Saint Francis Medical Center
College of Nursing

A Tradition of Excellence in Nursing Education
Reserved Rights of College

Saint Francis Medical Center College of Nursing, according to established channels, reserves the right to:

- Change requirements for admission and graduation outlined in this catalog.
- Change arrangements, scheduling and content of courses.
- Determine books and outlines used.
- Establish fees and expenses and make changes without notice if circumstances make it necessary to do so.
- Formulate college regulations and policies affecting students.
- Refuse admission to any student if deemed necessary in the interest of the student or the College.

College Administration

Table of Contents

Academic Calendars .........................................................4
Letter from the President .............................................. 6
Approval, Accreditation & Membership ............... 7
The College .......................................................................8
Location ...........................................................................9
OSF Saint Francis Medical Center .......... 9
College of Nursing ..........................................................9
History ...........................................................................10
Mission Statement .......................................................11
Statement of Values ......................................................11
Philosophy .......................................................................12
College Goals ...............................................................14
Baccalaureate Program Outcomes ..................14
Master’s Program Outcomes ..............................14
Doctor of Nursing Practice Outcomes .......15
Admission to the College ..............................................16
Nondiscriminatory Policy ...........................................17
International Students Application Process.....17
College of Nursing Health Requirements ......17
Mandatory Health Compliance ............................18
Pregnancy .................................................................19
Disability Policy .........................................................19
Insurance .................................................................19
Transportation ..........................................................19
Core Performance Standards & Criteria of Admission and Progression ..............................................20
Financial Information ...................................................21
Financial Assistance ....................................................22
Application and Eligibility Requirements ..........22
Satisfactory Academic Progress Requirements for Financial Aid Recipients .................................22
Payment Policy ..........................................................25
Institutional Refund Policy .......................................25
Return of Funds Policy ...............................................26
Student Life & Services ...............................................27
Residential Life .........................................................28
Meals ............................................................................28
Parking ...........................................................................28
Student Organizations ..............................................28
Student Senate ..........................................................28
National Student Nurses’ Association ...............28
Multicultural Student Association .................28
Sigma Theta Tau International (STTI) .................................................. 28
Academic Development Center ...................................................... 28
Writing Center ................................................................................. 28
Counseling Services .......................................................................... 29
Health Services ................................................................................ 29
Religious Services .............................................................................. 29
Activities .......................................................................................... 29

**College Academic Policies** ............................................................. 30

- Student Handbook .......................................................................... 31
- Academic Advisement/Plan of Study ........................................... 31
- Credit Hours .................................................................................... 31
- Orientation ...................................................................................... 31
- Change in Course Registration ....................................................... 31
- Course Placement Policy ................................................................. 31
- Criminal Background Checks .......................................................... 32
- Student Attendance ........................................................................ 32
- Incomplete Policy ............................................................................ 32
- Withdrawal From College ............................................................... 33
- Student-At-Large .............................................................................. 33
- Auditing .......................................................................................... 33
- Administrative Drop ........................................................................ 33
- Visitors ............................................................................................ 34
- Academic Honesty ......................................................................... 34
- Academic Progression ................................................................. 34
- Academic Probation ........................................................................ 35
- Appeal Procedure ............................................................................ 35
- Rights to Privacy .............................................................................. 35
- Health Insurance Portability and Accountability (HIPAA) Statement ........................................................................ 35
- Grades ........................................................................................... 36
- Honors .......................................................................................... 36
- Awards ............................................................................................. 36
- Transcripts ....................................................................................... 37
- Readmission ....................................................................................... 37
- Retention ........................................................................................ 37
- Students Called to Active Military Duty ........................................ 38
- Electronic Health Record Initial Training Policy ....................... 38
- Voter’s Registration Forms ............................................................... 38
- Minimum Computer Requirements ................................................ 38
- Student Complaint Policy ............................................................... 39
- Student Distance Learning ............................................................... 39

**Bachelor of Science in Nursing** ..................................................... 40

**Undergraduate Program Admission** ............................................ 42

- Admission to the College .............................................................. 42
- Admissions ..................................................................................... 42
- Admission Requirements .............................................................. 43
- Application Process ........................................................................ 43
- High School Student Early Admission ........................................ 43
- Admission of Registered Nurses .................................................. 44
- Cardiopulmonary Resuscitation (CPR) ........................................... 44
- Certification .................................................................................... 45
- Transfer Credit ................................................................................. 45
- Science Recency Policy ................................................................. 45
- Transfer of Nursing Credits .......................................................... 45

**Undergraduate Academic Policies** ................................................. 46

- Classification of Students .............................................................. 46
- Course Withdrawal .......................................................................... 46
- Leave of Absence ............................................................................ 46
- Graduation Requirements ............................................................... 46
- HESI Testing .................................................................................... 47
- Degree Granted ............................................................................... 47
- Licensure ......................................................................................... 47
- Criminal Background Checks for Licensure .................................. 47

**Bachelor of Science in Nursing Curriculum** .................................. 48

- Prenursing ...................................................................................... 48
- Nursing ......................................................................................... 49
- Prenursing Course Requirements .................................................. 50
- Accelerated Pathway RN to BSN ................................................ 51
- Credit Through Portfolio Review for RN to BSN/RN to MSN Accelerated Pathway ......................................................... 52
- College of Nursing Partnerships .................................................. 52

**Undergraduate Course Descriptions** ............................................. 54

- Core Courses .................................................................................. 54
- Electives ........................................................................................ 58

**Graduate in Nursing Programs** ...................................................... 61

**Master’s Program Admission** ....................................................... 62

- Description of Program Offerings ................................................ 62
- Revised Curriculum Effective Fall 2018 ....................................... 62
- Curriculum Retiring After 2018 ..................................................... 63
- Master’s Program Outcomes .......................................................... 64
- MSN Admission Requirements ..................................................... 64
- Admission Categories ................................................................. 65
- Time Limitations for Completion of Program .............................. 65
- Residency Requirements ............................................................... 65
2018–2019 Calendar

Fall 2018 Semester

Fall Tuition Due ................................................................. July 20, 2018
Faculty Return ................................................................. August 6, 2018
MSN New Student Orientation ............................................. August 15, 2018
BSN New Student Orientation ................................................ August 16, 2018
DNP New Student Orientation ............................................. August 23, 2018
Classes Begin ................................................................. August 20, 2018
Last Day to Change Registration ........................................... August 24, 2018
Labor Day Holiday .......................................................... September 3, 2018
Last Day to Withdraw with “W” .......................................... October 26, 2018
Thanksgiving Holiday ....................................................... November 22–23, 2018
Classes End ................................................................. December 7, 2018
Senior Sendoff/Graduate Program Recognition Dinner ........ December 13, 2018
Examination Period .......................................................... December 10–14, 2018
Commencement .............................................................. December 15, 2018
Faculty Last Day ............................................................. December 21, 2018

Spring 2019 Semester

Spring Tuition Due ............................................................ December 16, 2018
Faculty Return ................................................................. January 7, 2019
MSN New Student Orientation .............................................. January 8, 2019
BSN New Student Orientation ................................................ January 9, 2019
Classes Begin ................................................................. January 14, 2019
Last Day to Change Registration ........................................... January 18, 2019
Last Class Day Before Spring Break ..................................... March 8, 2019
Spring Break ............................................................... March 11–15, 2019
Classes Resume .............................................................. March 18, 2019
Last Day to Withdraw with “W” .......................................... March 29, 2019
Good Friday Holiday ........................................................ April 19, 2019
Classes End ................................................................. May 10, 2019
Graduate Program Recognition Dinner ............................... May 16, 2019
Examination Period .......................................................... May 13–17, 2019
Commencement .............................................................. May 18, 2019
Faculty Last Day ............................................................. June 7, 2019

Summer 2019 Session

Summer Tuition Due .......................................................... April 19, 2019
Graduate New Student Summer Orientation .................... May 15, 2019
Classes Begin ............................................................... May 20, 2019
Memorial Day Holiday ........................................................ May 27, 2019
Last Day to Withdraw with “W” .......................................... June 14, 2019
Independence Day Holiday ................................................ July 4, 2019
Classes End ................................................................. July 12, 2019
Final Exams ................................................................. July 15–16, 2019
2019–2020 Calendar

Fall 2019 Semester

- **Fall Tuition Due**: July 19, 2019
- **Faculty Return**: August 5, 2019
- **BSN New Student Orientation**: August 15, 2019
- **Classes Begin**: August 19, 2019
- **Last Day to Change Registration**: August 23, 2019
- **Labor Day Holiday**: September 2, 2019
- **Last Day to Withdraw with “W”**: October 25, 2019
- **Thanksgiving Holiday**: November 28–29, 2019
- **Classes End**: December 12, 2019
- **Final Examinations**: December 9–13, 2019
- **Graduate Program Recognition Dinner**: December 12, 2019
- **Commencement**: December 14, 2019
- **Faculty Last Day**: December 20, 2019

Spring 2020 Semester

- **Spring Tuition Due**: December 13, 2019
- **Faculty Return**: January 6, 2020
- **BSN New Student Orientation**: January 7, 2020
- **Classes Begin**: January 13, 2020
- **Last Day to Change Registration**: January 17, 2020
- **Last Class Day Before Spring Break**: March 6, 2020
- **Spring Break**: March 9–13, 2020
- **Classes Resume**: March 16, 2020
- **Last Day to Withdraw with “W”**: March 27, 2020
- **Good Friday Holiday**: April 10, 2020
- **Classes End**: May 8, 2020
- **Final Examinations**: May 11–15, 2020
- **Graduate Program Recognition Dinner**: May 14, 2020
- **Commencement**: May 16, 2020
- **Faculty Last Day**: June 5, 2020

Summer 2020 Session

- **Summer Tuition Due**: April 17, 2020
- **Graduate New Student Summer Orientation**: May 14, 2020
- **Classes Begin**: May 18, 2020
- **Memorial Day Holiday**: May 25, 2020
- **Last Day to Withdraw with “W”**: June 12, 2020
- **Independence Day Holiday**: July 4, 2020
- **Classes End**: July 10, 2020
- **Final Exams**: July 14–15, 2020
Thank you for considering Saint Francis Medical Center College of Nursing as the college of your choice. The College has over 110 years of providing excellence in nursing education. I invite you to review this Catalog and learn more about the outstanding undergraduate and graduate nursing programs offered at the College.

The College offers a Bachelor of Science in Nursing (BSN) degree for students entering the profession as a Registered Nurse (RN). For RNs who want to further their education, we offer the RN to BSN option, RN to MSN Accelerated pathway for RNs with a non-nursing baccalaureate degree, Master of Science in Nursing (MSN), and Doctor of Nursing Practice (DNP) programs. Each program educates you to become either an entry level or advanced practitioner able to provide safe, competent, quality nursing care to patients across the lifespan in a variety of health care settings. At whatever level of education you choose, you will be able to meet your patients’ needs and be responsive to the health needs of society and the health care system.

We endeavor to provide an academic and clinical environment that will educate students to meet the challenges of health care now and in the future. The faculty and staff are committed to helping students learn, grow, and achieve their professional dreams. We would like to be a partner with you as you journey towards your professional goals.

The College offers courses using distance education modalities in the RN to BSN, MSN and DNP programs. We strive towards providing service excellence, quality education, flexible course scheduling, traditional and distance education courses, and a welcoming and caring environment that celebrates diversity.

As a Catholic college, we believe in the Judeo-Christian tenets and encourage students to practice their own personal religious beliefs. We are honored to participate in the emotional, spiritual, and educational development of our students.

I invite you to learn more about the College by reading the Catalog, visiting the campus, or viewing the website at www.sfmccon.edu.

Vision Statement

“Embracing our Catholic heritage and standards of nursing excellence, Saint Francis Medical Center College of Nursing will provide the highest quality nursing education programs that produce the most prepared nurses, leaders, and educators capable of administering the highest quality professional nursing care and nursing education.”
Saint Francis Medical Center
College of Nursing
Approved by the State of Illinois Department of
Financial and Professional Regulation
320 West Washington, Springfield, IL 62786
(217) 785-0800

Approved by the State of Illinois Approving Agency
for Veterans’ Education and Training
833 South Spring Street, Springfield, IL 62794-9432
(217) 782-6641

Accredited by the Accreditation Commission for
Education in Nursing
3343 Peachtree Rd. NE, Suite 850, Atlanta, GA 30326
(404) 975-5000 (BSN only)

Accredited by the Accreditation Commission for
Education in Nursing Education (CCNE)
One Dupont Circle NW, Suite 530
Washington, DC 20036-1120
(202) 887-6791

Accredited by the Higher Learning Commission
230 South LaSalle Street, Ste 7-500
Chicago, IL 60604-1411
(800) 621-7440

Approved by the Illinois Board of Higher Education
(IBHE)
1 North Old State Capital Plaza, Suite 333
Springfield, OIL 62701-1344
www.ibhe.org

Agency member of the following:
Accreditation Commission for Educating in Nursing
(ACEN)
American Association of Colleges of Nursing (AACN)
American Association of Collegiate Registrars and
Admission Officers (AACRAO)
American College Health Association (ACHA)
American Health Science Education Consortium
(AHSEC)
American Library Association (ALA)
Association of Institutional Research (AIR)
Association of Veterans Education Certifying Officials
(AVECO)
Council for Higher Education Accreditation (CHEA)
Illinois Association of Colleges of Nursing (IACN)
Illinois Association of Student Financial Aid
Administrators (ILASFAA)
Midwest Association of Student Financial Aid
Administrators (MASFAA)
National Association of Clinical Nurse Specialists
(NACNS)
National Association of Student Financial Aid
Administrators (NASFAA)
National League for Nursing
The College

Location
OSF Saint Francis Medical Center
College of Nursing

History
Mission Statement
Statement of Values
Philosophy

College Goals
Baccalaureate Program Outcomes
Master’s Program Outcomes
Doctor of Nursing Practice Outcomes
Location

Saint Francis Medical Center College of Nursing is located on the campus of OSF HealthCare Saint Francis Medical Center in Peoria, Illinois. The College of Nursing is the only Catholic college of nursing in the Peoria Diocese. OSF Saint Francis is one of the largest Catholic health care facilities in the United States and the second largest employer in Peoria.

The metropolitan area of Peoria has a population of approximately 365,000 and is readily accessible by car from I-74 and various state routes. Peoria is known for its leading downstate health care facilities. The community offers a variety of cultural and recreational opportunities. Peoria is home to the Rivermen Ice Hockey Team and Peoria Chiefs Baseball Team. Peoria Players, Cornstock Theater, Amateur Musical Club, Opera Illinois, Broadway Theater League, Peoria Civic Center and theater and Peoria Art Guild offer numerous cultural events for the interested college student. Local college, university and community facilities offer opportunities for both spectator and participant activities.

OSF HealthCare Saint Francis Medical Center

OSF HealthCare Saint Francis Medical Center is an academic medical center affiliated with the University of Illinois College of Medicine at Peoria for medical education, offering nine residency programs as well as radiologic technology, medical technology, histotechnology, and diagnostic medical sonography and nursing. OSF Saint Francis is the primary clinical agency for the College of Nursing. The medical center also offers a dietetic internship program and is a clinical site for programs in physical therapy, occupational therapy and respiratory therapy. With a licensed bed capacity of 629, the medical center has more than 6,000 employees and has more than 800 physicians on staff.

OSF Saint Francis is a Level 1 trauma center (highest level granted by the State of Illinois) and a resource hospital in emergency medical services for most of north central Illinois. Other specialized services available include: regional neurosciences and neurosurgery center, eye donor center, kidney and pancreas transplantation, extracorporeal shockwave lithotripsy, Level III perinatal center (highest level granted by the State of Illinois), complete diagnostic radiology, MRI, cardiopulmonary services, rehabilitation center, health fitness program, adult and pediatric open heart surgery, hyperbaric oxygen therapy, radiation oncology with Gamma Knife and Trilogy System, the Susan G. Komen Breast Center, eating disorders services, geriatric services, community clinics, oncology unit, comprehensive sleep center, and maternal-fetal diagnostic center.

Within OSF Saint Francis are the OSF HealthCare Illinois Neurological Institute, OSF HealthCare Cardiovascular Institute and OSF HealthCare Children’s Hospital of Illinois. OSF Saint Francis brings together under one administrative structure all services and programs designed specifically for children. Included are: neonatal intensive care, pediatric intensive care, transitional care, general pediatrics and the newborn nursery.

In addition to experience at OSF Saint Francis and OSF Children’s Hospital, College of Nursing students also gain experience at Tazewell County Health Department, UnityPoint Health – Methodist, Human Service Center, agencies of the Catholic Social Services, colleges and various other community agencies.

College of Nursing

The College of Nursing, owned by The Sisters of the Third Order of St. Francis, is conveniently situated adjacent to OSF Saint Francis. It is accessible to disabled persons. The College classrooms, library and offices are located at the College. The Nursing Resource Center which houses four state-of-the-art simulation and skills laboratories is located in the Allied Building close to the College. The laboratories in the Nursing Resource Center provide students an opportunity for practice in patient care simulations.

The Sister Mary Ludgera Pieperbeck Learning Resource Center is an academic and research library that serves as an intellectual resource center for the teaching and learning mission of the College of Nursing. The Library provides support for the teaching at the College and support of the evidence-based research, evidence-based teaching, and the evidence-based learning of the College students, faculty, administration, staff, alumni, and staff within the OSF HealthCare system. The Library maintains an in-depth collection of material on all aspects
of nursing education, nursing theory, health care literature and trends and higher education. The Library provides access to and delivery of information resources in the fields of nursing practice and higher education. The Library provides instruction related to information literacy, information technology and information management as a means to facilitate learning, empower students and faculty, enhance critical thinking, promote scholarship and improve institutional outcomes.

The College supports an open access, state-wide system (I-Share). I-Share is an online public access catalog (OPAC) that provides information about the collections of many Illinois academic and research libraries. Participating libraries are collectively referred to as the I-Share libraries. The Library is a governing member of the I-Share community. Currently, there are more than 30 million Library items represented in the I-Share catalog. I-Share Libraries operate under the philosophy of universal borrowing. I-Share Libraries make their collections available to individuals (such as students, faculty and staff) who have current, valid affiliations with any I-Share institution. Students have borrowing privileges at the following Peoria area I-Share Libraries: University of Illinois College of Medicine Peoria (UICOMP), Bradley University Library, Illinois Central College Library, as well as the OSF Saint Francis Medical Center Library and Resource Center. Please refer to the Library web page for contact information and hours of operation: www.sfmcon.edu/library/library-services.html#hours.

College computer labs are open 24 hours a day to students living in the residence, offering internet access, e-mail capabilities, medical and nursing database searching, access to online journals, nursing software access and word processing. Computer assistance and instruction are available during library hours.

---

**History**

Saint Francis Medical Center College of Nursing continues the history of nursing education started by The Sisters of the Third Order of St. Francis, Peoria, Illinois, whose goal is to provide health care to the sick, injured and poor and education for health care providers to the community of Peoria and surrounding areas.

St. Francis Hospital School of Nursing was organized in 1905 for Sisters only. The School’s diploma program was approved by the State of Illinois in 1915 and opened to lay students in 1918. The School maintained continuous State approval of the diploma program. In 1950, the School received accreditation of the diploma program from the National League for Nursing (NLN) which continued through graduation of the last class in 1987. Throughout its existence the School of Nursing contributed significantly to the profession of nursing through its graduates. From 1905 through 1987, approximately 3,400 students graduated from the diploma program.

Throughout the years, the school developed, enriched and improved its educational program based upon the needs of health care consumers and changing trends in nursing and health care. Examples of responses to changing needs in health care and education were: provision of an accelerated program for the U.S. Cadet Corps; participation in an Exchange Visitors Program for students from China; and the provision of courses for affiliate students from other nursing programs in Illinois.

The College of Nursing was established in 1985, with approval of the baccalaureate program by the State of Illinois. The College’s first students enrolled as juniors in August 1986 and graduated in May 1988.

The College faculty and administration are committed to quality education as demonstrated by institutional and program accreditation. The College was granted candidacy with the North Central Association (NCA) in 1987, initial accreditation in 1991, and continued accreditation in 1996. The College continues its accreditation status through the Higher Learning Commission (HLC) through its participation in the Academic Quality Improvement Program. The last review occurred in March 2018 with reaffirmation of accreditation pending.

In March 1992, the College received initial accreditation of the baccalaureate program from the NLN. In November 2012, the Accreditation Commission for Education in Nursing (ACEN) granted the College continued accreditation of the baccalaureate nursing program through 2020. In keeping with the Mission of the Sisters, the College of Nursing continues a tradition of excellence in nursing education.
The BSN Program is accredited by the Commission on Collegiate Nursing Education (CCNE) through 2022. The next visit is scheduled for 2021.

In March 2000, the College received approval from the OSF HealthCare Board of Directors to develop and implement a Master of Science in Nursing (MSN) program. In May 2001, the College received approval from the Accreditation Commission for Education in Nursing (ACEN) to offer an MSN program. In June 2001, HLC approved the program. In February 2004, the Graduate Program was accredited by HLC and in fall 2004, the Graduate Program received initial accreditation by ACEN through 2009. Continuing accreditation through 2017 was granted in 2009. The MSN Program is accredited by the Commission on Collegiate Nursing Education (CCNE) through 2022. The next visit is scheduled for 2021.

The graduate program of study is designed to provide the baccalaureate professional nurse with current advanced knowledge and skills in a variety of master’s degree options. The College offers Master’s degrees in Nurse Educator, Neonatal Nurse Practitioner, Family Nurse Practitioner, Nursing Management Leadership and Psychiatric Mental Health Nurse Practitioner (Across the Lifespan). The Adult Gerontology Acute Care Nurse Practitioner option was added beginning in fall 2018. An accelerated pathway to the MSN for RNs with a non-nursing Bachelor’s degree is available. The College also offers Post Graduate Certificates in Nurse Educator and Family Nurse Practitioner. In fall 2018, the College will have Adult Gerontology Acute Care Nurse Practitioner and Psychiatric Mental Health Nurse Practitioner Post Graduate Certificates options available.

On June 15, 2007, the College Board gave the Graduate Committee approval to conduct an investigation for the Doctorate of Nursing Practice (DNP) to be offered. On July 23, 2007, the Board of Directors of OSF HealthCare reviewed and accepted the proposed implementation of DNP. In December 2008, the Higher Learning Commission extended accreditation to include the DNP and the first semester of DNP courses began fall 2009. The DNP program was accredited by the ACEN in 2012 until 2017. In 2013, the College added a Doctor of Nursing Practice Leadership Option. The BSN to DNP option was approved by the College Board in 2018. The four BSN-DNP options, to begin in fall 2018, include Adult Gerontology Acute Care Nurse Practitioner, Neonatal Nurse Practitioner, Family Nurse Practitioner and Psychiatric Mental Health Nurse Practitioner.

The DNP Program is accredited by the Commission on Collegiate Nursing Education (CCNE) through 2022. The next visit is scheduled for 2021.

Mission Statement

Saint Francis Medical Center College of Nursing is a private, Catholic, specialized institution. The College, founded and operated by The Sisters of the Third Order of St. Francis, is enriched by the heritage of the Sisters who have a Mission of caring and commitment to quality health care.

The College provides nursing education programs at the undergraduate and the graduate levels. The upper division baccalaureate program prepares the student for the practice of professional nursing. This program builds on and incorporates theories, concepts and principles from behavioral, natural and social sciences. The graduate program builds on the prior nursing knowledge and experiences to prepare the nurse for the advanced roles in nursing. The College serves the community by educating competent entry level and advanced practitioners in a tradition of excellence in nursing, who deliver caring, comprehensive, and complex care responsive to the changing needs of society in a dynamic health care environment. The faculty and students of the College participate in both scholarly and service activities that contribute to knowledge development related to education, nursing and health care.

Statement of Values

The philosophy of Saint Francis Medical Center College of Nursing, developed by the faculty, is congruent with the philosophy and Mission statement of The Sisters of the Third Order of St. Francis. It is in accord with Catholic philosophy and flows from the ideals of St. Francis of Assisi who had a great love for God and humankind, especially the sick and the poor. The following values flow from this philosophy and permeate all aspects of the College. The purposes of the College of Nursing Value Statements are to: support the Mission and philosophy, provide direction for the day-to-day activities and decisions, specify how individuals should behave and provide meaning to each person’s work.
I. Personal & Professional Development

• **Learning** is a lifelong, interactive process in which critical thinking and intellectual inquiry skills are developed and a change of behavior, attitude or thought patterns occur. Learners are valued as unique individuals, with diverse life experiences and varied attitudes and values, who are active participants in the process.

• **Caring** develops helping relationships influenced by cultural and spiritual values and promotes the growth and self-actualization of the client, nurse, student and employee. The College values open and honest communication, which fosters trusting relationships among ourselves and those we serve.

• **Leadership** is facilitating action by developing people to achieve and maintain change. Leadership embraces the importance of responsibility, accountability, and commitment. It is the ability to have a vision for the College, enable and empower others to attain the vision through using and developing trusting relationships.

• **Personal worth and dignity** recognizes the unique value of each person as an individual, regardless of race, color, age, gender, ethnic background or religion. Born with intellect and free will, the individual is a member of society and an adaptive being who is constantly interacting with the environment while striving toward self-actualization throughout the life cycle.

II. Service

• **Integrity** believes in Judeo-Christian tenets, which permeate the curriculum and promote the ethical values of human dignity, justice, service and respect for life. These values provide a foundation for the institution in its practices and relationships and are essential in the College’s commitment to high standards of institutional and individual integrity.

• **Responsibility** is the obligation to accomplish a task or assignment. Accepting responsibility for one’s work or life provides a sense of inner control, which leads to owning responsibility for what is happening in one’s life.

• **Accountability** is defined as the act of accepting ownership for one’s responsibilities and the results or the lack of results without blame and rationalizations. Accountability focuses on outcomes. Accountability is a personal choice to demonstrate ownership necessary for achieving the desired, clearly identified outcomes and results. We believe that each employee will ask what else I can do to achieve, advance, grow or enhance the achievement of the outcomes of the College and their personal life. The College accepts responsibility and holds each other accountable for carrying out the Mission of the College through quality nursing education, qualified faculty and sufficient support for excellence in student learning outcomes. The College strives to educate students about the need for personal and professional accountability.

III. Quality includes excellence. We believe in achieving the best results possible, not just doing a job.

• **Excellence** is the commitment to quality nursing education programs at the undergraduate and graduate levels. Quality and excellence are ensured through the collection, analysis and use of evidence-based practice, education and data from the Systematic Evaluation Plan for development, maintenance or revision of the educational programs and outcomes of the College. The College is committed to being the best of the best.

IV. Agility is the commitment to being future focused and forward thinking in planning and delivering nursing education programs. This forward and focused thinking propels the College towards its Mission of excellence in nursing education.

---

**Philosophy**

The philosophy of Saint Francis Medical Center College of Nursing, developed by the faculty, is congruent with the philosophy and Mission statement of the Sisters of the Third Order of St. Francis. It is in accord with Catholic philosophy and follows the ideals of St. Francis of Assisi, who had a great love for God and humankind, especially the sick and the poor.
Philosophy of Nursing

We believe each person is created by God with a mortal body and an immortal soul whose ultimate aim is eternal salvation. We believe each person, born with intellect and free will, has personal dignity and natural rights with associated responsibilities to God, humankind and society.

The individual, as a member of society, is an adaptive being who is constantly interacting with the environment while striving toward self-actualization throughout the life cycle. We believe society is a multicultural system composed of interdependent individuals, families, groups and communities. Society has the responsibility to provide a health care system that is responsive to changing knowledge, technology and human resources, and is accessible to its members. The faculty believes health is a dynamic state in which the individual adapts to one’s internal and external environments so that there is a state of physical, emotional, intellectual, social and spiritual well-being. We believe that health encompasses both wellness and illness. Inherent in the individual’s rights is the right to attain optimal health and the right to health care.

We believe professional nursing is an art and an applied science which builds on the behavioral, natural and social sciences. Nursing utilizes selected concepts, theories, principles, and research in the implementation of the nursing process. The nurse, through application of the nursing process, assists the patient in achieving optimal health status by facilitating adaptation within the individual’s social system. As the health care system changes, the professional nurse must be prepared to assume a variety of emerging roles. The goals of nursing are the promotion and maintenance of health, the care and rehabilitation of the sick and the injured, and the support of the dying. To achieve the goals of nursing, the professional nurse collaborates with the patient, family and members of the interprofessional health care team in planning and providing care and in promoting health of the individual, the family and the community.

We believe caring is an essential element of both the art and science of nursing. Caring permeates all areas of nursing practice and facilitates the achievement of nursing goals. Caring is a helping relationship which is influenced by cultural and spiritual values and which promotes growth and self-actualization of the patient and the nurse.

Philosophy of Nursing Education

The faculty believes that the purpose of nursing education is to promote a student centered learning environment that develops critical thinking, skills of inquiry, creative thinking and problem solving in the process of obtaining knowledge. The faculty believes that learning, a lifelong process, occurs when the individual is an active participant. Learning is both an independent and interdependent process. We believe that students learn through cyclical processes in which theory and practice reinforce one another. The faculty accepts responsibility as educators to foster a student-centered learning environment which maximizes each individual’s unique potential. The learner in a student-centered learning environment draws from previous experiences to make meaning of current situations.

We believe that the student is a unique individual who has intrinsic worth, is deserving of respect and is capable of making informed decisions regarding learning. The faculty recognizes that the learner comes from a sociocultural background with diverse life experiences and varied attitudes and values. The faculty believes that the student is at the center of the curriculum and is an active participant in learning and “coming to know.” The faculty acts as a guide and facilitator in the learning process and is responsible for the development, implementation, and evaluation of the learning experience. Planned learning activities advance intellectual inquiry, self-reflection, critical thinking, effective communication and self-directed, independent learning.

We believe that the goal of the academic programs is to facilitate deep learning which involves the critical analysis of new ideas, linking them to already known theories, concepts and principles. This type of learning leads to understanding and long-term retention of concepts so that they may be used as the basis for problem solving in unfamiliar contexts. Deep learning promotes understanding and application for life.

Baccalaureate and Graduate Education

The faculty believes that the baccalaureate nursing education builds upon and incorporates the natural and social sciences and the liberal arts. This broad foundation provides the understanding of humankind and society necessary for the learner to begin the implementation of the nursing process. We believe professional nursing education integrates theories, principles and knowledge from the general studies with nursing theories,
concepts and experiences. Baccalaureate nursing education prepares the graduate for the practice of professional nursing as a generalist who is able to function independently and interdependently with individuals, families and groups in a variety of health care settings. Graduate nursing education prepares the individual for advanced nursing practice. The graduate is prepared to function autonomously in a variety of roles and settings. Students integrate theory, research and practice for the improvement of patient care and the advancement of nursing practice and the profession.

We believe the Judeo Christian tenets underlying the nursing education at Saint Francis Medical Center College of Nursing promote values essential for the personal and professional philosophy of God and humankind. These values, inculcated throughout the curricula, guide the learner to evolve into an ethical and accountable professional nurse.

- **College Goals**

Saint Francis Medical Center College of Nursing offers educational opportunities which:

- Prepare the graduate to practice professional nursing in a variety of roles and health care settings.
- Provide the essential foundation for graduate study in nursing.
- Foster the commitment to personal and professional growth and accountability.

- **Baccalaureate Program Outcomes**

The graduate:

1. Synthesizes theories, concepts and principles from behavioral, natural and social sciences, technologies, and nursing as a foundation for the practice of professional nursing.
2. Implements culturally appropriate caring behaviors in nursing practice.
3. Integrates written, oral, technology and information literacy skills to facilitate communication within the nurse-patient relationship and interprofessional collaboration in a variety of health care settings.
4. Models critical thinking, skills of inquiry and problem solving skills for effective decision making in nursing practice based on best evidence.
5. Implements the nursing process to assist patients and families throughout the life cycle in reaching optimal health by facilitating adaptation of physical, emotional, intellectual, social and spiritual well-being.
6. Applies leadership through engaging in professional nursing within a political, legal, ethical, social and financial framework to implement patient safety and quality within the context of the interprofessional team and health care system.
7. Demonstrates responsibility and accountability for personal and professional growth and development and is responsive to emerging roles within the profession.
8. Employs the process of self-reflection to continually improve practice and engage in lifelong learning.

- **Master’s Program Outcomes**

The graduate of the master’s degree program is able to:

1. Integrate theory, research and practice using critical thinking for the improvement of client care in a variety of settings and the advancement of the nursing profession.
2. Practice autonomously in a variety of professional roles to respond to the social, economic, ethical, political and legal issues impacting the needs of clients and the nursing profession.
3. Express caring in professional interactions which supports the values and promotes the growth and self actualization of individuals, groups and communities.
4. Provide collaborative leadership within the complex health care system in a culturally diverse society.
5. Synthesize the principles of education to develop interventions that promote, maintain and restore health.
Doctor of Nursing Practice Outcomes

The graduate of the doctoral degree program is able to:

1. Incorporate advanced levels of clinical judgment and scholarship into nursing and leadership.

2. Appraise scientific knowledge, as well as new and current approaches in nursing practice, and leadership to promote optimal outcomes.

3. Examine leadership in organizations and systems to assure quality care delivery models.


5. Evaluate programs, health care delivery systems and outcomes using information systems.

6. Advocate for health care practice change through policy development and evaluation.

7. Adapt appropriate leadership roles for effective transdisciplinary collaboration to achieve optimal outcomes.

8. Combine ethical principles with decision making processes in health care practices and systems.

9. Integrate advanced clinical reasoning and judgment in the management of complex clinical situations and systems.
Admission to the College
General Requirements for Undergraduate and Graduate Programs

Nondiscriminatory Policy

International Students Application Process

College of Nursing Health Requirements

Mandatory Health Compliance

Pregnancy

Core Performance Standards & Criteria of Admission and Progression

Disability Policy

Insurance

Transportation
Nondiscriminatory Policy

The College admits qualified students without regard to national or ethnic origin, race, color, creed, sex, age or other legally protected category applicable to the College.

International Students Application Process

International students are all students who are not U.S. citizens. The RN-BSN and graduate student must be United States citizens to be admitted into their respective programs. Any applicant who is not a U.S. citizen must follow the International Students Application Process.

1. International students must meet the same College of Nursing admission requirements as students who are educated in the U.S.

2. A College of Nursing Application for International Admission and nonrefundable application fee ($75) must be submitted to the College for either the undergraduate or graduate program by February 1 for fall semester and August 1 for spring semester. Late applications will be deferred to the next semester.

3. The prospective student must submit high school and college official transcripts, or its equivalent, in English (or a certified translation). The transcripts must be mailed directly to the College of Nursing from the institutions that were attended and must include the School’s seal.

4. Official transcripts that are not in English must be evaluated by an official credentialing center and a copy of the evaluation must be sent by the Center directly to the College. The prospective student may obtain information about credentialing centers from the College. A course-by-course evaluation is required. The prospective student assumes the responsibility for providing transcript evaluation and must pay for the evaluation.

5. The Test of English as a Foreign Language (TOEFL) is required of all applicants whose native language is not English. To satisfy this requirement, the prospective student must take the TOEFL with a minimum score of 550 for paper/pencil or 79 for internet-based test. Students who do not pass the TOEFL must confer with a representative of the Admissions Office and be considered by the Admissions and Progression Committee. Test scores cannot be more than two years old. The TOEFL exam is waived for applicants with an earned bachelor’s or master’s degree from a U.S. college or university.

6. An interview is optional at the request of either the College or the applicant.

7. Prospective students are required to show assured financial support for the two years at the College. Bank certification is required to assure that the student has the amount required for cost of attendance. If funds are from a source other than the applicant, i.e., a sponsor, the sponsor must sign the form and note amount of funding pledged. Bank certification must have original seal of the financial institution. No photocopies or fax copies will be accepted.

College of Nursing Health Requirements

A personal health history and specified lab work are required upon entering the program. Specific lab work must be ordered and performed by a certified medical professional. The certified medical professional will confirm the student’s ability to participate at the College. All students except students-at-large are required to submit the required lab work at least three weeks prior to the start of the term of the initial enrollment at the College. No student may attend class, clinical or practicum until all forms are complete and documented. Documentation of latex sensitivity, as well as Health Insurance Portability and Accountability Act of 1996 (HIPAA) Agreement is required.

In accordance with regulations of the Illinois Department of Public Health, CDC guidelines and OSF HealthCare Saint Francis Medical Center, all students are required to present proof of immunity against vaccine preventable diseases prior to beginning classes at the College. All documents are to be submitted to castlebranch.com, a secure website. Uploading of all files associated with this website is the responsibility of the student. The following immunizations are necessary to help protect yourself, your classmates and your patients in the classroom and clinical setting.
**Tuberculosis screening**
- If a student is currently getting annual TB testing, please provide documentation for the last two years.
- If a student is not currently getting annual TB testing, a two-step TB test or Quantiferon Gold (QFT) TB blood draw is required.
- If a student has a positive TB test, a clear chest x-ray is required.

**MMR**
- Provide proof of immunity to rubella, measles (rubeola) and mumps if born in 1957 or later.
- Documentation of two measles, mumps, rubella (MMR) vaccines
- If documentation of two MMR vaccines cannot be provided, an MMR titer must be completed, which checks antibody levels to measles, mumps and rubella. A quantitative lab report showing positive titers is required. If any titer is negative (measles, mumps or rubella), the student is required to receive the MMR vaccine.

**Hepatitis B**
- The series of three injections at recommended intervals is required, followed by a positive titer.
- If the student has received the series at any time previously, a positive Hepatitis B surface antibody titer is required to detect immunity (quantitative lab report required). If the titer result is negative, the student is required to repeat the Hepatitis B series at recommended intervals, or complete a declination waiver.
- High Risk individuals who should not receive the Hepatitis B vaccine include:
  - History of Hepatitis B infection
  - Pregnant women
  - Individuals with a serious concurrent infection
  - Individuals documentation of allergy to yeast or formaldehyde

**Varicella (Chicken Pox) Immunity**
- Due to direct patient contact in the area of high risk health conditions, the Varicella titer is required.
- Students must demonstrate immunity to varicella (chicken pox) by a positive antibody titer (varicella titer, quantitative lab report required).
- If antibody titer shows non-immunity, a varicella booster is required.

**TDaP**
- Proof of vaccine or TDaP within the last 10 years is required.
- Students born outside of the United States must provide documentation of a minimum of three doses (DPT/Td) with at least one dose within the past ten years and at least one TDaP.
- TDaP must be renewed every 10 years.
- If unable to receive the vaccine due to allergy, medical condition, etc., a written note must be provided by a health care provider.

**Influenza**
- Documentation of annual Influenza vaccination for the current flu season or declination waiver is required of all students.
- If unable to receive a vaccine due to allergy, medical condition, etc., a written note must be provided by the student’s health care provider.

**Meningococcal Conjugate Vaccine**
- For all incoming students under the age of 22, there must be documentation showing receipt of one dose of the Meningococcal Conjugate vaccine on or after their 16th birthday.
- This vaccine is also strongly recommended for all incoming dorm students over the age of 22.

**Drug Screen**
- A 10 panel urine drug screen is required.
- Documentation of drug screen results is required.
- Drug screen must be obtained no sooner than 30 days prior to start of the semester.
- Student will be directed by castlebranch.com where to obtain 10 panel drug screen.

Student should check with their physician if they are concerned regarding any of the above risks

---

**Mandatory Health Compliance**

The College of Nursing requires all nursing students to have current proof of health safety requirements on file uploaded on to their online health tracker account throughout their enrollment. Students will be registering for classes prior to the start of the term, so it is important that the required Health Records forms be submitted no later than three weeks prior to the start of the term.

No student may attend classroom, clinical or practicum, or access the online learning management system if there is a deficiency in any of these requirements.
Pregnancy

The College adheres to all policies related to pregnancy in the Illinois Human Rights Act, Pregnancy Discrimination Act, and Americans with Disabilities Act. Please see the College Health Nurse or Dean for questions on the policy or for requesting accommodations.

Disability Policy

In compliance with Section 504 of the Rehabilitation Act of 1973, as amended (Section 504), Saint Francis Medical Center College of Nursing does not discriminate on the basis of disability in the administration of its educational policies, programs or activities; admission policies and practices, student aid and other College administered programs or activities receiving federal funds or in the employment of its faculty and staff. Additionally, the College prohibits discrimination by others, including faculty, staff, students, partner agencies, contractors/agents/licensors, and/or visitors to its programs and facilities.

Section 504, states in part that, “no qualified individual with a disability in the United States as defined in section 705(20) of this title, shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance” 29 USC 794.

“Individual with a disability” means person with a physical or mental health condition that substantially limits a major life activity. “Individual with a disability” also means an individual regarded as having a disability when s/he does not or who has a record of a disability. Disabilities may include but are not limited to attention deficit disorder and health, mental/psychological, physical, and sensory and learning disabilities. Major life activities include such things as: caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.

“Qualified individual with a disability” means an individual with a disability who meets the eligibility criteria established for acceptance and continued participation in the College’s nursing program, including performance of the Core Performance Standards of the program, with or without reasonable accommodations.

“Basis of disability” means on the basis of a real or perceived disability or a record of a disability.

Requesting Accommodations

The College requires students with disabilities who believe that they need special classroom/clinical accommodations to identify themselves to the Dean of the Undergraduate or Graduate Program, as appropriate, and provide appropriate documentation of the disability and its impact on the student’s ability to meet the Core Performance Standards. The President or his/her designee shall develop documentation guidelines to assist with this process and insure their availability to students or other individuals upon request.

Whether a student is a qualified individual with a disability is an individualized decision determined by a group of knowledgeable individuals, which may include the student and the student’s medical providers if appropriate under the circumstances. Mitigating measures are not taken into consideration when the College determines whether a student is a qualified individual with a disability, other than those recognized by law, such as glasses. However, mitigating measures may be considered when determining whether requested accommodations are necessary or reasonable. Examples of mitigating measures include but are not limited to, medication or use of assistive technology.

The procedure for students and further information can be found in the Student Handbooks.

Insurance

All students are expected to carry health and hospitalization insurance. All costs incurred by a student and not covered by insurance will be billed to the student. Policy guidelines are outlined in the Student Handbooks.

Undergraduate and graduate students registered for a laboratory/clinical course are enrolled in a group professional liability insurance plan.

Students using their own cars for transportation during any clinical experience may be required to show evidence of automobile liability insurance.

Transportation

Various clinical agencies are utilized by the College for student clinical experience. Students are responsible for transportation to and from all clinical agencies and for transportation associated with course assignments.
Core Performance Standards & Criteria of Admission and Progression

Students admitted into the College of Nursing Program must be able to engage in the essential skills listed in the table below, with or without reasonable accommodations, throughout the period of their enrollment. These skills are essential requirements for this program and reflect what typically are deemed to be essential skills to support licensing and employment in the nursing profession. There may be other essential duties for some clinical agencies with which the College of Nursing partners, which will be disclosed to students at the time of their consideration for placement at those agencies or upon request.

<table>
<thead>
<tr>
<th>Issues</th>
<th>Standard</th>
<th>Some Examples of Necessary Activities (not all inclusive)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpersonal</td>
<td>Interpersonal abilities sufficient to interact with individuals, families and groups from a variety of social, emotional, economic, religious, cultural, and intellectual backgrounds.</td>
<td>Establish rapport with patients/clients and colleagues and other health care providers.</td>
</tr>
<tr>
<td>Communication</td>
<td>Communication proficiency at a competent level in English, both verbal and written, to include reading, writing, spelling, speaking and listening.</td>
<td>Explain treatment procedures, initiate health teaching, document and interpret nursing actions and patient/client responses. Document clearly, correctly, and without spelling errors. Read and write at College levels.</td>
</tr>
<tr>
<td>Mobility</td>
<td>Physical abilities sufficient to provide safe and effective nursing care. Must be able to lift up to 60 pounds and carry objects weighing up to 20 pounds.</td>
<td>Work in a standing position with frequent walking most of an eight-hour day; bend and stoop, push and pull objects such as a wheelchair, cart, gurney or equipment; lift and transfer clients from a stooped to an upright position.</td>
</tr>
<tr>
<td>Motor Skills</td>
<td>Gross and fine motor abilities sufficient to provide safe and effective nursing care.</td>
<td>Calibrate and use equipment; administer medications; position patients/clients.</td>
</tr>
<tr>
<td>Hearing</td>
<td>Auditory ability sufficient to monitor and assess health needs, to communicate with individuals, families, groups, communities and health care professionals, and to provide therapeutic interventions accurately.</td>
<td>Hear and respond to verbal communication and requests: respond to emergency signals, auscultatory sounds, percussion and auscultation, and hear cries for help.</td>
</tr>
<tr>
<td>Visual</td>
<td>Visual ability sufficient for observation, assessment and provision of nursing care.</td>
<td>Observe and respond to patients/clients and provide therapeutic interventions accurately; closely examine images or other forms of output from diagnostic equipment or patient body fluids; visually discriminate medication and syringe labels; determine variations in skin color of client.</td>
</tr>
<tr>
<td>Tactile</td>
<td>Tactile ability sufficient for observation, assessment and provision of nursing care.</td>
<td>Perform palpation and other functions of physical examination or those related to therapeutic intervention, e.g., insertion of a catheter.</td>
</tr>
<tr>
<td>Other</td>
<td>Mental alertness sufficient to provide safe, effective nursing care.</td>
<td>Observe and respond to patients/clients and provide therapeutic interventions accurately and safely. Able to concentrate and remain on task to completion.</td>
</tr>
</tbody>
</table>

Adapted from the Southern Council on Collegiate Education in Nursing Guidelines With minor additions or changes.
Financial Information

Financial Assistance

Application and Eligibility Requirements

Satisfactory Academic Progress
Requirements for Financial Aid Recipients

Payment Policy

Institutional Refund Policy

Return of Funds Policy
Financial Assistance

A variety of scholarships, grants and loans are available from many community organizations, foundations, civic and religious groups, and government agencies.

The College of Nursing participates in the Federal Pell Grant, Federal Direct Loan Programs, the Illinois Student Assistance Commission (ISAC) Monetary Award Program (MAP), the Veterans Educational Benefits Program (VA) and various tuition assistance programs.

Students are encouraged to apply for all forms of financial assistance. Early application, preferable between January and April for the following fall and spring semesters, will enhance the student’s options for obtaining financial assistance.

The Student Finance Office coordinates the different types of financial assistance and is available to counsel students and parents regarding financial assistance.

Application and Eligibility Requirements

Federal and State Assistance
1. Complete the Free Application for Federal Student Aid (FAFSA) and the Saint Francis Medical Center College of Nursing Institutional Application.
2. Maintain satisfactory academic progress.
3. Complete the prenursing curriculum and be enrolled as a degree-seeking student. Graduate students may be eligible for a preparatory coursework student loan provided they meet the criteria. Students not pursuing a degree or have prenursing incomplete are not eligible for any type of federal or state assistance.
4. Be a U.S. citizen, national, permanent resident, or have approved refugee status.

Institutional Scholarships or Loans
Due to the generosity of individuals and businesses, institutional and private College of Nursing scholarships/loans are available to qualified undergraduate and graduate students. Saint Francis Medical Center College of Nursing utilizes an online application process for these scholarships.

OSF HealthCare Saint Francis Medical Center
1. The OSF HealthCare Saint Francis Medical Center Modified Educational Employment Program (MEEP) is designed to provide educational assistance in the form of a $4,000/semester forgivable loan to qualified undergraduate students who are enrolled full time at the College of Nursing and willing to commit to employment at OSF Saint Francis following graduation.
2. The College of Nursing is pleased to offer the President and College of Nursing (CON) Scholarship opportunities available to incoming students who will be starting the program in either the fall or spring semester. Saint Francis Medical Center College of Nursing utilizes an online application process for these scholarships.
3. Employee Tuition Waiver may be available to undergraduate and graduate students who are regular full- or part-time (minimum 32 hours per pay period) employees of OSF Saint Francis. Additional criteria and application information can be obtained from OSF Saint Francis Organizational Development (HR).

Satisfactory Academic Progress Requirements for Financial Aid Recipients
7/1/2018 – Effective immediately and replaces all other satisfactory academic progress policies for financial aid recipients printed in any institutional publication or document.

Federal and state regulations require that the College of Nursing establish and implement a policy to measure satisfactory academic progress toward the baccalaureate and the Master of Science in Nursing. Standards of satisfactory academic progress are applied to all students who wish to establish or maintain financial aid eligibility at Saint Francis Medical Center College of Nursing. The progress of financial aid recipients is evaluated each semester (including summer) based on qualitative measurement, quantitative measurement and program completion. Students must be making academic progress regardless of whether the student has previously received aid. Students who have completed their Bachelor of Science in Nursing (BSN) at Saint Francis Medical Center College of Nursing and enroll in the graduate program will not have their undergraduate coursework count toward hours attempted/completed. Before aid is disbursed, a student’s progress will be evaluated according to policy guidelines.
Qualitative Measurement (GPA)

• An undergraduate student must maintain a semester and cumulative grade point average of 2.0 on a 4.0 scale.

• A graduate student must maintain a semester and cumulative grade point average of 3.0 on a 4.0 scale.

• If a student repeats a course, only the higher grade and credit are computed into the grade-point average although both grades will appear on transcript (please refer to the catalog for any questions regarding academic policies). Please note that grades can be excluded for prior attempts when calculating a student’s GPA, but these prior attempts will be included when measuring the quantitative component or cumulative credit hours required.

Quantitative Measurement (Credit Hours)

Each semester, the student must successfully complete two thirds (or more) of cumulative credit hours attempted (rounded up to the nearest whole credit hour). Grades of C (graduate program only), D, F, W, WF, WP or I are not counted as successful completion of credit hours.

If a grade change report is received from the director of admissions/registrar, Satisfactory Academic Progress will be re-evaluated to determine eligibility to receive further financial assistance. Student will be notified in writing of any changes in their financial aid eligibility.

Program Completion Time

The maximum time frame may not exceed 150 percent of the published length of the program measured in credit hours attempted. Each semester, the student must successfully complete two thirds (or more) of cumulative credit hours attempted (rounded up to the nearest whole semester hour).

• Bachelor of Science in Nursing – Undergraduate
  The published length is 65 credit hours. The maximum time frame must not exceed 98 attempted credit hours at Saint Francis Medical Center College of Nursing (includes any transfer nursing curriculum courses).

• Accelerated Pathway RN to BSN – Undergraduate
  The length of the program is 64 credit hours. The maximum time frame must not exceed 97 attempted credit hours at Saint Francis Medical Center College of Nursing (includes any transfer nursing curriculum courses).

• Accelerated Pathway to Master of Science in Nursing – Graduate Master’s
  Students must complete their educational program within a time frame no longer than 150% of the published length of the educational program. The published length for a student to obtain his/her degree varies. Please refer to the College of Nursing Catalog to determine the published length of the degree option you are pursuing.

• Adult Gerontology Clinical Nurse Specialist – Graduate Master’s
  The published length is 43 credit hours. The maximum time frame must not exceed 65 attempted credit hours at Saint Francis Medical Center College of Nursing (includes any transfer nursing curriculum courses).

• Adult Gerontology Acute Care Nurse Practitioner – Graduate Master’s
  Effective fall 2018, the published length is 52 credit hours. The maximum time frame must not exceed 78 attempted credit hours at Saint Francis Medical Center College of Nursing (includes any transfer nursing curriculum courses).

• Nurse Educator – Graduate Master’s
  The published length is 36 credit hours. The maximum time frame must not exceed 54 attempted credit hours at Saint Francis Medical Center College of Nursing (includes any transfer nursing curriculum courses). Effective Fall 2018, the published length of this program is 39 credit hours. The maximum time frame must not exceed 59 attempted hours at Saint Francis Medical Center College of Nursing (includes any transfer nursing curriculum courses).

• Nursing Management Leader – Graduate Master’s
  The published length of this program is 33 credit hours. The maximum time frame must not exceed 50 attempted hours at Saint Francis Medical Center College of Nursing (includes any transfer nursing curriculum courses). Effective fall 2018, the published length of this program is 36 credit hours. The maximum time frame must not exceed 54 attempted hours at Saint Francis Medical Center College of Nursing (includes any transfer nursing curriculum courses).

• Neonatal Nurse Practitioner – Graduate Master’s
  The published length of this program is 39 credit hours. The maximum time frame must not exceed 59 attempted hours at Saint Francis Medical Center College of Nursing (includes any transfer nursing curriculum courses). Effective fall 2018, the published length of this program is 42 credit hours. The maximum
time frame must not exceed 63 attempted hours at Saint Francis Medical Center College of Nursing (includes any transfer nursing curriculum courses).

- **Family Nurse Practitioner – Graduate Master’s**
  The published length of this program is 44 credit hours. The maximum time frame must not exceed 66 attempted hours at Saint Francis Medical Center College of Nursing (includes any transfer nursing curriculum courses). Effective fall 2018, the published length of this program is 47 credit hours. The maximum time frame must not exceed 71 attempted hours at Saint Francis Medical Center College of Nursing (includes any transfer nursing curriculum courses).

- **Family Psychiatric Mental Health Nurse Practitioner – Graduate Master’s**
  The published length of this program is 46 credit hours. The maximum time frame must not exceed 69 attempted hours at Saint Francis Medical Center College of Nursing (includes any transfer nursing curriculum courses). Effective fall 2018, the published length of this program is 49 credit hours. The maximum time frame must not exceed 74 attempted hours at Saint Francis Medical Center College of Nursing (includes any transfer nursing curriculum courses).

- **DNP Clinical – Post-Master’s Doctorate Degree**
  The published length of this program is 39 credit hours. The maximum time frame must not exceed 59 attempted hours at Saint Francis Medical Center College of Nursing (includes any transfer nursing curriculum courses). Effective fall 2018, the published length of this program is 40 credit hours. The maximum time frame must not exceed 60 attempted hours at Saint Francis Medical Center College of Nursing (includes any transfer nursing curriculum courses).

- **DNP Leadership – Post-Master’s Doctorate Degree**
  The published length of this program is 39 credit hours. The maximum time frame must not exceed 59 attempted hours at Saint Francis Medical Center College of Nursing (includes any transfer nursing curriculum courses). Effective fall 2018, the published length of this program is 40 credit hours. The maximum time frame must not exceed 60 attempted hours at Saint Francis Medical Center College of Nursing (includes any transfer nursing curriculum courses).

- **Adult Gerontology Acute Care Nurse Practitioner – Graduate BSN-DNP**
  Effective fall 2018, the published length is 77 credit hours. The maximum time frame must not exceed 116 attempted credit hours at Saint Francis Medical Center College of Nursing (includes any transfer nursing curriculum courses).

- **Family Nurse Practitioner – Graduate BSN-DNP**
  Effective fall 2018, the published length of this program is 72 credit hours. The maximum time frame must not exceed 108 attempted hours at Saint Francis Medical Center College of Nursing (includes any transfer nursing curriculum courses).

- **Family Psychiatric Mental Health Nurse Practitioner – Graduate BSN-DNP**
  Effective fall 2018, the published length of this program is 77 credit hours. The maximum time frame must not exceed 116 attempted hours at Saint Francis Medical Center College of Nursing (includes any transfer nursing curriculum courses).

- **Neonatal Nurse Practitioner – Graduate BSN-DNP**
  Effective fall 2018, the published length of this program is 73 credit hours. The maximum time frame must not exceed 110 attempted hours at Saint Francis Medical Center College of Nursing (includes any transfer nursing curriculum courses).

---

**Financial Aid Warning**

Warning occurs when requirements have not been met in either area (qualitative and quantitative). Student can receive financial aid during this warning status, but must “make satisfactory progress” when measured against all areas at the end of the next period of enrollment.

**Financial Aid Academic Progress Suspension**

Suspension occurs when requirements have not been met after a semester of probation. Students on suspension are not eligible for federal or state assistance (see Types of Financial Aid). Students on financial aid suspension have the right to appeal (see Financial Aid Progress Appeal Process).

**Financial Aid Probation**

Probation occurs when a student who is on financial aid suspension appeals the suspension and has eligibility for aid reinstated based on the appeal. Students on probation will be required to meet specific terms and conditions during the payment period for which probation is approved. At the end of each semester the student must meet the required Satisfactory Academic Progress standards or the specific terms and conditions for the semester or no further aid will be disbursed.
Notification of Financial Aid Warning/Suspension/Probation

The College of Nursing Student Finance Office will notify, in writing, students through the US Postal Service (using the address in Admissions). Students applying for financial assistance will be notified prior to disbursement of aid.

Financial Aid Academic Progress Appeal Process

Students on Financial Aid Academic Progress Suspension must appeal in writing for reinstatement of financial aid eligibility to the Coordinator of Student Finance, Financial Assistance, Saint Francis Medical Center College of Nursing. The appeal letter should address specific reasons for requesting the appeal. Mitigating circumstances include:

1. Serious injury of the student and/or the student’s immediate family.
2. Serious extended illness of the student and/or the student’s immediate family.
3. Death of a student’s relative
4. Other circumstances that affect the student’s ability to meet Satisfactory Academic Progress.

Describe in detail:

1. The reason for past performance difficulties (including supporting documentation).
2. How the situation has changed. If it has not changed, describe how it is now being handled. Supply an outline of solutions for improvement.
3. Outline of courses remaining to complete the baccalaureate program and the semester in which you plan to complete the course. The written appeal must be submitted within thirty (30) calendar days of notification from the Student Finance Office, or after receipt of credit grades, whichever is first. Appeals are processed on a case-by-case basis. The student’s circumstances, academic advisement and current federal regulations are taken into consideration. Appeal decision will be mailed within (30) calendar days (mailing procedure is the same as the suspension notification).

Types of Financial Aid

Financial aid programs covered by this policy are:
Federal PELL Grant, Federal Direct Loan programs (Federal Stafford Subsidized, Federal Stafford Unsubsidized, Federal Parent PLUS, PLUS Loan for Graduate or Professional Students) and the Illinois Student Assistance Commission Monetary Award Program.

NOTE: Financial aid programs not listed above may have additional or more stringent conditions which must be met for continuation. Contact the source which made your award or processed your application materials.

Examples: Saint Francis Medical Center College of Nursing institutional awards, OSF HealthCare Saint Francis Medical Center scholarships/contracts, private agency funds or scholarships.

Academic policies published in the Student Handbook may have additional or more stringent conditions which must be met for continuation. Check the current Student Handbooks for information.

Payment Policy

Payment of account expenses may be made by cash, check, major credit card (VISA, Discover, MasterCard) and Financial Aid. Checks should be made payable to SFMC College of Nursing. Payment arrangements, Installment Payment Plan requests or Financial Aid arrangements are due 30 days prior to the first day of each semester/session.

Students who fall behind in payment arrangements will have a monthly $25 late charge added to the unpaid balance of their account. Students who have not satisfied their financial obligations will be refused registration and class attendance and academic transcripts will not be issued.

Institutional Refund Policy

A student who officially withdraws from the College or course(s) may receive a full or partial refund (credit) according to the following schedule. The withdrawal date is established by the student’s completion of all official steps for completing the process and is based on the date that the Registrar’s Office records the withdrawal. If a student withdraws from the college or any course(s) at any time without having completed the official process, no refund credit will be made. The College reserves the right to modify the refund schedule as circumstances may dictate.

Fall and Spring Semester

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 &amp; 2</td>
<td>100 percent</td>
</tr>
<tr>
<td>3</td>
<td>40 percent</td>
</tr>
<tr>
<td>4</td>
<td>20 percent</td>
</tr>
<tr>
<td>After 4</td>
<td>0 percent</td>
</tr>
</tbody>
</table>

Summer Term

<table>
<thead>
<tr>
<th>Week</th>
<th>Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>100 percent</td>
</tr>
<tr>
<td>2</td>
<td>20 percent</td>
</tr>
</tbody>
</table>
NOTE: The student’s allocation of any refund is distributed only after the requirements of federal and non-federal aid programs are satisfied. See the Return of Funds Policy for additional information.

Return of Funds Policy

Federal Title IV Funds

The Higher Education Amendments of 1998, Public Law 105-244 mandate the way funds paid toward a student’s education are to be calculated when a recipient of Title IV funds withdraws from the semester. A statutory federal formula is applied through the 60 percent point of each semester to determine the amount of Title IV funds a student has earned at the “date of withdrawal”\(^2\). (After the 60 percent point in the semester, a student has earned 100 percent of the Title IV funds.) If a student who began attendance and has not officially withdrawn fails to earn a passing grade, the institution must assume, for federal Title IV purposes, that the student has “unofficially withdrawn.” If a student does not notify the institution that he/she has withdrawn, the date that the student withdrew would be the date the institution became aware that the student ceased to attend classes per notification from classroom instructor(s).

Repayment of Unearned Aid

The amount of unearned Title IV aid disbursed\(^3\) to the student must be returned. The institution and the student share the responsibility in returning funds. (The division of returning funds will depend on what funds were received and how they were disbursed.) The institution’s share is allocated among the Title IV programs, in an order specified by statute, before the student’s share. Students only owe grant overpayments if the overpayment exceeds 50% of the Title IV grant aid received. Students are not required to return grant overpayments of $50 or less.

Refunds and repayments will be distributed to the appropriate Title IV, HEA programs in the following order:

- Direct Unsubsidized Stafford Loan
- Direct Subsidized Stafford Loan
- Direct PLUS Loan
- Federal Pell Grant Student

Time Frame for Returning Funds

The institution must return its share of unearned Title IV funds no later than 45 days after it determines that the student withdrew. Notification to the student will be sent describing the calculation, what the institution will return and their obligations. If the student has borrowed a student loan, the student will return their share of unearned aid attributable to a loan under the terms and conditions of the promissory note.

Post-withdrawal Disbursements of Aid

A student who earned more aid than was disbursed prior to withdrawal could be eligible for a post- withdrawal disbursement. Post-withdrawal disbursements must be made from grant funds before loans. Saint Francis Medical Center College of Nursing (SFMC-CON) may credit grant disbursements toward unpaid institutional charges for current year only. SFMC-CON will notify a withdrawn student prior to disbursing a loan as a post-withdrawal disbursement. SFMC-CON will explain the student’s obligation to repay the funds and confirm the loan funds are still required by the student. Any refund due to the student as a result of a post withdrawal disbursement will be mailed to the student within 30 days of the withdrawal date. The student has 14 calendar days to respond to the Student Finance Office. If the funds are declined by the student or parent, or response is not received within 14 days, no post-withdrawal disbursement will be processed.

Statutory Federal Formula

Earned Percentage of Title IV Aid

Determine the calendar days completed in the semester of enrollment divided by the total calendar days in the semester of enrollment (exclude scheduled breaks of 5 days or more AND days that the student was on an official approved leave of absence\(^4\)).

Unearned Percentage of Title IV Aid

\[100\% \text{ Aid Disbursed} - \% \text{ Earned Aid} = \% \text{ Unearned Aid (Title IV Return)}\]

Example:

Days Completed 19 ÷ Total Days in the Semester 115 =\
.1652 = 16.5% Earned Aid

100% Aid Disbursed – 16.5% Earned Aid = \n83.5% Unearned Aid (Title IV Return)

\$5,000.00 Aid Disbursed – \$825.00 Earned Aid = 
\$4,175.00 Unearned Aid (Title IV Return)

(1) Federal Title IV Funds (at SFMC-CON) – Pell Grant, Federal Stafford Student Loans (Subsidized and Unsubsidized) and Federal PLUS loan.

(2) Date of withdrawal – A student who wishes to withdraw from a semester must request the appropriate form from the Registrar or Associate Dean and obtain the necessary signatures. Non-attendance or verbal notification to an employee other than the Registrar or Associate Dean does not constitute a withdrawal. The date of withdrawal is determined by the Registrar.

(3) Disbursed – Aid that has been applied to the student’s account for tuition, fees and other allowable charges and/or aid that was disbursed directly to the student or parent (PLUS loan).

(4) Leave of Absence – The student must follow the leave of absence policy as written in College publications (Catalog, Student Handbook, SFMC-CON Website).
Student Life & Services

Residential Life
Meals
Parking
Student Organizations
Student Senate
National Student Nurses’ Association
Multicultural Student Association
Sigma Theta Tau International
Academic Development Center

Writing Center
Counseling Services
Health Services
Religious Services
Activities
Residential Life

On-campus housing is available in the College of Nursing residence which provides private rooms for female and male students. The main floor of the residence has a spacious reception area, a large recreation room, an exercise room, kitchen and laundry facilities. Students residing off campus are welcome to use facilities at the College of Nursing.

Requests for housing accommodations are processed by the College Support Representative office. Qualified students have the opportunity to apply for a limited number of positions as Resident Assistants.

Meals

Students may purchase meals in the cafeteria of OSF HealthCare Saint Francis Medical Center at the employee rate. Kitchen facilities are available to students in the residence.

Parking

Enclosed parking for students living in the residence is available at OSF Saint Francis parking facilities. Additional parking in open lots is available for College students living off campus. Information may be obtained from OSF Saint Francis Parking Services.

Student Organizations

Students interested in opportunities for student leadership and purposeful participation between students may start new student organizations with the primary purpose being common professional, social, political and religious interest that represents the good of the College community. See the Student Handbook for the policies and procedures for starting new student groups.

Student Senate

Students within each program elect representatives to the Student Senate. These representatives participate in the governance of the student body. The Student Senate plans and sponsors social and/or professional activities that are of interest to the students. Students also serve as voting members on specific committees of the College Senate and College Board representing student interest in academic and College decisions.

National Student Nurses’ Association

Every student is eligible to become a member of the National Student Nurses’ Association (NSNA). Meetings and conventions are held on the national, state and local level.

Multicultural Student Association

Every student is eligible to become a member of the Multicultural Student Association. The purpose of the association is to provide support and encouragement to multicultural students in nursing.

Sigma Theta Tau International (STTI)

STTI is the International Honor Society of Nursing, which recognizes superior achievement and the development of leadership qualities, fosters high professional standards, encourages creative work, and strengthens commitment to the ideals of the profession. Invitations are extended to undergraduate and graduate nursing students who meet the initiation criteria. Tau Omicron Chapter is chartered at the College of Nursing.

Academic Development Center

The Academic Development Center was created to assist students in achieving academic success. The College of Nursing is dedicated to helping its students succeed. The Center provides an individual assessment of learning needs. The assessment process may begin with the administration of a learning style inventory to identify the students learning preferences and identify appropriate learning strategies. Assistance is also available with time management, study skills/note taking, understanding course content, and test taking strategies. Referrals are made for students requiring assistance with test anxiety and other needs not provided by the Center.

Writing Center

The Writing Center strives to help students succeed academically by providing guidance in writing, APA
style and Word formatting. The Center works with students to increase their understanding of the symbiotic relationship between writing and critical thinking and to promote scholarly writing as an ongoing conversation to communicate ideas and research within the professional nursing community. One-on-one sessions include reviewing papers to improve skills in all aspects of clear, concise writing: organization, transitions, style, grammar, usage and mechanics. Distance learners can meet with the Center via Skype.

Counseling Services
Counseling services provided by a qualified counselor include: individual and group counseling, peer support and referral to appropriate resources. Confidentiality is maintained in relation to counseling services. No information is released without the consent of the student except as required by law or to protect the student or others from harm. Programs for personal growth and development are offered through the counseling service office. The Resident Assistant program is under the supervision of Counseling Services.

Health Services
A registered nurse is on campus to provide health care for short-term acute illnesses under the direction of a physician. Federal law requires Saint Francis Medical Center College of Nursing and its related health care providers to maintain the privacy of individually identifiable health information and to provide the student with notice of their legal duties and privacy practices with respect to such information. Saint Francis Medical Center College of Nursing and its related health care providers must abide by the terms and conditions of this Law.

Saint Francis Medical Center College of Nursing may use or disclose the student’s individually identifiable health information for treatment and health care operations. These categories are involved in delivering the health care services that the student sought and the quality and safety of those services. These activities may include release of the student’s health records to the College physician or anyone that you request. Authorized personnel assigned by the Dean will assist the student with these records.

Religious Services
Students are encouraged to attend services of the church of their choice. Catholic services are available daily and Protestant services are available weekly in the chapel of OSF HealthCare Saint Francis Medical Center. These services are open to all students. Special services are held for the opening of the academic year and graduation.

Activities
Opportunities for recreational, cultural, and social activities are available through Student Senate, community groups and local colleges and universities.
<table>
<thead>
<tr>
<th>Student Handbook</th>
<th>Academic Probation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Advisement/Plan of Study</td>
<td>Appeal Procedure</td>
</tr>
<tr>
<td>Credit Hours</td>
<td>Rights to Privacy</td>
</tr>
<tr>
<td>Orientation</td>
<td>HIPAA Statement</td>
</tr>
<tr>
<td>Change in Course Registration</td>
<td>Grades</td>
</tr>
<tr>
<td>Course Placement Policy</td>
<td>Honors</td>
</tr>
<tr>
<td>Criminal Background Checks</td>
<td>Awards</td>
</tr>
<tr>
<td>Student Attendance</td>
<td>Transcripts</td>
</tr>
<tr>
<td>Incomplete Policy</td>
<td>Readmission</td>
</tr>
<tr>
<td>Withdrawal from College</td>
<td>Retention</td>
</tr>
<tr>
<td>Student-At-Large</td>
<td>Students Called to Active Military Duty</td>
</tr>
<tr>
<td>Auditing</td>
<td>Electronic Health Record</td>
</tr>
<tr>
<td>Administrative Drop</td>
<td>Initial Training Policy</td>
</tr>
<tr>
<td>Visitors</td>
<td>Voter’s Registration Forms</td>
</tr>
<tr>
<td>Academic Honesty</td>
<td>Minimum Computer Requirements</td>
</tr>
<tr>
<td>Academic Progression</td>
<td>Student Complaint Policy</td>
</tr>
<tr>
<td></td>
<td>Student Distance Learning</td>
</tr>
</tbody>
</table>
Your text here
If more than one student within the same category of the rank order seeks placement in a course, (e.g., two part-time students and RNs progressing successfully), then the student’s CON GPA would be the discerning factor in determining who would get assigned to the clinical course. The Students Called to Active Military Duty Policy will apply to students who must withdraw from the College due to orders for active military duty.

Criminal Background Checks

Consistent with the commitment of excellence, the requirements of clinical agencies who accept students from the College, and to comply with applicable State and Federal laws, the College of Nursing is requiring criminal background checks on all students at the College. Students enrolled at the College who have been convicted of committing or attempting to commit certain crimes specified by applicable law may be ineligible to continue in the nursing program at the College. The College accepts the definition of criminal history background information as defined in the Illinois Department of Financial and Professional Regulation (IDFPR) Rules for the Administration of the Nursing and Advanced Nursing Practice Act 2005 Section 1300.75 Refusal to Issue a Nurse License Based on Criminal History Record, parts a, b, c, and d. Criminal history background information is defined as information collected by criminal justice agencies on individuals consisting of identifiable descriptions and notations of arrests, detentions, indictments or other formal charges, and any dispositions, including sentencing, correctional supervision and releases.

Saint Francis Medical Center College of Nursing is committed to providing a safe environment for students, patients and employees of the College. Therefore, the College of Nursing shall conduct criminal background checks using the social security number on all students who are enrolled at the College. The criminal background check will be conducted through the company selected by the College and is paid for by the student. Students who receive a positive criminal background check will be required to present a disposition of the case. If the student was convicted of a crime, the student will be reviewed by the Admissions and Progression or Graduate Committee. If the background check reveals a conviction, the student may be disqualified from attending the College.

Student Attendance

In an education program preparing professional practitioners, attendance at all classes and laboratory or clinical experiences is expected. Students are responsible for all material presented and for the completion of course requirements and achievement of outcomes. When illness or other special circumstances prevent attendance, the student is responsible for contacting the instructor to plan for meeting the outcomes. Excessive absences of greater than 10 percent of the required clinical hours for each clinical course or course with a laboratory component may impact the student’s overall grade or result in failure of the course. An exception to the policy may be made at the discretion of course faculty. Students may be required to make up a missed clinical experience per the course requirements. Course faculty are to maintain attendance records in order to track attendance, meet the requirements of various financial aid programs, and provide information for employment references. Graduate students are required to notify the preceptor of an absence and to reschedule the time missed.

Incomplete Policy

A grade of incomplete, I, is given only when circumstances beyond control of the student prevent completion of course requirements. To qualify for an incomplete for a theory course, the student must have completed a minimum of 75 percent of the course work, 75 percent of the class time and have a passing course grade. Undergraduate students enrolled in clinical courses must complete 75 percent of the hours and have a passing grade. For undergraduate students a passing grade is C or better, and for Graduate students a passing grade of B or better is required. Graduate students enrolled in courses with a practicum must have 50 percent of the required hours completed. The student must obtain an Incomplete Form from the Admission’s Office or the learning management system and secure the required signatures. It is the student’s responsibility to contact the course faculty to determine the exact work required to remove the incomplete and the time frame for completing the work. Approval of the course faculty and the Dean is required. The completed form should be returned to the registrar. It is strongly recommended that incompletes
be removed prior to the beginning of the next semester. The maximum time allowed to remove an incomplete is one semester. Failure to complete the requirements by the established deadline will result in the I grade being converted to a Withdraw Failing. Courses, which are prerequisites for the next semester, must be completed prior to enrollment in that semester. Exceptions require written approval of the course faculty and the Dean. If a student does not complete a course and does not submit an incomplete form, a grade of F will be assigned.

Withdrawal from College

A student may initiate withdrawal from the College by due notice provided he or she is not subject to dismissal because of failure or disciplinary action. An interview with the appropriate Dean is required. The Dean should advise the student to talk with the financial aid assistant to determine the impact the withdrawal will have if the student is receiving financial aid. Students receiving any financial aid may be subject to repayment of monies received. It is the student’s responsibility to obtain the withdrawal form from the Registrar’s Office and the signatures of the individuals stated on the form, return all college materials (ID badge, mailbox key, room key, parking deck card and library materials as appropriate), and return the completed form to the registrar. A copy of the withdrawal form will be given to the student’s advisor. The official date of withdrawal is the date the completed form is filed by the registrar. Telephone messages and/or nonattendance are not official notification of withdrawal and constitute an unapproved withdrawal. A grade of F is assigned for unapproved withdrawals. An individual who has officially withdrawn may apply for readmission by submitting a letter of request to the President (see Readmission Policy). Readmission will be based on space available.

Student-At-Large

Students-at-large are students who wish to take classes but are not pursuing a degree or post graduate certificate at the College. Students-at-large may earn credit for a maximum of nine hours of credit. Students wishing to transfer course credits to another college or university are advised to verify transferability with the receiving school prior to taking a course. To enroll, students should complete the student-at-large application and pay the $50 application fee. Prerequisites and other requirements may apply for some courses, and documentation may be required at the College’s request (official transcripts and nursing licensure). Students taking clinical courses must complete the College of Nursing Health Requirements, show documentation of acceptable CPR certification, and complete the background check/fingerprinting, as outlined in the Catalog. Students-at-large must use the electronic tracking system. Students-at-large may register for classes based on availability and the Course Placement Policy. No advisor is assigned. Students-at-large, who wish to become degree- or certificate-seeking students must complete the established application process for the degree or certificate. Courses taken as a student-at-large would be included in the GPA if the student decides to pursue a degree or certificate at the College. Students-at-large are subject to all College policies and must maintain a GPA of 2.0 or higher for undergraduate courses and 3.0 or higher for graduate level courses in order to continue taking courses at the College. Students who have been academically dismissed may not take courses as a student-at-large.

Auditing

Courses without a laboratory or clinical component may be audited on a space available basis after all credit enrollments have been served. A student auditing a course is exempt from examinations, presentations and papers, but all other expectations remain the same. An auditor does not receive a grade nor credit for the course. At the completion of the course the transcript will show “AU” if attendance has been satisfactory or “AX” if not. A student must register for the course during the registration period and pay the regular tuition. To change from audit to credit or credit to audit, the student follows the Change in Course Registration Policy.

Administrative Drop

The College is committed to consistently administering course prerequisites and attendance requirements. Students are responsible to ensure that course prerequisites are met and to withdraw from a course or the College, when needed. Guidelines for administrative drop/withdrawal of students who quit attending class, have excessive
absences, or fail to meet course prerequisites are established by the College. Administration may initiate a withdrawal of a student for non-compliance with any policy, which indicates dismissal from the course as a possible consequence. See the Student Handbook for complete policy and procedure.

Visitors
In-class policy: Only students registered for the course are allowed in the classroom, clinical, or laboratory during class or laboratory hours.

Academic Honesty
Students are expected to uphold high standards of academic conduct and personal honesty. Academic honesty is viewed as a reflection of the student’s integrity. The administration, faculty and students are responsible for maintaining an environment of honesty and integrity.

The following are examples of violations of academic honesty:

- **Plagiarism** – to use ideas, thoughts or writing of others without giving credit to the source of the information. Using the works of another student is included in this definition.
- **Cheating** – the unauthorized giving or receiving of information prior to, during or after an examination; altering graded work; or having someone else complete one’s work.
- **Fabrication** – providing false or untruthful information in student’s patient care documentation or any course requirement.
- **Breach of Confidentiality** – accessing or divulging unauthorized information about patients, clients or organizations.
- **Falsification of Documents** – providing altered, untruthful or false information on College or patient care documents or student documentation which was not actually gathered by the student or which misrepresents a student’s documentation.

Violations of academic honesty will result in disciplinary action. Actions will include, but are not limited to one or more of the following:
- Automatic failure of the work.
- Automatic failure of the course.
- Dismissal from the College.

See Student Handbook for complete policy.

Academic Progression
Undergraduate nursing students must successfully complete all prerequisite courses before beginning in the nursing major. All courses with a clinical/laboratory component within a semester of the nursing major must be completed satisfactorily before progressing to the next semester. The upper division must be completed within five years of the initial enrollment.

Graduate students must complete prerequisites to courses prior to enrolling in the course, or the students must obtain written permission from the faculty teaching the course to take a course out of sequence. The Out of Sequence form can be obtained from the registrar or from the learning management system. Students must successfully complete the prescribed curriculum within five years (six years for RN-MSN, AG-ACNP and DNP-L students needing practicum hours over the 512 included in the curriculum and nine years for BSN-DNP options).

Undergraduate students must achieve a course grade of C or above in all courses. Graduate students must achieve a B or above in all courses. If a course grade of D, F or WF, or C for graduate students is earned, the grade is unsatisfactory, and the entire course, including any clinical/practicum hours, must be repeated. The credit hours and GPA of the grade for the repeated course will be counted in the cumulative GPA. Both grades (first course grade and grade for the repeated course) will appear on the transcript. A student may only repeat a course with an unsatisfactory C (graduate only), D, F or WF grade as defined above. A student earning an unsatisfactory grade C (graduate only), D, F or WF in two courses will be academically dismissed. Each course may be repeated only one time. If a student earns an unsatisfactory grade in a course, the student is required to repeat the course the next time it is offered (please see Course Placement Policy). In case of course failure, select courses may be taken at another school with written approval from the appropriate Dean prior to enrolling in the course.

The College reserves the right to dismiss a student regardless of cumulative GPA for:

1. A grade of C in graduate courses, D, F or WF in any two College of Nursing courses.
2. Inability to demonstrate professional responsibility in nursing practice.
3. Excessive absence. (See Attendance, Student Policy in this handbook)
The faculty reserves the right to request the withdrawal of any student whose conduct, physical or mental health, or performance demonstrates lack of fitness for continuance in the nursing profession. Any such student not voluntarily withdrawing will be dismissed. The student has the right to appeal according to the Appeal Procedure.

**Academic Probation**

Undergraduate students: A semester GPA and a cumulative GPA are calculated at the end of each semester based on College of Nursing courses only. A student whose semester or cumulative GPA falls below 2.0 will be placed on academic probation. The semester and cumulative GPA must be raised to 2.0 by the end of the next semester. Academic probation is limited to one semester in the entire nursing program. Failure to raise the semester or cumulative GPA to 2.0 as required will result in academic dismissal.

Graduate students: A semester GPA and a cumulative GPA are calculated at the end of each semester based on College of Nursing courses only. A graduate student whose semester or cumulative GPA falls below 3.0 in any term is automatically placed on probation. Any student placed on probation will receive written notice from the registrar. Graduate students on probation are expected to meet with their academic advisors. Failure to attain good academic standing after one semester may result in dismissal from the College.

Undergraduate students on academic probation will be required to complete an evaluation of learning needs through the Academic Development Center (ADC). Based on the evaluation, the student may be required to continue to work with ADC faculty to improve academic performance. Failure to meet with ADC faculty and/or follow through with recommendations could result in dismissal from the BSN program.

**Appeal Procedure**

A student has the right to appeal decisions regarding academic and disciplinary action according to the procedures outlined in the Student Handbook.

**Rights to Privacy**

The provisions of the Family Educational Rights and Privacy Act of 1974 require that all students be notified of the rights accorded them by that Act. In compliance with that requirement a copy of the Act is available in the President’s office. A statement setting forth the type of records maintained by the institution, the name and location of the person responsible for maintaining them and the procedure established for access to and reviewing those records is outlined in the Student Handbook.

**Health Insurance Portability and Accountability (HIPAA) Statement**

All Protected Health Information (PHI) is held in strictest confidence. It is your responsibility as a student not to violate this confidence through indiscriminate discussion pertaining to other students, patients, physicians or facility employees and their treatment or progress, without authorization. Any unauthorized disclosure of PHI is a violation of the law and the College of Nursing Professional Standards for students (Student Handbook).

All persons accessing the information systems of any clinical agency or facility are prevented by law from willfully and wantonly disclosing confidential information. Confidential information includes, but is not limited to patient or client demographic or clinical information and financial information. Disclosure of information violates the Health Insurance Portability and Accountability Act of 1996 and the Illinois Public Act 94-0526. It is also a violation of the College of Nursing Student Professional Standards 6a (Student Handbook).

Students will be required to participate in a training session on security awareness before having access to patient records. Students may only access patient medical information that is pertinent to their nursing care activities.

Requirements:

1. In preparation for classroom, clinical or practicum experiences, students are not to put protected identifiable patient data into a personal electronic device and/or use any means of electronic or paper copying of the patient health record.
2. Students are not allowed to print any patient information from the electronic medical record.
3. Assignments with protected patient identifiable information will not be posted at the college or sent by email to students because of the inability to ensure the security of personal computers and networks.

4. WeCare (EPIC) security identifications, access codes and passwords are strictly confidential. If these security identifications, access codes and passwords involve PHI, they may not be shared with anyone. It is strictly prohibited to use valid log on information via electronic communications or misrepresent data by maliciously transforming it in print.

5. Students conducting research will have to follow agency policies and protocols for recruiting patients for the research study. Students doing research involving personal identifiable health information must complete the CITI training as required by OSF HealthCare and the Peoria Community Institutional Review Board (IRB). Research informed consent documents must include the required HIPAA language related to protection of subjects’ personal health information.

6. Graduate students must sign a Confidentiality Agreement once a semester. The agreement is sent electronically and stored electronically.

Grades

Faculty will enter raw scores expressed as points (to the nearest 100th decimal place) earned for all graded assignment without rounding. At the conclusion of a semester, or upon completion of a course, the final cumulative grade (to the 100th decimal place) for the course will be calculated based upon points earned. Grades will not be rounded. Grades will be submitted to the registrar as follows:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage Scale</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100-93</td>
<td>4.0</td>
</tr>
<tr>
<td>B</td>
<td>&lt;93 and ≥85</td>
<td>3.0</td>
</tr>
<tr>
<td>C</td>
<td>&lt;85 and ≥77</td>
<td>2.0</td>
</tr>
<tr>
<td>D</td>
<td>&lt;77 and ≥70</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>&lt;70</td>
<td>0.0</td>
</tr>
<tr>
<td>W</td>
<td>(withdrew before designated date)</td>
<td>0.0</td>
</tr>
<tr>
<td>WP</td>
<td>(withdrew passing)</td>
<td>0.0</td>
</tr>
<tr>
<td>WF</td>
<td>(withdrew failing)</td>
<td>0.0</td>
</tr>
<tr>
<td>WM</td>
<td>(withdrew for military leave)</td>
<td>0.0</td>
</tr>
<tr>
<td>U</td>
<td>(unsatisfactory)</td>
<td>0.0</td>
</tr>
<tr>
<td>I</td>
<td>(incomplete)</td>
<td></td>
</tr>
<tr>
<td>AU</td>
<td>(audit, satisfactory attendance)</td>
<td></td>
</tr>
<tr>
<td>AX</td>
<td>(audit, unsatisfactory attendance)</td>
<td></td>
</tr>
</tbody>
</table>

Required Minimum Undergraduate GPA

Undergraduate students are required to maintain a minimum grade point average (GPA) of 2.0 on a 4.0 scale. A grade of D is considered unsatisfactory. See Undergraduate Academic Progression Policy.

Required Minimum Graduate GPA

Graduate students are required to maintain a minimum semester and cumulative grade point average (GPA) of a 3.0 on a 4.0 scale to remain in good academic standing. A grade of C is considered unsatisfactory and will result in a review of the student’s record by the Graduate Committee. See Graduate Academic Probation and Dismissal Policy.

Students can access their individual accounts in the student information system to find their final grades. Students who want a hard copy of their grade report must complete and sign the Request for Grade Report form by the Friday before final examination week.

Honors

Dean's List

Undergraduate students who have achieved a grade point average (GPA) of 3.4 and above for the semester and who are enrolled in at least 12 credit hours are honored by being named to the Dean’s List. This list is published in the Medical Center newspaper and released to the press at the end of each semester. Students receive an individual certificate of achievement.

Undergraduate Graduation Honors

Graduation Honors for undergraduate students are based on the following cumulative GPA:

- **Summa Cum Laude**: 3.85 - 4.00
- **Magna Cum Laude**: 3.70 - 3.84
- **Cum Laude**: 3.55 - 3.69

Graduate Honors

Graduate student degree candidates graduating with a cumulative GPA of 3.75 or higher will be recognized for their outstanding academic performance. The honor of Graduating with Distinction will be designated by the honor cords worn at commencement.

Awards

Undergraduate Program

The College of Nursing established two awards for graduating seniors for the purpose of acknowledging
and fostering a commitment to the ideals of professional nursing. The “Excellence in Nursing Award” recognizes a basic graduate and the “Nursing Achievement Award” recognizes an RN graduate. Seniors who have a minimum cumulative grade point average of 3.0 are eligible to be nominated for these awards. Nominees are considered on the basis of involvement and contribution to the College, community, enthusiasm, leadership, caring, positive attitude, and professional role model. Candidates are nominated by the faculty and selected by the Admission and Progression Committee. All faculty have the option to vote for a candidate by attending the Admission and Progression Committee meeting.

Graduate Program
The College established the Sister M. Ludgera Memorial Award for Outstanding Masters in Nursing for the purpose of acknowledging a graduate student who fostered the ideals of advanced nursing practice. Graduate students who are graduating with distinction with a cumulative grade point average of 3.75 or above are eligible to be nominated. Nominees are considered on the basis of leadership in a clinical or educational area, high academic achievement, excellent leadership abilities, positive role model, professionalism and positive attitude. Members of the Graduate Committee vote for a candidate by either attending the Graduate Committee meeting or sending an email vote.

Transcripts
Transcripts are issued upon written request of the student. The fee for each transcript is $3. Transcripts will be issued only to individuals in good financial standing with the College of Nursing.

Readmission
Students in good academic standing who have not enrolled in the College of Nursing within the last semester must notify the director of admissions/registrar in writing of intent to return. An interview with the director of admissions/registrar and the Student Finance Representative may be required. Re-enrollment will be based on individual performance, space available and the Course Placement Policy.

An individual who has officially withdrawn or has been dismissed may apply for readmission by submitting a letter of request to the Dean, Undergraduate or Graduate Program and scheduling an interview. The individual will provide rationale for readmission and evidence of probable ability to complete the program satisfactorily. Following the required interview, the recommendation from the Dean, the Admissions and Progression Committee or Graduate Committee will act on the request. The individual has the opportunity to attend the meeting of the Admission and Progression or Graduate Committee with his/her former advisor and/or the College counselor. Readmission will be based on individual consideration of previous performance, space available and the Course Placement Policy. Students may apply for readmission no more than two times after initial dismissal from a program.

Retention
The retention program of the College of Nursing begins with the policy of accepting those students for admission who can be expected to successfully complete the nursing major. Thereafter, student retention is facilitated through positive student interactions with faculty members in supportive, caring relationships. Faculty strives to be actively interested, approachable, available and accessible to students.

Retention is promoted when faculty expectations of students are realistic, consistent, and clearly understood by both parties. A variety of teaching strategies encourage student interest and participation. Retention is further facilitated when students receive early and frequent feedback regarding their academic progress. Frequent meetings with academic advisors provide opportunities to develop supportive faculty/student relationships, solicit student feedback, revise the plan of study as needed and direct students to resources available for academic or personal assistance.
Support services foster program completion through contributions to student health and welfare. Good health practices are encouraged and assistance with health problems is available. The counselor provides individual counseling which includes teaching time and stress management skills, relaxation skills, especially those related to test anxiety, and positive coping skills. The Academic Development Center (ADC) provides individual assistance to students, as well as group sessions on study skills and test taking each semester which are open to all students. Resident Assistants (RA), the Students Offering Support group (SOS) and the Peer Teacher Program provide peer connectedness and support, which promotes retention. The availability of financial assistance and financial literacy counseling through the Student Finance office further facilitates retention.

Student involvement with faculty promotes an environment conducive to learning, fosters the development of self-esteem and self-actualization, and encourages intellectual inquiry. Positive interactions with faculty members contribute directly to student persistence in obtaining their degrees.

### Electronic Health Record Initial Training Policy

All students registered for courses with a clinical/practicum component are required to complete an electronic health record (EHR) training session if applicable to the course. Sessions may be offered either through the College or through the OSF HealthCare Saint Francis Medical Center Learning Academy. As changes to the EHR occur, students may be required to complete mandatory training regarding these updates. Training, whether it is the initial training or the update training, may require the completion of an assigned web-based training (WBT) module PRIOR to the scheduled training session. Failure to complete this WBT will result in the student not being allowed to attend the scheduled training class, which could lead to the student being unable to participate in the clinical experience.

If a student misses his/her scheduled initial EHR training session, he/she is responsible for attending the next scheduled student class offered at either the College or through OSF SFMC Learning Academy. If there are no more student classes scheduled, students should attend the next EHR session offered by the OSF Saint Francis or OSF Saint Francis Learning Academy. Any clinical experiences the student misses due to missing or not completing the required EHR training will be considered unexcused. Students may be advised to withdraw from the course if unable to meet clinical outcomes.

### Students Called to Active Military Duty

A student called to active military duty who must withdraw from the College during a semester will be subject to the following:

1. A student withdrawing during the College’s published refund period has the option of: a) receiving 100 percent refund of tuition and fees with the understanding that the student will pay tuition and fees in effect at the time of re-enrollment; or b) not receiving a monetary refund at the time of withdrawal with a waiver of tuition and fees for the same number of credit hours upon re-enrollment.
2. A student withdrawing after the College’s published refund period will receive no monetary reimbursement, but tuition will be waived for the same number of credit hours upon re-enrollment after completion of the service obligation. The limited course withdrawal policy does not apply.
3. A student required to withdraw for active military service will have a “WM” recorded for each course. The “WM” will be noted as “Withdraw Military Service.”
4. The time spent in active military service will not count as part of the five years allowed for program completion following initial enrollment.
5. A student called to active military service shall present evidence of orders requiring withdrawal.
6. A student withdrawing under this policy shall: inform the Dean of the date the service obligation is fulfilled; present evidence of discharge; and notify of intent to re-enroll within six months of that date, with re-enrollment within one year of discharge to qualify for the tuition waiver.

### Voter’s Registration Forms

In compliance with the 1998 Higher Education Act, the College will make voter registration forms available to all enrolled students. Prior to
Illinois’s voter registration deadline for federal and gubernatorial elections, students will receive a notice that voter registration forms are available upon their request. The College Counselor will assume responsibility for obtaining the forms and notifying the students.

Minimum Computer Requirements
All College of Nursing courses require the use of a computer and a college-assigned .edu email account. You may use the College's computer labs or your own personal computer. If you choose to use a personal computer, you will need the following:

Minimum Hardware Requirements
• Microsoft Windows 7, XP, Vista, or Mac OS X and above (in classic mode)
• 1 GB RAM
• 1 GB Free Space
• G4, G5 or 1GHz Intel Processor
• G Wireless Networking
• High speed modem and internet connectivity
• Sound card
• Speakers
• Screen Resolution: 1024 x 768 pixels
• Headphones
• Microphone
• Web Cam (Graduate Students Only)

Minimum Software Needed
• Microsoft Office 2010
• Browser:
  - Internet Explorer 8.0 or newer
  - Foxfire 12.0 or newer
  - Google Chrome 19 or newer
  - Safari 5.0 or newer (Mac)
• Sun’s Java 2 SDK (Java 1.5 or Java 1.6)
• Microsoft JVM (Windows XP SP1 only)
• MacOS Classic Java (MRJ 2.2.5) (Mac)
• DirectX 9
• MP4 Player Options:
  - Adobe Flash Player 9
  - QuickTime Player
  - Windows Media Player 9
  - Macromedia Flash Player
  - Macromedia Shockwave Player
  - RealPlayer 8 Basic Player
• Exam Guard Respondus Software
• Skype Account (Graduate Students Only)

NOTE: Additional system requirements and/or software may be required and is based on the technology individual instructors choose. Check with your instructor for specific requirements.
Exam Guard can be downloaded from www.sfmccon.edu/distance-learning/technology.html

Minimum Requirements for Mobile Devices
• iPad – iOS 5.1 or latest
• Mobile Sites:
  - iPhone iOS Safari 3.1.3 and above
  - Android OS Browser 1.5 and above
  - Windows OS Browser 7.0 and above
  - Blackberry OS Browser 5.0 and above
  - webOS OS Browser 1.4.1 and above
  - Symbian OS Browser 3.0 and above
• Native Apps
  - iPhone iOS 2.1 and above
  - Android iOS 3.0 and above
  - Windows Phone 7480x800 resolution

NOTE: Mobile devices are not required and use of devices for or during courses is at the faculty members’ discretion.

Student Complaint Policy
In compliance with federal regulations, the College maintains records of formal, written student complaints. Records are maintained in the office of the President of the College. For more detailed information on the policy see the Student Handbook or College website. Complaints may also be filed with the Illinois Board of Higher Education at complaints.ibhe.org.

Student Distance Learning
Distance learning involves blended learning environments for traditional undergraduate classroom courses and predominately online courses for all graduate degrees.

The College defines distance learning as a course that is delivered using the learning management system. This physical separation is bridged through the use of technology. Learning can take place synchronously, asynchronously, or a combination of both. Content delivery methods may include audio, video, computer technologies, internet, wireless communication devices, conferencing, DVDs and CDs. Through interactivity students will create a
connection between themselves, faculty and their classmates. All students are accountable for their own learning and are expected to collaborate with faculty and other participants.

Traditional learning involves courses that deliver content in the classroom, clinical and may include web-enhanced activities that do not replace classroom attendance. Courses with the predominante amount of instruction occurring in clinical settings with both the instructor/ preceptor and student at the same place at the same time are considered traditional courses.

Blended or hybrid courses are taught in the traditional classroom setting and use a Learning Management System to distribute syllabi and course materials along with the integration of other features such as journaling, grade book, threaded discussions, dropbox and email, which may replace in-seat class attendance.

Students enrolled in distance learning courses are expected to comply with course requirements. Administration approves and oversees technology acquisition and allocation of funds to support technology needs and provide academic, clerical and technical assistance and provide faculty time for adequate preparation for course delivery. Administration ensures that appropriate library resources and student support services are available, based on need. The Instructional Design and Technology Specialist serves as support for the distance learning courses and/or programs offered through the distance learning equipment.
Description of Program Offerings

The College offers an undergraduate program that leads to a baccalaureate degree in nursing (BSN). The program prepares men and women for the practice of professional nursing. Completion of the program requires 124 credit hours of coursework: 59 hours of general education and support courses at an accredited college or university of the student’s choice, and 65 hours of study in the nursing major at the College of Nursing. Upon graduation, the students are eligible to write the national licensure examination for practice as a professional Registered Nurse.

The College offers registered nurses the opportunity for an accelerated option in the baccalaureate nursing program. The educational plan for the registered nurse shares the same program goals and objectives of the generic nursing program but provides an accelerated pathway. Completion of the accelerated option requires 123 credit hours of coursework: 59 hours of general education and support courses at an accredited college or university of the student’s choice and 64 hours of study in the nursing major offered by the College. The accelerated option for registered nurses is offered predominantly online. One course is available for credit through portfolio review.

Admission to the College

The College of Nursing endeavors to admit qualified applicants who can reasonably be expected to successfully complete the upper division baccalaureate nursing program. The College admits qualified students without regard to national or ethnic origin, race, color, creed, sex, age, or other legally protected category applicable to the College. All students complete the required prenursing sequence which provides a common base on which to build the nursing major. The diversity of educational backgrounds may include: a minimum of the required prenursing courses; a degree in a non-nursing area; or an associate degree or diploma in nursing.

Admissions

Students are encouraged to seek academic advisement early in the prenursing curriculum from the Admissions Office to facilitate progression and timely enrollment. Official application to the College of Nursing should be made after completion of 30 credit hours of required courses. Selection is competitive and students who meet admission criteria will be reviewed and accepted by the director of admissions/registrar. Those students potentially at risk will be evaluated by the Admissions and Progression Committee. Students at risk include those who previously attended another nursing program and received a D or an F in completed coursework, those who withdrew from a nursing program or have any other potential problem as identified.

The applicant is evaluated on the basis of overall academic achievement as well as achievement in required courses. All required documents must be on file before the application is reviewed. Acceptance is granted pending satisfactory completion of required prenursing courses. Any exceptions to these requirements must be approved by the Admissions and Progression Committee. Students who meet admission criteria will be admitted without being reviewed by the Admissions and Progression Committee.
After acceptance, an updated transcript is required at the end of the semester prior to enrollment in the College of Nursing. Initial enrollment may be either fall or spring semester. Select courses are offered in the summer.

Admission Requirements

1. Evidence of graduation from a high school approved by the State Board of Education or official score report of the G.E.D.

2. Home schooled applicants should submit the following:
   a. Official copy of the academic record indicating grade point average, a summary of all courses taught by the home school, the title of each course, the grade received, and the name of the instructor.
   b. Official transcripts received through any correspondence school or regional organization that provides the service for home schools.

3. Completion of 59 credit hours of required prenursing curriculum at a regionally accredited college or university with an overall grade point average (GPA) of at least 2.5 on a 4.0 scale.

4. 2.5 GPA for Anatomy and Physiology courses. This requirement is waived for registered nurses.

5. Required prenursing courses must be taken for a letter grade rather than pass/fail or credit/no credit.

6. Only grades of C or above are accepted for transfer credit.

7. A total of two courses may be repeated within the past five years. Each course may be repeated only one time.

8. Courses with a grade of D or lower taken five years or more before the date of application will be disregarded in the calculation of the admission GPA.

9. Acceptance of College Level Examination Program (CLEP) or Proficiency Examination Program (PEP) credit will be given individual consideration by the Admissions and Progression Committee.

Meeting the minimum requirements does not guarantee admission. Admission is competitive and usually the average GPA of the admitted class is significantly higher than the stated minimum of 2.5.

Application Process

1. Completion of 30 credit hours of required courses, which must include eight (8) credits of the required science courses. A minimum of two of the four required science courses must be completed before initial consideration for admission. The two science courses must be a combination of anatomy and physiology I and/or II, chemistry, and microbiology. The nutrition course is not counted as a required science course.

2. Completed Application Form with a non-refundable fee of $50.

3. Official high school transcript or an official G.E.D. score report.

4. Official transcripts from all colleges and/or universities attended.

5. An interview is optional at the request of either the College or the applicant.

Projected Deadlines Per Semester of Initial Enrollment

<table>
<thead>
<tr>
<th>Semester</th>
<th>Application Deadline</th>
<th>Selection Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2019</td>
<td>September 15, 2018</td>
<td>October 30, 2018</td>
</tr>
<tr>
<td>Spring 2020</td>
<td>February 15, 2019</td>
<td>March 30, 2019</td>
</tr>
<tr>
<td>Fall 2020</td>
<td>September 15, 2019</td>
<td>October 30, 2019</td>
</tr>
<tr>
<td>Spring 2021</td>
<td>February 15, 2020</td>
<td>March 30, 2020</td>
</tr>
</tbody>
</table>

The applicant is responsible for submitting current college transcripts to keep the Admissions Office informed of progress with the prenursing course requirements. It may not be possible to offer admission to all qualified applicants because of a highly competitive applicant pool and space limitations. Selected applicants receive an official acceptance letter and an Enrollment Form which must be submitted to the Admissions Office within four weeks of notification of acceptance. No enrollment deposit is required. Applicants who are not accepted will be informed by mail and must submit in writing a request for the academic file to remain active for a maximum of one year.

High School Student Early Admission

The College offers the opportunity for qualified students who have completed their junior year of high school to apply for early acceptance to the College. As part of the program, the accepted student is guaranteed a spot in the class by meeting the requirements for early admission and
maintaining eligibility requirements. Admitted students are assigned an academic advisor to develop a plan of study and career path and become part of an elite group able to begin on a path into the nursing profession.

Admission Criteria
- Enrollment in college-prep track in high school
- High school GPA of at least 3.25 on a 4-point scale
- Class rank in the top 25 percent
- ACT score of 22 or higher or SAT score of 1100 or higher

Application Process
(after completing the junior year of high school)
- Complete and submit the Early High School Admission Application.
- Submit the $50 non-refundable application fee.
- Submit official high school transcript once grades and class rank have been calculated following the spring semester of the junior year.
- Submit a 1- to 2-page typed essay
- Official ACT Test Report

Maintaining Early Admission Eligibility
- Submit the following to the College Director of Admissions:
  - Official high school transcript upon completion of senior year.
  - Official college transcript upon completion of each semester of college
- Maintain a minimum college GPA of 3.0 while taking the required 59 credit hours of liberal arts and science courses at the college of their choice. If the college GPA of 3.0 is not maintained, the student will be removed from the early admission status and be placed in the regular admission pool.
- Student is required to attend all mandatory College meetings and remain in contact with their College of Nursing academic advisor between their date of acceptance and the date they begin courses at the College.
- Student must meet the College’s current admission standards related to prenursing courses.

Students who do not meet the early admission requirements or do not maintain their early admission eligibility will be removed from the early admission pool and placed in the regular admission pool.

Projected Deadlines Per Semester of Initial Enrollment

<table>
<thead>
<tr>
<th>Year</th>
<th>Application Deadline</th>
<th>Selection Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2022</td>
<td>September 10, 2019</td>
<td>October 25, 2019</td>
</tr>
</tbody>
</table>

Fall 2023  September 10, 2020  October 25, 2020
Fall 2024  September 10, 2021  October 25, 2021

No enrollment deposit is required. An official acceptance or denial letter will be mailed to each applicant.

Admission of Registered Nurses

The College of Nursing offers registered nurses the opportunity for an accelerated option in the baccalaureate nursing program. The educational plan for the registered nurse shares the purposes and objectives of the generic nursing program. Academic advisement is available at the College to assist the student with a plan for advanced placement, transfer of credit and completion of requirement. All policies in regard to admission, academic advisement, progression in the nursing major and program completion apply to the registered nurse student. This means that there is not a time limitation on science courses for the practicing registered nurse. Registered nurses must submit a copy of current Illinois license and official school of nursing transcript. Registered nurses may enroll as full time, part time or as a student-at-large.

Upon satisfactory completion of the prenursing curriculum, the student may be admitted to the College of Nursing. The following courses are required to be taken by the registered nurse:

- 304 Nursing and Healthcare Ethics 3
- 310 Health Assessment (RNs only; online) 3
- 317 Concepts of Professional Nursing 3
- 318 Research for Nursing Practice 3
- 425 Promoting Healthy Communities 5
- 433 Experiences in Clinical Nursing (Portfolio option) 8
- 434 Concepts in Nursing Management (RNs only; online) 3
- 436 Trends and Issues for Professional Nursing (RNs only) 3

Total: 31 credit hours

Graduates of state approved diploma or associate degree nursing programs may receive 33 credit hours in the nursing major without examination. Upon formal acceptance and satisfactory completion of courses, 317 Concepts of Professional Nursing, 310 Health Assessment and 425 Promoting Health...
Communities, the registered nurse will be granted credit for the following College of Nursing courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>312 Pathophysiology</td>
<td>4</td>
</tr>
<tr>
<td>314 Pharmacological Basis of Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>324 Conceptual Basis of Nursing I Theory</td>
<td>4</td>
</tr>
<tr>
<td>325 Conceptual Basis of Nursing I Clinical</td>
<td>2</td>
</tr>
<tr>
<td>330 Conceptual Basis of Nursing II Theory</td>
<td>5</td>
</tr>
<tr>
<td>331 Conceptual Basis of Nursing II Clinical</td>
<td>5</td>
</tr>
<tr>
<td>426 Conceptual Basis of Nursing III Theory</td>
<td>5</td>
</tr>
<tr>
<td>427 Conceptual Basis of Nursing III Clinical</td>
<td>5</td>
</tr>
</tbody>
</table>

Total: 33 credit hours

Cardiopulmonary Resuscitation (CPR) Certification

The College of Nursing requires students to have CPR certification for health care providers (adult, child, infant and AED) three weeks prior to the start of the semester. The College of Nursing will accept CPR certifications from either the American Heart Association (BLS Provider) or the American Red Cross (Basic Life Support for Health Care Providers). Certification must be maintained throughout the nursing program at the College. Students will not be allowed to attend classes or clinical/practicum and will be blocked from the online learning management system until certification is complete and uploaded into the College selected vendor tracking system. Each student is responsible to ensure that his/her CPR certification is current and to submit the current proof of certification to the College selected vendor tracking system.

Transfer Credit

Undergraduate courses taken at an accredited college or university that fulfill the prerequisites for admission may be applied toward the baccalaureate degree. Transfer of credits from an institution not holding a status of candidate or regional accreditation will be evaluated on an individual basis.

Elective credit required at the College of Nursing may be fulfilled by upper division courses at the 300 or 400 levels taken at an accredited college or university. College of Nursing approval must be obtained for such courses.

Quarter hours submitted for transfer credit are converted to credit hours based on the following formula: one-quarter hour equals 2/3 of a semester hour.

Science Recency Policy

Science courses completed 10 or more years prior to enrollment in the College may require additional validation before transfer credit is accepted. The 10-year recency policy applies to chemistry, microbiology, and the two semesters of anatomy and physiology. This policy does not apply to RN to BSN students who are currently practicing as RNs.

Transfer of Nursing Credits

Students desiring to transfer credit from another baccalaureate nursing program will be considered on an individual basis. Transfer credit for upper division nursing courses requires approval of the Dean of the Undergraduate Program in consultation with the appropriate course faculty and the Admissions and Progression Committee.

Transfer of credits from an institution not holding a status of candidate or regional accreditation will be evaluated on an individual basis.

Transfer of credit will be accepted for course work in which a grade C or better has been earned and which meets program requirements. Official transcripts of credit earned at other colleges and universities must be submitted to the director of admissions/registrar for preliminary evaluation. The course and credit evaluation will be the responsibility of the Dean. In the evaluation of courses from regionally accredited institutions, course descriptions and prerequisites as listed in the catalogs of those institutions will be studied. When information given is insufficient, it will be the student’s responsibility to provide additional materials, such as course outline or syllabus. A personal interview may be required.

All policies in regard to admission, academic advisement, progression in the nursing major and program completion apply to those seeking transfer of nursing credit.
Classification of Students

Students who have completed all of the required prenursing courses and are enrolled in the College pursuing a degree may be either part-time or full-time. Students carrying 12 or more credit hours are considered full time. A student may enroll in a maximum of 10 credit hours as a student-at-large.

Course Withdrawal

A student who wishes to withdraw from a course must request the appropriate form from the registrar and obtain the necessary signatures. A student, who is authorized to withdraw from a course prior to the established date, will receive a grade of W. The student should contact the Student Finance Office to determine the impact withdrawal will have on student’s financial aid or billing statement per refund policies. Students receiving any financial aid may be subject to repayment of monies received. A student who withdraws from a course after the established date will receive a grade of WP (withdrew passing) or WF (withdrew failing) depending upon the level of course work at the time of withdrawal. A WF is the same as failing a course. No credit or quality points are given for either grade; however, the grade of WF is included in the calculation of the student’s grade point average. If the WF is a second course failure for a student, they will be academically dismissed at the end of the semester but may continue in the other courses in which they are currently enrolled. Non-attendance or verbal notification to an employee other than registrar or Dean does not constitute a course withdrawal and will result in a failing grade.

A student who withdraws from a course is no longer enrolled in the course and may no longer attend class. Students cannot withdraw from a single course more than one time. A second withdrawal of any type from the same course will result in academic dismissal from the College. This policy does not apply to courses dropped within the official drop period.

Leave of Absence

A student who must interrupt the academic program for reasons of prolonged illness or compelling personal situations may apply for a leave of absence for a specified time not to exceed one year. Requests must be submitted in writing to the Dean. Students must be in good academic standing to be considered for approval. At least two months prior to intended reenrollment, the student must notify the administration in writing of his/her intent to return. The student will pay tuition and fees at the rates in effect at the time of reenrollment. The fees submitted for one semester are not transferable to another semester. The student must satisfy the conditions of the leave before reentering and must comply with all polices, requirements and course sequences in effect at the time of reentry.

Graduation Requirements

To be eligible for the Bachelor of Science in Nursing a student must:

1. Have a final semester GPA of at least 2.0.
2. Have a cumulative GPA of 2.0 or better.
3. Successfully complete the prescribed curriculum of 123 or 124 credit hours.
4. Meet all requirements of the College of Nursing, including financial obligations.
5. Earn a minimum of 30 credit hours of credit on campus.
6. Provide official transcripts of any courses taken outside the College during the nursing major.
7. Complete the “Application for Graduation.”
8. Meet the requirement of specific financial aid programs for an exit interview as applicable.
In the last semester of the nursing major, all students are expected to participate in comprehensive examinations which assist in preparing students for the licensure examination. Individual results are used in academic advising. The overall group results of the examinations are used by faculty in program evaluation.

Degrees are awarded to students meeting graduation requirements at the end of each semester.

Commencement exercises are held in December and May.

### HESI Testing

Saint Francis Medical Center College of Nursing students are required to take tests with national norms during the curriculum and achieve satisfactory scores on each test. Students will be required to take a series of two tests during the nursing curriculum. The first test is administered at the completion of the junior year and is called the Mid-Curricular HESI (Health Education Systems, Inc.) test. This exam reflects the junior year BSN curriculum. The second test, called the HESI Exit Exam (E2) is administered during the last semester of the nursing curriculum and has strong psychometric properties. It has been found to be predictive of success of the NCLEX-RN examination. The College is committed to student success. As such, the cost for the administration of HESI exams (both mid-curricular and Exit exam) is included in the student’s tuition and fees. See Student Handbook for requirements and procedure.

### Degree Granted

Upon successful completion of the prescribed program a Bachelor of Science in Nursing (BSN) is awarded.

### Licensure

The practice of professional nursing requires a current, valid license in the state in which employed. After receiving the baccalaureate degree, graduates are eligible to take the examination for licensure as a registered professional nurse. College administration will provide information for the National Council Licensure Examination for Registered Nurses (NCLEX-RN).

The Illinois Application for Licensure requires all applicants to answer truthfully a section titled “Personal History Information” which includes the following five questions:

1. Have you been convicted of any criminal offense in any state or in federal court (other than minor traffic violations)?
2. Have you been convicted of a felony?
3. If yes, have you been issued a Certificate of Relief from Disabilities by the Prisoner Review Board?
4. Have you had or do you now have any disease or condition that interferes with your ability to perform the essential functions of your profession, including any disease or condition generally regarded as chronic by the medical community, i.e., (1) mental or emotional disease or condition; (2) alcohol or other substance abuse; (3) physical disease or condition, that presently interferes with your ability to practice your profession?
5. Have you been denied a professional license or permit, or privilege of taking an examination, or had a professional license or permit disciplined in any way by any licensing authority in Illinois or elsewhere?
6. Have you ever been discharged other than honorably from the armed service or from a city, county, state or federal position?

An applicant who answers “yes” to one or more of the first four questions must submit specific additional documentation with the application.

For further information or questions please contact the President, Dean, or the Illinois Department of Financial and Professional Regulation.

### Criminal Background Checks for Licensure

Section 50-35 and 60-10 of the Nurse Practice Act requires applicants for initial licensure (Registered Nurse) to submit to a criminal background check as part of the qualifications for licensure.

All individuals applying for initial licensure as a Registered Nurse in Illinois must submit verification of criminal background check and fingerprinting processing. Graduates from the program will be given directions related to acceptable fingerprinting vendors. Each applicant will be provided a written receipt once they have been printed. This receipt must accompany the National Council Licensure Examination (NCLEX) application and fee in order for the applicant to be scheduled for the examination and receive their examination approval letter.
### Bachelor of Science in Nursing Curriculum

<table>
<thead>
<tr>
<th>Prenursing</th>
<th>Accelerated Pathway RN to BSN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing</td>
<td>Credit Through Portfolio Review for RN to BSN / RN to MSN Accelerated Pathway</td>
</tr>
<tr>
<td>Prenursing Course Requirements</td>
<td>College of Nursing Partnerships</td>
</tr>
</tbody>
</table>

The curriculum for the Bachelor of Science in Nursing Degree offered by the College of Nursing consists of a total of 124 credit hours of coursework. These hours are divided into 59 credit hours of required prenursing courses and 65 credit hours of courses in the nursing major. The curriculum is designed by the faculty so that each course contributes to the overall program. The concept-based curriculum flows from the mission and philosophy of the College. Courses required in the prenursing sequence prepare the student for the study of the nursing major. The organizing framework gives direction to the sequencing of courses in the nursing major and explains the major concepts developed in the courses. Successful completion of the curriculum enables the graduate to meet the program outcomes.

#### Prenursing

The required prenursing general education course sequence is composed of 19 credit hours in the physical and life sciences (two anatomy and physiology courses with laboratory component, chemistry with a laboratory component, microbiology, and nutrition), 15 credit hours in social and behavioral sciences, nine credit hours in communication skills (speech and English composition), nine credit hours in humanities and fine arts (philosophy/logic will be one of the required courses), and six credit hours in mathematics (one course must be statistics). Included in the total 59 credit hours are 10-12 credit hours of electives: six credit hours in humanities and fine arts, three credit hours in social and behavioral sciences, and one to three credit hours in either area of choice of communication, humanities, social behavior, or mathematics, although a course in medical terminology is strongly recommended. The requirements of the prenursing general education curriculum incorporate both the General Education Core Curriculum adopted by the Illinois Board of Higher Education (IBHE) and the specific courses required to support the nursing major. The prenursing general education courses enhance the student’s ability to think logically, reason, formulate ideas and communicate effectively. They also enhance the students’ natural abilities, stimulate creativity, and encourage a willingness to explore new ideas.

Humanities and fine arts contribute to the art of nursing, which is demonstrated in sensitivity to the human condition, the appreciation of individuality, and the development of creativity. The study of philosophy contributes to the students’ understanding of self and the beliefs and values of others. It gives the student the opportunity to explore value systems and develop critical thinking. Philosophical concepts brought to the upper division courses are the foundation for understanding values, concepts and standards underlying nursing practice. These concepts provide a basic understanding for the course 304 Nursing and Healthcare Ethics. They provide the basis for decision-making based on Judeo-Christian tenets in the ethical dilemmas in nursing practice discussed throughout the various courses in the nursing major.

Written and oral communication and language skills courses are essential to the development of the individual as both a contributing member of society and as a practicing professional within the health care system. Communication skills are used in the implementation of the nursing process; the development of therapeutic nurse-patient relationships; the transfer of knowledge; the application of teaching-learning principles in patient education; the application of management skills such as decision-making, conflict management and
motivational strategies; the utilization of research; and the process of self-evaluation.

The study of mathematics and statistics enables the student to develop skills which are necessary for intellectual inquiry, critical analysis and synthesis of data. These studies are used by the professional nurse to monitor patient status, interpret data, understand the research process and findings, and implement therapeutic nursing interventions. Computer literacy is required in response to expanded technology in both health care and society for the individual's personal, educational and professional endeavors. Students use computers for online learning, examinations, writing papers, testing with computerized patient simulations and accessing computerized databases in the library.

The required social and behavioral sciences introduce the students to the study of human behavior and include topics such as personality, emotions, intelligence, growth and development through the lifespan, cultures, groups, roles and society. These courses provide the basis for understanding patients as persons and members of families, communities, and society. Concepts and principles from the social and behavioral sciences are integral to the study of nursing, health, person, society and environment. The understanding of individuals and their interactions in society enables students to begin to develop the art of caring which is essential to the practice of professional nursing.

The study of the physical and life sciences provides an understanding of the physical aspects of persons, their environment and their adaptation to internal and external environments. The role of nutrients and dietary requirements of individuals throughout the life cycle is studied as part of the coursework in this category. Knowledge acquired in the physical and life sciences provides the foundation for the study of health-related alterations and the related nursing care.

Nursing

Active learning is an integral part of nursing education and helps to promote critical thinking. Students are required to take a learning strategies course their first semester at the College that will build upon their individual learning style. The nursing courses in the first semester of the junior year introduce the interrelated concepts of nursing, person, health, society and environment. Nursing, caring, communication skills and teaching-learning principles are introduced as the basis for effective implementation of the nursing process throughout the curriculum. Students discuss cultural and spiritual beliefs and practices that foster the view of each individual as a holistic being. Focusing on the person as a member of society, the student assesses the individual's physical, emotional, social, cultural, intellectual and spiritual needs. The student is introduced to professional standards and nursing theory models as they relate to nursing practice.

The student studies concepts of nursing care related to the promotion and maintenance of patient health and begins to use the nursing process in the clinical setting in predictable situations. Psychomotor skills basic to the delivery of nursing care and the use of the nursing process are developed. The student recognizes methods of problem solving which requires intellectual inquiry and critical thinking. The roles and characteristics of the professional nurse, with emphasis on the roles of care giver and educator, are discussed.

Drug classifications with related actions, effects and interactions are studied as well as the roles and responsibilities of the professional nurse in drug therapy. Students apply knowledge of physiological needs to the study of health-related alterations. Students clarify their own values, begin to assume the characteristics of a professional nurse and accept responsibility for learning by meeting the course objectives.

In the nursing courses in the second semester of the junior year and the first semester of the senior year, students focus on the body of nursing knowledge necessary for the use of the nursing process with patients in states of wellness or illness to facilitate the promotion, maintenance, restoration, or rehabilitation of health. The student continues to promote and maintain health, synthesizing previous learning with current courses. The student cares for families across the lifespan, focusing on women's health, mental health, older adults, and children and adults in acute care settings.

Nurse-patient interactions occur primarily in predictable situations; however, the student recognizes the potential for change and initiates immediate nursing actions in unpredictable situations. The student assists the patient in meeting physical, emotional, social, cultural, intellectual and spiritual needs with specific course emphasis on
higher level needs. Integrated throughout these semesters are the nursing responsibilities associated with therapeutic interventions. The nursing process is used to facilitate patient’s adaptation to achieve optimal health. Caring relationships are developed with patients using communication skills and principles of teaching/learning. The student interacts with members of the health team in a variety of health settings including acute care settings, outpatient settings, and community settings. The student develops an understanding of the research process and uses research findings in exploring nursing care alternatives and in formulating the rationale for nursing diagnoses and interventions. The professional nursing roles actualized by the student in these semesters are mainly those of care giver, facilitator, and educator. Interactions with families and groups provide opportunities for the student to develop leadership skills. Ethical decision-making emphasizing the Judeo-Christian tenets and ethical issues related to health care are studied. The student integrates ethical, legal and accepted standards of professional nursing practice with his/her own values. Critical analysis and intellectual inquiry are fostered throughout the courses. The student participates in the selection of learning experiences to achieve course objectives.

In the nursing courses in the second semester of the senior year, the student implements the nursing process with individuals, families or groups and populations in the community and acute care settings. The student cares for patients with complex health problems in primarily unpredictable situations or complex problems in the community setting. Previous learning is synthesized with concepts of management in the nursing care of patients/groups with complex problems. Throughout this semester, the student has increased opportunities to use critical analysis and intellectual inquiry. Caring is expressed in interactions with patients, families, peers, the health care team and groups in the community. The student selects and uses appropriate services to assist people’s adaptation within their environment. Leadership skills and principles of management are demonstrated in the delivery of health care and in collaboration with health care team members. The student evaluates and applies research findings to nursing practice. The professional roles assumed in this semester are care giver, advocate, educator, facilitator, leader, manager, collaborator and researcher. Professional issues, perspectives, and nursing theories/models are studied in relation to their impact on nursing as a profession, the individual and society. The commitment to professional growth and continued learning fostered throughout the curriculum is further enhanced by the student’s participation in the selection and design of learning experiences, particularly in the independent study and elective courses.

### Prenursing Course Requirements

Courses required for the prenursing sequence may be taken at an accredited college of the student’s choice. Lists of specific courses accepted from area colleges are available from the Office of Admissions or online on the College website at www.sfmccon.edu. The College recommends that the 30 credit hours required for application include courses from each of the five required categories. A minimum of two of the four required science courses with laboratories must be completed before application. A total of 59 credit hours are required for the prenursing curriculum. Course hours may vary by institution. If hours total less than 59, and an additional course(s) must be taken, medical terminology is suggested. Additional hours in any of the five categories will be considered.

### Prenursing Course Requirements Credit Hours

#### Humanities and Fine Arts:
- Required: Philosophy/Logic 3
- Elective: Humanities 6
  *One elective is required in the fine arts. Suggested areas - music, theater, art, history, literature, philosophy, religious studies. Meets IBHE requirement of 3 courses.*

#### Communication Skills:
- Required: Speech 3
- English Composition (2 courses) 6
  *Meets IBHE requirement of 3 courses.*

#### Social & Behavioral Sciences:
- Required: Introduction to Psychology 3
- Introduction to Sociology 3
- Growth and Development Through the Lifespan
  (two courses unless course is lifespan) 6
- Elective: 3
  *Suggested areas - anthropology, sociology, psychology, political science, economics. Completion of required courses meets IBHE requirement.*

#### Physical & Life Sciences:
- Required: Anatomy and Physiology* (2 courses) 8
- Chemistry* (1 course) 4
- Microbiology (1 course) 3-4
- Nutrition 3
A laboratory component is required. Suggested areas of study: anatomy & physiology, chemistry and microbiology.

Social and Behavioral Sciences ............................................9
  *Suggested areas of study: anthropology, sociology, psychology, political science and economics

Communications ...............................................................6
  *Suggested areas of study: English composition and speech

Humanities ...........................................................................6
  *Suggested areas of study: philosophy, religion, music, art, theatre, history and literature

Mathematics .........................................................................3
  *Intro to statistics is required.

General Education and Electives ....................................... 23

The following College of Nursing courses are required to be taken by the registered nurse:

**Nursing Course**  
Credit Hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>304</td>
<td>Nursing and Healthcare Ethics 3</td>
</tr>
<tr>
<td>310</td>
<td>Health Assessment (RN only online section) 3</td>
</tr>
<tr>
<td>317</td>
<td>Concepts of Professional Nursing 3</td>
</tr>
<tr>
<td>318</td>
<td>Research for Nursing Practice 3</td>
</tr>
<tr>
<td>425</td>
<td>Promoting Healthy Communities 5</td>
</tr>
<tr>
<td>433</td>
<td>Experiences in Clinical Nursing (portfolio option) 8</td>
</tr>
<tr>
<td>434</td>
<td>Concepts in Nursing Management (RN only online section) 3</td>
</tr>
<tr>
<td>436</td>
<td>Trends and Issues for Professional Nursing (RNs only) 3</td>
</tr>
<tr>
<td>412</td>
<td>Trends and Issues for Professional Nursing 3</td>
</tr>
<tr>
<td>431</td>
<td>Elective (Same elective options as before) 3</td>
</tr>
<tr>
<td>438</td>
<td>Conceptual Basis of Nursing IV Theory 5</td>
</tr>
<tr>
<td>439</td>
<td>Conceptual Basis of Nursing IV Clinical 5</td>
</tr>
<tr>
<td>Total</td>
<td>124</td>
</tr>
</tbody>
</table>

Graduates of state approved diploma or associate degree nursing programs may receive 33 hours of credit in the nursing major without examination. Upon formal acceptance and satisfactory completion of courses 317 Concepts of Professional Nursing, 310 Health Assessment and 425 Promoting Health Communities, the registered nurse will be granted credit for the following College of Nursing courses:

**Nursing Course**  
Credit Hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>312</td>
<td>Pathophysiology 4</td>
</tr>
<tr>
<td>314</td>
<td>Pharmacological Basis of Nursing Practice 3</td>
</tr>
<tr>
<td>324</td>
<td>Conceptual Basis of Nursing I Theory 4</td>
</tr>
<tr>
<td>325</td>
<td>Conceptual Basis of Nursing I Clinical 2</td>
</tr>
<tr>
<td>330</td>
<td>Conceptual Basis of Nursing II Theory 5</td>
</tr>
<tr>
<td>331</td>
<td>Conceptual Basis of Nursing II Clinical 5</td>
</tr>
<tr>
<td>426</td>
<td>Conceptual Basis of Nursing III Theory 5</td>
</tr>
<tr>
<td>427</td>
<td>Conceptual Basis of Nursing III Clinical 5</td>
</tr>
<tr>
<td>Total</td>
<td>33</td>
</tr>
</tbody>
</table>

**Accelerated Pathway**

**RN to BSN**

Completion of the accelerated option requires 123 credit hours of course work: 59 hours of general education and support courses at an accredited college or university of student’s choice, and 64 hours of study in the nursing major offered by the College. Upon satisfactory completion of the prenursing curriculum, the student may be admitted to the College of Nursing. See Prenursing Course Requirements below.

**Prerequisites - A total of 59 credit hours of Liberal Arts and Science course work is required in the following areas:**

Physical and Life Sciences ............................................... 12
Credit Through Portfolio Review for RN to BSN/RN to MSN Accelerated Pathway

The College of Nursing recognizes credit by portfolio and provides a process by which students may translate professional experience and education into academic credit. Students earn credit by developing a portfolio that documents how they have acquired nursing knowledge and skills that meet the learning outcomes in a specific College of Nursing course. Students may earn a maximum of eight credits through portfolio evaluation. Credits may only be earned for 433 Experiences in Clinical Nursing (8 credits). Upon approval of the portfolio, the course number, title, and credit with no grade will be applied to the student record. The College does not guarantee that credits given for prior learning by other colleges and universities will be accepted for transfer.

The student must pay a non-refundable processing fee of $500 per course to the College of Nursing. This is a processing fee to cover faculty reader(s), and faculty time to meet with students to discuss achievement of course objectives. The fee should be submitted with the Letter of Intent. The fee is not refundable once the student submits the portfolio.

If the portfolio is not submitted during the intended semester, the fee for review will be applied to the next semester. Students may carry this fee over for one semester only. If the portfolio is not approved, the student will be allowed an opportunity to revise and resubmit once without an additional fee. The student would be charged the processing fee at that time if a third submission of the portfolio is required. No additional submissions will be accepted after the third trial. The student would be required to enroll in the course.

Completed portfolios must be submitted by October 15 for review and awarding of credit for fall semester. Completed portfolios must be submitted by March 15 for review and awarding of credit for spring semester.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Credit Awarded</th>
<th>Letter of Intent Due</th>
<th>Portfolio Completion Due Date for Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td></td>
<td>June 1</td>
<td>October 15</td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td>November 1</td>
<td>March 15</td>
</tr>
</tbody>
</table>

College of Nursing Partnerships

Lincoln Christian University

The College of Nursing has established a partnership with Lincoln Christian University (LCU) that enables graduates of the LCU associate degree program to have priority admission to the College’s BSN program. LCU’s 74-hour associate degree program is designed for students who want to pursue a Bachelor of Science in Nursing (BSN) degree program at Saint Francis.

This program not only meets the 59 hours of pre-nursing program curriculum requirements from Saint Francis, but also adds an additional 12 hours of courses in Bible and Christian worldview studies that meet the LCU’s mission of “nurturing and equipping Christians with a Biblical worldview to serve and lead in the church and the world.” Graduates of the A.S. (Pre-Nursing) program will:

1. Desire to pursue and complete a Bachelor of Science in Nursing degree program at an accredited college of nursing.
2. Have sufficient understanding of the scientific and health information required in standard pre-nursing programs to be able to pursue successfully a Bachelor of Science in Nursing degree.
3. Demonstrate critical thinking, good communication, and collaborative learning skills as a member of the health profession.
4. Understand and express a Christian worldview that includes respect for others and a compassion to help those who are hurting.

Additional information is available on the Lincoln Christian University website at www.lincolnchristian.edu.

Lincoln College

The College of Nursing has established a partnership with Lincoln College in Lincoln, Illinois, (LCL) that enables graduates of the LCL Associate of Science degree pre-nursing program to have priority admission to the College’s BSN program. The agreement provides opportunities for Saint Francis to recruit students who are academically well prepared and who fit well the mission of its BSN program. Graduates covered by this agreement will complete the Associates of Science (AS) degree with a Pre-Nursing Program of Study from LCL and a Bachelor of Science in Nursing (BSN) degree from Saint Francis. Given the similar focus of both
institutions on academic excellence and moral character, students in this program should have a high degree of persistence and a strong rate of retention at both institutions. Students participating in the partnership will receive academic advisement from both institutions which will assist them in timely degree completion.

Additional information is available on the Lincoln College website at www.lincolncollege.edu.

**Illinois Valley Community College**
The College of Nursing has established a partnership with Illinois Valley Community College (IVCC), Ogelsby, Illinois, that enables the smooth transition of IVCC students who have successfully completed the Saint Francis prenursing requirements at IVCC into Saint Francis’ Bachelor of Science in Nursing degree program, provided that such students meet all admissions requirements. The agreement provides opportunities for Saint Francis to recruit students who are academically well prepared and who fit well with the mission of its Bachelor of Science in Nursing (BSN). IVCC students covered by this agreement will complete the 59 required prenursing courses in liberal arts and sciences at IVCC and then transfer to Saint Francis to complete the 65 required hours in the nursing major leading to a Bachelor of Science in Nursing (BSN) degree. Students participating in the partnership will receive advisement from both institutions to assist them in timely degree completion.

Additional information is available on the Illinois Valley Community College website at www.ivcc.edu.

**Eureka College**
The College of Nursing has established a partnership with Eureka College, Eureka, Illinois, that enables the smooth transition of Eureka College students who have successfully completed the Saint Francis prenursing requirements at Eureka College into Saint Francis’ Bachelor of Science Nursing degree program, provided that such students meet all admissions requirements. The agreement provides opportunities for Saint Francis to recruit students who are academically well prepared and who fit well with the mission of its Bachelor of Science in Nursing (BSN). Eureka College students covered by this agreement will complete the 59 required prenursing courses in liberal arts and sciences at Eureka and then transfer to Saint Francis to complete the 65 required hours in the nursing major leading to a Bachelor of Science in Nursing (BSN) degree. Students participating in the partnership will receive advisement from both institutions to assist them in timely degree completion.

Additional information is available on the Eureka College website at www.eureka.edu.

**Carl Sandburg College**
The College of Nursing has established a partnership with Carl Sandburg College, Galesburg, Illinois, that enables the smooth transition of students who have successfully completed the Saint Francis prenursing requirements at Carl Sandburg College into Saint Francis’ Bachelor of Science in Nursing program, provided that such students meet all admissions requirements. The agreement provides opportunities for Saint Francis to recruit students who are academically well prepared and who fit well with the mission of its Bachelor of Science in Nursing (BSN). Carl Sandburg College students covered by this agreement will complete the 59 required prenursing courses in liberal arts and sciences at Carl Sandburg College and then transfer to Saint Francis to complete the 65 required hours in the nursing major leading to a Bachelor of Science in Nursing (BSN) degree. Students participating in the partnership will receive advisement from both institutions to assist them in timely degree completion.

Additional information is available on the Carl Sandburg College website at www.sandburg.edu.
Prerequisite and co-requisites for the nursing courses are specified for classified students. Students-at-large and RN students should contact the Office of Admissions for the requirements for a specific course. Exceptions require the consent of the course faculty and Dean, Undergraduate Program. The nursing major is taken during the junior and senior years.

Numbers listed to the right of the course name indicate credit hours earned. If there are additional numbers listed in parenthesis, the first number is credit hours for theory and the second number is credit hours for laboratory or clinical.

### Core Courses

**304 Nursing and Healthcare Ethics** ............................... 3
This course is designed to develop the foundations of decision-making in health care ethics. Decisions are based primarily upon a Judeo-Christian value system which has clear expression in the Ethical and Religious Directives for Catholic Health Care Services. Core assumptions of ethical systems used in health care ethics decision-making frameworks and models will be identified, evaluated and discussed. Critical examination of clinical cases provides opportunity to analyze ethical decisions as related to professional nursing, biophysical, and psychosocial concepts. Prerequisite: Completion of Health Assessment, Pathophysiology, Pharmacological Basis in Nursing, Conceptual Basis of Nursing I Theory and Conceptual Basis of Nursing I Clinical; or with approval of the Dean of the Undergraduate Program and course faculty.

**310 Health Assessment .........................................3 (2/1)**
This course uses active student learning to develop skills for physical, developmental, psychosocial, cultural, and spiritual assessment of individuals with emphasis on normal variations and common abnormalities. Communication skills, interviewing techniques, and history taking skills essential to the nursing process are learned and practiced. Opportunities for practice and validation of assessment skills are provided in the laboratory. Prerequisite: Completion of 59 credit hours prenursing courses; concurrent with or after completion of Learning Strategies for Nursing Students; prior to or concurrent with Conceptual Basis of Nursing I Clinical and Conceptual Basis of Nursing I Theory. Or RN who has completed 59 credit hours prenursing courses or is enrolled in pre-nursing curriculum or have approval of the Dean of the Undergraduate Program and course faculty.

**312 Pathophysiology .................... 4 (3 in seat/1 on-line)**
This course introduces the central concepts of pathophysiology at the cellular level and how they apply to physiological changes. A variety of pathophysiological alterations are used to illustrate these central concepts. Throughout the course, the student applies previously acquired knowledge from anatomy and physiology, chemistry, and microbiology to the study of pathophysiology. Prerequisite: Completion of 59 credit hours of pre-nursing courses. Concurrent with or after completion of Learning Strategies for Nursing Students; concurrent with or prior to Conceptual Basis of Nursing I Clinical and Theory, or with approval of the Dean of the Undergraduate Program and course faculty. Prerequisites for Student-at-Large: 6-8 credit hours anatomy and physiology, 3-4 credit hours chemistry, 3-4 credit hours microbiology, or with approval of the Dean of the Undergraduate Program and course faculty.

**314 Pharmacological Basis of Nursing Practice ............ 3**
This course provides a broad overview of the nursing management of drug therapy. Content includes general principles of pharmacology and the legal, ethical, and safety aspects of medication administration. Drug information includes core drug knowledge for major drug classifications and prototype medications on specific body systems, as well as patient variables that influence drug therapy such as health status, life span and gender, diet, and culture. Emphasis is placed on pharmacological principles and nursing responsibilities and how they apply to drug therapy. Prerequisite: Completion of 59 credit hours of pre-nursing courses. Concurrent with or after completion of Learning Strategies for Nursing Students; concurrent with or prior to Conceptual Basis of Nursing I Clinical and Theory, or with approval of the Dean of the Undergraduate Program and course faculty. Prerequisites for Student-at-Large: 6-8 credit hours anatomy and physiology, 3-4 credit hours chemistry, 3-4 credit hours microbiology, or with approval of the Dean of the Undergraduate Program and course faculty.
at-Large: 6-8 credit hours anatomy and physiology, 3-4 credit hours chemistry, 3-4 credit hours microbiology, or with approval of the Dean of the Undergraduate Program and course faculty.

317 Concepts of Professional Nursing for the RN .......... 3
This course provides an overview of the philosophy of baccalaureate nursing education and introduces the student to the philosophy and organizing framework of the College. The RN student, with unique life and work experiences, is guided to conceptualize changes in professional nursing roles. Topics discussed include caring interaction in nursing, nursing process, health promotion and maintenance, health care delivery systems, nursing theory, adult learning theories, and issues in contemporary nursing. The course provides a forum for discussion of changing perceptions and dimensions of professional nursing. The course assists the student in developing a conceptual framework for baccalaureate nursing. Prerequisites: Completion of 59 credit hours pre-nursing courses, licensed as an RN, or with approval of the Dean of the Undergraduate Program and course faculty.

318 Research for Nursing Practice............................3
This course focuses on the research process and the use of evidence as an integral component of professional nursing. Prior learning from the liberal arts and sciences and nursing coursework serves as a basis for the assimilation of new knowledge and skills related to research and evidence-based practice. Terminology, concepts and constructs specific to research; types of research methodologies; and the steps in the research process are discussed. Levels of evidence are introduced to guide clinical decision making. Emphasis is given to locating reputable sources of evidence and determining applicability of the information to professional nursing practice. Prerequisite: Successful completion of Conceptual Basis of Nursing I Theory, Conceptual Basis of Nursing I Clinical, Pathophysiology, Pharmacological Basis of Nursing Practice, and Learning Strategies for Nursing Students; or with approval of the Dean of the Undergraduate Program and course faculty.

321 Learning Strategies for Nursing Students .......... 1
This course employs current educational research to assist students in becoming active participants in a learner-centered curriculum. The roles, responsibilities, and expectations of both the student and the faculty will be clarified. Students will practice various active learning strategies in both the traditional and non-traditional settings. The rationales for a learner-centered concept-based curriculum and the use of technology will be discussed as these relate to best practices in current nursing education. Concepts and theories from students’ pre-nursing liberal arts and sciences background serve as a foundation for the development of new learning skills, which will prepare the student for the professional nursing role of life-long learner. Prerequisite: Must be taken during first 16 week semester enrolled at the College.

322 Concepts of Care for the Older Adult..................3
This course discusses and evaluates physiological and psychological concepts applicable to the older adult. Ethical, spiritual, cultural, and socioeconomic issues related to the older adult will be presented. Prior knowledge and skills in nursing, health assessment, pathophysiology, and pharmacology will be applied in the discussion of the nursing management of the older adult across the health/illness continuum. Utilizing the nursing process, students will relate the patient’s history and assessment findings, pathology, and treatment plan. The review of diagnostics and assessment findings, including functional assessment, will enable the student to plan, implement, and evaluate individualized plans of care. Prerequisite: Completion of Conceptual Basis of Nursing I Theory, Conceptual Basis of Nursing I Clinical, Pathophysiology, Pharmacological Basis of Nursing Practice, Health Assessment, and Learning Strategies for Nursing Students; or with approval of the Dean of the Undergraduate Program and course faculty.

324 Conceptual Basis of Nursing I Theory............... 4
This course provides a foundation for professional nursing practice. The emphasis is on theories, knowledge, and basic skills necessary to administer beginning level assessment and nursing interventions for adults. The course presents professional nursing, biophysical, and psychosocial concepts related to the professional roles of the nurse and care of the patient within the context of their environment. The health care delivery system and the political, economic, and social factors that affect health are discussed. The course introduces caring in nursing, critical thinking in applying the nursing process and managing patient care. Therapeutic communication, adult learning theory,
collaboration, and legal and ethical practice necessary to engage in therapeutic interventions that promote and maintain individuals’ health are learned. Prerequisite: Completion of 59 credit hours of required pre-nursing courses; taken concurrently with Conceptual Basis of Nursing I Clinical; concurrent with or after Health Assessment, Pharmacological Basis of Nursing Practice, Pathophysiology, and Learning Strategies for Nursing Students; or with approval of the Dean of the Undergraduate Program and course faculty.

325 Conceptual Basis of Nursing I Clinical..................0/2 (6 hours lab / clinical per week)
This course applies the concepts and theories of professional nursing from the course Conceptual Basis of Nursing I Theory. Opportunities to learn and practice cognitive and psychomotor skills are provided in the professional skills laboratory using simulation activities and with assigned patients in the clinical settings. The emphasis is on clinical experiences that will provide opportunities for students to participate in collaborative therapeutic activities in a variety of health care settings that focus on health maintenance and promotion. Clinical experiences occur in predictable situations with individuals across the lifespan. The nursing process is used to meet the patient’s needs related to health promotion and maintenance. The roles and characteristics of the professional nurse, with emphasis on the roles of caregiver and educator, are developed. Prerequisite: Completion of 59 credit hours of required pre-nursing courses; taken concurrently with or after Health Assessment, Pharmacological Basis of Nursing Practice, Pathophysiology, Learning Strategies for Nursing Student, and Conceptual Basis of Nursing I Theory; or with approval of the Dean of the Undergraduate Program and course faculty.

330 Conceptual Basis of Nursing II Theory .................. 5
This course focuses on professional nursing, biophysical and psychosocial concepts related to human behavior, psychopathology, women’s health, and the care of the family across the life span. The therapeutic use of self, education principles, institution of appropriate nursing care delivery, the nursing process, and concepts of group process are utilized as interventions for health maintenance, return of optimal health status, and adaptation of patients within their environments. The collaborative relationship between the nurse and other members of the interprofessional health care team in the clinical settings is explored. Emphasis is placed on the nursing process in assisting patients of various ages, wellness states, and cultures to reach optimal health by facilitating adaptation of physical, emotional, intellectual, social, and spiritual well-being. Prerequisite: Completion of Health Assessment, Conceptual Basis of Nursing I Theory, Conceptual Basis of Nursing I Clinical, Pathophysiology, Pharmacological Basis of Nursing Practice, and Learning Strategies for Nursing Students; concurrent with or prior to Conceptual Basis of Nursing II Clinical; or with approval of the Dean of the Undergraduate Program and course faculty.

331 Conceptual Basis of Nursing II Clinical..................0/5
This course applies the concepts and theories of professional nursing from the course Conceptual Basis of Nursing II Theory. Opportunities to learn and practice therapeutic use of self, group process, cognitive and psychomotor skills are provided in the professional skills laboratory using simulation activities and with assigned patients in the clinical settings. A variety of acute care, intermediate, and community settings are used for the promotion and restoration of health and rehabilitation for individuals, families, and groups. Clinical assignments provide opportunity to implement the nursing process to meet the needs of patients related to human behavior, psychopathology, women’s health, and the family across the life span. The collaborative relationship between the professional nurse and the interprofessional health care team in the clinical setting is further developed. Prerequisite: Completion of Health Assessment, Conceptual Basis of Nursing I Theory, Conceptual Basis of Nursing I Clinical, Pathophysiology, Pharmacological Basis of Nursing Practice, and Learning Strategies for Nursing Student; concurrent with or after completion of Conceptual Basis of Nursing II Theory; or with approval of the Dean of the Undergraduate Program and course faculty.

412 Trends and Issues for Professional Nursing......... 3
This course focuses on the trends and issues impacting nursing and health care. Topics include legal issues, informatics, regulatory processes, professionalism, health care policy, economics, quality, and care delivery systems. The responsibilities of the professional nurse in the current complex health care environment are emphasized. Prerequisite: Successful completion of Conceptual Basis of Nursing II Theory and Conceptual Basis of Nursing II Clinical; or with approval of the Dean of the Undergraduate Program and course faculty.
425 Promoting Healthy Communities for the RN

This course integrates professional nursing, biophysical and psychosocial concepts for care of people in the community. The concepts of health promotion, safety, health care systems, immunity, infection, and oxygenation, as related to populations, will be explored and applied. Emphasis is on the leadership roles of the nurse in managing the care of individuals, families, groups, and populations. Emphasis is on the nursing process in assisting patients of various ages, wellness states, and cultures to reach optimal health by facilitating adaptation of physical, emotional, intellectual, social, and spiritual well-being of populations. Prerequisite: RN Students Only. Completion of Health Assessment and Concepts of Professional Nursing for the RN; or with approval of the Dean of the Undergraduate Program and course faculty.

426 Conceptual Basis of Nursing III Theory

This course focuses on biophysical and psychosocial concepts related to cellular regulation, growth and development, perfusion, oxygenation, health promotion, coagulation, mobility, nutrition, fluid and electrolyte balance, fatigue, elimination and inflammation in patients across the lifespan. Additionally, professional nursing, biophysical, and psychosocial concepts will be discussed as they relate to the primary concepts. Emphasis is on the nursing process in assisting patients of various ages, wellness states, and cultures to reach optimal health by facilitating adaptation of physical, emotional, intellectual, social, and spiritual well-being. Prerequisites: Completion of Conceptual Basis of Nursing II Theory and Conceptual Basis of Nursing II Clinical; concurrent with or after completion of Conceptual Basis of Nursing III Theory; after completion or concurrent with Nursing and Healthcare Ethics and Concepts of Care for the Older Adult; or with approval of the Dean of the Undergraduate Program and course faculty.

427 Conceptual Basis of Nursing III Clinical

This course applies the concepts and theories of professional nursing from the course Conceptual Basis of Nursing IV. Opportunities to learn and practice cognitive and psychomotor skills are provided in the professional skills laboratory using simulation activities and with assigned patients in the clinical settings. The nursing process is implemented in a variety of acute and intermediate care settings for the promotion and restoration of health. Students participate as an integral member of the health care team to provide comprehensive nursing care to patients across the lifespan and from diverse ethnic and socioeconomic groups. Leadership, responsibility/accountability, and interprofessional collaboration are emphasized. For those RNs wishing to meet this course requirement with a portfolio, one year of clinical experience (minimum of 1000 hours) is required. Prerequisite: Completion of Concepts of Professional Nursing - RN, and Health Assessment; or with approval of the Dean of the Undergraduate Program and course faculty.

433 Experiences in Clinical Nursing-RN

This course applies the concepts and theories of professional nursing from the course Conceptual Basis of Nursing IV. Opportunities to learn and practice cognitive and psychomotor skills are provided in the professional skills laboratory using simulation activities and with assigned patients in the clinical settings. The nursing process is implemented in a variety of acute and intermediate care settings for the promotion and restoration of health. Students participate as an integral member of the health care team to provide comprehensive nursing care to patients across the lifespan and from diverse ethnic and socioeconomic groups. Leadership, responsibility/accountability, and interprofessional collaboration are emphasized. For those RNs wishing to meet this course requirement with a portfolio, one year of clinical experience (minimum of 1000 hours) is required. Prerequisite: Completion of Concepts of Professional Nursing - RN, and Health Assessment; or with approval of the Dean of the Undergraduate Program and course faculty.

434 Concepts in Nursing Management

This course focuses on the concepts and theories utilized in the managerial process related to nursing and health care. Topics discussed include leadership and management theories, change process, conflict resolution, communication, and decision making. The roles and responsibilities of an effective nurse manager and leader are emphasized. Prerequisite: Completion
of Conceptual Basis of Nursing II Theory, Conceptual Basis of Nursing II Clinical, Nursing and Healthcare Ethics; prior to or concurrent with Conceptual Basis of Nursing III Theory and Conceptual Basis of Nursing III Clinical; or with approval of the Dean of the Undergraduate Program and course faculty. Prerequisite for RNs: Concepts of Professional Nursing and Health Assessment; concurrent with or after completion of Promoting Healthy Communities; or with approval of the Dean of the Undergraduate Program and course faculty.

436 Trends and Issues for Professional Nursing for the RN ......................................................... 3
This course focuses on the trends and issues impacting nursing and health care. Concepts discussed include legal issues, informatics, regulatory processes, professionalism, health care policy, and economics, quality, and care delivery systems. The responsibilities of the professional nurse in the current complex health care environment are emphasized. Prerequisite: Registered Nurses only. Completion of Concepts of Professional Nursing for the RN; completion of or concurrent registration in Nursing and Healthcare Ethics and Nursing Research; or with approval of the Dean of the Undergraduate Program and course faculty.

438 Conceptual Basis of Nursing IV Theory .................. 5
This course integrates professional nursing, biophysical and psychosocial concepts related to health promotion, safety, health care systems, immunity, infection, oxygenation, perfusion, fluid and electrolyte balance and coagulation across the lifespan. Additional professional nursing concepts will be discussed as they relate to management, leadership and collaboration. Emphasis is on the leadership roles of the nurse in managing the care of individuals, families, groups, and populations. Emphasis is on the nursing process in assisting patients of various ages, wellness states, and cultures to reach optimal health by facilitating adaptation of physical, emotional, intellectual, social, and spiritual well-being. Prerequisite: Completion of Conceptual Basis of Nursing III Theory, Conceptual Basis of Nursing III Clinical, Research for Nursing Practice, and Concepts in Nursing Management; concurrent with or prior to Conceptual Basis of Nursing IV Theory; or with approval of the Dean of the Undergraduate Program and course faculty.

439 Conceptual Basis of Nursing IV Clinical ...............0/5
This course applies the concepts and theories of professional nursing from the course Conceptual Basis of Nursing IV Theory. Opportunities to learn and practice cognitive and psychomotor skills are provided in the professional skills laboratory using simulation activities and with assigned patients in the clinical settings. The nursing process is implemented in a variety of acute care, intermediate, and community settings for the promotion and restoration of health, rehabilitation for individuals, families, groups, and populations. Students participate as an integral member of the health care team to provide comprehensive nursing care to patients across the lifespan and from diverse ethnic and socioeconomic groups. Leadership, responsibility/accountability, and interprofessional collaboration are emphasized. Prerequisite: Completion of Conceptual Basis of Nursing III Theory, Conceptual Basis of Nursing III Clinical, Research for Nursing Practice, and Concepts in Nursing Management; concurrent with or prior to Conceptual Basis of Nursing IV Theory; or with approval of the Dean of the Undergraduate Program and course faculty.

Electives

NOTE: Elective course offerings vary each year depending upon the number of students and availability of faculty.

431 Independent Study .............................................. 1-3
Health related topics of interest to the student allows for an in-depth study to enhance student learning. An independent study with a clinical focus including a seminar and experience is available in various clinical areas. A variety of elective courses may be offered pending student interest and enrollment. Prerequisite: Completion of Conceptual Basis of Nursing I, II, and III Theory and Clinical; concurrent with or after completion of Conceptual Basis of Nursing IV Theory and Clinical; or approval of the Dean of the Undergraduate Program and course faculty.

431.2 Emergency Nursing Care of Patient ................. 3
This course incorporates the nursing process in nursing care that assists patients in a variety of emergency situations. The topics discussed include standards, concepts, laws, current research, and ethical implications related to emergency care of patients. The roles and responsibilities of the nurse in emergency care are discussed. Emphasis is on priority setting, critical assessment, interviewing strategies, and the application of the nursing process to provide care and meet course
outcomes. Prerequisite: Completion of Conceptual Basis of Nursing I, II, and III Theory and Clinical Courses. Concurrent with or after completion of Conceptual Basis of Nursing IV Theory and Clinical; or approval of the Dean of the Undergraduate Program and course faculty.

431.3 Substance Abuse and Addictive Behavior in Society ......................................................... 3
This course promotes a bio-psychosocial view of substance abuse and addictive behavior. It focuses on the nature, causes, prevention, intervention, and rehabilitation of these problems. Students learn ways in which abused chemicals have been regarded in society and factors that may contribute to current concepts about adverse consequences of alcohol and other drug abuse and addictive behaviors. Prevention programs, formal recovery programs, and self-help programs are visited and appraised. Prerequisite: Completion of Conceptual Basis of Nursing II Theory and Conceptual Basis of Nursing II Clinical; or with approval of the Dean of the Undergraduate Program and course faculty.

431.4 Nursing Care of the Critically Ill Adult .......... 3
This course utilizes the nursing process to study the nursing care of critically ill patients across the lifespan with a variety of problems. Topics to be covered include concepts, standards of practice, current research and ethical implications related to the care of critically ill adults. The roles and responsibilities of the nurse in the critical care setting will be discussed. Appropriate research findings are discussed as they relate to care of the critically ill patient. Prerequisite: Completion of Conceptual Basis of Nursing I, II, and III Theory and Clinical courses; concurrent with or after completion of Conceptual Basis of Nursing IV Theory and Clinical; or with approval of the Dean of the Undergraduate Program and course faculty.

431.6 Nursing Care of the Critically Ill Child......... 3
This course includes the study of concepts and principles from nursing and the sciences as they relate to the care of the critically ill neonatal and pediatric patients. Emphasis is placed on the psychosocial and physiologic needs of the patient and family. The roles and functions of the nurse are discussed, as well as the ethical/legal issues encountered in the pediatric critical care environment. Appropriate research findings are discussed as they relate to the care of these patients. Students utilize the critical care units to observe and assist with nursing care of the neonatal or pediatric patient. Prerequisite: Completion of Conceptual Basis of Nursing I, II, and III Theory and Clinical courses; concurrent with or after completion of Conceptual Basis of Nursing IV Theory and Clinical; or with approval of the Dean of the Undergraduate Program and course faculty.

431.8 Summer Clinical Elective .......................... 3
This course helps prepare the baccalaureate-nursing student to integrate nursing theories, concepts and experiences in the preparation for the practice as a professional nurse. Within this course, the goals of nursing are the promotion and maintenance of health; the care and rehabilitation of the sick and the injured; and the support of the dying based on the Catholic ethical principles and the Catholic social teachings. Learning is both an independent and an interdependent process. The student functions with the interdisciplinary team is assigned to a preceptor who serves as a role model and clinical resource person enrolled in the nursing education program. Prerequisites: Acceptance into the OSF Saint Francis Medical Center Extern Program or similar program at another institution/office and the fulfillment of the admission requirements at the Saint Francis Medical Center College of Nursing as a student or a student-at-large.

431.10 Cultural Immersion ............................... 3
This course provides an in-depth study of public health issues specific to the identified local population, as well as pertinent clinical experiences during a one- to two-week cultural immersion experience in that locale. The student will gain an appreciation for cultural awareness and practices, concepts and theories related to global health care. The nursing process will be employed to meet the physiological, psychological and spiritual needs of the local population. Learning opportunities will include travel to a new cultural community with clinical experiences to include home visits, clinical experiences, hospital visits and cultural experiences. Students will be expected to provide health education to a community group and apply knowledge and skills in the direct care of the local patient in a remote setting over the trip. Prerequisite: Completion of Conceptual Basis of Nursing I, Theory and Clinical, Health Assessment, Pharmacology and Pathophysiology; concurrent with or after completion of Conceptual Basis of Nursing II, Theory and Clinical; or approval of the Dean of the Undergraduate Program and course faculty.

431.11 Camp GranADA Experience ...................... 3
In this course, concepts and theories related to care of the child with diabetes will be implemented. The
nursing process is utilized to meet the physiological and psychological needs of the child camper with an emphasis on the higher level needs of safety, security, protection, love and belonging. Interactions between the nurse, child and family are emphasized, as well as the role of educator. Learning experiences include opportunities to apply knowledge and skills in the care of the child who has diabetes in a rustic setting over a week-long stay. Prerequisite: Successful completion of the first semester junior year. This includes completion of 310, 312, 314, 324 and 325.

431.15 Transcultural Nursing ........................................ 3
The course provides students with an introduction to the theory of transcultural nursing. The core content includes the history of transcultural nursing, as well as issues of cultural beliefs, practices, values and implications for nursing practice. Students will study common beliefs and health care practices from many different cultures. Personal reflection on the student’s own culture and the student’s feelings towards other cultures will also be explored. The course also covers information related to consultation in transcultural nursing, as well as administration, research and issues for the future. The student will be provided tools to ensure a better understanding of various cultures, which will equip the nurse to provide culturally competent and culturally sensitive care. Prerequisite: Successful completion of the first semester junior year.
Graduate in Nursing Programs

A Tradition of Excellence in Nursing Education
Description of Program Offerings

The graduate programs are offered predominantly through distance education using learning management software. Students participate in both synchronous and asynchronous discussions.

Revised Curriculum Effective Fall 2018

Adult Gerontology Acute Care Nurse Practitioner

Adult Gerontology Acute Care Nurse Practitioners (AG ACNP) assess, diagnose and manage acutely ill patients in hospital and hospital-to-clinic settings. The advanced skills of the AG ACNP may be used in emergency departments, intensive care units, intermediate care units and specialty clinics such as cardiology or neurology. Adult Gerontology Acute Care Nurse Practitioners focus on populations needing critical care and treatment of acute and chronic illnesses, disability and/or injury. Students come to campus one time per semester during the practicum courses. Graduates will be prepared to take the certification exam and assume leadership roles for the targeted populations from this 52-credit hour option with 704 practicum hours.

Nurse Educator

The Master of Science in Nursing Program offers a 39-credit hour Educator option designed for the baccalaureate professional nurse. Graduate students will be prepared to design and use multiple educational delivery systems and teaching strategies. In addition, the student will develop, implement and evaluate curriculum that will prepare nurses responsive to future and current health care and educational systems.

Nursing Management Leadership (NML)

The Nursing Management Leadership option is a 36-credit hour master’s in nursing option. This degree prepares the baccalaureate professional nurse for a variety of leadership positions. Following successful completion of this MSN degree, the graduate may qualify for the advanced nurse executive certification examination.

Neonatal Nurse Practitioner (NNP)

The Neonatal Nurse Practitioner option is a 42-credit hour course of study designed to provide the baccalaureate-prepared nurse with an in-depth focus on health management of the acutely and critically ill neonate and their family through their studies in research, theory, cultural diversity, health policy, ethics and leadership related to the role of the Advanced Practice Nurse. Upon successful completion of this program, the graduate will be eligible to sit for the national Neonatal Nurse Practitioner certification examination offered by the National Certification Corporation.

Family Nurse Practitioner (FNP)

The Family Nurse Practitioner option is a 47-credit hour course of study, which allows students to care for individuals across the lifespan in primary care settings. The FNP is prepared to prevent illness, promote wellness and treat those with acute and chronic illnesses. Upon successful completion of this MSN degree option, the graduate is eligible to take the national certification examination.

Psychiatric Mental Health Nurse Practitioner (PMHNP)

The Psychiatric Mental Health Nurse Practitioner option is a 49-credit hour course of study. This option is designed to prepare the graduate to care for individuals across the lifespan with mental health care needs and practice in a variety of settings such as clinics, human service centers, prompt cares and physician practices. Upon successful completion of this degree option, the graduate is eligible to take the national certification examination.

Post Graduate Certificates

The College offers four post graduate certificates. The certificates are Adult Gerontology Acute Care Nurse...
Practitioner (AG ACNP), Adult Gerontology Clinical Nurse Specialist (AG CNS), Nurse Educator, Family Nurse Practitioner and Psychiatric Mental Health Nurse Practitioner.

Post Graduate Certificate Adult Gerontology Acute Care Nurse Practitioner
The Adult Gerontology Acute Care Nurse Practitioners certificate is an option for nurses who hold a master's degree in nursing and want to care for populations needing critical care and treatment of acute and chronic illnesses, disability and/or injury. The 37-credit hour program includes 704 hours of practicum experience and students learn to manage care for acutely ill patients in hospital and hospital-to-clinic settings. Students will be eligible to sit for the Adult Gerontology Acute Care Nurse Practitioner certification exam.

Psychiatric Mental Health Nurse Practitioner
This 37-credit hour post-master's certificate is for nurses who want to specialize in the care of patients with psychiatric and mental health disorders. Students learn to diagnose, treat and provide therapeutic interventions for this vulnerable population in the theory courses and the 704 hours of practicum.

Curriculum Retiring After 2018
Accelerated Pathway to Master of Science in Nursing
This accelerated option is designed for RNs who hold either an associate degree or a diploma in nursing, have a bachelor's degree in a discipline other than nursing from an accredited college or university and have considerable nursing experience and outstanding academic histories.

MSN Adult Gerontology Clinical Nurse Specialist
The Master of Science in Nursing (MSN) program is designed to provide the baccalaureate professional nurse with current advanced knowledge and skills in Adult Gerontology Nursing. Graduate students will be prepared to assume leadership roles in an integrated health care system and will be able to develop, implement and evaluate programs for targeted populations in a variety of settings. The program prepares graduates in scientific inquiry, which includes validating and applying research findings to nursing practice, and evaluating nursing theory appropriate for advanced practice.

Upon successful completion of this program of study, the graduate may either take a national certification examination to become a certified clinical nurse specialist or practice as a master's prepared nurse. Graduates choosing to use the title Advanced Practice Nurse are required to take the national certification examination and apply to the Illinois Department of Financial and Professional Regulations for licensure to practice in Illinois.

MSN Nurse Educator
The Master of Science in Nursing Program offers an Educator option designed for the baccalaureate professional nurse. Graduate students will be prepared to design and use multiple educational delivery systems and teaching strategies. In addition, the student will develop, implement and evaluate curriculum that will prepare nurses responsive to future and current health care and educational systems.

MSN Nursing Management Leadership (NML)
The Nursing Management Leadership (NML) option prepares the baccalaureate professional nurse for a variety of leadership positions. Following successful completion of this MSN degree, the graduate may qualify for the advanced Nurse Executive certification examination.

MSN Neonatal Nurse Practitioner (NNP)
The college offers a Master of Science in Nursing with the Neonatal Nurse Practitioner (NNP) option. This course of study designed to provide the baccalaureate prepared nurse with an in-depth focus on health management of the acutely and critically ill neonate and their family through their studies in research, theory, cultural diversity, health policy, ethics and leadership related to the role of the Advanced Practice Nurse.

Upon successful completion of this program, the graduate will be eligible to sit for the national Neonatal Nurse Practitioner certification examination offered by the National Certification Corporation. Following successful certification, the graduate applies to the Illinois Department of Financial and Professional Regulation for licensure as an advanced practice registered nurse for practice in Illinois.

MSN Family Nurse Practitioner (FNP)
The Family Nurse Practitioner course of study allows students to care for individuals across the lifespan in the primary settings. The FNP is prepared to provide care for prevention of illness and promote wellness for those with acute and chronic illnesses. Upon successful completion of this MSN degree option, the graduate
may take the national certification examination and apply to the State of Illinois or the graduate’s State Department of Professional Regulations for licensure to practice as an Advanced Practice Professional Nurse.

**MSN Psychiatric Mental Health Nurse Practitioner (PMHNP)**

This option is designed to prepare the graduate to care for individuals across the lifespan with mental health care needs and practice in a variety of settings such as clinics, human service centers, urgent care and physician practices. Upon successful completion of this MSN degree option, the graduate may take the national certification examination and apply to the State of Illinois or the graduate’s State Department of Professional Regulations for licensure to practice as an Advanced Practice Professional Nurse.

**Post Graduate Certificates**

The College offers a Post Graduate Nurse Educator Certificate, a Post Graduate Adult-Gerontology Clinician Certificate (CNS) and a Post Graduate Family Nurse Practitioner (FNP) Certificate.

**Post Graduate Certificate Adult Gerontology Clinical Nurse Specialist**

The 22-hour post graduate nursing clinician certificate requires the student to complete the three courses for Adult Gerontology (517, 519 and 529) plus the Practicum (course 611). Course 517 has 64 practicum hours. This option would give the post graduate student a total of 512 practicum hours. Applicants are required to have a current RN license and show evidence of graduation from an accredited Master in Nursing program.

**Post Graduate Certificate Nurse Educator**

Saint Francis Medical Center College of Nursing provides both a 9- and 15-hour post graduate nurse educator certificate offering for those who currently have a Master in Nursing and wish to acquire a nursing educator certificate. Students may also take selected courses to fit their needs without pursuing a certificate. Students may enroll in 532, 536 and 540 and/or 600, the practicum.

Graduate students who enroll in the nursing educator post graduate certificate option will be prepared to design and use multiple educational delivery systems and teaching strategies to develop, implement, and evaluate curriculum that will prepare nurses who are responsive to current and future health care systems.

**Post Graduate Certificate Family Nurse Practitioner**

The certificate program is a course of study for those who already have a Master in Nursing and wish to obtain the Family Nurse Practitioner certificate. Courses required are dependent on master’s degree completion and certification requirements.

**Master’s Program Outcomes**

The graduate of the Master’s Degree Program is able to:

1. Integrate theory, research and practice using critical thinking for the improvement of client care in a variety of settings and the advancement of the nursing profession.

2. Practice autonomously in a variety of professional roles to respond to the social, economic, ethical, political and legal issues impacting the needs of clients and the nursing profession.

3. Express caring in professional interactions which supports the values and promotes the growth and self-actualization of individuals, groups and communities.

4. Provide collaborative leadership within the complex health care system in a culturally diverse society.

5. Synthesize the principles of education to develop interventions that promote, maintain, and restore health.

**MSN Admission Requirements**

Applications are reviewed throughout the year, but priority is given to applicants who complete application process by April 1 for fall enrollment and October 15 for spring enrollment options.

For admission into the MSN program the following are required:

- Submit a completed application.
- Pay $50 nonrefundable application fee.
- Bachelor of Science in Nursing degree from accredited program (ACEN, CNEA, or CCNE).
- Minimum undergraduate cumulative GPA of 2.8 on a 4.0 scale.
- Official transcripts of all prior college academic work.
- Proof of current, unencumbered licensure as a registered professional nurse in one or more states in the United States.
- Evidence of one year of professional nursing experience preferred.
- Three letters of recommendation from persons who are able to speak to the applicant’s ability to undertake graduate education. One letter from
a nursing faculty member from the student’s baccalaureate nursing program is preferred.

- A 500- to 750-word typed essay detailing professional and educational work goals.
- Evidence of completion of undergraduate health assessment and nursing research courses with a minimum grade of C for both courses.
- The College may request an interview.

NNP:
1. Must have the equivalent of two years full-time clinical experience as an RN in a Level III or IV NICU within the past five years before starting clinical courses. May start theory courses without the required clinical experience.
2. Hold and maintain a current Neonatal Resuscitation Program certification.

Psychiatric Mental Health Nurse Practitioner:
Psychiatric Mental Health Nurse Practitioner students must have one year of experience (or the equivalent) in psych-mental health within the past five years prior to starting the psych-mental health-specific theory or practicum courses.

*Any exceptions to these requirements must be approved by the Graduate Committee.

### Admission Categories

- **Unconditional:** Unconditional acceptance is given to all applicants who meet all the admission criteria and are approved by the Graduate Committee.

- **Conditional:** Conditional acceptance is given to applicants who do not meet all the admission criteria. At the time of admission, the Graduate Committee may specify other conditions for the applicant that would need to be fulfilled in order to progress in the program. To have conditional acceptance status removed for the person with a GPA greater than 2.5 but less than 2.8, the student must complete 12 credit hours of course work with a minimum grade of B in each course.

### Time Limitations for Completion of Program

Students are expected to maintain continuous enrollment in the academic program. Students must successfully compete the prescribed curriculum within five years (six years for RN-MSN, AG-ACNP and DNP-L students needing practicum hours over the 512 included in the curriculum and nine years for BSN-DNP options). Periods of time on official leaves of absences do not count in the time to completion. Extensions may be granted when circumstances warrant. A student must request an extension in writing to the Dean of the Graduate Program. The request must specify the reason for an extension and state an expected date of completion. An extension will not ordinarily exceed one year. A student who withdraws and is later readmitted is not automatically granted additional time to complete the degree. The Dean of the Graduate Program will review each situation individually. Ordinarily, each extension requires the student to be enrolled in at least one credit hour per semester. Tuition and fees will be paid by the student at the rate for that semester.

### Residency Requirements

Students enrolled in the following programs must earn the minimum semester credit hours from the College of Nursing to be eligible to receive the degree:

<table>
<thead>
<tr>
<th>Program</th>
<th>Credit Hours</th>
<th>Minimum Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Revised Curriculum</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MSN – Adult Gerontology Acute Care Nurse Practitioner</td>
<td>52</td>
<td>43</td>
</tr>
<tr>
<td>MSN – Family Nurse Practitioner</td>
<td>47</td>
<td>38</td>
</tr>
<tr>
<td>MSN – Psychiatric Mental Health Nurse Practitioner</td>
<td>49</td>
<td>40</td>
</tr>
<tr>
<td>MSN - Neonatal Nurse Practitioner</td>
<td>42</td>
<td>33</td>
</tr>
<tr>
<td>MSN – Nursing Management Leadership</td>
<td>36</td>
<td>27</td>
</tr>
<tr>
<td>MSN – Nurse Educator</td>
<td>39</td>
<td>30</td>
</tr>
<tr>
<td><strong>Retiring Curriculum</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MSN - Adult Gerontology Clinical Nurse Specialist</td>
<td>43</td>
<td>34</td>
</tr>
<tr>
<td>MSN - Family Nurse Practitioner</td>
<td>44</td>
<td>35</td>
</tr>
<tr>
<td>MSN - Psychiatric/Mental Health Nurse Practitioner</td>
<td>46</td>
<td>37</td>
</tr>
<tr>
<td>MSN - Neonatal Nurse Practitioner</td>
<td>39</td>
<td>30</td>
</tr>
<tr>
<td>MSN - Nursing Management Leadership</td>
<td>33</td>
<td>24</td>
</tr>
<tr>
<td>MSN - Nurse Educator</td>
<td>36</td>
<td>27</td>
</tr>
</tbody>
</table>
Doctor of Nursing (DNP) Program Admission

Description of Program
The graduate programs are offered predominately through distance education using learning management software. Students participate in both synchronous and asynchronous discussions.

Revised Curriculum Effective Fall 2018

Doctor of Nursing Practice – Clinical (DNP-C)
The DNP-Clinical option is a practiced-focused program designed to prepare advanced practiced nurses for practice at the highest level of nursing. This post-master’s terminal degree consists of a 40-credit hour program of study based on research and evidence-based practice, which further develops the student’s analytical and critical thinking skills. The learning outcomes, DNP Project and residency prepare the student to be a quality improvement leader within target populations.

Doctor of Nursing Practice – Leadership (DNP-L)
The DNP-Leadership option (DNP-L) is a 40-credit hour program of study. This post-master’s terminal degree prepares leaders to expand their knowledge and abilities to influence and positively impact nursing interventions, health care organizations, outcomes, health practices and policy. The curriculum emphasizes safe practice with the expectation that the student bases discussions and projects on research, evidence-based practice, analysis and critical thinking. The successful achievement of the learning outcomes, DNP Project and residency prepare the student to be a leader in a variety of diverse and contemporary health care environments.

BSN-DNP Adult Gerontology Acute Care Nurse Practitioner
Adult Gerontology Acute Care Nurse Practitioners (AG ACNP) assess, diagnose and manage acutely ill patients in hospital and hospital-to-clinic settings. The advanced skills of the AG ACNP may be used in emergency departments, intensive care units, intermediate care units and specialty clinics such as cardiology or neurology. Adult Gerontology Acute Care Nurse Practitioners focus on populations needing critical care and treatment of acute and chronic illnesses, disability and/or injury. Students come to campus one time per semester during the practicum courses. Graduates will be prepared to take the certification exam and assume advanced leadership roles for the targeted populations following the completion of the 77-credit hour curriculum and 1,216 practicum hours.

BSN-DNP Family Nurse Practitioner
The 72-credit hour course of study prepares students to provide primary care to patients of all ages. Family Nurse Practitioners focus on assessment, diagnosis and treatment of acute and chronic illnesses and they emphasize health maintenance and health promotion. Many outpatient settings are appropriate for practice for FNPs such as physician offices, clinics and urgent care facilities. Theory and practicum courses prepare graduates to take the Family Nurse Practitioner exam and assume advanced leadership roles related to the population.

BSN-DNP Neonatal Nurse Practitioner
Graduates of the 73-credit hour BSN-DNP Neonatal Nurse Practitioner option are prepared to manage
care for critically ill neonates in neonatal intensive care units. The NNPs assess, diagnose and treat conditions associated with prematurity and work with the family unit in dealing with the hospitalization and needs of the neonate. Graduates are prepared to assume advanced leadership roles related to the neonatal infant and their families and they are eligible to take the National Certification Corporation certification exam.

BSN-DNP Psychiatric Mental Health Nurse Practitioner

Psychiatric Mental Health Nurse Practitioners assess, diagnose and treat people of all ages with psychiatric and mental health needs. The nurse practitioner prescribes medications and therapeutic interventions in a variety of outpatient settings. Following completion of the 77-credit hours of study, the graduate is eligible to sit for the Psychiatric Mental Health (Across the Lifespan) certification exam and assume advanced leadership roles for this vulnerable population.

Curriculum Retiring After 2018

Doctor of Nursing Practice – Clinical (DNP-C)
The DNP-Clinical option is a post-master’s doctorate degree, a practiced-focused program designed to prepare advanced practiced nurses at the highest level of nursing practice. The DNP is a terminal degree. The post-master’s doctorate consists of a 39-credit hour doctoral program for those individuals who are master’s-prepared and nationally certified and licensed as an advanced practice registered nurse (APRN). With this addition, the College will offer both the existing Master of Science in Nursing degree and a Doctorate of Nursing Practice degree.

Doctor of Nursing Practice – Leadership (DNP-L)
The DNP-Leadership option (DNP-L) is designed as a post-master’s doctorate degree and consists of 39 credit hours. The DNP-L prepares Leaders to expand their knowledge and abilities to influence and positively impact nursing interventions, health care organizations, outcomes, health practices and policy. The curriculum, through each of the courses and learning outcomes, has an emphasis on safe practice with the expectation that the student bases the online discussions on research, evidenced based practice, analysis, and critical thinking. The successful achievement of the learning activities, projects, discussions, presentations, capstone and residency prepares the student to achieve the program outcomes for decision making and safe, competent practice as a leader in a variety of diverse and contemporary health care environments.

Doctoral Program

The breadth of the educational offering, the doctor of nursing practice (DNP), is in keeping with the AACN Essentials of Doctoral Education for Advanced Nursing Practice (2006). The program is designed to provide courses that prepare the graduate in areas of the scientific underpinnings for practice, organizational and systems leadership, clinical scholarship and analytical methods for evidenced based practice, information systems/technology, health care policy for advocacy in health care, interprofessional collaboration, clinical prevention and population health for improving the Nation’s health, and education and advanced nursing practice.

Program Outcomes

1. Incorporate advanced levels of clinical judgment and scholarship into nursing and leadership.
2. Appraise scientific knowledge, as well as new and current approaches in nursing practice, and leadership to promote optimal outcomes.
3. Examine leadership in organizations and systems to assure quality care delivery models.
5. Evaluate programs, health care delivery systems, and outcomes using information systems.
6. Advocate for health care practice change through policy development and evaluation.
7. Adapt appropriate leadership roles for effective transdisciplinary collaboration to achieve optimal outcomes.
8. Combine ethical principles with decision making processes in health care practices and systems.
9. Integrate advanced clinical reasoning and judgment in the management of complex clinical situations and systems.

Admission Requirements

- Official transcripts from all colleges and universities attended.
• Clinical: MSN degree in nursing and 500 practice hours.
• Leadership: RN licensed in state of practice with a master’s degree in health administration, leadership, or other area of study approved by the Dean or graduate committee.
• Minimum cumulative GPA of 3.2 on a 4.0 scale.
• Curriculum vitae with publications listed (if applicable).
• Copy of license (as RN and advanced practice license, if applicable) from the state where currently licensed.
• Leadership: must show evidence of any practicum hours completed for master’s degree. If fewer than 500 hours, then it is required to add practicum hours during the doctoral program to complete the 1,000 practicum hours required for graduation.
• A 750- to 1000-word typed essay outlining goals, objectives, and focused area of interest in pursuing the DNP.
• Evidence of one year professional nursing experience preferred.
• Three letters of recommendation from persons who are able to speak of the applicant’s ability to undertake doctoral study. One letter from a nursing faculty or academic advisor and one from a former employer are preferred.
• An interview may be requested.

Admission Category
Unconditional: Unconditional acceptance is given to all applicants who meet all the admission criteria.

Plan of Study
The DNP program features a plan of study that:
• builds upon the previous nursing education for those individuals currently practicing in a variety of advanced nursing roles.
• emphasizes leadership in advanced practice, preparation for use of evidence-based practices and application of research to leadership and practice. Includes doctoral level clinical experiences in evidence-based practice, quality improvement, leadership and organization/systems thinking.
• is structured around the American Association of Colleges of Nursing (AACN) Essentials of Doctoral Education for Advanced Nursing Practice, and focuses upon the development of skills and knowledge needed for increasingly complex roles in practice and leadership.
• provides three years of part time study of doctoral level didactic and practicum coursework. Using multiple online activities and strategies that facilitate group and individual learning and practicum experiences in a variety of settings and locations.

Residency Requirements
Students enrolled in the following programs must earn the minimum semester credit hours from the College of Nursing to be eligible to receive the degree:

<table>
<thead>
<tr>
<th>Program</th>
<th>Credit Hours</th>
<th>Minimum Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revised Curriculum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Post Master’s DNP-Clinical</td>
<td>40</td>
<td>31</td>
</tr>
<tr>
<td>Post Master’s DNP-Leadership</td>
<td>40</td>
<td>31</td>
</tr>
<tr>
<td>BSN-DNP Adult Gerontology Acute Care Nurse Practitioner</td>
<td>77</td>
<td>68</td>
</tr>
<tr>
<td>BSN-DNP Family Nurse Practitioner</td>
<td>72</td>
<td>63</td>
</tr>
<tr>
<td>BSN-DNP Psychiatric Mental Health Nurse Practitioner</td>
<td>77</td>
<td>68</td>
</tr>
<tr>
<td>BSN-DNP Neonatal Nurse Practitioner</td>
<td>73</td>
<td>64</td>
</tr>
<tr>
<td>Retiring Curriculum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Post Master’s DNP-Clinical</td>
<td>39</td>
<td>30</td>
</tr>
<tr>
<td>Post Master’s DNP-Leadership</td>
<td>39</td>
<td>30</td>
</tr>
</tbody>
</table>

Time Limitations for Completion of Program
Students are expected to maintain continuous enrollment in the academic program. Students must successfully compete the prescribed curriculum within five years (six years for DNP-L students needing practicum hours over the 512 included in the curriculum and nine years for BSN-DNP options). Periods of time on official leaves of absences do not count in the time to completion. Extensions may be granted when circumstances warrant. A student must request an extension in writing to the Dean of the Graduate Program. The request must specify
the reason for an extension and state an expected date of completion. An extension will not ordinarily exceed one year. A student who withdraws and is later readmitted is not automatically granted additional time to complete the degree. The Dean of the Graduate Program will review each situation individually. Ordinarily, each extension requires the student to be enrolled in at least one credit hour per semester. Tuition and fees will be paid by the student at the rate for that semester.

**Capstone/DNP Project Requirements**

Students are expected to complete an evidence-based practice project that reflects a synthesis of the discipline studied. Specific guidelines for the projects are available from the College of Nursing or online through the learning management system.

**DNP Final Project Defense**

The final defense of the Capstone project serves as the comprehensive examination for the DNP program and for student completion of DNP competencies. This defense serves to determine that the student has met all the requirements of the Capstone project and has completed a project reflective of doctoral level academic and practicum work.

**Practicum**

The practicum is an experience that will allow students to apply advanced knowledge and theory gained during the DNP program to a related practice setting.

**DNP Residency**

Under the guidance of their DNP faculty advisor, students will synthesize, integrate and translate newly acquired knowledge and skills in the implementation and evaluation of their selected project. Using scientific theory, systematic evidence appraisal, systems, organizational and policy analysis, and models of care delivery, students will complete the DNP project and all aspects of project design, implementation and evaluation. Clinical experiences will be individually designed within the context of the direct or indirect focus of the student’s program and completed during the 3 SH of 820.1 or 822.1. This course is designed to integrate knowledge of nursing theory; evidence based nursing practice, physiologic and pathophysiologic foundations, ethical and legal principles and health care systems into clinical practice. In consultation with their DNP faculty advisor, students will elect an area of clinical practice and implement advanced clinical decision-making in the provision of culturally sensitive, patient centered, evidence based care. Case presentation from the student’s practicum experience will be used to explicate clinical trends, expert clinical judgment, and individual and population focused interventions. During 820.2 or 822.2, it is expected that the Capstone Project will demonstrate the measurement and evaluation of outcomes resulting from the organizational changes. Expertise, knowledge and data gained from this course will be used in the development of the final project proposal. Successful completion of this final practicum will require the student to present the results of the evidence-based project to his/her Capstone Project Committee for their review and approval of the cumulative scholarly work and complete an oral defense.
### Classifications of Students

Students enrolled in the College pursuing a master’s degree may be either full time or part time. Students enrolled in the College pursuing a DNP are part time. Students enrolled in nine or more credit hours during a semester of an academic year are full time. Students enrolled in less than nine credit hours during a semester of an academic year are part time. A student may enroll in a maximum of nine credit hours as a student-at-large. All graduate students must be continuously enrolled either full time or part time each semester.

### Credit Hours

The College of Nursing is on a semester system, which is 16 weeks in length with an examination period at the end of the semester. The College offers an eight-week compressed summer term with a final examination period. One credit hour is defined as one theory class hour per week for 16 weeks, plus two additional hours per week in outside the classroom preparatory/study work. For undergraduate clinical/laboratory, one credit hour is defined as three clinical/laboratory hours per week for 16 weeks, plus two additional hours per week in outside the clinical/practicum preparatory/study work. For the graduate clinical/practicum, one credit hour represents four clinical/practicum hours per week for 16 weeks, plus two additional hours per week in outside the clinical/practicum preparatory/study work.

### Orientation

Orientation activities are required for all newly enrolled students in the College of Nursing prior to the beginning of classes. These activities are designed to acquaint the students with the people, facilities, services, and online learning of the College. Student activities and opportunities for personal and professional development are presented. Orientation to the College is online.

### Academic Advisement

Prior to enrollment, each student will be assigned an academic advisor. Registration for the first semester will occur after the student has communicated with the advisor to discuss personal and educational goals and to develop a plan of study approved by the advisor. The student is responsible for scheduling...
this meeting. The student is also responsible for scheduling a meeting with the advisor prior to registering each subsequent semester to review the plan of study and revise it as needed. Registration for courses cannot occur until the student and advisor review the plan of study. The advisor will release the academic hold after review with the student.

**Registration**

Students are responsible for contacting their academic advisor each semester to review the plan of study prior to registration for the upcoming semester. Once the plan of study is reviewed and revised as needed, the student is able to register for courses. Students are able to register for classes for fall, spring and summer semesters during the specified registration dates. After official registration has closed, changes in the course schedule must be made per the Change in Course Registration Policy. Students must be enrolled in at least one semester hour per fall/ spring semester on a continuous basis or the students will be considered to have “stopped out.”

**Attendance**

In an educational program preparing professional nurses, attendance is expected in all classes and officially scheduled programs and activities. Students enrolled in online classes are expected to support course policies. A student who is absent from class for any reason will be required to make up the work at the discretion of the instructor. When illness or other special circumstances prevent attendance, the student is responsible for contacting the instructor. Excessive absences may jeopardize the student’s academic standing. A record of attendance is kept to meet the requirements of various financial aid programs and for employment references.

**Course Withdrawal**

Dropping courses in the MSN or DNP program is discouraged since the student may need to wait until the course is offered the following year to complete the dropped course. If a student must drop a course, it is important that the student officially drops the course after discussing the drop with their academic advisor. Otherwise, the course will appear on the student transcript. Any course not officially dropped will be subject to institutional policy, and the student may receive an F for the course. Each class dropped after the drop date will result in a grade of withdrawal or W, which will appear on the student transcript. To drop all classes, which is considered an official withdrawal from the program, students must contact the Dean of the Graduate Program. Students cannot withdraw from a single course more than twice.

**Cardiopulmonary Resuscitation (CPR) Certification Policy**

The College of Nursing requires students to have CPR certification for health care providers (adult, child, infant, and AED) three weeks prior to the start of the semester. The College of Nursing will accept CPR certifications from either the American Heart Association (BLS Provider) or the American Red Cross (Basic Life Support for Health Care Providers). Certification must be maintained throughout the nursing program at the College. Students will not be allowed to attend classes or clinical/practicum until certification is completed and uploaded into the College selected vendor tracking system. Each student is responsible to ensure that his/her CPR certification is current and to submit the current proof of certification to the College selected vendor tracking system.

**Transfer Credit**

The request for transfer of credit must be approved by the Dean of the Graduate Program. Any student who plans on enrolling in a graduate course at another institution while enrolled in the Graduate Program at the College should discuss this plan with the Dean of the Graduate Program prior to enrollment. Only courses completed at the graduate level and that are comparable to courses offered by the Graduate Program at the College will be considered for transfer. Continuing education courses will not be considered for transfer. The student may request up to nine hours of transfer credit. In the evaluation of courses from regionally accredited institutions, course descriptions and prerequisites as listed in the catalogs of those institutions will be studied. When information given is insufficient, it will be the student’s responsibility to provide additional materials, such as the course outline or syllabus.
To be eligible for transfer credit, the student must have:
1. Completed the course at a regionally accredited institution;
2. Achieved a grade of B or better; and
3. Completed the course within the last five years.

To request transfer of credit, the student should submit:
1. An official transcript showing the course title and grade; and
2. A catalog course description and course syllabus (if available).

Quarter hours submitted for transfer credits are converted to credit hours based on the following formula: one quarter hour equals 2/3 of a semester hour. If a student transfers from one program to another, credit approved for the other program will not automatically be transferred.

Course credits previously earned at the College will be accepted toward a different MSN or DNP degree or post graduate certificate, provided the courses meet the criteria needed for graduation or to earn the desired post graduate certificate. These courses will not count as transfer credits and nine transfer credits may still apply toward the degree or post graduate certificate.

Leave of Absence
A student who must interrupt the academic program for reasons of prolonged illness or compelling personal situations may apply for a leave of absence. The leave of absence may not exceed one year. The time from the leave of absence will not be counted toward completion of the degree. Requests must be submitted in writing to the Dean of the Graduate Program. Students must be in good academic standing to be considered for approval. At least three months prior to the intended re-enrollment, the student must notify the Dean of the Graduate Program in writing of his/her intent to return. The student will pay tuition and fees at the rates in effect at the time of re-enrollment. The fees submitted for one semester are not transferable to another semester. The student must satisfy the conditions of the leave before reentering and must comply with all policies, requirements, and course sequences in effect at the time of reentry. Students returning from a leave of absence will be enrolled in a course based on the Course Placement Policy and space availability.

Repeating a Course
If a grade below a B is achieved in a course, it will be necessary for the student to repeat the course the next time the course is offered. When a course is repeated, only the higher grade is used in computing the student’s GPA, although both grades will appear on the transcript. A student may repeat a course only once. A student may repeat a maximum of six hours of credit. Courses may be taken at another college with approval of the Dean of the Graduate Program.

Academic Probation and Dismissal
A graduate student whose semester or cumulative GPA falls below 3.0 in any one term is automatically placed on probation and will receive written notification of his/her status from the registrar. The student’s academic record will be reviewed by the Graduate Committee. A student placed on academic probation is expected to meet with his/her advisor. Failure to attain good academic standing after one semester may result in dismissal from the College.

Scholarly Requirement
All graduate students, except post graduate certificate students, are expected to complete a scholarly project that reflects a synthesis or the discipline studied. Specific guidelines for the projects are available online through the learning management system.

Practicum
The practicum is an experience that will allow students to apply advanced knowledge and theory gained during the graduate program to a related practice setting.

Graduation Requirements
Master’s Program and Post Graduate Certificate Completion
To be eligible for the Master of Science in Nursing a student must:
1. Have a final semester GPA of at least 3.0.
2. Have a cumulative GPA of at least 3.0.
3. Successfully complete the prescribed curriculum within five years (six years for RN-MSN and AG-ACNP students).
4. Meet all requirements of the College of Nursing.
5. Earn the specified number of required semester hours for the enrolled program of study as stated in the Residency Requirements.
6. Provide official transcripts of any courses taken outside the College during the program.
7. Complete and submit the Application for Graduation by the end of the semester prior to the intended graduation. Application forms are available from the registrar’s office. The graduation application deadline is scheduled in sufficient time ahead of commencement to allow time for printing diplomas, graduation invitations, programs, and ordering of the robe and hood.
8. Meet the requirement of specific financial aid programs for an exit interview as applicable. All students expecting to graduate must apply for graduation by a specified date.
9. Graduation exercises are held in December and May. Students are encouraged to attend the ceremony.

### Degree Granted

Upon successful completion of the prescribed program, a Master of Science in Nursing (MSN) is awarded.

Upon successful completion of the prescribed program, a Doctor of Nursing Practice (DNP) Degree is awarded.

**NOTE:** Refer to the section College Academic Policies which also apply to all students attending the College.

---

**DNP Program Completion**

To be eligible for the Doctor of Nursing Practice Degree a student must:

1. Have a final semester GPA of at least 3.0.
2. Have a cumulative GPA of at least 3.0.
3. Successfully complete the prescribed curriculum within five years (Six years for DNP-L needing practicum hours over the 512 included in the curriculum. Nine years for the BSN-DNP options).
4. Meet all requirements of the College of Nursing.
5. Earn the specified number of required credit hours for the enrolled program of study as stated in the Residency Requirements.
6. Provide official transcripts of any courses taken outside the College during the program.
7. Complete and submit the Application for Graduation by the end of the semester prior to the intended graduation. Application forms are available from the registrar’s office. The graduation application deadline is scheduled in sufficient time ahead of commencement to allow time for printing diplomas, graduation invitations, programs, and ordering of the robe and hood.
8. Meet the requirement of specific financial aid programs for an exit interview as applicable. All students expecting to graduate must apply for graduation by a specified date.
9. Graduation exercises are held in December and May. Students are encouraged to attend the ceremony.

Degrees are awarded to students meeting graduation requirements at the end of each semester.

Commencement exercises are held in December and May.
# Master of Science in Nursing Curriculum

## Revised Curriculum Effective Fall 2018

**MSN Adult Gerontology Acute Care Nurse Practitioner**

**Core Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>500</td>
<td>Theoretical Foundations of Advanced Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>512</td>
<td>Roles &amp; Issues in Advanced Practice Nursing</td>
<td>3</td>
</tr>
<tr>
<td>707</td>
<td>Principles of Epidemiology &amp; Health Promotion in Advanced Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>710</td>
<td>Biostatistics</td>
<td>3</td>
</tr>
<tr>
<td>726</td>
<td>Analysis of Evidence-Based Practice</td>
<td>3</td>
</tr>
<tr>
<td>759</td>
<td>Information Systems &amp; Technology for Transformation of Health Care</td>
<td>3</td>
</tr>
<tr>
<td>815</td>
<td>Organizational Management &amp; Leadership in Health Care Systems</td>
<td>3</td>
</tr>
</tbody>
</table>

**Specific Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>517</td>
<td>Advanced Health Assessment &amp; Diagnostic Reasoning Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>519</td>
<td>Advanced Pathophysiology Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>529</td>
<td>Advanced Pharmacotherapeutics Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>580</td>
<td>AG ACNP Theory I</td>
<td>3</td>
</tr>
<tr>
<td>581</td>
<td>AG ACNP Practicum I</td>
<td>2 (0/2)</td>
</tr>
<tr>
<td>582</td>
<td>AG ACNP Theory II</td>
<td>3</td>
</tr>
<tr>
<td>583</td>
<td>AG ACNP Practicum II</td>
<td>2 (0/2)</td>
</tr>
<tr>
<td>584</td>
<td>AG ACNP Theory III</td>
<td>3</td>
</tr>
<tr>
<td>585</td>
<td>AG ACNP Practicum III</td>
<td>2 (0/2)</td>
</tr>
<tr>
<td>712</td>
<td>Principles of Gerontology in Advanced Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>586</td>
<td>AG ACNP Practicum IV</td>
<td>4 (0/4)</td>
</tr>
</tbody>
</table>

**Total Practicum Hours = 704**
**Total Credit Hours = 52**

---

## Curriculum Retiring After 2018

**Accelerated Pathway to MSN**

**MSN Adult Gerontology Clinical Nurse Specialist**

**Core Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>500</td>
<td>Theoretical Foundations of Advanced Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>512</td>
<td>Roles &amp; Issues in Advanced Practice Nursing</td>
<td>3</td>
</tr>
<tr>
<td>707</td>
<td>Principles of Epidemiology &amp; Health Promotion in Advanced Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>710</td>
<td>Biostatistics</td>
<td>3</td>
</tr>
<tr>
<td>726</td>
<td>Analysis of Evidence-Based Practice</td>
<td>3</td>
</tr>
<tr>
<td>759</td>
<td>Information Systems &amp; Technology for Transformation of Health Care</td>
<td>3</td>
</tr>
<tr>
<td>815</td>
<td>Organizational Management &amp; Leadership in Health Care Systems</td>
<td>3</td>
</tr>
</tbody>
</table>

**Specific Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>517</td>
<td>Advanced Health Assessment &amp; Diagnostic Reasoning Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>519</td>
<td>Advanced Pathophysiology Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>529</td>
<td>Advanced Pharmacotherapeutics Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>580</td>
<td>AG ACNP Theory I</td>
<td>3</td>
</tr>
<tr>
<td>581</td>
<td>AG ACNP Practicum I</td>
<td>2 (0/2)</td>
</tr>
<tr>
<td>582</td>
<td>AG ACNP Theory II</td>
<td>3</td>
</tr>
<tr>
<td>583</td>
<td>AG ACNP Practicum II</td>
<td>2 (0/2)</td>
</tr>
<tr>
<td>584</td>
<td>AG ACNP Theory III</td>
<td>3</td>
</tr>
<tr>
<td>585</td>
<td>AG ACNP Practicum III</td>
<td>2 (0/2)</td>
</tr>
<tr>
<td>712</td>
<td>Principles of Gerontology in Advanced Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>586</td>
<td>AG ACNP Practicum IV</td>
<td>4 (0/4)</td>
</tr>
</tbody>
</table>

**Total Practicum Hours = 704**
**Total Credit Hours = 52**

---

*All Practicum hours are calculated as 1 credit hour = 4 clock hours.*
**Master of Science in Nursing**

**Nurse Educator**

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>500 Theoretical Foundations of Advanced Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>622 Evidence-Based Inquiry</td>
<td>3</td>
</tr>
<tr>
<td>710 Biostatistics</td>
<td>3</td>
</tr>
<tr>
<td>726 Analysis of Evidence-Based Practice</td>
<td>3</td>
</tr>
<tr>
<td>815 Organizational Management &amp; Leadership in Health Care Systems</td>
<td>3</td>
</tr>
</tbody>
</table>

**Specific Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>517 Advanced Health Assessment &amp; Diagnostic Reasoning Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>519 Advanced Pathophysiology Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>529 Advanced Pharmacotherapeutics Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>532 Foundations of Nursing Education</td>
<td>3</td>
</tr>
<tr>
<td>536 Issues &amp; Roles in Nursing Education</td>
<td>3</td>
</tr>
<tr>
<td>540 Evaluation Strategies in Nursing Education</td>
<td>3</td>
</tr>
</tbody>
</table>

**Practicum**

<table>
<thead>
<tr>
<th>Practicum</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>600.1 Educator Practicum</td>
<td>3 (0/3)</td>
</tr>
<tr>
<td>600.2 Educator Practicum</td>
<td>3 (0/3)</td>
</tr>
</tbody>
</table>

**Total Practicum Hours** = 384

**Total Credit Hours** = 39

---

**Master of Science in Nursing**

**Nursing Management Leadership**

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>500 Theoretical Foundations of Advanced Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>710 Biostatistics</td>
<td>3</td>
</tr>
<tr>
<td>726 Analysis of Evidence-Based Practice</td>
<td>3</td>
</tr>
<tr>
<td>815 Organizational Management &amp; Leadership in Health Care Systems</td>
<td>3</td>
</tr>
</tbody>
</table>

**Specific Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>736 Translation of Evidence into Practice</td>
<td>3</td>
</tr>
<tr>
<td>740 Impact of Ethics &amp; Law on the Role of the DNP</td>
<td>3</td>
</tr>
<tr>
<td>759 Information Systems &amp; Technology for Transformation of Health Care</td>
<td>3</td>
</tr>
<tr>
<td>765 Health Care Policy and Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>554 Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>558 Managed Care &amp; Integrated Delivery Systems</td>
<td>3</td>
</tr>
</tbody>
</table>

**Practicum**

<table>
<thead>
<tr>
<th>Practicum</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>614.1 Management Practicum with Capstone Project</td>
<td>3 (0/3)</td>
</tr>
<tr>
<td>614.2 Management Practicum with Capstone Project</td>
<td>3 (0/3)</td>
</tr>
</tbody>
</table>

**Total Practicum Hours** = 384

**Total Credit Hours** = 36

*All Practicum hours are calculated as 1 credit hour = 4 clock hours.*
### Master of Science in Nursing

#### Neonatal Nurse Practitioner

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>500 Theoretical Foundations of Advanced Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>512 Roles &amp; Issues in Advanced Practice Nursing</td>
<td>3</td>
</tr>
<tr>
<td>710 Biostatistics</td>
<td>3</td>
</tr>
<tr>
<td>726 Analysis of Evidence-Based Practice</td>
<td>3</td>
</tr>
<tr>
<td>815 Organizational Management &amp; Leadership in Health Care Systems</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Specific Courses

<table>
<thead>
<tr>
<th>Specific Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>519 Advanced Pathophysiology Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>545 Advanced Health Assessment &amp; Diagnostic Reasoning for the Neonate</td>
<td>3</td>
</tr>
<tr>
<td>546 Advanced Physiology &amp; Pathophysiology of the Neonate</td>
<td>3</td>
</tr>
<tr>
<td>547 Advanced Neonatal Pharmacotherapeutics</td>
<td>3</td>
</tr>
<tr>
<td>549 Neonatal Management I</td>
<td>3</td>
</tr>
<tr>
<td>550 Neonatal Management II</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Practicum

<table>
<thead>
<tr>
<th>Practicum</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>631.1 Neonatal Nurse Practitioner Practicum</td>
<td>4.5 (0/4.5)</td>
</tr>
<tr>
<td>631.2 Neonatal Nurse Practitioner Practicum</td>
<td>4.5 (0/4.5)</td>
</tr>
</tbody>
</table>

**Total Practicum Hours = 640**  
**Total Credit Hours = 42**

---

### Master of Science in Nursing

#### Family Nurse Practitioner

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>500 Theoretical Foundations of Advanced Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>512 Roles &amp; Issues in Advanced Practice Nursing</td>
<td>3</td>
</tr>
<tr>
<td>707 Principles of Epidemiology &amp; Health Promotion in Advanced Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>726 Analysis of Evidence-Based Practice</td>
<td>3</td>
</tr>
<tr>
<td>710 Biostatistics</td>
<td>3</td>
</tr>
<tr>
<td>759 Information Systems &amp; Technology for Transformation of Health Care</td>
<td>3</td>
</tr>
<tr>
<td>815 Organizational Management &amp; Leadership in Health Care Systems</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Specific Courses

<table>
<thead>
<tr>
<th>Specific Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>517 Advanced Health Assessment &amp; Diagnostic Reasoning Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>519 Advanced Pathophysiology Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>529 Advanced Pharmacotherapeutics Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>560 Family Health Care Management I</td>
<td>3</td>
</tr>
<tr>
<td>561 Advanced FNP Practicum I</td>
<td>2 (0/2)</td>
</tr>
<tr>
<td>564 Family Health Care Management II</td>
<td>3</td>
</tr>
<tr>
<td>565 Advanced FNP Practicum II</td>
<td>2 (0/2)</td>
</tr>
<tr>
<td>712 Principles of Gerontology in Advanced Nursing Practice</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Practicum

<table>
<thead>
<tr>
<th>Practicum</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>640 Family Nurse Practitioner Practicum</td>
<td>4 (0/4)</td>
</tr>
</tbody>
</table>

**Total Practicum Hours = 576**  
**Total Credit Hours = 47**

*All Practicum hours are calculated as 1 credit hour = 4 clock hours.*
### Master of Science in Nursing

**Psychiatric Mental Health Nurse Practitioner**

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>500 Theoretical Foundations of Advanced Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>512 Roles &amp; Issues in Advanced Practice Nursing</td>
<td>3</td>
</tr>
<tr>
<td>707 Principles of Epidemiology &amp; Health Promotion in Advanced Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>726 Analysis of Evidence-Based Practice</td>
<td>3</td>
</tr>
<tr>
<td>710 Biostatistics</td>
<td>3</td>
</tr>
<tr>
<td>815 Organizational Management &amp; Leadership in Health Care Systems</td>
<td>3</td>
</tr>
</tbody>
</table>

**Specific Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>517 Advanced Health Assessment &amp; Diagnostic Reasoning Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>519 Advanced Pathophysiology Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>529 Advanced Pharmacotherapeutics Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>566 Family Mental Health Psycho-Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>568 Advanced Assessment &amp; Therapeutic Interventions</td>
<td>3</td>
</tr>
<tr>
<td>569 FPMHNP Practicum I</td>
<td>2</td>
</tr>
<tr>
<td>570 Family Psychiatric Mental Health Nursing-Diagnosis &amp; Management of Children &amp; Adolescents</td>
<td>3</td>
</tr>
<tr>
<td>571 FPMHNP Practicum II</td>
<td>2</td>
</tr>
<tr>
<td>572 Advanced Psychiatric Nursing-Diagnosis &amp; Management of Adults &amp; Specialty Populations</td>
<td>3</td>
</tr>
<tr>
<td>573 FPMHNP Practicum III</td>
<td>2</td>
</tr>
</tbody>
</table>

**Practicum**

<table>
<thead>
<tr>
<th>Practicum</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>650 FPMHNP Practicum IV</td>
<td>4</td>
</tr>
</tbody>
</table>

**Total Practicum Hours = 704**

**Total Credit Hours = 49**

---

### Post Graduate Certificate

**Adult Gerontology Acute Care Nurse Practitioner**

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>512 Roles &amp; Issues in Advanced Practice Nursing</td>
<td>3</td>
</tr>
<tr>
<td>707 Principles of Epidemiology &amp; Health Promotion in Advanced Nursing Practice</td>
<td>3</td>
</tr>
</tbody>
</table>

**Specific Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>517 Advanced Health Assessment &amp; Diagnostic Reasoning Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>519 Advanced Pathophysiology Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>529 Advanced Pharmacotherapeutics Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>580 AG ACNP Theory I</td>
<td>3</td>
</tr>
<tr>
<td>581 AG ACNP Practicum I</td>
<td>2</td>
</tr>
<tr>
<td>582 AG ACNP Theory II</td>
<td>3</td>
</tr>
<tr>
<td>583 AG ACNP Practicum II</td>
<td>2</td>
</tr>
<tr>
<td>584 AG ACNP Theory III</td>
<td>3</td>
</tr>
<tr>
<td>585 AG ACNP Practicum III</td>
<td>2</td>
</tr>
<tr>
<td>712 Principles of Gerontology in Advanced Nursing Practice</td>
<td>3</td>
</tr>
</tbody>
</table>

**Practicum**

<table>
<thead>
<tr>
<th>Practicum</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>586 AG ACNP Practicum IV</td>
<td>4</td>
</tr>
</tbody>
</table>

**Total Practicum Hours = 704**

**Total Credit Hours = 37**

---

### Post Graduate Certificate

**Nurse Educator Option**

<table>
<thead>
<tr>
<th>Specific Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>532 Foundations of Nursing Education</td>
<td>3</td>
</tr>
<tr>
<td>536 Issues &amp; Roles in Nursing Education</td>
<td>3</td>
</tr>
<tr>
<td>540 Evaluation Strategies in Nursing Education</td>
<td>3</td>
</tr>
</tbody>
</table>

**Practicum**

<table>
<thead>
<tr>
<th>Practicum</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>600.1 Educator Practicum</td>
<td>3</td>
</tr>
<tr>
<td>600.2 Educator Practicum</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Practicum Hours = 0-384**

**Total Credit Hours = 9-15**

---

*All Practicum hours are calculated as 1 credit hour = 4 clock hours.*
### Post Graduate Certificate

#### Family Nurse Practitioner

<table>
<thead>
<tr>
<th>Course Details</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Courses</td>
<td></td>
</tr>
<tr>
<td>512 Roles &amp; Issues in Advanced Practice Nursing</td>
<td>3</td>
</tr>
<tr>
<td>707 Principles of Epidemiology &amp; Health Promotion in Advanced Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>Specific Courses</td>
<td></td>
</tr>
<tr>
<td>517 Advanced Health Assessment &amp; Diagnostic Reasoning Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>519 Advanced Pathophysiology Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>529 Advanced Pharmacotherapeutics Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>560 Family Health Care Management I</td>
<td>3</td>
</tr>
<tr>
<td>561 Advanced FNP Practicum I</td>
<td>2 (0/2)</td>
</tr>
<tr>
<td>564 Family Health Care Management II</td>
<td>3</td>
</tr>
<tr>
<td>565 Advanced FNP Practicum II</td>
<td>2 (0/2)</td>
</tr>
<tr>
<td>712 Principles of Gerontology in Advanced Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>Practicum</td>
<td></td>
</tr>
<tr>
<td>640 Family Nurse Practitioner Practicum</td>
<td>4 (0/4)</td>
</tr>
</tbody>
</table>

**Total Practicum Hours = 576**

**Total Credit Hours = 32**

### Post Graduate Certificate

#### Psychiatric Mental Health Nurse Practitioner

<table>
<thead>
<tr>
<th>Course Details</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Courses</td>
<td></td>
</tr>
<tr>
<td>512 Roles &amp; Issues in Advanced Practice Nursing</td>
<td>3</td>
</tr>
<tr>
<td>707 Principles of Epidemiology &amp; Health Promotion in Advanced Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>Specific Courses</td>
<td></td>
</tr>
<tr>
<td>517 Advanced Health Assessment &amp; Diagnostic Reasoning Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>519 Advanced Pathophysiology Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>529 Advanced Pharmacotherapeutics Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>566 Family Mental Health Psycho-Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>568 Advanced Assessment &amp; Therapeutic Interventions</td>
<td>3</td>
</tr>
<tr>
<td>569 FPMHNP Practicum I</td>
<td>2 (0/2)</td>
</tr>
<tr>
<td>570 Family Psychiatric Mental Health Nursing – Diagnosis &amp; Management of Children &amp; Adolescents</td>
<td>3</td>
</tr>
<tr>
<td>571 FPMHNP Practicum II</td>
<td>2 (0/2)</td>
</tr>
<tr>
<td>572 Advanced Psychiatric Nursing – Diagnosis &amp; Management of Adults &amp; Specialty Populations</td>
<td>3</td>
</tr>
<tr>
<td>573 FPMHNP Practicum III</td>
<td>2 (0/2)</td>
</tr>
<tr>
<td>Practicum</td>
<td></td>
</tr>
<tr>
<td>650 FPMHNP Practicum IV</td>
<td>4 (0/4)</td>
</tr>
</tbody>
</table>

**Total Practicum Hours = 704**

**Total Credit Hours = 37**

*All Practicum hours are calculated as 1 credit hour = 4 clock hours.*
## Curriculum Retiring After 2018

**Master of Science in Nursing**  
**Accelerated Pathway to MSN**  
(for RN’s with a Non-Nursing Baccalaureate Degree)

### Prerequisites - A total of 62 credit hours of Liberal Arts and Science course work is required in the following areas:

- Physical and Life Sciences .......................................................... 12  
  *A laboratory component is required. Suggested areas of study: anatomy & physiology, chemistry and microbiology*
- Social and Behavioral Sciences .................................................. 9  
  *Suggested areas of study: anthropology, sociology, psychology, political science and economics*
- Communications ........................................................................... 6  
  *Suggested areas of study: English composition and speech*
- Humanities ................................................................................... 6  
  *Suggested areas of study: philosophy, religion, music, art, theatre, history and literature*
- Mathematics .................................................................................. 3  
  *Intro to statistics is required.*
- General Education and Electives .................................................. 26

### Professional Nursing Experience ................................. 31

The following requirements must be met prior to transitioning into a Master’s Program:

- 310 Health Assessment .............................................................. 3
- 318 Research for Nursing Practice ............................................. 3
- 425 Promoting Healthy Communities* .................................. 5
- 433 Experience in Clinical Nursing* ....................................... 8
- 450 Transition to Advanced Nursing Practice ...................... 4

*These courses are available for credit through portfolio review. Contact us for more information.

**Total Pre-Nursing Credit Hours = 62**  
**Total Nursing Credit Hours = 56-69**

See curriculum plan for specific MSN option.  
*i.e. Adult Gerontology, Nursing Management Leadership*

### Core Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>499</td>
<td>Statistics</td>
<td>3</td>
</tr>
<tr>
<td>500</td>
<td>Theoretical Foundations</td>
<td>3</td>
</tr>
<tr>
<td>504</td>
<td>Health Promotion</td>
<td>3</td>
</tr>
<tr>
<td>508</td>
<td>Nursing Research</td>
<td>3</td>
</tr>
<tr>
<td>512</td>
<td>Roles &amp; Issues in Advanced Practice Nursing</td>
<td>3</td>
</tr>
<tr>
<td>516</td>
<td>Advances in Nursing Leadership</td>
<td>3</td>
</tr>
</tbody>
</table>

### Specific Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
</table>
| 517         | Advanced Health Assessment & Diagnostic Reasoning Across the Lifespan* | 3 (2/1)  
  (64 Practicum Hours) |
| 519         | Advanced Pathophysiology Across the Lifespan                  | 3            |
| 529         | Advanced Pharmacotherapeutics Across the Lifespan              | 3            |
| 538         | Advanced Practice Seminar Topics                               | 3            |
| 544         | Development and Evaluation of Programs in Health Care         | 3            |
| 622         | Evidence-based Inquiry                                        | 3            |

Choose one of two electives:

<table>
<thead>
<tr>
<th>Elective Code</th>
<th>Elective Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>548</td>
<td>Nursing Informatics</td>
<td>3</td>
</tr>
<tr>
<td>552</td>
<td>Finance &amp; Healthcare Management</td>
<td>3</td>
</tr>
</tbody>
</table>

### Practicum

<table>
<thead>
<tr>
<th>Practicum Code</th>
<th>Practicum Title</th>
<th>Credit Hours</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>611</td>
<td>Clinician Practicum</td>
<td>7 (0/7)</td>
<td>may be taken over 2 semesters</td>
</tr>
</tbody>
</table>

**Total Practicum Hours = 512**  
**Total Credit Hours = 43**

**All Practicum hours are calculated as 1 credit hour = 4 clock hours.**
Master of Science in Nursing
Nurse Educator

**Prerequisite Credit Hours**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>499 Statistics</td>
<td>3</td>
</tr>
</tbody>
</table>

**Core Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>500 Theoretical Foundations</td>
<td>3</td>
</tr>
<tr>
<td>508 Nursing Research</td>
<td>3</td>
</tr>
<tr>
<td>516 Advances in Nursing Leadership</td>
<td>3</td>
</tr>
</tbody>
</table>

**Specific Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>517 Advanced Health Assessment &amp; Diagnostic Reasoning Across the Lifespan</td>
<td>3 (2/1) 64 Practicum Hours</td>
</tr>
<tr>
<td>519 Advanced Pathophysiology Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>529 Advanced Pharmacotherapeutics Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>532 Foundations of Education in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>536 Issues &amp; Roles in Nursing Education</td>
<td>3</td>
</tr>
<tr>
<td>540 Evaluation Strategies in Nursing Education</td>
<td>3</td>
</tr>
<tr>
<td>622 Evidence-based Inquiry</td>
<td>3</td>
</tr>
</tbody>
</table>

**Practicum/Immersion Experience**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>600 Educator Practicum</td>
<td>6 (0/6) may be taken over 2 semesters</td>
</tr>
</tbody>
</table>

**Total Program Practicum Hours** = 448

**Total Credit Hours** = 36

---

Master of Science in Nursing
Nursing Management Leadership

**Prerequisite Credit Hours**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>499 Statistics</td>
<td>3</td>
</tr>
</tbody>
</table>

**Core Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>500 Theoretical Foundations</td>
<td>3</td>
</tr>
<tr>
<td>508 Nursing Research</td>
<td>3</td>
</tr>
<tr>
<td>516 Advances in Nursing Leadership</td>
<td>3</td>
</tr>
</tbody>
</table>

**Specific Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>544 Development &amp; Evaluation of Programs in Health Care</td>
<td>3</td>
</tr>
<tr>
<td>548 Nursing Informatics</td>
<td>3</td>
</tr>
<tr>
<td>552 Finance &amp; Health Care Management</td>
<td>3</td>
</tr>
<tr>
<td>553 Health Policy, Law &amp; Regulation</td>
<td>3</td>
</tr>
<tr>
<td>554 Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>558 Managed Care &amp; Integrated Delivery System</td>
<td>3</td>
</tr>
</tbody>
</table>

**Practicum**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>614 Management Practicum with Capstone Project (may be taken over 2 semesters)</td>
<td>6 (0/6)</td>
</tr>
</tbody>
</table>

**Total Program Practicum Hours** = 384

**Total Credit Hours** = 33

All Practicum hours are calculated as 1 credit hour = 4 clock hours.
### Master of Science in Nursing
#### Neonatal Nurse Practitioner

<table>
<thead>
<tr>
<th>Prerequisite</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>499  Statistics</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>500  Theoretical Foundations</td>
<td>3</td>
</tr>
<tr>
<td>508  Nursing Research</td>
<td>3</td>
</tr>
<tr>
<td>512  Roles &amp; Issues in Advanced Practice Nursing</td>
<td>3</td>
</tr>
<tr>
<td>516  Advances in Nursing Leadership</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Specific Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>517  Advanced Health Assessment &amp; Diagnostic Reasoning Across the Lifespan (64 Practicum hours)</td>
<td>3 (2/1)</td>
</tr>
<tr>
<td>519  Advanced Pathophysiology Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>529  Advanced Pharmacotherapeutics Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>545  Advanced Health Assessment &amp; Diagnostic Reasoning of the Neonate</td>
<td>3</td>
</tr>
<tr>
<td>546  Advanced Physiology &amp; Pathophysiology for the Neonate</td>
<td>3</td>
</tr>
<tr>
<td>547  Advanced Neonatal Pharmacotherapeutics</td>
<td>3</td>
</tr>
<tr>
<td>549  Neonatal Management I (32 Practicum hours)</td>
<td>3</td>
</tr>
<tr>
<td>550  Neonatal Management II (32 Practicum hours)</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Practicum

<table>
<thead>
<tr>
<th>Practicum</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>631  NNP Practicum (Total of 576 hours, may be taken over 2 semesters)</td>
<td>9 (0/9)</td>
</tr>
</tbody>
</table>

**Total Program Practicum Hours = 704**
**Total Credit Hours = 45**

### Master of Science in Nursing
#### Family Nurse Practitioner

<table>
<thead>
<tr>
<th>Prerequisite</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>499  Statistics</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>500  Theoretical Foundations</td>
<td>3</td>
</tr>
<tr>
<td>504  Health Promotion</td>
<td>3</td>
</tr>
<tr>
<td>506  Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>508  Nursing Research</td>
<td>3</td>
</tr>
<tr>
<td>512  Roles &amp; Issues in Advanced Practice Nursing</td>
<td>3</td>
</tr>
<tr>
<td>516  Advances in Nursing Leadership</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Specific Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>517  Advanced Health Assessment &amp; Diagnostic Reasoning Across the Lifespan</td>
<td>3 (2/1)</td>
</tr>
<tr>
<td>519  Advanced Pathophysiology Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>529  Advanced Pharmacotherapeutics Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>548  Nursing Informatics</td>
<td>3</td>
</tr>
<tr>
<td>560  Family Health Care Management I</td>
<td>3</td>
</tr>
<tr>
<td>561  Advanced FNP Practicum I</td>
<td>2 (0/2)</td>
</tr>
<tr>
<td>564  Family Health Care Management II</td>
<td>3</td>
</tr>
<tr>
<td>565  Advanced FNP Practicum II</td>
<td>2 (0/2)</td>
</tr>
</tbody>
</table>

#### Practicum

<table>
<thead>
<tr>
<th>Practicum</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>640  FNP Practicum</td>
<td>4 (0/4)</td>
</tr>
</tbody>
</table>

**Total Program Practicum Hours = 576**
**Total Credit Hours = 44**

*All Practicum hours are calculated as 1 credit hour = 4 clock hours.*
### Master of Science in Nursing

#### Psychiatric Mental Health Nurse Practitioner

<table>
<thead>
<tr>
<th>Prerequisite</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>499 Statistics</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>500 Theoretical Foundations</td>
<td>3</td>
</tr>
<tr>
<td>504 Health Promotion</td>
<td>3</td>
</tr>
<tr>
<td>508 Nursing Research</td>
<td>3</td>
</tr>
<tr>
<td>512 Roles &amp; Issues in Advanced Practice Nursing</td>
<td>3</td>
</tr>
<tr>
<td>516 Advances in Nursing Leadership</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Specific Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>517 Advanced Health Assessment &amp; Diagnostic Reasoning Across the Lifespan</td>
<td>3 (2/1)</td>
</tr>
<tr>
<td>519 Advanced Pathophysiology Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>529 Advanced Pharmacotherapeutics Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>566 Family Mental Health Psycho-Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>568 Advanced Assessment &amp; Therapeutic Interventions</td>
<td>3</td>
</tr>
<tr>
<td>569 FPMHNP Practicum I</td>
<td>2 (0/2)</td>
</tr>
<tr>
<td>570 Family Psychiatric Mental Health Nursing - Diagnosis and Management of Children &amp; Adolescents</td>
<td>3</td>
</tr>
<tr>
<td>571 FPMHNP Practicum II</td>
<td>2 (0/2)</td>
</tr>
<tr>
<td>572 Advanced Psychiatric Nursing - Diagnosis and Management of Adults &amp; Specialty Populations</td>
<td>3</td>
</tr>
<tr>
<td>573 FPMHNP Practicum III</td>
<td>2 (0/2)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Practicum</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>650 FPMHNP Practicum IV</td>
<td>4 (0/4)</td>
</tr>
</tbody>
</table>

**Total Program Practicum Hours = 704**

**Total Credit Hours = 46**

---

### Master of Science in Nursing

#### Post Graduate Certificate Adult Gerontology Clinical Nurse Specialist

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>504 Health Promotion</td>
<td>3</td>
</tr>
<tr>
<td>512 Roles &amp; Issues in Advanced Practice Nursing</td>
<td>3</td>
</tr>
<tr>
<td>517 Advanced Health Assessment &amp; Diagnostic Reasoning Across the Lifespan (64 Practicum hours)</td>
<td>3 (2/1)</td>
</tr>
<tr>
<td>519 Advanced Pathophysiology Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>529 Advanced Pharmacotherapeutics Across the Lifespan</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Practicum</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>611 Clinician Practicum (Total of 448 hours)</td>
<td>7 (0/7)</td>
</tr>
</tbody>
</table>

**Total Program Practicum Hours = 512**

**Total Credit Hours = 22**

---

*All Practicum hours are calculated as 1 credit hour = 4 clock hours.*
**Master of Science in Nursing**  
**Post Graduate Certificate Nurse Educator**

### Core Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>532</td>
<td>Foundations of Education in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>536</td>
<td>Issues &amp; Roles in Nursing Education</td>
<td>3</td>
</tr>
<tr>
<td>540</td>
<td>Evaluation Strategies in Nursing Education</td>
<td>3</td>
</tr>
</tbody>
</table>

### Optional Course

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>600</td>
<td>Educator Practicum <em>(Total of 384 hours, may be taken over 2 semesters)</em></td>
<td>6 (0/6)</td>
</tr>
</tbody>
</table>

**Total Required Credit Hours = 9**  
**Total with Optional Credit Hours = 15**

**Master of Science in Nursing**  
**Post Graduate Certificate Family Nurse Practitioner**

### Core Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>504</td>
<td>Health Promotion</td>
<td>3</td>
</tr>
<tr>
<td>506</td>
<td>Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>512</td>
<td>Roles &amp; Issues in Advanced Practice Nursing</td>
<td>3</td>
</tr>
</tbody>
</table>

### Specific Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>517</td>
<td>Advanced Health Assessment &amp; Diagnostic Reasoning Across the Lifespan</td>
<td>3 (2/1)</td>
</tr>
<tr>
<td>519</td>
<td>Advanced Pathophysiology Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>529</td>
<td>Advanced Pharmacotherapeutics Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>560</td>
<td>Family Health Care Management I</td>
<td>3</td>
</tr>
<tr>
<td>561</td>
<td>Advanced FNP Practicum I</td>
<td>2 (0/2)</td>
</tr>
<tr>
<td>564</td>
<td>Family Health Care Management II</td>
<td>3</td>
</tr>
<tr>
<td>565</td>
<td>Advanced FNP Practicum II</td>
<td>2 (0/2)</td>
</tr>
</tbody>
</table>

### Practicum

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>640</td>
<td>FNP Practicum</td>
<td>4 (0/4)</td>
</tr>
</tbody>
</table>

**Total Program Practicum Hours = 576**  
**Total Credit Hours = 32**

*All Practicum hours are calculated as 1 credit hour = 4 clock hours.*
## Revised Curriculum Effective Fall 2018

### DNP Post Master’s DNP – Clinical Option

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>707 Principles of Epidemiology &amp; Health Promotion in Advanced Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>710 Biostatistics</td>
<td>3</td>
</tr>
<tr>
<td>726 Analysis of Evidence-Based Practice</td>
<td>3</td>
</tr>
<tr>
<td>736 Translation of Evidence into Practice</td>
<td>3</td>
</tr>
<tr>
<td>740 Impact of Ethics &amp; Law on the Role of the DNP</td>
<td>3</td>
</tr>
<tr>
<td>750 Cultural Competency for Advanced Practice</td>
<td>3</td>
</tr>
<tr>
<td>759 Information Systems &amp; Technology for Transformation of Health Care</td>
<td>3</td>
</tr>
<tr>
<td>765 Health Care Policy and Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>815 Organizational Management &amp; Leadership in Health Care Systems</td>
<td>3</td>
</tr>
<tr>
<td>826.1 DNP-C Project I</td>
<td>3 (2/1)</td>
</tr>
<tr>
<td>826.2 DNP-C Project II</td>
<td>4 (2/2)</td>
</tr>
<tr>
<td>826.3 DNP-C Project III</td>
<td>3 (1/2)</td>
</tr>
</tbody>
</table>

**Practicum**

| 836 DNP-C Residency | 3 (0/3) |

**Total Practicum Hours = 512**

**Total Credit Hours = 40**

### DNP Post Master’s DNP – Leadership Option

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>707 Principles of Epidemiology &amp; Health Promotion in Advanced Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>710 Biostatistics</td>
<td>3</td>
</tr>
<tr>
<td>726 Analysis of Evidence-Based Practice</td>
<td>3</td>
</tr>
<tr>
<td>735 Interprofessional Collaboration &amp; Advanced Program Planning</td>
<td>3</td>
</tr>
<tr>
<td>740 Impact of Ethics &amp; Law on the Role of the DNP</td>
<td>3</td>
</tr>
<tr>
<td>745 Managing Human Capital</td>
<td>3</td>
</tr>
<tr>
<td>759 Information Systems &amp; Technology for Transformation of Health Care Systems</td>
<td>3</td>
</tr>
<tr>
<td>765 Health Care Policy and Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>815 Organizational Management &amp; Leadership in Health Care</td>
<td>3</td>
</tr>
<tr>
<td>828.1 DNP-L Project I</td>
<td>3 (2/1)</td>
</tr>
<tr>
<td>828.2 DNP-L Project II</td>
<td>4 (2/2)</td>
</tr>
<tr>
<td>828.3 DNP-L Project III</td>
<td>3 (1/2)</td>
</tr>
<tr>
<td>815 Organizational Management &amp; Leadership in Health Care</td>
<td>3</td>
</tr>
</tbody>
</table>

**Practicum**

| 838 DNP-L Residency | 3 (0/3) |

**Total Practicum Hours = 512**

**Total Credit Hours = 40**

---

*All Practicum hours are calculated as 1 credit hour = 4 clock hours.*
### BSN–DNP

#### Adult Gerontology Acute Care Nurse Practitioner

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>500 Theoretical Foundations of Advanced Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>512 Roles &amp; Issues in Advanced Practice Nursing</td>
<td>3</td>
</tr>
<tr>
<td>707 Principles of Epidemiology &amp; Health Promotion in Advanced Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>710 Biostatistics</td>
<td>3</td>
</tr>
<tr>
<td>726 Analysis of Evidence-Based Practice</td>
<td>3</td>
</tr>
<tr>
<td>736 Translation of Evidence into Practice</td>
<td>3</td>
</tr>
<tr>
<td>740 Impact of Ethics &amp; Law on the Role of the DNP</td>
<td>3</td>
</tr>
<tr>
<td>750 Cultural Competency for Advanced Practice</td>
<td>3</td>
</tr>
<tr>
<td>759 Information Systems &amp; Technology for Transformation of Health Care</td>
<td>3</td>
</tr>
<tr>
<td>765 Health Care Policy and Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>815 Organizational Management &amp; Leadership in Health Care Systems</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Specialty Courses

<table>
<thead>
<tr>
<th>Specialty Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>517 Advanced Health Assessment &amp; Diagnostic Reasoning Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>519 Advanced Pathophysiology Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>529 Advanced Pharmacotherapeutics Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>580 AG ACNP Theory I</td>
<td>3</td>
</tr>
<tr>
<td>581 AG ACNP Practicum I</td>
<td>2 (0/2)</td>
</tr>
<tr>
<td>582 AG ACNP Theory II</td>
<td>3</td>
</tr>
<tr>
<td>583 AG ACNP Practicum II</td>
<td>2 (0/2)</td>
</tr>
<tr>
<td>584 AG ACNP Theory III</td>
<td>3</td>
</tr>
<tr>
<td>585 AG ACNP Practicum III</td>
<td>2 (0/2)</td>
</tr>
<tr>
<td>712 Principles of Gerontology in Advanced Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>826.1 DNP-C Project I</td>
<td>3 (2/1)</td>
</tr>
<tr>
<td>826.2 DNP-C Project II</td>
<td>4 (2/2)</td>
</tr>
<tr>
<td>826.3 DNP-C Project III</td>
<td>3 (1/2)</td>
</tr>
</tbody>
</table>

#### Practicum

<table>
<thead>
<tr>
<th>Practicum</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>586 AG ACNP Practicum IV</td>
<td>4 (0/4)</td>
</tr>
<tr>
<td>836 DNP-C Residency</td>
<td>3 (0/3)</td>
</tr>
</tbody>
</table>

**Total Practicum Hours = 1216**

**Total Credit Hours = 77**

---

### BSN–DNP

#### Neonatal Nurse Practitioner Option

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>500 Theoretical Foundations of Advanced Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>512 Roles &amp; Issues in Advanced Practice Nursing</td>
<td>3</td>
</tr>
<tr>
<td>519 Advanced Pathophysiology Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>707 Principles of Epidemiology &amp; Health Promotion in Advanced Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>710 Biostatistics</td>
<td>3</td>
</tr>
<tr>
<td>726 Analysis of Evidence-Based Practice</td>
<td>3</td>
</tr>
<tr>
<td>736 Translation of Evidence into Practice</td>
<td>3</td>
</tr>
<tr>
<td>740 Impact of Ethics &amp; Law on the Role of the DNP</td>
<td>3</td>
</tr>
<tr>
<td>750 Cultural Competency for Advanced Practice</td>
<td>3</td>
</tr>
<tr>
<td>759 Information Systems &amp; Technology for Transformation of Health Care</td>
<td>3</td>
</tr>
<tr>
<td>765 Health Care Policy and Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>815 Organizational Management &amp; Leadership in Health Care Systems</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Specialty Courses

<table>
<thead>
<tr>
<th>Specialty Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>545 Advanced Health Assessment &amp; Diagnostic Reasoning for the Neonate</td>
<td>3</td>
</tr>
<tr>
<td>546 Advanced Physiology &amp; Pathophysiology of the Neonate</td>
<td>3</td>
</tr>
<tr>
<td>547 Advanced Neonatal Pharmacotherapeutics</td>
<td>3</td>
</tr>
<tr>
<td>549 Neonatal Management I</td>
<td>3 (0/3)</td>
</tr>
<tr>
<td>550 Neonatal Management II</td>
<td>3 (0/3)</td>
</tr>
<tr>
<td>826.1 DNP-C Project I</td>
<td>3 (2/1)</td>
</tr>
<tr>
<td>826.2 DNP-C Project II</td>
<td>4 (2/2)</td>
</tr>
<tr>
<td>826.3 DNP-C Project III</td>
<td>3 (1/2)</td>
</tr>
</tbody>
</table>

#### Practicum

<table>
<thead>
<tr>
<th>Practicum</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>631.1 Neonatal Nurse Practitioner Practicum</td>
<td>4.5 (0/4.5)</td>
</tr>
<tr>
<td>631.2 Neonatal Nurse Practitioner Practicum</td>
<td>4.5 (0/4.5)</td>
</tr>
<tr>
<td>836 DNP-C Residency</td>
<td>3 (0/3)</td>
</tr>
</tbody>
</table>

**Total Practicum Hours = 1152**

**Total Credit Hours = 73**

---

All Practicum hours are calculated as 1 credit hour = 4 clock hours.
### BSN–DNP
#### Family Nurse Practitioner

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>500 Theoretical Foundations of Advanced Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>512 Roles &amp; Issues in Advanced Practice Nursing</td>
<td>3</td>
</tr>
<tr>
<td>707 Principles of Epidemiology &amp; Health Promotion in Advanced Practice</td>
<td>3</td>
</tr>
<tr>
<td>710 Biostatistics</td>
<td>3</td>
</tr>
<tr>
<td>726 Analysis of Evidence-Based Practice</td>
<td>3</td>
</tr>
<tr>
<td>736 Translation of Evidence into Practice</td>
<td>3</td>
</tr>
<tr>
<td>740 Impact of Ethics &amp; Law on the Role of the DNP</td>
<td>3</td>
</tr>
<tr>
<td>750 Cultural Competency for Advanced Practice</td>
<td>3</td>
</tr>
<tr>
<td>759 Information Systems &amp; Technology for Transformation of Health Care</td>
<td>3</td>
</tr>
<tr>
<td>765 Health Care Policy and Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>815 Organizational Management &amp; Leadership in Health Care Systems</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Specialty Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>517 Advanced Health Assessment &amp; Diagnostic Reasoning Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>519 Advanced Pathophysiology Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>529 Advanced Pharmacotherapeutics Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>560 Family Health Care Management I</td>
<td>3</td>
</tr>
<tr>
<td>561 Advanced FNP Practicum I</td>
<td>2 (0/2)</td>
</tr>
<tr>
<td>564 Family Health Care Management II</td>
<td>3</td>
</tr>
<tr>
<td>565 Advanced FNP Practicum II</td>
<td>2 (0/2)</td>
</tr>
<tr>
<td>712 Principles of Gerontology in Advanced Nursing Practice</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Practicum

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>640 Family Nurse Practitioner Practicum</td>
<td>4 (0/4)</td>
</tr>
<tr>
<td>836 DNP-C Residency</td>
<td>3 (0/3)</td>
</tr>
</tbody>
</table>

**Total Practicum Hours = 1,088**

**Total Credit Hours = 72**

### BSN–DNP
#### Psychiatric Mental Health Nurse Practitioner (Across the Lifespan)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>500 Theoretical Foundations of Advanced Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>512 Roles &amp; Issues in Advanced Practice Nursing</td>
<td>3</td>
</tr>
<tr>
<td>707 Principles of Epidemiology &amp; Health Promotion in Advanced Practice</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Specialty Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>517 Advanced Health Assessment &amp; Diagnostic Reasoning Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>519 Advanced Pathophysiology Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>529 Advanced Pharmacotherapeutics Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>566 Family Mental Health Psycho-Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>568 Advanced Assessment &amp; Therapeutic Interventions</td>
<td>3</td>
</tr>
<tr>
<td>569 FPMHNP Practicum I</td>
<td>2 (0/2)</td>
</tr>
<tr>
<td>570 Family Psychiatric Mental Health Nursing-Diagnosis &amp; Management of Children &amp; Adolescents</td>
<td>3</td>
</tr>
<tr>
<td>571 FPMHNP Practicum II</td>
<td>2 (0/2)</td>
</tr>
<tr>
<td>572 Advanced Psychiatric Nursing-Diagnosis &amp; Management of Adults &amp; Specialty Populations</td>
<td>3</td>
</tr>
<tr>
<td>573 FPMHNP Practicum III</td>
<td>2 (0/2)</td>
</tr>
</tbody>
</table>

#### Practicum

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>650 FPMHNP Practicum IV</td>
<td>4 (0/4)</td>
</tr>
<tr>
<td>836 DNP-C Residency</td>
<td>3 (0/3)</td>
</tr>
</tbody>
</table>

**Total Practicum Hours = 1,216**

**Total Credit Hours = 77**

*All Practicum hours are calculated as 1 credit hour = 4 clock hours.*
## Curriculum Retiring After 2018

### DNP – Clinical

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>700 Principles of Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>710 Biostatistics</td>
<td></td>
</tr>
<tr>
<td>720 Analytical Methods for Evidence Based Practice</td>
<td>3</td>
</tr>
<tr>
<td>730 Translation of Evidence Based Practice</td>
<td>3</td>
</tr>
<tr>
<td>740 Impact of Ethics &amp; Law on Health Care</td>
<td></td>
</tr>
<tr>
<td>750 Cultural Competency for Advanced Practice</td>
<td>3</td>
</tr>
<tr>
<td>760 Health Care Finance &amp; Policy</td>
<td></td>
</tr>
<tr>
<td>770 Health Care Information Systems &amp; Outcome Management</td>
<td>3</td>
</tr>
<tr>
<td>810 Organizational Management/Leadership</td>
<td>3</td>
</tr>
</tbody>
</table>

**Practicum**

<table>
<thead>
<tr>
<th>Practicum</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>800 Capstone Project (128 Practicum hours)</td>
<td>6 (2/4)</td>
</tr>
<tr>
<td>820 Residency (384 Residency hours, may be taken over 2 semesters)</td>
<td>6 (0/6)</td>
</tr>
</tbody>
</table>

**Total Program Practicum Hours = 512**
**Total Credit Hours = 39**

### DNP – Leadership Program Curriculum

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>700 Principles of Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>710 Biostatistics</td>
<td></td>
</tr>
<tr>
<td>720 Analytical Methods for Evidence Based Practice</td>
<td>3</td>
</tr>
<tr>
<td>735 Interprofessional Collaboration and Advanced Program Planning</td>
<td>3</td>
</tr>
<tr>
<td>740 Impact of Ethics &amp; Law on Health Care</td>
<td></td>
</tr>
<tr>
<td>745 Managing Human Capital</td>
<td>3</td>
</tr>
<tr>
<td>760 Health Care Finance &amp; Policy</td>
<td></td>
</tr>
<tr>
<td>770 Health Care Information Systems &amp; Outcome Management</td>
<td>3</td>
</tr>
<tr>
<td>810 Organizational Management/Leadership</td>
<td>3</td>
</tr>
</tbody>
</table>

**Practicum**

<table>
<thead>
<tr>
<th>Practicum</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>804 Capstone Project (128 Practicum hours)</td>
<td>6 (2/4)</td>
</tr>
<tr>
<td>822 Residency (384 Residency hours, may be taken over 2 semesters)</td>
<td>6 (0/6)</td>
</tr>
</tbody>
</table>

**Total Program Practicum Hours = 512**
**Total Credit Hours = 39**

---

All Practicum hours are calculated as 1 credit hour = 4 clock hours.
Accelerated Pathway to MSN

Graduate Courses

Numbers listed to the right of the course name indicate credit hours earned. If there are additional numbers listed in parenthesis, the first number is credit hours for theory and the second number is credit hours for practicum.

Accelerated Pathway to MSN

450 - Transition to Advanced Nursing Practice ........ 4
This course is directed to the RN student with a non-nursing baccalaureate degree seeking to advance to the MSN level. The course will build upon prior education and experience to enhance professional practice and growth. The student will be introduced to an overview of the philosophy of baccalaureate nursing education and the organizational framework of the College. Critical components of professional nursing discussed include: caring, communication, critical thinking, teaching/learning process, nursing roles and changes, legal issues, leadership, management, change theory and professional ethics.

Graduate Courses

500 - Theoretical Foundations of Advanced Nursing Practice ................................. 3
Theories from nursing and other disciplines are explored as the foundation for advanced nursing practice. Select Grand, Middle-range, and Practice nursing philosophies, models, and theories are critically analyzed. The relationship between theory, research, and practice/education/administration is identified and critiqued. The student’s own theoretical base for advanced practice is identified and developed. Prerequisite: Graduate standing or consent of instructor.

504 - Health Promotion in Advanced Nursing Practice ........................................... 3
The development and use of selected health promotion theories are synthesized and applied to advanced nursing practice. Analysis of research and other current evidence addresses conceptual, theoretical, methodological, health care policy, legal and ethical issues. Students identify and evaluate the impact of culturally diverse and vulnerable populations on the health care delivery system. Nursing interventions that promote health in various populations are developed, implemented, and evaluated. Prerequisite: Graduate standing or consent of instructor.

508 - Nursing Research ................................................................. 3
Professional nursing practice at all levels is grounded in the ethical translation of current evidence into practice. Fundamentally, nurses need a questioning/inquiring attitude toward their practice and the care environment. This course prepares the graduate student to examine policies and seek evidence for every aspect of practice, thereby translating current evidence and identifying gaps where evidence is lacking. Master’s prepared nurses apply research outcomes within the practice setting, resolve practice problems (individually or as a member of the health care team), and disseminate results both within the setting and in wider venues in order to advance clinical practice. Master’s-prepared nurses lead the health care team in the implementation of evidence-based practice. This course will assist the student to develop the skills necessary to bring evidence-based practice to both individual patients for whom they directly care and to those patients for whom they are indirectly responsible. These skills include knowledge acquisition and dissemination, working in groups, and change management. Prerequisite: graduate standing, 499–statistics, or consent of instructor.

512 - Roles and Issues in Advanced Practice Nursing ........................................ 3
Current and emerging roles of advanced practice nurses in practice are explored. Political, legal,
financial, ethical and technological issues currently impacting nursing in advanced practice in various health care settings are analyzed. The future of advanced practice nursing in the health care delivery system and in education is examined. The educator role is examined from the viewpoint of the advance practice nurse and faculty position. Students develop and evaluate professional goals for either advanced practice nursing or the educator role. Prerequisite: Graduate standing or consent of instructor.

516 - Advances in Nursing Leadership ..................... 3
In-depth analyses of the theory, practice, context, content, skills, and processes relating to individual, organizational and global leadership. The evolving roles in dynamic educational and health care systems are explored. An emphasis is placed on the role of the nursing leader in relationship to innovative and strategic leadership approaches to change, managing outcomes, conflict, ethical and legal decisions, human and physical resources, and quality improvements. Prerequisite: Graduate standing or consent of instructor.

517 - Advanced Health Assessment and Diagnostic Reasoning Across the Lifespan ............3 (2/1)*
The purpose of this course is to analyze physiological, psychological, sociological, and spiritual dimensions of assessment across the lifespan. The process of diagnostic reasoning is emphasized as the primary means of collecting and analyzing data obtained from the patient history, physical examination, and diagnostic procedures. Through the 64 hours of practicum experience, students refine technical and interpersonal skills required for advanced health assessment, including interview techniques, history taking, physical assessment, and diagnosis based on information received. Normal and abnormal physical findings are differentiated and recognition of need for collaboration or consultation with additional health care providers is emphasized. Course content includes advanced assessment skills for all body systems. Prerequisites: 500, 504 and 508 or consent of instructor.

519 - Advanced Pathophysiology Across the Lifespan ......................................................... 3
The purpose of this course is to analyze and evaluate the concepts of the normal physiology and pathologic mechanisms of disease to serve as the foundation for clinical assessment, response to pharmacologic management of disease, decision making and disease management across the lifespan. Analysis of the impact of diagnostics and assessment findings enables the student to develop diagnostic reasoning by interpreting changes in normal function that result in symptoms indicating illness. Course content focuses on alterations in cell function and systemic manifestations using selected, prevalent disease states across the lifespan. Prerequisites: 500, 504 and 508 or consent of instructor.

529 - Pharmacotherapeutics Across the Lifespan... 3
The purpose of this course is to provide the graduate with the knowledge and skills to assess, diagnose, and manage patients’ common health problems in a safe, high quality, cost-effective manner. Course theory content includes cellular response, pharmacotherapeutics and pharmacokinetics of broad categories of pharmacologic agents. Also included is the concept of polypharmacy and safe dosage calculation. Students will develop competence in prescribing appropriate pharmacologic agents for patients across the lifespan. Prerequisites: 500, 504, and 508 or consent of instructor.

532 - Foundations of Education in Nursing .......... 3
The principles of how learning occurs are introduced and explored. Learning theories are compared, contrasted, and critically analyzed, leading to application within the classroom and clinical setting. Strategies to develop critical thinking in students are examined. Aspects of curriculum development and instructional design are discussed. May be used as an elective for students in the clinician option. Prerequisites: 500 and 508 or consent of instructor.

536 - Issues and Roles in Nursing Education ............ 3
The role of the nurse educator in academia is the focus of this course. Issues related to faculty preparation, course delivery, and changing demographics of the student population are discussed. The societal, economic, and ethical factors affecting nursing education are examined. Prerequisites: 500 and 508 or consent of instructor.

---

The first number is credit hours for theory. The second number is credit hours for clinical practicum.
538 - Advanced Practice Seminar Topics .................. 3
This course is designed to provide the student with opportunities to explore self-selected advanced nursing practice issues based on the educational and career goals of the student. Emphasis is placed on decision making related to evidenced-based practice, research utilization, multidisciplinary collaboration, and outcome evaluation methods and measurements related to adult and geriatric health. The course projects include development and critical analysis of clinical research, and evaluation of nursing issues reflecting the state of current practice. Prerequisites: 500, 504, 508, 512, 516, 517, 519, and 529 or consent of instructor.

540 - Evaluation Strategies in Nursing Education... 3
The process of evaluation is examined. Strategies to assess learning in classroom and clinical settings are studied. Systematic evaluation and assessment strategies in education are explored. The relationship between evaluation practices, professional development, and the improvement of instruction is discussed. Prerequisites: 500 and 508 or consent of instructor.

544 - Development and Evaluation of Programs in Health Care ........................................................... 3
The processes of program development, planning, implementation and evaluation in health care and health promotion are examined. Critical analysis of research and other current evidence focuses on study design, methodological issues, and evaluation of program outcomes. Strategies for patient education, marketing, ethical resource allocation and formative and summative evaluation techniques are analyzed and applied in advanced nursing practice. Statistical methods used to evaluate program outcomes are analyzed. Prerequisites: 500, 504, 508, and 512 or consent of instructor.

545 - Advanced Health Assessment and Diagnostic Reasoning for the Neonate................................. 3
This course focuses on the knowledge and skills necessary to perform comprehensive assessments and interpretation of diagnostic data on newborns and infants commonly seen in the acute care practice settings. Systematic data collection, diagnostic reasoning, and clinical problem solving for a variety of newborns and infants will be emphasized. Content will focus on perinatal assessment, fetal assessment, gestational age assessment, neurobehavioral and developmental assessments, physical exam of newborns and infants, developmental and behavioral assessment, cultural/social family evaluation and the use of diagnostics such as laboratory studies, radiographs, and instrumentation/monitoring devices. Emphasis is placed on the recognition of assessment findings that deviate from normal. Prerequisites: 500, 508, and 512 or consent of instructor.

546 - Advanced Physiology and Pathophysiology of the Neonate......................................................... 3
This course provides a theoretical and practical knowledge of pathophysiology as it applies to the advanced nursing care of newborns and infants with acute and/or chronic illness or at risk for health problems from a high risk pregnancy. Consequences of the intensive care environment and abnormal physiology on the normal development of the fetus, newborn and infant will be addressed. Analysis of the impact of diagnostics and assessment findings enables the student to develop diagnostic reasoning by interpreting changes in normal function that result in symptoms indicating illness. Prerequisites: 500, 508, 512, or consent of instructor.

547 - Advanced Neonatal Pharmacotherapeutics ... 3
This course focuses on providing students with an in-depth understanding of pharmacotherapeutics and clinical uses of specific drug groups related to the care and management of neonates in the intensive care nursery. Emphasis is placed on indications for correct drug choice, usual dose, routes of administration, pharmacological mechanisms in association with drug interactions, adverse effects; and contraindications for use are included as a basis for clinical judgments in managing the sick neonate. Specific problems inherent in drug therapy in the neonate and implication for nutritional support and pain management will be discussed. This course also provides essential information needed to obtain prescriptive authority for neonatal nurse practitioners. Prerequisites: 500, 508, 512, or consent of instructor.

548 - Nursing Informatics ............................................ 3
This course provides an introduction to the field of nursing informatics, the current state of the science,
and major issues for research, development, and practice. It includes the clarification of the concepts of nursing, technology, and information management. It comprises theoretical underpinnings of nursing informatics, the practice of nursing informatics, and the social, ethical and legal issues in nursing and health care informatics. Graduate standing or consent of instructor.

549 - Neonatal Management I .....................3 (2.5/.5)*
This is the first of two courses that integrates the physiologic, pharmacologic, and assessment skills and principles to determine appropriate care of the ill neonate. Students demonstrate an understanding of essential intensive care nursery concepts, skill, and equipment necessary for completing direct bedside assessment and care of neonates in a safe manner. Current research and evidenced-based practices are used as the course framework. The effects of critical conditions on the growth and development of the neonate, including subsequent chronic health problems as well as consequences for the child’s family are emphasized. The use of specific interventions and diagnostic procedures are demonstrated and applied during the 32 hours of required clinical activities. Prerequisites: 500, 508, 512, 545, 546, 547, concurrent with 550, NRP certificate, or consent of instructor.

550 - Neonatal Management II .....................3 (2.5/.5)*
This is the second of two courses that integrates the physiologic, pharmacologic, and assessment skills and principles to determine appropriate care of the ill neonate. Students demonstrate an understanding of essential intensive care nursery concepts, skill, and equipment necessary for completing direct bedside assessment and care of neonates in a safe manner. Current research and evidenced-based practices are used as the course framework. The effects of critical conditions on the growth and development of the neonate, including subsequent chronic health problems as well as consequences for the child’s family are emphasized. During the 32 clinical hours in this course, students will be able to assess neonates, round with physicians, and complete procedures with an experienced NNP. Prerequisites: 500, 508, 512, 545, 546, 547, concurrent with 549, NRP certificate, or consent of instructor.

552 - Finance and Healthcare Management ..........3
An in-depth analysis and synthesis of forces, issues, and challenges of select topics impacting health care including finance, socioeconomic principles, and leadership are analyzed. The topics include organizational mission, vision, and goals; policy development; business concepts; organizational structure; marketing; reimbursement issues; resource utilization; financial management; productivity and partnerships. In this course students select a health care, finance, or economic issue to research and present for discussion. Prerequisites: 500, 504, 508, and 516 or consent of instructor.

553 - Health Policy, Law and Regulation ............3
This course provides an advanced perspective on socioeconomic, political, legal, ethical, and global factors that influence nursing and health care delivery. Important issues present in the U.S. health care system will be critically analyzed. Issues include cost, quality, access, payment systems, health information management, and delivery models. The leadership role of the master’s-prepared nurse in designing strategies for enhancing health outcomes for diverse populations is also examined. Prerequisites: 500, 508 or consent of instructor.

554 - Human Resource Management .................3
This course explores human resources management in health care organizations. The overarching goal of the course is to help students develop an understanding of the concept of strategic human resources management, and the need for alignment between HR practices and an organization’s strategy and mission as well as nursing standards and practice policies. The course is organized around the employee lifecycle and covers fundamental human resource functions, including: job analysis, recruiting and selection, training and development, performance management, compensation and benefits, and employee retention. The course also includes a thorough review of the legal and regulatory environment of human resources management. Prerequisite: 500, 508, 516.

558 - Managed Care and Integrated Systems ........3
This course provides an authoritative and comprehensive overview of the key strategic,
tactical, and operational aspects of managed health care and health insurance. Managed health care in Medicare and Medicaid at both the corporate and hospital level will be examined. Course content focuses on important topics such as patient safety, HIPAA, ambulatory care center design and planning, health care information systems, and management of nursing systems. A historical overview and a discussion of taxonomy and functional differences between different forms of managed health care which provide the framework for the operational aspects of the industry will be addressed as well. Prerequisites: 500, 508, 516, 544, 548, 552 or consent of instructor.

560 - Family Healthcare Management I .................... 3
This course focuses on the advanced knowledge of acute, chronic and complex health care issues confronting women and children. Content will focus on assessment and diagnostic reasoning related to primary management of select populations. Issues include cost, quality, access, payment systems, and health information management. The family nurse practitioner role for enhancing health outcomes for diverse populations is also examined. Prerequisites: 500, 504, 506/700, 508, 512, 517, 519, 529, concurrent with 561 or consent of instructor.

561 - Advanced FNP Practicum I ...................... 2 (0/2)*
This course builds on the advanced knowledge and role competencies obtained in 512, 517, 519, 529, and 560. The emphasis of this course is application of family practice nursing care of adults and geriatrics within the primary health care setting. Advanced practice interventions and outcomes reflect use of advanced health assessment research and diagnostic reasoning and evaluation of outcomes. The student functions with the interdisciplinary team and assumes consultative and collaborative roles. There are 128 practicum hours. The focus of this course is adult health care. Other specialty hours may be arranged with the instructor’s consent. Prerequisites: 500, 504, 506/700, 508, 512, 517, 519, 529, concurrent with 564 or consent of the instructor.

564 - Family Healthcare Management II .................... 3
This course focuses on the advanced knowledge of acute, chronic and complex health care issues confronting adults and elderly. Content will focus on assessment and diagnostic reasoning related to primary management of select populations. Issues include cost, quality, access, payment systems, and health information management. The family nurse practitioner role for enhancing health outcomes for diverse populations is also examined. Prerequisites: 500, 504, 506/700, 508, 512, 517, 519, 529, concurrent with 565 or consent of the instructor.

565 - Advanced FNP Practicum II.................. 2 (0/2)*
This course builds on the advanced knowledge and role competencies obtained in 512, 517, 519, 529, and 560. The emphasis of this course is application of family practice nursing care of adults and geriatrics within the primary health care setting. Advanced practice interventions and outcomes reflect use of advanced health assessment research and diagnostic reasoning and evaluation of outcomes. The student functions with the interdisciplinary team and assumes consultative and collaborative roles. There are 128 practicum hours. The focus of this course is adult health care. Other specialty hours may be arranged with the instructor’s consent. Prerequisites: 500, 504, 506/700, 508, 512, 517, 519, 529, concurrent with 564 or consent of the instructor.

566 - Family Mental Health Psycho-Pharmacology ...................................................... 3
This course builds on content from 529-Advanced Pharmacology across the Lifespan. The course will provide the graduate with advanced knowledge regarding the pharmacotherapeutics of psychotropic medications and the clinical management of target psychiatric symptoms in order to assess, diagnose, and create and manage a medication plan for this population. Single and multiple drug regimens, cost effectiveness, and client medication education/adherence will also be reviewed. Case studies will provide opportunities for the students to apply knowledge of psychotropic drugs to prescribing and monitoring appropriate pharmacologic agents for patients across the lifespan. Prerequisites: 529, concurrent with 568 and 569 or consent of instructor.
568 - Advanced Assessment and Therapeutic Interventions .................................................. 3
This course examines biopsychosocial and conceptual models/theories, psychopathology and treatment modalities necessary for the advanced practice nurse to assess, select, implement, and evaluate treatment plans for adults experiencing psychiatric disorders. The course focuses on assessment, differential diagnostic process, and management of the needs of adult clients, including older adults, who are experiencing alterations in mental health functioning. This includes the application of advanced knowledge of psychopathology, psychotherapies, psychoeducation, health promotion and disease prevention. Individual, group, and family therapy techniques and crisis management strategies will be studied. The advanced practice nurse’s role in working with families and communities and providing holistic care will be explored. Standards of practice, clinical guidelines, research studies, evidence-based practices, cultural diversity, and legal and ethical issues related to clients and families with psychiatric/mental health issues will be integrated into this course. Prerequisites: 517, 519, 529, concurrent with 568 and 569, or consent of instructor.

569 - FPMHNP Practicum I ........................................ 2 (0/2)*
Application of theories and review assessment and intervention techniques for the advanced psychiatric/mental health assessment is integral to this course. This practicum will provide the student the opportunity to refine technical and interpersonal skills in the assessment and management/intervention of an adult client with psychiatric/mental health issues. The student will incorporate the theory learned and use the DSM 5 in the assessment and diagnosis of clients. They will be responsible for developing and/or assist in implementing a therapeutic plan and evaluating the response. Psycho pharmacology interventions will be reviewed and/or initiated. Therapeutic clinical interventions will be supervised by a qualified preceptor. There are 128 practicum hours. Prerequisites: 500, 504, 508, 512, 517, 519, 529, 566, 568, 569, concurrent with 571 or consent of instructor.

570 - Family Psychiatric Mental Health Nursing – Diagnosis and Management of Children & Adolescents .......................................................... 3
The purpose of this course is to prepare the learner in the assessment, diagnosis, treatment and management of psychiatric mental health problems in childhood and adolescence at the individual, family and community level. Conceptual models/ theories and treatment modalities will be examined. Theories of family development, including functional and dysfunctional behavioral patterns, will be examined. Normal and abnormal findings are differentiated. Psychotherapy, psychoeducation, health promotion and disease prevention, and application of behavior modification techniques are explored. Individual, group, and family therapy techniques will be discussed. Prerequisites: 500, 504, 508, 512, 517, 519, 529, 566, 568, 569, concurrent with 571 or consent of instructor.

571 - FPMHNP Practicum II ........................................ 2 (0/2)*
This practicum will provide the student the opportunity to incorporate education and techniques reviewed in theory courses to refine skill in the assessment and management/intervention of children and adolescent clients with psychiatric/mental health issues. Family therapy techniques will be incorporated when available at the clinical setting. Normal and abnormal findings will be examined. The student will incorporate the theory learned and use the DSM 5 in the assessment and diagnosis of clients. They will be responsible for developing and/or assist in implementing a therapeutic plan and evaluating the response. Psycho pharmacology interventions will be reviewed and/or initiated. Therapeutic clinical interventions will be supervised by a qualified preceptor. There are 128 practicum hours. Prerequisites: 500, 504, 508, 512, 517, 519, 529, 566, 568, 569, concurrent with 570 or consent of instructor.

572 - Advanced Psychiatric Nursing - Diagnosis and Management of Adults & Specialty Populations .......................................................... 3
This course focuses on assessment, diagnosis and management of different populations such as: Women, minorities, indigent, clients of differing cultures, individuals with chemical dependency.
issues, and other vulnerable populations. The consultation-liaison role for the Psychiatric Mental Health Nurse Practitioner will be reviewed. Students will analyze the social system, client needs, availability of resources, legal and ethical issues which can affect the populations discussed. Health promotion, disease prevention, and crisis management strategies will be examined. Prerequisites: 500, 504, 508, 512, 517, 519, 529, 566, 568, 569, 570, 571, concurrent with 573 or consent of the instructor.

573 - FPMHNP Practicum III ..............................................2 (0/2)*  
This practicum will provide the student the opportunity to incorporate education and techniques reviewed in theory courses to refine skill in the assessment and management/intervention of adults and specialty populations with psychiatric/mental health issues. Family therapy techniques will be incorporated when available at the clinical setting. Normal and abnormal findings will be examined. The student will incorporate the theory learned and use the DSM 5 in the assessment and diagnosis of clients. The student will be responsible for developing and/or assist in implementing a therapeutic plan and evaluating the response. Psychopharmacology interventions will be reviewed and/or initiated. Therapeutic clinical interventions will be supervised by a qualified preceptor. There are 128 practicum hours. Prerequisites: 500, 504, 508, 512, 517, 519, 529, 566, 568, 569, 570, 571, concurrent with 572, or consent of the instructor.

581 - AG-Acute Care Nurse Practitioner Practicum I .................................................................2 (0/2)  
In this course, students will begin applying knowledge from previous courses to assess patients and make diagnoses of common acute and chronic health issues in young, middle-aged and older adults based on findings from the history, physical exam, lab findings and other test results. Students will determine the appropriate, individualized management plan incorporating knowledge of evidence-based best practices and patient safety to provide high quality, culturally responsive, cost effective care for patients in acute and/or critical care settings. Students will hone communication skills. The student will collaborate with other disciplines to promote coordinated care. A preceptor(s) will guide the student in the role of the AG-Acute Care Nurse Practitioner for 128 practicum hours. Prerequisites: 500, 517, 519, 529, 707, 710, 726, 759, concurrent with 580.

582 - AG-Acute Care Nurse Practitioner Theory II ........................3  
This didactic course is designed to engage students in learning the science undergirding the practitioner’s clinical practice. Content will focus on the advanced knowledge of common acute, critical and chronic illnesses confronting adults of all ages. The students will learn to assess the complex interplay of pathophysiologic and social-cultural factors on the treatment of the patient in various care continuum settings. Students will integrate advanced health assessment, pathophysiology and pharmacology in diagnostic reasoning and the therapeutic management of patients. This is the second course in the series of theory courses for AG ACNPs and builds on knowledge gained in the first theory course. Prerequisites: 500, 517, 519, 529, 580, 581, 707, 710, 726, 759, concurrent with 583.

583 - AG-Acute Care Nurse Practitioner Practicum II .........................................................2 (0/2)  
In this course, students will apply knowledge from previous courses to assess patients and make diagnoses of common acute and chronic health issues in young, middle-aged and older adults based on findings from the history, physical exam, lab findings and other test results. Students will determine the appropriate, individualized management plan incorporating knowledge of
evidence-based best practices and patient safety to provide high quality, culturally responsive, cost effective care for patients in acute and/or critical care settings. Students will hone communication skills. The student will collaborate with other disciplines to promote coordinated care. A preceptor(s) will guide the student in the role of the AG-Acute Care Nurse Practitioner for 128 practicum hours. Prerequisites: 500, 517, 519, 529, 580, 581, 707, 710, 726, 759, concurrent with 582.

**584 - AG-Acute Care Nurse Practitioner Theory III** ... 3
This didactic course is designed to engage students in learning the science undergirding the practitioner’s clinical practice. Content will focus on the advanced knowledge of common acute, critical and chronic illnesses confronting adults of all ages. The students will learn to assess the complex interplay of pathophysiologic and social-cultural factors on the treatment of the patient in various care continuum settings. Students will integrate advanced health assessment, pathophysiology and pharmacology in diagnostic reasoning and the therapeutic management of patients. This is the third course in the series of theory courses for AG ACNPs and builds on knowledge gained in the first and second theory courses. Prerequisites: 500, 517, 519, 529, 580, 581, 707, 710, 726, 759, concurrent with 583.

**585 - AG-Acute Care Nurse Practitioner Practicum III** .................................................2 (0/2)
In this course, students will apply knowledge from previous courses to assess patients and make diagnoses of common acute and chronic health issues in young, middle-aged and older adults based on findings from the history, physical exam, lab findings and other test results. Students will determine the appropriate, individualized management plan incorporating knowledge of evidence-based best practices and patient safety to provide high quality, culturally responsive, cost effective care for patients in acute and/or critical care settings. Students should be functioning nearly independently. A preceptor(s) will support the student in the role of the AG-Acute Care Nurse Practitioner for 256 practicum hours. Prerequisites: 500, 517, 519, 529, 580, 581, 582, 583, 584, 585, 707, 710, 726, 759 and 815.

**586 - AG-Acute Care Nurse Practitioner Practicum IV** .................................................4 (0/4)
In this course, students will apply knowledge from previous courses to assess patients and make diagnoses of common acute and chronic health issues in young, middle-aged and older adults based on findings from the history, physical exam, lab findings and other test results. Students will determine the appropriate, individualized management plan incorporating knowledge of evidence-based best practices and patient safety to provide high quality, culturally responsive, cost effective care for patients in acute and/or critical care settings. Students will hone communication skills. The student will collaborate with other disciplines to promote coordinated care. Students should be functioning nearly independently. A preceptor(s) will support the student in the role of the AG-Acute Care Nurse Practitioner for 256 practicum hours. Prerequisites: 500, 517, 519, 529, 580, 581, 582, 583, 584, 585, 707, 710, 726, 759 and 815.

**600 - Educator Practicum** .................................................6 (0/6)*
May be taken over 2 semesters (600.1 and 600.2). Application and synthesis of teaching and learning theories are integral to this course. With an assigned preceptor, the student will have the opportunity to practice teaching and evaluation strategies within either a nursing program or staff development setting. Each student is guided through mutually planned experiences in the areas of classroom planning, teaching methods and evaluations; experiences with clinical teaching; course planning, development, and evaluation. Evaluation for this practicum will include assessment of classroom and clinical teaching as well as participation in course planning. This course may be completed in one or two semesters. Prerequisites: 500, 508, 517, 519, 529, or 532, 536, and 540 or consent of instructor.

**611 - Clinician Practicum** .................................................7 (0/7)*
May be taken over 2 semesters (611.1 and 611.2). This course builds on the advanced knowledge and role competencies obtained in previous courses. The emphasis of this course is the holistic care of adult and geriatric individuals, families, and groups with acute and chronic health problems. Advanced practice interventions and outcomes
are planned using research and its evaluation. The student functions with the interdisciplinary team and assumes consultative and collaborative roles. Prerequisites: 500, 504, 508, 512, 516, 517, 519, and 529 or consent of instructor.

612 - CNL Immersion Experience.....................6 (0/6)*
May be taken over 2 semesters (612.1 and 612.2).
This immersion experience is a course, which builds upon the knowledge and competencies gained from the core courses and the specialty courses from across the lifespan 517, 519, and 529. The emphasis in this experience is for the CNL student to function as a generalist providing evidenced-based practice and managing care at the point of care to individuals, families, and populations/communities. The student functions within the clinical microsystems and will synthesize information and knowledge for effective critical thinking, decision making, and evaluation. The CNL student will use the roles of outcomes manager, client advocate, team manager, risk assessor for quality improvement, and facilitator of practice changes. Prerequisites: 500, 504, 508, 516, 517, 519, 529, 552 or consent of instructor.

614 - Management Practicum with Capstone Project .........................6 (0/6)*
May be taken over 2 semesters (614.1 and 614.2).
This course provides students with the opportunity to synthesize and apply their understanding of nursing management and leadership within and across complex integrated organizational and institutional boundaries. In this culminating experience, students plan, execute, and evaluate nursing practice within the context of the practice setting(s) or among a specific population of interest within the organization or in communities. The practicum provides the student an opportunity to operationalize the leadership role in appropriate agencies and facilities in conjunction with an expert nursing leader. A capstone project involving a topic of interest to both the student and the organization will be initiated. The project will focus on an identified need in the practicum setting or meet an identified need, based on national or local health initiatives. The project will culminate in a final paper which includes a literature review, methodology, and comprehensive analysis and reporting of results. Prerequisites: 500, 508, 516, 544, 548, 552, 553, 554 and 558 or consent of instructor.

620 - Research Experience ...........................................6
May be taken over 2 semesters (620.1 and 620.2).
This is a research experience designed by the student with the approval and supervision of a graduate faculty advisor. The purpose of the research experience is to apply the knowledge and theory to a concentrated area of study. This course may be completed in one or two semesters. Prerequisites: 500, 504, 508, 512, 517, 519, 529 or consent of instructor.

622 - Evidence-based Inquiry ....................... 3
The master’s prepared nurse is expected to be an informed consumer of research, and as such should be able to conduct an evidence-based inquiry (EBI) by independently searching current, relevant literature to determine potential resolutions for identified issues in nursing practice. This course allows the graduate student to complete an EBI project under the guidance of a Faculty EBI Advisor. The Clinical Inquiry method of research is a two-step process, which includes a comprehensive review of classic and current research literature on a specific topic and a proposed project or practice/policy change to resolve the identified issue. The resolution developed for the EBI may be hypothetical or could be implemented when feasible. Prerequisites: 500, 504, 508, or consent of instructor.

631 - Neonatal Nurse Practitioner Practicum ................. 9 (0/9)*
May be taken over 2 semesters (631.1 and 631.2).
The Neonatal Nurse Practitioner Practicum focuses on developing clinical competency in the advanced practice role and in the stabilization, management and evaluation of the high risk neonate. By using the process of expert practice, consultation, collaboration, administration, and research utilization, the student will provide advanced nursing management of a caseload of high-risk newborn/infants and their families over a minimum of 576 hours. The experience is accomplished under the guidance of NNP program faculty. Prerequisites: 500, 508, 512, 516, 545, 546, 547, 549, 550, NRP certificate or consent of instructor.
640 - Family Nurse Practitioner Practicum ... 4 (0/4)*
This course builds on the advanced knowledge and role competencies obtained in previous core and FNP specialty courses. The emphasis of this course is application of family practice nursing care of a wide variety of patients across the lifespan within the primary health care setting. Advanced practice interventions and outcomes reflect use of advanced health assessment research and diagnostic reasoning and evaluation of outcomes. The student functions with the interdisciplinary team and assumes consultative and collaborative roles. This course requires 256 hours of clinical practicum. The practicum hours should include a mixture of all ages of patients from birth to death. Specialty hours may be arranged with the instructor’s consent. This course requires 256 hours of clinical practicum. Prerequisites: 500, 504, 506/700, 508, 512, 517, 519, 529, 560, 561, 564, 565 or consent of the instructor.

650 - FPMHNP Practicum IV.................................4 (0/4)*
This practicum will provide the student the opportunity to incorporate advanced nursing practice interventions, behavioral and psychopharmacologic therapies, education and techniques for a variety of mental health patients and families. The student, with appropriate supervision, is expected to provide the full range of psychiatric services as outlined in the Psychiatric-Mental Health Nurse Practitioner competencies (2003). The student will be responsible for interdisciplinary collaboration, making referrals, implementing a therapeutic plan and evaluating patient and family outcomes. There are 256 practicum hours. Prerequisites: 500, 504, 508, 512, 517, 519, 529, 566, 568, 569, 570, 571, 572, and 573 or consent of the instructor.

700 - Principles of Epidemiology..............................3
This course introduces students to the study of the distribution and determinants of disease in human populations. The epidemiologic approaches used to estimate the burden of disease; causal inferences; and primary, secondary, and tertiary prevention strategies will be analyzed. This course emphasizes critical analysis of analytical studies, quantitative measure of association, and other current research. Evidence-based health promotion and treatment for common disorders/diseases such as those identified in Healthy People will be integrated. Sociocultural, ecological, and systems of care delivery factors that contribute to health disparities will be explored in-depth. Emphasis will be placed on using current evidence to create a comprehensive critical analysis of a current health issue. Prerequisites: Graduate student standing or consent of instructor.

707 - Principles of Epidemiology and Health Promotion in Advanced Nursing Practice ...... 3
This course introduces students to the study of the distribution and determinants of disease in human populations with a focus on promoting health. The epidemiologic approaches used to estimate the burden of disease; causal inferences; and primary, secondary and tertiary prevention strategies will be analyzed. This course emphasizes critical analysis of analytical studies, quantitative measure of association and other current research. Evidence-based health promotion and treatment for common disorders/diseases such as those identified in Healthy People 2020 will be integrated. Students will identify and evaluate the impact of culturally diverse and vulnerable populations on the health care delivery system. Sociocultural, ecological and systems of care delivery factors that contribute to health disparities will be explored. Prerequisites: None

710 - Biostatistics..................................................3
The course will cover advanced skills needed to understand, plan, and implement the data analysis component of a nursing research study, including the benefits and limitations that arise from using data collected from different types of studies. Analysis of quantitative data in nursing research will be explored. The use of descriptive and inferential statistics, including measures of central tendency, association, correlation, prediction and means comparisons will be applied in drawing conclusions from statistical data. Prerequisite: Graduate standing.

712 - Principles of Gerontology in Advanced Nursing Practice.............................................3
This course will prepare advanced practice nurses to provide patient-centered interprofessional care to older adults. Students will analyze their own attitudes toward caring for older adults,
analyze theories on aging, and examine issues and trends related to the health and quality of life of older adults at the local, national and global levels. The students will also integrate components of a comprehensive geriatric assessment in older adults; apply standardized tools to assess physiologic, psychological, mental, developmental, social, cultural and spiritual functioning of older adults; apply principles of pathophysiology to the development, presentation and diagnosis of common chronic diseases in older adults; develop health educational materials directed to the unique health concerns of older adults; and critically appraise the evidence to determine the value of therapeutic interventions with respect to safety, adverse effects, efficacy, cost and resources in order to meet patient needs. Prerequisites: 500, 517, 519, 529, or concurrent with 529 or with consent of instructor.

720 - Evidence-Based Practice: Appraisal and Analysis................................................................. 3
This course introduces the concepts associated with evidence-based nursing practice. The steps in implementing evidence-based practice are explored in depth, including the following: selecting a clinical or knowledge question or problem, forming a team, retrieving the evidence from published literature, evaluating the strength of the evidence, critiquing research and practice guidelines, synthesizing the research, and examining patient preferences. Issues related to information management technology will be introduced. Strategies for creating a culture of evidence-based practice, both for individuals and systems, will be identified and the barriers to evidence-based practice will also be identified. This course will assist the student to develop the skills necessary to bring evidence-based practice to both individual patients for whom they directly care and to those patients for whom they are indirectly responsible. These skills include knowledge acquisition and dissemination, working in groups and change management. Prerequisites: 500, 710 or consent of instructor.

726 - Analysis of Evidence-Based Practice................. 3
This course introduces the concepts associated with evidence-based nursing practice. Professional nursing practice at all levels is grounded in the ethical translation of current evidence into practice. Fundamentally, nurses need a questioning/inquiring attitude toward their practice and the care environment. The course prepares the graduate student to examine practice or leadership policies and seek evidence for every aspect of practice, thereby translating current evidence into practice and identifying gaps where evidence is lacking. The steps in implementing evidence-based practice are explored in depth, including the following: selecting a clinical or knowledge question or problem, forming a team, retrieving the evidence from published literature, evaluating the strength of the evidence, critiquing research and practice guidelines, synthesizing the research and examining patient preferences. Issues related to information management technology will be introduced. Strategies for creating a culture of evidence-based practice, both for individuals and systems, will be identified and the barriers to evidence-based practice will also be identified. This course will assist the student to develop the skills necessary to bring evidence-based practice to both individual patients for whom they directly care and to those patients for whom they are indirectly responsible. These skills include knowledge acquisition and dissemination, working in groups and change management. The first number is credit hours for theory. The second number is credit hours for clinical practicum. 

730 - Evidence-Based Practice: Translation and Evaluation ............................................................3
This course continues to evaluate and use concepts associated with evidence-based nursing practice models. The steps in translating evidence-based practice are explored in depth, including the following: making evidence-based practice recommendations, deciding to change practice, implementing the practice change, evaluating the outcomes, and diffusing the innovation. Issues related to information management technology will be continued from 720. The concept of translation science and tools for applying evidence to practice will be emphasized. The goal of this course is to provide the student with the knowledge and skills necessary to assume a leadership role in transforming health care and educational environments. The steps in implementing evidence-based practice are explored in depth. Strategies for creating a culture of evidence-based practice both for individual and systems will be evaluated and barriers to evidence-based practice will also be identified with corresponding action plans. Prerequisites: 700, 710 and 720 or consent of instructor.
735 - Interprofessional Collaboration and Advanced Program Planning ......................... 3
This course focuses on the knowledge and skills necessary to provide exemplary leadership of groups and teams, with an emphasis on relationship building and team building. Content includes effective communication with groups and teams, conflict management and resolution, group process and techniques for effectively leading meetings, the application of adult learning principles, emotional intelligence, characteristics of effective teams, roles and scope of practice of various health care professionals, and the creation of a professional practice culture. Coursework also challenges students to design, select, use, and evaluate programs that evaluate and monitor outcomes of care, care systems, and quality improvement including consumer use of health care information systems. Prerequisites: 700, 710, 720.

736 - Translation of Evidence Based into Practice ... 3
This course prepares students to evaluate and use concepts associated with evidence-based nursing practice models. The steps in translating evidence-based practice are explored in depth, including the following: making evidence-based practice recommendations, deciding to change practice, implementing the practice change, evaluating the outcomes and diffusing the innovation. Strategies for patient education, marketing, ethical resource allocation, and formative and summative evaluation techniques are analyzed as applicable in advanced nursing practice. Issues related to information management technology will be reviewed. The concept of translation science and tools for applying evidence to practice will be emphasized. The goal of this course is to provide the student with the knowledge and skills necessary to assume a leadership role in transforming health care environments. Also, the processes of program development, planning, implementation and evaluation in health care and health promotion are examined. Strategies for creating a culture of evidence-based practice both for individual and systems will be evaluated and barriers to evidence-based practice will also be identified with corresponding action plans. Critical analysis of research and other current evidence focuses on study design, methodological issues and evaluation of program outcomes. Strategies for patient education, marketing, ethical resource allocation and formative and summative evaluation techniques are analyzed and applied in advanced nursing practice. Statistical methods used to evaluate program outcomes are analyzed. Prerequisites: 500, 710 and 726 or with consent of instructor.

740 - Impact of Ethics & Law on the Role of the DNP .................................................. 3
This course will explore the interrelationships between policy, ethics and the law and their impact on clinical practice and health care. Broader social issues common to vulnerable populations will be examined using ethical and legal frameworks. Recurring issues in clinical practice and leadership will be examined for how legislation and regulation impacts care. System issues relevant to health and health care delivery will be explored for its impact on care and policy implications. Practices/protocols/policies that are compliant with legal and ethical mandates will be explored. Organizational and social communicating and advocating for policy change will be developed. Exploration of current ethical issues, including relevant contextual factors within the health care disciplines and within the student’s area of scholarship and clinical practice as it relates to the DNP will be achieved. Prerequisites: 700 and 710, or consent of instructor.

745 - Managing Human Capital................................................. 3
This course explores the practical skills of managing people to produce superior business results. Best practices in recruiting systems, performance evaluation systems, developing people within the organization, managing a reduction in force, and having difficult conversations with people will be examined further in this course. In addition to understanding the strategic importance of people, the course will provide an understanding and appreciation for the human element as well as diverse cultures within organizations. The overarching goal of this course is to develop thoughtful nurse leaders who understand the importance of people. Prerequisites: 700, 710, 720 or consent of instructor.
750 - Cultural Competency for Advanced Practice .......................................................... 3
This course is an application of cultural competency to clinical practice, health care management, and health services research when working with culturally diverse populations. Methodological orientation is qualitative, historical, and ethnographic in the form of interactive lectures, narratives, discussions, guest presentations, and innovative strategies. Interdisciplinary perspectives will be a part of the course appropriate for graduate students in nursing, education, public health, health administration, social work, and anthropology. Prerequisites: Consent of instructor.

759 - Information Systems & Technology for Transformation of Health Care .................. 3
This course will provide a comprehensive examination of health care informatics and the application for improvement and transformation of patient-centered health care. The role of nurses in advanced practice with relation to policy making, application design, technology selection, usability, safety, security, outcome data analysis and interdisciplinary clinical work flow integration will be explored. Emphasis is placed on application of information technology essential to improve patient care, implement evidence-based practice recommendations, transform health care and manage patient care data with clinical information systems. Prerequisites: None

760 - Health Care Finance and Policy ................................................................. 3
This course focuses on understanding how health care is organized, financed, and delivered in the U.S. and examines key issues currently on the U.S. national policy agenda. This is an interprofessional course offering. This course will examine both health care economics and the business of practice. The relationship of economic issues, health policy and clinical practice will be explored. Economic concepts and tools will be used to examine issues and solve problems/issues pertaining to health care and the delivery of health care services. Approaches to economic evaluations will be explored and students will use findings from economic evaluations to inform policy makers about the costs and effects of medical interventions to support their decisions on the allocation of health care resources. Evidence-based critique skills will be expanded to include critical appraisal of economic evaluation studies and select software will be used to conduct an economic systematic review. Prerequisites: 700, 710, 720, 730 for DNP-C, 740 and 750 or consent of instructor.

765 - Health Care Policy and Financial Management .................................................. 3
This course provides an advanced perspective on socioeconomic, political and global factors that influence nursing and health care delivery. This is an interprofessional course offering that focuses on understanding how health care is organized, financed and delivered in the United States and examines key issues currently on the United States national policy agenda. Socioeconomic concepts and tools will be used to examine issues and solve problems/issues pertaining to health care and the delivery of health care services. Approaches to economic evaluations will be explored and students will use findings from economic evaluations to inform policy makers about the costs and effects of medical interventions to support their decisions on the allocation of health care resources. Evidence-based critique skills will be expanded to include critical appraisal of economic evaluation studies and select software will be used to conduct an economic systematic review. Prerequisites: 500, 710, 726 or concurrent with 726 or consent of instructor.

770 - Health Care Information Systems and Outcome Management ............................... 3
This course focuses on information systems technology and its application for the improvement and transformation of patient-centered health care. The course prepares the student to become proficient at selecting and using technology for organizing, analyzing, managing, and evaluating information in nursing administration, education, research, and clinical practice settings. Content will explore use of 1)
information and information technology systems to support: research for evidence-based practice; quality improvement and outcomes evaluation; management; leadership; education; and practice; 2) standards/principles for selecting and evaluating information systems; and 3) analysis of legal, ethical, and regulatory issues related to information systems and technology. Students will execute an evaluation plan of an existing information management system in his/her work setting. Prerequisites: Graduate Statistics or consent of instructor.

800 - Capstone Project - Clinical ......................6 (4/2)*
May be taken over 2 semesters (800.1 and 800.2). This capstone course provides the student with the opportunity to synthesize previous learning in the implementation and evaluation of a system level change designated to immediately improve health care outcomes. During the 128 hours associated with this course, the student will conduct a change project based on principles of science and evidence-based practice, health care quality, and systems leadership. In the seminar portion of the course, discussions focus on the sophisticated leadership skills required of the nurse executive, including the highest level of analytic thinking and problem-solving skill. Prerequisites: 700, 710, 720, 735, 745, 750, 760, 770, and 810.

810 - Organizational Management/Leadership ...... 3
The purpose of this course is to provide a comprehensive exploration of leadership theories and principles, as well as innovative leadership techniques. Units of content will focus on systems thinking, values and ethics, human resource utilization, legal issues, decision-making, organizational culture and climate, communication skills, succession planning, theories of change and change leadership, creation of learning communities, professional accountability, and leadership within professional nursing organizations. Qualities and behaviors associated with exemplary leadership will be identified. The goal of this course is to develop and refine the leadership skills of the student as he/ she works to transform practice and educational environments in order to enhance the quality of nursing and health care delivery systems. The student will be expected to use his/her own work environment as a learning laboratory to assess and develop existing leadership structures. Content includes forecasting, the processes of decision-making based on data and decision trees, making choices for location and physical layout design of health care services, the processes associated with engineering and work redesign, the use of data in determining staffing and scheduling decisions, measurement of productivity, making resource allocation and inventory decisions, the use of data in quality initiatives, project management, and capacity planning. The student will develop a leadership project in his/her work setting. Using leadership theories and principles, the student will be expected to conduct a project that makes an immediate impact of the quality of health care and nursing. Prerequisites: 700, 710, 720, 730, 740, 750, 760, and 770.

804 - Capstone Project – Leadership ..............6 (4/2)*
May be taken over 2 semesters (804.1 and 804.2). This capstone course is a combination seminar practicum and provides the student with the opportunity to synthesize previous learning in the implementation and evaluation of a system level change designated to immediately improve health care outcomes. During the 128 hours associated
815 - Organizational Management and Leadership in Health Care Systems ........................................... 3
The purpose of this course is to provide a comprehensive exploration of leadership theories and principles, as well as innovative leadership techniques. Units of content will focus on systems thinking, values and ethics, human resource utilization, legal issues, decision-making, organizational culture and climate, communication skills, succession planning, theories of change and change leadership, creation of learning communities, organizational and global leadership, professional accountability and leadership within professional nursing organizations. Qualities and behaviors associated with exemplary leadership will be identified. This course will assist the student in developing and refining leadership skills necessary to transform practice and educational environments. The student will be expected to use his/her own work environment as a learning environment to assess and develop existing leadership structures. The student will engage in forecasting, processes of decision-making based on data and decision trees, making choices for location and physical layout design of health care services, processes associated with reengineering and work redesign, using data in determining staffing and scheduling decisions, measuring productivity, making resource allocation and inventory decisions, using data in quality initiatives, project management and capacity planning. Prerequisites: 500, 710, 726 or with consent of instructor.

820 - Residency DNP-Clinical ............................. 6 (0/6)
May be taken over 2 semesters (820.1 and 820.2).
Under the guidance of their DNP faculty advisor, students will synthesize, integrate and translate newly acquired knowledge and skills in the implementation and evaluation of their selected project. Using scientific theory, systematic evidence appraisal, systems, organizational and policy analysis, and models of care delivery, students will complete the DNP Project and all aspects of project design, implementation and evaluation. Practicum experiences will be individually designed within the context of the direct or indirect focus of the students’ program. This course is designed to integrate knowledge of nursing theory; evidence-based nursing practice, physiologic and pathophysiologic foundations, ethical and legal principles and health care systems into clinical practice. In consultation with their DNP faculty advisor, students will elect an area of clinical practice and implement advanced clinical decision-making in the provision of culturally sensitive, patient centered, evidence-based care. Case presentation from the student’s clinical practicum experience will be used to explicate clinical trends, expert clinical judgment, and individual and population focused interventions. Expertise, knowledge, and data gained from this course will be used in the development of the final project proposal. Prerequisites: 700, 710, 720, 730, 740, 750, 760, 770, and 810.

822 - Residency DNP-Leadership ................................. 6 (0/6)
May be taken over 2 semesters (822.1 and 822.2).
Under the guidance of their DNP faculty advisor, students will synthesize, integrate and translate newly acquired knowledge and skills in the implementation and evaluation of their selected project. Using scientific theory, systematic evidence appraisal, systems, organizational and policy analysis, and models of care delivery, students will complete the DNP Project and all aspects of project design, implementation and evaluation. Clinical experiences will be individually designed within the context of the direct or indirect focus of the students program and completed during the 3 SH of 822.1. This course is designed to integrate knowledge of nursing theory; evidence based nursing practice, physiologic and pathophysiologic foundations, ethical and legal principles and health care systems into clinical practice. In consultation with their DNP faculty advisor, students will elect an area of clinical practice and implement advanced clinical decision-making in the provision of culturally sensitive, patient centered, evidence-based care. Case presentation from the student’s clinical practicum experience will be used to explicate clinical trends, expert clinical judgment, and individual and population focused interventions. Expertise, knowledge and data gained from this course will be used in the development of the final project proposal. During 822.2, it is expected that the Capstone Project will demonstrate the measurement and evaluation.
of outcomes resulting from the organizational changes. Successful completion of this final practicum will require the student to present the results of the change project to his/her DNP Project Committee for their review and approval of the cumulative scholarly work and complete an oral defense. Prerequisites: 700, 710, 720, 735, 745, 750, 760, 770, and 810.

826.1 - DNP-C Project I ........................................... 3 (2/1)
This course provides the student with the opportunity to synthesize previous learning in the implementation and evaluation of a system level change designated to immediately improve health care outcomes. During 64 practicum hours associated with the course, the student will prepare to conduct a change project based on principles of science and evidence-based practice, cultural diversity, health care quality and systems leadership. During 826.1 the student will collaborate with the mentor and DNP adviser to develop the first two sections of the DNP project and complete IRB submission. Practicum hours will consist of project team and mentor meetings and preparation of the agency for the project. Seminars will focus on guiding the student through all aspects of DNP project design, implementation and evaluation. Prerequisites: 500 or MSN, 710, 726, 736, 740, 750, 759, 765 and 815.

826.2 - DNP-C Project II ......................................... 4 (2/2)
This course provides the student with the opportunity to synthesize previous learning in the implementation and evaluation of a system-level change designated to immediately improve health care outcomes. During 128 practicum hours associated with the course, the student will conduct a change project based on principles of science and evidence-based practice, cultural diversity, health care quality and systems leadership. During 826.2, it is expected that the DNP Project will demonstrate the measurement and evaluation of outcomes resulting from the organizational changes. Successful completion of the 826.3 practicum will require the student to present the results of the change project to his/her DNP project team for their approval of the cumulative scholarly work. Prerequisites: 500 or MSN, 710, 726, 736, 740, 750, 759, 765, 815, 826.1 and 826.2.

826.3 - DNP-C Project III ........................................... 3 (1/2)
This course provides the student with the opportunity to continue to synthesize previous learning in the evaluation of a system-level change designated to immediately improve health care outcomes. During 128 practicum hours associated with the course, the student will conduct an evidence-based change project based on principles of science and evidence-based practice, cultural diversity, health care quality and systems leadership. During 826.3, it is expected that the DNP Project will demonstrate the measurement and evaluation of outcomes resulting from the organizational changes. Successful completion of the 826.3 practicum will require the student to present the results of the change project to his/her DNP project team for their approval of the cumulative scholarly work. Prerequisites: 500 or MSN, 710, 726, 736, 740, 750, 759, 765, 815, 826.1 and 826.2.

828.1 - DNP-L Project I ........................................... 3 (2/1)
This course provides the student with the opportunity to synthesize previous learning in the implementation and evaluation of a system-level change designated to immediately improve health care outcomes. During the 64 hours associated with the course, the student will prepare to conduct a change project based on principles of science and evidence-based practice, cultural diversity, health care quality and systems leadership. In addition, the student will collaborate with the mentor and DNP advisor to develop the first two sections of the DNP project and complete IRB submission. Practicum hours will consist of project team meetings, as well as mentor meetings and preparation of the agency for the project. Seminar discussions will focus on guiding the student through all aspects of the DNP project design, implementation and evaluation. Prerequisites: 500 or MSN, 707, 710, 726, 735, 740, 745, 759, 765 and 815.

828.2 - DNP-L Project II ........................................... 4 (2/2)
This course provides the student with the opportunity to synthesize previous learning in the implementation and evaluation of a system-level change designated to immediately improve health care outcomes. During the 128 practicum hours associated with the course, the
student will conduct a change project based on principles of science and evidence-based practice, cultural diversity, health care quality and systems leadership. In addition, the student will complete the needs assessment, education, budgetary and implementation plan for the DNP project. Practicum hours will consist of meeting with advisors, project team and providing education for the evidence-based change. Seminar discussions will focus on guiding the student through all aspects of the DNP project design, implementation and evaluation. Prerequisites: 500 or MSN, 707, 710, 726, 735, 740, 745, 759, 765, 815 and 828.1.

828.3 - DNP-L Project III .......................................3 (1/2)
This course provides the student with the opportunity to continue to synthesize previous learning in the evaluation of a system-level change designated to immediately improve health care outcomes. During the 128 practicum hours associated with the course, the student will conduct an evidence-based change project based on principles of science and evidence-based practice, cultural diversity, health care quality and systems leadership. It is expected that the DNP Project will demonstrate the measurement and evaluation of outcomes resulting from the organizational change(s). Successful completion of practicum hours will require the student to present the results of the change project to his/her DNP project team for their approval of the cumulative scholarly work. Prerequisites: 500 or MSN, 707, 710, 726, 735, 740, 745, 759, 765, 815, 828.1 and 828.2.

836 - DNP-C Residency .........................................3 (0/3)
Practicum experiences will be individually designed within the context of the direct or indirect focus of the student’s program. This course is designed to integrate knowledge of nursing theory; evidence-based nursing practice, physiologic and pathophysiologic foundations, ethical and legal principles and health care systems into clinical practice and leadership. In consultation with their DNP faculty advisor, students will elect an area of practice to implement advanced clinical decision-making in the provision of culturally sensitive, patient-centered, evidence-based care. Case presentations from the student’s practicum experience will be used to explicate clinical trends, expert clinical judgment and individual and population focused interventions. Expertise, knowledge and data gained from this course will be used to explicate clinical trends, expert clinical judgment and individual and population focused interventions. Expertise, knowledge and data gained from this course will be used to explicate clinical trends, expert clinical judgment and individual and population focused interventions. Expertise, knowledge and data gained from this course will be used to explicate clinical trends, expert clinical judgment and individual and population focused interventions. Expertise, knowledge and data gained from this course will be used to explicate clinical trends, expert clinical judgment and individual and population focused interventions. Expertise, knowledge and data gained from this course will be used to explicate clinical trends, expert clinical judgment and individual and population focused interventions. Expertise, knowledge and data gained from this course will be used to explicate clinical trends, expert clinical judgment and individual and population focused interventions. Expertise, knowledge and data gained from this course will be used to explicate clinical trends, expert clinical judgment and individual and population focused interventions. Expertise, knowledge and data gained from this course will be used to explicate clinical trends, expert clinical judgment and individual and population focused interventions. Expertise, knowledge and data gained from this course will be used to explicate clinical trends, expert clinical judgment and individual and population focused interventions. Expertise, knowledge and data gained from this course will be used to explicate clinical trends, expert clinical judgment and individual and population focused interventions. Expertise, knowledge and data gained from this course will be used to explicate clinical trends, expert clinical judgment and individual and population focused interventions. Expertise, knowledge and data gained from this course will be used to explicate clinical trends, expert clinical judgment and individual and population focused interventions. Expertise, knowledge and data gained from this course will be used to explicate clinical trends, expert clinical judgment and individual and population focused interventions. Expertise, knowledge and data gained from this course will be used to explicate clinical trends, expert clinical judgment and individual and population focused interventions. Expertise, knowledge and data gained from this course will be used to explicate clinical trends, expert clinical judgment and individual and population focused interventions. Expertise, knowledge and data gained from this course will be used to explicate clinical trends, expert clinical judgment and individual and population focused interventions. Expertise, knowledge and data gained from this course will be used to explicate clinical trends, expert clinical judgment and individual and population focused interventions. Expertise, knowledge and data gained from this course will be used to explicate clinical trends, expert clinical judgment and individual and population focused interventions.
The Sisters of the Third Order of St. Francis Governing Board

Sister Judith Ann Duvall, O.S.F.
Sister Diane Marie McGrew, O.S.F.
Sister M. Agnes Joseph Williams, O.S.F.
Sister M. Theresa Ann Brazeau, O.S.F.
Sister Rose Therese Mann, O.S.F.

OSF HealthCare Board of Directors

Sister Judith Ann Duvall, O.S.F., Chairperson
Robert Sehring, Vice-Chairperson, Chief Executive Officer
Sister Diane Marie McGrew, O.S.F., President, Treasurer
Sister M. Theresa Ann Brazeau, O.S.F., Secretary
Sister M. Agnes Joseph Williams, O.S.F., Assistant Secretary
Sister Rose Therese Mann, O.S.F., Board Member
Sister M. Mikela Meidl, FSGH, Board Member
Gerald J. McShane, MD, Board Member
Brian Silverstein, MD, Board Member
Saint Francis Medical Center College of Nursing Board Members

Margaret Swanson, Chairperson
Provost, Illinois Central College (Retired)

Sister Agnes Joseph Williams, O.S.F
Director of Formation, The Sisters of the Third Order of St. Francis

Robert Anderson
President, OSF HealthCare Saint Francis Medical Center

Sarah Buller Fenton, MS, RN, BC
Director of Nursing, Tazewell County Health Department (Retired)

Linda Frary, RN, BSN
Nurse Auditor, OSF Saint Francis Medical Center

James Gibson, CPA
Partner, Clifton Larson Allen LLP

Kirsten Largent, CPA
Director of Financial Planning and Controller, OSF HealthCare

Curt LeRoy
Senior Major Gifts Officer, OSF Saint Francis Foundation

Kristen Manning, CRNA, APRN
Certified Registered Nurse Anesthetist, Associated Anesthesiologists

John Pompe, PsyD, SPHR
Manager, Integrated Health Programs, Caterpillar, Inc.

Deborah Smith, RN, DNP
Vice President and CNO, OSF HealthCare Saint Joseph Medical Center

Patricia Stockert, RN, PhD
President, College of Nursing

Kim Mitchell, RN, PhD
Dean of Graduate Program, College of Nursing

Suzanne Brown, RN, PhD, DNP
Dean of Undergraduate Program, College of Nursing

Kevin Stephens, BS
Assistant Dean of Support Services, College of Nursing
Administration

Patricia A. Stockert, RN, PhD
President, College of Nursing
BSN, Illinois Wesleyan University, Bloomington, IL
MS, University of Illinois, Chicago, IL
PhD, Saint Louis University, St. Louis, MO

Suzanne Brown, RN, DNP, PhD
Dean, Undergraduate Program
BS, Muhlenbey College, Allentown, PA
DNP, Case Western Reserve University, Cleveland, OH
MSN, Case Western Reserve University, Cleveland, OH
PhD, University of Northern Colorado, Greeley, CO

Kimberly Mitchell, RN, PhD, CNE
Dean, Graduate Program
BSN, University of Iowa, Iowa City, IA
MS, University of Illinois, Chicago, IL
PhD, Indiana University, Indianapolis, IN

Kevin Stephens, BS
Assistant Dean, Support Services
BS, Illinois Wesleyan University, Bloomington, IL

Faculty

Paulette M. Archer, RN, EdD, Professor
Diploma, Saint Francis Hospital School of Nursing, Peoria, IL
AAS, Illinois Central College, East Peoria, IL
BS, Bradley University, Peoria, IL
MS, University of Illinois, Chicago, IL
EdD, Nova Southeastern University, Fort Lauderdale, FL

Kaitlin Bailey, RN, MSN, Assistant Professor
ADN, Illinois Central College, East Peoria, IL
BSN, Kaplan University, Chicago, IL
MSN, Kaplan University, Des Moines, IA

Nancy R. Bailey, RN, DNP, CNE, Instructor
BSN, University of Michigan, Ann Arbor, MI
MS, University of Illinois, Chicago, IL

Leigh Ann Bonney, RN, PhD, Associate Professor
BSN, Saint Francis Medical Center College of Nursing, Peoria, IL
MSN, Saint Francis Medical Center College of Nursing, Peoria, IL
PhD, Mennonite College of Nursing at Illinois State University, Normal, IL

Laura Bowers, RN, DNP, APN, NNP-BC, Instructor
BSN, Saint Francis Medical Center College of Nursing, Peoria, IL
MSN, University of Missouri – Kansas City, Kansas City, MO

Krissy Coffman, RN, MSN, Instructor
BSN, Saint Francis Medical Center College of Nursing, Peoria, IL
MSN, University of Phoenix, Phoenix, AZ

Kelly J. Cone, RN, PhD, CNE, Professor
ADN, Illinois Central College, East Peoria, IL
BSN, Saint Francis Medical Center College of Nursing, Peoria, IL
MS, University of Illinois, Chicago, IL
PhD, Saint Louis University, St. Louis, MO

Mark Dabbs, RN, MSN, Assistant Professor
BSN, Saint Francis Medical Center College of Nursing, Peoria, IL
MSN, Saint Francis Medical Center College of Nursing, Peoria, IL

Darcie Davis, RN, MSN, Assistant Professor
BSN, Bradley University, Peoria, IL
MSN, Bradley University, Peoria, IL

Robert J. Degitz, RN, PhD, Assistant Professor
Diploma, St. John’s Hospital School of Nursing, Springfield, IL
BSN, Bradley University, Peoria, IL
MSN, Bradley University, Peoria, IL
PhD, Mennonite College of Nursing at Illinois State University, Normal, IL

Phillis Dewitt, RN, APN-BC, DNP, Clinical Instructor
ADN, Illinois Central College, East Peoria, IL
BSN, Graceland University, Lamoni, IA
MSN, Saint Francis Medical Center College of Nursing, Peoria, IL
DNP, Saint Francis Medical Center College of Nursing, Peoria, IL

Sister Rosalinda Drees, RN, MSN, CNE, Instructor
BSN, Franciscan University, Steubenville, OH
MSN, Franciscan University, Steubenville, OH

Mary J. Donnelly, RN, EdD, Associate Professor
Diploma, Saint Francis Hospital School of Nursing, Peoria, IL
BSN, Bradley University, Peoria, IL
MSN, Southern Illinois University, Edwardsville, IL
MSN, Rush University, Chicago, IL
EdD, Nova Southeastern University, Fort Lauderdale, FL

Karen Ehnle, RN, MS, Instructor
BSN, Mennonite College of Nursing at Illinois State University, Normal, IL
MS, Mennonite College of Nursing at Illinois State University, Normal, IL

Kelly Fogelman, RN, MSN, Assistant Professor
AAS, Northland Pioneer College, Show Low, AZ
BSN, Saint Francis Medical Center College of Nursing, Peoria, IL
MSN, Saint Francis Medical Center College of Nursing, Peoria, IL

Megan Frye, RN, MSN, Assistant Professor
BSN, Saint Francis Medical Center College of Nursing, Peoria, IL
MSN, Saint Francis Medical Center College of Nursing, Peoria, IL

Christina L. Garcia, RN, PhD, Professor
BSN, Bradley University, Peoria, IL
MSN, Bradley University, Peoria, IL
PhD, Mennonite College of Nursing at Illinois State University, Normal, IL

Lorri Graham, RN, DNP, CNE, Associate Professor
Diploma, Saint Francis Hospital School of Nursing, Peoria, IL
BSN, Saint Francis Medical Center College of Nursing, Peoria, IL
MS, University of Illinois at Chicago, Chicago, IL
DNP, Saint Francis Medical Center College of Nursing, Peoria, IL

Maureen Hermann, RN, DNP, Associate Professor
SBSN, Saint Francis Medical Center College of Nursing, Peoria, IL
MSN, Saint Francis Medical Center College of Nursing, Peoria, IL

Theresa Hoadley, RN, PhD, Professor
BSN, Illinois Wesleyan University, Bloomington, IL
MS, University of Illinois, Chicago, IL
PhD, University of Northern Colorado, Greeley, CO
Jeremy Hulet, RN, MSN, Instructor  
BSN, Saint Francis Medical Center College of Nursing, Peoria, IL  
MSN, Saint Francis Medical Center College of Nursing, Peoria, IL

Melissa Joos, APN, MSN, ACNS-BC, Instructor  
BSN, Saint Francis Medical Center College of Nursing, Peoria, IL  
MSN, Saint Francis Medical Center College of Nursing, Peoria, IL

Angela Kouri, RN, MSN, Instructor  
BSN, Creighton University, Omaha, NE  
MSN, Saint Francis Medical Center College of Nursing, Peoria, IL

Karla Leffler, RN, MSN, Instructor  
BSN, Saint Francis Medical Center College of Nursing, Peoria, IL  
MSN, Loyola University, New Orleans, LA

Margaret Markley, RN, MSN, Assistant Professor  
BSN, Western Governors University, Salt Lake City, UT  
MSN, Western Governors University, Salt Lake City, UT

Dana McVicker, RN, MSN, Instructor  
BSN, Saint Francis Medical Center College of Nursing, Peoria, IL  
MSN, Saint Francis Medical Center College of Nursing, Peoria, IL

Stephanie Meuser, RN, MSN, FNP, Assistant Professor  
AAS, Nursing, Southeastern Illinois College, Harrisburg, IL  
BSN, Mennonite College of Nursing at Illinois State University, Normal, IL  
MSN, Mennonite College of Nursing at Illinois State University, Normal, IL

Theresa Miller, RN, PhD, Associate Professor  
BSN, Saint Francis Medical Center College of Nursing, Peoria, IL  
MSN/MSHA, Saint Joseph College of Maine  
PhD, Capella University, Minneapolis, MN

Patricia O'Connor, RN, MSN, CNE, Assistant Professor  
BSN, Saint Francis College, Joliet, IL  
MSN, Saint Francis Medical Center College of Nursing, Peoria, IL

Kaitlin Peterson, RN, MSN, Instructor  
BSN, Methodist College, Peoria, IL  
MSN, Western Governors University, Salt Lake City, UT

Melanie Reeves, RN, MSN, Instructor  
BSN, Olivet Nazarene University, Bourbonnais, IL  
MSN, Saint Francis Medical Center College of Nursing, Peoria, IL

Beverly J. Reynolds, RN, EdD, CNE, Professor  
Diploma, Saint Francis Hospital School of Nursing, Peoria, IL  
BS, University of St. Francis, Joliet, IL  
BSN, Saint Francis Medical Center College of Nursing, Peoria, IL  
MS, University of Illinois, Chicago, IL  
EdD, Illinois State University, Normal IL

Janine Rocke, RN, MSN, Assistant Professor  
BSN, Mennonite College of Nursing at Illinois State University, Normal, IL  
MSN, Saint Francis Medical Center College of Nursing, Peoria, IL

Suzan C. Shane-Gray, RN, EdD, CNS, Professor  
Diploma, Saint Francis Hospital School of Nursing, Peoria, IL  
BSN, Saint Francis Medical Center College of Nursing, Peoria, IL  
BSN, Northern Illinois University, DeKalb, IL  
EdD, Illinois State University, Normal IL

Terri Shumway, RN, DNP, FNP, Assistant Professor  
BSN, Old Dominion University, Norfolk, VA  
MSN, University of Texas at Arlington, Arlington, TX

Sona Siegel, RN, MSN, CNE, Associate Professor  
ADN, Illinois Central College, East Peoria, IL  
BSN, University of Phoenix, Phoenix, AZ  
MSN, Walden University, Baltimore, MD

Crystal Slaughter, RN, APN, ACNS-BC, DNP, Associate Professor  
Diploma, Methodist School of Nursing, Peoria, IL  
BSN, Saint Francis Medical Center College of Nursing, Peoria, IL  
MSN, Saint Francis Medical Center College of Nursing, Peoria, IL  
DNP, Saint Francis Medical Center College of Nursing, Peoria, IL

Teresa Smyth, RN, MSN, Instructor  
BSN, Salve Regina College, Newport, RI  
MSN, Indiana University, Indianapolis, IN

Robin Strange, RN, MSN, Instructor  
BSN, Saint Francis Medical Center College of Nursing, Peoria, IL  
MSN, Saint Francis Medical Center College of Nursing, Peoria, IL

Sheri Streitmatter, RN, MSN, Instructor  
ADN, Illinois Valley Community College, Oglesby, IL  
BSN, Chamberlain University of Nursing, Addison, IL  
MSN Ed, Chamberlain University of Nursing, Addison, IL

Jillian Thomas, RN, MSN, Assistant Professor  
BSN, Saint Francis Medical Center College of Nursing, Peoria, IL  
MSN, Saint Francis Medical Center College of Nursing, Peoria, IL

Kelly Tillis, RN, MSN, Instructor  
Diploma, Saint Anthony School of Nursing, Rockford, IL  
BSN, University of Texas Health Science Center, San Antonio, TX  
MSN, University of Texas Health Science Center, San Antonio, TX

Angela Timm, RN, MSN, Assistant Professor  
BSN, Saint Francis Medical Center College of Nursing, Peoria, IL  
MSN, University of Phoenix Online, Phoenix, AZ

Rebecca Vaughn, RN, MSN, Assistant Professor  
BSN, University of Iowa College of Nursing, Iowa City, IA  
MSN, University of Kansas School of Nursing, Kansas City, KS

Jessica Verplaetse, RNC-NIC, MSN, Instructor  
BSN, Southern Illinois University, Edwardsville, IL  
MSN, Saint Francis Medical Center College of Nursing, Peoria, IL

Rebecca Weaver, RN, MSN, MHNP, Assistant Professor  
ADN, Illinois Central College, Peoria, IL  
BSN, Saint Francis Medical Center College of Nursing, Peoria, IL  
MSN, Rush University, Chicago, IL

June West, RN, MSN, Instructor  
BSN, Saint Francis Medical Center College of Nursing, Peoria, IL  
MSN, Saint Francis Medical Center College of Nursing, Peoria, IL

Alissa Watkins, RN, MSN, Assistant Professor  
BSN, Saint Francis Medical Center College of Nursing, Peoria, IL  
MSN, Saint Francis Medical Center College of Nursing, Peoria, IL

Carolyn Wright Boon, RN, MSN, Assistant Professor  
BSN, Bradley University, Peoria, IL  
MSN, Saint Francis Medical Center College of Nursing, Peoria, IL

Jenna Yates, RN, MSN, Instructor  
BSN, Saint Francis Medical Center College of Nursing, Peoria, IL  
MSN, Saint Francis Medical Center College of Nursing, Peoria, IL
Adjunct Faculty

Annie Dude, MD, PhD
BA, Lawrence University, Appleton, WI
MA, University of Kent, Canterbury, United Kingdom
PhD, University of Chicago, Chicago, IL
MD, University of Chicago, Chicago, IL

Rhonda Ferrero-Patten, JD
BS, Illinois State University, Normal, IL
JD, Northern Illinois University College of Law, DeKalb, IL

Professional Staff

Alice Evans, BS, Coordinator of Student Accounts & Business Services
BS, Midstate College, Peoria, IL

Janice Farquharson, BS, Director of Admissions/Registrar
BS, Illinois State University, Normal, IL

Vicki Kamhi, MA, LCPC, NCC, Counselor
MA, Bradley University, Peoria, IL
MA, University of Illinois at Springfield, Springfield, IL
MA, Northern Illinois University, DeKalb, IL

William Komanecki, MPA, MLS, Librarian
BS, Indiana University, Bloomington, IN
MPA, Indiana University-Northwest, Gary, IN
MLS, Indiana University, Indianapolis, IN

Nancy Perryman, BS, Coordinator of Student Finance, Financial Assistance
BS, Illinois State University, Normal, IL

Elizabeth Reynolds, EdM, Instructional Design/Technology Specialist
BS, DeVry, Institute of Technology EdM, University of Illinois, Urbana, IL
MCP (Microsoft Certified Professional) N+ (CompTIA, Network+)
MCAS Microsoft Certified Application Specialist

Laurel Stepping, MS, Alumni Relations Representative
BS, Michigan State University, East Lansing, MI
MS, Eastern Michigan University, Ypsalanti, MI

Ibbie Voltz, RN, BSN, Professional Nurse Recruiter
BSN, Saint Francis Medical Center College of Nursing, Peoria, IL

Ryan Williams, Institutional Effectiveness and Assessment Specialist
BA, Knox College, Galesburg, IL
MBA, University of Illinois at Springfield, Springfield, IL