing's mission to society.
- **Competency 9.2**
  Employ participatory approach to nursing care.
- **Competency 9.3**
  Demonstrate accountability to the individual, society, and the profession.
- **Competency 9.4**
  Comply with relevant laws, policies, and regulations.
- **Competency 9.5**
  Demonstrate the professional identity of nursing.
- **Competency 9.6**
  Integrate diversity, equity, and inclusion as core to one's professional identity.

Domain X: Personal, Professional, and Leadership Development

Participation in activities and self-reflection that foster personal health, resilience, and well-being; contribute to lifelong learning; and support the acquisition of nursing expertise and the assertion of leadership.

- **Competency 10.1**
  Demonstrate a commitment to personal health and well-being.

- **Competency 10.2**
  Demonstrate a spirit of inquiry that fosters flexibility and professional maturity.
- **Competency 10.3**
  Develop capacity for leadership.

The following concepts from the AACN Essentials: Core Competencies for Professional Nursing Education (2026) are threaded through the curriculum:

- Clinical Judgement
- Communication
- Compassionate Care
- Access, Connection, and Engagement
- Ethics
- Evidence-Based Practice
- Health Policy
- Social Determinants of Health

Standards and Guidelines

Quality Matters Statement

Auburn University at Montgomery is proud to be a Quality Matters institution, committed to offering the highest quality online learning experience. Accordingly, the AUM SON MSN online programs are aligned with Quality Matters standards.

The MSN Program incorporates the following components of The Essentials: Core Competencies for Professional Nursing Education (Essentials) (AACN, 2026):

- 10 "Domains for Nursing" (Essentials, pp. 10-11)
- 8 "Concepts for Nursing Practice" (Essentials, pp.11-14); and
- 45 "Competencies" (Numbered 1.1 through 10.3 and organized by Domain, Essentials, PP. 27-54).

Additionally, the MSN program is consistent with the Alabama Board of Nursing Administrative Code, Chapter 610-X-5 Advanced Practice Nursing-Collaborative Practice and Article 5 Advanced Practice Nursing.

Admission to the MSN Graduate Program

Admission to the Program

Master of Science in Nursing (MSN) students may be admitted to the program under one of two conditions, Full Admission status or Provisional Admission status.

Full Admission Requirements Candidates must meet **all** criteria below:

1. Admission to the University.
2. Possess an unencumbered license as a Registered Nurse.
3. Hold an earned Bachelor of Science in Nursing degree from a program accredited by one of the following: Commission on Collegiate Nursing Education (CCNE), Accreditation Commission for Education in Nursing (ACEN) formerly known as the National League for Nursing Accrediting Commission (NLNAC), or the Commission for Nursing Education Accreditation (CNEA) institution
4. Current professional resume

5. Official transcripts from **all** universities or colleges attended submitted to AUM
6. Two professional references provided
7. Test of English as a Foreign Language (TOEFL) score of 1036 required if English is not the first language.
8. Applicants must have either a 3.0 Nursing GPA on a 4.0 scale or a 3.0 Overall GPA on a 4.0 scale.

Provisional Admission Requirements (for candidates who do not meet the GPA requirement for Full Admission)

1. Admission to the University.
2. Possess an unencumbered license as a Registered Nurse.
3. Hold an earned Bachelor of Science in Nursing degree from a program accredited by one of the following: Commission on Collegiate Nursing Education (CCNE), Accreditation Commission for Education in Nursing (ACEN) formerly known as the National League for Nursing Accrediting Commission (NLNAC), or the Commission for Nursing Education Accreditation (CNEA) institution.
4. Current professional resume
5. Official transcripts from **all** universities or colleges attended submitted to AUM
6. Two professional references provided
7. Test of English as a Foreign Language (TOEFL) score of 1036 required if English is not the first language.
8. Applicant has a 2.75-2.99 Nursing GPA on a 4.0 scale or an Overall GPA of 2.75 to 2.99 on a 4.0 scale.

Change of Admission Status

Students will be granted Full Admission status in the MSN program when they have achieved:

- Successful completion of the first 12 semester hours in the MSN program with a grade of B (80) or higher in all courses.

Degree Plan of Study

A plan of study must be completed and kept in each student's file. Students will be sent an initial plan of study with their admission packet. Any changes to the plan of study must be submitted to the Track Coordinator for approval. Plans of study are used to plan resources, therefore students who change their plans of study without prior approval, are not guaranteed seats in future courses and will only be allowed to enroll on a space available basis.

Please Note: Any change in students' progression must be discussed with the Track Coordinator. Changes that require alterations in clinical course planning will only be approved on a space available basis.

For the Master of Science in Nursing (MSN) degree, students must complete a minimum of 32-48 credit hours of graduate-level course work, depending on the track. (See graduation requirements for the MSN).

Academic Progression toward Degree

All academic progression, as well as admission and graduation decisions, are made by the Graduate Admission, Progression, Graduation, and Curriculum, (G-APG-C) Committee of the School of Nursing. Failure to maintain progress in course work as reflected on the plan of study

for any reason including, but not limited to course withdrawal, will require the student to meet with their Track Coordinator.

A grade point average (GPA) of 3.0 is required for continued study in the MSN program. Grades below a "B" or "U" are not acceptable. Students who receive a grade of lower than a "B" or "U" in any course are subject to dismissal from the program. Students will be given the right to petition to remain in the program, and a final decision on dismissal will be made by a majority vote of the G-APG-C Committee. If a student is allowed to continue in the program, any course(s) that have a grade below a "B" must be repeated with an earned grade of "B" or better.

Please refer to the University *Graduate Handbook* for further information regarding the graduate status GPA. Students in a clinical rotation whose grade average for that clinical course drops below a "B'", may not remain in the clinical setting until the course average returns to a "B" or greater.

The CONHS School of Nursing uses the following grading scale:

Letter Grade	Points
A	90-100
B+	85-89
B	80-84
C+	76-79
C	73-75
D+	68-72
D	60-67
F	0-59

Progression toward the Master of Science in Nursing Degree

****A grade below 80 is not considered a passing grade in the SON Graduate Program**

Students with progression issues must petition the School of Nursing, Graduate Admission, Progression, Graduation, and Curriculum (G-APG-C) Committee. All petitions are submitted to the Dean's Office no later than **three business days following official faculty submission of grades to the registrar.** (See AUM Academic calendar for specific dates and times.)

Course Failure

A course failure is defined as earning a grade of less than a "B" in any course required to complete the MSN degree or certificate program.

Academic Probation

Academic probation is defined as failure resulting in a grade lower than a "B" in one (1) nursing course across the curriculum

Disenrollment

Disenrollment is defined as failure resulting in a grade lower than a "B" in two (2) courses across the curriculum. *A student may not repeat more than one (1) nursing course across the curriculum. In the event that a student earns a failing grade in a single class, the class may be

repeated in the next available semester. In the event that a student earns a failing grade in two or more classes at any point in the program, the student may be dismissed from the program. The student is notified immediately via email utilizing the student's AUM email address of record. If re-admitted, the student must meet with the Track Coordinator to plan the course of study.

Number of Years to Complete a Graduate Program
The graduate nursing curriculum must be completed in seven (7) years of the first course taken in the program (Refer to the Graduate Handbook for additional requirements). Students who are not enrolled for two or more consecutive terms must re-apply to the program and are not guaranteed readmission.

Withdrawal or Out of Sequence Students
A plan of study must be completed and kept in each student's file. Students are sent an initial plan of study with the admission packet. Any changes to the plan of study must be approved by the Track Coordinator and the Graduate Admission, Progression, Graduation, and Curriculum Committee. If students cannot follow their plan of study, students must contact the Track Coordinator to revise their plan of study. This must be done prior to registration.

Continuation or Re-Admission for Withdrawal/Out of Sequence or Students Who Drop Out
Students must:

1. Complete a G-APG-C Petition Form requesting continuation or re-admission to the Graduate Nursing Program.
2. Identify reasons for the petition or reasons for being out of the nursing program.
3. Provide a letter documenting the plan for success once re-admitted to the program. If petitioning for re- admission, the student must provide documentation of remediation and evaluation recommended and/or required at the time of dismissal (if applicable).
4. The petition must be received by the respective Track Coordinator no later than three (3) business days following the official faculty submission of grades to the AUM Registrar (see the AUM Academic calendar for the specific date and time each term).

Student petitions do not guarantee re-admission, and they are evaluated on an individual basis by the G-APG-C Committee. During each deliberation, the committee will consult with faculty members as appropriate, taking into consideration academic performance, professional demeanor, and personal conduct during the student's time in the program, including, but not limited to:

1. Behavior indicative of possible substance abuse will require submission of drug and/or alcohol screening.
    a. If the results are positive, the student will be dismissed from the nursing program and referred to the Track Coordinator and other administrative officials.
2. Re-admission is dependent upon available classroom, clinical, and faculty resources.
3. If re-admitted, the student will meet with the academic advisor along with the respective Track Coordinator to develop a plan of study for successful completion of the program.
4. The plan of study may include didactic independent studies and/or course audit requirements designed to update the student's clinical practice and/or theoretical knowledge or bring it to the level of other students enrolled in the semester in which the student is returning.

5. Student documentation of current BLS, health insurance, health requirements, drug screening, and background checks will be required.
6. Students are notified via AUM email of the actions, recommendations, and/or requirements specified by the G-APG-C Committee.

Appeal of Grades
Students who wish to appeal an action taken in a course should follow procedures outlined in the AUM Graduate Catalog and AUM Graduate Student Handbook. Students who wish to appeal a progression decision of the G-APG-C Committee may request the opportunity to meet with the committee. Requests should be made in writing directly to the G-APG-C Committee Chairperson.

Typhon®
Typhon® will be utilized by all graduate MSN students enrolled in clinical courses. *Typhon® Group's Student Tracking System* functions as a complete and secure electronic student tracking system. This system provides comprehensive patient encounter logs and reports, a fully featured evaluation and survey component for assessments, and management of student rotation scheduling. Each graduate track/program can identify the product in Typhon® that will meet their needs. Students utilize Typhon® to document clinical encounters (clinical logs) with patients during each clinical experience. http://typhongroup.net/.

Out of State Graduate Student Policy
Out of state applicants to any of our distance accessible programs should become familiar with their state's regulations governing distance accessible programs. Prospective students residing in states other than Alabama should contact their state's Board of Nursing and Department of Education for specific rules and regulations pertaining to students enrolled in out of state programs and plan to conduct AUMSON in their home state. Only those students who reside in Alabama or those states where AUMSON programs are available will be eligible to receive an offer of admission.

Graduate Program Fee
Students enrolled in any graduate program, regardless of track, will be charged a professional fee of $200.00 per semester.

Graduation Requirements for the MSN Degree

Each student is responsible for reading and understanding the degree requirements and written policies as stated in the AUM Graduate Catalog for the year during which the student is enrolled. The year under which the student enrolled can be found in Degree Works.

Students should meet with the Academic Advisor frequently each semester regarding individual progress and courses completed within the program of study. Making appointments to meet with advisors/mentors/counselors is highly recommended. The Academic Advisor and Track Coordinator are available for online and phone conferences.

Registered nurse students and advanced practice nurses must maintain an unencumbered license

in good standing in the state in which clinical experiences are completed throughout the program. They will not be eligible for continuance in the program if licensure is suspended or revoked. Students are required to notify the SON if there is a change in licensure status.

Application for Graduation
Candidates for graduation must file an Intent to Graduate Form with the Registrar according to the deadlines in the university academic calendar. Application forms may be found online through Webster on the MyAUM university website.

Additional requirements for the MSN Degree:

- All coursework listed for the MSN degree completed with a minimum grade of "B"
- Clinical performance evaluated at a Satisfactory level
- Completion of a satisfactory e-Portfolio

The e-Portfolio Graduation Requirement (electronic format only)
All Master of Science in Nursing students must complete an e-Portfolio as a graduation requirement. The e-Portfolio reflects the student's achievement and growth.

Development Guidelines for the e-Portfolio
An e-portfolio is an excellent medium through which the student can demonstrate knowledge attained in a broad spectrum of related topics and issues from the nursing educational experience.

The e-Portfolio will be developed while progressing through courses such as: NURS 7941, NURS 7971 or NURS 7911, and is submitted for grading at the completion of the program. Each portfolio should reflect learning and accomplishment of program outcomes but should be individualized. Each student will develop an e-Portfolio and upload the assignment in the Learning Management System.

Tips for an Effective e-Portfolio
The following guidelines are intended to assist the student in the development of the portfolio, but creativity is encouraged!

1. Read the guidelines and grading criteria before starting the project. Be sure to start early to have time to create a meaningful and comprehensive e-portfolio.
2. The purpose of the e-Portfolio is for you to tie your academic preparation to your future goals and ambitions as a nurse practitioner (advanced practice), a nurse educator, or an executive nursing administrator.
    a. Include reflective narratives and artifacts that will interest a potential future employer.
3. Select readable fonts (style and size).
4. Use a pleasing background that compliments your font and pictures.
5. Provide reflection that ties the outcome mastery to the assignment(s) you upload as examples of your student work – and connect to how this will impact your advanced-level nurse practice, role as a nurse educator, or role as a masters-prepared executive nursing administrator. Assistance for professional/reflective writing is available to you at the Online Writing Tutor.

6. All assignments *need to be converted* to a PDF file before uploading.
7. If pictures are used (and this is encouraged to add interest and personalization), use photos that reflect professional activities rather than something that would be more appropriate for a social media site.
8. Students are not to use websites or e-Portfolio sites outside of the Canvas Learning Management System. Students will consult the syllabus of the respective course requiring the e-Portfolio for the rubric and additional guidance on expectations for the e-Portfolio.

Inclusion Criteria in the e-Portfolio
The following components must be included -- beyond these, you may individualize and add additional documents (maximum 2-3) if it is relevant to the professional e-Portfolio.

List each Program Outcome/Ability statement (those listed below)
Describe how you have attained or mastered the program outcomes during your MSN education. Please provide specific examples of learning activities, assignments, coursework, and personal and/or clinical experiences to describe how the assignment facilitated your meeting the outcome that represents ALL semesters in the MSN program. One particular course assignment may support more than one outcome, however, one assignment or course or experience may not be used to support every outcome!

Professional Overview of Self-Section
Assume a position in a primary care setting as a primary care nurse practitioner, a nurse educator, an executive nursing administrator or upon successful completion of national certification exam(s). NOTE: Even though this is # 3 of the outcome mastery list, separate this into a separate link in the e-Portfolio and include:

a) Biographical Narrative
   - where you have been – professional background, both personal & RN information
   - why you chose your graduate track (FNP, NEd, ENA)
b) Statement of career goals
   - 1 year
   - 5 year

Outcome Mastery Section for e-Portfolio:

1. Utilize evidence-based methodologies to provide person centered care and engage in professional development /leadership to expand personal knowledge and responsibilities. **(Domains 2, 6, 7, 10)**
2. Utilize informatics and communication technologies to expand accessibility of care, enhance patient education, provide safe high-quality care, analyze performance measures and improve patient outcomes. **(Domains 3, 5, 8)**
3. Integrate, translate, and apply advanced concepts in the care of diverse populations through systematic assessment of actual and potential risks to patients and providers in multiple care environments. **(Domains 1, 3, 5)**
4. Participate in and advocate for health care policies to improve access, equity, efficiency, and social justice by utilizing clinical judgment, evidence-based findings, and knowledge of social determinants of health to improve patient outcomes and quality of life. **(Domains 2, 3, 4)**

5. Develop strategies for lifelong learning and interprofessional collaboration that integrate professional standards, guidelines, statutes, regulations, and accountability for coordination of care and support the acquisition of nursing expertise and assertion of leadership. **(Domains 4, 6, 9, 10)**
6. Recognize emerging factors to evaluate, intervene, and advocate for health promotion, clinical prevention, and disease management for diverse populations **(Domains 3, 5)**
7. Provide ethical, culturally sensitive, person-centered care that builds on a scientific body of knowledge to support the basis for clinical judgment and innovation in nursing practice. **(Domains 1, 2, 4, 6, 8, 9)**
8. Apply healthcare economics, resource management and leadership skills, managing micro-, meso-, and macro-systems for continuous quality improvement processes. **(Domains 5, 7, 9)**
9. Apply scientific and ethical principles of emerging and current nursing knowledge and technology in delivery of direct and indirect care to promote safe practice across populations and environments. **(Domains 1, 3, 5, 8)**
10. Analyze the principles of leadership as they apply to advanced nursing practice in the development of interprofessional partnerships to promote safe and equitable care of diverse populations. **(Domains 6, 9, 10)**

Master of Science in Nursing Program Student Health Requirements

Student health requirements are intended to protect the health of students and patients for whom they will be caring. A copy of the Annual Health Assessment Form can be found in the forms section of the Handbook. All requested documentation must be entered into *ViewPoint* by the due date. The health requirements for all nursing students are as follows:

1. Post-licensure students are required to have a physical examination within 6 months of the term for which they plan to enroll in the program.
2. A complete Tetanus-Diphtheria series with a booster every 10 years. At least one booster should be the Tdap (tetanus, diphtheria, pertussis) unless contraindicated.
3. Two doses of MMR vaccine (measles, mumps, rubella) or proof of immunity by titer >1:8i unless born before 1957.
4. Tuberculosis skin test through the appropriate method unless previous positive test then must have a chest x-ray for clearance. Previous history of TB and completion of treatment documentation will require completion of a yearly status report as recommended by the Centers for Disease Control (available in the Warhawk Student Health Center). A one-step TB skin test, a two-step TB skin test, a chest x-ray or CT scan radiology report, or the QuantiFERON-TB blood test is acceptable documentation for the TB clearance process.
5. Record of childhood immunizations and provide documentation or appropriate titer levels to prove immunity. Varicella requirements include two vaccinations or a positive antibody titer blood test.
6. Additional laboratory tests, including drug screens and/or immunizations, may be required based on specific care facility requests at the student's expense.
7. Annual influenza vaccination is typically given between October and March. If the student is medically unable to receive the influenza vaccine or any other vaccine, the student must provide a medical waiver signed by the medical provider for the student. Prescription receipts are not acceptable. There must be evidence on the submitted vaccination

documentation document that the vaccine, regardless of the vaccine, was administered by a healthcare professional, the date, time, vaccine manufacturer, the vaccine lot number, the expiration date of the vaccine, and the route administered.

8. Hepatitis B vaccine series or documentation of completed series. If documentation is unavailable, proof of immunity through titer level is appropriate.
9. A clinical agency may not accept a vaccine waiver. Thus, the student would be excluded from attending clinical at that site. Clinical agencies may request, per their clinical affiliation agreement with Auburn University at Montgomery, that the student have received other vaccinations not included in the language of this handbook.

Other Requirements:

1. Drug screening
2. Proof of current BLS certification (Basic Life Support for Healthcare Providers through the American Heart Association)
3. Evidence of patient confidentiality training (Health Insurance Portability and Accountability Act [HIPAA]). NURS 6621 students must have completed HIPAA, OSHA, and TB management training before starting clinicals.
4. Proof of personal health insurance
    a. Students are responsible for payment of any health care services
5. Proof of annual malpractice insurance and comprehensive general liability insurance
    a. Billed through AUM Cashier office for students.
6. Certification of clear background through *ViewPoint* for continued enrollment for pre- and post-licensure students not currently employed www.viewpoint.org
7. Statement of acknowledgement of policies and procedures as set forth in the AUM SON Student Handbook (see forms section)
8. Confidentiality agreement (see forms section)
9. Consent for photographs or video (see forms section)
10. Proof of any additional specific agency requirements as necessary
11. AUMSON Photo ID
12. Depending on the clinical agency, the student may be required to have an ACEMAPP account.

Track Curriculum: Family Nurse Practitioner

The FNP curriculum has been developed to address the FNP certification eligibility requirements for the American Academy of Nurse Practitioners (AANP) as presented in the American Academy of Nurse Practitioners Certification Board FNP, AGNP & PMHNP Certification Handbook,2023. The FNP program also meets the FNP certification eligibility requirements for the ANCC Family Nurse Practitioner Certification from the American Nurses Association (ANA).

MSN FNP Total Required Credit Hours: 48 credit hours
MSN FNP Total Required Clinical Hours: 780 clinical hours

Core MSN Courses: 25 hours

- NURS 6340 Theory for Advanced Nursing Practice (3 credit hours)
- NURS 6120 Advancing Quality, Safety, and Prevention (3 credit hours)
- NURS 6440 Translating Evidence into Practice for Advanced Nursing (3 credit hours)
- NURS 6250 Ethics, Legal and Health Policy Implications in Advanced Nursing (3 credit hours)
- NURS 6550 Transition to Advanced Nursing Practice (3 credit hours)
- NURS 6610 Advanced Physiology/Pathophysiology (3 credit hours)
- NURS 6621 Advanced Physical Assessment and Clinical (2,0,2 credit hour; 120 clinical hours)
- NURS 6630 Pharmacotherapeutics for Advanced Practice (3 credit hours)

Specialty Courses: Family Nurse Practitioner – 23 Credit Hours

- NURS 7111 Adult Primary Care (3,0,3 credit hours; 180 clinical hours)
- NURS 7211 Women's Health Primary Care (3,0,1.5 credit hour; 90 clinical hours)
- NURS 7311 Pediatric Primary Care (3,0,1.5 credit hours; 90 clinical hours)
- NURS 7411 Adult/Gerontological Primary Care (2,0,1 credit hours; 60 clinical hours)
- NURS 7911 Advanced Practice Nurse Practicum (1,0,4 credit hours; 240 clinical hours)

The FNP track includes planned clinical practice experiences in order for students to develop professional competencies and to integrate new knowledge in appropriate practice settings. Clinical practice experiences are aligned with program outcomes and are planned, implemented and evaluated by faculty members.

Family Nurse Practitioner Track
Upon graduation, MSN FNP graduates are prepared to sit for the Family Nurse Practitioner certification exam offered by either the American Nurses Credentialing Center or the American Association of Nurse Practitioners in order to receive certification as an Advanced Practice Registered Nurse. After passing the certification exam, the graduate must meet additional requirements as defined by individual state Boards of Nursing to gain licensure and employment.

Family Nurse Practitioner Clinical Education Policies

Purpose of Clinical Education

Clinical education is an essential component of the Family Nurse Practitioner (FNP) curriculum and is intentionally integrated. Clinical experiences provide opportunities for students to apply knowledge in the assessment, diagnosis, treatment, and management of patients across the lifespan within primary care settings.

All clinical experiences must support the Family Nurse Practitioner curriculum, course objectives, and program outcomes while promoting competency in evidence-based practice, clinical reasoning, interprofessional collaboration, patient-centered care, and professional role development.

Integration of Didactic and Clinical Coursework

Each course within the FNP curriculum has combined clinical and didactic components with a corresponding didactic course. Clinical learning experiences are designed to reinforce and apply concepts introduced in the didactic course work throughout the semester. Students must successfully complete each course in its entirety to successfully complete the course and progress within the Family Nurse Practitioner program.

Clinical Site and Preceptor Approval

All clinical sites, preceptors, and clinical learning experiences must receive approval from the FNP Coordinator prior to the start of each clinical rotation.

Approval is based upon the site's ability to provide learning experiences that support:

- Course learning outcomes
- Family Nurse Practitioner track outcomes
- Primary care competency development
- National Family Nurse Practitioner competencies
- Applicable accreditation and regulatory standards

Approved Clinical Preceptors

Clinical preceptors must possess the education, licensure, certification, and clinical expertise necessary to facilitate student achievement of Family Nurse Practitioner competencies. Approved preceptors include:

- Certified Registered Nurse Practitioner (CRNP)
- Physician (MD)
- Doctor of Osteopathic Medicine (DO)
- Physician Assistant (PA)

To ensure adequate mentorship within the advanced practice nursing role, a minimum of 50% of the student's total required program clinical hours must be completed under the supervision of a Certified Registered Nurse Practitioner (CRNP).

Clinical Practice Settings
Clinical experiences may occur in a variety of approved healthcare settings provided they support Family Nurse Practitioner education and preparation for comprehensive primary care practice.

Examples include:
- Family practice
- Internal medicine
- Pediatrics
- Women's health
- Urgent care
- Retail health clinics
- Community health centers
- Rural health clinics
- Federally Qualified Health Centers (FQHCs)
- Other approved primary care settings

Hospital-based experiences, including inpatient rounds, consultations, transitional care, and observation of procedures, may be incorporated into clinical education when supervised by an approved preceptor and when the experience directly supports course objectives and Family Nurse Practitioner competencies.

Clinical experiences that primarily focus on acute care nurse practitioner competencies or critical care management are not appropriate substitutions for required Family Nurse Practitioner clinical experiences.

Specialty Clinical Experiences (NURS 7911)
During NURS 7911: FNP Capstone Practicum, students may complete up to one-half (50%) of the required practicum hours within an approved medical specialty.

Specialty experiences:
- Require prior approval from the FNP Track Coordinator.
- Must complement the Family Nurse Practitioner role.
- Must support course objectives and program outcomes.
- Must enhance competency in comprehensive primary care practice.

Examples of approved specialty experiences include, but are not limited to:
- Cardiology
- Dermatology
- Endocrinology
- Gastroenterology
- Nephrology
- Orthopedics

- Pulmonology
- Women's Health
- Behavioral Health
- Other specialties approved by the FNP Coordinator

Clinical Documentation
Students are responsible for maintaining accurate documentation of all clinical learning activities.

Typhon® Clinical Tracking
Students must:

- Document all clinical hours in Typhon.
- Record all required patient encounters.
- Submit documentation by course deadlines.

Students are required to use the Typhon® electronic system for documenting clinical time and patient encounters. The system is web-based and may be accessed without downloading software. Data entered into the Typhon® system are stored in a secure and HIPAA compliant server. Students are required to maintain patient encounter and clinical time logs. **Data must be entered within 7 days of each clinical experience and include the following information:**

Students will complete all online assignments. Students must have access to a computer with recommended specifications and have the ability to check email daily. Directions for participation in course assignments and activities can be found on the Home Page of the courses in the Learning Management System. Students are responsible for asking questions to faculty if the information is unclear. Failure to complete and submit all required assignments will result in a grade of zero for this course.

1. All clinical hours are to be logged using the Typhon Group Tracking System.
2. All clinical encounters logged into Typhon for NURS 6621 will be addressed per the course syllabus and course orientation information in the Learning Management System. Specifics regarding documentation in Typhon may include language in the course syllabus for the respective course that is not included with the language of this handbook.
3. All clinical clients and encounters logged into Typhon for NURS 7111, 7211, 7311, 7411, and 7911 must include:
    a. Semester, course, preceptor, clinical site, age, biological sex, and time with client.
    b. Race/Ethnicity
    c. Insurance
    d. Referral (made at the time of the encounter)
    e. Time with patient
    f. Consult with preceptor
    g. Type of decision-making
    h. Student participation
    i. Reason for visit

j. Chief complaint
k. Type of history and physical
l. Social Problems Addressed
m. Medications:
    i. Number of over-the-counter drugs taken regularly
    ii. Number of prescriptions currently prescribed
    iii. New/Refilled prescription with this visit . If this is not addressed here, it must be addressed in the Clinical Notes Section
    iv. Adherence issues with medications
    v. ICD codes
    vi. CPT codes
n. Clinical Notes Must include a chief complaint and a summary of your plan of care and any treatments. Include any abnormal assessment findings that you relate to your plan of care.
o. Procedures/Skills: observed, assisted, or performed. Every encounter will need documentation to **Use of EHR, Use of Mobile App, and Use of Telehealth**—Document **Interprofessional communication** as applicable.

Required Clinical Evaluations
At the conclusion of each clinical rotation, students must complete the following:

Student Evaluation of Clinical Site and Preceptor
Students are responsible for completing the **Student Evaluation of Clinical Site and Preceptor** for each approved clinical placement.

Preceptor Comprehensive Evaluation of Student
Students are responsible for ensuring that each preceptor completes the **Preceptor Comprehensive Evaluation of Student** at the conclusion of the clinical experience. Students assigned to multiple preceptors must obtain an evaluation from each preceptor.

Verification of Clinical Hours
Students are responsible for submitting all documentation required to verify completion of clinical hours in accordance with course requirements.

Clinical Course Completion
All required clinical documentation, evaluations, and clinical hour verification must be submitted by the deadlines established in each course syllabus.

Failure to complete required clinical hours, documentation, or evaluations may delay course completion and progression within the Family Nurse Practitioner program.

Preceptor Orientation
Each preceptor is provided with a copy of the Preceptor Handbook and the personal profiles of the preceptor are entered into Typhon®. Preceptors are provided with information on a subscription to NurseTim©, https://nursetim.com/, which provides contact hours in webinar formats. This service provides teaching strategies and other educational information used in didactic and clinical settings.

Arranging Clinical Site and Preceptor for Practicum Experience

1. Students are encouraged to contact the Southeast Alabama Area Health Education Centers (AHEC) representative prior to the first clinical experience. The purpose of this is to assist students in finding appropriate clinical placement throughout the program https://www.alahec.org/. If the student resides in Georgia the AHEA website is: https://sowega-ahec.org/georgia-ahec-network/ and https://www.augusta.edu/ahec/about.php#locations . Residents of Florida may contact the AHEC for their region at: https://www.flahecnetwork.org/ .
2. Identifying clinical/practicum preceptors is a shared responsibility between faculty and students. When the student identifies a potential preceptor, the student must submit the following information on the *Preceptor Request Form* (Appendix).
3. A one-time fee for use is assessed with the first login to the Typhon® Tracking system.
4. Multiple preceptors may be required to complete clinical hours. A separate request should be submitted for each preceptor. Form B must be completed for each preceptor at any clinical site and submitted along with the clinical planning forms to the FNPClinical@aum.edu email inbox.
5. If there is any question regarding the validity of the clinic and preceptor being able to help meet course objectives, the FNP Track Coordinator will contact the potential preceptor, establish the provider's availability and appropriateness in meeting the FNP program objectives.
6. The FNP Track Coordinator will notify students when the clinical assignment is confirmed, and a facility/provider contract is in place. The FNP Track Coordinator will send a "clearance to start" email to the student once the clinical affiliation agreement is intact, the preceptor's nursing or medical license is verified, and a copy of the advanced license and certification(s) are reviewed.
7. Upon receipt of placement, the student should send a professional introductory email to the preceptor to include the following information:
    a. Introduction with contact number and school email
    b. Individual clinical background (a resume is acceptable as well)
8. The student is responsible for the expense of private or public transportation to and from the clinical site. This expense includes, but is not limited to, the cost of fuel, vehicle maintenance, toll road fees, and vehicle insurance.
9. The student is responsible for any parking fees that the clinical site may charge for the use of a parking lot or parking deck.

Family Nurse Practitioner Track Coordinator:

Ashley D'Elia, DNP, MSN, FNP-C
Assistant Clinical Professor, FNP Track Coordinator
315 Moore Hall
astevers@aum.edu
(334) 244-3775

Clinical/Site Visit Protocol

Graduate nursing faculty will conduct site visits a minimum of once during each clinical rotation. Site visits are arranged with consideration to preceptor, student, and nursing faculty schedules. The student is responsible for clearly communicating to the preceptor the site visit date, time, and objectives of the visit.

1. The graduate nursing faculty member may discuss general student progress with the preceptor in the student's presence. The graduate nursing faculty member will discuss student progress toward completion of clinical/practicum assignments and attainment of course outcomes. Additional clinical site visits may be scheduled for the following reasons:
2. The graduate nursing faculty judgment is that an insufficient number/mix of patients was available in order to adequately assess the student.
3. The graduate nursing faculty judgment is that the student has not met benchmarks for the minimum criteria for successful completion of the clinical rotation.
    a. Graduate nursing faculty who identify clinical/theoretical deficiencies shall implement a remediation/performance improvement plan with the student (See Appendix).
4. The preceptor requests additional site visits.
5. The student requests additional site visits.

Program-Specific Clinical Site Visit Objectives Family Nurse Practitioner:

1. Graduate nursing faculty will review and discuss clinical experiences, logs, and goals with the student as applicable.
2. Graduate nursing faculty may review and discuss the medical records of patients in which the student performed and documented the history, physical exam, differential diagnoses, and management plan. The student will present the patients to the graduate nursing faculty, including the chief complaint (CC), history of present illness (HPI), pertinent medical history, physical exam findings, primary differential diagnoses, and management plan.
3. Graduate nursing faculty may observe the student while performing the history, exam, diagnosis, and management plan on at least one patient.
4. If the site visit needs to be rescheduled for any reason, all parties are to be notified immediately through the appropriate course email and/or phone.
5. See the appendices for the appropriate clinical course evaluation forms. The *Clinical Evaluation Rubric for Advanced Practice Student, Faculty and Preceptor Evaluation of Student* forms for NURS 6621 will apply to students enrolled in NURS 6621. The *Faculty and Preceptor Evaluation of Student Nurse Practitioner Student Competency Assessment* forms will apply to students enrolled in NURS 7111, 7211, 7311, 7411, and 7911. The *Clinical Performance Remediation Policy for Advanced Nursing Practice Student* document is also located in the appendices.

Track Curriculum: Post Graduate Family Nurse Practitioner Certification

The online post-graduate Family Nurse Practitioner (FNP) certificate program is designed for post-graduate registered nurses who have already earned an MSN from an accredited program, and who wish to add a specialization to become an FNP**.**

All post-graduate FNP certificate applicants must have successfully completed the advanced practice registered nurse (APRN) core courses: advanced pathophysiology, advanced pharmacology, and advanced physical assessment. The core APRN courses must have been completed within the past five years with a grade of B (3.0) or higher. In addition to the transcripts needed to verify the previously earned MSN, the applicant will need to arrange for a copy of the syllabus from the advanced pathophysiology, advanced pharmacology, and advanced physical assessment to be submitted for the gap analysis. If the previous degree did not include the APRN core courses the student will complete these courses prior to entering the FNP track. An individual plan of study will be designed for the student requiring these courses.

Upon graduation, post-graduate FNP certificate graduates are prepared to take the Family Nurse Practitioner certification exam offered by either the American Nurses Credentialing Center or American Association of Nurse Practitioners in order to receive licensure as an Advanced Practice Registered Nurse. After passing the certification exam, the graduate must meet additional requirements as defined by individual state Boards of Nursing to gain licensure and employment.

Family Nurse Practitioner-23 Credit Hours; 660 Clinical Hours

- NURS 7111 Adult Primary Care (6 credit hours; 180 clinical hours)
- NURS 7211 Women's Health in Primary Care (4.5 credit hours, 90 clinical hours)
- NURS 7311 Pediatric Primary Care (4.5 credit hours; 90 clinical hours)
- NURS 7411 Adult/Gerontological Primary Care (3 credit hour; 60 clinical hours)
- NURS 7911 Advanced Practice Nurse Practicum (5 credit hours; 240 clinical hours)

Candidate Preparation to Obtain Licensure and Certification for Family Nurse Practitioner (FNP)

Upon graduation, MSN FNP graduates are prepared to sit for the Family Nurse Practitioner certification exam offered by either the American Nurses Credentialing Center or American Association of Nurse Practitioners in order to receive licensure an Advanced Practice Registered Nurse. After passing the certification exam, the graduate must meet additional requirements as defined by individual state Boards of Nursing to gain licensure and employment.

Track Curriculum: Nurse Educator

For questions or concerns regarding the clinical experience, please refer to the following point of contact:

Nurse Educator Track Coordinator:

MSN Nurse Educator Required Courses

The MSN Nurse Educator track requires a minimum of 33 credit hours beyond the baccalaureate degree with 240 hours of clinical practicum. The plan of study is designed to be completed in 6 semesters.

Core MSN Courses: 15 Credit Hours

- NURS 6340 Theory for Advanced Nursing Practice (3 credit hours)
- NURS 6120 Advancing Quality, Safety, and Prevention (3 credit hours)
- NURS 6440 Translating Evidence into Practice for Advanced Nursing (3 credit hours)
- NURS 6250 Ethics, Legal, and Health Policy Implications in Advanced Nursing (3 credit hours)
- NURS 6550 Transition to Advanced Nursing Practice (3 credit hours)

Specialty Courses: Nurse Educator – 18 Credit Hours

- NURS 6660 Integrated Advanced Health Assessment, Pathophysiology, and Pharmacology (3 credit hours)
- NURS 7520 Role of the Nurse Educator (3 Credit Hours)
- NURS 7540 Teaching and Learning Strategies to Facilitate Learning (3 Credit Hours)
- NURS 7550 Using Quality Assessment and Evaluation Strategies for Nurse Educators (3 Credit Hours)
- NURS 7941 Academic Immersion (1,0,2 Clinical Credit Hours; 120 Practicum Hours)
- NURS 7661 Advanced Clinical Practice (1,0,2 Clinical Credit Hour) 120 hours direct care clinical

Nurse Educator Track

Nurse Educator students will complete a preceptor planning form and submit to the Track Coordinator by mid-semester of the term before the anticipated practicum or other placement.

The MSN NE curriculum includes content related to the National League of Nursing Certified Nurse Educator (CNE) examination. However, it is not required to be certified to function as a Nurse Educator and therefore, graduates are not required to partake and pass the CNE certification exam.

Track Curriculum: Nurse Educator Certificate

This Graduate Nurse Educator Certificate program is designed as a post-baccalaureate option for nurses with a desire to teach in diverse settings. Nurses who want to work in staff development, patient/family education, academic nursing education, or in any setting where teaching and learning takes place, will find these courses beneficial. The courses are offered online for ease of enrollment for students who are employed part/full- time. The program provides an understanding of the principles of teaching and learning, factors that influence teaching and learning in nursing, and methods for developing and implementing interprofessional education.

Goals of Nurse Educator Certificate Program

- Prepare individuals with knowledge, attitudes, and skills in teaching diverse populations (individuals, and groups) in a variety of settings including healthcare professions.
- Prepare future teachers of nurses, interprofessional team members, and healthcare consumers who know how to health other "learn how to learn" in a rapidly changing healthcare delivery.
- Provide individuals with a foundation for role development in the area of nursing education.

Graduates of this certificate program will be expected to:

- Develop educational programs in response to the learning needs of interprofessional health professionals and healthcare consumers.
- Assess, implement, and evaluate clinical and non-clinical educational offerings.
- Collaborate with other in the development of programs that are responsive to the changing education needs of the times.

The courses within this program are open to registered nurses who have a baccalaureate degree in nursing from a nursing accredited program. Program certificate requirements include completion of a minimum of 12 credit hours of coursework, including an education practicum. All coursework for the Graduate Nurse Educator Certificate must be completed within 4 years. A minimum GPA of B (80-89) is required to remain in the program.

Admission Requirements

1. Earned baccalaureate (BSN) degree in nursing from an accredited nursing program with an overall GPA of 2.5 (Official transcript showing date bachelor degree was awarded is required)
2. Licensure as a registered nurse in the state in which the student practices.

Nurse Educator Certificate

Clinical nursing faculty will review and discuss with the student personal goals and outcomes, practicum experiences, and weekly logs.

1. Clinical nursing faculty will observe and provide feedback as the student performs one oral presentation in the practicum setting.

2. Clinical nursing faculty will discuss how the student is integrating class materials and new knowledge into weekly outcomes, including but not limited to the following concepts: principals of teaching and learning, learning styles, use of technology in nursing education, and interdisciplinary collaboration.

Specialty Courses: Nurse Educator Certificate Plan of Study – 12 Credit Hours

- NURS 7540 Teaching and Learning Strategies to Facilitate Learning (3 Credit Hours)
- NURS 7550 Using Quality Assessment & Evaluation Strategies for Nurse Educators (3 Credit Hours)
- NURS 7941 Academic Immersion (1,0,2 Clinical Credit Hours; 120 Practicum Hours)

Nurse Educator Core Competencies Evaluation Tool

This tool is designed to evaluate core nurse educator competencies that students develop as they progress through the program. Faculty will evaluate the student for specific competencies in each course. Certain competencies must be passed at the average level after completion of the corresponding courses:

Competency is considered to be rating of >3 by the end of the program in all areas. Any ranking of "not able to evaluate" may result in the need to plan specific experiences for the student so that those areas can be evaluated.

Code
4 = above average
3 = average
2 = needs improvement
1 = failing
0 = not able to evaluate

NLN Core Competencies for Nurse Educators		RATING				
		4	3	2	1	0
AREA						
Competency 1 - Facilitate Learning						
7540.7941	Implements a variety of teaching strategies appropriate to learner needs, desired learner outcomes, content, and context					
7540.7941	Grounds teaching strategies in education theory and evidence- based teaching practices					
7520.7540.7941	Recognizes multicultural, gender, and experiential influences on teaching and learning					
7520.7941	Engages in self-reflection and continued learning to improve teaching practices that facilitate learning					
7520.7540.7941	Uses information technologies skillfully to support the teaching-learning process					

7520.7941	Practices skilled oral, written, and electronic communication that reflects an awareness of self and others, along with an ability to convey ideas in a variety of contexts					
7520.7941	Models critical and reflective thinking					
7540.7520.	Creates opportunities for learners to develop their critical thinking and critical reasoning skills					
7941	Shows enthusiasm for teaching, learning, and nursing that inspires and motivates students					
7941	Demonstrates interest in and respect for learners					
7520.7941	Uses personal attributes (e.g., caring, confidence, patience, integrity and flexibility)					
7540.7941	Develops collegial working relationships with students, faculty colleagues, and clinical agency personnel to promote positive learning environments					
7941	Maintains the professional practice knowledge base needed to help learners prepare for contemporary nursing practice					
7941	Serves as a role model of professional nursing					

NLN Core Competencies of Nurse Educators		RATING				
		4	3	2	1	0
AREA						
Competency 2 - Facilitate Learner Development and Socialization						
7540.7520.7941	Identifies individual learning styles and unique learning needs of international, adult, multicultural, educationally disadvantaged, physically challenged, at-risk, and second-degree learners					
7520.7540.7941	Provides resources to diverse learners that help meet their individual learning needs					
7941	Engages in effective advisement and counseling strategies that help learners meet their professional goals					
7520.7540	Creates learning environments that are focused on socialization to the role of the nurse and facilitate learners' self-reflection and personal goal setting					
7540.7941	Fosters the cognitive, psychomotor, and affective development of learners					
7520.7941	Recognizes the influence of teaching styles and interpersonal interactions on learner behavior and outcomes					
7520.7941	Assists learners to develop the ability to engage in thoughtful and constructive self and peer evaluation					
7941	Models professional behaviors for learners including, but not limited to, involvement in professional organizations, engagement in lifelong learning activities, dissemination of information through publications and presentations, and advocacy.					

NLN Core Competencies of Nurse Educators		RATING				
		4	3	2	1	0
AREA						
Competency 3 - Use Assessment and Evaluation Strategies						
7520.7550.7941	Uses extant literature to develop evidence-based assessment and evaluation practices					
7520.7550.7941	Uses a variety of strategies to assess and evaluate learning in the cognitive, psychomotor, and affective domains					
7520.7550.7941	Implements evidence-based assessment and evaluation strategies that are appropriate to the learner and to learning goals					
7520.7550.7941	Uses assessment and evaluation data to enhance the teaching-learning process					
7520.7941	Provides timely, constructive, and thoughtful feedback to learners					
7520.7550.7941	Demonstrates skill in the design and use of tools for assessing clinical practice					

NLN Core Competencies of Nurse Educators		RATING				
		4	3	2	1	0
AREA						
Competency 4 - Participate in Curriculum Design and Evaluation of Program Outcomes						
7540.7550.7941	Ensures that the curriculum reflects institutional philosophy and mission, current nursing and health care trends, and community and societal needs, so as to prepare graduates for practice in a complex, dynamic, multicultural health care environment					
7540.7550.7941	Demonstrates knowledge of curriculum development including identifying program outcomes, developing competency statements, writing learning objectives, and selecting appropriate learning activities and evaluation strategies					
7540.7941	Bases curriculum design and implementation decisions on sound educational principles, theory, and research					
7540.7550.7941	Revises the curriculum based on assessment of program outcomes, learner needs, and societal and health care trends					
7540.7941	Implements curricular revisions using appropriate change theories and strategies					
7540.7941	Creates and maintains community and clinical partnerships that support educational goals					
7540.7550.7941	Collaborates with external constituencies throughout the process of curriculum revision					
7540.7550.7941	Designs and implements program assessment models that promote continuous quality improvement of all aspects of the program					

NLN Core Competencies of Nurse Educators		RATING				
		4	3	2	1	0
AREA						
Competency 5 - Function as a Change Agent and Leader						
7520.7540.7661.7941	Models cultural sensitivity when advocating for change					
7520.7540.7941	Integrates a long-term, innovative, and creative perspective into the nurse educator role					
7520.7540.7550.7661.7941	Participates in interdisciplinary efforts to address health care and educational needs locally, regionally, nationally, or internationally					
7540.7550.7941	Evaluates organizational effectiveness in nursing education					
7540.7661.7941	Implements strategies for organizational change					
7540.7941	Provides leadership in the parent institution as well as in the nursing program to enhance the visibility of nursing and its contributions to the academic community					
7520.7540.7941	Promotes innovative practices in educational environments					
7540.7661.7941	Develops leadership skills to shape and implement change					

NLN Core Competencies of Nurse Educators		RATING				
		4	3	2	1	0
AREA						
Competency 6 - Pursue Continuous Quality Improvement in the Nurse Educator Role						
7941	Demonstrates a commitment to life-long learning					
7941	Recognizes that career enhancement needs and activities change as experience is gained in the role					
7941	Participates in professional development opportunities that increase one's effectiveness in the role					
7941	Balances the teaching, scholarship, and service demands inherent in the role of educator and member of an academic institution					
7941	Uses feedback gained from self, peer, student, and administrative evaluation to improve one's effectiveness in the educator role					
7941	Engages in activities that promote socialization to the educator role					
7941	Uses knowledge of legal and ethical issues relevant to higher education and nursing education as a basis for influencing, designing, and implementing policies and procedures related to students, faculty, and the educational environment					
7941	Mentors and supports faculty colleagues					

NLN Core Competencies of Nurse Educators		RATING				
		4	3	2	1	0
AREA						
Competency 7 - Engage in Scholarship						
7941	Draws on extant literature to design evidence-based teaching and evaluation practices					

7941	Exhibits a spirit of inquiry about teaching and learning, student development, evaluation methods, and other aspects of the role					
7941	Designs and implements scholarly activities in an established area of expertise					
7941	Disseminates nursing and teaching knowledge to a variety of audiences through various means					
7941	Demonstrates skill in proposal writing for initiatives that include, but are not limited to; research, resource acquisition, program development, and policy development					
7520.7540. 7941	Demonstrates qualities of a scholar: integrity, courage, perseverance, vitality, and creativity					

NLN Core Competencies of Nurse Educators		RATING				
		4	3	2	1	0
AREA						
Competency 8 - Function within the Educational Environment						
7520.7540. 7941	Uses knowledge of history and current trends and issues in higher education as a basis for making recommendations and decisions on educational issues					
7520.7540. 7941	Identifies how social, economic, political, and institutional forces influence higher education in general and nursing education in particular					
7520.7540. 7941	Develops networks, collaborations, and partnerships to enhance nursing's influence within the academic community					
7520.7540. 7941	Determines his or her own professional goals within the context of academic nursing and the mission of the parent institution and nursing program					
7520.7540. 7941	Integrates the values of respect, collegiality, professionalism, and caring to build an organizational climate that fosters the development of students and teachers					
7520.7540. 7550.7941	Incorporates the goals of the nursing program and the mission of the parent institution when proposing change or managing issues					
7520.7540. 7941	Assumes a leadership role in various levels of institutional governance					
7520.7540. 7941	Advocates for nursing and nursing education in the political arena					

Track Curriculum: Executive Nursing Administration

For questions or concerns regarding the clinical experience, please refer to the following point of contact:

Executive Nursing Administration Track Coordinator:
Krystal Niel DNP, MSN, RN
Assistant Clinical Professor, Executive Nursing Administration Track Coordinator
307 Moore Hall
krystal.niel@aum.edu
(334) 244-3179

The Executive Nursing Administration (ENA) track prepares graduate nursing students to assume executive leadership roles within complex healthcare organizations and systems. The curriculum is designed to develop competencies necessary to guide strategic initiatives, improve healthcare quality and outcomes, steward financial and human resources, and lead interprofessional teams across diverse healthcare settings.

Graduates of the ENA track are prepared to demonstrate competency in the following executive leadership domains:

- Systems Thinking
- Strategic Leadership
- Financial Stewardship
- Organizational Improvement
- Executive Communication and Collaboration
- Professional Leadership

Graduates are prepared for leadership roles such as nurse manager, director, administrative supervisor, service line leader, and other executive nursing leadership positions across healthcare organizations. The program emphasizes the development of leadership capabilities that support strategic decision-making, organizational effectiveness, financial stewardship, quality improvement, and system-level leadership.

Program Structure
The Master of Science in Nursing (MSN) Executive Nursing Administration track is completed over four semesters and includes:

- 32 credit hours of graduate coursework
- 480 executive leadership immersion hours

All didactic courses are delivered in an online format. Executive leadership immersion experiences are arranged in collaboration with faculty and healthcare executive leaders and are typically completed within the student's local community to support the application of executive leadership concepts in authentic practice settings.

Learning Approach
The curriculum integrates theoretical knowledge with executive leadership application. Students participate in structured learning activities that promote:

- Systems thinking and strategic leadership

- Evidence-informed organizational decision-making
- Organizational analysis and performance improvement
- Executive communication and interprofessional collaboration

Executive leadership immersion experiences provide opportunities to collaborate with healthcare leaders, evaluate organizational performance, analyze complex systems, and contribute to strategic organizational initiatives.

Professional Standards
The Executive Nursing Administration (ENA) track is aligned with the American Organization for Nursing Leadership (AONL) Nurse Leader Competencies, the American Nurses Association (ANA) *Nursing Leadership: Scope and Standards of Practice*, and the 2026 AACN Essentials. The curriculum provides a strong foundation for professional growth, lifelong leadership development, and executive nursing practice while preparing graduates to lead within increasingly complex healthcare organizations.

Executive Nursing Administration Leadership Competencies
The Executive Nursing Administration curriculum is organized around six integrated leadership competencies that reflect nationally recognized expectations for executive nursing leadership practice:

- Systems Thinking
- Strategic Leadership
- Financial Stewardship
- Organizational Improvement
- Executive Communication and Collaboration
- Professional Leadership

These competencies are intentionally integrated throughout the curriculum and progressively developed through didactic coursework and executive leadership immersion experiences. Together, they provide a comprehensive framework for preparing graduates to lead effectively within complex healthcare organizations while aligning with the American Organization for Nursing Leadership (AONL) Nurse Leader Competencies, the American Nurses Association (ANA) *Nursing Leadership: Scope and Standards of Practice*, and the 2026 AACN Essentials.

REQUIRED COURSES: Executive Nursing Administration Track – 32 Credit Hours

Core Curriculum: 15 Credit Hours

- NURS 6120: Advancing Quality, Safety, and Prevention (3,0,0 credits)
- NURS 6340: Theory for Advanced Nursing Practice (3,0,0 credits)
- NURS 6550: Transition to Advanced Nursing Practice (3,0,0 credits)
- NURS 6250: Ethics, Legal, and Health Policy Implications in Advanced Nursing (3,0,0 credits)
- NURS 6440: Translating Evidence into Practice for Advanced Nursing (3,0,0 credits)

Specialty Curriculum: 17 Credit Hours

- NURS 7570: Executive Leadership in Organizations and Systems (3,0,0 credits)
- NURS 7580: Financial Stewardship and Healthcare Economics (3,0,0 credits)
- NURS 7931: Executive Nursing Immersion I (1,0,4 credits / 240 executive leadership immersion hours)
- NURS 7971: Executive Nursing Immersion II (2,0,4 credits / 240 executive leadership immersion hours)

School of Nursing Policies and Guidelines

Examinations
Students are expected to be present for scheduled examinations. Exams will be posted in the course calendar. The majority of the exams are virtual. Absences are not permitted for examinations except for verified emergencies or unexpected events. If a student must be absent on the day of the scheduled examination, he/she must contact the course coordinator, preferably before the exam is given, but no later than the end of the same school day. Make-up exams are at the discretion of faculty/course coordinator. If a make-up exam is offered, a different format may be used, such as short-answer or essay questions. Faculty may require documentation from the student related to reason(s) for a missed exam.

The use of personal digital devices, cell phones, or other instructional aides are not allowed during examinations unless given permission by course faculty. Students may use a simple non-scientific calculator for exams if noted by the faculty. All exams should be assumed closed book and should be completed without assistance unless otherwise specified by the course coordinator. Examinations should not be shared with anyone before, during or following testing. No copies, including screenshots of any part of the exam or exam review, may be taken or shared (see Academic Honesty Code in the Graduate Catalog and Code of Conduct in the AUM Student Handbook. **Please read course syllabi carefully for weight of exams and additional assignments.**

Standardized Testing
Standardized testing is used in some graduate tracks to prepare students for national credentialing upon graduation. This information is used to identify individual strengths and weaknesses, along with cohort information for curriculum evaluation.

Respondus Lockdown Browser and Respondus Monitor
Some quizzes/exams will be proctored and given through the Learning Management System. Each student must have a desktop or laptop computer with a microphone and web camera (Webcam). It is preferred that the student have an external web camera in order to complete the review of the environment prior to testing. For these exams, the Respondus Lockdown Browser will be used, and the quizzes/exams will be monitored and recorded for faculty review. When taking the quiz/exam, the Respondus Lockdown Browser must be opened FIRST, and then proceed through the Respondus Monitor instructions to reach the quiz/exam in Canvas.

Format for Written Assignments
For all School of Nursing courses, the American Psychological Association (2020). *Publication Manual of the American Psychological Association (7th Ed). https://doi.org/10.1037/0000165* is required for all written work and formal presentations. APA style includes grammar, punctuation, organization, scholarly thought, proper citation, and reference formatting. The course syllabus will reflect the current APA textbook to be used.

Submissions not meeting these requirements will be graded accordingly. All papers, projects, plans of care, test and other assignments become the property of AUM School of Nursing. Original work will be submitted for grading and students are encouraged to keep copies of all

written work.

Professional Equipment
Students are expected to have basic equipment for patient care during clinical experiences in the FNP Track. Necessary equipment includes a professional stethoscope which includes a bell, diaphragm and single lumen. Students are also expected to have an otoscope/ophthalmoscope, tuning fork, and reflex hammer.

Transportation
Students are responsible for arranging transportation to and from clinical sites. Absence from scheduled clinical experiences due to lack of transportation is not acceptable.

Registration for Courses
Students are responsible for registering for the correct courses each semester through the Webster Registration System. Registration dates are found in the Academic Calendar. Following registration and during the add/drop period, students should review Webster to ensure they are registered correctly for the desired/required courses for the semester. Corrections must be made during the add/drop time period. Please contact your advisor for registration problems. Failure to make corrections in the appropriate time frame will lead to issues with progression and possible additional fees. The student's academic advisor will send the student an email letting the student know that their registration (alternate) PIN and that the semester courses are uploaded in DegreeWorks.

Employment
Employment should be managed to accommodate both theory and clinical learning as much as possible in order to allow for ample time to prepare and participate in course requirements. Students have shown that working greater than 20 hours per week challenges the student's ability to be successful in college coursework.

Auburn University at Montgomery Credit Hour Policy and Academic Work
AUM expects that for each credit hour awarded, the student will complete an average 3 to 3.5 hours of academic work per week over the length of a 15-week semester. The same general expectation of student work exists for credits awarded for practica, internships, activity courses, laboratory experiences, and distance learning courses, although there will be variations to accommodate differences among academic disciplines (Approved July, 2013).

Attendance
Students are expected to be on time and attend clinical experiences as scheduled. The AUM School of Nursing (SON) expects that students will recognize they have entered a profession in which commitment to full participation in the learning environment is essential and will become a style of lifelong learning.

- Time management is a necessary professional skill, and punctuality is expected in professional workplaces.
- Punctual attendance is expected in all educational activities and clinical experiences. Students will not be excused from required coursework or clinical experiences for job

interviews/orientations/outside employment or personal/family events.

- Final exam week is noted on each course syllabus
- Personal plans (e.g., flight arrangements) should be scheduled during the regular AUM SON semester breaks in order to avoid unexcused absences from clinical experiences. Once the student has scheduled a clinical date in Typhon and the FNP Track Coordinator has approved the clinical date, if the student misses clinical for any reason, the student is to email the FNP Track Coordinator requesting that the clinical date be deleted from the Typhon schedule.

Professional Conduct
Students are expected to conduct themselves in a professional manner at all times as representatives of Auburn University at Montgomery and the School of Nursing. It is expected that students will treat faculty, staff, clinical staff, facility staff, patients, families and peers in a respectful manner and strive to promote an environment that respects human rights, values, and choice of cultural and spiritual beliefs. Furthermore, students should strive to maintain optimal personal health and well-being (Review Student Discipline Code in the AUM Student Handbook).

Incivility
Incivility will not be tolerated in the online or clinical environment. Students are expected to demonstrate respect for self, peers, and instructors at all times. The assigned course faculty member, preceptor or designated personnel reserves the right to dismiss the student from the clinical experience if actions are deemed inappropriate. As per the AUM University and Graduate Handbooks, students who exhibit behavior which is inconsistent with the stated mission and goals of the University and its regulations, may be subject to formal disciplinary procedures.

Violation of Professional Standards of Behavior
If a student is deemed to have a problem related to inappropriate behavior/professionalism, including academic integrity as specified in the AUM Student Handbook. If an issue arises, the faculty member, track coordinator, and Dean will determine appropriate action and/or referral to student conduct per AUM Handbook and Catalog.

Student Grievances
Students should follow the appropriate chain of command when a grievance exists. The administrative hierarchy for discussing student concerns is: Faculty, Course Coordinator, Track Coordinator, and Dean of the College of Nursing and Health Sciences. (Review Appeal of Grades found in the AUM Student Handbook).

Clinical Practice Policy Clinical Hour Ratio for the Graduate Program
1 clinical credit = 4 hours; 4 hours x 15 weeks = 60 hours per credit per semester

Auburn University at Montgomery Student Identification for Clinical Experiences
Any time the MSN student is attending a clinical/practicum experience or representing the School of Nursing, the students should be wearing their official AUM SON lab coat and AUM SON issued name badge with picture identification. The instructions for securing a name badge

are below. Please read carefully and follow the directions exactly.

Getting your student ID

1. Once you have been admitted into the MSN program, you will email a picture of yourself to gradnursing@aum.edu with the subject line of ID photo.
    a) The picture should include your head, neck, and top of shoulders.
    b) Ensure you are dressed and groomed appropriately for a professional setting.
    c) The picture should contain only an image of you (no others in the picture).
    d) Look directly at the camera.
    e) The camera needs to be at eye level.
    f) Hats and glasses should be removed.
    g) The picture must be in .jpg format (phone selfies are already in this format). **Do not** upload a .pdf or word document (.doc) with an image.
    h) The image should be no larger than 30KB.
    i) Choose a neutral (white or off white) backdrop such as a wall inside your home. Make sure the backdrop is blank and does not contain pictures, etcetera.
    j) Do not use a window as a backdrop.

Example photos:



Photo IDs will be mailed to the address on file in the advising office.

Unsatisfactory/unsafe practices

A Graduate Program Occurrence Report form (see Forms section) will be completed to document the situation for the following:

1. Any unprofessional/inappropriate behaviors as deemed by the preceptor or clinical faculty.
2. Any unsafe/negligent behavior that could have resulted in physical/emotional harm to the client without faculty/staff intervention.

Critical unsatisfactory/unsafe practices

The following behaviors are considered **critical unsatisfactory/unsafe** and potentially may place the client, self or others in immediate danger. An incident involving any of these behaviors may result in immediate dismissal from the clinical setting and an immediate review from the Course Faculty, Track Coordinator, and Dean as appropriate and may result in disenrollment from the School of Nursing.

1. Behavior that results in real or potential physical or emotional harm to another.
2. Behavior that is in violation of the course, school, university, or agency policy.
3. Violation of the Drug free campus and/or Suspicion of Chemically Impaired in the Nursing Student Policy.

Clinical Occurrence Reports

1. Clinical preceptor will notify the student of the behavior
2. Clinical preceptor will remove the student from the site as appropriate
3. Clinical preceptor will notify the Course Coordinator at the time the incident is identified and the Track Coordinator as indicated
4. Clinical preceptor will complete an incident report and send to Clinical Course Faculty by the end of the clinical day
5. Clinical Course Faculty will meet with the student to provide an opportunity for the student document a statement of the incident.
6. The Course Coordinator will meet with the Track Coordinator to develop a plan of action.
7. All unsatisfactory/unsafe incidents will be recorded and kept on file. Records must be maintained throughout the graduate program for clinical experiences for each student. Incidences are not confined to one course but are considered cumulative in evaluating the student's overall clinical performance.

NOTE: Accrued incidence reports will remain in effect for all students.

Clinical Accountability

Auburn University at Montgomery and the School of Nursing is morally and legally obligated to protect the safety, privacy, and security of patients. Students must therefore demonstrate evidence of mastery of certain skills and competencies to provide care in the clinical setting and meet course objectives. It is expected that students will follow policies and procedures of the clinical agency and maintain confidentiality of patient and agency information.

AUM SON students are expected to demonstrate appropriate professional behavior to the nursing profession. They must assume personal responsibility for being in a physical and mental condition to give safe nursing care and for the knowledge and skills necessary to give this care.

Students who are deemed unsafe or unable to perform patient care at clinical will be removed from the clinical area and must meet with the course faculty. This may result in clinical failure and/or dismissal from the School of Nursing program. In some cases, a medical withdrawal may be indicated.

Clinical Uniform Policy

Students should maintain a professional appearance consistent with the nursing profession at all times. When in AUM uniform the student is representing the School of Nursing and the nursing profession and **all** guidelines must be followed. The required dress for **ALL** clinical experiences includes, but is not limited to the following:

1. White lab coat with AUM SON insignia
2. AUM SON issued ID badge on and visible to others worn at the collar
3. No other outer garments are allowed in the clinical settings (jackets or sweatshirts)
4. Professional business attire should allow for proper movement without being offensive (i.e., heels no higher than 1.5 inches, closed toe shoes, no display of cleavage, midriff, or buttocks)
5. For infection control, pants must not touch or drag the floor
6. All tattoos must be covered

7. A single pair of stud earrings in the lower earlobe is the only body piercing jewelry allowed
8. A plain band ring may be worn if desired
9. Short, clean fingernails – no nail polish of any type or acrylic nails allowed
10. Naturally occurring hair color, no hair jewelry
11. Trimmed beards or clean shaved look
12. False eyelashes and lash extensions are prohibited
13. Hair must be above shoulders or restrained – bangs should be secured if fall over face with head looking down
14. Due to sensitivities, body fragrances are not allowed
15. See course syllabi for any additional requirement

Management of Exposure or Injury

Every effort should be made to avoid potentially dangerous situations in the clinical setting, but there are risks during nursing procedures. All students are required to implement Universal Precautions and safety measures in every clinical setting to decrease risks. Any student who has been exposed to blood and/or body fluids (i.e. needle sticks), communicable disease or sustained an injury will:

- Immediately report the incident to the course faculty and preceptor
- The clinical/course faculty will:
- Report the incident per clinical agency protocol
- Notify the course faculty immediately, the Course Coordinator and Track Coordinator
- Submit a written report to the Track Coordinator and course faculty within 24 hours
- The student will follow the procedure of the clinical agency
- Immediate treatment may include:
- ***Puncture wound:*** Bleed wound and wash with soap and water;
- ***Exposure to eyes or mucous membranes:*** Immediately flush with copious amounts of water;
- ***Exposure to other body surfaces:*** Wash with soap and water
- The student will complete a Student Incident Report Form (see Forms section) within four (4) hours of incident
- The course faculty or Track Coordinator will:
- Notify the Infection Control Nurse at the facility for further instructions on follow up
- Student may be asked to be treated in the Emergency Department as necessary
- Students are responsible for all expenses incurred
- Treatment will vary depending on the magnitude of exposure and the risk status of the source

Drug Screening Policy

All nursing students participate in clinical practice held at various health care institutions. These clinical agencies and Auburn University at Montgomery School of Nursing have contractual relationships that require the school to abide by the substance abuse control policy of the agencies. Several agencies are used for clinical experiences for all students and require the School of Nursing to certify that our students have completed a negative screening for drugs. Because these required clinical experiences begin in the first semester of the program, all nursing students will

have a pre-admission 10-panel urine drug screening conducted according to current laboratory protocols. Additional drug screening will be done if the student exhibits behaviors indicative of substance abuse after admission. Students are responsible for fees incurred. Some clinical facilities may require a drug screen be performed prior to the beginning of clinical. There are some ACEMAPP clinical sites that require a drug screen to be performed by a different laboratory, which was used when the student entered the nursing program.

Pre-Clinical Screening
A positive pre-admission drug screen may result in the denial of admission to the School of Nursing. If there is a valid medical reason why a student is taking a drug on the drug screen, a letter from the prescribing physician stating the reasons for the medication and the expected duration of treatment must be sent to the Track Coordinator.

Suspicion of Chemical Impairment in the Nursing Student Policy
In order to provide a safe teaching and learning environment to students and to patients who receive nursing care from students, nursing students must not be chemically impaired during participation in any learning experience, including classroom, clinical laboratory, clinical settings, and other school-sponsored functions.

The School of Nursing follows the university's policy prohibiting the illegal possession, use, or distribution of drugs and/or alcohol by students on university property or as part of any university-affiliated academic activity, including off-campus clinical learning experiences.

Violators will be prosecuted in accordance with applicable laws and ordinances and will be subject to disciplinary action by the university in conformance with university policy (See Auburn University Montgomery Student Handbook regarding Drug-Free Campus and Workplace Policy Statement) and/or the policy of the clinical site agency. The AUM SON defines the chemically impaired student as a person who, while in the academic or clinical setting, is misusing or abusing, either separately or in combination: alcohol, over-the-counter medication, illegal drugs, prescribed medications, inhalants, synthetic designer drugs, or other mood-altering substances. Abuse of the substances includes episodic misuse or chronic use, either prior to or during the academic or clinical experience, which has produced psychological and/or physical symptoms and presents a danger to the students or others.

Procedures for Faculty Intervention with the Suspicion of Chemical Impairment in the Nursing Student

- Notify the Dean of the School of Nursing. If the Dean is unavailable for consultation, the faculty should proceed with intervention according to procedure and notify the Dean as soon as possible.
- If the student demonstrates impaired behaviors, remove the student to a private area and question the student regarding the use of any substances and, if used, what, when, and how much was used and by what route it was taken.
- Discuss the signs and/or behaviors observed and allow the student to provide a brief verbal explanation.
- Even if the student denies misuse or abuse of any chemical substances the student will be relieved of further clinical and/or classroom responsibilities until notified to the contrary

by the Dean of the School of Nursing.

- The student is informed they appear to be in violation of the Policy regarding the suspicion of chemical impairment and sent immediately for a urine drug screen. Collection and testing services shall be performed by a Drug and/or Alcohol Testing Provider chosen by the College or its designee. If the Testing Event occurs at a facility where testing can be fairly and confidentially conducted, the testing should occur at the facility. If not, then the student shall be transported to a location designated by the Drug and/or Alcohol Testing Provider by a designee of the Track Coordinator, who shall wait with the student at that location until the Drug and/or Alcohol Testing is completed and then transfer the student back to the location from which the student was transported. The student may not transport themselves to the Drug and/or Alcohol Testing facility (student is responsible for any costs incurred during the process).
- Faculty must meet with the student the next day school activities are in progress.
- Gather and document data on behaviors.
- Submit report to the School of Nursing Dean and the student.
- *The Dean will meet with the student and faculty – student is given opportunity to respond (copy will be placed in separate, confidential file in the Dean's office.

For a positive drug screen: Student will be required to provide a comprehensive chemical dependency evaluation prior to being allowed to return to class or clinical (student is responsible for any costs incurred during the process).

For a negative drug screen: Student may be required to have a physical from a health care provider indicating they are able to continue safely in the clinical setting:

- A semester grade, as appropriate, of I (Incomplete), W (Withdrawal), F (Failure), or U (unsatisfactory) will be assigned for current nursing courses following the chemical dependency evaluator's determination of the student having been chemically impaired. Factors related to the grade determination include the amount of course work completed, the time remaining in the semester, the ability of the student to complete the course requirements, the current standing in the course, and the treatment recommendations of the chemical dependency evaluator. (See Forms section)
- If the student refuses to obtain a comprehensive chemical dependency evaluation, the student will be dismissed from the program and may not return as an out of sequence student. The student has a right to appeal this decision as outlined in the AUM Student Handbook.

*During the meeting, the academic consequences will be explained to the student by the Dean. Participation in clinical course work is contingent upon completion of the comprehensive chemical dependency evaluation as follows:

- Chemical Dependency Treatment is not recommended: The student will be allowed to continue in the nursing program, but will have random drug screens performed.
- Chemical Dependency Treatment is recommended: The student must withdraw from the course and may reapply for admission ONLY after successful completion of the treatment program and a recommendation from the treatment facility. In the event that the student is readmitted, the student will sign an agreement to have his or her progress monitored by the Auburn University at Montgomery School of Nursing, which will include random

drug screening throughout the program.

Health Insurance Portability and Accountability Act Of 1996 (HIPAA)
The Health Insurance Portability and Accountability Act of 1996, referred to as HIPAA, was established to provide national standards for privacy and confidentiality of all health information and electronic transmission of all health information.

HIPAA Training Requirement
All students will complete HIPAA training and submit proof of training by end of first week of classes prior to beginning clinical/practicum experiences. A HIPAA Training Certificate of Completion will verify training and be kept in the student's Viewpoint e-file throughout the program.

AUM Student Services

Students with Disabilities
Auburn University at Montgomery and the SON attempts to make reasonable accommodations to meet the special needs of its students with disabilities. Students requiring special services should notify their faculty as soon as possible. Assistance is available from the Center for Disability Services (CDS) that is located in 147 Taylor Center, 334-244-3631 or by email at cds@aum.edu

AUM Learning Center
The SON partners with the AUM Learning Center (LC) which offers free individual tutoring in writing across the disciplines and mathematics in any course for all currently enrolled AUM students. Call or drop by to make a 30- minute appointment. Your instructor will receive a report of your visit. Check us out at http://www.aum.edu/academics/warhawk-academic-success-center/learning-center-isl/learning-center where you will find many helpful pdf documents and links to many excellent web sites. The LC is located on the second floor of the library tower. The LC is also open for evening services in the first floor of the library and tutoring in North Commons for students who live on campus. Call 334-244-3470 to make your appointment or to ask for information about current hours.

Technical Assistance
Students can receive technical assistance from a number of resources on campus. If you are having issues with Canvas, a good place to start is in the Canvas Student Resource and Orientation Course. There is a Student Canvas Master Guide, located within the Canvas application at https://aum.instructure.com You can also look for solutions in the Online Help Desk located in My AUM. If you continue to experience problems please contact the ITS Helpdesk either by email at helpdesk@aum.edu or by phone at 334-244-3500.

Counseling & Health Promotion Services
Auburn University at Montgomery is committed to advancing the mental health and wellbeing of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact Counseling and Health Promotion Services (CHPS) at (334) 244-3469, counselingcenter@aum.edu, or www.aum.edu/counselingservices.

CHPS provides free confidential counseling services to all current AUM students including crisis interventions, individual counseling, group counseling, assessments, and referrals. Our staff of licensed counselors, administrative support, and interns are committed to providing a safe, nonjudgmental, and confidential space. CHPS is conveniently located in room 316 of the Taylor Center. Office hours are Monday through Friday, 8 a.m.-5 p.m. After hour emergencies should be directed to Campus Police at 334-244-3424.

AUM Library
The AUM library provides access to information resources to support the curriculum and research needs of AUM's students, faculty and staff. The library has extensive collections containing over 500,000 books, 149 current periodical subscriptions, nearly 150 electronic resource databases, documents and periodicals on microfilm, a growing collection of manuscripts and archival materials, and a collection of audiovisual materials. The library supplements these resources by providing interlibrary loan services for faculty and students.

The library reference service offers bibliographic instruction to assist students in beginning a research project. The library faculty and staff also provide individual assistance to students in locating information, searching within the databases, and using microform readers.

Warhawk Health Services
Warhawk Health Services (WHS) is an on-campus, comprehensive primary care clinic available to students, faculty, staff and their dependents. Patients receive prompt, quality, cost-effective and individualized care. WHS welcomes AUM nursing and nurse practitioner students looking to advance their medical careers. WHS aims to provide a valuable experience for our AUM students. However, opportunities and space are very limited. You may call the WHS office to speak with one of our healthcare providers or email them directly for availability.

Office of Global Initiatives
Auburn University at Montgomery's Office of Global Initiatives welcomes all international students. Our staff is dedicated to serve international students as they transition to American life and become acquainted with various social, cultural and academic differences they may incur. We believe these efforts will help create a world-class educational experience for our international students.

Every year, AUM students, faculty and staff celebrate International Education Week, an opportunity to celebrate the benefits of international education and exchange worldwide. This joint initiative of the U.S. Department of State and the U.S. Department of Education promotes programs that prepare Americans for a global environment and attracts future leaders from abroad to study, learn, and exchange experiences.

School of Nursing Resources/Initiatives

Service (Community Partnerships/Collaboration)
Service to the school, profession, and community is encouraged both as part of the formal curriculum and through activities of the students and faculty. Students and faculty have both leadership and participant roles in the governance of the school and university. Graduate students

will be notified of G-APG-C meetings to participate by Zoom. Active participation in professional organizations is encouraged at the local, state, regional, national and international levels. Collaborative work with the community is evident both in the linkages established by the School of Nursing through professional and civic work of students and faculty.

Advisement
The faculty recognizes that successful student outcomes, retention, and satisfaction with the educational process can be influenced by advisement, mentorship, and cooperation between faculty and students. Student advisement is based on a professional relationship that is accessible, and provides specific and accurate information. Each graduate student should seek academic advisement from a Track Coordinator. Each nursing student will also be assigned and has access to a Graduate Advisor upon admission whose role is to assist with admission, registration, and graduation.

Faculty Availability
Each faculty member will post scheduled office hours in the syllabus and within the Canvas Learning Management System each semester. Students are encouraged to make appointments with faculty/advisors during their scheduled office hours. AUM email communication is encouraged to schedule appointments or for issues and concerns not requiring an appointment. Faculty/advisors will make every attempt to schedule an appointment to meet student needs. The Track Coordinators are available to meet with students as needed; appointments are encouraged to ensure adequate time is available to address student issues, concerns, and suggestions.

Communication
AUM email is the preferred form of communication among faculty, staff, and students. Everyone is expected to check their AUM email inbox frequently, preferably daily. During business hours for the university, faculty and students should expect a response within 48 hours, unless out of office, when an auto-response should be posted. Emails received on weekends and holidays will be answered within 48 hours of the first business day. Students should refrain from using email forwarding of the AUM email to a personal email, to avoid checking the AUM email.

Miscellaneous Information

Financial Aid /Scholarships/Awards
Nursing students may be eligible for financial aid. Nursing students may obtain information, apply for and receive various types of financial aid administered through the AUM Office of Financial Aid. To be eligible for financial aid students must have a current Free Application for Federal Student Aid (FAFSA) on file.

Inclement Weather
Occasionally inclement weather occurs. Students need to monitor school closings on the television and radio stations. If Auburn University at Montgomery is closed, the School of Nursing will not hold classes, labs or clinicals. AUM will also send alerts through AUM Alert. To sign up for this service please visit http://www.aum.edu/about-aum/public-safety/severe-weather. AUM Alert is strongly encouraged as a method for receiving emergency warnings.

If you are scheduled for a clinical experience at a time when there is inclement weather in your area, you must communicate with your faculty course coordinator regarding your inability to access your clinical experience. Weather conditions can vary from town to town and if you do not communicate with your faculty member, it may be considered an unacceptable absence. Every clinical day must be accounted for and make-up will be scheduled as needed.

Nursing Honor Society

SIGMA THETA TAU INTERNATIONAL (STTI) KAPPA OMEGA CHAPTER
Sigma Theta Tau is the International Honor Society of Nursing. Kappa Omega is the chapter of Auburn University at Montgomery. Students who meet eligibility criteria will be invited to apply each fall and spring semester. Faculty counselors are available to answer questions about membership.

Graduate students are eligible and will be invited to apply if they have met the following criteria:

- Completed one-fourth of the graduate nursing curriculum
- Achieved a nursing GPA of at least 3.5
- Scored in the upper 35% of the graduating class
- Demonstrated academic integrity and professional leadership potential

Curtiss Course Critiques
Curtiss Course Critiques is AUM's online course evaluation system. AUM is committed to effective teaching, and students assist in assessing teaching effectiveness by completing evaluations in a thoughtful and honest manner. You will receive an email to complete your evaluations for the semester. Evaluations can be completed by using any mobile device via the link in the email or by logging into myAUM and clicking on the Curtiss Course Critiques icon on the "Launch Pad." Professors utilize student feedback to gauge course delivery effectiveness and to improve the learning experience. Results are not released until after final grades have been submitted and are confidential.

Preceptor/Site Evaluations
Preceptor and Clinical Site evaluations are completed and submitted through their appropriate course in the Learning Management System or as otherwise directed in the course syllabus and/or course announcements. Beginning in Fall 2025, all students enrolled in clinical courses will be required to provide their assigned preceptor with a new, updated Clinical Evaluation Form at two points during the semester. The first completed evaluation will be due at the midpoint of the clinical rotation, and the second will be due after the clinical experience. The form will be available in the Canvas course shell.

Appendices

Auburn University Montgomery
P.O. Box 244023
Montgomery AL 36124
Phone (334) 244-3658
ANNUAL HEALTH ASSESSMENT

Health assessment must be recorded on this form.

Name_____ Birth date _____

Weight_____ Height_____ Allergies_____

Temp_____ Pulse_____ Resp_____ BP_____/_____

Significant Medical History:_____

Medications:_____

Skin:_____

Eyes:_____

Vision: Right_____ Left_____ Corrected: Right_____ Left_____

Ears:_____ Hearing:_____

Nose:_____

Throat:_____

Lungs:_____

Heart:_____

Abdomen:_____

Musculo-Skeletal:_____

Neurological:_____

NOTE: Students must possess the functional ability to perform the skills and demonstrate the behaviors required of a professional nurse. These abilities include but are not limited to (a) adequate vision, such as that required to observe changes in physical conditions, to read small print on labels and reports, and to discern subtle changes in color; (b) adequate hearing, such as that required to distinguish muted sounds through a stethoscope; (c) fine motor skills and manual dexterity, such as required to handle small, delicate equipment; (d) strength to turn and assist with lifting adults, and to lift and carry children; (e) the mobility to perform skills and respond quickly in emergency situations; (f) the ability to communicate and interact effectively with others, verbally and in writing; and (g) the ability to detect odors.

*****Are there any conditions, concerns, or treatments that may affect the ability of this student to meet these program requirements? ( ) YES ( ) NO**

Health Care Provider's Name (Print): _____

Address: _____

City, State, Zip Code: _____

Phone: (_____)

_____ _____

Date of Exam **Healthcare Provider's Signature**

Immunization Form

To ensure the health and safety of our campus, immunizations against communicable di sea s e s is extremely important. Vaccination against Measles, Mumps, Rubella (MMR), Tetanus, Diphtheria and Pertussis (Tdap), and proof of negative Tuberculosis is required of all students entering Auburn Montgomery. This form must be completed and is the preferred document for proof of immunizations and TB testing. Complete and Return to:

Warhawk Health Services
Attn: Immunizations PO Box 244023
Montgomery, AL 36124
(334) 244-3281 Fax (334) 244-3396

Name_____ Student Number _____
Last *First* *Middle*

Address_____
Street *City* *State* *Zip Code*

_____ _____ ___/___/___ ___/___/___
Phone Number E-mail Address Date of Birth Date of Enrollment

REQUIRED IMMUNIZATIONS

Tuberculosis Screening (within 6 months prior to semester student is to begin at AUM.)
Date Given_____(Date of reading, within 48 to 72 hours of date given) TB skin test (PPD) ___/___/___

Results: Positive_____mm Negative _____mm
If positive, you must attach a radiology report from chest X-ray and documentation of treatment.

Tetanus, Diphtheria, Pertussis (Tdap) Vaccine. Students without previous documentation of a Tdap vaccine should have one dose within the last 10 years. Other students should be current to maintain their status throughout their entire academic career.
Date of **Tdap** vaccine: ___/___/___

Measles, Mumps, Rubella (MMR)
Auburn Montgomery University requires that all students born after 1956 must have had 2 doses of a measles containing vaccine (MMR) prior to registration. One dose must have been after 1980. Lab antibody titers (IgG) for Measles, Mumps and Rubella are acceptable. Please attach documentation to the back of the form.

Date of First Dose_____/_____/_____ Date of Second Dose_____/_____/_____

OPTIONAL IMMUNIZATIONS (These immunizations are not required by the university but are recommended by the American College Health Association.)

Hepatitis B: ___/___/___ ___/___/___ ___/___/___
1st *2nd* *3rd*

Varicella (Chickenpox) Vaccine: ___/___/___ ___/___/___
1st *2nd*

Meningococcal (MenACWY) Vaccine: ___/___/___ ___/___/___ **(One dose on or after the 16th birthday)**
1st *2nd*

Meningococcal B Vaccine ___/___/___

I certify that the above dates and vaccinations are true.

_____ ___/___/___ _____
Signature of Licensed Health Care Professional **Date** **License Number or Office Stamp**

(Adopted 1/12, Revised 8/2016)

Agreement for the Chemically Impaired Licensed Nursing Student

I.

I, _____, agree to contact my primary licensing state's Board of Nursing within three working days of __(date). I agree to provide the Dean of the School of Nursing written proof of the contact within three working days.

II.

I understand that if I do not contact the State Board of Nursing within the period noted above, the Dean will contact them and provide them with my impaired student status. I understand this information may result in action against me by the State Board of Nursing.

Signature of Student_____ Date _____

Signature of Witness_____ Date _____

Auburn University at Montgomery College of Nursing and Health Sciences
Graduate Admissions, Progression, Graduation, & Curriculum (G-APG-C) Waiver Guidelines

Instructions for submitting a WAIVER, SUBSTITUTION, or CONTINUATION Request to the School of Nursing

To WAIVE an Admission *or* Application requirement: Applicants must submit a completed petition and a detailed letter explaining the reason for the appeal (i.e. exemption for catalog year requirement).

To SUBSTITUTE a program pre-requisite: For pre-requisite courses completed out of state or at a private institution, applicants must submit a completed petition along with an official course description for each course being petitioned.

To SUBSTITUTE a Course: Credit may be awarded pending review of nursing courses taken at another equivalent MSN program.

To request CONTINUATION in the program: Student must submit a completed petition and a detailed letter explaining the failure and measures taken to prevent a repeat failure.

ALL petitions and supporting documents must be submitted to the School of Nursing G-APG-C Chair or the Dean's Office **no later than 5 business days before the monthly committee meeting**. Forms received after this time will be reviewed at the next regularly scheduled committee meeting. Petitions may be submitted by one of the following methods:

- Email to G-APG-C Chair, Track Coordinator, or Dean's Office
- Hand deliver to the School of Nursing Administrative Assistant to the Dean in Room 101 of Moore Hall. No appointment is needed.
- Mail to the College of Nursing and Health Sciences care of G-APG-C Chair at PO Box 244023, Montgomery, AL 36124.
- The following will **NOT** be accepted:
- Forms that are illegible. Typed forms and documents are preferred.
- Incomplete petitions.
- Faxed copies of petitions and/or supporting documentation.
- Course descriptions which are typed or handwritten. The descriptions must come from the course catalog and if printed from the website must have a web address on the paper showing where it came from.

Auburn University of Montgomery School of Nursing Graduate Admission, Progression, Graduation, and Curriculum (G-APG-C) waiver/petition		
Name: First, MI, Maiden, Last Date:		
Street_____City_____ State_Zip_____Email		
Program: MSN DNP	Current GPA: _____ Semester Affected: ☚ Spring ☚ Summer Fall N/A ☚ Year:	Purpose of Petition ☚ Waiver of Nursing Application Requirement ☚ Nursing Curriculum Course Substitution ☚ Continuance in School of Nursing ☚ Other (explain)

Course/Waiver/Substitution Only – MUST INCLUDE official course description printed from course catalog of institution in which course was completed and course syllabus for each course being petitioned.

Course Number	Name of Course Taken	Credit Hours Taken	Name of School Where Taken	Date Taken (semester / year)	Grade Received	For Which AUM Course Number

For waiver of nursing application or admission requirement, for program course substitution request, or for nursing curriculum course substitution request: Include a detailed letter explaining the reason for the request.

For continuation in the program request: Include a detailed letter explaining the reason for the request, explanation for the failure, and measures taken to prevent a future failure.

Additional Comments:

G-APG-C COMMITTEE RESOLUTION

Comments:

Waive YES NO Explanation:

Substitute a program pre-requisite course YES NO

Explanation:

Substitute nursing curriculum course YES NO Explanation:

Program continuation YES NO Explanation:

Date Received by SON G- APG-C Committee Chair signature

Date Resolved Date Student Notified

FAXED copies will not be accepted. Incomplete packages will not be reviewed. Results will be emailed to the student at the email address provided on this form within 7 to 10 business days following the committee decision. Petitions may be mailed to: College of Nursing and Health Sciences, c/o G-APG-C Chair, P.O. Box 244023, Montgomery, AL 36124.

Auburn University at Montgomery

Graduate Program Occurrence Report Form

OCCURRENCE TYPE: Unsafe/Unsatisfactory. (Check all that apply).

☐ Any life-threatening error or action by the student to client, staff, faculty, or others.
☐ Implementing any action that is in direct violation of the course, school, or Agency Policies and HIPAA Policy.
☐ Violation of the Drug Free Campus and/or Chemically Impaired Nursing Student Policy.
☐ Excessive Absence
☐ Excessive Tardiness
☐ Failure to Complete Clinical Paperwork/Clinical Logs

Name:_____ Date:_____

Clinical Site:_____ Course Faculty:_____

Course Number:_____ Preceptor:_____

I. Description of incident (be specific)

II. Please describe immediate actions following the incident (e.g. emergency department examination, hospital protocols invoked, disposition):

III. Follow-up instructions and/or actions (e.g. follow-up with Student Health Center, Primary Care Provider, return for clinical clearance):

_____ _____
Student Signature Date and Time

_____ _____
Preceptor Signature Date and Time

_____ _____
Track Coordinator Date and Time

Completed form must be emailed/delivered to Graduate Program Director within 24 hours: Original form retained in Student File.

Clinical Performance Remediation Policy for Advanced Nursing Practice Student

Purpose:

To provide a structured and supportive process for advanced nursing practice students who demonstrate deficiencies in clinical performance, ensuring they meet program competencies and uphold safe, ethical, and competent clinical practice.

Scope:

This policy applies to all advanced nursing practice students enrolled in clinical courses within the Auburn University at Montgomery School of Nursing.

Policy Statement:

Advanced nursing practice students are expected to meet established clinical competencies and professional standards throughout their clinical rotations. When a student demonstrates deficiencies in clinical performance, a formal remediation plan will be developed to support the student's progress and ensure patient safety and program integrity.

Indicators for Remediation:

Clinical remediation may be initiated for, but is not limited to, the following reasons:

- Inadequate or unsafe patient assessment or clinical reasoning
- Failure to demonstrate appropriate clinical decision-making
- Poor communication or unprofessional behavior with patients or healthcare team
- Deficient documentation or failure to maintain confidentiality
- Cultural insensitivity or lack of ethical practice
- Inability to function with increasing independence
- Repeated or significant errors in clinical judgment
- Concerns raised by preceptors or clinical faculty

Remediation Process:

1. **Identification and Notification**
    - The clinical preceptor and/or faculty member identifies performance concerns and documents them with specific examples.
    - The student is notified in writing and a meeting is scheduled with the clinical faculty and course coordinator.
2. **Development of Remediation Plan**
    - A **Clinical Performance Remediation Plan** is collaboratively developed and signed by the student, clinical faculty, and program coordinator.
    - The plan will include:
        - Specific performance concerns
        - Measurable learning objectives
        - Required activities (e.g., skills review, targeted readings)
        - Timeline for completion
        - Evaluation criteria for successful completion
        - Follow-up meeting dates
3. **Implementation**
    - The student may be placed on a **Clinical Performance Remediation Plan**.
    - The student will engage in the outlined remediation activities within the given timeline.
4. **Evaluation and Follow-Up**
    - Progress will be assessed at designated intervals.
    - Upon completion, the clinical faculty will determine if the student:
        - Successfully met all objectives and can continue to participate in clinical rotation
        - Requires extended remediation

Student Responsibilities:

- Actively participate in the remediation process
- Seek feedback and clarification as needed
- Demonstrate improvement in targeted areas
- Maintain professional behavior at all times

Auburn University at Montgomery
School of Nursing Graduate Program
Student Evaluation of Clinical Site

Course Number: _____ Clinical Site: _____

Preceptor Name: _____ Date: _____

Please evaluate the clinical site with constructive and professional feedback to enable improvement for future experiences. Specific information or examples can offer insight into how improvements can be made. Please use the following scale to evaluate each section. A place for comments appears at the bottom of the page.

SA: Strongly Agree; A: Agree; D: Disagree; SD: Strongly Disagree; N: No Opportunity to Evaluate.

Focus	**SA**	**A**	**D**	**SD**	**N**
1. The clinical site provided experiences to manage patients with diverse health care needs. • Learning opportunities were appropriate for course objectives. • Census permitted achievement of learning goals.					
2. The clinical site personnel were professional and role model this behavior. • Attitudes facilitated student learning • Provide quality of care congruent with School of Nursing's goals					
3. The clinical site has adequate space/ resources to promote a positive learning environment. • Conference space with preceptor • Patient rooms • Provider workspace					
4. The clinical site provided an overall learning experience that enhanced my understanding of the clinical content of the course. • Opportunities for evidence-based practice • Improves critical thinking and clinical judgment					

Additional Comments:

Auburn University at Montgomery
School of Nursing Graduate Program
Student Evaluation of Preceptor

Course Number: _____ Clinical Site: _____

Preceptor Name: _____ Date: _____

Please evaluate the preceptor(s) with professional and constructive feedback to enable improvement for future experiences. Specific information or examples can offer insight into how improvements can be made. Please use the following scale to evaluate each section. A place for comments appears at the bottom of this page.

SA: Strongly Agree; A: Agree; D: Disagree; SD: Strongly Disagree; N: No Opportunity to Evaluate.

Focus					
1. The preceptor was available to me during the clinical experience and exhibited these behaviors: • Provided information based on accepted standards of care • Demonstrated enthusiasm about the clinical experience • Demonstrated respect and care for the patients and staff					
2. The preceptor demonstrated professional behavior as a role model and exhibited these behaviors: • Appropriate time management • Good organizational skills • Demonstrates clinical competence • Adheres to legal and ethical standards of care • Collaborates well with others in the clinical setting					
3. Provided student learning opportunities and encouraged accountability and responsibility for care of client • Learning opportunities consistent with course objectives • Encouraged problem-solving and critical thinking when discussing client care • Adheres to standards of care and practice guidelines in the clinical setting					
4. Communicates effectively with students • Timely and constructive feedback relating theoretical knowledge to clinical performance • Incorporates individual instruction as needed throughout the clinical day.					

Additional Comments:

Clinical Evaluation Rubric for Advanced Practice Student
Preceptor Evaluation of Student for NURS 6621 Advanced Physical Assessment

The clinical evaluation rubric will be completed by the preceptor based on their interactions with the student. Please consider the information provided below when evaluating the student in the clinical setting.

Student Characteristics:

Pre-Novice (Level 1): Students at this level have little knowledge or experience, so their performance is inefficient, disorganized and unfocused. They also lack an understanding of the problem and obtain irrelevant information.

Novice (Level 2): Students at this level have baseline knowledge but little experience, so decisions tend to be based on rules and facts. Simple and obvious connections are made, but their significance is not grasped. There is a concrete and minimal understanding of the problem. Students are detached from the situation and focused on identifying the diagnosis. They often fail to recognize cues from the patient interaction that may guide their assessment.

Advanced Beginner (Level 3): Students at this level have acquired experience in real situations, so they have begun to gain insight into new aspects based on the situation. The student focuses more on relevant features. Their performance is becoming more organized and focused.

Competent (Level 4): Students at this level have had numerous experiences that allow them to recognize and enhance their thinking process. Due to these experiences, competent students begin to prioritize and then plan accordingly. They begin to see that there is a relationship between their performance and positive and negative outcomes. Students are now able to appreciate the significance of the parts in relation to the whole. Students respond to patient cues that guide the assessment. Their performance is more organized, focused, and efficient than the advanced beginner.

A score of less than 4 is considered unsatisfactory and could result in a clinical failure. Mandatory remediation may be assigned to students by faculty as needed to support their attainment of clinical competencies.

Student Name: _____ **Date:** _____

Criteria	**Pre-Novice (1)**	**Novice (2)**	**Advanced Beginner (3)**	**Competent (4)**	**Evaluation Score/Comments**
Communication AACN Essentials: Domain 1: Knowledge for Nursing Practice Domain 2: Person-Centered Care Domain 6: Interprofessional Partnerships Domain 10: Personal, Professional, and Leadership Development	Relies heavily on preceptor; gathers basic history and vitals with prompts. Understands basics of professional behavior; requires reminders.	Collects more comprehensive histories and performs basic physical exams with guidance.	Independently conducts full assessments with attention to pertinent positives/negatives.	Performs nuanced, prioritized assessments; integrates findings from multiple sources.	

Criteria	Pre-Novice (1)	Novice (2)	Advanced Beginner (3)	Competent (4)	Evaluation Score/Comments
Promote Caring Relationships AACN Essentials: Domain 2: Person-Centered Care Domain 8: Professionalism Domain 9: Personal, Professional, and Leadership Development	Needs assistance identifying key problems and forming differentials.	Begins formulating basic differential diagnoses with supervision. Demonstrates respect; learning to navigate cultural issues sensitively.	Accurately forms differentials based on data; beginning to prioritize them. Consistently professional; considers cultural factors in patient care.	Anticipates likely diagnoses; uses evidence and pattern recognition to refine differential list. Models cultural humility and ethical behavior; advocates for inclusive and respectful care.	
Diagnostic Reasoning AACN Essentials: Domain 1: Knowledge for Nursing Practice Domain 3: Population Health Domain 4: Scholarship for Nursing Discipline	Waits for preceptor input; decisions based on set protocols. Gathers little information to develop a problem-focused plan.	Begins to link findings with plans but relies on confirmation. Gathers some significant information. Sometimes the information gathered is not problem focused.	Initiates appropriate plans based on findings; seeks preceptor confirmation when uncertain. Gathers most of the significant information needed and is usually able to formulate a problem-focused diagnosis, while formulating differentials.	Demonstrates sound judgment in selecting and adjusting care plans; consults appropriately. Gathers all of the significant information necessary to complete the HPI and mostly able to formulate a problem-focused	

Criteria	Pre-Novice (1)	Novice (2)	Advanced Beginner (3)	Competent (4)	Evaluation Score/Comments
				diagnosis, while formulating differentials.	
Patient Management AACN Essentials: Domain 2: Person-Centered Care Domain 5: Quality and Safety Domain 7: Systems-Based Practice	Uses scripted or basic communication; struggles with patient engagement. Requires constant supervision; skills are safe; preceptor leads most patient interactions.	Developing confidence in patient interviews; may miss cues. Performs more tasks independently with oversight. Skills require further refinement, use of time management handling tasks to be improved.	Communicates clearly with patients and team; adapts tone and language for clarity. Functions semi-independently; requires periodic check-ins. Skills are safe, and time management improving.	Skilled in building rapport, navigating complex conversations, skills are safe, more fluid and patient focused. Functions with minimal supervision; independently manages care within scope and regulations.	
					TOTAL_____/16

- Strengths:

_____

_____

_____

- Areas for Improvement:

_____
_____
_____

- Additional Notes:

_____
_____
_____

Scoring Range

Criteria	**Level of Expertise**	**Scoring Range**
Unsatisfactory	Unsatisfactory	< 4
Level 1	Pre-Novice	4
Level 2	Novice	5-8
Level 3	Advanced Beginner	9-15
Level 4	Competent	16

Preceptor Signature: _____ Date: _____

Clinical Site: _____

Circle Evaluation Time: Midpoint Final

Clinical Evaluation Rubric for Advanced Practice Student
Faculty Evaluation of Student for NURS 6621 Advanced Physical Assessment

The clinical evaluation rubric will be completed by faculty based on their interactions and observations during the site visit. Please consider the information provided below when evaluating the student in the clinical setting.

Student Characteristics:

Pre-Novice (Level 1): Students at this level have little knowledge or experience, so their performance is inefficient, disorganized and unfocused. They also lack an understanding of the problem and obtain irrelevant information.

Novice (Level 2): Students at this level have baseline knowledge but little experience, so decisions tend to be based on rules and facts. Simple and obvious connections are made, but their significance is not grasped. There is a concrete and minimal understanding of the problem. Students are detached from the situation and focused on identifying the diagnosis. They often fail to recognize cues from the patient interaction that may guide their assessment.

Advanced Beginner (Level 3): Students at this level have acquired experience in real situations, so they have begun to gain insight into new aspects based on the situation. The student focuses more on relevant features. Their performance is becoming more organized and focused.

Competent (Level 4): Students at this level have had numerous experiences that allow them to recognize and enhance their thinking process. Due to these experiences, competent students begin to prioritize and then plan accordingly. They begin to see that there is a relationship between their performance and positive and negative outcomes. Students are now able to appreciate the significance of the parts in relation to the whole. Students respond to patient cues that guide the assessment. Their performance is more organized, focused, and efficient than the advanced beginner.

A score of less than 4 is considered unsatisfactory and could result in a clinical failure. Mandatory remediation may be assigned to students by faculty as needed to support their attainment of clinical competencies.

Student Name: _____ **Date:** _____

Criteria	Pre-Novice (1)	Novice (2)	Advanced Beginner (3)	Competent (4)	Evaluation Score/Comments
Communication AACN Essentials: Domain 1: Knowledge for Nursing Practice Domain 2: Person-Centered Care Domain 6: Interprofessional Partnerships Domain 10: Personal, Professional, and Leadership Development	Relies heavily on preceptor; gathers basic history and vitals with prompts. Understands basics of professional behavior; requires reminders.	Collects more comprehensive histories and performs basic physical exams with guidance.	Independently conducts full assessments with attention to pertinent positives/negatives.	Performs nuanced, prioritized assessments; integrates findings from multiple sources.	
Promote Caring Relationships AACN Essentials: Domain 2: Person-Centered Care Domain 8: Professionalism	Needs assistance identifying key problems and forming differentials.	Begins formulating basic differential diagnoses with supervision. Demonstrates respect; learning to navigate	Accurately forms differentials based on data; beginning to prioritize them. Consistently professional; considers cultural factors in patient care.	Anticipates likely diagnoses; uses evidence and pattern recognition to refine differential list. Models cultural humility and ethical behavior; advocates	

Criteria	Pre-Novice (1)	Novice (2)	Advanced Beginner (3)	Competent (4)	Evaluation Score/Comments
Domain 9: Personal, Professional, and Leadership Development		cultural issues sensitively.		for inclusive and respectful care.	
Diagnostic Reasoning AACN Essentials: Domain 1: Knowledge for Nursing Practice Domain 3: Population Health Domain 4: Scholarship for Nursing Discipline	Waits for preceptor input; decisions based on set protocols. Gathers little information to develop a problem-focused plan.	Begins to link findings with plans but relies on confirmation. Gathers some significant information. Sometimes the information gathered is not problem focused.	Initiates appropriate plans based on findings; seeks preceptor confirmation when uncertain. Gathers most of the significant information needed and is usually able to formulate a problem-focused diagnosis, while formulating differentials.	Demonstrates sound judgment in selecting and adjusting care plans; consults appropriately. Gathers all of the significant information necessary to complete the HPI and mostly able to formulate a problem-focused diagnosis, while formulating differentials.	
Patient Management AACN Essentials: Domain 2: Person-Centered Care	Uses scripted or basic communication; struggles with patient engagement. Requires constant supervision; skills	Developing confidence in patient interviews; may miss cues. Performs more tasks independently with oversight.	Communicates clearly with patients and team; adapts tone and language for clarity. Functions semi-independently; requires periodic check-ins. Skills	Skilled in building rapport, navigating complex conversations, skills are safe, more fluid and patient focused. Functions with minimal supervision;	

Criteria	Pre-Novice (1)	Novice (2)	Advanced Beginner (3)	Competent (4)	Evaluation Score/Comments
Domain 5: Quality and Safety Domain 7: Systems-Based Practice	are safe; preceptor leads most patient interactions.	Skills require further refinement, use of time management handling tasks to be improved.	are safe, and time management improving.	independently manages care within scope and regulations.	
					TOTAL____/16

- Strengths:

_____
_____
_____

- Areas for Improvement:

_____
_____
_____

- Additional Notes:

_____
_____
_____

Scoring Range

Criteria	Level of Expertise	Scoring Range
Unsatisfactory	Unsatisfactory	< 4
Level 1	Pre-Novice	4
Level 2	Novice	5-8
Level 3	Advanced Beginner	9-15
Level 4	Competent	16

Faculty Signature: _____ Date: _____

Clinical Site: _____

Circle Type of Site Visit Conducted: In-Person Virtual

Auburn University at Montgomery School of Nursing: Preceptor Evaluation of Student Nurse Practitioner Student Competency Assessment

Circle Course: 7111 7211 7311 7411 7911

This tool facilitates the preceptor's assessment of the student's clinical performance. A score should be assigned to each item. Comments should be provided for each item scored 2 points or less. A total score of less than 17 is considered unsatisfactory in NURS 7111 and could result in a clinical failure. A total score of less than 35 in NURS 7911 is considered unsatisfactory and could result in a clinical failure. Mandatory remediation may be assigned to students by faculty as needed to support their attainment of clinical competencies.

	Item	1 point Pre-Novice (0-24%)	2 points Novice (25-49%)	3 points Advanced Beginner (50-74%)	4 points Competent (75-100%)	Score	Not applicable	Comments
	Communication (Communicate effectively with individuals and families.) AACN Essentials Domain 2: Person-Centered Care, Domain 6: Interprofessional Partnerships, Domain 7: Systems-Based Practice							
1	Used open-ended questions	Little to none of the time	Some of the time	Most of the time	All of the time			
2	Used terminology that was clear and free of jargon	Little to none of the time	Some of the time	Most of the time	All of the time			
3	Used reflection, clarification and/or summarization	Little to none of the time	Some of the time	Most of the time	All of the time			

	Item	1 point Pre-Novice (0-24%)	2 points Novice (25-49%)	3 points Advanced Beginner (50-74%)	4 points Competent (75-100%)	Score	Not applicable	Comments
	Promote Caring Relationships (Engage with individuals and/or families in establishing a caring relationship.) AACN Essentials Domain 2: Person-Centered Care, Domain 9: Professionalism							
4	Conveys respect and a non-judgmental attitude	Little to none of the time	Some of the time	Most of the time	All of the time			
5	Encouraged patient to ask questions and bring up any additional concerns	Little to none of the time	Some of the time	Most of the time	All of the time			
6	Acknowledged patient feelings/emotions	Little to none of the time	Some of the time	Most of the time	All of the time			
	Diagnostic Reasoning (A problem identification process that leads to clinical decisions. It involves a process of gathering data, sifting or sorting relevant data, prioritizing and weighing data, developing a tentative problem list, selecting a diagnosis based on significant and non-significant data, re-evaluating the diagnosis and making a final diagnosis.) AACN Essentials Domain 1: Knowledge for Nursing Practice, Domain 3: Population Health, Domain 4: Scholarship for Nursing Practice							
7	**History** (Focuses information gathering in an organized and systematic manner reflects consideration of differential diagnoses)	Gathers little important information that is necessary to obtain a complete history based on the type of assessment (full or episodic) or collects much	Gathers some significant information that is necessary to obtain a complete history based on the type of assessment (full or episodic) or collects some	Gathers most of the significant information necessary to obtain a complete history based on the type of assessment (full or episodic).	Gathers all of the significant information necessary to obtain a complete history based on the type of assessment (full or episodic). Collects			

	Item	1 point Pre-Novice (0-24%)	2 points Novice (25-49%)	3 points Advanced Beginner (50-74%)	4 points Competent (75-100%)	Score	Not applicable	Comments
		extraneous information that is not problem-focused.	extraneous information that is not problem-focused.	Collects little extraneous information that is not problem-focused.	relevant information that is problem-focused and responds to patient cues that guide the assessment.			
8	**Physical Exam** (Performs physical exam accurately reflects consideration of differential diagnoses)	Performs the physical exam with little or no conscious effort. Includes pertinent aspects of the physical exam. Demonstrates mastery of physical assessment skills.	Performs the physical examination without significant error. Omits some pertinent aspects of the physical exam.	Makes a number of errors when performing the physical examination but can complete a rough approximation. Omits pertinent aspects of the physical exam	Makes critical errors when performing the physical examination or leaves out critical examination techniques.			
9	**Laboratory or Diagnostic Testing** Selects appropriate testing to support or refute a tentative differential diagnosis	Selects few of the appropriate tests.	Selects some of the appropriate tests	Selects most of the appropriate tests	Selects all of the appropriate tests			
10	**Classifies normal and abnormal findings**	Makes frequent and significant	Makes some errors in	Correctly identifies	Correctly identifies			

	Item	1 point Pre-Novice (0-24%)	2 points Novice (25-49%)	3 points Advanced Beginner (50-74%)	4 points Competent (75-100%)	Score	Not applicable	Comments
		errors in identifying normal and abnormal findings.	identifying normal and abnormal findings.	normal and abnormal findings.	normal and abnormal findings. Identifies findings that may not fit the picture and appropriately classifies them.			
11	**Analyzes and Interprets Findings** (Selection of a diagnosis based on significant and non- significant data)	Selects unimportant and trivial information to make a diagnosis.	Selects some information that is not important to the diagnosis or does not accurately identify the important information from which a diagnosis can be made.	Selects the most relevant and important information from the presenting problem from which to make a diagnosis.	Selects and accurately identifies all relevant information from which to make a diagnosis.			
12	**Differential Diagnosis** (Develop a list of likely Diagnoses)	Selects diagnoses that do not have a significant relationship to the problem and findings.	Selects diagnoses that generally relate to the information available but do	Selects diagnoses that partially explain the relationship between the problem and the findings.	Selects diagnoses that fully explain the relationship between the			

	Item	1 point Pre-Novice (0-24%)	2 points Novice (25-49%)	3 points Advanced Beginner (50-74%)	4 points Competent (75-100%)	Score	Not applicable	Comments
			not explain the problem fully.		problem and the findings.			
13	**Forms a Final Diagnosis**	Presents conclusions that reflect erroneous interpretations made from the information collected, the presenting signs and symptoms, physical exam findings, and the final diagnosis (or diagnoses).	Presents some conclusions that reflect erroneous interpretations made from the information collected, the presenting signs and symptoms, physical exam findings, and the final diagnosis (or diagnoses).	Presents conclusions that, with a few exceptions, follow logically from the information collected, the presenting signs and symptoms, physical exam findings, and the final diagnosis (or diagnoses).	Presents conclusions that reflect clear and logical links between the information collected, the presenting signs and symptoms, physical exam findings, and the final diagnosis (or diagnoses). The rationale shows thoughtful and accurate attention to the process.			
	Patient Management (Refers to the process of choosing between options in the management of patients and should involve the inclusion of evidence-based interventions, person-centered care, and shared decision-making/patient engagement.) AACN Essentials Domain 1: Knowledge for Nursing Practice, Domain 2: Person-Centered Care, Domain 5: Quality and Safety, Domain 8: Informatics and Healthcare Technologies							

	Item	1 point Pre-Novice (0-24%)	2 points Novice (25-49%)	3 points Advanced Beginner (50-74%)	4 points Competent (75-100%)	Score	Not applicable	Comments
14	**Management Plan** (Diagnostic Studies, Pharmacologic and Non-pharmacologic Treatment, Patient Education/Counseling, Care Coordination, and Plan for Follow-up are included).	Few of the management plan elements included and appropriate for the patient.	Some of the management plan elements included and appropriate for the patient.	Most of the management plan elements included and appropriate for the patient.	All of the management plan elements included and appropriate for the patient.			
15	**Person-Centered Care** (Management plan includes consideration of the patient situation, cost and Social Determinants of Health (SDOH)	The management plan is not modified to include patient preferences, consideration of patient situation, cost, and SDOH.	The management plan is somewhat modified to include patient preferences, consideration of patient situation, cost, and SDOH.	The management plan is mostly modified to include patient preferences, consideration of patient situation, cost, and SDOH.	The management plan is modified to include patient preferences, consideration of patient situation, cost and SDOH.			
16	**Shared Decision-Making/Patient Engagement** (Provide patient and/or family with all alternatives to enable participation in the decision. Patient/family encouraged to engage in self-care. Motivational Interviewing,	Patients and/or families are not involved in the decision-making and self-management.	Patients and/or families are somewhat involved in the decision-making and self-management.	Patients and/or families are mostly involved in the decision-making and self-management.	Patients and/or families are involved in the decision-making and self-management.			

	Item	1 point Pre-Novice (0-24%)	2 points Novice (25-49%)	3 points Advanced Beginner (50-74%)	4 points Competent (75-100%)	Score	Not applicable	Comments
	coaching, patient preferences)							
17	**Evidence-Based Practice** (The most current evidence-based guidelines and/or evidence-based interventions are incorporated into the management plan and are guidelines)	Evidence-based guidelines and/or evidence-based interventions are not incorporated into the management plan.	Evidence-based guidelines and/or evidence-based interventions are partially incorporated into the management plan.	Evidence-based guidelines and/or evidence-based interventions are mostly incorporated into the management plan.	Evidence-based guidelines and/or evidence-based interventions are incorporated into the management plan.			
	Total Score				**Total Score**			

Score Key:

Criteria	Level of Expertise	Scoring Range
Level 1	Pre-novice	<17
Level 2	Novice	18-24
Level 3	Advanced Beginner	35-51
Level 4	Competent	52-68

Preceptor Signature: _____ Date: _____

Clinical Site: _____

Student: _____

Circle Evaluation Point: Midterm Final

Auburn University at Montgomery School of Nursing: Faculty Evaluation of Student
Nurse Practitioner Student Competency Assessment

Circle Course: 7111 7211 7311 7411 7911

This tool facilitates the clinical faculty's assessment of the student's clinical performance. A score should be assigned to each item. Comments should be provided for each item scored 2 points or less. A total score of less than 17 is considered unsatisfactory in NURS 7111 and could result in a clinical failure. A total score of less than 35 in NURS 7911 is considered unsatisfactory and could result in a clinical failure. Mandatory remediation may be assigned to students by faculty as needed to support their attainment of clinical competencies.

	Item	1 point Pre-Novice (0-24%)	2 points Novice (25-49%)	3 points Advanced Beginner (50-74%)	4 points Competent (75-100%)	Score	Not applicable	Comments
	Communication (Communicate effectively with individuals and families.) AACN Essentials Domain 2: Person-Centered Care, Domain 6: Interprofessional Partnerships, Domain 7: Systems-Based Practice							
1	Used open-ended questions	Little to none of the time	Some of the time	Most of the time	All of the time			
2	Used terminology that was clear and free of jargon	Little to none of the time	Some of the time	Most of the time	All of the time			
3	Used reflection, clarification and/or summarization	Little to none of the time	Some of the time	Most of the time	All of the time			
	Promote Caring Relationships (Engage with individuals and/or families in establishing a caring relationship.) AACN Essentials							

	Item	1 point Pre-Novice (0-24%)	2 points Novice (25-49%)	3 points Advanced Beginner (50-74%)	4 points Competent (75-100%)	Score	Not applicable	Comments
	Domain 2: Person-Centered Care, Domain 9: Professionalism							
4	Conveys respect and a non-judgmental attitude	Little to none of the time	Some of the time	Most of the time	All of the time			
5	Encouraged patient to ask questions and bring up any additional concerns	Little to none of the time	Some of the time	Most of the time	All of the time			
6	Acknowledged patient feelings/emotions	Little to none of the time	Some of the time	Most of the time	All of the time			
	Diagnostic Reasoning (A problem identification process that leads to clinical decisions. It involves a process of gathering data, sifting or sorting relevant data, prioritizing and weighing data, developing a tentative problem list, selecting a diagnosis based on significant and non-significant data, re-evaluating the diagnosis and making a final diagnosis.) AACN Essentials Domain 1: Knowledge for Nursing Practice, Domain 3: Population Health, Domain 4: Scholarship for Nursing Practice							
7	**History** (Focuses information gathering in an organized and systematic manner reflects consideration of differential diagnoses)	Gathers little important information that is necessary to obtain a complete history based on the type of assessment (full or episodic) or collects much extraneous information that is not problem-	Gathers some significant information that is necessary to obtain a complete history based on the type of assessment (full or episodic) or collects some extraneous information that is not problem-	Gathers most of the significant information necessary to obtain a complete history based on the type of assessment (full or episodic). Collects little extraneous information that is not problem-	Gathers all of the significant information necessary to obtain a complete history based on the type of assessment (full or episodic). Collects relevant information that is problem-focused and responds to			

	Item	1 point Pre-Novice (0-24%)	2 points Novice (25-49%)	3 points Advanced Beginner (50-74%)	4 points Competent (75-100%)	Score	Not applicable	Comments
		focused.	focused.	focused.	patient cues that guide the assessment.			
8	**Physical Exam** (Performs physical exam accurately reflects consideration of differential diagnoses)	Performs the physical exam with little or no conscious effort. Includes pertinent aspects of the physical exam. Demonstrates mastery of physical assessment skills.	Performs the physical examination without significant error. Omits some pertinent aspects of the physical exam.	Makes a number of errors when performing the physical examination but can complete a rough approximation. Omits pertinent aspects of the physical exam	Makes critical errors when performing the physical examination or leaves out critical examination techniques.			
9	**Laboratory or Diagnostic Testing** Selects appropriate testing to support or refute a tentative differential diagnosis	Selects few of the appropriate tests.	Selects some of the appropriate tests	Selects most of the appropriate tests	Selects all of the appropriate tests			
10	**Classifies normal and abnormal findings**	Makes frequent and significant errors in identifying normal and abnormal findings.	Makes some errors in identifying normal and abnormal findings.	Correctly identifies normal and abnormal findings.	Correctly identifies normal and abnormal findings. Identifies findings that may not fit the picture and appropriately			

	Item	1 point Pre-Novice (0-24%)	2 points Novice (25-49%)	3 points Advanced Beginner (50-74%)	4 points Competent (75-100%)	Score	Not applicable	Comments
					classifies them.			
11	**Analyzes and Interprets Findings** (Selection of a diagnosis based on significant and non- significant data)	Selects unimportant and trivial information to make a diagnosis.	Selects some information that is not important to the diagnosis or does not accurately identify the important information from which a diagnosis can be made.	Selects the most relevant and important information from the presenting problem from which to make a diagnosis.	Selects and accurately identifies all relevant information from which to make a diagnosis.			
12	**Differential Diagnosis** (Develop a list of likely Diagnoses)	Selects diagnoses that do not have a significant relationship to the problem and findings.	Selects diagnoses that generally relate to the information available but do not explain the problem fully.	Selects diagnoses that partially explain the relationship between the problem and the findings.	Selects diagnoses that fully explain the relationship between the problem and the findings.			
13	**Forms a Final Diagnosis**	Presents conclusions that reflect erroneous interpretations made from the information collected, the presenting	Presents some conclusions that reflect erroneous interpretations made from the information collected, the presenting	Presents conclusions that, with a few exceptions, follow logically from the information collected, the presenting	Presents conclusions that reflect clear and logical links between the information collected, the presenting signs and symptoms,			

	Item	1 point Pre-Novice (0-24%)	2 points Novice (25-49%)	3 points Advanced Beginner (50-74%)	4 points Competent (75-100%)	Score	Not applicable	Comments
		signs and symptoms, physical exam findings, and the final diagnosis (or diagnoses).	signs and symptoms, physical exam findings, and the final diagnosis (or diagnoses).	signs and symptoms, physical exam findings, and the final diagnosis (or diagnoses).	physical exam findings, and the final diagnosis (or diagnoses). The rationale shows thoughtful and accurate attention to the process.			
	Patient Management (Refers to the process of choosing between options in the management of patients and should involve the inclusion of evidence-based interventions, person-centered care, and shared decision-making/patient engagement.) AACN Essentials Domain 1: Knowledge for Nursing Practice, Domain 2: Person-Centered Care, Domain 5: Quality and Safety, Domain 8: Informatics and Healthcare Technologies							
14	**Management Plan** (Diagnostic Studies, Pharmacologic and Non-pharmacologic Treatment, Patient Education/Counseling, Care Coordination, and Plan for Follow-up are included).	Few of the management plan elements included and appropriate for the patient.	Some of the management plan elements included and appropriate for the patient.	Most of the management plan elements included and appropriate for the patient.	All of the management plan elements included and appropriate for the patient.			
15	**Person-Centered Care** (Management plan includes consideration of the patient situation, cost and Social Determinants of Health (SDOH)	The management plan is not modified to include patient preferences, consideration	The management plan is somewhat modified to include patient preferences,	The management plan is mostly modified to include patient preferences, consideration	The management plan is modified to include patient preferences, consideration of			

	Item	1 point Pre-Novice (0-24%)	2 points Novice (25-49%)	3 points Advanced Beginner (50-74%)	4 points Competent (75-100%)	Score	Not applicable	Comments
		of patient situation, cost, and SDOH.	consideration of patient situation, cost, and SDOH.	of patient situation, cost, and SDOH.	patient situation, cost and SDOH.			
16	**Shared Decision-Making/Patient Engagement** (Provide patient and/or family with all alternatives to enable participation in the decision. Patient/family encouraged to engage in self-care. Motivational Interviewing, coaching, patient preferences)	Patients and/or families are not involved in the decision-making and self-management.	Patients and/or families are somewhat involved in the decision-making and self-management.	Patients and/or families are mostly involved in the decision-making and self-management.	Patients and/or families are involved in the decision-making and self-management.			
17	**Evidence-Based Practice** (The most current evidence-based guidelines and/or evidence-based interventions are incorporated into the management plan and are guidelines)	Evidence-based guidelines and/or evidence-based interventions are not incorporated into the management plan.	Evidence-based guidelines and/or evidence-based interventions are partially incorporated into the management plan.	Evidence-based guidelines and/or evidence-based interventions are mostly incorporated into the management plan.	Evidence-based guidelines and/or evidence-based interventions are incorporated into the management plan.			
	Total Score				**Total Score**			

	Item	1 point Pre-Novice (0-24%)	2 points Novice (25-49%)	3 points Advanced Beginner (50-74%)	4 points Competent (75-100%)	Score	Not applicable	Comments

Score Key:

Criteria	Level of Expertise	Scoring Range
Level 1	Pre-novice	<17
Level 2	Novice	18-24
Level 3	Advanced Beginner	35-51
Level 4	Competent	52-68

Faculty Signature: _____ Date: _____

Clinical Site: _____

Student: _____

Circle Type of Site Visit Conducted: In-Person Virtual

Auburn University at Montgomery College of Nursing and Health Sciences
Graduate Program Confidentiality Agreement

During my studies or through clinical experiences as a student at Auburn University at Montgomery School of Nursing (AUM SON), I understand that I will come into contact with various types of sensitive and personal information. This information may include, but is not limited to, information about patients, families, students, faculty, staff, donors, research, and financial and business operations. Some information is deemed confidential by law (i.e. protected health information or PHI addressed under the HIPAA) or by the school or university. Confidential information may be in any form (i.e. written, oral, electronic, overheard or observed). All confidential information is granted on a need-to-know basis. A need-to-know is defined as information access that is required in order to engage in program or leadership requirements.

I understand that I must protect all confidential information, including PHI, while a student at AUM SON. I will not share PHI with those outside the AUM SON unless they are part of my studies or educational program and have a need to know. I will not remove nor electronically send any confidential information from the agencies and facilities where I am assigned as a student except as permitted by the specifics of the agency and in accordance with the agreements with those agencies.

I understand that I must protect any sign-on codes provided to me from any agency. The sign-on and password codes are equivalent to my signature and they will not be shared with anyone. There will be no attempt to access PHI unless the information is necessary to my education or leadership at that specific time. I will be accountable for any use or misuse of the codes I am provided.

If I knowingly violate this agreement, I will be subject to failure in the related clinical/theory course and possible disenrollment from the School of Nursing. In addition, under applicable law, I may be subject to criminal or civil penalties.

I have completed the required HIPAA training and received a certificate of completion for this course.

I have read and understand the above and agree to be bound by the contents. I understand that signing this agreement and complying with its terms is a requirement for my inclusion in the AUM SON educational program and participation in clinical experiences.

_____	_____	_____
Print Full Legal Name	Student Number	Date
_____	_____	
Signature	Program	

Photo/Video/Other Media Consent Form

For and in consideration of benefits to be derived from the furtherance of the educational programs of Auburn University at Montgomery, I, the undersigned Participant, hereby authorize Auburn University at Montgomery, and any agents, officers, employees, servants or students of Auburn University at Montgomery or its assignees for purposes that include, but are not limited to, the creation of training and/or other informational materials, scientific research, quality assurance, recruiting, advertising and marketing, as well as education and teaching, at Auburn University at Montgomery's sole discretion.

I understand and agree that these audio, video, film and/or print or digital images may be used, edited, duplicated, distributed, reproduced, broadcast and/or reformatted in any form and manner without payment of fees to me or to anyone else on my behalf, forever and I hereby relinquish all right, title and interest therein to Auburn University at Montgomery.

I release Auburn University at Montgomery, and any agents, officers, employees, servants or students of Auburn University at Montgomery, Auburn University Board of Trustees and their respective agents, officers, employees and servants from any and all liability relating to the taking, reproduction, and/or use of such photographs, video images, and/or sound recordings.

I hereby certify that I am at least 18 years of age and that I am legally competent to sign this form.

_____ _____

Name of Participant Date

_____

Signature of Participant

Acknowledgment of Receipt and Reading of AUM School of Nursing Student Handbook

After obtaining access through the AUM College of Nursing and Health Sciences website and reading the AUM SON Student Handbook, please complete this form and upload in NURS 6120.

All School of Nursing students are subject to the provisions in the Student Handbook and are responsible to know the policies, procedures and guidelines included in the contents.

Please sign below to indicate that you have read a copy of the AUM SON Student Handbook (hard copy or electronic copy) and will abide by the policies included in it.

_____	_____	_____
Printed Name	Date	Signature

Note: Failure to sign this form does not exempt a student from the provisions in the AUM SON Student Handbook.

Thank you.

Auburn University at Montgomery School of Nursing MSN
Plan of Study: Family Nurse Practitioner Track
SPRING START

Semester One (Spring)	CR	Semester Two (Summer)	CR	Semester Three (Fall)	CR
NURS 6440 Translating Evidence into Practice for Advanced Nursing	3,0,0	NURS 6550 Transition to Advanced Nursing Practice	3,0,0	NURS 6340 Theory for Advanced Nursing Practice	3,0,0
NURS 6621 Advanced Physical Assessment and Clinical (120 clinical hours)	2,0,2	NURS 6630 Pharmacotherapeutics for Advanced Practice	3,0,0	NURS 6610 Advanced Physiology/Pathophysiology	3,0,0
Credit Hours Clinical Hours:120	7	Credit Hours	6	Credit Hours	6
Semester Four (Spring)		Semester Five (Summer)		Semester Six (Fall)	
NURS 7211 Women's Health in Primary Care (90 clinical hours)	3,0,1.5	NURS 6250 Ethics, Legal and Health Policy Implications in Advanced Nursing	3,0,0	NURS 7111 Adult Primary Care (180 clinical hours)	3,0,3
NURS 7311 Pediatric Primary care (90 clinical hours)	3,0,1.5	NURS 6120 Advancing Quality, Safety, and Prevention	3,0,0		
		NURS 7411 Adult/Gerontological Primary Care (60 clinical hours)	2,0,1		
Credit Hours Clinical Hours:180	9	Credit Hours Clinical Hours:60	9	Credit Hours Clinical Hours:180	6
Semester Seven (Spring)					
NURS 7911 Advanced Practice Nurse Practicum (240 clinical hours)	1,0,4				
Credit Hours Clinical Hours:240	5				
Total Program Hours: 48 Hours Total Program Clinical Hours: 780					
NOTE: Your signature below indicates you acknowledge this is your approved plan of study effective beginning as dated below.					

Student Name (Printed): _____ Student ID: _____

Student Signature: _____ Date: _____

Auburn University at Montgomery School of Nursing MSN
Plan of Study: Family Nurse Practitioner Track
SUMMER START

Semester One (Summer)	CR	Semester Two (Fall)	CR	Semester Three (Spring)	CR
NURS 6550 Transition to Advanced Nursing Practice	3,0,0	NURS 6610 Advanced Physiology/Pathophysiology	3,0,0	NURS 6621 Advanced Physical Assessment and Clinical (120 hours)	2,0,2
NURS 6120 Advancing Quality, Safety, & Prevention	3,0,0	NURS 6340 Theory for Advanced Nursing Practice	3,0,0	NURS 6440 Translating Evidence into Practice for Advanced Nursing	3,0,0
Credit Hours	6	Credit Hours	6	Credit Hours Clinical Hours: 120	7
Semester Four (Summer)		Semester Five (Fall)		Semester Six (Spring)	
NURS 6630 Pharmacotherapeutics for Advanced Practice	3,0,0	NURS 7111 Adolescent/Adult Primary Care (180 clinical hours)	3,0,3	NURS 7211 Women's Health in Primary Care (90 hours)	3,0,1.5
NURS 6250 Ethics, Legal & Health Policy Implications in Advanced Practice	3,0,0			NURS 7311 Pediatric Primary Care (90 hours)	3,0,1.5
Credit Hours Clinical Hours: 60	6	Credit Hours Clinical Hours: 180	6	Credit Hours Clinical Hours: 180	9
Semester Seven (Summer)		Semester Eight (Fall)			
NURS 7411 Adult/Gerontological Primary Care (60 hours)	2,0,1	NURS 7911 Advanced Practice Practicum (240 hours)	1,0,4		
Credit Hours Clinical Hours: 60	3	Credit Hours Clinical Hours: 240	5		
Total Program Credit Hours: 48 Total Program Clinical Hours: 780					
NOTE: Your signature below indicates you acknowledge this is your approved plan of study effective beginning as dated below.					

Student Name (printed):_____ Student ID: _____

Student Signature:_____ Date _____

Auburn University at Montgomery School of Nursing MSN
Plan of Study: Family Nurse Practitioner Track
FALL START

Semester One (Fall)	CR	Semester Two (Spring)	CR	Semester Three (Summer)	CR
NURS 6340 Theory for Advanced Nursing Practice	3	NURS 6621 Advanced Physical Assessment and Clinical (120 hours)	2,0,2	NURS 6630 Pharmacotherapeutics for Advanced Practice	3
NURS 6610 Advanced Physiology/Pathophysiology	3	NURS 6440 Translating Evidence into Practice for Advanced Nursing	3	NURS 6550 Transition to Advanced Nursing Practice	3
Credit Hours	6	Credit Hours Clinical Hours: 120	7	Credit Hours	6
Semester Four (Fall)		Semester Five (Spring)		Semester Six (Summer)	
NURS 7111 Adult Primary Care (180 hours)	3,0,3	NURS 7211 Women's Health in Primary Care (90 hours)	3,0,1.5	NURS 6250 Ethics, Legal, and Health Policy Implications in Advanced Nursing	3
		NURS 7311 Pediatric Primary Care (90 hours)	3,0,1.5	NURS 6120 Advancing Quality, Safety, and Prevention	3
Credit Hours Clinical Hours:180	9	Credit Hours Clinical Hours: 180	9	Credit Hours	6
Semester Seven (Fall)		Semester Eight (Spring)			
NURS 7411 Adult/Gerontological Primary Care (60 hours)	2, 0, 1	NURS 7911 Advanced Practice Nurse Practicum (240 hours)	1,0,4		
Credit Hours Clinical Hours: 60	3	Credit Hours Clinical Hours: 240	5		
Total Program Credit Hours: 48 Total Program Clinical Hours: 780					
NOTE: Your signature below indicates you acknowledge this is your approved plan of study effective beginning as dated below.					

Student Name (printed): _____ Student ID:_____

Student Signature: _____ Date:_____

Auburn University at Montgomery School of Nursing MSN
Plan of Study Post-MSN Family Nurse Practitioner Certificate Track

*Semester One (Fall)	CR	Semester Two (Spring)	CR	Semester Three (Summer)	CR
NURS 6610 Advanced Physiology/Pathophysiology	3,0,0	NURS 6621 Advanced Physical Assessment and Clinical (120 hours)	2,0,2	NURS 6630 Pharmacotherapeutics for Advanced Practice	3,0,0
Credit Hours Total:	6	Credit Hours Total:	4	Credit Hours Total:	3
Clinical Hours:	0	Clinical Hours:	120	Clinical Hours:	0
*Semester Four (Fall)	CR	*Semester Five (Spring)		Semester Six (Summer)	
NURS 7111 Adult Primary Care and Clinical (180 hours)	3,0,3	NURS 7211 Women's Health Primary Care and Clinical (90 hours)	3,0,1.5	NURS 7411 Adult/Gerontologic Primary Care and Clinical (60 hours)	2,0,1
		NURS 7311 Pediatric Primary Care and Clinical (90 hours)	3,0,1.5		
Credit Hours Total:	6	Credit Hours Total:	9	Credit Hours Total:	3
Clinical Hours:	180	Clinical Hours:	180	Clinical Hours:	60
*Semester Seven (Fall)					
NURS 7911 Advanced Practice Practicum (240 hours)	1,0,4				
Credit Hours Total:	5				
Clinical Hours:	420				
Total Program Credit hours:	23-33				
Total Program Clinical hours:	660-960				
Note: Your signature below indicates you acknowledge this as your approved plan of study effective beginning as dated below.					

*All post-graduate FNP certificate applicants must have successfully completed the advanced practice registered nurse (APRN) core courses: advanced pathophysiology, advanced pharmacology, and advanced physical assessment.
*The core APRN courses must have been completed within the past five years with a grade of B (3.0) or higher. Transcripts need to be verified and copies of the syllabus from each course submitted.
*If previous degree did not include the APRN core courses the student will complete these courses prior to entering the FNP track. An individual plan of study will be designed for the student requiring these courses.

Student Name:_____ Student ID:_____

Student Signature:_____ Date:_____

Auburn University at Montgomery - School of Nursing
Master of Science in Nursing
Plan of Study: Nurse Educator Track
Fall Start

Semester One (Fall)	CR	Semester Two (Spring)	CR	Semester Three (Summer)	CR
NURS 6340 Theory for Advanced Nursing Practice	3,0,0	NURS 6440 Translating Evidence into Practice for Advanced Nursing	3,0,0	NURS 6550 Transition to Advanced Nursing Practice	3,0,0
NURS 6660 Integrated Advanced Health Assessment, Pathophysiology, and Pharmacology	3,0,0	NURS 7520 Role of the Nurse Educator	3,0,0	NURS 6120 Advancing Quality, Safety, and Prevention	3,0,0
Credit Hours	6	Credit Hours	6	Credit Hours	6
Semester Four (Fall)		**Semester Five (Spring)**		**Semester Six (Summer)**	
NURS 7540 Teaching and Learning Strategies to Facilitate Learning	3,0,0	NURS 6250 Ethics, Legal, and Health Policy Implications in Advanced Nursing	3,0,0	NURS 7941 Academic Immersion (120 clinical hours)	1,0,2
NURS 7661 Advanced Clinical Practice (120 clinical hours)	1,0,2	NURS 7550 Quality Assessment and Evaluation Strategies for Nurse Educators	3,0,0		
Credit Hours Clinical Hours: 120	6	Credit Hours	6	Credit Hours Clinical Hours: 120	3
Total Program Credit Hours: 33 Hours Total Program Clinical Hours: 240 hours					
NOTE: Your signature below indicates you acknowledge this is your approved plan of study effective beginning as dated below.					

Student Name (Printed): _____ Student ID: _____

Student Signature: _____ Date: _____

Auburn University at Montgomery School of Nursing MSN
Plan of Study: Executive Nursing Administration Track
FALL START

*Semester One (Fall)	CR	*Semester Two (Spring)	CR	*Semester Three (Summer)	CR
NURS 6120 Advancing Quality, Safety, & Prevention	3,0,0	NURS 6250 Ethics, Legal, and Health Policy Implications in Advanced Nursing	3,0,0	NURS 7580 Financial Stewardship and Healthcare Economics	3,0,0
NURS 6340 Theory for Advanced Nursing Practice	3,0,0	NURS 6440 Translating Evidence into Practice for Advanced Nursing	3,0,0	NURS 7931 Executive Nursing Immersion I (240 clinical hours)	1,0,4
NURS 6550 Transition to Advanced Nursing Practice	3,0,0	NURS 7570 Executive Leadership in Organizations and Systems	3,0,0		
Credit Hours	9	Credit Hours	9	Credit Hours Clinical Hours: 240	8
*Semester Four (Fall)	CR				
NURS 7971 Executive Nursing Immersion II (240 clinical hours)	2,0,4				
Credit Hours Clinical Hours: 240	6				
Total Program Credit Hours: 32 Total Program Clinical Hours: 480 Total Track Credit Hours: 17 Total Core Hours: 15					
NOTE: Your signature below indicates you acknowledge this is your approved plan of study effective beginning as dated below.					

Student Name (Printed): _____ Student Signature: _____

Student ID: _____ Date: _____

Auburn University at Montgomery School of Nursing MSN
Plan of Study: Executive Nursing Administration Track
SPRING START

*Semester One (Spring)	CR	*Semester Two (Summer)	CR	*Semester Three (Fall)	CR
NURS 6250 Ethics, Legal, and Health Policy Implications in Advanced Nursing	3,0,0	NURS 6120 Advancing Quality, Safety, & Prevention	3,0,0	NURS 7580 Financial Stewardship and Healthcare Economics	3,0,0
NURS 6440 Translating Evidence into Practice for Advanced Nursing	3,0,0	NURS 6340 Theory for Advanced Nursing Practice	3,0,0	NURS 7931 Executive Nursing Immersion I (240 clinical hours)	1,0,4
NURS 7570 Executive Leadership in Organizations and Systems	3,0,0	NURS 6550 Transition to Advanced Nursing Practice	3,0,0		
Credit Hours	9	Credit Hours	9	Credit Hours Clinical Hours: 240	8
*Semester Four (Spring)					
NURS 7971 Executive Nursing Immersion II (240 clinical hours)	2,0,4				
Credit Hours Clinical Hours: 240	6				
Total Program Credit Hours: 32 Total Program Clinical Hours: 480 Total Track Credit Hours: 17 Total Core Hours: 15					
NOTE: Your signature below indicates you acknowledge this is your approved plan of study effective beginning as dated below.					