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Information in this Bulletin is accurate at the time of printing but is subject to change. For the most recent changes, please visit the CON website:

http://www.unmc.edu/nursing/
I – OVERVIEW

Academic Calendar

Information for the current status of the Academic Calendar may be obtained from the College of Nursing website:

http://www.unmc.edu/nursing/current/index.html

Or, at the UNMC Students Services website:

Letter from the Dean

The need for registered nurses, advanced practice registered nurses, nurse leaders, scientists, and faculty is greater than ever before. With millions of newly insured individuals expected to seek care over the next decade, and an aging population, the demand for nurses continues to expand. The University of Nebraska Medical Center College of Nursing is the home of tremendous advances in knowledge about chronic care management, self-management, health promotion, rural health, and using technology to promote health and prevent illness, just to name a few of the areas of research for which our faculty have national and international reputations. Our faculty members have been at the forefront of new learning strategies, with a concept-based undergraduate curriculum that helps students learn how to care for the whole person, the family, and community. Given the complexity of care today for so many people with multiple chronic conditions, this type of integrated learning will help you develop and refine your clinical reasoning skills. Advanced simulation suites and faculty-led scenarios help students hone clinical thinking skills in a safe environment with feedback and practice opportunities. At the graduate levels, students learn with expert clinicians, leaders, and scientists, gaining world-class experience in stellar clinical and community environments throughout Nebraska and beyond. The College has an active international exchange program with opportunities in China, Sweden, Brazil, and Nicaragua and opportunities to participate in even more exchange programs through the University of Nebraska system.

No matter which of our divisions is your base – Omaha, Lincoln, Kearney, Scottsbluff, or Norfolk – you will interact with students in other disciplines, learning how to provide team-based interprofessional care, and you will experience stimulating academic and extracurricular opportunities that provide for the well rounded educational growth for which the UNMC College of Nursing is known.

I encourage you to ask any of us if you have any questions and to work closely with faculty and staff as you progress through your educational journey. We are here for you and we are so pleased you have selected the UNMC College of Nursing for your education, whether at the undergraduate or graduate levels.

Welcome to the University of Nebraska Medical Center College of Nursing! I am confident that you will find your experience in one of our degree programs to be profoundly growth-producing and transformative in terms of intellectual development, professional socialization, collegial networking, and development of the knowledge and skills to improve health and quality of life for those who count on us. Whether you are preparing to provide direct care in acute or long term care, care for families or communities, advanced practice nursing care, or to teach future generations of students or develop the scientific basis for future knowledge, your work is critical and will make a meaningful and substantial difference.

Sincerely,

Juliann G. Sebastian, PhD, RN, FAAN
Dean and Professor
The College of Nursing

History

The University of Nebraska Medical Center College of Nursing has a long and colorful history. From the first class, which started in 1917, to the present day, College of Nursing alumni have been in the forefront of the evolution of the profession of nursing in Nebraska and in the nation and internationally. This section provides a glimpse of the proud heritage of the College of Nursing.

In The Beginning (1917-1946)

In October 1917, the first 13 women enrolled in the "University of Nebraska School for Nurses" under Director Charlotte Burgess. Dr. Burgess started the program and directed the evolution of the program from 1917-1946. The program offered was innovative and forward thinking, combining a liberal arts education with nursing curriculum leading to a bachelor's degree. At that time most nursing schools were based in hospitals and offered a diploma after three years of study. The "University of Nebraska School for Nurses" offered both a three-year diploma program and a five-year baccalaureate degree program. Students lived in a variety of residential structures around the hospital and received their clinical learning at University Hospital which opened in 1918. The nursing program endured through the Great Depression and was called upon to join the war effort in the early 1940s with participation of many students in the U.S. Nurse Cadet Corps.

Strengthening the Foundation (1946-67)

In April, 1946, the second director of the University of Nebraska School of Nursing, Irma Kyle Kramer, R.N., S.M. assumed the leadership of the school. Under Kramer's leadership, the School of Nursing forged new paths toward offering the 4 year baccalaureate degree (1950), and toward attaining national recognition for the program through accreditation with the National League for Nursing (1965).

Forging Ahead (1967-79)

In 1966, the director of the National League for Nursing, Dr. Rena Boyle, was recruited to serve as director of the School of Nursing. Under Dr. Boyle's leadership, the School of Nursing provided the direction necessary to develop the first graduate nursing program in the state (1968), the Niedfelt Nursing Research Center (1968), the first articulated (ASN-BSN-MSN) ladder program in the nation, the expansion of the nursing program to Lincoln (1972), and the name change from "School of Nursing" to "College of Nursing" (1972) with Dr. Boyle serving as Dean. The Learning Center was as well-used then as it is now.

Continuing the Tradition of Excellence (1979-1994)

In 1979, Dr. Rosalee C. Yeaworth assumed the leadership of the College of Nursing. Under Dr. Yeaworth, the College expanded to the state borders with the addition of divisions in west Nebraska (1986) and Kearney (1991). The addition of the divisions was made possible through the use of technology (teleconferencing, television downlinking, and videotapes) to provide nursing education for students at a distance.
Under her leadership additional master's specialty programs were offered and the doctoral program was initiated (1989). Outreach of the College of Nursing to rural and underserved individuals was increased through the development of two nurse managed centers, the Family Health Care Center, and the Mobile Nursing Center.


In 1995, Dr. Ada M. Lindsey became dean of the College of Nursing. Under Dr. Lindsey's leadership, the College of Nursing pioneered new distance learning technology methods (teleconferencing, desktop video conferencing, asynchronous and synchronous Internet courses, etc.); received major research funding from federal and private foundations; and, attained national recognition for the nursing education programs. Today our baccalaureate, master's, and doctoral program alumni are valued members of health care teams in Nebraska, the U.S., and internationally. In February 2003, Dr. Lindsey was recognized for oncology research with an award from the National Oncology Nursing Society.

Expansion and Growth (2003-2011)

In 2003, Dr. Virginia Tilden became the dean of the College of Nursing. Under her leadership a fifth division in Norfolk was added in conjuction with and on the campus of Northeast Community College and the Center for Nursing Science was built adjacent to the Omaha College of Nursing building. The Norfolk division admitted its first BSN class Fall of 2010 and the Center of Nursing Science opened in January 2011. In 2011, the University of Nebraska Board of Regents approved the start of a Doctor of Nursing Practice (DNP) program in the College of Nursing. The inaugural DNP cohort was admitted and started the program the Fall of 2011 with the subsequent cohorts starting in May each year.

Moving Forward (2011-present)

In October 2011, Dr. Juliann G. Sebastian became the dean of the College of Nursing. The College of Nursing Kearney Division proudly moved into the new Health Sciences Education Complex on the University of Nebraska Kearney campus in August, 2015 with the UNMC College of Allied Health Professions. This $19 million complex resulted from $4 million in private donations and $15 million appropriated in May, 2012 by the Nebraska Legislature for construction this remarkable facility. Addition of this new space makes it possible for the College of Nursing to increase its undergraduate cohorts at the Kearney Division by 8 traditional and 8 accelerated BSN students and its graduate cohorts also by 8 students.

In May, 2013 the Nebraska Legislature also appropriated $12 million for construction of a UNMC College of Nursing Lincoln Division building. Fund raising is underway to complete the total $17.5 million needed for the new building.

The West Nebraska Division moved classrooms and faculty offices to the Harms Building on the West Nebraska Community College (WNCC) campus and Regional West Medical Center (RWMC), respectively in 2013. The building the WND had been housed in, the University of Nebraska Lincoln Elliott Building in Scottsbluff, was undergoing renovations, necessitating the move. Co-location of the West Nebraska Division of the College of Nursing with these two organizations is fostering even stronger partnerships with WNCC and RWMC.

In May 2012 we graduated our first BSN class from the Northern Division in Norfolk. With this division’s location on the Northeast Community College campus, the partnership strengthens seamless access to nursing education.
Today’s College of Nursing is truly a 500 mile wide campus, with five divisions across the state. The UNMC College of Nursing offers academic programs leading to the bachelor (BSN) and master of science (MSN) degrees in nursing and doctoral programs in nursing leading to the doctor of nursing practice (DNP) and doctor of philosophy (PhD) degree. The baccalaureate program of study is available on all five divisions sites; these are the Omaha, Lincoln, Kearney, West Nebraska (in Scottsbluff), and Northern (in Norfolk) divisions. The RN to BSN is available online, facilitating access and flexibility for adult learners. The graduate programs (MSN, DNP, and PhD) are available on the Omaha division; however, with the use of distance learning technology, many graduate courses, specialties, and clinical experiences are available at the other divisions and some off-site locations. The College, through the range of academic programs offered, is committed to career advancement of nurses.

The baccalaureate degree program prepares graduates for beginning professional nursing practice. The Master of Science degree program prepares advanced practice nurses. Specializations offered include Adult/Gerontology Nurse Practitioner or Clinical Nurse Specialist (for primary care or acute care), Women's Health Nurse Practitioner, Pediatric Nurse Practitioner, Nurse Leader/Administrator/Executive, Family Nurse Practitioner, and Psychiatric-Mental Health Nurse Practitioner. Post Master’s Certificate programs are available in most of the specialty areas. All students have the opportunity for rural clinical learning experiences. The DNP program prepares nurses at the highest level of clinical nursing leadership to use research to improve care and outcomes through systems change. These students complete their programs with a DNP project. They are prepared to lead clinical improvements and hold clinical or academic positions. The PhD program prepares nurse scientists; students complete the program with a dissertation. They are prepared to contribute to the science base of the field and to hold academic or clinical research positions.
Accreditation

The University of Nebraska Medical Center is accredited by the Higher Learning Commission, a commission of the North Central Association of Colleges and Schools, 30 North La Salle Street, Suite 2400, Chicago, Illinois 60602-2504.

The bachelor's, master's, and doctor of nursing practice degree programs at the University of Nebraska Medical Center College of Nursing are accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036, (202) 887-6791.

The bachelor's degree program is also approved by the Nebraska State Board of Nursing, P.O. Box 95044, Lincoln, NE 68509-5044.

Nursing Mission and Vision

The Mission of the College of Nursing is to improve the health of Nebraska through premier nursing education programs, innovative research, the highest quality patient care, and service to underserved populations.

The Vision of the College of Nursing is to be a vital part of a world-renowned health sciences center and to:

• Deliver state of the art nursing education blending traditional learning approaches with emerging learning technologies;
• Offer health care and health systems solutions grounded in leading-edge nursing science;
• Promote health, reduce the burden of illness, and lessen health disparities in Nebraska and beyond.

The College of Nursing seeks to achieve the University of Nebraska Medical Center’s goals (UNMC Planning Information and Quality Indicators, 2013, p.v), which are to:

• Provide Nebraskans access to high quality, affordable higher education.
• Build and sustain high quality programs that emphasize excellent teaching.
• Help build a competitive workforce for Nebraska’s knowledge-based economy.
• Be internationally competitive in research and scholarly activity.
• Engage with citizens, businesses, agriculture and communities throughout the state.
• Be cost effective and accountable.

Nursing Philosophy Statement

The nursing metaparadigm (human being, health, environment, and nursing) guides students and faculty in teaching and learning at all levels of nursing education at the College of Nursing.
Human Being

Human beings are holistic individuals with physiologic, psychosocial (cognitive/mental, emotional, behavioral, social), developmental, and spiritual dimensions. All human beings have inherent worth, have the right to be treated with dignity and respect, and are embedded in a milieu that includes culture and society.

Health

Health is a dynamic state of well-being in each dimension of the human being, and extends to families and communities. Well-being is demonstrated by functioning which is effective in achieving life course goals to the satisfaction of the individual, family, or community. Health is affected by complex interrelationships of factors (health determinants) such as the social and economic environment, individual characteristics, and behavior.

Environment

The environment is the milieu within which human beings exist and nurses provide care. The external environment includes systems of health care, culture, family and community, and the physical environment in which people live. The internal environment is expressed through the multiple dimensions of the human being. Internal and external environments influence well-being across the life course of individuals, families, groups, and communities.

Nursing

Nursing is a practice discipline and a caring profession. Nurses use best scientific evidence, provider expertise, and patient values to provide safe, high quality, effective, efficient, timely, equitable, and patient-centered care. Nurses provide care through primary, secondary, and tertiary prevention to individuals, families and communities that addresses the multiple dimensions of the human being with the goal of improving well-being. Nurses promote health using knowledge, critical reasoning, clinical judgment, skills, experience, and leadership. Nurses have a responsibility for ethical awareness in the social, political, legal, ecological and economic arenas and serve as advocates for patient health.

Nursing Education

A liberal education is the foundation of the knowledge, skills, and attitudes essential for the practice of nursing; the liberal education prepares nurses to participate in a global community. Nursing education uses active and reflective learning, clinical practice, scientific inquiry, service, technology, informatics, and inter-professional partnerships to prepare nurses to practice. Students and faculty possess different knowledge, skills, experiences, and learning styles. Both educators and students are responsible for active engagement as partners in learning. Through this partnership, students acquire the knowledge, skills, and attitudes and skills necessary for life-long learning. Student centered learning is central to the creation of a productive, effective learning community. The role of teacher as manager of the learning environment is to facilitate and promote learning. The practice of teaching nursing is a scholarly endeavor.

Professional nursing education at the baccalaureate level prepares graduates for practice as generalists who provide leadership in the provision of patient-centered care at the micro-system level. Master’s education in nursing prepares nurses for advanced practice roles and leadership in the provision of care to populations and the development, monitoring, and evaluation of systems of care delivery. Doctoral education in nursing prepares nurses for leadership roles in the
development and application of nursing knowledge in the health care system. The PhD program prepares nurse scientists to discover knowledge to improve health. Nurse scientists improve the health of human beings through the development, testing, and dissemination of nursing science. Nurses with Doctor of Nursing Practice (DNP) degrees are clinical scholars who are prepared to translate research into evidence-based clinical practice using informatics and quality improvement models, and to provide organizational level leadership for improved performance within systems. All nurses should be prepared to understand and work to promote well-being and ameliorate health care problems within their scope of practice at local, state, national, and global levels.

Nebraska Residency Requirements

Students who are not graduates of an accredited Nebraska high school will automatically be classified as nonresidents. Additional information regarding residency requirements can be found on the UNMC Student Services website:

http://www.unmc.edu/studentservices/academic-records/residency.html

English Proficiency for Applicants Whose Native Language is Not English

For applicants whose first language is not English, the Test of English as a Foreign language (TOEFL), the Pearson PTE, or the International English Language Testing System (IELTS) is required. Additional information can be found on the College of Nursing website:


Transfer Credit

Undergraduate Program [Policy 5.2.8 March 2008]

The College of Nursing may accept transfer credit earned in an accredited college. The College is the final authority on granting transfer credit and determining how transfer courses and credits apply toward a degree in nursing. Transfer credits are recorded with no grade or quality points assigned. Grades from transfer courses may be considered for admission purposes.

Transfer requests will be evaluated by the Director of Undergraduate Programs, Student Services Advisors, and/or appropriate undergraduate course coordinators utilizing the following criteria:

1. Similarity of transfer courses to current course requirements
2. The course grade must be a 2.0 or better on a 4.0 scale to be considered for transfer
3. Credit earned more than ten years prior to application for admission will be reviewed by the undergraduate student services office. Applicants may be required to repeat some courses. The Director of Undergraduate Programs may review these credits and act as the final authority for transfer credit.
4. Courses not considered applicable for transfer are those:
   a. Grade "I" (Incomplete), "W" (Withdrawal), or Audit
   b. Completed but not given for credit
   c. Remedial in nature
Professional and Graduate Programs

1. Purpose:
   This policy outlines the procedure for the transfer of courses and academic credit from other accredited institutions of higher education to UNMC College of Nursing. The purpose is to transfer comparable course work to the UNMC professional graduate nursing program.

2. Established transfer courses:
   Courses that are routinely accepted from other institutions of higher education, i.e. statistics, will be maintained on a list of approved courses that will be updated every 3 years by Student Services. Faculty with graduate status in the area of concentration in which the student is requesting credit can approve or make a recommendation to the Associate Dean.

3. Non established courses:
   Students applying for transfer courses must use the following procedure in order to assure acceptance of the course within the professional graduate nursing program of study.
   a. Students should talk to their advisors first about requesting a transfer of a course and course credits.
   b. Students need to provide their advisors a course description of the course they want to transfer from the institution from which they took the course.
   c. Additional material, such as a syllabus or student project, is required both prior to taking a course to be transferred and after taking a course that requested for transfer.
   d. The student should write a letter requesting that the course be accepted for transfer.
   e. The course being requested for transfer must also be accompanied by a transcript showing the grade received, the date the course was taken and the credits awarded for the course if already completed.

   If a course is not one of the courses routinely accepted as listed in the approved list of frequently transferred courses, the advisor may either accept the course or request that the course be evaluated by the instructor for the parallel course offered by the CON. Pathophysiology should be evaluated by the current course instructor. Pharmacology should be evaluated by the current course instructor. If requested, the course instructor will review the material and send a recommendation to the advisor. The advisor will send a recommendation to the chair of the Professional Graduate Nursing Program Admission, Progression, Graduation & Scholarship Committee (PGNPAPGSC) with supporting documentation and a brief note on the comparability of the course work. If transfer is recommended, the PGNPAPGSC members will review and vote via consent agenda. Following PGNPAPGSC approval, a recommendation is submitted to the Associate Dean for Academic Programs for final approval.

4. All courses presented for transfer must meet the Graduate College policy that all coursework for the master’s degree must be completed within 5 years prior to graduation.

Testing Information

Undergraduate Program

[Policy5.2.6 February 2009]
The College of Nursing will accept non-nursing credit by examination (e.g.: AP, CLEP, Dantes, P/NP) according to the following criteria:

1. Credit will be awarded on the basis of examinations from accredited and approved institutions according to UNMC academic records if the score meets the transferring institution’s requirements for credit
   a. There is a maximum of 12 credits hours of prerequisite/co-requisite courses that can be earned by examination
   b. Up to 12 credit hours recorded on college transcripts of transfer students will be accepted by the College of Nursing from the transfer institution’s transcript

**Tuition and Fees**

**Current Tuition and Fees**

The current tuition rates are posted on the UNMC Student Services website:


The current student fees and deposits are posted on the UNMC Student Services website:


NOTE: Official tuition rates and costs change annually and are subject to change. Official tuition figures for the next academic year are available in July of every year.

**Additional/Alternate Fees – Kearney, Lincoln, Norfolk, Scottsbluff**

The College of Nursing division supported by host campuses of the University or one of our partner institutions may have some additional or alternate fees for the same services as the University of Nebraska Medical Center campus students. You may refer to the host's bulletin. The Scottsbluff division has no host campus and therefore some of the services are contracted through outside agencies and the fees will differ slightly.

**Payment of Tuition and Fees**

Tuition is calculated approximately two weeks prior to the beginning of the term. Payment in full is required in accordance with the payment Due Date shown on the billing statement.
1. The initial billing statement is available on-line on the tenth day of the term. An email notification is sent to all students with a balance due. The due date recognized by the billing office is the one printed on the email notification of the billing statement.

2. If payment is not received, and/or a formal payment agreement has not been signed by the student to pay tuition/fees, a second billing statement will be sent via certified, return receipt mail, four (4) days after the due date for the initial billing statement. With this second billing statement, the following information will go to the student:
   • Student Account placed on University Hold
   • Indication that this is the A Final Notice
   • A $20 late fee added to the bill
   • If bill is not paid or a formal payment agreement has not been signed by the student by the due date on this notice, the student will be dis-enrolled
   • Disenrollment is final, an appeal process is not available, no exceptions
   • A disenrollment letter will be sent to the student via certified, return receipt mail. Copies of this letter will be sent to the respective academic dean and program director/graduate committee chairperson
   • The student cannot re-enroll during this semester
   • If the tuition/fees are paid along with a $100 re-enrollment fee, the student will be eligible for enrollment for the next semester
   • Disenrollment may affect the student’s financial aid and/or ability to defer student loans

Additional information can be found in the UNMC Student Handbook at:


Refund of Tuition and Fees

Students who withdraw from the university or drop a course may be entitled to a refund of a portion of tuition and fees. The refund schedule is as follows:

<table>
<thead>
<tr>
<th>Period of Drop / Withdrawal</th>
<th>Percent Refunded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before first official day of semester</td>
<td>100%</td>
</tr>
<tr>
<td>First week of classes</td>
<td>100%</td>
</tr>
<tr>
<td>Second week of classes</td>
<td>75%</td>
</tr>
<tr>
<td>Third week of classes</td>
<td>50%</td>
</tr>
<tr>
<td>Fourth week of classes</td>
<td>25%</td>
</tr>
<tr>
<td>Fifth week of classes</td>
<td>0%</td>
</tr>
</tbody>
</table>

Additional information about refunds for Summer Sessions can be found in the UNMC Student Handbook at:


Scholarship and Financial Aid Information

Detailed information about scholarships and financial aid, application materials and educational costs are
available in the Office of Financial Aid, web address: http://www.unmc.edu/financialaid/

UNMC College of Nursing Administration

Sue Barnason, PhD, RN, APRN-CNS, CEN, CCRN, FAHA, FAEN, FAAN, Professor, Director, Doctor of Nursing Practice Program, Co-Director, BSN to DNP Program
Ann Berger, PhD, APRN-CNS, AOCNS, FAAN, Professor, Associate Dean for Research, Dorothy Hodges Olson Chair in Nursing
Michael Bleich, PhD, RN, FAAN, Assistant Professor, Interim Assistant Dean, Kearney Division
Lynne Buchanan, PhD, RN, APRN-NP, Associate Professor, Director, MSN Program, Co-Director, BSN to DNP Program
Liane Connelly, PhD, RN, Associate Professor, Assistant Dean, Norfolk Division
Kathryn Fiandt, PhD, RN, FNP-BC, FAANP, FAAN, Professor, Associate Dean for Transformational Practice and Partnerships
Kathleen Hanna, PhD, RN, Professor, Director, PhD Program, Carol M Wilson Endowed Chair, Omaha
Teresa Hultquist, PhD, APRN-CNS, PHCNS-BC, Interim Director, Evaluation
Margaret Kaiser, PhD, RN, APRN-CNS, Associate Professor, Director, Learning Resource Center
Heidi Keeler, PhD, RN, Assistant Professor, Director, Continuing Nursing Education
Rolee Kelly, MSW, Director, Student Services
Louise LaFramboise, PhD, RN, CNE, Associate Professor, Director, Baccalaureate Program
Connie Miller, PhD, RN, CNE, Associate Professor, Assistant Dean, Omaha Division
Lisa Muschall, BS, Director of Administration and Operations
Jana Pressler, PhD, RN, Professor, Assistant Dean, Lincoln Division
Juliann G. Sebastian, PhD, RN, FAAN, Professor, Dean, College of Nursing
Lynnette Leeseberg Stamler, PhD, RN, FAAN, Professor, Associate Dean for Academic Programs
Sheila Ryan, PhD, RN, FAAN, Professor, Director of International Programs, Charlotte Peck Lienemann and Alumni Distinguished Chair
LaDonna Tworek, Administrative Associate II, Dean’s Office
Anne Wilber, MSN, APRN-CNS, PHCNS-BC, Instructor, Chair, General Faculty Organization
Susan Wilhelm, PhD, RN, Assistant Professor, Assistant Dean, Scottsbluff Division
II – ESSENTIAL INFORMATION

Admission to the College of Nursing

It is the belief of the College of Nursing that diversity within the College at all levels promotes the quality of the education offered to our students, as well as improves the level of service our students eventually provide to the public. A broad range of viewpoints facilitates better answers to complex questions. Understanding those viewpoints facilitates better health care and service to those eventually served by our students. Therefore, we will consider favorably the application for admission from students with experiences that will further our goal of providing superior education and superior health care providers, enhanced by diversity.

Registration

The College of Nursing will provide information about registration and enrollment for classes following receipt of the letter of intent.

Learning Resources

Clinical Facilities

A variety of community agencies are utilized for clinical course work. Students will participate in nursing practice in a variety of community-based settings. Some clinical experiences may require travel to rural communities surrounding division sites. Students will need their own transportation. Certain clinical facilities may require students to submit to a drug screening before being allowed into clinical practice. Students are responsible for any expenses related to the screenings. All learning experiences are under the supervision of College of Nursing faculty.

Clinical learning takes place in a variety of settings through cooperative agreements with community agencies. These settings include the following: inpatient medical and surgical units and specialty health care areas such as high-risk newborn care, cancer therapy, bone marrow and liver transplantation, emergency transport, and geriatric care; University Medical Associates, primary care and specialty clinics; Meyer Rehabilitation Institute, which treats developmental disabilities and chronic handicapping conditions of children, youth, and adults; and the nursing centers managed by the College, the Mobile Nursing Center (MNC), and Lincoln Senior Center.
Cooperating community agencies utilized by the College of Nursing may include but are not limited to:

**Omaha**
- Nebraska Medical Center – Hospitals & Clinics
- Alegent Bergen Mercy Hospital
- Douglas County Hospital
- Ehrling-Bergquist USAF Hospital
- Immanuel-Fontenelle Nursing Home
- Lutheran Medical Center
- Maplecrest Care Center
- Midlands Community Hospital
- Richard Young Memorial Hospital
- Alegent Creighton Medical Center
- St Joseph Villa
- Veterans Administration Hospital
- Visiting Nurse Association
- Nebraska Methodist Health System Physician’s Clinic

**Lincoln**
- The Veterans Affairs Hospital of Lincoln
- Bryan-LGH East
- Madonna Centers
- Bryan-LGH West
- Lincoln-Lancaster County Health Department
- Lincoln Regional Mental Health Center
- St Elizabeth Community Health

**Kearney**
- Good Samaritan Hospital
- Kearney Clinic
- Richard Young Hospital
- St Francis Medical Center – Grand Island
- Mary Lanning Memorial Hospital – Hastings
- Veterans Administration Medical Center
- Hall County Health Department

**Norfolk**
- Faith Regional Hospital
- Behavioral Health Specialists
- Norfolk Community Health Care Clinic
- Norfolk Regional Center
- Oasis Counseling International
- Veterans Administration Health Care

**Scottsbluff**
- Regional West Medical Center
- Panhandle Community Services
- Northfield Villa
- Head Start

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**UNMC Sharing Clinics**

As the only clinic in the nation run and staffed by students from every health professional college at UNMC, the SHARING Clinics incorporate a distinct educational dimension in addition to providing health care. This unparalleled degree of cooperation between medical disciplines fosters collegiality and unique learning opportunities afforded by the collaborative approach seen in the SHARING Clinics.

The SHARING Clinics opened on September 9, 1997, in order to provide primary health care to underprivileged populations in and the greater Omaha community. It began as a medical student's vision of the need for quality care among Omaha's underserved. With the help of a small group of medical and nursing students the clinic was born.
In a multidisciplinary educational setting, the SHARING clinics empower patients and instill the values of service and compassion in UNMC students. The SHARING organization oversees four clinics: SHARING, RESPECT, GOODLIFE & VISION.

- The SHARING clinic has utilized the services of over 500 volunteers to provide medical care to over 1400 patients per year. The clinics also have more than 30 faculty members who regularly volunteer their time to preceptor, and have 150 volunteer translator shifts per year filled.
- The RESPECT clinic in North Omaha provides HIV and STD testing, counseling, and preventative education.
- The GOODLIFE clinic addresses the primary care needs of those living with type II diabetes, particularly in North Omaha.
- The VISION clinic at UNMC accepts referrals from the SHARING medical clinic. The clinic provides ophthalmology services and diabetic eye screenings.

The SHARING clinic also enjoys a partnership with the College of Dentistry SHARING Clinic, which provides dental services at the College of Dentistry in Lincoln, NE.

Currently, the SHARING Clinics are exploring how their services can continue to improve to benefit the Omaha community.

Library Facilities

All Divisions
The Leon S. McGoogan Library of Medicine at the University of Nebraska Medical Center is one of the major biomedical resource libraries in the country. The library incorporates the most sophisticated techniques of information storage retrieval and dissemination and anticipates some of the techniques expected to evolve in the future. Through on-line services, students at all divisions of the College of Nursing have access to one of the most complete medical libraries in the Midwest. A competent staff of librarians is available for consultation and information regarding how to do computerized literature searches and information retrieval and electronic access to resources.

Supplemental Facilities Also Available:

Lincoln Division
The Don L. Love Memorial Library on the UNL City campus provides services to the UNMC nursing students in Lincoln. The library’s open stack circulation and closed reserved methods of lending allow for diverse use of materials by students and faculty. Other user services provided include intra library loans and computer-based bibliographic searches to and from other campuses within the University of Nebraska.

Kearney Division
The Calvin T. Ryan Library on the UNK division provides services to the UNMC nursing students in Kearney. The library has an automated integrated system with online catalog, automated circulation system, and automated financial/management system which enhance the library's services. Computer access to the other University of Nebraska libraries is available.
Norfolk Division

The Northeast Community College Library is also available to the Norfolk division nursing students. Computer access to the other University of Nebraska libraries is available.

West Nebraska Division

The Regional West Medical Center Library, located in St. Mary’s Plaza provides services to the UNMC nursing students in Scottsbluff. The library has access to the UNMC McGoogan Library of Medicine through inter-library loan services and also has access to various departmental collections in the hospital. Part of the services available include online searches in the areas of biomedicine, nursing, allied health, hospital administration, drug information and psychology. The Nebraska Western Community College Library is also available to the Scottsbluff division nursing students.

Niedfelt Nursing Research Center

The purpose of the Niedfelt Nursing Research Center on the Omaha division is to initiate, coordinate, conduct, supervise and evaluate research studies in nursing. Services which are available to all faculty and students include support services (i.e. computer searches, statistical consulting, dissemination of grant information, peer review of research and data analysis).

Computer Access and E-Mail

Computers are available for faculty and students use within the Omaha, Lincoln, Kearney, Norfolk, and Scottsbluff division’s computer cluster or learning resource centers. Technical assistance is provided for each division through UNMC computer services and College of Nursing personnel on each division. Students will be assigned Outlook e-mail accounts prior to or during new student orientation. Only Outlook e-mail accounts will be used for college and student communication and access to Blackboard Courses.

Learning Resource Centers (LRC)

Learning Centers are provided for faculty and students within the Omaha, Lincoln, Kearney, Norfolk, and Scottsbluff divisions. The LRCs provide audiovisual materials, skills laboratories and practice areas, computer access and assistance and other independent learning resources for student and faculty support. Distance/remote students are also able to contact a division LRC for support as needed.
Student Services and Information

Health Services Inpatient Care

All full-time students are required to have health and accident insurance through UNMC student inpatient insurance plan unless evidence is provided (completing the Waiver Insurance Form in Student Services) of comparable coverage through parents, spouse or personal plan. The student policy provides coverage for inpatient and outpatient surgery and related expenses. A detailed summary of coverage may be obtained from the office of UNMC Student Health.

Part-time students are encouraged to participate in the insurance plan available and outpatient health care services required by UNMC full-time students. The University of Nebraska Medical Center College of Nursing will not assume responsibility for any health care expenses incurred by students (whether on campus or off campus), even though they are engaged in an assignment connected with their course work.

Outpatient Care

Omaha Division
The Student Health Service provides outpatient health care for University of Nebraska Medical Center students and an optional system for dependents of students. All baccalaureate students enrolled in 7 or more hours and graduate students in 5 or more hours are required to pay Student Health Service fees. See the UNMC Student Handbook for a detailed description of eligibility requirements for participation, services provided and procedures for using this service.

Lincoln Division
Health services are provided by the University Health Center, which offers a wide variety of inpatient and outpatient services. Fees are charged for required laboratory tests and X-rays. Further information is printed in the General Information Bulletin of the University of Nebraska - Lincoln.

Kearney Division
Nursing students on the University of Nebraska - Kearney division will pay the fees of the Kearney campus and have use of the health services as provided by payment of such fees on that campus. See the Student Handbook of the University of Nebraska – Kearney for additional information.

Norfolk Division
Health services for UNMC students in the Norfolk campus are provided by Faith Regional Medical Center. See the UNMC Student Handbook for additional information.

West Nebraska Division
Health services for UNMC students at the Scottsbluff division are provided by the Regional West Medical Center Employee Health Facility. See the UNMC Student Handbook for additional information.

Counseling Services
Omaha Division
Counseling is available to students through the Student Counseling Center on the UNMC campus. Services are available on either a walk-in or appointment basis. All services are free-of-charge and strictly confidential. Services can be provided on an individual, couple or group basis.

Lincoln Division
Counseling is available to students through the Counseling Center on the UNL campus. Contact the Counseling Center for information on access to services.

Kearney Division
The Counseling Center offers confidential and free counseling to students who are currently enrolled at UNK. Nursing students on the UNK campus will pay the fees of the Kearney campus and have use of counseling services as provided by payment of such fees on that campus.

Northern Division
Counseling services are available at the Northeast Community College.

West Nebraska Division
Counseling services are provided by the Panhandle Mental Health Center and Solutions Employee Assistance Program. Contact the West Nebraska Student Services Advisor or the Assistant Dean for help in arranging counseling services.

Services for Veterans
All men and women planning to attend the University of Nebraska Medical Center division under Chapters 30, 32, 34, 35, and 106 of the educational assistance and vocational rehabilitation laws administered by the Veterans Administration, should inquire at the Office of Academic Records, before registering, to make sure all necessary steps have been taken.

Transportation
Students are responsible for their own transportation to all learning activities and clinical agencies.

Parking
Parking at UNMC, UNL, and UNK is limited. Annual parking permits may be purchased. Specific information is available during campus orientation programs and in campus handbooks. Students may park in designated areas only on all campuses with valid parking permits.

Transcripts
Transcripts are obtained from the Assistant Director of Academic Records, University of Nebraska Medical Center Student Services. Enrolled students may obtain unofficial transcripts on-line at:

https://net.unmc.edu/care

**College of Nursing Student Organizations**

**Sigma Theta Tau International (STTI) Nursing Honor Society, Gamma Pi At-Large Chapter**

Undergraduate and graduate nursing students at the University of Nebraska Medical Center College of Nursing may be considered for induction into Sigma Theta Tau International (STTI) Nursing Honor Society, Gamma Pi At-Large Chapter.

The Gamma Pi At-Large Chapter includes six campuses -- five UNMC nursing divisions in Omaha, Lincoln, Kearney, Scottsbluff and Norfolk and the College of St. Mary.

STTI supports the learning, knowledge and professional development of nurse leaders and scholars committed to making a difference in health worldwide. Founded in 1922, it is the only nursing honor society. STTI is a global community of nurse leaders and scholars with roughly 500 chapters in more than 85 countries around the world.

Members demonstrate high standards of scholarship and leadership, and practice in a variety of health care settings, as well as serving as educators, researchers, policymakers and entrepreneurs.

**National Student Nurses' Association (NSNA)**

**University of Nebraska Student Nurse Association (UNSNA)**

UNSNA is a branch of the National Student Nurse Association (NSNA). NSNA is the largest independent student organization in the country. It is the only national organization serving nursing students. The National Student Nurses' Association mentors the professional development of future registered nurses and facilitates their entrance into the profession by providing educational resources, leadership opportunities, and career guidance.

NSNA’s mission is to mentor students preparing for initial licensure as registered nurses, and to convey the standards, ethics, and skills that students will need as responsible and accountable leaders and members of the profession.

UNSNA provides programs representative of fundamental and current professional interests, concerns and scholarship opportunities. Participation in community health affairs is also a goal. Membership is open to undergraduate nursing students.
Graduate Nursing Student Academy (GNSA)

In August 2012 the American Association of Colleges of Nursing (AACN) announced the formation of the new Graduate Nursing Student Academy (GNSA) created to provide high value programs, services, and resources to nursing students enrolled in master’s and doctoral programs. Through the GNSA, AACN focuses on meeting the professional development needs of graduate nursing students who are preparing for careers as faculty members, researchers, advanced practice registered nurses, clinical nurse leaders, policy experts, and healthcare administrators, among other roles.

Services and resources available to GNSA members include: career resources (e.g., transitioning into the workforce, tips on interviewing, resume writing, career profiles); webinars (career, leadership development, grant-writing, publishing and securing research funding); leadership opportunities (engaging students directly in shaping the programs and services offered by the GNSA); student resources (e.g., guidance on dissertations and capstone projects); online community (web-based discussion forum); career opportunities (available jobs); policy engagement by participation in AACN’s advocacy network; and AACN publications.
III – STUDENT POLICIES

Academic Policies and Procedures

The Policies and Procedures below apply to students in all of the College of Nursing Programs (Undergraduate, Professional (MSN, PMC, and DNP), and Graduate (PhD) programs) unless otherwise noted.

Compliance with Program Requirements

Undergraduate (BSN) Program

[CON Policy 5.2.3 February 2016]
Faculty of the College of Nursing develop admission criteria to be utilized in screening selected applicants. Information regarding the Undergraduate Admission Requirements can be found at:

https://wiki.unmc.edu/index.php/CON_Undergraduate_Admission_Requirements_Policy

Professional (MSN, PMC, DNP) Programs

[CON Policy 5.3.18 May 2016]
Information regarding Compliance with Professional Program Requirements can be found at:

https://wiki.unmc.edu/index.php/CON_Compliance_with_Graduate_Program_Requirements

Graduate (PhD) Program

[CON Policy 5.4.2 September 2015]
Information regarding Compliance with Graduate Program Requirements can be found at:

https://wiki.unmc.edu/index.php/CON_Compliance_with_Graduate_Program_Requirements_-_PhD_Program

Technical Standards
Undergraduate (BSN) Program

Information regarding Technical Standards for the Undergraduate Program can be found at:


Professional (MSN, PMC, DNP) Programs

Information regarding Technical Standards for the Professional Program can be found at:


Graduate (PhD) Program

Information regarding Technical Standards for the Graduate Program can be found at:

https://wiki.unmc.edu/index.php/CON_Technical_Standards_for_PhD_in_Nursing_Program

Registration

Registration procedures for Traditional and Accelerated BSN students is handled through the CON Student Services office. RN-BSN and Graduate level students self-register each semester.

Adding/Dropping Courses

1. Adding Courses
   a. Students may add courses during the first 7 calendar days of the term only

2. Dropping Courses
   a. Students who drop a course during the first seven calendar days of the term will not receive a grade and the course will not appear on their transcript
   b. Students who drop a course after the first seven calendar days of the term will receive a grade of "W" (Withdrawn) on their transcript
   c. Students may not drop a course after 70% of the course has been completed; a grade other than "W" must be assigned

Progression and Scholarship
Undergraduate Program (BSN)  

[CON policy 5.2.18 May 2016]  
[CON policy 5.2.23 July 2015]

To view the Undergraduate Progression policy, please see the CON website at:  
https://wiki.unmc.edu/index.php/CON_Undergraduate_Progression_Policy

To view the Undergraduate Academic Probation, Dismissal, Withdrawal Policy, please see the CON website at:  
https://wiki.unmc.edu/index.php/CON_Undergraduate_Academic_Probation,_Dismissal,_Withdrawal_Policy

Professional Programs (MSN, PMC, DNP)  

[CON Policy 5.3.11 October 2016]

To view the Evaluation of Master’s and Post-Master’s Progression to Graduation Policy, please see the CON website at:  

Graduate Program (PhD)  

[UNMC Graduate Studies Bulletin 2015-2016]

To view the UNMC Graduate Studies Scholarship Requirements, please see the Graduate Studies Bulletin at:  

Full-time/Part-time Enrollment

Baccalaureate (BSN) students enrolled for 12 or more credit hours in a semester are full-time students

Professional students (MSN, PMC, DNP) enrolled for 6 or more hours in a semester are full-time students

PhD students enrolled for 9 or more hours in a semester are full-time students, at least 4 credit hours during an eight-week session, or at least 3 credit hours during a five-week session

Attendance - Class and Clinical/Laboratory  

[CON Policy 5.1.2 October, 2016]

The University of Nebraska has no regulation which permits absence. Students are expected to attend all scheduled classes and clinical laboratory periods.

https://wiki.unmc.edu/index.php/CON_Attendance
Credit Hours

Credit allocation for nursing courses is based on a semester hour. Each class hour per week earns 1 credit hour. Clinical/laboratory hours are computed on a basis of 1 credit hour for each three-hour clinical/laboratory period.

Leave of Absence

Students may, under exceptional circumstances, be granted a Leave of Absence (LOA) from the College of Nursing, as noted in the UNMC Student Handbook. An LOA is defined as non-enrollment during a fall or spring semester or a withdrawal from all courses at any point during a semester.

The granting of any such LOA shall be solely within the discretion of the College of Nursing (and UNMC Office of Graduate Studies, if applicable), based upon the merits of the request and evaluated on a case-by-case basis. The student who is considering a request for LOA must first discuss the request with his or her faculty advisor. In addition, if the student is receiving financial aid, the student must contact the UNMC Office of Financial Aid before formally requesting the LOA.

The following guidelines apply to all requests for LOA:

1. Student must request the LOA in writing.
2. Request should describe, in detail, the rationale for requesting LOA.
3. Request is to be addressed to the student’s faculty advisor and the Student Services Coordinator.

The student may be granted an LOA for a total of two semesters throughout the duration of his or her program, consecutive or non-consecutive.

The student will be responsible for working with his/her advisor to identify an eligible time to return. A student who has been granted an LOA is responsible for notifying the Student Service Coordinator of the intention to return to classes six weeks prior to the start of classes or as soon as possible. Re-enrollment is dependent upon available slots in the class or cohort. In the event no room is available in the class or cohort during the semester in which the student plans to re-enroll, an extension of the LOA past two semesters may be granted.

A student who does not notify the Student Services Coordinator or his/her advisor, and does not return within two semesters, may be administratively withdrawn from the program. Re-entry into the College of Nursing will require re-application to the program. A student who withdraws from the College of Nursing without an official LOA, and would later like to continue his/her education, will be required to reapply through the regular admissions/applications process and meet the established admissions criteria in place at that time.

Undergraduate Program: UNMC Student Handbook
Professional Program (MSN, PMC, DNP): [CON Policy 5.3.7 January 2015]
Graduate Program (PhD): [CON Policy 5.4.4 September 2012]

Course Numbering

Course descriptions can be found in the Appendices of this Bulletin as listed below. Descriptions and further information can also be obtained at the websites listed below.
## College of Nursing Grading System

### Percentage System

The percentage system used to award grades for **all programs** within the College of Nursing is the following:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>98-100</td>
</tr>
<tr>
<td>A</td>
<td>93-97</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>88-89</td>
</tr>
<tr>
<td>B</td>
<td>83-87</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>78-79</td>
</tr>
<tr>
<td>C</td>
<td>73-77</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+ &amp; A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>D+</td>
<td>68-69</td>
</tr>
<tr>
<td>D</td>
<td>63-67</td>
</tr>
<tr>
<td>D-</td>
<td>60-62</td>
</tr>
<tr>
<td>F</td>
<td>below 60</td>
</tr>
</tbody>
</table>

Quality points are calculated according to the following system:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+ &amp; A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>C-</td>
<td>1.67</td>
</tr>
<tr>
<td>D+</td>
<td>1.33</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>D-</td>
<td>0.67</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
</tr>
</tbody>
</table>
Undergraduate Program - Additional Grading Policy Information

[CON Policy 5.2.16 July 2015]
[* CON Policy 5.1.9 January 2014]
[http://www.unmc.edu/media/studentservices/docs/Drop-Add-Policy.pdf]

1. For theory nursing courses, see above “Percentage System”.
   Grades of C or above are considered to be passing grades in the College of Nursing. Students must maintain a cumulative University of Nebraska average of 2.000 GPA in order to remain in good standing.

2. For clinical courses, the following criteria apply:
   The faculty will assign the student’s grade by evaluating the student’s performance according to the critical clinical behaviors for each course.
   A student who faculty deem is unprepared or unsafe will be required to leave the clinical setting and enter into a remediation plan until they are deemed prepared to return to the clinical setting.
   The student may be removed for a short duration or the rest of the semester. A student not able to return and to complete the critical clinical behaviors before the end of the semester will receive a fail for the clinical course.

3. The grade of "Incomplete" is awarded according to guidelines set forth in Policy 5.1.9.

4. For courses in which theory and clinical are combined, clinical laboratory performance is rated on a Pass/Fail basis. A rating of "Fail" in clinical laboratory performance results in a "D" in the course unless the theory grade is an "F." If the clinical laboratory performance is "Pass" the grade awarded for the course will be based upon the theory grade.

5. For courses with only a clinical component, clinical laboratory performance is rated on a Pass/Fail basis. A rating of “Pass” in clinical performance results in a “P” in the course. A rating of “Fail” in clinical laboratory performance results in an “F” in the course.

6. Withdrew grades are indicated as follows:
   W  -  Withdrew after the first seven calendar days of the term
   The grade of W is not assigned grade points and therefore is not used in computation of a student's cumulative GPA. For students who withdraw from a course after 70% of the course has been completed, a grade other than “W” must be assigned and is used in computation of a student’s cumulative GPA.

Professional (MSN, PMC, DNP) Programs - Additional Grading Policy Information

[CON Policy 5.3.6 February 2013]

To monitor student progression, faculty must notify the respective Specialty Area Coordinator, Program Director and the Director for Student Services when a student’s grade falls below the level of B at midterm and/or course completion.

Graduate (PhD) Program - Additional Grading Policy Information

[CON Policy 5.4.3 September 2012]

To monitor student progression, faculty must notify the PhD Program Director and the Director for Student Services when a student’s grade falls below the level of B at midterm and/or course completion.
**Undergraduate Reinstatement/Readmission [CON Policy 5.2.28 November 2012]**

**Academic Suspension:** After the period of suspension, the student must provide written documentation that the reasons which resulted in academic difficulty have been resolved. This may include, but is not limited to, letters from health care providers indicating the student’s health will not interfere with the student’s ability to meet program expectations. A written personal statement outlining steps taken to resolve issues that led to the suspension will also be required. The student may enroll in nursing courses as space permits.

All reports and documentation should be submitted to the Director of the Undergraduate Program and/or Division Assistant Dean.

**Student in good standing:** If the educational progression of a student in good standing is interrupted at the College of Nursing, for any reason other than active military duty, for longer than two academic terms, the student must reapply to the College of Nursing. The student may be reinstated as space permits on each individual division. In the event a nursing course needed by the student is not offered during the two academic terms a student need not reapply before taking the course the next time it is offered. The student will be allowed in the nursing course as space permits on each individual division.

**Undergraduate Transfer of Campus [CON Policy 5.2.29 October 2012]**

Students may transfer from one campus to another at the end of any semester, dependent upon space available. A student must be in good standing* to transfer campuses.

The student must submit a letter to the Program Director requesting transfer. The letter should include information regarding campus desired, the semester the transfer is requested to begin, the level the student would be in when the transfer would occur, and the reason the transfer is requested.

*In Good Standing is defined as reflecting satisfactory and steady progress through the curriculum. The student maintains a GPA of at least 2.33.*

**Undergraduate Graduation Honors [CON Policy 5.2.35 January 2012]**

Undergraduate graduation with honors may be conferred upon individuals in the top 20% of their class/cohort from each campus who complete a minimum of 40 hours, excluding credit-by-examination, at the University of Nebraska Medical Center with a minimum cumulative GPA of 3.5, by the conclusion of the semester prior to graduation.

Criteria:

- The degree "With Highest Distinction" is awarded to students in the top 2% of their class for cumulative grade point averages earned in University of Nebraska Medical Center CON courses. Final semester grades are not included.

- The degree "With High Distinction" is awarded to students in the next 8% of their class for cumulative grade point averages earned in University of Nebraska Medical Center CON courses. Final semester grades are not included.
c. The degree “With Distinction” is awarded to students in the next 10% of their class for cumulative grade point averages earned in University of Nebraska Medical Center CON courses. Final semester grades are not included.

RN to BSN nursing students and advanced placement nursing students unable to complete the minimum number of graded hours within the University of Nebraska Medical Center for graduation with honors may receive special recognition for outstanding academic achievement. This recognition may be conferred upon individuals in the top 20% of their graduating class/cohort with a minimum cumulative grade point average of 3.750 and is based on CON courses completed prior to the semester in which they graduate.

Criteria:

a. The student must complete at least 10 credit hours in the University of Nebraska Medical Center

b. The "Award of Academic Excellence" is given to nursing students in the top 20% of their graduating class/cohort. Final semester grades are not included.

The Student Services Coordinators will verify eligibility the semester before graduation.

Candidates are presented to the Academic Records Office, University of Nebraska Medical Center campus by letter from the Undergraduate Admission, Progression, Graduation and Scholarship/Grant Committee via the Student Services Coordinators.

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**Application for Degree – All Programs**

Information regarding Application for Degree can be viewed on the UNMC Student Services website at:

http://www.unmc.edu/studentservices/academic-records/index.html

Additional information for the Undergraduate Program regarding the Requirements for Undergraduate Graduation can be found at:

http://wiki.unmc.edu/CON_Requirements_for_Undergraduate_Graduation

[CON Policy 5.2.31 November 2012]

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**Commencement – All Programs**

Commencement attendance is required unless excused by the Associate Dean of Academic Programs. Formal commencement ceremonies are held in May (all divisions) and December (Omaha division only). Those graduating at other times will receive diplomas when requirements are fulfilled, but have the privilege of participating in the next formal commencement. Commencement and Convocation information can be found at the following website:

http://www.unmc.edu/studentservices/academic-records/commencement/index.html
Student Rights and Responsibilities

The *Bylaws of the Board of Regents* protect the rights of each member of the university community. Each individual has the right to be treated with respect and dignity, and each has the right to learn. With these rights comes the responsibility of each individual to maintain an atmosphere in which others may exercise their human rights and their right to learn. Chapter V of the bylaws fully delineates the rights and responsibilities of students.

General Procedures for Student Disciplinary Actions

In accordance with Section 5.4 of the Bylaws of the Board of Regents and in order to insure the protection of the student’s rights, the University of Nebraska Medical Center has established general procedures that must be followed if any disciplinary action is proposed against a student. Students will be informed in writing by the Office of the Dean of the specific charges, the supporting evidence, and the proposed disciplinary action. The Office of the Dean will also inform students of their right to appeal. The UNMC "Procedural Rules Relating to Student Discipline" may be found in the UNMC Student Policy Handbook at:


Student Guidelines for Appeals of Academic Evaluation

All Programs

Information regarding the College of Nursing’s Guidelines for Handling Student Appeals of Academic Evaluations Procedural Flow Sheet can be found at:

http://wiki.unmc.edu/CON_Guidelines_for_Handling_Student_Appeals_of_Academic_Evaluations_Procedural_Flow_Sheet

[Appendix N September 2008]

Undergraduate Baccalaureate

The UNMC Student Policy Handbook describes the undergraduate student guidelines for appealing an academic evaluation felt to be unfair:


Information regarding the College of Nursing’s Undergraduate Student Grade Appeal can be found at:

http://wiki.unmc.edu/CON_Undergraduate_Student_Grade_Appeal

[CON Policy 5.2.19 April 2015]
Professional (MSN, PMC, DNP)

The student grade appeals and disciplinary action plan for the professional and graduate nursing students begins with notification to the Associate Dean for Academic Programs of the College of Nursing and to the Professional Graduate Nursing Program Admission, Progression, Graduation and Scholarship Committee of their intent to appeal a grade or disciplinary action. Graduate faculty, who hold graduate faculty status, will be appointed to serve on the Professional Graduate Nursing Student Ad Hoc Grade Appeals Disciplinary Action Committee by the Associate Dean for Academic Programs of the College of Nursing. Student representation will be appointed by the Dean of the College of Nursing.

Information regarding the College of Nursing’s Professional and Graduate Student Appeal can be found at:

http://wiki.unmc.edu/CON_Professional_Graduate_Appeals_Process

[Appendix W May 2015]

Graduate (PhD)

PhD student appeals concerning grades or other evaluations of their academic progress are made to the UNMC Graduate College.

Information regarding the UNMC Graduate Student Academic and Grade Appeals can be found at:


Access to Student Records

In accordance with federal law as established in 1974 by the Family Educational Rights and Privacy Act (FERPA), the University of Nebraska Medical Center maintains the confidentiality of student records and allows students to inspect and review information in their educational records at the University of Nebraska Medical Center. The UNMC policy statement concerning student records may be found in the current UNMC Student Handbook at:

Additional Information Resources

Additional information regarding policies, procedure, and requirements information specific to each program can be found at the following websites:

**BSN Program**

College of Nursing website:

http://www.unmc.edu/nursing/

UNMC Student Handbook:


**MSN Program**

UNMC Student Handbook:


**PMC Program**

UNMC Student Handbook:


**DNP Program**

College of Nursing website:

http://www.unmc.edu/nursing/

UNMC Student Handbook:


College of Nursing DNP Handbook:

http://mycon.unmc.edu
**PhD Program**

College of Nursing website:

http://www.unmc.edu/nursing/

College of Nursing PHD in Nursing Program Student Handbook:

http://mycon.unmc.edu

UNMC Graduate Studies Bulletin:


UNMC Graduate College Policy Handbook:

http://nebraska.edu/docs/board/gradgovdoc.pdf

UNMC Student Handbook:


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**All Programs**

College of Nursing website:

http://www.unmc.edu/nursing/
### Purpose

The purpose of the baccalaureate in nursing program is to prepare nurse generalists to be providers, designers, leaders, managers, and coordinators of care as well as accountable members of the nursing profession and to pursue graduate level education.

### Outcomes and Essentials

#### BSN Program Outcomes

The grid below shows the objectives progression for the Traditional BSN program spanning 4 semesters (2 years).

<table>
<thead>
<tr>
<th>AACN Essential</th>
<th>Semester 1</th>
<th>Semester 2</th>
<th>Semester 3</th>
<th>Semester 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>I Liberal Education for Baccalaureate Generalist Nursing Practice</td>
<td>Incorporate knowledge from prerequisite social and physical sciences, and the arts to promote health of individuals across the life course</td>
<td>Relate knowledge from prerequisite courses in critical thinking and collaborative decision making with patients</td>
<td>Apply prerequisite knowledge to support decision-making and critical thinking in the care of individuals and groups.</td>
<td>Integrate life-long learning strategies to support critical thinking in nursing practice.</td>
</tr>
<tr>
<td>II Basic Organizational and Systems Leadership for Quality Care and Patient Safety</td>
<td>Use beginning nursing leadership concepts in the provision of safe, quality health care</td>
<td>Practice leadership during provision and coordination of safe, quality health care</td>
<td>Demonstrate professional leadership in the provision, coordination, and evaluation of safe and quality health care in a variety of systems</td>
<td>Analyze systems within organizations and disseminate recommendations to promote safe quality health care</td>
</tr>
<tr>
<td>III Scholarship for Evidence Based</td>
<td>Examine process of evidence-based practice as applied in</td>
<td>Apply practice evidence, curricular concepts, and patient</td>
<td>Integrate best practice evidence for delivery of optimal</td>
<td>Utilize evidence-based practice process to improve</td>
</tr>
<tr>
<td>Practice</td>
<td>nursing.</td>
<td>preferences/values when providing care.</td>
<td>health care.</td>
<td>nursing practice and health care outcomes</td>
</tr>
<tr>
<td>----------</td>
<td>----------</td>
<td>--------------------------------------</td>
<td>--------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>IV</td>
<td>Information Management and Application of Patient Care Technologies</td>
<td>Acquire knowledge of patient care technology and health care information systems.</td>
<td>Use patient care technologies and information systems to promote a safe practice environment.</td>
<td>Apply information technology to individuals and groups in planning to meet health care needs.</td>
</tr>
<tr>
<td>V</td>
<td>Health Care Policy, Finance, and Regulatory Environments</td>
<td>Portray attributes of the nursing profession and describe associated regulations.</td>
<td>Provide care that is economically efficient and follows established policies/regulations.</td>
<td>Analyze role of nurses shaping policies, finance, and regulatory environments in health care</td>
</tr>
<tr>
<td>VI</td>
<td>Interprofessional Communication and Collaboration for Improving Patient Health Outcomes</td>
<td>Recognize therapeutic communication skills used by professional nurses.</td>
<td>Communicate effectively with other health professionals to meet the health care needs of individuals and families.</td>
<td>Demonstrate professional nurse roles that enhance communication and collaboration with other professionals to achieve health outcomes.</td>
</tr>
<tr>
<td>VII</td>
<td>Clinical Prevention and Population Health</td>
<td>Demonstrate an understanding of primary and secondary prevention in promoting optimal health across life course</td>
<td>Use primary, secondary, and tertiary prevention strategies to promote well-being for individuals and families.</td>
<td>Implement primary, secondary, and tertiary prevention strategies to promote well-being for individuals and groups.</td>
</tr>
<tr>
<td>VIII</td>
<td>Professionalism and Professional Values</td>
<td>Identify the roles, functions, and values of the professional nurse</td>
<td>Demonstrate the attributes of the professional nurse.</td>
<td>Demonstrate professional leadership, identity and values, incorporating ethical and legal frameworks</td>
</tr>
<tr>
<td>IX</td>
<td>Baccalaureate Generalist Nursing Practice</td>
<td>Perform nursing care safely and with compassion and commitment</td>
<td>Plan and provide safe, effective nursing care for individuals and families</td>
<td>Apply nursing practice standards for delivery of comprehensive care to individuals and groups</td>
</tr>
</tbody>
</table>

**CCNE Essentials**

I. Liberal Education for Baccalaureate Generalist Practice  
II. Organizational and Systems Leadership for Quality Care and Patient Safety  
III. Scholarship for Evidence Based Practice  
IV. Information Management and Application of Patient Care Technology
Admission to the BSN Program

Students can be admitted to the BSN program in the Traditional, Accelerated, or RN-BSN track. Students who have met the requirements for admission to UNMC can apply through NursingCAS (http://nursingcas.org/) which is a centralized application service for students applying to registered nursing (RN) programs at all levels. Students who have already received a Bachelor’s Degree have the option to apply for the Accelerated BSN track. Students who have a Bachelor’s degree and would like to apply for both the Traditional and Accelerated tracks may do so.

Admission to the College of Nursing is competitive and is based primarily on GPA of college/university course work, the total number of non-nursing courses successfully completed, and the priority division selected.

BSN Options

The UNMC College of Nursing offers three options for a BSN degree:

- Bachelor of Science in Nursing – Traditional (pre-licensure)
- Bachelor of Science in Nursing – Accelerated (pre-licensure)
- Registered Nurse to Bachelor of Science in Nursing (post-licensure)

NCLEX – Graduates of either of the two pre-licensure options are eligible to apply to take the NCLEX-RN examination.

Admission Requirements

- Students must meet University of Nebraska requirements for admission
- An overall GPA of at least 2.5 (on a 4.0 scale) is required for all non-nursing course work and all course work completed within the University system prior to admission. A course grade of "C" or above is needed for any courses required for the nursing degree
- Two letters of reference from faculty members (preferred) or an employer
- A background check and a completed, signed disclosure statement
- In some cases, a personal interview may be required
- RN students must provide proof of licensure as a registered nurse
- Final acceptance is dependent on successful completion of all pre-requisite courses and evidence of proper immunizations and CPR certification for Health Professionals

- Students Whose First Language is Not English
For applicants whose first language is not English, the Test of English as a Foreign language (TOEFL), the Pearson (PTE), or the International English Language Testing System (IELTS) is required. Test results must be recent (within the 5 years prior to UNMC application). An official score report must be received by the division to which you are applying by the admission deadline.

The minimum scoring standards are:
- Internet Based TOEFL (iBT): minimum score of 22 in the reading, listening, and writing sections and a minimum score of 26 in the speaking section
- Pearson Test of English (PTE): minimum score of 59 in the reading, listening, and writing sections and a minimum score of 71 in the speaking section
- International English Language Testing System (IELTS): Band 6.5 in reading, listening, and writing sections and Band 7 in speaking as minimum scores.

Persons who have criminal records, substance abuse problems, or health problems that could interfere with safe practice may be ineligible for licensure. Applicants with a history of these difficulties will be considered for admission on an individual basis with consultation from the State Board of Nursing. All students must complete a disclosure form as part of the application process. Students will be required to have a background check performed. Students may have to submit to drug screening before being allowed into clinical practice at certain clinical agencies. Students are responsible for any expenses related to the screenings.

All students are obligated to provide care to assigned clients regardless of gender, race, creed, or religion. Any student with health concerns, religious beliefs or moral convictions that proscribe their participation in a health care activity must inform the clinical instructor no later than clinical orientation to the course, or as soon as the information becomes available. The clinical instructor shall make the final decision about assignment of care, taking into consideration the student's expressed concern.

Various nursing baccalaureate programs are offered at each of our five divisions. The starting date for the Traditional and RN-BSN program is August. Deadline for receipt of all application materials is February 1st for fall admission. The starting date for the Accelerated BSN is May. Deadline for the receipt of all application materials is October 1. No application materials are accepted after the deadline. Early application is strongly encouraged. Enrollments may be limited by educational resources available.

To receive a BSN, you must complete a combined total of 58 semester hours of pre-nursing prerequisite courses. These courses can be taken at any accredited college or university. All nursing support courses except the free electives must be completed by the start of the nursing program.
Prerequisite Courses Required for all BSN Tracks

<table>
<thead>
<tr>
<th>Summary – BSN Prerequisites</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition I and II</td>
<td>6</td>
</tr>
<tr>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>Human Growth &amp; Development*</td>
<td>3</td>
</tr>
<tr>
<td>Chemistry*</td>
<td>4</td>
</tr>
<tr>
<td>College Algebra*</td>
<td>3</td>
</tr>
<tr>
<td>Statistics*</td>
<td>3</td>
</tr>
<tr>
<td>Anatomy &amp; Physiology I and II OR</td>
<td>8</td>
</tr>
<tr>
<td>Human Anatomy* AND</td>
<td>4</td>
</tr>
<tr>
<td>Human Physiology*</td>
<td>4</td>
</tr>
<tr>
<td>Ethics</td>
<td>3</td>
</tr>
<tr>
<td>Microbiology*</td>
<td>4</td>
</tr>
<tr>
<td>Nutrition*</td>
<td>3</td>
</tr>
</tbody>
</table>

* Course must have been completed within 10 years of beginning nursing courses

[CON Policy 5.2.3 October 2014]

Choose one course in each shaded category below

| Humanities                      | 3       |
| Cultural / Race / Ethnicity / Gender | 3       |
| Family / Human Behavior*         | 3       |
| Political Science / Social Organization | 3       |

Free Electives  3 to 5

Total Prerequisites  58

Application Process

A complete application for admission includes the following:

1. Online application to NursingCAS (http://nursingcas.org)
2. Complete transcripts
   o Official transcripts for ALL education — sent directly by the college/university
   o GPA of 2.5 or above (on a 4.0 scale) for all coursework, including nursing prerequisite courses. A minimum grade of C (2.0) is required in each prerequisite
   o Accelerated BSN applications only: transcripts showing a bachelor's degree
3. Two letters of reference
4. Other documents and provisions
   o Division preference
   o RN to BSN applicants only: proof of RN licensure
5. An interview is required for Accelerated BSN applicants and may be required for Traditional BSN and RN to BSN applicants

Submit one application to NursingCAS to first choice division
Admission Deadlines

BSN students are admitted **once annually**.

<table>
<thead>
<tr>
<th>BSN Program</th>
<th>Application Opens</th>
<th>Application Due</th>
<th>Program Start</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accelerated BSN</td>
<td>June 1</td>
<td>October 1</td>
<td>May</td>
</tr>
<tr>
<td>Traditional BSN</td>
<td>October 15</td>
<td>February 1</td>
<td>August</td>
</tr>
<tr>
<td>RN to BSN</td>
<td>October 15</td>
<td>February 1</td>
<td>August</td>
</tr>
</tbody>
</table>

The starting date for the Traditional and RN-BSN program is August of each year. Applications are reviewed in March for August admission. The deadline for receipt of application materials is: February 1st for fall admission of the following year. Early application is strongly encouraged. Enrollments may be limited by educational resources available.

The Accelerated BSN program has a starting date of May each year and continues for 12 consecutive months. The deadline for applications to the Accelerated BSN program is October 1 of each year for a following May start date.

Transcripts and all other materials submitted in support of an application become the permanent property of the University and will not be returned.

**Traditional BSN**

Notification of admission will begin no later than the end of April of each year. Notification of admission will be e-mailed to applicants. When admission limits are met, an alternate list of qualified applicants is maintained, and offers of admission will be sent to those applicants as vacancies occur.

**Accelerated BSN**

Notification of admission will begin no later than the end of December of each year. Notification of admission will be e-mailed to applicants. When admission limits are met, an alternate list of qualified applicants is maintained, and offers of admission will be sent to those applicants as vacancies occur.

**RN-BSN Program**

RNs must meet all requirements for admission to the Undergraduate Program. See Admission Requirements. Some/much of preparation coursework may already be satisfied by your existing nursing degree. You first complete **prerequisite courses** — essential science and liberal arts courses — totaling **58 credits**.

Students are admitted twice annually for August and January program start. Required nursing coursework consists of **20 credits (See RN to BSN plan of study below)**. Up to **42 credits** will be awarded based on your prior nursing education and for experience, thus satisfying the 62 total credits needed to complete your BSN degree.

The RNs must provide proof of licensure before enrolling in any course. A copy or documentation of a current license must be on file in the Student Services office. Failure to inform the College of any actions taken against their license may result in disciplinary action up to and including dismissal. It is the **RESPONSIBILITY of the Registered Nurse Student** to inform us if any action is taken against their
license while they are in the program.

**Full admission** is based upon completion of the provisional requirements, RN licensure and the following:

a. Required immunizations and current CPR certification for health professionals
b. Projection of a plan of study for nursing courses
c. All students must complete a disclosure form as part of the application process. Students are required to have a background check performed and may need to submit to drug screening before being allowed into clinical practice at certain clinical agencies (students are responsible for any expenses related to the screenings)

### RN-BSN Nursing Courses

An RN student must satisfy the following required 20 nursing credits for the BSN degree. RN students must enroll in and complete the minimum 20 semester credits of **nursing courses** in the College of Nursing to earn a BSN degree from the UNMC. There are no exceptions to the 20 credit hour rule.

Required nursing courses for new students include the following:

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>COURSE</td>
<td>LECTURE</td>
</tr>
<tr>
<td>351W  Health Promotion</td>
<td>3</td>
</tr>
<tr>
<td>386W  Evidence-Based Nursing Practice &amp; Research</td>
<td>2</td>
</tr>
<tr>
<td>451W  Leadership in Healthcare Delivery I</td>
<td>4</td>
</tr>
<tr>
<td>426W  Nursing Interventions and Healthcare Outcomes</td>
<td>4</td>
</tr>
<tr>
<td>443W  Population-Centered Care</td>
<td>2</td>
</tr>
<tr>
<td>452W  Leadership in Healthcare Delivery II</td>
<td>3</td>
</tr>
</tbody>
</table>

**RN to BSN required credits**

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior nursing education / experience / course completion</td>
<td>42</td>
</tr>
</tbody>
</table>

**Total BSN required credits**

| Total BSN required credits | 62 |

### Credit Awards for Prior Nursing Education and Experience

1. **Course Completion/Portfolio Activities and Review for Students Admitted After Fall 2013:** Upon completion of NRSG 451W you will be awarded 5 additional credit hours and after completing 452W you will be awarded 6 additional credit hours for a total of 11 credit hours. These hours are based on a professional review of your portfolio by faculty and completion of activities designed to augment your portfolio. There is a special one-time fee that covers both courses, but is assessed and payable during the semester you register for NRSG 452W.

2. **Previous Education and Work Experience:** Up to 31 additional credits will be awarded upon program completion for your prior nursing education and work experience completed before BSN graduation. This is based on working one (1) month full-time as an RN.
BSN Course of Study Information

There are a minimum of 58 credit hours of non-nursing requirements taken at any accredited general education institution for the Bachelor of Science in Nursing (BSN) degree. In addition, to receive the BSN you must complete 62 hours of nursing courses for a total of 120 credits for the BSN degree.

<table>
<thead>
<tr>
<th>SEMESTER 1</th>
<th>COURSE</th>
<th>LECTURE</th>
<th>CLINICAL</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NRSG 311 Pathophysiologic Alterations in Health I</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>NRSG 312 Health Assessment Across the Life Course</td>
<td>2.5</td>
<td>1.5</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>NRSG 313 Patient Centered Care I</td>
<td>4</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>NRSG 314 Patient Centered Care Clinical I</td>
<td>0</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NRSG 316 Evidence-Based Practice &amp; Leadership in Nursing</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
<td></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>SEMESTER 2</th>
<th>COURSE</th>
<th>LECTURE</th>
<th>CLINICAL</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NRSG 331 Pathophysiologic Alterations in Health II</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>NRSG 332 Pharmacology for Healthcare Professionals</td>
<td>4</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>NRSG 333 Patient Centered Care II</td>
<td>5</td>
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<td>NRSG 415 Policy and Issues in Healthcare Delivery</td>
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<td>NRSG 422 Patient Centered Care Clinical IV</td>
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<td>NRSG 424 Leadership in Professional Practice</td>
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</table>

Graduation TOTAL REQUIRED COURSE CREDITS 62

Note: The BSN curriculum will continuously evolve to offer superior preparation for the changing demands of modern nursing. Course numbers, titles and other details are subject to change.

Additional Information Resources

Additional information regarding the BSN Program is available at the College of Nursing website at: http://www.unmc.edu/nursing/programs/bachelors-bsn/index.html
THE PROFESSIONAL/GRADUATE PROGRAMS IN NURSING

The University of Nebraska Medical Center College of Nursing offers professional and graduate programs leading to:

- Master of Science in Nursing (MSN)
- Post Master's Certificate (PMC)
- Doctor of Nursing Practice (DNP)
- Doctor of Philosophy (PhD)

The **Master’s student** enters with an interest in a chosen field of clinical nursing and basic clinical competence to develop an area of specialty. The **PMC student** has completed specialty work and enters the program with specific learning objectives, often with a second specialty area. The **DNP student** enters with either a BSN or a MSN. The **PhD student** enters with an interest in a specific area of research. The **BSN-PhD student** enters with an interest in pursuing a career in nursing research and education.

Professional/Graduate-level nursing courses are offered by the graduate faculty at the College of Nursing. Graduate-level cognate courses in the basic, behavioral and social sciences may be taken at the University of Nebraska at Omaha, Lincoln, Kearney or the Medical Center, or from other accredited graduate programs. All programs of study for MSN and PMC students are planned with the specialty advisor after acceptance into the graduate program; DNP students develop a plan with a faculty advisor; and PhD students develop a program of studies in conjunction with the Supervisory Committee.
MASTER’S PROGRAM (MSN)

Purpose

The purpose of the master's program in nursing is to prepare nurses for advanced practice as nurse practitioners, clinical nurse specialists, or nurse administrators. The master's program in nursing is dedicated to meeting the advanced practice nursing needs of the citizens of Nebraska and the region through excellence in graduate education. The College of Nursing is committed to preparing advanced practice nurse leaders who are recognized for their scholarship, practice, and professional standards. The outcomes and competencies presented here are representative of the core competencies of graduates. Specialty specific expectations may be found in other documents.

Outcomes and Competencies

Outcome I
Advanced practice nurses work collaboratively within the health care system to promote client health and improve client outcomes.

**Competencies.** The advanced practice nurse:
1. Uses knowledge, theories, models, and research from nursing and related disciplines in the practice of advanced nursing.
2. Evaluates, uses, and/or develops data, information, and knowledge resources for use in delivery, and/or coordination of care for individuals, families, groups and communities.
3. Uses advanced assessment, diagnostic, intervention, and evaluation skills for complex client health problems and health system issues.
4. Integrates principles of ethics, interpersonal processes, cultural diversity, and respect for human beings into their advanced practice.
5. Analyzes consumer health care needs through examination of interrelationships of demographics, major social health care problems, regulatory requirements, and economic health care policies.

Outcome II
Advanced practice nurses are leaders for the discipline and are responsive to current and emerging issues facing nursing and health care.

**Competencies.** The advanced practice nurse:
1. Serves as a leader to facilitate improvement in client outcomes in the health care system.
2. Values personal integrity and growth in self and others as an essential element in effective leadership within professional nursing organizations and the health care system.
3. Analyzes changes in the health care system to determine the impact on nurses in advanced practice.
4. Builds networks and effectively communicates (written and oral) with the interdisciplinary health care team, professional colleagues, community leaders, and policy makers.
5. Supports quality health care by adhering to professional standards and leading by example.
6. Applies knowledge from economics and business to understand how health care is financed and organized nationally, state wide, and locally.
7. Understands the health care policy development process and how it influences the health system and nursing practice.

Outcome III
Advanced practice nurses apply the research process to collaborate with experienced investigators in advancing nursing knowledge and in addressing nursing practice and health system problems.

Competencies. The advanced practice nurse:
1. Collaborates with experienced investigators in implementing research.
2. Analyzes the clinical and health system relevance of research findings and integrates them into advanced practice.
3. Reads research critically and synthesizes research and practice evidence.
4. Uses electronic and emerging technology to access, process, and disseminate information.
5. Values scholarship and the research process as key elements of advanced practice.

MSN Programs of Study

MSN specialty track choices:
- Adult–Gerontology Acute Care Nurse Practitioner*
- Adult-Gerontology Acute Care Clinical Nurse Specialist**
- Adult–Gerontology Primary Care Nurse Practitioner*
- Family Nurse Practitioner*
- Pediatrics Primary Care Nurse Practitioner*
- Family Psychiatric Mental Health Nurse Practitioner*
- Women’s Health Nurse Practitioner*
- Nurse Leader/Administrator/Executive***

Nurse Educator courses are optional and can be taken concurrently with any specialty track above or with one of the doctoral programs

*NP credentialing – Graduates are eligible to apply to take the Nurse Practitioner board certification examination in this specialty from the American Nurses Credentialing Center (Adult-Gerontology, Family Nurse Practitioner, Pediatric Primary Care Nurse Practitioner, and Family Psychiatric Mental Health Nurse Practitioner), the National Certification Corporation (Women’s Health Nurse Practitioner), and the American Academy of Nurse Practitioners (Adult-Gerontology Nurse Practitioner, Family Nurse Practitioner), and Pediatric Nursing Certification Board (Pediatric Nurse Practitioner).

**CNS credentialing – Graduates are eligible to apply to take the Clinical Nurse Specialist board certification examination in this specialty from the American Nurses Credentialing Center.

***Nurse Leader/Administrator/Executive credentialing – Graduates are eligible to apply to take the Nurse Leader/Administrator/Executive board certification examination in this specialty from the American Nurses Credentialing Center, or the American Organization of Nurse Executives.
Admission Requirements

Following receipt of the completed application from NursingCAS and a complete set of transcripts from all educational institutions attended, designated faculty within each specialty area evaluates, interviews, and selects applicants and recommends them to the Professional Graduate Nursing Program Admissions, Progression, Graduation and Scholarship Committee (PGNPA) of the College of Nursing for admission. Selections are made according to the following criteria:

- Baccalaureate Degree in Nursing from a program accredited by the CCNE or ACEN
- A minimum cumulative grade point average of 3.0 (on a 4.0 scale) on all baccalaureate work
- Prior to admission to the Graduate Program, U.S. citizen applicants must hold Registered Nurse License in one of the fifty states if research or clinical practicum includes contact with patients. Foreign citizens not legally licensed to practice nursing in the US shall provide evidence that they (1) have the equivalent of a baccalaureate degree in nursing and (2) are eligible to practice nursing in their country of residence. Prior to enrollment in clinical courses and to conduct research the student must hold Registered Nurse Licensure in the particular state(s) in which he or she will be participating in clinical practice and research activities
- Three letters of recommendation: one from the dean, administrator, or faculty member of the college from which the student was graduated and two from nursing employers
- Personal interview with a Graduate Faculty Member in the area of concentration to which the student has applied
- Personal statement including a description of the applicant’s goals relative to his/her professional career

Courses in health assessment and research are offered, if needed to meet prerequisites, by the Bachelor of Science in Nursing program. Students with experience in research may challenge the undergraduate research course.

Online Application

Applicants complete an online application through the Centralized Application Service for Nursing Programs (NursingCAS) at: http://nursingcas.org
Supplemental materials will be completed by the applicant and sent directly to the College of Nursing.

Applicants are responsible for ensuring that all required documents are received by the published deadlines. Applications and supplemental materials received by the published deadlines will be given full consideration.
Admission Deadlines

The MSN/PMC specialty tracks below admit students once annually.

<table>
<thead>
<tr>
<th>MSN/PMC Specialty</th>
<th>Application Opens</th>
<th>Application Due</th>
<th>Program Start</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult-Gerontological NP/CNS Family NP</td>
<td>October 15</td>
<td>February 1</td>
<td>August</td>
</tr>
<tr>
<td>Pediatric NP</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family Psychiatric Mental Health NP</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Women's Health NP</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The MSN specialty track below admits students twice annually.

<table>
<thead>
<tr>
<th>MSN/PMC Specialty</th>
<th>Application Opens</th>
<th>Application Due</th>
<th>Program Start</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nurse Leader/Executive</td>
<td>October 15</td>
<td>February 1</td>
<td>August</td>
</tr>
<tr>
<td></td>
<td>April 1</td>
<td>August 1</td>
<td>January</td>
</tr>
</tbody>
</table>

(NP = Nurse Practitioner   CNS = Clinical Nurse Specialist)

Student Classification

The following classifications are possible on admission to the program:

1. Full graduate status. Classification given to students who have met all requirements for admission and who have been accepted by the Professional Graduate Nursing Program Admissions, Progression, Graduation and Scholarship Committee of the College of Nursing for work leading to a master’s degree in nursing.

2. Provisional status. Classification given when students show potential for graduate work and have excellent letters of support but have attained below 3.0 average in undergraduate studies and/or have not yet passed NCLEX-RN exam. In cases of low GPA, verification for potential for graduate studies requires “B” for a designated number of courses or hours of graduate work. In cases in which an applicant has not yet passed the NCLEX-RN exam, admission is provisional until the applicant produces evidence of passing the exam.

3. Unclassified status. Classification given to applicants who have met the minimum requirements for admission and desire to complete a minimum of course work without reference to degree. Students with unclassified status will not qualify for an advanced degree until accepted into the Graduate Nursing Program.

4. A person holding an MSN degree from an accredited program may take courses with a non-degree objective only with permission of the instructor and approval by the Professional Graduate Nursing Program Admissions, Progression, Graduation and Scholarship Committee.

Admission to Master’s Degree Candidacy

Admission to the program does not necessarily imply admission to candidacy for a higher degree. A student may be admitted to candidacy for a Master’s degree on recommendation of the graduate nursing department and approval by the Associate Dean for Academic Programs, and upon demonstrating his or
her ability to perform satisfactorily in graduate courses. The following criteria for candidacy have been established by the Professional Graduate Nursing Program Admissions, Progression, Graduation and Scholarship Committee of the College of Nursing:

1. Completion of one semester of graduate study or its equivalent
2. Grade point average of "B" or above
3. Full graduate standing
4. Completion of one clinical nursing course
5. Removal of any deficiencies

Curriculum Requirements for the Degree of Master of Science in Nursing

Required Core Courses

All MSN students must satisfy these core requirements as part of their chosen specialty track plan of study.

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>NRSG 602/802</td>
<td>Nursing Scholarship</td>
<td>4</td>
</tr>
<tr>
<td>NRSG 603/803</td>
<td>Leadership in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NRSG 604/804</td>
<td>Health Systems Innovation &amp; Improvement</td>
<td>3</td>
</tr>
<tr>
<td>NRSG 609/809</td>
<td>Health Promotion for Populations</td>
<td>3</td>
</tr>
<tr>
<td>VARIOUS *</td>
<td>Graduate Statistics</td>
<td>3</td>
</tr>
</tbody>
</table>

* Not offered by College of Nursing but available through University of Nebraska system, including UNMC (BIOS 806 - Biostatistics I), or at/through any accredited college/university.

Specialty Tracks

NOTE: The following information regarding Specialty Tracks is accurate at the time of printing but is subject to change. For the most recent changes to the curricula, please visit the CON website.

http://www.unmc.edu/nursing/programs/masters-msn/index.html

In addition to the MSN Required Core Courses above, the following courses are required in the students' selected specialty area:
### A. Adult-Gerontology Acute Care NP

<table>
<thead>
<tr>
<th>COURSE #</th>
<th>TITLE</th>
<th>CREDITS</th>
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<tbody>
<tr>
<td>NRSG 605/805</td>
<td>Pathophysiology for Advanced Practice Nurses I</td>
<td>3</td>
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<tr>
<td>NRSG 606/806</td>
<td>Applied Pharmacology for Advanced Practice Nurses</td>
<td>3</td>
</tr>
<tr>
<td>NRSG 607/807</td>
<td>Advanced Assessment Across the Life Span</td>
<td>3</td>
</tr>
<tr>
<td>NRSG 616/816</td>
<td>Adult-Gerontology Comprehensive Assessment, Health Promotion and Risk Management</td>
<td>3</td>
</tr>
<tr>
<td>NRSG 617/817</td>
<td>Adult-Gerontology Across the Lifespan I: Common Adult Health Problems</td>
<td>2</td>
</tr>
<tr>
<td>NRSG 618/818</td>
<td>Adult-Gerontology Across the Lifespan II: Acute and Episodic Adult Health Problems</td>
<td>2</td>
</tr>
<tr>
<td>NRSG 620/820</td>
<td>Adult-Gerontology Acute Care Nurse Practitioner I</td>
<td>3</td>
</tr>
<tr>
<td>NRSG 622/822</td>
<td>Adult-Geriatric Syndromes</td>
<td>2</td>
</tr>
<tr>
<td>NRSG 624/824</td>
<td>Adult-Gerontology Acute Care Nurse Practitioner II</td>
<td>3</td>
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<tr>
<td>NRSG 626/826</td>
<td>Adult-Gerontology Transitional Care Across the Lifespan</td>
<td>2</td>
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<tr>
<td>NRSG 628/828</td>
<td>Adult-Gerontology Acute Care Nurse Practitioner III</td>
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| TOTAL — Adult-Gerontology Acute Care NP | 47 |

NP credentialing - Graduates are eligible to apply to take the Nurse Practitioner board certification exam in this specialty.

### B. Adult-Gerontology Acute Care CNS

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<td>NRSG 616/816</td>
<td>Adult-Gerontology Comprehensive Assessment, Health Promotion and Risk Management</td>
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<tr>
<td>NRSG 617/817</td>
<td>Adult-Gerontology Across the Lifespan I: Common Adult Health Problems</td>
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<td>NRSG 618/818</td>
<td>Adult-Gerontology Across the Lifespan II: Acute and Episodic Adult Health Problems</td>
<td>2</td>
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<tr>
<td>NRSG 621/821</td>
<td>Adult-Gerontology Clinical Nurse Specialist I</td>
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<td>NRSG 622/822</td>
<td>Adult-Geriatric Syndromes</td>
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<tr>
<td>NRSG 625/825</td>
<td>Adult-Gerontology Clinical Nurse Specialist II</td>
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<td>NRSG 626/826</td>
<td>Adult-Gerontology Transitional Care Across the Lifespan</td>
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<tr>
<td>NRSG 629/829</td>
<td>Adult-Gerontology Clinical Nurse Specialist III</td>
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| TOTAL — Adult-Gerontology CNS | 47 |

CNS credentialing - Graduates are eligible to apply to take the Clinical Nurse Specialist board certification exam in this specialty.
C. Adult-Gerontology Primary Care NP

<table>
<thead>
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<th>TITLE</th>
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<tr>
<td>NRSG 605/805</td>
<td>Pathophysiology for Advanced Practice Nurses I</td>
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<td>NRSG 606/806</td>
<td>Applied Pharmacology for Advanced Practice Nurses</td>
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<td>NRSG 607/807</td>
<td>Advanced Assessment Across the Life Span</td>
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</tr>
<tr>
<td>NRSG 616/816</td>
<td>Adult-Gerontology Comprehensive Assessment, Health Promotion and Risk Management</td>
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</tr>
<tr>
<td>NRSG 617/817</td>
<td>Adult-Gerontology Across the Lifespan I: Common Adult Health Problems</td>
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<tr>
<td>NRSG 618/818</td>
<td>Adult-Gerontology Across the Lifespan II: Acute and Episodic Adult Health Problems</td>
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</tr>
<tr>
<td>NRSG 619/819</td>
<td>Adult-Gerontology Primary Care Nurse Practitioner I</td>
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<tr>
<td>NRSG 622/822</td>
<td>Adult-Geriatric Syndromes</td>
<td>2</td>
</tr>
<tr>
<td>NRSG 623/823</td>
<td>Adult-Gerontology Primary Care Nurse Practitioner II</td>
<td>3</td>
</tr>
<tr>
<td>NRSG 626/826</td>
<td>Adult-Gerontology Transitional Care Across the Lifespan</td>
<td>2</td>
</tr>
<tr>
<td>NRSG 627/827</td>
<td>Adult-Gerontology Primary Care Nurse Practitioner III</td>
<td>5</td>
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</table>

**TOTAL — Adult-Gerontology Primary Care NP**  
47

NP credentialing - Graduates are eligible to take the Nurse Practitioner board certification exam in this specialty.

D. Family Nurse Practitioner

<table>
<thead>
<tr>
<th>COURSE #</th>
<th>TITLE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>NRSG 605/805</td>
<td>Pathophysiology for Advanced Practice Nurses I</td>
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<td>NRSG 606/806</td>
<td>Applied Pharmacology for Advanced Practice Nurses</td>
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<td>NRSG 607/807</td>
<td>Advanced Assessment Across the Life Span</td>
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<tr>
<td>NRSG 636/836</td>
<td>Advanced Skills Clinical Practicum</td>
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<td>NRSG 637/837</td>
<td>Health Promotion in Primary Care for Individuals and Families</td>
<td>3</td>
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<tr>
<td>NRSG 638/838</td>
<td>Primary Health Care of Young Families</td>
<td>6</td>
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<tr>
<td>NRSG 639/839</td>
<td>Primary Health Care of Older Families</td>
<td>6</td>
</tr>
<tr>
<td>NRSG 640/840</td>
<td>Advanced Primary Health Care of Families</td>
<td>6</td>
</tr>
</tbody>
</table>

**TOTAL — Family Nurse Practitioner**  
48

NP credentialing - Graduates are eligible to take the Nurse Practitioner board certification exam in this specialty.

E. Pediatrics Primary Care NP
### COURSE # | TITLE | CREDITS
--- | --- | ---
NRSG 605/805 | Pathophysiology for Advanced Practice Nurses I | 3
NRSG 606/806 | Applied Pharmacology for Advanced Practice Nurses | 3
NRSG 607/807 | Advanced Assessment Across the Life Span | 3
NRSG 671/871 | Primary Care & Health Promotion in Children's Health | 5
NRSG 672/872 | Primary Care of Children II: Acute Health Problems | 5
NRSG 673/873 | Primary Care of Children III: Chronic Health Problems | 6
NRSG 684/884 | Advanced Women's & Children's Health Nursing Practicum | 6

| 2 years full time | TOTAL for Pediatrics Primary Care NP | 47 |

NP credentialing - Graduates are eligible to apply to take the Nurse Practitioner board certification exam in this specialty.

### F. Family Psychiatric Mental Health NP

| COURSE | TITLE | CREDITS |
--- | --- | ---
NRSG 605/805 | Pathophysiology for Advanced Practice Nurses I | 3
NRSG 606/806 | Applied Pharmacology for Advanced Practice Nurses | 3
NRSG 607/807 | Advanced Assessment Across the Life Span | 3
NRSG 662/862 | Counseling Models in Advanced Psychiatric Mental Health Nursing | 3
NRSG 663/863 | Advanced Psychiatric Mental Health Nursing with Adults | 4
NRSG 664/864 | Advanced Psychiatric Mental Health Nursing with Children & Adolescents | 4
NRSG 665/865 | Neuroscience of Psychopharmacology for Advanced Practice Nursing | 2
NRSG 668/868 | Practicum in Advanced Psychiatric Mental Health Nursing | 7

|  | TOTAL - Family Psychiatric Mental Health NP | 45 |

NP credentialing - Graduates are eligible to apply to take the Nurse Practitioner board certification exam in this specialty.

### Five-semester full-time plan of study

| FALL | SPRING | SUMMER |
--- | --- | ---
Year 1 | Graduate Statistics | NRSG 602/802 Nursing Scholarship |
| NRSG 605/805 Pathophysiology for Advanced Practice Nurses I | NRSG 606/806 Applied Pharmacology for Advanced Practice Nurses | NRSG 607/807 Advanced Assessment Across the Life Span (5 weeks) |
| NRSG 662/862 Counseling Models in Advanced Psychiatric Mental Health Nursing | NRSG 663/863 Advanced Psychiatric Mental Health Nursing with Adults | In EVEN Years for 8 weeks session: NRSG 603/803 * Leadership in Nursing |
| NRSG 665/865 | | In ODD years for 8 weeks session: NRSG 609/809 * |
### Neuroscience of Psychopharmacology for Advanced Practice Nursing

<table>
<thead>
<tr>
<th>Year 2</th>
<th>NRSG 609/809 * Health Promotion for Populations OR NRSG 603/803 * Leadership in Nursing OR NRSG 604/804 Health Systems Innovation &amp; Improvement</th>
<th>NRSG 604/804 Health Systems Innovation &amp; Improvement OR NRSG 603/803 * Leadership in Nursing OR NRSG 609/809 * Health Promotion for Populations</th>
<th>NRSG 668/868 ** Practicum in Advanced Psychiatric Mental Health Nursing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NRSG 664/864 Advanced Psychiatric Mental Health Nursing with Children &amp; Adolescents</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>NRSG 668/868 ** Practicum in Advanced Psychiatric Mental Health Nursing</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* NRSG 602/802 and 603/803 are taught in the summer of even years; NRSG 604/805 and 609/809 are taught in the summer of odd years. These four core courses are also taught each fall and spring semesters.

** Need 7 credits total of NRSG 668/868 over one or more semesters. Can take in later semesters if needed.

### Three-year part-time plan of study

<table>
<thead>
<tr>
<th>FALL</th>
<th>SPRING</th>
<th>SUMMER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1  Graduate Statistics</td>
<td>NRSG 602/802 Nursing Scholarship</td>
<td>NRSG 607/807 Health Assessment Across the Life Span (5 weeks)</td>
</tr>
<tr>
<td>NRSG 605/805 Pathophysiology for Advanced Practice Nurses I</td>
<td>NRSG 604/804 Health Systems Innovation &amp; Improvement</td>
<td></td>
</tr>
<tr>
<td>Year 2  NRSG 662/862 Counseling Models in Advanced Psychiatric Mental Health Nursing</td>
<td>NRSG 663/863 Advanced Psychiatric Mental Health Nursing with Adults</td>
<td>NRSG 603/803 Leadership in Nursing (Even years) OR NRSG 609/809 Health Promotion for Populations (Odd years)</td>
</tr>
<tr>
<td>NRSG 665/865 Neuroscience of Psychopharmacology for Advanced Practice Nursing</td>
<td>NRSG 606/806 Applied Pharmacology for Advanced Practice Nurses</td>
<td></td>
</tr>
<tr>
<td>Year 3  NRSG 664/864 Advanced Psychiatric Mental Health Nursing with Children &amp; Adolescents</td>
<td>NRSG 668/868 * Practicum in Advanced Psychiatric Mental Health Nursing</td>
<td></td>
</tr>
<tr>
<td>NRSG 603/803 Leadership in Nursing OR NRSG 609/809 Health Promotion for Populations</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* 1 - 7 credits (need 7 credits total of NRSG 668/868 over 1 or more semesters. Can take in later semesters if needed.
G. Women’s Health NP

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NRSG 605/805</td>
<td>Pathophysiology for Advanced Practice Nurses I</td>
<td>3</td>
</tr>
<tr>
<td>NRSG 606/806</td>
<td>Applied Pharmacology for Advanced Practice Nurses</td>
<td>3</td>
</tr>
<tr>
<td>NRSG 607/807</td>
<td>Advanced Assessment Across the Life Span</td>
<td>3</td>
</tr>
<tr>
<td>NRSG 676/876</td>
<td>Primary Care &amp; Health Promotion in Women’s Health</td>
<td>2 - 4</td>
</tr>
<tr>
<td>NRSG 677/877</td>
<td>Acute Care &amp; Health Promotion in Women</td>
<td>3 - 6</td>
</tr>
<tr>
<td>NRSG 678/878</td>
<td>Chronic Care &amp; Health Promotion in Women</td>
<td>2 - 6</td>
</tr>
<tr>
<td>NRSG 684/884</td>
<td>Advanced Women's &amp; Children's Health Nursing Practicum</td>
<td></td>
</tr>
</tbody>
</table>

2 years full time  TOTAL for Women's Health NP  37 - 47

NP credentialing - Graduates are eligible to apply to take the Nurse Practitioner board certification exam in this specialty.

H. Nurse Leader/Executive

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NRSG 651/851</td>
<td>Health Care Systems &amp; Policy</td>
<td>3</td>
</tr>
<tr>
<td>NRSG 652/852</td>
<td>Organizational Improvements</td>
<td>4</td>
</tr>
<tr>
<td>NRSG 653/853</td>
<td>Analyzing Issues in Nursing Administration</td>
<td>2</td>
</tr>
<tr>
<td>NRSG 654/854</td>
<td>Introduction to Health Informatics</td>
<td>3</td>
</tr>
<tr>
<td>NRSG 655/855</td>
<td>Health Care Economics &amp; Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>NRSG 656/856</td>
<td>Developing Systems &amp; Infrastructures in Health Care Organizations</td>
<td>5</td>
</tr>
<tr>
<td>NRSG 657/857</td>
<td>Practicum in Managing &amp; Evaluating Health Care</td>
<td>5</td>
</tr>
</tbody>
</table>

TOTAL - Nurse Leader Executive  41

I. Nurse Educator Training

Students may seek the nurse educator training through one of two pathways:

1. Concurrent preparation as an advanced practice nurse in one of the college's master's programs specialty tracks
2. Through doctoral level (PhD or DNP) cognates required for students enrolled in the college's doctoral programs
3. As teacher training for RNs who already have a master's degree

There are four nurse educator courses for a total of 12 credits.
<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>NRSG 691/891</td>
<td>Designing and Evaluating Learner-Centered Curricula</td>
<td>3 cr</td>
</tr>
<tr>
<td>NRSG 692/892</td>
<td>Teaching &amp; Learning Strategies</td>
<td>3 cr</td>
</tr>
<tr>
<td>NRSG 693/893</td>
<td>Using Technology to Enhance Teaching &amp; Learning Strategies</td>
<td>3 cr</td>
</tr>
<tr>
<td>NRSG 694/894</td>
<td>Implementation of the Educator Role: Practicum</td>
<td>3 cr</td>
</tr>
</tbody>
</table>

**TOTAL for Nurse Educator Training** 12 cr

**Course Offering Schedule**

<table>
<thead>
<tr>
<th>NRSG</th>
<th>691/891</th>
<th>692/892</th>
<th>693/893</th>
<th>694/894</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-2016</td>
<td>Fall 2015</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spring 2016</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>Summer 2016</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>(Fall 2016)</td>
<td></td>
<td>X</td>
<td></td>
<td>TBD</td>
</tr>
</tbody>
</table>

**Additional Information Resources**

Additional information regarding the MSN Program is available on the College of Nursing website at:

http://www.unmc.edu/nursing/programs/masters-msn/index.html
POST-MASTER'S CERTIFICATE PROGRAM (PMC)

Purpose

The purpose of the Postmaster's Certificate (PMC) is to prepare nurses:

- for advanced practice, leadership or administration in a second specialty
- to teach in an existing specialty

Admission Requirements

- Master’s of Science degree in nursing (MSN) from an NLNAC, ACEB, or DDNE accredited program
- Cumulative GPA of 3.0 (on a 4.0 scale) for all graduate course work
- United States citizens, prior to admission to the graduate program, must be legally licensed to practice nursing in one of the 50 states
- Completed application
- Prior to enrollment in clinical courses and those related to the conduct of research students must hold an active registered nurse license in the particular state/states in which participating in clinical practice and research activities
- Three letters of recommendation: (Suggested to include: Faculty, manager at nursing job, nurse practitioners)
- Personal interview with graduate faculty member in the area of concentration to which the student has applied
- Personal Statement including a description of goals relative to applicant’s professional career
- An undergraduate course in health assessment or its equivalent (not required for nurse leader/administrator/executive
- An undergraduate course in nursing research
- Students with experience in research may challenge the graduate research course
- Graduate Record Exam (GRE) is not required

Post-Master's Certificate Options

A PMC can be earned in any of our MSN specialty track choices listed above:

- Adult–Gerontology Acute Care Nurse Practitioner
- Adult-Gerontology Acute Care Clinical Nurse Specialist
- Adult–Gerontology Primary Care Nurse Practitioner
- Family Nurse Practitioner
- Pediatrics Primary Care Nurse Practitioner
- Family Psychiatric Mental Health Nurse Practitioner
- Women’s Health Nurse Practitioner
Nurse Leader/Administrator/Executive
Nurse Educator (courses can also be taken concurrently with any specialty track above)

PMC completion qualifies students to apply to take the appropriate Nurse Practitioner (NP), Clinical Nurse Specialist (CNS), or Nurse Leader/Administrator/Executive board certification exam as noted in the section on certification following completion of the MSN degree program.

Online Application

Applicants complete an online application through the Centralized Application Service for Nursing Programs (NursingCAS) at: http://nursingcas.org

Supplemental materials will be completed by the applicant and sent directly to the College of Nursing. Applicants are responsible for ensuring that all required documents are received by the published deadlines. Applications and supplemental materials received by the published deadlines will be given full consideration.

Admission Deadlines

The MSN/PMC specialty tracks below admit students once annually.

<table>
<thead>
<tr>
<th>MSN/PMC Specialty</th>
<th>Application Opens</th>
<th>Application Due</th>
<th>Program Start</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult-Gerontological NP/CNS Family NP</td>
<td>October 15</td>
<td>February 1</td>
<td>August</td>
</tr>
<tr>
<td>Pediatric NP</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family Psychiatric Mental Health NP</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Women's Health NP</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The MSN/PMC specialty tracks below admit students twice annually.

<table>
<thead>
<tr>
<th>MSN/PMC Specialty</th>
<th>Application Opens</th>
<th>Application Due</th>
<th>Program Start</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nurse Leader/Executive</td>
<td>October 15</td>
<td>February 1</td>
<td>August</td>
</tr>
<tr>
<td></td>
<td>April 1</td>
<td>August 1</td>
<td>January</td>
</tr>
</tbody>
</table>

(NP = Nurse Practitioner  CNS = Clinical Nurse Specialist)

Additional Information Resources

Additional information regarding the PMC Program is available at the College of Nursing website at:

http://www.unmc.edu/nursing/programs/postmasters-pmc/index.html
 Purpose 

The purpose of the Doctor of Nursing Practice program is to prepare individuals for the highest level of nursing leadership and practice within organizations and systems, with the ultimate goal of improving health care for diverse populations. The DNP program focuses on providing education in key areas such as evidence-based practice, quality improvement and systems leadership.

 Goal 

The goal of the Doctor of Nursing Practice (DNP) program is to prepare graduates for the highest level of nursing leadership and practice within organizations and systems, to improve health care delivery and patient outcomes at all levels and for diverse populations, to serve as faculty in nursing education programs, and to translate research findings for clinical practice.

Approved by PGNP Curriculum Committee October 2012

 Program Outcomes 

Upon completion of the program, graduates will be able to:

1. Develop and evaluate new practice approaches based on theories and empirical evidence from nursing and other disciplines.
2. Demonstrate organizational and systems leadership for quality improvement/patient safety for health care systems and populations.
3. Design, implement and evaluate processes to improve health practices and outcomes at the institutional, local, state, regional, national, and international health delivery levels.
4. Demonstrate leadership in the selection, use, evaluation, and design of information systems/technology for improvement and transformation of health care.
5. Lead the development, implementation, and evaluation of health policy and its impact on health outcomes at the institutional, local, state, regional, national, and international health care delivery levels.
7. Design, implement, and evaluate care delivery models and strategies to improve population health.
8. Demonstrate advanced levels of accountability and systems thinking to advance and uphold professional nursing values.
9. Demonstrate advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating care in complex situations.

Approved by the University of Nebraska Board of Regents: January, 2011
Admission Requirements for BSN to DNP

- BSN degree or equivalent from an Accreditation Commission for Education in Nursing (ACEN) or Commission on Collegiate Nursing Education (CCNE) accredited school of nursing
- Have a minimum GPA of 3.0 on a 4.0 scale
- Proof of current license to practice as a Registered Nurse in one of the 50 states in the US

Admission Requirements for MSN to DNP

- MSN degree or equivalent from an Accreditation Commission for Education in Nursing (ACEN) or Commission on Collegiate Nursing Education (CCNE) accredited school of nursing
  - Have a master’s degree in nursing leadership/administration/executive or a clinical specialization to prepare graduates as an advanced practice registered nurse (APRN), (Nurse Practitioner or Clinical Nurse Specialist)
  - Have a minimum GPA of 3.4 on a 4.0 scale
- Proof of current license to practice as a Registered Nurse in one of the 50 states in the US

Online Application

Applicants complete an online application through the Centralized Application Service for Nursing Programs (NursingCAS) at: http://nursingcas.org

Supplemental materials will be completed by the applicant and sent directly to the College of Nursing. Applicants are responsible for ensuring that all required documents are received by the published deadlines. Applications and supplemental materials received by the published deadlines will be given full consideration.

Admission Deadlines

DNP students are admitted once annually.

<table>
<thead>
<tr>
<th>DNP Program</th>
<th>Application Opens</th>
<th>Application Due</th>
<th>Program Start</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSN to DNP</td>
<td>October 1</td>
<td>January 15*</td>
<td>May</td>
</tr>
<tr>
<td>BSN to DNP</td>
<td>October 1</td>
<td>January 15*</td>
<td>August</td>
</tr>
</tbody>
</table>

*January 15

- Online application deadline, this includes receipt by NursingCAS of all transcripts and letters of reference
- Supplemental materials must be received by College of Nursing
Plan of Study

The DNP program for the BSN to DNP is a 66-70 credit program based on advanced practice specialization in the DNP program. Refer to the BSN to DNP plans of study. The DNP program for the MSN to DNP is a 35-credit program. All DNP students complete a DNP project in their program. Elective courses are also possible, based on a student’s career goals and consultation with his/her faculty advisor.

Requirements for DNP Program – 2015-2016

Required Coursework – All DNP students take the required courses*

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Semester taught</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOS 806</td>
<td>Biostatistics</td>
<td>Fall, Spring</td>
<td>3</td>
</tr>
<tr>
<td>EPI 820</td>
<td>Epidemiology</td>
<td>Fall, Spring</td>
<td>3</td>
</tr>
<tr>
<td>NRSG 701</td>
<td>Implementing Evidence-Based Practice</td>
<td>Fall</td>
<td>3</td>
</tr>
<tr>
<td>NRSG 702</td>
<td>Methods for Assessing Clinical Practice Outcomes</td>
<td>Fall</td>
<td>3</td>
</tr>
<tr>
<td>NRSG 703</td>
<td>Changing Complex Systems to Improve Health Care Delivery</td>
<td>Spring</td>
<td>4</td>
</tr>
<tr>
<td>NRSG 704</td>
<td>Clinical Inquiry Minimum 7 credit hours (315 clinical practicum hours)</td>
<td>Ongoing, after completion of prerequisites</td>
<td>Minimum of 7</td>
</tr>
<tr>
<td>NRSG 705</td>
<td>Clinical Inquiry Development of the Capstone Proposal Problem Statement</td>
<td>Summer</td>
<td>1</td>
</tr>
<tr>
<td>NRSG 706</td>
<td>Clinical Inquiry Development of the Capstone Proposal Literature Review</td>
<td>Fall</td>
<td>1</td>
</tr>
<tr>
<td>NRSG 707</td>
<td>Clinical Inquiry Development of the Capstone Proposal Conceptual Framework and Methods</td>
<td>Fall</td>
<td>1</td>
</tr>
<tr>
<td>NRSG 709</td>
<td>Health Care Policy</td>
<td>Spring</td>
<td>3</td>
</tr>
<tr>
<td>NRSG 731</td>
<td>Transformational Leadership</td>
<td>Summer</td>
<td>3</td>
</tr>
<tr>
<td>NSRG 755</td>
<td>Health Care Economics and Financial Management</td>
<td>Fall</td>
<td>3</td>
</tr>
</tbody>
</table>

*BSN to DNP student have an integrated plan of study that includes the required DNP courses and additional courses to meet MSN essentials. Refer to BSN to DNP program plans of study.
### Pre-Requisites and Co-Requisites

<table>
<thead>
<tr>
<th>Course</th>
<th>Pre-requisite</th>
<th>Pre- or Co-requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOS 806 or approved graduate level statics course</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>EPI 820: Epidemiology</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>NRSG 701: Implementing Evidence-Based Practice</td>
<td>NRSG 731 Biostatistics</td>
<td>None</td>
</tr>
<tr>
<td>NRSG 702: Methods for Assessing Clinical Practice Outcomes</td>
<td>NRSG 731 Biostatistics</td>
<td>NRSG 701 Biostatistics</td>
</tr>
<tr>
<td>NRSG 703: Changing Complex Systems to Improve Health Care Delivery</td>
<td>NRSG 731 Biostatistics</td>
<td>NRSG 709 EPI 820</td>
</tr>
<tr>
<td>NRSG 704: Clinical Inquiry</td>
<td>NRSG 703 or permission of DNP Faculty Advisor and DNP Program Director</td>
<td>None</td>
</tr>
<tr>
<td>Nursing 705: Clinical Inquiry Development of the Capstone Proposal Problem Statement</td>
<td>Admission to DNP Program</td>
<td>None</td>
</tr>
<tr>
<td>Nursing 706: Clinical Inquiry Development of the Capstone Proposal Literature Review</td>
<td>Same as NRSG 701 NRSG 701</td>
<td>NRSG 701</td>
</tr>
<tr>
<td>Nursing 707: Clinical Inquiry Development of the Capstone Proposal Conceptual Framework and Methods</td>
<td>Same as NRSG 702 NRSG 702</td>
<td>NRSG 702</td>
</tr>
<tr>
<td>NRSG 709: Health Care Policy</td>
<td>NRSG 731</td>
<td>None</td>
</tr>
<tr>
<td>NRSG 731: Transformational Leadership</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>** May be taken concurrently w/ Biostatistics. Pre-or co-requisite for all other DNP courses</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>NRSG 755: Health Care Economics and Financial Management</td>
<td>NRSG 731</td>
<td>None</td>
</tr>
</tbody>
</table>

### Adult-Gero Acute Care NP: BSN to DNP Plan of Study

<table>
<thead>
<tr>
<th>Course: Number and Name</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Y1</strong></td>
</tr>
<tr>
<td>NRSG 605/805 Pathophysiology for Advanced Practice Nurses (3 cr.)</td>
</tr>
<tr>
<td>NRSG 609/809 Health Promotion for Populations (3 cr.)</td>
</tr>
<tr>
<td>Graduate Statistics (3 cr.)</td>
</tr>
<tr>
<td><strong>Spring Y1</strong></td>
</tr>
<tr>
<td>NRSG 709 Health Care Policy (3 cr.)</td>
</tr>
<tr>
<td>NRSG 606/806 Applied Pharmacology for Advanced Practice Nurses (3 cr.)</td>
</tr>
<tr>
<td>EPI 820 Epidemiology (3 cr.)</td>
</tr>
<tr>
<td><strong>Summer Y2</strong></td>
</tr>
<tr>
<td>NRSG 731 Transformational Leadership (3 cr.)</td>
</tr>
<tr>
<td>NRSG 607/807 Advanced Assessment Across the Lifespan (3 cr.)</td>
</tr>
<tr>
<td><strong>Fall Y2</strong></td>
</tr>
<tr>
<td>NRSG 701 Implementing Evidence Based Practice (3 cr.)</td>
</tr>
<tr>
<td>NRSG 705 Clinical Inquiry: Problem Statement (1 cr.)</td>
</tr>
<tr>
<td>NRSG 702 Methods for Assessing Clinical Practice Outcomes (3 cr.)</td>
</tr>
<tr>
<td>NRSG 616/816 Adult-Gero Comprehensive Assessment, Health Promotion and Risk Management (1 cr.)</td>
</tr>
<tr>
<td>NRSG 617/817 Adult-Gero Across the Lifespan I: Common Health Problems (1 cr.)</td>
</tr>
</tbody>
</table>
NRSG 631/831: Adult-Gero Acute Care NP Comprehensive Assessment Practicum (3 cr.)

Spring Y2
NRSG 703 Changing Complex Systems to Improve Health Care (4 cr.—2cr/2cr clinical)
NRSG 618/818 Adult-Gero Across the Lifespan II: Acute & Episodic Adult Health Problems (2 cr.)
NRSG 620/820 Adult-Gero Acute Care Nurse Practitioner I (3 cr.)
NRSG 706 Clinical Inquiry: Review of Literature (1 cr.)
NRSG 707 Clinical Inquiry: Conceptual Framework and Methods (1 cr.)

Summer Y3
NRSG 704 Clinical Inquiry (2 cr.)

Fall Y3
NRSG 755 Health Care Economics and Financial Management (3 cr.)
NRSG 704 Clinical Inquiry (2 cr.)
NRSG 615/815: Adult-Gero Across the Lifespan III: Transitional Care of Adults with chronic health problems (2 cr.)
NRSG 624/824: Adult-Gero Acute Care Nurse Practitioner II (3 cr.)

Spring Y3
NRSG 704 Clinical Inquiry (3 cr.)
NRSG 633/833: Adult-Gero Across the Lifespan IV: Adult-Geriatric Syndromes (2 cr.)
NRSG 628/828: Adult-Gero Acute Care Nurse Practitioner III (5 cr.)

Adult-Gero Clinical Nurse Specialist: BSN to DNP Program

<table>
<thead>
<tr>
<th>Course: Number and Name</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Y1</strong></td>
</tr>
<tr>
<td>NRSG 605/805 Pathophysiology for Advanced Practice Nurses (3 cr.)</td>
</tr>
<tr>
<td>NRSG 609/809 Health Promotion for Populations (3 cr.)</td>
</tr>
<tr>
<td>Graduate Statistics (3 cr.)</td>
</tr>
<tr>
<td><strong>Spring Y1</strong></td>
</tr>
<tr>
<td>NRSG 709 Health Care Policy (3 cr.)</td>
</tr>
<tr>
<td>NRSG 606/806 Applied Pharmacology for Advanced Practice Nurses (3 cr.)</td>
</tr>
<tr>
<td>EPI 820 Epidemiology (3 cr.)</td>
</tr>
<tr>
<td><strong>Summer Y2</strong></td>
</tr>
<tr>
<td>NRSG 731 Transformational Leadership (3 cr.)</td>
</tr>
<tr>
<td>NRSG 607/807 Advanced Assessment Across the Lifespan (3 cr.)</td>
</tr>
<tr>
<td><strong>Fall Y2</strong></td>
</tr>
<tr>
<td>NRSG 701 Implementing Evidence Based Practice (3 cr.)</td>
</tr>
<tr>
<td>NRSG 705 Clinical Inquiry: Problem Statement (1 cr.)</td>
</tr>
<tr>
<td>NRSG 702 Methods for Assessing Clinical Practice Outcomes (3 cr.)</td>
</tr>
<tr>
<td>NRSG 616/816 Adult-Gero Comprehensive Assessment, Health Promotion and Risk Management (1 cr.)</td>
</tr>
<tr>
<td>NRSG 617/817 Adult-Gero across the Lifespan I: Common Health Problems (1 cr.)</td>
</tr>
<tr>
<td>NRSG 632/832: Adult-Gero CNS Comprehensive Assessment Practicum (3 cr.)</td>
</tr>
<tr>
<td><strong>Spring Y2</strong></td>
</tr>
<tr>
<td>NRSG 703 Changing Complex Systems to Improve Health Care (4 cr.—2cr/2cr clinical)</td>
</tr>
<tr>
<td>NRSG 618/818 Adult-Gero Across the Lifespan II: Acute &amp; Episodic Adult Health Problems (2 cr.)</td>
</tr>
<tr>
<td>NRSG 621/821 Adult-Gero Clinical Nurse Specialist I (3 cr.)</td>
</tr>
<tr>
<td>NRSG 706 Clinical Inquiry: Review of Literature (1 cr.)</td>
</tr>
<tr>
<td>NRSG 707 Clinical Inquiry: Conceptual Framework and Methods (1 cr.)</td>
</tr>
<tr>
<td><strong>Summer Y3</strong></td>
</tr>
<tr>
<td>NRSG 704 Clinical Inquiry (2 cr.)</td>
</tr>
</tbody>
</table>
### Fall Y3
- NRSG 755 Health Care Economics and Financial Management (3cr)
- NRSG 704 Clinical Inquiry (2 cr.)
- NRSG 615/815: Adult-Gero Across the Lifespan III: Transitional Care of Adults with chronic health problems (2 cr.)
- NRSG 625/825: Adult-Gero Clinical Nurse Specialist II (3 cr.)

### Spring Y3
- NRSG 704 Clinical Inquiry (3 cr.)
- NRSG 633/833: Adult-Gero Across the Lifespan IV: Adult-Geriatric Syndromes (2 cr.)
- NRSG 629/829: Adult-Gero Clinical Nurse Specialist III (5 cr.)

### Adult-Gero Primary Care NP: BSN to DNP Program

<table>
<thead>
<tr>
<th>Course: Number and Name</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Y1</strong></td>
</tr>
<tr>
<td>NRSG 605/805 Pathophysiology for Advanced Practice Nurses (3 cr.)</td>
</tr>
<tr>
<td>NRSG 609/809 Health Promotion for Populations (3 cr.)</td>
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<tr>
<td>Graduate Statistics (3 cr.)</td>
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<tr>
<td><strong>Spring Y1</strong></td>
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<tr>
<td>NRSG 709 Health Care Policy (3 cr.)</td>
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<tr>
<td>NRSG 606/806 Applied Pharmacology for Advanced Practice Nurses (3 cr.)</td>
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<tr>
<td>EPI 820 Epidemiology (3 cr.)</td>
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<td><strong>Summer Y2</strong></td>
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<tr>
<td>NRSG 731 Transformational Leadership (3 cr.)</td>
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<tr>
<td>NRSG 607/807 Advanced Assessment Across the Lifespan (3 cr.)</td>
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<td>NRSG 701 Implementing Evidence Based Practice (3 cr.)</td>
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<tr>
<td>NRSG 705 Clinical Inquiry: Problem Statement (1 cr.)</td>
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<td>NRSG 702 Methods for Assessing Clinical Practice Outcomes (3 cr.)</td>
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<tr>
<td>NRSG 616/816 Adult-Gero Comprehensive Assessment, Health Promotion and Risk Management (1 cr.)</td>
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<td>NRSG 617/817 Adult-Gero Across the Lifespan I: Common Health Problems (1 cr.)</td>
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<tr>
<td>NRSG 703 Changing Complex Systems to Improve Health Care (4 cr.—2cr/2cr clinical)</td>
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<tr>
<td>NRSG 618/830 Adult-Gero Across the Lifespan II: Acute &amp; Episodic Adult Health Problems (2 cr.)</td>
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<td>NRSG 755 Health Care Economics and Financial Management (3cr)</td>
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### Family NP: BSN to DNP Program

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<tr>
<td>NRSG 605/805 Pathophysiology for Advanced Practice Nurses (3 cr.)</td>
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<td>NRSG 609/809 Health Promotion for Populations (3 cr.)</td>
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<tr>
<td>NRSG 606/806 Applied Pharmacology for Advanced Practice Nurses (3 cr.)</td>
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<td>EPI 820 Epidemiology (3 cr.)</td>
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<tr>
<td>NRSG 731 Transformational Leadership (3 cr.)</td>
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<td>NRSG 607/807 Advanced Assessment Across the Lifespan (3 cr.)</td>
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<td>NRSG 639/839 Primary Health Care of Older Families (6 cr.)</td>
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<td>NRSG 640/840 Primary Health Care of Families (6 cr.)</td>
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### Nurse Leader/Administrator/Executive: BSN to DNP Program

**EXEMPLAR Plan of Study: Full Time**

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<tr>
<td>NRSG 652/852: Organizational Improvement (4 cr; 2/2)</td>
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<td>Graduate Statistics (3 cr.)</td>
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<td>NRSG 651/851 Health Care Delivery Systems (3 cr; 2,1)</td>
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<td>EPI 820 Epidemiology (3 cr.)</td>
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<tr>
<td>NRSG 654/854: Nursing Informatics (3 cr)</td>
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<tr>
<td>NRSG 731 Transformational Leadership (3 cr.)</td>
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<td>NRSG 653/853: Analyzing Issues in Nursing Administration (2 cr, 0/2)</td>
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### Pediatric Primary Care NP: BSN to DNP Program

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<td>NRSG 609/809 Health Promotion for Populations (3 cr.)</td>
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<tr>
<td>NRSG 709 Health Care Policy (3 cr.)</td>
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<tr>
<td>NRSG 606/806 Applied Pharmacology for Advanced Practice Nurses (3 cr.)</td>
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<tr>
<td>EPI 820 Epidemiology (3 cr.)</td>
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<td><strong>Summer Y2</strong></td>
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<tr>
<td>NRSG 731 Transformational Leadership (3 cr.)</td>
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<tr>
<td>NRSG 607/807 Advanced Assessment Across the Lifespan (3 cr.)</td>
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<td><strong>Fall Odd Y2</strong></td>
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<tr>
<td>NRSG 701 Implementing Evidence Based Practice (3 cr.)</td>
</tr>
<tr>
<td>NRSG 705 Clinical Inquiry: Problem Statement (1 cr.)</td>
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<td>NRSG 702 Methods for Assessing Clinical Practice Outcomes (3 cr.)</td>
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<tr>
<td>NRSG 671/871 Primary Care &amp; Health Promotion in Children’s Health (5 cr.)</td>
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<td>NRSG 703 Changing Complex Systems to Improve Health Care (4 cr. — 2cr/2cr clinical)</td>
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<td>NRSG 672/872 Primary Care of Children II: Acute Health Problems (5 cr.)</td>
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<td>NRSG 707 Clinical Inquiry: Conceptual Framework and Methods (1 cr.)</td>
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<tr>
<td>NRSG 704 Clinical Inquiry (2 cr.)</td>
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<td><strong>Fall Odd Y3</strong></td>
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<tr>
<td>NRSG 755 Health Care Economics and Financial Management (3 cr.)</td>
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<td>NRSG 704 Clinical Inquiry (2 cr.)</td>
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<td>NRSG 673/873 Primary Care of Children III: Chronic Health Problems (6 cr.)</td>
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Psychiatric Mental Health NP: BSN to DNP Program

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Women’s Health NP: BSN to DNP Program

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<td><strong>Fall Y1</strong></td>
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</table>
### REQUIREMENTS FOR DNP PROGRAM COMPLETION

At the completion of the DNP program, students are recognized for:

1. Submission of a DNP Integrated Scholarly Portfolio
2. Completion of DNP Project

### DNP Options for Certification

DNP students and graduates are encouraged to complete certification in a relevant content area based on individual career goals and areas of study. DNP graduates who are certified as nurse practitioners or clinical nurse specialists are strongly encouraged to maintain that certification as evidence of clinical knowledge and skill. There are additional options for certification that relate to those DNP students and graduates who have a nursing leadership/administration/executive focus that includes: Advanced Nurse Executive (NEA-BC), Nurse Executive (NE-BC or CENP), or as a Certified Nurse Manager and Leader (CNML).

### Additional Information Resources

Additional information regarding the DNP Program is available at the College of Nursing website:

- http://mycon.unmc.edu
DOCTOR OF PHILOSOPHY IN NURSING (PhD)

Purpose

The purpose of the PhD program is to prepare nurse scientists to be transformational leaders in the discovery of knowledge to improve health and advance the profession of nursing. Nurse scientists improve the health of human beings through the development, testing and dissemination of nursing science. The doctoral program is committed to quality graduate education and to a learning environment that prepares graduates for leadership roles in research, education, practice policy, and academic administration.

Competencies

Graduates of the doctor of philosophy in nursing program will be prepared to:

1. Master in-depth theoretical and research knowledge in an area of emphasis.
2. Generate and test knowledge for patient care, health systems, or nursing education.
3. Collaborate with interdisciplinary colleagues to conduct team science.
4. Utilize professional judgment in the conduct of research with regard to legal, ethical, political, cultural, and economic implications.
5. Analyze the evolution of nursing science and the implications for the roles and responsibilities of nurse scholars.
6. Demonstrate leadership in education, professional organizations, and various professional and public groups.
7. Communicate research findings, as well as their implications for policy, nursing practice, and the profession, to lay and professional audiences.

Admission Requirements

In addition to the requirements of the Graduate College of the University of Nebraska, the College of Nursing considers students for admission to the PhD Program. Requirements for admission to the PhD Program in addition to those listed in the Graduate Studies Bulletin include:

a. BSN or Master’s degree in nursing from an accredited school. Students without a master’s degree in nursing may be accepted into the BSN to PhD program. Necessary master’s course work will be completed under the supervision of the advisor.

b. General congruence between research interests of the applicant with a faculty research advisor, the program’s goals, and the resources of the University.

Approved by PhD Affairs Council January 2011

CON Policy 5.4.1 January 2013
c. Professional accomplishments as evidenced by a biographical sketch including a description of the applicant’s goals relative to his/her professional career.
d. A minimum grade point average of 3.2 in the BSN and/or master’s program.
e. Graduate Record Examination (GRE) scores.
f. Evidence of capacity for original scholarship and research in nursing.
g. Evidence of the ability to communicate in a scholarly manner both orally and in writing.
h. Participation in an interview with a minimum of two doctoral program faculty members with one of the two faculty being a potential research interest match.
i. Three letters of reference (preferably from persons holding a doctorate): two academic references, preferably one reference focusing on the applicant’s research ability, and one professional performance reference.

United States citizens, prior to admission to the graduate program, must have successfully passed the NCLEX and be legally licensed to practice nursing in one of the 50 states. Foreign citizens entering the MSN-PhD program will need to successfully pass the NCLEX before being accepted to the program, and be legally licensed to practice nursing in the United States and shall provide evidence that they have the equivalent of a master’s degree in nursing. Exceptions may be made on an individual basis. Foreign citizens entering the BSN-PhD will be expected to pass the NCLEX as part of their degree program and prior to engaging in any clinical activity including conducting research.

If applicable, students must meet Registered Nurse Licensure requirements in the particular state/states in which they will be performing data collection.

Approved by PhD Affairs Council January 2013

Procedures:
1. The PhD program faculty recommends applicants for admission to the PhD program to the PhD Affairs Council. The PhD Affairs Council then recommends applicants for admission to the Dean for Graduate Studies. The applicant may appeal the recommendation of the PhD Affairs Council according to Graduate College policy as listed in the Graduate College Bulletin.
2. Applications for admission are reviewed by the PhD Program Faculty and the PhD Affairs Council annually in January.
3. There are additional UNMC Graduate Studies Requirements (e.g. CPR, immunizations) that can be found at http://www.unmc.edu/nursing/Graduate_Graduate_Studies.htm. Accepted students will be notified upon admission and required to complete the requirements prior to matriculation.

Additional CON information regarding PhD in Nursing Admissions Requirements can be found at:

http://www.unmc.edu/nursing/programs/doctor-of-philosophy-phd/phd-admission-steps.html
Online Application

Applicants complete an online application through the Centralized Application Service for Nursing Programs (NursingCAS) at: http://nursingcas.org

Supplemental materials will be completed by the applicant and sent directly to the College of Nursing. Applicants are responsible for ensuring that all required documents are received by the published deadlines. Applicants and supplemental materials received by the published deadlines will be given full consideration.

Admission Deadlines

PhD students are admitted once annually

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<tr>
<th>PhD Program</th>
<th>Application Opens</th>
<th>Application Due</th>
<th>Program Start</th>
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<tbody>
<tr>
<td>MSN to PhD</td>
<td>October 1</td>
<td>January 15*</td>
<td>May</td>
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<tr>
<td>BSN to PhD</td>
<td>October 1</td>
<td>January 15*</td>
<td>August</td>
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*January 15
- Online application deadline, this includes receipt by NursingCas of all transcripts and letters of reference
- Supplemental materials must be received by College of Nursing

Areas of Research Emphasis

The UNMC College of Nursing has faculty ready to serve on dissertation committees that focus on the following areas:

1. Promoting and managing health in at-risk populations and in chronic illness
2. Health Systems and Quality (leadership, policy, administration)
3. Nursing Education (undergraduate and graduate)

Additional information regarding PhD Research Focus Areas can be found at:

http://www.unmc.edu/nursing/programs/doctor-of-philosophy-phd/research-focus-areas.html
## PhD Core Curriculum

### Minimum Required Courses – all **10 courses must be taken**

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<thead>
<tr>
<th>Course</th>
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<td>NRSG 909/709</td>
<td>Health Care Policy</td>
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<tr>
<td>NRSG 917</td>
<td>Independent Study in Nursing Science - State of the Science</td>
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<td>NRSG 930</td>
<td>Socialization to the Scholarly Role</td>
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<td>NRSG 931/731</td>
<td>Transformational Leadership</td>
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<td>NRSG 932</td>
<td>Philosophy of Nursing Science</td>
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<tr>
<td>NRSG 933</td>
<td>Theory Development in Nursing &amp; Health Sciences</td>
<td>3</td>
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<tr>
<td>NRSG 934</td>
<td>Qualitative Research Methods</td>
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<td>NRSG 935</td>
<td>Quantitative Research Methods</td>
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<tr>
<td>NRSG 936</td>
<td>Research Practicum</td>
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<td>NRSG 937</td>
<td>Proposal Development &amp; Grant Administration</td>
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### Statistics Courses

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<td>BIOS 808</td>
<td>Biostatistics II (COPH)</td>
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### Cognates

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<td>Courses from other disciplines and/or nursing in areas of concentration study (4 courses including NRSG 917 to be taken prior to or concurrent with NRSG 937 &amp; 936)</td>
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### Dissertation

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<td>NRSG 998</td>
<td>Doctoral Seminar (every Fall &amp; Spring semester between completion of coursework and final defense)</td>
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<td>NRSG 999</td>
<td>Doctoral Dissertation (minimum)</td>
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*Approved by the PAC June 2012*

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**Total Required Credits**

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<tr>
<td>BSN to PhD</td>
<td><strong>80 + cr</strong></td>
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SAMPLE PLAN OF STUDY for Full Time PhD Student with MSN

**Year One**
- Summer: NRSG 930, 931
- Fall: NRSG 932, 933, Statistics
- Spring: NRSG 934, 935, Statistics

**Year Two**
- Summer: NRSG 917, Cognate
- Fall: NRSG 937, Cognates
- Spring: NRSG 909/709, 936, Cognate

**Year Three**
- Summer: Comprehensive Exam
- Fall: NRSG 998, 999
- Spring: NRSG 998, 999

**Year Four**
- Summer: NRSG 999
- Fall/Spring: NRSG 998 (if needed), 999
- Spring: NRSG 999 (if needed)

**Year Five**
- NRSG 999 (if needed)
- Oral defense of dissertation
- Manuscript submission
## SAMPLE PLAN OF STUDY for
Part Time PhD Student Without Statistics Prior To Enrollment

### Year One

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### Year Two

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### Year Three

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### Year Four

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### Year Five

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<td>Spring</td>
<td>NRSG 999 (if needed)</td>
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BSN to PhD

Created expressly for academically strong BSN graduates who want to be educators and researchers. Full-time students can complete their PhD degree in 4-1/2 to 5 years without all the clinical requirements of the MSN program. All features and benefits of the traditional PhD program apply, including faculty advisor support and mentoring.

Students first complete 12-15 hours of courses to obtain a MSN-level specialty (required by many state boards of nursing for faculty roles). Actual number of credits depends on the clinical specialty and your career goals.

First year study consists of specialty and statistics courses. Core PhD courses begin in the second year of full-time study.

Students are encouraged to take education courses and the teaching practicum and/or work as a graduate teaching assistant for at least one semester. Students can plan to take “full clinical” hours and be eligible to take a specialty certification exam near the end of their program.

Additional Information Resources

Additional information regarding the PhD Program is available at the College of Nursing website at:

Graduate Program Faculty

Professor
Sue Barnason, Ann Berger, Catherine Bevil, Marlene Cohen, Liane Connelly, Mary Cramer, Kathryn Fiandt, Kathleen Hanna, Julia Houfek, Katherine Kaiser, Bunny Pozehl, Jana Pressler, Carol Pullen, Sheila Ryan, Karen Schumacher, Juliann Sebastian, Lynnette Leeseberg Stamler, Nancy Waltman, Bernice Yates, Lani Zimmerman

Associate Professor
Joyce Black, Diane Brage Hudson, Lynne Buchanan, Christie Campbell-Grossman, Claudia Chaperon, Janet Cuddigan, Kathleen Duncan, Karen Grigsby, Teresa Hultquist, Margaret Kaiser, Louise LaFramboise, Connie Miller, Audrey Nelson, Peggy Pelish, Kim Rodehorst, Paula Schulz, Cheryl Thompson, Janice Twiss, Shirley Wiggins

Assistant Professor
Trina Aguirre, Beth Burbach, Beth Culross, Christine Eisenhauer, Mary Filipi, Margaret Ole Fleck, Kelly Gonzales, Melody Hertzog, Rebecca Keating-Leffler, Suhasini Kotcherlakota, Rebecca Kreman, Kevin Kupzyk, Mary Mertz, Tiffany Moore, Kathy Morris, Janet Nieveen, Linda Sather, Yaewon Seo, Barbara Swore-Fletcher, Susan Wilhelm, Deborah Wisnieski, Lufei Young

Professional Graduate Nursing Program Admissions, Progression, Graduation and Scholarship Committee (PGNPA)
(Members) Kathy Duncan (Chair), Trina Aguirre, Lynne Buchanan, Kelly Gonzales, Julie Houfek, Peggy Pelish, Paula Schulz, Janice Twiss
(Ex-officio Members) Sue Barnason, Ann Berger, Will Roberts, Lynnette Leeseberg Stamler

Professional Graduate Nursing Program Curriculum Committee (PGNPC)
(Members) Janice Twiss (Chair), Diane Brage-Hudson, Christie Campbell-Grossman, Claudia Chaperon, Barb Fletcher, Suhasini Kotcherlakota,
(Ex-officio Members) Sue Barnason, Ann Berger, Teresa Hultquist, Rolee Kelly, Will Roberts, Juliann Sebastian, Lynnette Leeseberg Stamler
APPENDIX I
Baccalaureate Program (BSN) Courses

BSN Course Descriptions
Credit allowance for nursing courses is based on a semester. Each class hour earns 1 credit hour. Clinical/laboratory hours are computed on a basis of 1 credit hour for each three-hour clinical/laboratory period.

TRADITIONAL BSN Program

SEMESTER 1 Course Descriptions

NRSG 311 Pathophysiologic Alterations in Health I
This course focuses on the pathophysiologic basis for alterations in health across the life course. Theories of disease causation will be explored. Acquired, immune, infectious, carcinogenic, genetic, and biochemical alterations in health in selected body systems will be presented with an emphasis on etiology, cellular and systemic pathophysiologic responses and clinical manifestations. Interdisciplinary management will be introduced. Together with Pathophysiologic Alterations in Health II, this course is intended to provide a comprehensive understanding of pathophysiology.
PREREQUISITE COURSES: Anatomy, physiology or permission of instructor
CREDIT ALLOCATION: 2 credits, classroom

NRSG 312 Health Assessment Across the Life Course
This course will focus on a conceptual approach to the holistic assessment of a well person. Assessment of critical periods and life events from pre-birth, birth, infant, child, adolescent, adult, older adult through end of life are included. Students will obtain health histories, identify risk factors, and develop health assessment skills in the physiologic, psychosocial (cognitive/mental, emotional, behavioral, social), developmental and spiritual dimensions within environments. Students will identify the data elements and potential data values associated with each of these assessments; separating normal findings from alterations from normal. Students will participate in active learning experiences in laboratory and simulation settings which will assess the student's beginning ability to convert data to information and apply appropriate knowledge to critical thinking and the decision making process.
CREDIT ALLOCATION: 4 credits: 2.5 classroom; 1.5 lab

NRSG 313 Patient Centered Care I
This course introduces students to many of the fundamental concepts of caregiving. A large part of the course focuses on wellness and health promotion, with students learning to motivate and educate patients to achieve or maintain optimum health. Screening and early intervention are stressed. Patient characteristics and attributes and the impact of health determinants are considered. As students progress, they are introduced to other principles of caregiving in such areas as stress and coping, mobility and elimination. Throughout the course, students are asked to integrate principles of therapeutic communication, inter-professional collaboration and safety.
PREREQUISITE/CONCURRENT COURSES: NRSG 312; NRSG 314
CREDIT ALLOCATION: 4 credits, classroom
NRSG 314 Patient Centered Care Clinical I
This course provides skill development and clinical experiences to augment the learning in all of the other first semester courses. The course provides opportunities for application and integration of primary and secondary prevention strategies, principles of health promotion, use of health information, assessment and planning related to patient profiles, evidence based practice, and teaching/learning motivational principles, therapeutic communication, inter-professional collaboration, and safety. In addition, students have opportunities to demonstrate the provision of nursing care to assist patients to meet basic needs, in a variety of settings. Students develop and practice skills in laboratory and clinical settings.
PREREQUISITE COURSES: NRSG 312, NRSG 313
CREDIT ALLOCATION: 3 credits, clinical/lab (9 clock hours/week)

NRSG 316 Evidence-Based Practice and Leadership in Nursing
This course is the first in a sequence of courses devoted to undergraduate level professional nursing concepts. Students will focus on the practical skills required to identify and appraise best evidence to support nursing practice. Roles of the professional nurse will be explored, including the attributes of leadership and the assimilation of professional values. Attention will be given to the professional issues of collaboration and teamwork, evidence-based practice, legal issues, ethics, safety, risk reduction, quality improvement and organizational systems in providing patient-centered care. The appropriate use of technology and informatics to leverage change in nursing care and continuous quality improvement and to assist in decision making will be integrated throughout the course.
PREREQUISITE COURSES: Statistics
CREDIT ALLOCATION: 3 credits, classroom

SEMESTER 2 Course Descriptions
NRSG 331 Pathophysiologic Alterations in Health II
This course focuses on the pathophysiologic basis for alterations in health across the life course. Theories of disease causation will be explored. Acquired, immune, infectious, carcinogenic, genetic, and biochemical alterations in health in selected body systems will be presented with an emphasis on etiology, cellular and systemic pathophysiologic responses and clinical manifestations. Interdisciplinary management will be introduced. This course, along with Pathophysiologic Alterations in Health I, is intended to provide a comprehensive basis of pathophysiology content.
PREREQUISITE COURSES: Anatomy and physiology or permission of instructor
CREDIT ALLOCATION: 2 credits, classroom

NRSG 332 Pharmacology for Healthcare Professionals
This course focuses on drug mechanism of actions, expected effects, side effects, adverse effects, contraindications, drug interactions, and professional nursing responsibilities in drug administration. Drug–related metabolism, expected cellular responses for special populations and groups will be explored. Health promotion as it relates to pharmacologic agents, drug safety, and evidence-based nursing implications for teaching, medication administration and monitoring will be included.
PRE- OR CONCURRENT COURSE REQUISITES: Semester one courses
CREDIT ALLOCATION: 4 credits, classroom
NRSG 333 Patient Centered Care II
This course focuses on exemplars illustrative of the identified concepts using the life course perspective. Secondary prevention strategies to promote well being for individuals, families and groups across the life course will be introduced. Students will analyze selected nursing concepts and related research, focusing on primary and secondary prevention and the disease process. Collaboration with other health professionals in order to facilitate patient transition from illness to optimal health will be emphasized.
PREREQUISITE COURSES: Semester one courses, NRSG 334
CREDIT ALLOCATION: 5 credits, classroom

NRSG 334 Patient Centered Care Clinical II
This course provides skill development and clinical experiences to augment the learning in all other second semester courses. Emphasis will be placed on the students' beginning utilization of clinical decision-making tools and development of clinical reasoning skills to implement safe nursing interventions for individuals, families and/or groups with predictable outcomes. The clinical experiences will provide opportunities for the use of primary and secondary prevention strategies to promote well being and prevent disease across the life course. A variety of health care settings will be utilized to maximize student experiences.
PREREQUISITE/COREQUISITE COURSES: Semester one courses, NRSG 333
CREDIT ALLOCATION: 5 credits, lab

SEMESTER 3 Course Descriptions

NRSG 411 Patient Centered Care III
This course focuses on tertiary prevention strategies using exemplars illustrative of identified concepts throughout the life course. Students will analyze selected nursing concepts and related research, focusing on primary, secondary and tertiary prevention and the chronic disease process. Collaboration with the patient and family to move toward maximal levels of functioning will be emphasized.
PREREQUISITE/ COREQUISITE COURSES: Semester one and two courses, NRSG 412
CREDIT ALLOCATION: 4 credits: classroom

NRSG 412 Patient Centered Care Clinical III
Clinical experiences provide opportunities for application and integration of primary, secondary, and tertiary prevention and the disease process; collaboration with the patient and family to enhance health in illness and develop highest level of functioning. Experiences will also encompass end of life strategies, risk anticipations, advocacy, and conflict management. Clinical settings such as hospital, long-term care facilities, home health care, and hospice settings would be used with persons along their life course: infants, children, adolescents, adults, and older adults.
PREREQUISITE/COREQUISITE COURSES: Semester one and two courses, NRSG 411
CREDIT ALLOCATION: 4 credits: clinical

NRSG 413 Population-Centered Care
The course, Population Centered Care, is a concept synthesis course in which students use nursing concepts previously introduced and apply them to vulnerable and at risk populations in a variety of clinical and community settings. Opportunities to practice comprehensive, public health nursing roles and functions are provided in structured and unstructured diverse healthcare environments. Health disparities, cultural diversity, social justice and health laws and policies related to population vulnerability throughout the life course are emphasized. Major concepts include care coordination as demonstrated by nurse case management, safety through emergency preparedness and environmental health, and informatics and technology inclusive of epidemiology. Multiple approaches, such as inter-professional and community partnerships, case studies and simulations, clinical experiences,
population data assessment and analysis and evidence-based practice are expected learning experiences.
PREREQUISITE COURSES: Semester one and two courses
CREDIT ALLOCATION: 5 credits: 2 hours classroom, 3 hours clinical

**NRSG 415 Policy and Issues in Healthcare Delivery**
This course develops leadership, management, and professionalism expected of a nurse with a bachelor’s level education. The focus of this course is on professional role development in relation to environmental, social, political and economic factors which influence health care policy and the organization and operation of health care systems. Selected exemplars are examined to help students analyze issues, compare and contrast multiple views on issues, and formulate appropriate responses to health care policy.
PREREQUISITE COURSES: Semester one and two courses
CREDIT ALLOCATION: 3 credits: classroom

**SEMESTER 4 Course Descriptions**

**NRSG 419 Transition to Professional Nursing**
This is a clinical practicum during which a student assumes the role of a beginning professional nurse in partnership with a registered nurse preceptor in a health care setting. The student will integrate professional nursing concepts and skill. The clinical preceptor provides the students with experiences to begin role transition through delivery of safe, high quality care using sound clinical decision-making skills. Emphasis is placed on leadership, evidence-based practice, and intra- and inter-professional partnership.
PREREQUISITE/ COREQUISITE COURSES: Semester one, two, and three courses, NRSG 421, NRSG 422
CREDIT ALLOCATION: 4 credits: clinical

**NRSG 421 Patient Centered Care IV**
The course is focused on nursing care of complex patients, families, and groups in unstable situations with unpredictable outcomes. Students will be able to synthesize previous and concurrent knowledge in determining clinical decisions. Students will analyze multiple interrelating nursing concepts and related research, focusing on high-quality safe patient care across the life course. Exemplars provide opportunities for application and integration of secondary and tertiary prevention strategies. Students will use clinical reasoning skills to achieve optimum physiological and psychological patient and family outcomes.
PREREQUISITE COURSES: Semester one, two, and three courses
COREQUISITE COURSES: NRSG 422
CREDIT ALLOCATION: 3 credits: classroom

**NRSG 422 Patient Centered Care Clinical IV**
Students will provide high quality safe care for complex patients, families, and groups in unstable situations with unpredictable outcomes. Clinical experiences will use all levels of prevention in the care of complex patients, families and groups across the life course. Students will also have the opportunity to participate in intra- and inter-professional partnerships in health care delivery. Students will engage in patient centered care using evidence based practice and informatics.
PREREQUISITE/COREQUISITE COURSES: Semester one, two, and three courses, NRSG 421
CREDIT ALLOCATION: 3 credits: (3 hours clinical)
NRSG 424 Leadership in Professional Practice
This synthesis course develops leadership, management, and professionalism expected of a nurse with a bachelor’s level education. The didactic portion of this course synthesizes and integrates concepts encountered by nurses in complex healthcare systems. Professional role development, interprofessional collaboration, delegation, resource management, ethical, legal, and workplace issues are considered. The clinical experience provides opportunities for application of concepts to identified healthcare processes utilizing continuous quality improvement methodology and evidence based practice.
PREREQUISITE COURSES: Semester one, two, and three courses
CREDIT ALLOCATION: 4 credits: 2 hours classroom, 2 hours clinical

ACCELERATED BSN Program
Courses are the same as Traditional BSN plan of study (above) but compresses the 2-year Traditional Program to 12 months, with key variations in class and clinical approach, as follows:
- one 13-week summer session
- two 16-week semesters (spring and fall)
- sequencing of selected courses

RN to BSN Program
NRSG 351W Health Promotion
This course will focus on health promotion across the life course utilizing epidemiological principles. Students will identify interventions to support health promotion for individuals, families and/or selected age groups. Students will use patient profile concepts, professional nursing and health care concepts to analyze health promotion goals with individuals, families and/or selected age groups. This course is designed to build on previous education and experience of the registered nurse.
CREDIT ALLOCATION: 3 credits, classroom

NRSG 386W Evidence-Based Nursing Practice & Research
This course provides an introduction to the language and skills of evidence based nursing practice and research. Students will focus on the practical skills required to identify and appraise best evidence to support nursing practice. Students will be exposed to all components of the research process. Issues related to implementation and integration of best evidence in practice will be included.
CREDIT ALLOCATION: 2 credits, classroom

NRSG 426W Nursing Interventions and Healthcare Outcomes
This course is designed for the student to describe use of assessment strategies to detect patient health needs, apply chronic care model to enhance patient and family self-management of a chronic illness, discuss process used to propose changes in nursing interventions for patients and their families, and identify selected patient healthcare outcomes. This course is designed to build on the previous education and experience of the registered nurse. Concepts the students will use include: Evidenced-Based Practice and Research, Healthcare Delivery, Healthcare Infrastructure, Clinical Judgment, and Problem-solving. Emphasis is placed on the students demonstrating critical thinking in written form.
PREREQUISITE COURSES: NRSG 386W – Evidence-Based Nursing Practice and Research
CREDIT ALLOCATION: 4 credits, classroom
NRSG 443W Population-Centered Care
The course, Population Centered Care, is a concept synthesis course in which students use nursing concepts previously introduced and apply them to vulnerable and at risk populations in a variety of clinical and community settings. Opportunities to practice comprehensive, public health nursing roles and functions are provided in structured and unstructured diverse healthcare environments. Health disparities, cultural diversity, social justice and health laws and policies related to population vulnerability throughout the life course are emphasized. Major concepts include care coordination as demonstrated by nurse case management, safety through emergency preparedness and environmental health, and informatics and technology inclusive of epidemiology. Multiple approaches, such as interprofessional and community partnerships, case studies, clinical experiences, population data assessment and analysis and evidence-based practice are expected learning experiences.
PREREQUISITE COURSES: NRSG 351W
CREDIT ALLOCATION: 4 credits, 2 classroom, 2 clinical

NRSG 451W Leadership in Healthcare Delivery I
This course is designed to develop leadership, management, and professionalism expected of a nurse with a bachelor’s level education. This course explores the complex health care system’s internal forces that affect the delivery of care. Specific consideration will be given to professional role development, interprofessional collaboration, delegation, resource management, legal issues, ethical concerns, quality, safety, evidence based practice, and workplace issues for current and projected healthcare needs. Skills in problem solving, critical thinking, clinical reasoning, decision making, and organizational leadership are emphasized.
CREDIT ALLOCATION: 4 credits, classroom

NRSG 452W Leadership in Healthcare Delivery II
This course is designed to develop leadership, management, and professionalism expected of a nurse with a bachelor’s level education. The focus of this course is on personal and professional practice and role development in relation to the complex healthcare system’s external forces with specific consideration of environmental, social, political and economic factors that influence health care policy and the organization and operation of healthcare systems. Advocacy and critical assessment and evaluation of needs on the personal, client, community, and global level are examined with needs for new health policy determined. Selected exemplars are examined to help students analyze issues, compare and contrast multiple viewpoints, and formulate appropriate responses to health care policy. Legislative processes on the state and national level are examined, followed, and evaluated.
CREDIT ALLOCATION: 3 credits, classroom
APPENDIX II

Master of Science in Nursing (MSN) Program Courses

MSN Course Descriptions

**CORE COURSES**

All MSN students must satisfy starred (*) core requirements as part of their chosen specialty track plan of study.

NRSG 600/800  Introduction to Global Health Care

This introductory course to global health care is designed to help prepare nursing students for opportunities in international health. Students will explore the interplay of culture, public health, ethics, social justice, policy, and models of health care delivery from a global perspective.

PREREQUISITE COURSES: None

CREDIT ALLOCATION: 1-4 didactic credits; Optional internship 1-3 credits

Letter grade – not repeatable for additional credit

NRSG 602/802*  Nursing Scholarship

This course is designed to engage the learner in critically examining the scholarship of nursing. Emphasis is on the description and appraisal of nursing theories, research, and other forms of literature as the foundation of evidenced-based advanced nursing practice.

PREREQUISITE OR COREQUISITE COURSES: Graduate Statistics**, or permission of the instructor

CREDIT ALLOCATION: 1, 3 or 4 didactic credits

Letter grade – not repeatable for additional credit

NRSG 603/803*  Leadership in Nursing

This course enhances the development of future nurse leaders capable of improving delivery of care to individuals, families, communities, organizations, and health care systems. Students will develop an understanding of professional leadership theories and how these theories can shape the advanced practice leader in the roles of a nurse practitioner, administrator, educator, and/or researcher. Special attention will be given to developing skills for effective leadership, for example collaboration, conflict resolution, decision-making, and negotiation. Students will explore their personal and professional leadership style and skills and analyze strategies to advance programs and policy to meet the needs of populations.

PREREQUISITE COURSES: None

CREDIT ALLOCATION: 3 didactic credits

Letter grade – not repeatable for additional credit

NRSG 604/804*  Health Systems Innovation and Improvement

This course is designed to understand the US health care system and to analyze changes within the evolving health care system. Students apply principles of quality improvement as a basis for shaping innovation in healthcare. Group functioning to change healthcare is the major focus.

PREREQUISITE COURSES: None

CREDIT ALLOCATION: 3 didactic credits

Letter grade – not repeatable for additional credit
NRSG 605/805 Pathophysiology for Advanced Practice Nurses I
An integrated study of the pathophysiology of disorders seen in primary care settings.
PREREQUISITE COURSES: Course in undergraduate pathophysiology or permission of instructor
CREDIT ALLOCATION: 3 didactic credits
Letter grade – not repeatable for additional credit

NRSG 606 /806 Applied Pharmacology for Advanced Practice Nurses
Provides advanced clinical pharmacological management skills in delivering health care. Addresses pharmacodynamic and pharmacokinetic properties of medications recommended or prescribed in primary and other health care settings.
PREREQUISITE COURSES: Undergrad pharmacology course or permission of instructor
CREDIT ALLOCATION: 3 didactic credits
Letter grade – not repeatable for additional credit

NRSG 607/807 Advanced Assessment Across the Lifespan
The purpose of this course is to increase knowledge and expertise for the acquisition of advanced clinical skills in assessing, and maintaining the health of individuals across the life span. Independent modules, clinical lab and simulation will provide opportunities for students to develop advanced practice skills in history taking and physical examinations, including diagnostic and therapeutic procedures.
PREREQUISITE COURSES: Undergraduate health assessment course or permission of instructor.
CREDIT ALLOCATION: 3 credits (2 didactic/1 clinical)
Letter grade – not repeatable for additional credit

NRSG 609/809* Health Promotion for Populations
This course is designed to examine health promotion and disease prevention interventions. The course provides a foundation for population-based health promotion intervention with an emphasis on theoretical models, intervention strategies, and culturally sensitive practice.
PREREQUISITE COURSES: None
CREDIT ALLOCATION: 3 didactic credits
Letter grade – not repeatable for additional credit

NRSG 614/814 Research in Clinical Nursing
Upon completion of this course, students will be prepared to apply new or existing knowledge to: improve health care interventions and/or system processes, initiate change, improve clinical practice, and/or monitor and evaluate outcomes. Under supervision of graduate faculty, the student engages in an evidence-based application project, and communicates the project in writing and in a scientific forum.
PREREQUISITE COURSES: NRSG 602/802 and graduate statistics**
CREDIT ALLOCATION: 1-2 credits
Pass/Fail - Repeatable

** Graduate Statistics
Not offered by College of Nursing but available through University of Nebraska system, including UNMC (BIOS 806 - Biostatistics I), or at/through any accredited college/university
ADULT GERONTOLOGY

NRSG 616/816  Adult-Gerontology Comprehensive Assessment, Health Promotion and Risk Management
This is the first of five sequential theoretical courses to develop the knowledge and skills necessary to care for adults (adolescent through geriatric) across the lifespan in multiple care settings. The focus of this course is to apply adult-gerontology, comprehensive assessment, risk management, and health promotion concepts from late adolescence to senescence. In addition, the student will learn to assess risk factors that lead to chronic disease illness, disability, and injury. The risk assessment will include functional status, independence, physical and mental status, social roles and relationships, sexual function and wellbeing, and economic or financial status.
COREQUISITE COURSES: NRSG 607/807
CREDIT ALLOCATION: 3 credits (1 didactic/2 clinical)
Letter grade – not repeatable for additional credit

NRSG 617/817  Adult-Gerontology Across the Lifespan I: Common Adult Health Problems
This is the second of five sequential theoretical courses to develop the knowledge and skills necessary to care for adults (adolescent through geriatric) across the lifespan in multiple care settings. This course will address the theoretical and clinical foundation for evidence based management strategies of adult-gerontology health problems and illnesses. Emphasis is on comprehensive assessment, clinical decision-making, and the implementation of scientifically based clinical management plans in collaboration with the healthcare team. The focus is on empowering the adult to maintain or regain health through the framework of evidenced based care and use of best practices.
PREREQUISITE COURSES: NRSG 616/816
CREDIT ALLOCATION: 2 credits (1 didactic/1 clinical)
Letter grade – not repeatable for additional credit

NRSG 618/818  Adult-Gerontology Across the Lifespan II: Acute and Episodic Adult Health Problems
This is the third of five sequential theoretical courses to develop the knowledge and skills necessary to care for adults (adolescent through geriatric) across the lifespan in multiple care settings. This course will address the theoretical and evidence based management strategies of adult-geriatric health problems that include complex, chronic, and episodic health problems often occurring with other co-morbid conditions. Emphasis is on comprehensive assessment, clinical decision-making, and the implementation of scientifically based clinical management plans in collaboration with the healthcare team. The focus also includes empowering the adult to maintain or regain health through the framework of evidenced based care and use of best practices.
PREREQUISITE COURSES: NRSG 617/817
CREDIT ALLOCATION: 2 didactic credits
Letter grade – not repeatable for additional credit

NRSG 619/819  Adult-Gerontology Primary Care Nurse Practitioner (NP) I
This course is the clinical component intended to be taken concurrently with NRSG 618/818. This course will provide the student with clinical experiences to apply the course objectives in the clinical setting.
COREQUISITE COURSES: NRSG 618/818
NRSG 620/820  Adult-Gerontology Acute Care Nurse Practitioner (NP) I
This course is the clinical component intended to be taken concurrently with NRSG 618/818. This course will provide the student with clinical experiences to apply the course objectives in the clinical setting.
COREQUISITE COURSES: NRSG 618/818
CREDIT ALLOCATION: 3 clinical credits
Pass/Fail – not repeatable for additional credit

NRSG 621/821  Adult-Gerontology Clinical Nurse Specialist (CNS) I
This course is the clinical component intended to be taken concurrently with NRSG 618/818. This course will provide the student with clinical experiences to apply the course objectives in the clinical setting.
COREQUISITE COURSES: NRSG 618/818
CREDIT ALLOCATION: 3 clinical credits
Pass/Fail – not repeatable for additional credit

NRSG 622/822  Adult-Geriatric Syndromes
This is the fourth of five sequential theoretical courses to develop the knowledge and skills necessary to care for adults (adolescent through geriatric) across the lifespan in multiple care settings. This course addresses the theoretical and clinical foundation for evidence based management strategies of adult-geriatric syndromes. Emphasis is placed on managing the patient’s/client’s multiple complex problems in the context of one or more adult-geriatric syndromes. This management is based on comprehensive adult/geriatric assessment, astute clinical decision-making, and the implementation of scientifically based clinical management plans in collaboration with the healthcare team. The focus is on empowering the adult to maintain or regain their health status, functional ability, and quality of life through the framework of evidenced based care and use of best practices.
PREREQUISITE COURSES: NRSG 618/818
CREDIT ALLOCATION: 2 didactic credits
Letter grade – not repeatable for additional credit

NRSG 623/823  Adult-Gerontology Primary Care Nurse Practitioner (NP) II
This course is the clinical component intended to be taken concurrently with NRSG 622/822. This course will provide the student with clinical experiences to apply the course objectives in the clinical setting.
COREQUISITE COURSES: NRSG 622/822
CREDIT ALLOCATION: 3 clinical credits
Pass/Fail – not repeatable for additional credit

NRSG 624/824  Adult-Gerontology Acute Care Nurse Practitioner (NP) II
This course is the clinical component intended to be taken concurrently with NRSG 622/822. This course will provide the student with clinical experiences to apply the course objectives in the clinical setting.
COREQUISITE COURSES: NRSG 622/822
CREDIT ALLOCATION: 3 clinical credits
Pass/Fail – not repeatable for additional credit

NRSG 625/825 Adult-Gerontology Clinical Nurse Specialist (CNS) II
This course is the clinical component intended to be taken concurrently with NRSG 622/822. This course will provide the student with clinical experiences to apply the course objectives in the clinical setting.
COREQUISITE COURSES: NRSG 622/822
CREDIT ALLOCATION: 3 clinical credits
Pass/Fail – not repeatable for additional credit

NRSG 626/826 Adult-Gerontology Transitional Care Across the Lifespan
This is the final course of five sequential theoretical courses to develop the knowledge and skills necessary to care for adults (adolescent through geriatric) across the lifespan in multiple care settings. This course focuses on the role of the APN in facilitating care transitions across the adult lifespan particularly for adults with chronic and complex health problems, including with multiple system problems; with an emphasis on managing and negotiating health care systems. Care transitions span multiple care settings (e.g., hospital to home, hospital to skilled care, and home to long term care) which necessitate interdisciplinary team interventions and coordination of services to achieve optimal patient/client outcomes. This course will also provide an overview of health and social policy issues relevant to adults across the lifespan, advanced practice nursing roles, advocacy and case management are emphasized. Interdisciplinary experiences include case management of medically complex adults transitioning between institutional settings across the continuum of care.
PREREQUISITE COURSES: NRSG 622/822
CREDIT ALLOCATION: 2 didactic credits
Letter grade – not repeatable for additional credit

NRSG 627/827 Adult-Gerontology Primary Care Nurse Practitioner (NP) III
This course is the clinical component intended to be taken concurrently with the final didactic course in the Adult-Gerontology curriculum NRSG 626/826. This course will provide an opportunity for a final clinical practicum to implement advanced practice nursing roles to meet the objectives of the Adult-Gerontology program. This final clinical practicum provides an opportunity for students to demonstrate a synthesis of their adult-gerontology clinical competencies in preparation for their future practice as Adult-Gerontology Primary Care NP.
COREQUISITE COURSES: NRSG 626/826
CREDIT ALLOCATION: 5 clinical credits
Pass/Fail – not repeatable for additional credit

NRSG 628/828 Adult-Gerontology Acute Care Nurse Practitioner (NP) III
This course is the clinical component intended to be taken concurrently with the final didactic course in the Adult-Gerontology curriculum NRSG 626/826. This course will provide an opportunity for a final clinical practicum to implement advanced practice nursing roles to meet the objectives of the Adult-Gerontology program. This final clinical practicum provides an opportunity for students to demonstrate a synthesis of their adult-gerontology clinical competencies in preparation for their future
NRSG 629/829 Adult-Gerontology Clinical Nurse Specialist (CNS) III
This course is the clinical component intended to be taken concurrently with the final didactic course in the Adult-Gerontology curriculum NRSG 626/826. This course will provide an opportunity for a final clinical practicum to implement advanced practice nursing roles to meet the objectives of the Adult-Gerontology program. This final clinical practicum provides an opportunity for students to demonstrate a synthesis of their adult-gerontology clinical competencies in preparation for their future practice as Adult-Gerontology Clinical Nurse Specialist (CNS).
COREQUISITE COURSES: NRSG 626/826
CREDIT ALLOCATION: 5 clinical credits
Pass/Fail – not repeatable for additional credit

NRSG 634/834 Special Topics in Adult-Gerontology Nursing
Independent study of selected clinical problems in the area of Adult-Gerontology Nursing.
CREDIT ALLOCATION: 1-6 credits
Letter grade – Repeatable
FAMILY NP

NRSG 637/837  Health Promotion and Advanced Clinical Skills in Primary Care for Individuals and Families
Assessment and interventions for risk management, disease prevention, and case findings for individuals and families across the lifespan.
PREREQUISITE COURSES: Admission to the Professional Graduate Nursing Program or permission of the instructor. Twelve months of recent full time clinical experience per CON policy.
COREQUISITE COURSES: NRSG 636/836
CREDIT ALLOCATION: 5 credits (3 didactic/2 clinical)
Letter grade – not repeatable for additional credit

NRSG 638/838  Primary Health Care of Young Families
Knowledge and skills for providing primary health care to children and childrearing families.
PREREQUISITE COURSES: NRSG 637/837 and permission of instructor
CREDIT ALLOCATION: 3-7 credits (3 didactic/3-4 lab)
Letter grade – not repeatable for additional credit

NRSG 639/839  Primary Health Care of Older Families
Knowledge and skills for providing primary health care to middle-aged and older families. Focus is on risk management and care of acute and chronic illnesses.
PREREQUISITE COURSES: NRSG 637/837 or permission of instructor
CREDIT ALLOCATION: 3-6 credits (3 didactic/0-3 lab)
Letter grade – not repeatable for additional credit

NRSG 640/840  Advanced Primary Health Care of Families
Comprehensive primary health care is provided to individuals and families across the lifespan. Didactic content addresses advanced nursing practice issues and policies affecting delivery of primary health care.
PREREQUISITE COURSES: NRSG 638/838, NRSG 639/839 or permission of instructor
CREDIT ALLOCATION: 3-6 credits (1 didactic/ 2-5 lab)
Letter grade – not repeatable for additional credit

NRSG 641  Advanced Rural Hospital Care (ARHC) I
This course provides FNP’s with advanced experiences in rural hospital care. It focuses on recognition of urgent and emergent clinical presentations and management strategies of acute or chronic illness or injuries in the emergency department (ED) and inpatient rural hospital settings for patients across the lifespan. This course includes 45 clinical hours in direct inpatient and ED management experience with a preceptor.
PREREQUISITE COURSES: None
CREDIT ALLOCATION: 2 credits (1 didactic/1 clinical)
Letter grade – not repeatable for additional credit

NRSG 642  Advanced Rural Hospital Care (ARHC) II
The content in this course will build upon NRSG 641 and focus on additional emergency care and hospital management of acute conditions and exacerbations of chronic conditions. Content is
centered on access to care, delivery of evidence based care, coordination of care for the critically injured or ill patient as well as use of utilization of quality indicators in evaluating patient care outcomes.
PREREQUISITE COURSES: NRS 641
CREDIT ALLOCATION: 3 credits (1 didactic/2 clinical)
Letter grade – not repeatable for additional credit

**NRSG 643/843 Advanced Rural Hospital Care (ARHC) III**
This capstone course is in the Advanced Rural Hospital Care program for FNP's. It focuses on integration of theory and research into advanced clinical practice in the rural hospital setting. The emphasis is on evidence based holistic care in which physical, cultural, economic and legal/ethical focuses and resources of the individual/family/community are applied in case management in the rural hospital setting.
PREREQUISITE COURSES: NRS 641 and 642
CREDIT ALLOCATION: 3 clinical credits
Letter grade – not repeatable for additional credit

**NRSG 648/848 Special Topics in Primary Health Care Nursing**
Provides opportunity to explore selected topics or clinical problems related to advanced practice in primary health care nursing in depth. Either independent study involving readings developed in consultation with instructor, or seminar for which topics will vary depending upon the objectives identified by students and faculty.
PREREQUISITE COURSES: Permission of instructor
CREDIT ALLOCATION: 1-6 credits
Pass/Fail – Repeatable
NRSG 651/851 Health Care Systems and Policy
Evaluation of health care systems and their effect on the health of populations. Emphasis will be on systems theory/thinking, case management, health policy and strategies to influence systems.
PREREQUISITE COURSES: NRSG 604/604 or permission of instructor
CREDIT ALLOCATION: 3 credits (2 didactic/1 clinical)
Letter grade – not repeatable for additional credit

NRSG 652/852 Organizational Improvements
This course is designed to analyze change within organizational units and to apply knowledge of evidence based leadership and management practice to improve outcomes at the microsystem level. The course provides a foundation in facilitating change through the measurement, evaluation and improvement of care delivery.
PREREQUISITE COURSES: NRSG 603/803, 604/804 or permission of instructor
CREDIT ALLOCATION: 4 credits (2 didactic/2 clinical)
Letter grade – not repeatable for additional credit

NRSG 653/853 Analyzing Issues in Nursing Administration
This course is designed to provide practicum experience using a learning community consisting of students, faculty and experienced nursing managers in health care leadership roles. Emphasis is on analyzing legal, regulatory, risk management, ethical and current issues, and integrating leadership, management, and administrative skills into the professional nursing administration practice role.
PREREQUISITE COURSES: NRSG 603/803, 604/804, and 652/852
CREDIT ALLOCATION: 2 lab credits
Letter grade – not repeatable for additional credit

NRSG 654/854 Introduction to Health Informatics
An introduction to the analysis and evaluation of information needs and information systems in communities and health care organizations. Informatics knowledge, skills, and abilities necessary for clinical, administrative, and technical decision making will be emphasized. Clinical, financial, policy, legal, technical and ethical issues concerning healthcare informatics will be discussed.
PREREQUISITE COURSES: NRSG 604/804 or permission of instructor
CREDIT ALLOCATION: 3 didactic credits
Letter grade – not repeatable for additional credit

NRSG 655/855 Health Care Economics and Financial Management
Examination of health care economic trends, reimbursement issues, funding sources, and related ethical issues. Introduces financial analysis, cost analysis, budgeting, and business planning.
PREREQUISITE OR COREQUISITE COURSES: NRSG 602/802 and 604/804, or permission of instructor
CREDIT ALLOCATION: 3 didactic credits
Letter grade – not repeatable for additional credit

NRSG 656/857 Developing Systems and Infrastructures in Health Care Organizations
Application of leadership and administrative knowledge as they relate to supporting and maintaining
the mission of health care organizations, especially at the microsystem and mesosystem levels. Emphasis is on developing leadership skills, analyzing systems to promote transition, and managing units, departments, or programs strategically.

PREREQUISITE COURSES: NRSG 602/802, 603/803, 604/804, 651/851, 652/852, 654/854, 655/855, or permission of instructor

CREDIT ALLOCATION: 5 credits (2 didactic/3 clinical)

Letter grade – not repeatable for additional credit

NRSG 657/857 Practicum in Managing and Evaluating in Health Care
Seminar and clinical management and evaluation experiences in a health care organization. Emphasis is on developing leadership, management, and evaluation skills, enhancing personal effectiveness, and integrating knowledge into the practice role of a nursing administration specialist.

PREREQUISITE COURSES: NRSG 651/851, 652/852, 654/854, 655/855 and 656/856 or permission of instructor

CREDIT ALLOCATION: 5 credits (2 didactic/3 clinical)

Letter grade – not repeatable for additional credit

NRSG 659/859 Special Topics in Nursing Administration
Independent study course exploring selected topics or clinical problems related to Nursing Administration advanced practice. Seminar or clinical practicum format. Topics will vary.

PREREQUISITE COURSES: Permission of instructor

CREDIT ALLOCATION: 1-6 credits

Letter grade – Repeatable
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Prerequisites/Co-requisites</th>
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<tbody>
<tr>
<td>NRSG 662/862</td>
<td>Counseling Models in Advanced Psychiatric Mental Health Nursing</td>
<td>Application of counseling frameworks in the care of individuals, families, groups, and communities representing diversity in culture, lifestyle, and values. Emphasizes the counseling role of the psychiatric mental health advanced practice nurse (PMHAPN) as well as the concepts underlying nursing's practice of the counseling role, including ethical and legal considerations. Lab focus on the development of individual and group counseling skills for advanced nursing practice.</td>
<td>PREREQUISITE OR COREQUISITE COURSES: None</td>
<td>CREDIT ALLOCATION: 2-3 credits (2 didactic/0-1 lab)</td>
<td>Letter grade – not repeatable for additional credit</td>
</tr>
<tr>
<td>NRSG 663/863</td>
<td>Advanced Psychiatric Mental Health Nursing with Adults</td>
<td>The advanced nursing role in assessment, diagnosis, treatment, and management of psychiatric mental health problems in adulthood at the individual, family, and community levels.</td>
<td>PREREQUISITE COURSES: NRSG 662/862</td>
<td>CREDIT ALLOCATION: 2 or 4 credits (2 didactic/0 or 2 lab)</td>
<td>Letter grade – not repeatable for additional credit</td>
</tr>
<tr>
<td>NRSG 664/864</td>
<td>Advanced Psychiatric Mental Health Nursing with Children and Adolescents</td>
<td>The advanced nursing role in assessment, diagnosis, treatment, and management of psychiatric mental health problems in childhood and adolescence at the individual, family, and community levels.</td>
<td>PREREQUISITE COURSES: NRSG 662/862</td>
<td>CREDIT ALLOCATION: 2 or 4 credits (2 didactic/0 or 2 lab)</td>
<td>Letter grade – not repeatable for additional credit</td>
</tr>
<tr>
<td>NRSG 665/865</td>
<td>Neuroscience of Psychopharmacology for Advanced Practice Nursing</td>
<td>Emphasis on knowledge of neuroanatomy, neuroregulation, psychopharmacological management of psychiatric problems and promotion of well-being across the lifespan.</td>
<td>PREREQUISITE OR COREQUISITE COURSES: NRSG 662/862 or permission of instructor</td>
<td>CREDIT ALLOCATION: 2 didactic credits</td>
<td>Letter grade – not repeatable for additional credit</td>
</tr>
<tr>
<td>NRSG 667/867</td>
<td>Advanced Integrated Primary Health Care and Psychiatric Mental Health Nursing</td>
<td>Didactic content addresses nursing practice issues and health care policies affecting delivery of primary and mental health care. Practicum component integrates the knowledge and skills from primary care and psychiatric mental health care while managing patients with both primary care and mental health problems.</td>
<td>PREREQUISITE COURSES: NRSG 638/868 and 664/864 or permission of instructor</td>
<td>CREDIT ALLOCATION: 5 credits (1 didactic/4 lab)</td>
<td>Letter grade – not repeatable for additional credit</td>
</tr>
</tbody>
</table>
NRSG 668/868  Practicum in Advanced Psychiatric Mental Health Nursing
Development of additional clinical skills, including advanced nursing judgment, decision-making skills, and leadership. Specific learning objectives and setting(s) determined in consultation with faculty.
PREREQUISITE COURSES: NRSG 606/806, 662/862, 663/863, 664/864, and 665/865; or permission of instructor
CREDIT ALLOCATION: 1-8 credits: 1-8 hours lab
Letter grade – Repeatable

NRSG 669/869  Special Topics in Psychiatric Mental Health Nursing
Opportunity to explore selected topics or clinical problems related to advanced practice in psychiatric mental health nursing in depth. Either independent study involving readings developed in consultation with instructor, or seminar for which topics will vary depending upon the interests of students and faculty.
PREREQUISITE COURSES: Permission of instructor
CREDIT ALLOCATION: 1-6 credits
Graded letter and pass/fail – Repeatable
NRSG 671/871  Primary Care and Health Promotion in Children's Health
Knowledge and skill in the diagnostic reasoning process for assessing, promoting and maintaining the health of children and the management of common health problems. Clinical based experiences will provide opportunities for students to develop advanced practice interventions in management, promotion and maintenance of common health problems in children within the family context.
PREREQUISITE COURSES: None
CREDIT ALLOCATION: 3-5 credits (3 didactic/0 - 2 clinical)
Letter grade – not repeatable for additional credit

NRSG 672/872  Primary Care of Children II: Acute Health Problems
Management of selected acute care problems of children within the context of their families.
PREREQUISITE OR CO-REQUISITE COURSES: NRSG 605/805, or permission of instructor
CREDIT ALLOCATION: 2-5 credits (2 didactic/0 - 3 clinical)
Letter grade – not repeatable for additional credit

NRSG 673/873  Primary Care of Children III: Chronic Health Problems
Management of selected chronic health care problems of children within the family context.
PREREQUISITE COURSES: NRSG 672/872 or permission of instructor
CREDIT ALLOCATION: 2-6 credits (2 didactic/0-4 clinical)
Letter grade – not repeatable for additional credit

NRSG 676/876  Primary Care and Health Promotion in Women's Health
The purpose of this course is to increase knowledge and skill in the diagnostic reasoning process for assessing, promoting and maintaining the health of women and the management of common health problems. Clinical based experiences will provide opportunities to develop advanced practice interventions in management, promotion and maintenance of common health problems and low risk pregnancy in women.
PREREQUISITE OR COREQUISITE COURSES: NRSG 607/807 or permission of instructor
CREDIT ALLOCATION: 2-4 credits (2 didactic/0-2 clinical)
Letter grade – not repeatable for additional credit

NRSG 677/877  Acute Care and Health Promotion in Women
Assessment and management of selected health care problems related to pregnancy, reproductive and sexuality issues.
PREREQUISITE COURSES: NRSG 607/806
PREREQUISITE OR COREQUISITE COURSES: NRSG 605/805 or permission of instructor
CREDIT ALLOCATION: 3-6 credits(3 didactic/0-3 clinical)
Letter grade – not repeatable for additional credit

NRSG 678/878  Chronic Care and Health Promotion in Women
Assessment, diagnosis, and management of maternal and women's health status over time with
emphasis on stable chronic health care problems.
PREREQUISITE COURSES: NRSG 677/877 or permission of instructor
CREDIT ALLOCATION: 2-6 credits (2 didactic/ 0-3 clinical)
Letter grade – not repeatable for additional credit

NRSG 681/881 Advanced Practice CNS Clinical Practicum I
This clinical will provide preceptored practicum to begin to explore the advanced practice clinical nurse specialist (CNS) roles of clinician, clinical care manager, researcher, health educator, and consultant. Opportunities for implementation of advanced practice skills related to the areas of women's, neonatal and children's health will be provided.
PREREQUISITE COURSES: NRSG 607/807 or permission of instructor
CREDIT ALLOCATION: 1-3 clinical credits
Letter grade – not repeatable for additional credit

NRSG 682/862 Advanced Practice CNS Clinical Practicum II
This clinical course focuses on the implementation of principles of evidenced based practices delivered by advanced practice clinical nurse specialists (CNS) in the delivery of quality care services in the areas of women's, neonatal or children's health care. Clinical practice will allow for the implementation of health care projects.
PREREQUISITE COURSES: NRSG 681/861 or permission of instructor
CREDIT ALLOCATION: 1-4 clinical credits
Letter grade – not repeatable for additional credit

NRSG 683/863 Advanced Practice CNS Clinical Practicum III
This course focuses on the application of principles of evidenced based practices delivered by advanced practice clinical nurse specialists (CNS) in the evaluation of quality care services in the areas of women's, neonatal or children's health care. Areas of evaluation include outcomes, costs and delivery systems for care.
PREREQUISITE COURSES: NRSG 682/882 or permission of instructor
CREDIT ALLOCATION: 1-5 clinical credits
Letter grade - not repeatable for additional credit

NRSG 684/884 Advanced Women's and Children's Health Nursing Practicum
Synthesis of advanced theoretical knowledge as a basis for advanced nursing practice with women and/or children, including neonates, within the context of their families.
PREREQUISITE COURSES: NRSG 673/873 and 678/878
CREDIT ALLOCATION: 1-6 credits (1 didactic/0-5 clinical)
Letter grade - Repeatable

NRSG 685/885 Special Topics in Women’s and Pediatric Nursing
Independent study course in which readings focus on selected concepts or clinical problems that underlie advanced practice in women’s and children’s health.
PREREQUISITE COURSES: Permission of instructor
CREDIT ALLOCATION: 1-3 credits
Both pass/fail and letter grade - Repeatable
NRSG 691/891  Designing and Evaluating Learner-Centered Curricula
An analysis and understanding of pedagogical philosophies and assumptions associated with adult learning and nursing education form the basis for curricular and course development, implementation, and evaluation. Attention will be given to the impact of current and future external and internal forces on the development of curriculum, course content, and teaching/learning strategies. Students will explore best practices and research based strategies to create an active learning environment and support various learning styles that enhance student retention and learning success for a diverse multicultural student population.
PREREQUISITE COURSES: Admission to the Professional Graduate Nursing Program or permission of instructor
CREDIT ALLOCATION: 3 didactic credits
Letter grade – not repeatable for additional credit

NRSG 692/892  Teaching and Learning Strategies
Effective classroom and clinical teaching/learning strategies foster sound clinical judgment, safe clinical practice, and professional role development. In this course, students will develop theoretically based teaching/learning strategies focused on individual learner needs within the context of the traditional classroom and clinical learning environment. Special attention will be given to the interplay between different learning environments, learner needs, and learner evaluation. Through reflective strategies, students will examine nursing behaviors that promote professional role development.
PREREQUISITE OR COREQUISITE COURSES: NRSG 691/891
CREDIT ALLOCATION: 3 didactic credits
Letter grade – not repeatable for additional credit

NRSG 693/893  Using Technology to Enhance Teaching and Learning Strategies
Technology offers numerous opportunities to enhance diverse teaching/learning strategies. Using theories of education, students will discuss and evaluate how the use of technology influences teaching, learning, and evaluation strategies. Students will explore a variety of technologies and their applicability to learning goals, active learning strategies, and different learning environments such as clinical sites and learning resource centers. Students will evaluate how teacher and learner roles are influenced with the use of technology.
PREREQUISITE OR COREQUISITE COURSES: NRSG 691/891
CREDIT ALLOCATION: 3 didactic credits
Letter grade – not repeatable for additional credit

NRSG 694/894  Implementation of the Educator Role: Practicum
Various components of the educator role are implemented under the guidance of a preceptor in an educational setting. Opportunities are provided to utilize teaching and learning strategies, educational research findings, and evaluation methods with diverse students. Professional issues such as continuous quality improvement, health care quality and safety, scholarship of teaching, and multicultural workforce needs will be incorporated into accompanying modules.
PREREQUISITE COURSES: NRSG 691/891, 692/892, and 693/893
CREDIT ALLOCATION: 3 didactic credits
Letter grade – not repeatable for additional credit
NRSG 688/888 Special Topics (Clinical) in Acute Care Nursing
Provides opportunities for acute care nurse practitioner students to obtain advanced clinical practice to augment basic skills or to explore a specific clinical area in depth. All clinical experiences are under the supervision of master clinicians.
PREREQUISITE COURSES: Permission of instructor
CREDIT ALLOCATION: 1 - 6 clinical credits

NRSG 689/889 Special Topics (Clinical) in Primary Health Care Nursing
Provides opportunities for primary care nurse practitioner students to obtain advanced clinical practice to augment basic skills or to explore a specific clinical area in depth. All clinical experiences are under the supervision of master clinicians.
PREREQUISITE COURSES: Permission of instructor
CREDIT ALLOCATION: 1 - 6 clinical credits
APPENDIX III

Doctor of Nursing Practice Program (DNP) Courses

DNP Course Descriptions

BIOS 806 Biostatistics
This course is designed to prepare the graduate student to understand and apply biostatistical methods needed in the design and analysis of biomedical and public health investigations. The major topics to be covered include types of data, descriptive statistics and plots, theoretical distributions, probability, estimation, hypothesis testing, and one-way analysis of variance. A brief introduction to correlation and univariate linear regression will also be given. The course is intended for graduate students and health professionals interested in the design and analysis of biomedical or public health studies.
PREREQUISITE COURSES: None
CREDIT ALLOCATION: 3 credits, seminar
*Biostatistics requirement will be waived if DNP student has BIOS 806 or equivalent within 5 years of admission to DNP Program.

EPI 820 Epidemiology
This course is designed to prepare the graduate student, professional student or fellow to gain knowledge and skills in basic epidemiological concepts and applications. Major topics to be covered include sources of data, study designs, analytical strategies, interpretation of data, disease causality and control of public health problems.
PREREQUISITE COURSES: None
CREDIT ALLOCATION: 3 credits, seminar

NRSG 701 Implementing Evidence-Based Practice
This course builds on an understanding of the scholarship of nursing and the concepts of evidence-based practice. It will prepare students to critically evaluate theories, concepts, and methods relevant to the review, analysis, synthesis, and application of scientific evidence to nursing and interprofessional healthcare practice. The ethical, economic, cultural, and political implications of innovations in evidence-based practice will be explored.
PREREQUISITE COURSES: NRSG 731
CO- or PRE-REQUISITES: BIOS 806 or equivalent, or permission of instructor
CREDIT ALLOCATION: 3 credits, seminar

NRSG 702 Methods for Assessing Clinical Practice Outcomes
A variety of approaches can be used to evaluate health and practice outcomes. In this course, students will explore the strengths and weaknesses of different methodologies and data when compared to a variety of clinically relevant issues. Examples of methodological approaches include the use of surveys, observations, and/or interviews, and quality improvement processes. Examples of data include the use of secondary data sets and/or epidemiological data and clinical records databases. The use of different methodologies combined with the cultural, ethical, political, and economic implications for practice will be explored.
PREREQUISITE COURSES: NRSG 731
CO- or PRE-REQUISITES: NRSG 701, BIOS 806 or equivalent, or permission of instructor
CREDIT ALLOCATION: 3 credits, seminar
NRSG 703 Changing Complex Systems to Improve Health Care Delivery
Students will explore strategies to create, sustain, and evaluate change in complex micro-and-macro systems. Students will engage in futuristic visioning and scenario building to address emerging practice and health care problems. Solutions to complex systems issues will be proposed within the context of relevant ethical, political, economic, and cultural factors. Students will use collaborative and interprofessional skills to explore proposed system solutions.
PREREQUISITE COURSES: NRSG 731, BIOS 806, NRSG 701, NRSG 702, NRSG 755
CO- or PRE-REQUISITES: NRSG 709, EPI 820, or permission of instructor
CREDIT ALLOCATION: 2 credits, seminar 2 credits Practicum (90 practicum hours)

NRSG 704 Clinical Inquiry (Capstone Project)
Students will further their exploration and analysis of their selected client, population, and/or system. Students’ own evidence-based analysis and data from either clinical practice and/or epidemiological studies will be used to guide the design and development of interventions directed at practice change, system changes, or aggregate health improvements. Analysis of socio-economic, cultural, ethical, and political implications continues. Building on the student’s work, practice interventions are refined. Under guidance of their academic advisor, students implement their designated project and evaluate. Plans for or evidence of dissemination occurs.

The clinical practicum hours provide students the opportunity to apply knowledge and newly acquired skills to the practice setting. Practice settings will vary depending on students’ interest and career goals. The primary aim of the practice work is to design, implement, and evaluate change that will improve health outcomes for individuals, families, communities, and/or populations. Overall, the DNP practicum experience experiences culminate in the Capstone project.
PREREQUISITE COURSES: All DNP required courses or permission of DNP Faculty Advisor and DNP Program Director
CO-REQUISITES: NRSG 703
CREDIT ALLOCATION: Minimum 7 credits (315 practicum hours)

NRSG 705 Clinical Inquiry: Development of the Capstone Proposal Problem Statement
Through clinical inquiry, students will further their exploration and analysis of their selected client, population, and/or system. Students’ own evidence-based analysis and data from either clinical practice and/or epidemiological studies will be used to guide the design and development of interventions directed at practice change, system changes, or aggregate health improvements. Analysis of socio-economic, cultural, ethical, and political implications continues. Building on the student’s work, practice interventions are refined. Under guidance of their academic advisor, students implement their designated project and evaluate. Plans for or evidence of dissemination occurs.

This is the first of 3 clinical courses that provides a foundation for the DNP program clinical inquiry that culminates in the implementation and evaluation of the DNP Capstone project. It extends the content and experiences of the didactic DNP courses. The student will work closely with his/her DNP faculty academic advisor to develop the problem statement section of the DNP capstone proposal.
PREREQUISITE/CO-REQUISITE COURSES: Admission to the DNP Program
CREDIT ALLOCATION: 1 credit (clinical)

NRSG 706 Clinical Inquiry: Development of the Capstone Proposal Literature Review
Through clinical inquiry, students will further their exploration and analysis of their selected client, population, and/or system. Students’ own evidence-based analysis and data from either clinical practice and/or epidemiological studies will be used to guide the design and development of interventions directed at practice change, system changes, or aggregate health improvements. Analysis of socio-economic, cultural, ethical, and political implications continues. Building on the student’s work, practice interventions are refined. Under guidance of their academic advisor, students implement their designated project and evaluate. Plans for or evidence of dissemination occurs.

This is the second of 3 clinical courses that provides a foundation for the DNP program clinical inquiry that culminates in the implementation and evaluation of the DNP Capstone project. It extends the content and experiences of the didactic DNP courses. The student will work closely with his/her DNP faculty academic advisor to develop the review of literature section of the DNP capstone proposal.

PREREQUISITE/CO-REQUISITE COURSES: NRSG 701
CREDIT ALLOCATION: 1 credit (clinical)

NRSG 707 Clinical Inquiry: Development of the capstone Proposal Conceptual Framework and Methods

Through clinical inquiry, students will further their exploration and analysis of their selected client, population, and/or system. Students’ own evidence-based analysis and data from either clinical practice and/or epidemiological studies will be used to guide the design and development of interventions directed at practice change, system changes, or aggregate health improvements. Analysis of socio-economic, cultural, ethical, and political implications continues. Building on the student’s work, practice interventions are refined. Under guidance of their academic advisor, students implement their designated project and evaluate. Plans for or evidence of dissemination occurs.

This is the third of 3 clinical courses that provides a foundation for the DNP program clinical inquiry that culminates in the implementation and evaluation of the DNP Capstone project. It extends the content and experiences of the didactic DNP courses. The student will work closely with his/her DNP faculty academic advisor to develop the conceptual framework and methods sections of the DNP capstone proposal.

PREREQUISITE/CO-REQUISITE COURSES
CREDIT ALLOCATION: 1 credit (clinical)

NRSG 709/909 Health Care Policy

This course introduces students to health policy in the US government system and to the role of research in shaping health policy. Students will critically appraise a policy relevant to an area of research or practice and plan implementation strategies for policy change at the appropriate level of government. Students will develop verbal and written communication skills for effective translation of research and policy implications to lay and professional audiences.

PREREQUISITE COURSES: NRSG 731 or permission of instructor
CREDIT ALLOCATION: 3 credits, seminar

NRSG 731 Transformational Leadership

This doctoral seminar introduces the PhD and DNP student to the concepts and principles of transformational leadership within the context of health care. Using complexity science as a theoretical foundation, the course challenges students to create new ideas, adopt new behaviors and explore new vulnerabilities from which to view and solve health care dilemmas. Transformational leaders are challenged to implement and sustain organizational and systems change to support the
healing and caring that leads to improved health outcomes. The three major constructs of transformational leadership (self transformation, patient centered transformation, health systems transformation) will be explored related to health outcomes.

PREREQUISITE COURSES: None
CREDIT ALLOCATION: 3 credits, seminar

NRSG 755 Health Care Economics and Financial Management
Examination of health care economic trends, reimbursement issues, funding sources, and related ethical issues. Application of key principles and methods of financial analysis, cost analysis, budgeting, and business and grant planning.

PREREQUISITE COURSES: NRSG 731 or permission of instructor
CREDIT ALLOCATION: 3 credits, seminar
### PhD Course Descriptions

**NRSG 905 Advanced Seminar in Nursing**  
Students focus on selected research problems, methods and/or other specific topic areas. Topics will vary depending upon the needs and interests of students. Prerequisite: Admission to PhD program in nursing or permission of instructor.  
PREREQUISITE COURSES: Admission to PhD program or permission of instructor  
CREDIT ALLOCATION: 2-3 credits: 2-3 hours classroom

**NRSG 909/709 Health Care Policy**  
This course provides an in depth look at health policy in the US government system and the role of research in shaping health policy. Students will critically appraise a policy relevant to an area of research or practice and plan implementation strategies for policy change at the appropriate level of government. Students will develop verbal and written communication skills for effective translation of research and policy implications to lay and professional audiences.  
PREREQUISITE COURSES: NRSG 930, 931 or consent of instructor  
CREDIT ALLOCATION: 3 credits: 3 hours classroom

**CTR/NRSG 910 Health Related Instrument Construction and Evaluation**  
Provides a knowledge base and experience in the inductive and deductive process for constructing and evaluating instruments to measure psychosocial, behavioral, biophysiological and clinical phenomena.  
PREREQUISITE COURSES: Intermediate statistics or permission of instructor  
CREDIT ALLOCATION: 3 credits: 2 hours classroom, 1 hours lab

**CTR/NRSG 914 Self Management in Chronic Illnesses**  
Chronic illness is the major health problem today, and requires interdisciplinary teams to prevent and manage such illnesses. This course will focus on chronic disease theories and models and research strategies in order to be prepared for a program of studies that addresses the management of chronic illnesses. Concepts such as adoption of healthy lifestyle behaviors, adherence to medical regimen, patient activation to adhere to therapeutic regimen, patient and family resilience; caregiving, risk, vulnerability and disability, symptom management, economic considerations, and planning for the future are examined. Creative and innovative ways to promote patients' self-manage of chronic illnesses will be explored.  
PREREQUISITE COURSES: Multivariate statistics or permission of instructor  
CREDIT ALLOCATION: 3 credits: 3 hours classroom

**NRSG 916 Independent Study in Nursing Science: Topic TBD**  
Independent student research directly related to the student’s PhD program  
PREREQUISITE COURSES: Admission to PhD program  
CREDIT ALLOCATION: 1-6 credits: 1-6 hours classroom

**NRSG 917 Independent Study in Nursing Science: State of the Science**  
The content of this independent study course will focus on the student preparing a draft of a
manuscript (intended for submission at a later date) that synthesizes the State of the Science knowledge regarding a specific topic. The student and faculty member will sign a contract that lists specific objectives of the course, timeline for the semester, and detailed expected outcomes.
PREREQUISITE COURSES: Admission to PhD program
CREDIT ALLOCATION: 1-6 credits: 1-6 hours classroom

CTR/NRSG 923 Rural Health Research: Considerations and Implications
This course focuses on understanding the issues related to conducting research in rural and disparate populations. Specifically, this course will emphasize content related to disparities in rural health, challenges to health in rural America, health care access and health care policy, and strategies for conducting research in rural areas such as the use of technology, and considerations of the environment and community needs. Legal, ethical, political and economic implications for research in rural areas will be discussed.
PREREQUISITE COURSES: Multivariate statistics or permission of instructor
CREDIT ALLOCATION: 3 credits: 3 hours classroom

CTR/NRSG 928/728 Translational and Interdisciplinary Outcomes Research
This course focuses on outcomes: measurement, management, and evaluation of health care outcomes and translational research as a process that drives the clinical research engine. The Medical Outcomes Study conceptual framework (Structure of Care, Process of Care, and Outcomes) with an emphasis on the broad categories of outcome types: clinical end points, functional status, general well-being, satisfaction with care, and economic evaluations will be employed. Different translational approaches will be discussed (T1-T4 with an emphasis on T2-T4) along with common and unique research methods used. Legal, ethical, political and economic implications for practice and research will be discussed.
PREREQUISITE COURSES: Multivariate statistics or permission of instructor
CREDIT ALLOCATION: 3 credits: 3 hours classroom

NRSG 930 Socialization to the Scholarly Role
Doctoral graduates are poised to assume critical leadership roles in academia, the health care system, and/or other entities. Future roles of nurse educators, scholars, and scientists are explored. Strategies for promoting the student's own professional development and success as a doctoral student are examined. Students develop an understanding of scholarship including discovery, application, integration, and teaching. Students engage in processes to explore and develop their research focus.
PREREQUISITE COURSES: Admission to the PhD program
CREDIT ALLOCATION: 3 credits: 3 hours classroom

NRSG 931/731 Transformational Leadership
This doctoral course introduces the PhD and DNP students to the concepts and principles of transformational leadership within the health care context, and focuses on developing bold ideas, new behaviors, and new vulnerabilities with increasing interconnectedness and complexity in order to achieve new results. Leaders are challenged to implement and sustain organizational and information change to support the healing and caring that lead to lasting change. The three major constructs of transformational leadership include: Self transformation, Patient centered transformation, Health systems transformation.
PREREQUISITE COURSES: Admission to PhD program
CREDIT ALLOCATION: 3 credits: 3 hours classroom

NRSG 932 Philosophy of Science
This course explores nursing science in the context of classic and contemporary ideas in philosophy of science. Perspectives on scientific progress and the growth of nursing as a scientific discipline are analyzed and applied to students' research interests. Integrative and translational frameworks for the future are analyzed.

PREREQUISITE COURSES: Admission to the PhD program or permission of instructor
CREDIT ALLOCATION: 3 credits: 3 hours classroom

NRSG 933 Theory Development in Nursing and Health Sciences
This course provides students with opportunities to critically review theory development in nursing and examine how theories are adapted from other sciences. Students learn how to critically analyze key concepts and substructure selected theories related to their research focus. Students learn to synthesize the literature related to the selected concepts to identify relationships between concepts and gaps in knowledge. The course culminates in students creating a beginning conceptual framework or adaptation of an established conceptual framework.

PREREQUISITE COURSES: Permission of instructor
CREDIT ALLOCATION: 3 credits: 3 hours classroom

NRSG 934 Qualitative Research Methods
This course introduces students to philosophic foundations of qualitative research and principles of research designs and methods. Students will critically appraise qualitative studies in their own areas of research and apply course content by analyzing a small data set.

PREREQUISITE COURSES: Admission to the PhD program or permission of instructor
CREDIT ALLOCATION: 3 credits: 3 hours classroom

NRSG 935 Quantitative Research Methods
This course extends the content and experience of the previous research courses. The student's science-based model will be used to prepare and/or pilot one or more aspects of the methods for the proposed dissertation research. The practice experience includes initiation or continuation, but not necessarily conclusion of the conduct of a pilot research project with the population and environment of interest.

PREREQUISITE COURSES: NRSG 930, 931, 932, 933, 934, and 935 or permission of instructor
CREDIT ALLOCATION: 3 credits: 3 hours classroom

NRSG 936 Research Practicum
This course extends the content and experience of the previous research courses. The student's science-based model will be used to prepare and/or pilot one or more aspects of the methods for the proposed dissertation research. The practice experience may include the conduct of pilot research with the population and environment of interest.

PREREQUISITE COURSES: All required nursing core courses or permission of instructor
CREDIT ALLOCATION: 3 credits: 3 hours classroom

NRSG 937 Proposal Development and Grant Administration
This course focuses on essential aspects of the development of a grant proposal, including analyzing appropriate funding sources, proposal writing and critiquing, and administering funded proposals. Learning Scientific Writing classes will assist students in writing the components of the research plan.

PREREQUISITE COURSES: PhD in nursing core courses NRSG 930, 931, 932, 933, 934, 935, 936 or permission of instructor
CREDIT ALLOCATION: 3 credits: 3 hours classroom

NRSG 998 Doctoral Seminar
Students actively participate in seminar discussion in the area of their dissertation research, including but not limited to application of research conceptualization and methods, synthesis of work from prior course. Prerequisite: successful completion of all core courses. Doctoral students must enroll in this course each semester between completion of NRSG 936 and successful dissertation defense.
CREDIT ALLOCATION: 1 credits: 1 hours classroom

NRSG 999 Doctoral Dissertation
Independent student research directly related to dissertation. This course may be utilized before or after successful completion of the comprehensive exam.
CREDIT ALLOCATION: 1-9 credits: 1-9 hours classroom

PHD Courses and When They Are Offered

(* Displayed by when each course is offered, numerical order in the semester offered)

<table>
<thead>
<tr>
<th>Summer</th>
<th>Fall</th>
<th>Spring</th>
<th>Continuous</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTR/NRS 910</td>
<td>CTR/NRS 928 Health-Related Instrument Construction and Evaluation (E) (Even years)</td>
<td>NRSG 909/709 Health Care Policy (C) (Odd years)</td>
<td>NRSG 916 Independent Study in Nursing Science (I)</td>
</tr>
<tr>
<td>NRSG 930</td>
<td>NRSG 932 Philosophy of Science (C) (Every year)</td>
<td>CTR/NRS 914 Self Management in Chronic Illnesses (E)</td>
<td>NRSG 936 Research Practicum (C) (Every year)</td>
</tr>
<tr>
<td>NRSG 931/731</td>
<td>NRSG 933 Theory Development in Nursing &amp; Health Sciences (C) (Every year)</td>
<td>CTR/NRS 923 Rural Health Research: Considerations &amp; Implications (E)</td>
<td></td>
</tr>
<tr>
<td>NRSG 937</td>
<td>NRSG 934 Qualitative Research Methods (C) (Every year)</td>
<td>NRSG 937 Proposal Development &amp; Grant Administration (C) (Every year)</td>
<td>NRSG 998 Doctoral Seminar (C) (Spring and Fall semesters only)</td>
</tr>
<tr>
<td></td>
<td>NRSG 935 Quantitative Research Methods (C) (Every year)</td>
<td>NRSG 999 Doctoral Dissertation (C, I)</td>
<td></td>
</tr>
</tbody>
</table>

(C) = Core Course, (E) = Elective Course, (I) = Independent Study
APPENDIX V

College of Nursing Faculty and Educational Support Staff

(This list includes highest degree, UNMC faculty title and division.)

Shirley Tachenko Achord, MSN, RN, APRN-NP, Assistant Professor, Lincoln
Trina Aguirre, PhD, RN, Assistant Professor, Scottsbluff
Jean Allen, MSN, RN, APRN-NP, Nurse Specialist, Norfolk
Jessica Anders, MSN, RN, Instructor, Scottsbluff
Mary Andersen, MSN, RN, APRN-NP, Instructor, Norfolk
Carol Anderson, MSN, RN, APRN-NP, Instructor, Norfolk
Rita Antonson, MSN, RN, APRN-NP, Instructor, Director, Senior Health Promotion Center, Lincoln
Elizabeth Atwood, MSN, RN, Instructor, Kearney
Sharon Baker, MSN, RN, APRN-CNS, Instructor, Lincoln
Susan Barnason, PhD, RN, APRN-CNS, CEN, CCRN, FAHA, FAEN, FAAN, Professor, Director, DNP Program, Co-Director, BSN to DNP Program Lincoln
Elizabeth Beam, PhD, MSN, RN, Assistant Professor, Project Coordinator, University of Nebraska Programs of Excellence Biopreparedness Grant, Omaha
Ann Berger, PhD, APRN-CNS, AOCNS, FAAN, Professor, Associate Dean for Research, Dorothy Hodges Olson Chair in Nursing, Omaha
Catherine Binstock, MSN, RN, APRN-NP, Instructor, Omaha
Joyce Black, PhD, RN, Associate Professor, Omaha
Michael Bleich, PhD, RN, FAAN, Assistant Professor, Interim Assistant Dean, Kearney Division, Kearney
Elizabeth Bockoven, MSN, RN, Instructor, Omaha
Annie Bowman, Instructor, Omaha
Katherine Bravo, PhD, RN, CNPN-PC, Assistant Professor, Omaha
Sara Brown, EdD, RN, Assistant Professor, Omaha
Lynne Buchanan, PhD, RN, APRN-NP, Associate Professor, Director, MSN Program; Co-Director, BSN to DNP Program, Omaha
Beth Burbach, PhD, RN, Assistant Professor, Norfolk
Stephanie Burge, MSN, RN, APRN-BC, FNP, Instructor, Kearney
Christie Campbell-Grossman, PhD, RN, Associate Professor, Lincoln
Jennifer Cera, MSN, RN, APRN-NP, WHNP, CUNP, Instructor, Omaha
Claudia Chaperon, PhD, RN, APRN-NP, BC, Associate Professor, Omaha
Mary Christensen, MSN, RN, APRN-NP, Instructor, Lincoln
Manda Clarke, MSN, RN, APRN-NP, Instructor, Scottsbluff
Marlene Z. Cohen, PhD, RN, FAAN, Professor, Kenneth E Morehead Endowed Chair in Nursing, Omaha
Tiann Colwell, MSN, RN, Instructor, Scottsbluff
Liane Connelly, PhD, RN, NEA-BC, Associate Professor, Assistant Dean, Northern Division, Norfolk
Ernestine Cook, MSN, RN, Instructor, Omaha
Heather Cook-Mikkelsen, RN, MSN, FNP-BC, Instructor, Omaha
Mary Cramer, PhD, RN, APHN-BC, FAAN, Professor, Omaha
Janet Cuddigan, PhD, RN, CWCN, FAAN, Associate Professor, Omaha
Beth Culross, PhD, RN, APRN-CNS, CRRN, GCNS-BC, Assistant Professor, Omaha
Kirsten Curtis, MSN, RN, Instructor, Omaha
Kevin Dahlstedt, Nurse Specialist/Instructor, Scottsbluff
Beverly Davey, MSN, RN, Instructor, Omaha
Lyndsay Dean, MSN, RN, APRN-NP, Instructor, Omaha
Sarah Dillon, MSN, RN, Instructor, Kearney
Kathleen Duncan, PhD, RN, Associate Professor, Lincoln
Patricia Ealy, MSN, RN, Instructor, Kearney
June Eilers, PhD, RN, Research Associate Professor, Omaha
Christine Eisenhauer, PhD, RN, APRN-CNS, PHCNS-BC, Assistant Professor, Norfolk
Michelle Ellermeier, MSN, RN, Instructor, Kearney
Deanne Ernesti, MSN, RN, CENP, Instructor, Omaha
Nancy Farris, MSN, RN, APRN-CNS, Assistant Professor, Omaha
Cindy Ference, MSN, RN, Instructor, Kearney
Kathryn Fiandt, PhD, RN, FNP-BC, FAANP, FAAN, Professor, Associate Dean for Transformational
  Practice and Partnerships, Omaha
Mary Filipi, PhD, RN, APRN-NP, Assistant Professor, Omaha
Lisa Firestine, MSN, RN, Instructor, Omaha
Margaret Ofc Fleck, PhD, RN, Assistant Professor, Omaha
Amy Ford, MSN, RN, APRN-NP, Assistant Professor, Omaha
Rachel Fortney, RN, MSN, Nurse Specialist, Omaha
Jami Fulwider, MSN, RN, Instructor, Lincoln
Jo Anne Genua, MSN, RN, CCHN-C, Instructor, Omaha
Mary Girard, BSN, RN, Nurse Specialist, Kearney
Kelly Gonzales, PhD, RN, Assistant Professor, Omaha
Nicholas Guenzel, Assistant Professor, Lincoln
Alyson Hanish, PhD, RN, Postdoctoral Research Associate, Omaha
Kathleen Hanna, PhD, RN, Professor, Director, PhD Program, Carol M Wilson Endowed Chair, Omaha
Joan Harvey, MSN, RN, Instructor, Lincoln
Diana Hines, MSN, RN, Instructor, Kearney
Katherine Hoffman, MSN, RN, APRN-NP, Instructor, Omaha
Carrie Holt, MSN, RN, Instructor, Norfolk
Julia Houfek, PhD, RN, APRN-CNS, Professor, Omaha
Diane Brage Hudson, PhD, RN, Associate Professor, Lincoln
Teresa Hultquist, PhD, RN, APRN-CNS, PHCNS-BC, Associate Professor, Interim Director of
  Evaluation, Omaha
MJ Jobes, MA, RN, Assistant Professor, Lincoln
Angela Johnson, MSN, RN, Instructor, Norfolk
Katherine Kaiser, PhD, RN, APRN-CNS, Professor, Omaha
Margaret Kaiser, PhD, RN, APRN-CNS, Associate Professor, Director, Learning Resource Center,
  Omaha
Annette Kasselman, Instructor, Norfolk
Lea Kathol, MSN, RN, CNE, Instructor, Norfolk
Rebecca Keating-Lefler, PhD, RN, Assistant Professor, Omaha
Heidi Keeler, PhD, RN, Assistant Professor, Director, Continuing Nursing Education, Omaha
Colleen Kennedy, MSN, RN, Instructor, Norfolk
Janet Knisley, DNP, MSN, RN, Clinical Assistant Professor, Kearney
Suhasini Kotcherlakota, PhD, Assistant Professor, Omaha
Rebecca Kreman, PhD, RN, APRN-NP, Assistant Professor, Scottsbluff
Robert Kroeger, MSN, RN, APRN-NP, Instructor, Lincoln
Kevin Kupzyk, PhD, Assistant Professor, Omaha
Louise LaFramboise, PhD, RN, CNE, Associate Professor, Director, Baccalaureate Program, Omaha
Robin Lally, PhD, RN, Professor, Omaha
Sandra Leaders, MSN, RN, FNP, Instructor, Omaha
Marlene Lindeman, MSN, RN, APRN-CNS, Assistant Professor, Omaha
Sev Linder, MSN, RN, Instructor, Lincoln
Therese Mathews, PhD, RN, Associate Professor, Omaha
Stephen Matthews, Instructor, Scottsbluff
Donna McElvain, MSN, RN, Instructor, Lincoln
Rita McGuire, PhD, RN, Research Assistant Professor, Lincoln
Wendy McKeighan, DNP, APRN-CNS, CCNS, ACNS-BC, Assistant Professor, Lincoln
Nancy Meier, MSN, RN, APRN-NP, Instructor, Scottsbluff
Robyn Mendenhall, MSN, RN, Instructor, Lincoln
Mary Ann Mertz, EdD, MN, RN, Assistant Professor, Interim Assistant Dean, Kearney Division, Kearney
Connie Miller, PhD, RN, CNE, Associate Professor, Assistant Dean, Omaha Division, Omaha
Joella Miller, MS, RN, Assistant Professor, Kearney
Elizabeth Mollard, PhD, RN, Assistant Professor, Lincoln
Tiffany Moore, PhD, RN, Assistant Professor, Omaha
Jean Mortensen, MSN, RN, Instructor, Omaha
Alison Nelson, Instructor, Kearney
Audrey Nelson, PhD, RN, Associate Professor, Omaha
Jessica Nielsen, MSN, RN, APRN-NP, Nurse Specialist, Omaha
Janet Nieveen, PhD, RN, Assistant Professor, Lincoln
Vicki Norton, MSN, RN, Instructor, Lincoln
Peggy Pelish, PhD, RN, APRN-NP, Associate Professor, Omaha
Mary Petersen, MSN, MBA, RN, APRN-CNS, Instructor, Omaha
Bunny Pozehl, PhD, RN, APRN-NP, FAAN, Professor, Lincoln
Jana Pressler, PhD, RN, Professor, Assistant Dean, Lincoln Division, Lincoln
Carol Pullen, EdD, RN, Professor, Omaha
Jill Reed, PhD, MSN, RN, APRN-NP, Instructor, Kearney
Kim Rodehorst, PhD, RNC, Associate Professor, Scottsbluff
Sheila Ryan, PhD, RN, FAAN, Professor, Director, International Programs, Charlotte Peck Lienemann and Alumni Distinguished Chair, Omaha
Dana Samson, MSN, RN, Instructor, Scottsbluff
Sandra Sasse, MSN, RN, Instructor, Omaha
Myra Schmaderer, PhD, MSN, RN, Nurse Specialist, Lincoln
Rita Schmitz, MSN, RN, Assistant Professor, Lincoln
Wilma Schuermann, MSN, RN, APRN-NP, Instructor, Omaha
Paula Schulz, PhD, RN, Associate Professor, Lincoln
Karen Schumacher, PhD, RN, Professor, Omaha
Juliann Sebastian, PhD, RN, FAAN, Professor, Dean, College of Nursing, Omaha
Yaewon Seo, PhD, RN, Assistant Professor, Omaha
Marcia Shade, Assistant Professor, Omaha
Fabiana Silva, MSPH, PhD, Post-Doctoral Research Associate, Omaha
Cynthia Skye, MSN, RN, Instructor, Norfolk
Melissa Snyder, MSN, RN, Instructor, Scottsbluff
Lynnette Leeseberg Stamler, PhD, RN, FAAN, Professor, Associate Dean for Academic Programs, Omaha
Leeza Struwe, MSN, RN, Instructor, Lincoln
Nancy Stuart, MS, RN, Instructor, Kearney
Barbara Swore-Fletcher, PhD, RN, Assistant Professor, Omaha
Kathy Tackett-Morris, DNP, RN, APRN-NP, Assistant Professor, Omaha
Dawn Tassemeyer, MSN, RN, Instructor, Lincoln
Cheryl Thompson, PhD, RN, Associate Professor, Assistant Vice Chancellor, Academic Affairs/Student Affairs, Omaha
Cathy Tierney, MSN, RN, Instructor, Norfolk
Vicki Peterson Truksa, MSN, APRN-NP, Instructor, Norfolk
Janice Twiss, PhD, RN, CWHNP, APRN-NP, Associate Professor, Omaha
Joelle Vogltance, MSN, RN, APRN-NP, Instructor, Lincoln
Denise Waibel-Rycek, MSN, RN, Instructor, Kearney
Lisa Walters, MSHSM, BSN, RN, FACHE, Instructor, Norfolk
Nancy Waltman, PhD, RN, APRN-NP, Professor, Lincoln
Rita Weber, MS, RN, Instructor, Kearney
Barbara Wehrman, MSN, RN, Instructor, Norfolk
Hannah Weisgerber, MSN, RN, Instructor, Scottsbluff
Wendy Wells, MSN, RN, Instructor, Scottsbluff
Stacy Werner, Assistant Professor, Kearney
Kirsten Wertz, MSN, RN, APRN-NP, Instructor, Lincoln
Shirley Wiggins, PhD, RN, Assistant Professor, Lincoln
Anne Wilber, MSN, RN, APRN-CNS, PHCNS-BC, Instructor, Norfolk
Susan Wilhelm, PhD, RN, Assistant Professor, Assistant Dean, West Nebraska Division, Scottsbluff
Deborah Wisnieski, PhD, NR, Assistant Professor, Omaha
Bernice Yates, PhD, RN, Professor, Omaha
An-Yun “Emily” Yeh, PhD, RN, Postdoctoral Research Associate, Omaha
Lufei Young, PhD, RN, APRN-NP, Assistant Professor, Lincoln
Chao “Mickey” Zhang, PhD, RN, Assistant Professor, Lincoln
Lani Zimmerman, PhD, RN, FAAN, Professor, Lincoln

Emeriti Faculty
<table>
<thead>
<tr>
<th>Name</th>
<th>Degree</th>
<th>Institution</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan Atwood</td>
<td>PhD, RN</td>
<td>University of Arizona</td>
<td>Professor</td>
</tr>
<tr>
<td>Kathleen Barr</td>
<td>PhD, RN</td>
<td>UNL</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Cecilia Barron</td>
<td>PhD, RN</td>
<td>Ohio State University</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Jean, Bartek</td>
<td>PhD, RN</td>
<td>UNMC</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Mara, Baun</td>
<td>DNsC, RN</td>
<td>FAAN</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Nancy Bergstrom</td>
<td>PhD, RN</td>
<td>FAAN</td>
<td>Professor</td>
</tr>
<tr>
<td>Catherine Bevil</td>
<td>EdD, RN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Judith, Billings</td>
<td>PhD, RN</td>
<td>University of Minnesota</td>
<td>Professor</td>
</tr>
<tr>
<td>Betty Craft</td>
<td>PhD, RN</td>
<td>UNL</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Joyce Crutchfield</td>
<td>PhD, RN</td>
<td>1986, UNL</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Lynne Farr</td>
<td>PhD, 1977</td>
<td>Creighton University</td>
<td>Professor</td>
</tr>
<tr>
<td>Judith Heermann Flynn</td>
<td>PhD, RN</td>
<td>1988, UNL</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Martha Foxall</td>
<td>PhD, RN</td>
<td>1979, UNL</td>
<td>Professor</td>
</tr>
<tr>
<td>Mary Garrett</td>
<td>PhD, RN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M Carol Grasser</td>
<td>PhD, RN</td>
<td>1993, UNL</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Karen Grigsby</td>
<td>PhD, RN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gloria Gross</td>
<td>PhD, RN</td>
<td>1986, UNL</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Bevely Hays</td>
<td>PhD, RN</td>
<td>1990, Case Western Reserve University</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Barbara Head</td>
<td>PhD, RN</td>
<td>1997, University of Iowa</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Melody Hertzog</td>
<td>PhD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gail Hille</td>
<td>MSN, RN</td>
<td>1973, University of Maryland, Baltimore</td>
<td>Instructor</td>
</tr>
<tr>
<td>Sharon Holyoke</td>
<td>MSN, RN</td>
<td>1971, University of Colorado, Denver</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Polly Hulme</td>
<td>PhD, RN</td>
<td>1997, University of Iowa</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Doris Hutchison</td>
<td>MSN, RN</td>
<td>1970, Indiana University</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Linda Jensen</td>
<td>PhD, RN</td>
<td>1997, UNMC</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Marie Kreman</td>
<td>EdD, RN</td>
<td>1997, UNL</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Ada Lindsey</td>
<td>PhD, RN</td>
<td>1977, University of Maryland, Emeritus Dean</td>
<td>Professor</td>
</tr>
<tr>
<td>Barbara McCabe</td>
<td>PhD, RN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Margaret McMahon</td>
<td>MS, RN</td>
<td>1970, UNO</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Joan McVay</td>
<td>MSN, MA, RN</td>
<td>1986, Central Michigan University</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Mary Megel</td>
<td>PhD, RN</td>
<td>1987, UNL</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Susan Muhlauer</td>
<td>PhD, APRN-NP, BC</td>
<td>1999, UNL</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Muriel Munchrath</td>
<td>MSN, RN</td>
<td>1969, University of Illinois</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Kathryn Nickel</td>
<td>PhD, RN</td>
<td>1997, University of Colorado Health Sciences</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Carol Ott</td>
<td>PhD, RN</td>
<td>1996, UNL</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Steven Pitkin</td>
<td>MN, RN</td>
<td>1989, Wichita State University</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Janice Rustia</td>
<td>PhD, RN</td>
<td>1970, UNL</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Barbara Sand</td>
<td>MSN, RN</td>
<td>1986, UNMC</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Linda Sather</td>
<td>EdD, RN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sybil Sedivy</td>
<td>M.Ed, 1960</td>
<td>UNL</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Cindy Seidl</td>
<td>MSN, RN</td>
<td>1979, Assistant Professor</td>
<td></td>
</tr>
<tr>
<td>Virginia Tilden</td>
<td>DNSc, RN</td>
<td>1981, University of California–San Francisco</td>
<td>Emeritus Dean and Professor</td>
</tr>
<tr>
<td>Susan Noble Walker</td>
<td>EdD, RN</td>
<td>1981, Northern Illinois University</td>
<td>Professor</td>
</tr>
<tr>
<td>Cheryl West</td>
<td>MS, RN</td>
<td>1973, University of Arizona</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Joan Westfall</td>
<td>PhD, RN</td>
<td>1990, UNL</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Peggy Wilson</td>
<td>PhD, RN</td>
<td>1984, University of Florida</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Rosalee C. Yeaworth</td>
<td>PhD, RN</td>
<td>1970, University of Cincinnati</td>
<td>Emeritus Dean and Professor</td>
</tr>
</tbody>
</table>

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APPENDIX VI

Division Locations and Maps

UNMC Omaha – Main Division

The University of Nebraska Medical Center's main division is in Omaha, located at 42nd Street and Dewey Avenue. Student enrollment includes more than 3,000 students.

Nearly 10,000 students, employees, staff and faculty are located in the area of 10 square blocks that make up the Nebraska Medical Center campus. This area includes classrooms, labs, outpatient care, the Lied Transplant Center, Munroe-Meyer Institute and other university facilities. Two hospital towers – University Tower and Clarkson Tower– also are located on campus. They are operated by our clinical partner, The Nebraska Medical Center.

UNMC College of Nursing
985330 Nebraska Medical Center
4111 Dewey Avenue
Omaha, NE 68198-5330

Campus Map:
http://d.unmc.edu/gen_map.php
http://www.unmc.edu/mapquestmap.htm

UNMC Kearney

The Kearney Division of the UNMC College of Nursing is located on the University of Nebraska-Kearney campus. UNK also offers bachelor's degrees and pre-professional programs for preparation for further studies at UNMC.

UNMC College of Nursing
HSEC-CON
2402 University Drive
Kearney, NE 68849-4510

Campus Map:
http://www.unk.edu/about/fastfacts/maps-directions.php
UNMC Lincoln

The Lincoln division of the UNMC College of Nursing is affiliated with the University of Nebraska - Lincoln and is located downtown in the Commerce Court building. UNL offers a pre-nursing program for students interested in pursuing a Bachelor of Science in Nursing Degree at UNMC. The Lincoln CON division also prepares post-baccalaureate students for graduate studies in nursing.

UNMC College of Nursing
Commerce Court
1230 O Street, Suite 131
Lincoln, NE 68588-0220

Campus Map:
http://d.unmc.edu/gen_map.php
http://maps.unl.edu/images/unl_campusmaps.pdf

UNMC Norfolk

The Northern Division of the UNMC College of Nursing is located on the Northeast Community College campus. The J. Paul and Eleanor McIntosh College of Nursing opened in August 2010 and offers a Bachelor of Science in Nursing Degree and graduate nursing programs.

UNMC College of Nursing
McIntosh College of Nursing
801 East Benjamin Avenue
Norfolk, NE 68701-1709

Campus Map:
http://d.unmc.edu/gen_map.php
http://www.northeast.edu/Maps/
UNMC Scottsbluff

The University of Nebraska Medical Center College of Nursing West Nebraska Campus is located at the Western Nebraska Community College (WNCC) John N Harms Advanced Technology Center (classroom, clinic skills laboratories and staff). Faculty offices, assessment lab and patient simulation suite are located at Regional West Medical Center (RWMC). The division was opened in the fall of 1987 to prepare nurses for a Bachelor of Science in Nursing Degree and a Master of Science in Nursing Degree.

UNMC College of Nursing
WNCC – Harms Building
1601 E 27th St
Scottsbluff, NE 69361-4939

Campus Map:
http://d.unmc.edu/gen_map.php
http://www.scottsbluffging.net/info.php
NOTICE

Acceptance of registration by the University of Nebraska and admission to any educational program of the university does not constitute or warranty that the university will continue indefinitely to offer the program in which a student is enrolled. The university expressly reserves the right to change, phase out or discontinue any program.

The listing of courses contained in any university bulletin, catalog, or schedule is by way of announcement only and shall not be regarded as an offer of contract. The university expressly reserves the right to (1) add or delete course from its offerings, (2) change times or locations of course or programs, (3) change academic calendars without notice, (4) cancel any course for insufficient registrations, or degrees and any other policy or regulation affecting student, including, but not limited to, evaluation standards, whenever the same is considered to be in the best interests of the University. Effective: June 8, 1985 Board of Regents.