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I – OVERVIEW

Academic Calendar 2012-2013

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

http://unmc.edu/nursing/docs/2012-2013_Academic_Calendar.pdf
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 campuses 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 website 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 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). From this historical time we have a view of student nurses observing in the operating theater in 1948 and of Ivy Day 1950.

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 leadership 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 campuses in west Nebraska (1986) and Kearney in 1991. The addition of the campuses 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 campus in Norfolk was added in conjunction 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 campus 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. In June 2011, Dr. Tilden retired.

Moving Forward (2011-present)

In October 2011, Dr. Juliann G Sebastian became the dean of the College of Nursing. Plans are in development for facility upgrades at the Lincoln, Kearney, and Scottsbluff campuses. In May 2012 we graduated our first BSN class from the Norfolk campus.

Today’s College of Nursing is truly a 500 mile wide campus, with five campuses 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 (DN) and doctor of philosophy (PhD) degree. The baccalaureate program of study is available on all five campuses sites; these are the Omaha, Lincoln, Kearney, West Nebraska (in Scottsbluff), and Northern (in Norfolk) campuses. 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 campus; however, with the use of distance learning technology, many graduate courses, specialties, and clinical experiences are available at the other campuses 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/Gerontologic Nurse Practitioner (for primary care or acute care), Women's Health Nurse Practitioner, Pediatric Nurse Practitioner, Nursing Administration, 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 capstone 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 and master’s 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.
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/residency.htm

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) OR the Pearson (PTE) is required. Additional information can be found on the College of Nursing website:

http://www.unmc.edu/nursing/BSN_Admission_Steps.htm
Transfer Credit

Undergraduate Program

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 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 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. 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, 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 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

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 2012-2013

Current Tuition and Fees

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

http://www.unmc.edu/studentservices/docs/2012_2013_TUITION_RATES.pdf

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

http://www.unmc.edu/studentservices/docs/2012_2013_Student_Fees.pdf

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 - Lincoln, Kearney, and Scottsbluff

The College of Nursing campuses supported by host campuses of the University will 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 Campus 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:

http://net.unmc.edu/care/docs/handbook.pdf

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:

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<th>Regular Semester</th>
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<tbody>
<tr>
<td>Period of Drop / Withdrawal</td>
<td></td>
</tr>
<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>
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Additional information about refunds for Summer Sessions can be found in the UNMC Student Handbook at:

http://net.unmc.edu/care/docs/handbook.pdf
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://unmc.edu/studentservices/apply_aid.htm
## UNMC College of Nursing Administration

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<thead>
<tr>
<th>Name</th>
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<tr>
<td>Sue Barnason, RN, PhD, APRN-CNS</td>
<td>Professor, Director, Doctor of Nursing Practice Program</td>
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<tr>
<td>Ann Berger, APRN, PhD, AOCN, FAA, Professor</td>
<td>Director - Doctoral Program, Dorothy Hodges Olson Chair in Nursing</td>
</tr>
<tr>
<td>Catherine Bevil, EdD, RN, Professor</td>
<td>Director of Continuing Nursing Education and Evaluation</td>
</tr>
<tr>
<td>Christie Campbell-Grossman, RN, PhD, Associate Professor</td>
<td>Interim Assistant, Lincoln Campus</td>
</tr>
<tr>
<td>Marlene Cohen, RN, PhD, FAAN</td>
<td>Professor, Associate Dean for Research, Kenneth E Morehead Endowed Chair in Nursing</td>
</tr>
<tr>
<td>Liane Connelly, RN, PhD, Associate Professor</td>
<td>Assistant Dean, Norfolk Campus</td>
</tr>
<tr>
<td>Janet Cuddigan, PhD, RN, FAAN</td>
<td>Associate Professor, Chair, Adult Health &amp; Illness Department, Interim Chair, Community-Based Health Department</td>
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<tr>
<td>Karen Grigsby, PhD, RN, Associate Professor</td>
<td>Chair, Families and Health Systems Department, Interim Associate Dean for Academic Programs</td>
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<tr>
<td>Kelly, Rolee, MSW, Director of Student Services</td>
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<tr>
<td>Louise LaFramboise, RN, PhD, Associate Professor</td>
<td>Director, Undergraduate Program</td>
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<tr>
<td>Kelly McDonald, MHA, Director of Administration &amp; Operations</td>
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<tr>
<td>Steve Pitkin, RN, MN, Assistant Professor</td>
<td>Assistant Dean, Kearney Campus</td>
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<tr>
<td>Linda Sather, RN, EdD, Assistant Professor</td>
<td>Interim Director, Morehead Center for Nursing Practice</td>
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<tr>
<td>Juliann G Sebastian, PhD, RN, FAAN, Professor</td>
<td>Dean, College of Nursing</td>
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<tr>
<td>LaDonna Tworek, Administrative Associate II, Dean’s Office</td>
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<tr>
<td>Shirley Wiggins, RN, PhD, Assistant Professor</td>
<td>Chair, General Faculty Organization</td>
</tr>
<tr>
<td>Susan Wilhelm, PhD, RN, Assistant Professor</td>
<td>Assistant Dean, Scottsbluff Campus</td>
</tr>
</tbody>
</table>
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 campus sites. Students will need their own transportation. 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, Family Health Care Center (FHCC) and Mobile Nursing Center (MNC), Lincoln Senior Center and The Panhandle Hispanic and Native American Diabetes Outreach Clinic.
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 enter
- Oasis Counseling International
- Veterans Administration Health Care

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

**Library Facilities**

**All Campuses**

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 campuses 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 Campus**
The Don L Love Memorial Library on the UNL City campus provides services to the UNMC nursing students in Lincoln. The library open stack circulation and closed reserved methods of lending allows 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 Campus**
The Calvin T Ryan Library on the UNK campus 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 Campus**
The Northeast Community College Library is also available to the Norfolk campus nursing students. Computer access to the other University of Nebraska libraries is available.

**Scottsbluff Campus**
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 campus nursing students.

**Niedfelt Nursing Research Center**
The purpose of the Niedfelt Nursing Research Center on the Omaha campus 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 campuses computer cluster or learning resource centers. Technical assistance is provided for each campus through UNMC computer services and College of Nursing personnel on each campus. 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 campuses. 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 campus LRC for support as needed.
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 Campus
The Student Health Service provides outpatient health care for University of Nebraska Medical Center students and an optional system for dependents of students. All undergraduate 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 Campus
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 Campus
Nursing students on the University of Nebraska - Kearney campus 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.

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

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

Counseling Services

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

Kearney Campus
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.

Norfolk Campus
Counseling services is at the North East Community College.

West Nebraska Campus
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 campus 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
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 May 2012]
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:

http://www.unmc.edu/nursing/docs/UNMC_CON_Policy_5_2_3_rev_201205.pdf

Professional (MSN, PMC, DNP) Programs  [CON Policy 5.3.18 February 2011]
Information regarding Compliance with Professional Program Requirements can be found at:

http://www.unmc.edu/nursing/docs/UNMC_CON_Policy_5_3_18_rev_201102.pdf

Graduate (PhD) Program  [CON Policy 5.4.2 September 2012]
Information regarding Compliance with Graduate Program Requirements can be found at:

http://www.unmc.edu/nursing/docs/UNMC_CON_Policy_5_4_2_rev_201209.pdf
Technical Standards

**Undergraduate (BSN) Program**  
[CON Policy5.2.1 October 2012]
Information regarding Technical Standards for the Undergraduate Program can be found at:

http://www.unmc.edu/nursing/docs/UNMC_CON_Policy_5_2_1_rev_201210.pdf

**Professional (MSN, PMC, DNP) Programs**  
[CON Policy5.3.1 July 2012]
Information regarding Technical Standards for the Professional Program can be found at:

http://www.unmc.edu/nursing/docs/UNMC_CON_Policy_5_3_1_rev_201207.pdf

**Graduate (PhD) Program**  
[CON Policy5.4.5 September 2012]
Information regarding Technical Standards for the Graduate Program can be found at:

http://www.unmc.edu/nursing/docs/UNMC_CON_Policy_5_4_5_rev_201209.pdf
Registration

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

Adding/Dropping Courses

1. Courses may be added through the first week of classes for that term
2. Courses may be dropped through the first eight weeks after the first day of class for that term
   a. Courses dropped before the end of the first week of class are not entered on the permanent record
   b. A "W" (Withdraw) entry is made on the permanent record for a student who drops a course(s) before the end of the eight-week period.
   c. The grade of "WP" (Withdraw Passing) or "WF" (Withdraw Failing) as assigned by the instructor for the class is entered on the permanent record card for course(s) dropped after the eight-week drop period

Progression and Scholarship

Undergraduate Program (BSN)

To view the Undergraduate Progression policy, please see the CON website at:

http://www.unmc.edu/nursing/docs/UNMC_CON_Policy_5_2_18_rev_200803.pdf

To view the Undergraduate Academic Probation, Suspension, Dismissal, Withdrawal Policy, please see the CON website at:

http://www.unmc.edu/nursing/docs/UNMC_CON_Policy_5_2_23_rev_200802.pdf

Professional Programs (MSN, PMC, DNP)  [CON Policy 5.3.11 July 2012]

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

http://www.unmc.edu/nursing/docs/UNMC_CON_Policy_5_3_11_rev_201207.pdf

Graduate Program (PhD)  [UNMC Graduate Studies Bulletin 2012-2013]

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

http://www.unmc.edu/gradstudies/docs/Graduate_Studies_Bulletin.pdf
Full-time/Part-time Enrollment

Undergraduate 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 May, 2010]

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

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 July 2012]
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.

<table>
<thead>
<tr>
<th>Course #s</th>
<th>Program</th>
<th>Courses &amp; Descriptions Printed</th>
<th>Courses &amp; Descriptions Online</th>
</tr>
</thead>
<tbody>
<tr>
<td>200-499</td>
<td>Undergraduate</td>
<td>Appendix I</td>
<td><a href="http://www.unmc.edu/nursing/Course_Descriptions_Undergraduate.htm">http://www.unmc.edu/nursing/Course_Descriptions_Undergraduate.htm</a></td>
</tr>
<tr>
<td>600-699</td>
<td>MSN</td>
<td>Appendix II</td>
<td><a href="http://www.unmc.edu/nursing/Course_Descriptions.htm">http://www.unmc.edu/nursing/Course_Descriptions.htm</a></td>
</tr>
<tr>
<td>800-899</td>
<td>MSN</td>
<td>Appendix II</td>
<td><a href="http://www.unmc.edu/nursing/Course_Descriptions.htm">http://www.unmc.edu/nursing/Course_Descriptions.htm</a> Note: 800 numbering will be phased out by Fall 2014</td>
</tr>
<tr>
<td>950-958</td>
<td>MSN</td>
<td>Appendix II</td>
<td><a href="http://www.unmc.edu/nursing/Course_Descriptions.htm">http://www.unmc.edu/nursing/Course_Descriptions.htm</a> Note: 950-958 courses will be phased out of the curriculum by Fall 2014 as a result of newly combined specialities</td>
</tr>
<tr>
<td>700-799</td>
<td>DNP</td>
<td>Appendix III</td>
<td><a href="http://www.unmc.edu/nursing/DNP-Course_Descriptions.htm">http://www.unmc.edu/nursing/DNP-Course_Descriptions.htm</a></td>
</tr>
<tr>
<td>900-949</td>
<td>PhD</td>
<td>Appendix IV</td>
<td><a href="http://www.unmc.edu/nursing/PhD-Course_Descriptions.htm">http://www.unmc.edu/nursing/PhD-Course_Descriptions.htm</a></td>
</tr>
<tr>
<td>959-999</td>
<td></td>
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</tbody>
</table>

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:

- **A+**: 98-100
- **A**: 93-97
- **A-**: 90-92
- **B+**: 88-89
- **B**: 83-87
- **B-**: 80-82
- **C+**: 78-79
- **C**: 73-77
- **C-**: 70-72

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>C</td>
<td>2.00</td>
</tr>
</tbody>
</table>
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.

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.

Withdrew or Incomplete grades are indicated as follows:

- **W** - Withdrew within 1st eight weeks of class. After the 1st eight weeks the instructor must assign a WP or WF grade for students withdrawing.
- **WP** - Withdrew passing.
- **WF** - Withdrew failing.
- **WX** - Administrative withdrawal.
- **I** - Incomplete* (Grade average is not affected until the incomplete has been removed. Students have one semester to remove the Incomplete grade or the “I” reverts to an “F.” Refer to current Student Policy Manual for additional guidelines regarding incomplete grades.)

Grades of W, WP, WF, WX, and P are not assigned grade points and therefore are not used in computation of a student's cumulative GPA.

In courses or clinical components that run for less than 15 weeks, students who withdraw after more than half of the course or clinical has been completed will be assigned one of the following grades:

- **WP** = Passing
- **WF** = Failing

**Professional MSN, PMC, DNP Programs - Additional Grading Policy Information**

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**

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 April 2008]

**Academic Suspension:** After the period of suspension, the student must provide evidence that the reasons which resulted in academic difficulty have been resolved. The student may enroll in nursing courses as space permits.

**Student in good standing:** If the education 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 should reapply to the College of Nursing. The student may be reinstated as space permits on each individual campus. 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 campus.

Undergraduate Transfer of Campus  [CON Policy 5.2.29 February 2009]

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, and the level the student would be in when the transfer would occur.

ω  *In Good Standing* is defined as reflecting satisfactory and steady progress through the curriculum. The student maintains a GPA of at least 2.0.

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:

a. 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.

b. 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/records.htm

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

http://www.unmc.edu/nursing/docs/UNMC_CON_Policy_5_2_31_rev_200801.pdf

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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 and December. 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 web site:

http://www.unmc.edu/studentservices/commencement.htm
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:

http://net.unmc.edu/care/docs/handbook.pdf

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://www.unmc.edu/nursing/docs/Appendix_N.pdf

[Appendix N September 2008]

Undergraduate

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

http://net.unmc.edu/care/docs/handbook.pdf

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

http://www.unmc.edu/nursing/docs/UNMC_CON_Policy_5_2_19_rev_201004.pdf

Professional and Graduate

Emergency Appeals/Disciplinary Action Clause: For the academic year 2012-2013 the student grade appeals and disciplinary action plan for the professional graduate nursing students will mirror the Graduate Studies Procedure, outlined by the Graduate Studies Bulletin, beginning with notification to the Associate Dean 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 of the College of Nursing. Student representation will be appointed by the Dean of the College of Nursing.

[Policy Adopted November 2012]

Access to Student Records

In accordance with federal law as established in 1974 by the Family Educational Rights and Privacy Act, 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:

http://net.unmc.edu/care/docs/handbook.pdf
**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/BSN_The_Bachelors_Nursing_Program.htm](http://www.unmc.edu/nursing/BSN_The_Bachelors_Nursing_Program.htm)

UNMC Student Handbook:

[http://net.unmc.edu/care/docs/handbook.pdf](http://net.unmc.edu/care/docs/handbook.pdf)

**MSN Program**

UNMC Student Handbook:

[http://net.unmc.edu/care/docs/handbook.pdf](http://net.unmc.edu/care/docs/handbook.pdf)

**PMC Program**

UNMC Student Handbook:

[http://net.unmc.edu/care/docs/handbook.pdf](http://net.unmc.edu/care/docs/handbook.pdf)

**DNP Program**

College of Nursing website:


UNMC Student Handbook:

[http://net.unmc.edu/care/docs/handbook.pdf](http://net.unmc.edu/care/docs/handbook.pdf)

College of Nursing DNP Handbook:

**PhD Program**

College of Nursing website:

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

College of Nursing PHD in Nursing Program Student Handbook:

http://www.unmc.edu/nursing/docs/2012-2013_PhD_Handbook_7-3-12_Revised_Ed.pdf

UNMC Graduate Studies Bulletin:

http://www.unmc.edu/gradstudies/graduate_studies_bulletin.htm

UNMC Graduate College Policy Handbook:

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

UNMC Student Handbook:

http://net.unmc.edu/care/docs/handbook.pdf

**All Programs**

College of Nursing website:

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

<table>
<thead>
<tr>
<th>BSN Program Outcomes</th>
<th>CCNE Essentials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice nursing based on a liberal education using critical thinking and nursing science to support independent and interdependent decision making.</td>
<td>I. Liberal Education for Baccalaureate Generalist Practice</td>
</tr>
<tr>
<td>Demonstrate leadership in promoting safe, high quality care with a focus on continual evaluation and improvement within a variety of organizations and systems.</td>
<td>II. Organizational and Systems Leadership for Quality Care and Patient Safety</td>
</tr>
<tr>
<td>Practice based on best evidence and participate in the generation and dissemination of nursing scholarship.</td>
<td>III. Scholarship for Evidence Based Practice</td>
</tr>
<tr>
<td>Apply information management, technology, and information systems to create safe care and enhance sound decision-making in health care delivery systems.</td>
<td>IV. Information Management and Application of Patient Care Technology</td>
</tr>
<tr>
<td>Practice with regard for and participation in the shaping of healthcare policy, finance and regulatory environments to influence the allocation of health resources and reduce health disparities.</td>
<td>V. Healthcare Policy, finance, and Regulatory Environments</td>
</tr>
<tr>
<td>Foster and participate in intra- and inter-professional partnerships, characterized by teamwork, collaboration, and communication to deliver high-quality, safe patient care.</td>
<td>VI. Inter-professional Communication and Collaboration for Improving Patient Health Outcomes</td>
</tr>
<tr>
<td>Use all levels of prevention to promote well-</td>
<td>VII. Clinical Prevention and Population Health</td>
</tr>
</tbody>
</table>
being and prevent disease for individuals, families, groups, communities and populations.

8. Participate in and shape the profession of nursing, honoring the values of altruism, autonomy, dignity, integrity and social justice.

9. Practice caring, competent, holistic and patient-centered nursing with diverse individuals, families, groups, communities and populations, delivered in a variety of settings across the life course.

VIII. Professionalism and Professional Values

IX. Baccalaureate Generalist Nursing Practice

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 and the total number of non-nursing courses successfully completed.

BSN Options

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

- Bachelor of Science in Nursing - Traditional
- Bachelor of Science in Nursing - Accelerated
- Registered Nurse to Bachelor of Science in Nursing

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
- 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
Students Whose First Language is Not English
For applicants whose first language is not English, the Test of English as a Foreign language (TOEFL) OR the Pearson (PTE) is required. Test results must be recent (within the 5 years prior to UNMC application). An official score report must be received by the campus 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

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.

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.

Nursing undergraduate programs are offered at each of our five campuses. 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 62 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 second semester of the nursing program.
**Prerequisite and Co-Requisite 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>

**Choose one course in each gray category below**

| Humanities                  | 3       |
| Culture / Race / Ethnicity / Gender | 3       |
| Family / Human Behavior*     | 3       |
| Political Science / Social Organization | 3       |
| Free Electives              | 3 to 5  |

**Total prerequisites** 58

* Course must have been completed within 10 years of beginning Semester 1 nursing courses

[CON Policy 5.2.3 May2012]

**Application Process**

A complete application for admission includes the following:

1. **Online application to NursingCAS** (http://nursingcas.org)
2. **Complete transcripts**
   - Official transcripts for ALL education — sent directly by your college/university institutions
   - 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
   - Accelerated BSN applications only: transcripts showing a bachelor's degree
3. **Two letters of reference**
4. **Other documents and provisions**
   - Campus preference
   - 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 campus
Application Deadlines

BSN students are admitted once annually.

Annual application and program start schedule

<table>
<thead>
<tr>
<th>BSN Program</th>
<th>Application Opens</th>
<th>Application Due</th>
<th>Program Start</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional BSN</td>
<td>October 1</td>
<td>February 1</td>
<td>August</td>
</tr>
<tr>
<td>Accelerated BSN</td>
<td>June 1</td>
<td>October 1</td>
<td>May</td>
</tr>
<tr>
<td>RN to BSN</td>
<td>October 1</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. Deadlines for receipt of application materials are: 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.

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

An intensive full-time program for well-qualified students with a bachelor’s degree in another field. After satisfying pre-requisite and co-requisite courses, students complete the BSN curriculum in 12 months, including clinical rotations on evenings and/or weekends.

The 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 once annually for August program start. Required nursing coursework consists of 24 credits (See RN to BSN plan of study below). Up to 38 credits will be awarded based on your prior
nursing education/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. 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. 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.

**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

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**RN-BSN Nursing Courses**

An RN student must satisfy the following required 24 nursing credits for the BSN degree. RN students must enroll in and complete a minimum of 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 include the following:

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>LECTURE</td>
</tr>
<tr>
<td>325W</td>
<td>Pathophysiologic Basis of Alterations in Health</td>
</tr>
<tr>
<td>268W</td>
<td>Health Assessment &amp; Promotion</td>
</tr>
<tr>
<td>386W</td>
<td>Evidence-Based Nursing Practice &amp; Research</td>
</tr>
<tr>
<td>435W</td>
<td>Health Policy &amp; Issues</td>
</tr>
<tr>
<td>385W</td>
<td>Health Care Outcomes Management</td>
</tr>
<tr>
<td>470W</td>
<td>Nursing Management Strategies</td>
</tr>
<tr>
<td>420W</td>
<td>Community Health Nursing</td>
</tr>
<tr>
<td>RN to BSN required credits</td>
<td></td>
</tr>
<tr>
<td>Award - prior nursing education / experience</td>
<td></td>
</tr>
<tr>
<td>Total BSN required credits</td>
<td></td>
</tr>
</tbody>
</table>

---

**Credits Awards for Prior Nursing Education and Experience**

1. Upon completion of NRSG 385 — Health Care Outcomes Management, students are awarded 11 credits at ½ current tuition rate
2. Up to 27 additional credits will be awarded upon curriculum completion for prior nursing education and work experience completed before BSN graduation
Undergraduate Course of Study Information

There are a minimum of 62 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 the 64 credit hours of nursing course work, 2 credits of Pharmacology will be completed. To receive the BSN you must complete a combined total of 120 semester hours of non-nursing and nursing courses.

<table>
<thead>
<tr>
<th>Full Time</th>
<th>4 Semesters</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEMESTER 1</td>
<td>COURSE</td>
<td>LECTURE</td>
</tr>
<tr>
<td>NRSG 311</td>
<td>Pathophysologic Alterations in Health I</td>
<td>2</td>
</tr>
<tr>
<td>NRSG 312</td>
<td>Health Assessment Across the Life Course</td>
<td>2.5</td>
</tr>
<tr>
<td>NRSG 313</td>
<td>Patient Centered Care I</td>
<td>4</td>
</tr>
<tr>
<td>NRSG 314</td>
<td>Patient Centered Care Clinical I</td>
<td>0</td>
</tr>
<tr>
<td>NRSG 316</td>
<td>Evidence-Based Nursing Practice &amp; Leadership in Nursing</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
</tr>
<tr>
<td>SEMESTER 2</td>
<td>COURSE</td>
<td>LECTURE</td>
</tr>
<tr>
<td>NRSG 331</td>
<td>Pathophysologic Alterations in Health II</td>
<td>2</td>
</tr>
<tr>
<td>NRSG 332</td>
<td>Pharmacology for the Healthcare Professionals</td>
<td>4</td>
</tr>
<tr>
<td>NRSG 333</td>
<td>Patient Centered Care II</td>
<td>5</td>
</tr>
<tr>
<td>NRSG 334</td>
<td>Patient Centered Care Clinical II</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
</tr>
<tr>
<td>SEMESTER 3</td>
<td>COURSE</td>
<td>LECTURE</td>
</tr>
<tr>
<td>NRSG 411</td>
<td>Patient Centered Care III</td>
<td>4</td>
</tr>
<tr>
<td>NRSG 412</td>
<td>Patient Centered Care Clinical III</td>
<td>0</td>
</tr>
<tr>
<td>NRSG 413</td>
<td>Population-Centered Care</td>
<td>2</td>
</tr>
<tr>
<td>NRSG 414</td>
<td>Leadership in Health Care Delivery III</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
</tr>
<tr>
<td>SEMESTER 4</td>
<td>COURSE</td>
<td>LECTURE</td>
</tr>
<tr>
<td>NRSG 419</td>
<td>Transition to Professional Nursing</td>
<td>0</td>
</tr>
<tr>
<td>NRSG 421</td>
<td>Patient Centered Care IV</td>
<td>3</td>
</tr>
<tr>
<td>NRSG 422</td>
<td>Patient Centered Care Clinical IV</td>
<td>0</td>
</tr>
<tr>
<td>NRSG 423</td>
<td>Leadership in Health Care Delivery IV</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>14</strong></td>
</tr>
<tr>
<td>Graduation</td>
<td>TOTAL REQUIRED COURSE CREDITS</td>
<td><strong>62</strong></td>
</tr>
</tbody>
</table>

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/BSN_The_Bachelors_Nursing_Program.htm
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 a MSN. The PhD student enters with clinical competence in a chosen field of nursing and an interest in a specific area of research. The Fast-Track BSN-PhD student enters with an interest in perusing a career in nursing research.

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, nurse administrators, or informatics nurse specialists. 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.

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**MSN Programs of Study**

- 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/Executive
- Nurse Educator (training can be taken concurrently with any specialty track above)

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**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 NLNAC
- A minimum cumulative grade point average of 3.0 (on a 4.0 scale) on all undergraduate 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 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
- A course in health assessment or its equivalent
- An undergraduate research course

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</td>
<td>October 1</td>
<td>February 1</td>
<td>August</td>
</tr>
<tr>
<td>Family NP</td>
<td></td>
<td></td>
<td></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 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 1</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. Verification of potential for graduate studies requires "B" for a designated number of hours of graduate work.

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. A student must be admitted to candidacy at least eight weeks prior to the date of the final comprehensive examination. 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 research course NRSG 896/614 (applicable only to students admitted prior to Fall 2012)
5. Completion of one clinical nursing course
6. 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 603/817</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>

| VARIOUS | Graduate Statistics | 3 |

* 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

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>
</tr>
</thead>
<tbody>
<tr>
<td>NRSG 605/818</td>
<td>Pathophysiology for Advanced Practice Nurses I</td>
<td>3</td>
</tr>
<tr>
<td>NRSG 606/883</td>
<td>Applied Pharmacology for Advanced Practice Nurses</td>
<td>3</td>
</tr>
<tr>
<td>NRSG 607/833</td>
<td>Advanced Assessment Across the Life Span</td>
<td>3</td>
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<tr>
<td>NRSG 616</td>
<td>Adult-Gerontology Comprehensive Assessment, Health Promotion and Risk Management</td>
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<tr>
<td>NRSG 617</td>
<td>Adult-Gerontology Across the Lifespan I: Common Adult Health Problems</td>
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<tr>
<td>NRSG 618</td>
<td>Adult-Gerontology Across the Lifespan II: Acute and Episodic Adult Health Problems</td>
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<tr>
<td>NRSG 620</td>
<td>Adult-Gerontology Acute Care Nurse Practitioner I</td>
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<tr>
<td>NRSG 622</td>
<td>Adult-Geriatric Syndromes</td>
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<tr>
<td>NRSG 624</td>
<td>Adult-Gerontology Acute Care Nurse Practitioner II</td>
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<td>NRSG 626</td>
<td>Adult-Gerontology Transitional Care Across the Lifespan</td>
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<tr>
<td>NRSG 628</td>
<td>Adult-Gerontology Acute Care Nurse Practitioner III</td>
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</tbody>
</table>

| TOTAL — Adult-Gerontology Acute Care NP | 47 |

NP credentialing - Graduates are eligible to take the Nurse Practitioner certification exam in this specialty.
### B. Adult-Gerontology Acute Care CNS

<table>
<thead>
<tr>
<th>COURSE #</th>
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<tbody>
<tr>
<td>NRSG 605/818</td>
<td>Pathophysiology for Advanced Practice Nurses I</td>
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<td>Advanced Assessment Across the Life Span</td>
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<tr>
<td>NRSG 616</td>
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<td>NRSG 618</td>
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<tr>
<td>NRSG 621</td>
<td>Adult-Gerontology Clinical Nurse Specialist I</td>
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<td>Adult-Geriatric Syndromes</td>
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<td>NRSG 625</td>
<td>Adult-Gerontology Clinical Nurse Specialist II</td>
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<td><strong>TOTAL — Adult-Gerontology CNS</strong></td>
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</table>

CNS credentialing - Graduates are eligible to take the Clinical Nurse Specialist certification exam in this specialty.

### C. Adult-Gerontology Primary Care NP

<table>
<thead>
<tr>
<th>COURSE #</th>
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<tr>
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<tr>
<td>NRSG 606/883</td>
<td>Applied Pharmacology for Advanced Practice Nurses</td>
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### D. Adult-Gerontology Primary Care NP

<table>
<thead>
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</tr>
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<td>NRSG 607/833</td>
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<tr>
<td>NRSG 617</td>
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<tr>
<td>NRSG 618</td>
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<tr>
<td>NRSG 619</td>
<td>Adult-Gerontology Primary Care Nurse Practitioner I</td>
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<tr>
<td>NRSG 622</td>
<td>Adult-Geriatric Syndromes</td>
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<tr>
<td>NRSG 623</td>
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<tr>
<td>NRSG 626</td>
<td>Adult-Gerontology Transitional Care Across the Lifespan</td>
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</tbody>
</table>
NRSG 627  Adult-Gerontology Primary Care Nurse Practitioner III  5

TOTAL — Adult-Gerontology Primary Care NP  47

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

E. Family Nurse Practitioner

<table>
<thead>
<tr>
<th>COURSE #</th>
<th>TITLE</th>
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<tr>
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<td>NRSG 607/833</td>
<td>Advanced Assessment Across the Life Span</td>
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<tr>
<td>NRSG 636/882</td>
<td>Advanced Skills Clinical Practicum</td>
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<tr>
<td>NRSG 637/886</td>
<td>Health Promotion in Primary Care for Individuals and Families</td>
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<tr>
<td>NRSG 638/887</td>
<td>Primary Health Care of Young Families</td>
<td>6</td>
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<tr>
<td>NRSG 639/888</td>
<td>Primary Health Care of Older Families</td>
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<tr>
<td>NRSG 640/889</td>
<td>Advanced Primary Health Care of Families</td>
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TOTAL — Family Nurse Practitioner  48

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

F. Pediatrics Primary Care NP

<table>
<thead>
<tr>
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<tr>
<td>NRSG 606/883</td>
<td>Applied Pharmacology for Advanced Practice Nurses</td>
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<td>NRSG 607/833</td>
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<tr>
<td>NRSG 671/819</td>
<td>Primary Care &amp; Health Promotion in Children's Health</td>
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<tr>
<td>NRSG 672/822</td>
<td>Primary Care of Children II: Acute Health Problems</td>
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<tr>
<td>NRSG 673/824</td>
<td>Primary Care of Children III: Chronic Health Problems</td>
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<tr>
<td>NRSG 684/839</td>
<td>Advanced Women's &amp; Children's Health Nursing Practicum</td>
<td>6</td>
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</tbody>
</table>

2 years full time TOTAL for Pediatrics Primary Care NP  47

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

G. Family Psychiatric Mental Health NP

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>CREDITS</th>
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<tr>
<td>NRSG 605/818</td>
<td>Pathophysiology for Advanced Practice Nurses I</td>
<td>3</td>
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<tr>
<td>NRSG 606/883</td>
<td>Applied Pharmacology for Advanced Practice Nurses</td>
<td>3</td>
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<tr>
<td>NRSG 607/833</td>
<td>Advanced Assessment Across the Life Span</td>
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<tr>
<td>NRSG 662/862</td>
<td>Counseling Models in Advanced Psychiatric Mental Health Nursing</td>
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</table>
NP credentialing - Graduates are eligible to take the Nurse Practitioner certification exam in this specialty.

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

<table>
<thead>
<tr>
<th></th>
<th>FALL</th>
<th>SPRING</th>
<th>SUMMER</th>
</tr>
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<tbody>
<tr>
<td>Year 1</td>
<td>Graduate Statistics</td>
<td>NRSG 602 Nursing Scholarship</td>
<td>NRSG 607 Advanced Assessment Across the Life Span (5 weeks)</td>
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<tr>
<td></td>
<td>NRSG 605 Pathophysiology for Advanced Practice Nurses I</td>
<td>NRSG 606 Applied Pharmacology for Advanced Practice Nurses</td>
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<tr>
<td></td>
<td>NRSG 662 Counseling Models in Advanced Psychiatric Mental Health Nursing</td>
<td>NRSG 663 Advanced Psychiatric Mental Health Nursing with Adults</td>
<td>In EVEN Years for 8 weeks session: NRSG 603 * Leadership in Nursing</td>
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<tr>
<td></td>
<td>NRSG 665 Neuroscience of Psychopharmacology for Advanced Practice Nursing</td>
<td></td>
<td>In ODD years for 8 weeks session: NRSG 609 * Health Promotion for Populations OR NRSG 604 Health Systems Innovation &amp; Improvement</td>
</tr>
<tr>
<td>Year 2</td>
<td>NRSG 609 * Health Promotion for Populations OR NRSG 603 Leadership in Nursing OR NRSG 604 Health Systems Innovation &amp; Improvement</td>
<td>NRSG 604 * Health Systems Innovation &amp; Improvement OR NRSG 603 Leadership in Nursing OR NRSG 609 Health Promotion for Populations</td>
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<tr>
<td></td>
<td>NRSG 664 Advanced Psychiatric Mental Health Nursing with Children &amp; Adolescents</td>
<td>NRSG 668 ** Practicum in Advanced Psychiatric Mental Health Nursing</td>
<td>NRSG 668 ** Practicum in Advanced Psychiatric Mental Health Nursing</td>
</tr>
<tr>
<td></td>
<td>NRSG 668 ** Practicum in Advanced Psychiatric Mental Health Nursing</td>
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</table>

* NRSG 602 and 603 are taught in the summer of even years; NRSG 604 and 609 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 over one or more semesters. Can take in later semesters if needed.
Three-year part-time plan of study

<table>
<thead>
<tr>
<th></th>
<th>FALL</th>
<th>SPRING</th>
<th>SUMMER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>Graduate Statistics</td>
<td>NRSG 602 Nursing Scholarship</td>
<td>NRSG 607 Health Assessment Across the Life Span (5 weeks)</td>
</tr>
<tr>
<td></td>
<td>NRSG 605 Pathophysiology for Advanced Practice Nurses I</td>
<td>NRSG 604 Health Systems Innovation &amp; Improvement</td>
<td></td>
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<tr>
<td>Year 2</td>
<td>NRSG 662 Counseling Models in Advanced Psychiatric Mental Health Nursing</td>
<td>NRSG 663 Advanced Psychiatric Mental Health Nursing with Adults</td>
<td>NRSG 603 Leadership in Nursing (Even years) OR NRSG 609 Health Promotion for Populations (Odd years)</td>
</tr>
<tr>
<td></td>
<td>NRSG 665 Neuroscience of Psychopharmacology for Advanced Practice Nursing</td>
<td>NRSG 606 Applied Pharmacology for Advanced Practice Nurses</td>
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<tr>
<td>Year 3</td>
<td>NRSG 664 Advanced Psychiatric Mental Health Nursing with Children &amp; Adolescents</td>
<td>NRSG 668 * Practicum in Advanced Psychiatric Mental Health Nursing</td>
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<tr>
<td></td>
<td>NRSG 603 Leadership in Nursing OR NRSG 609 Health Promotion for Populations</td>
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* 1 - 7 credits (need 7 credits total of NRSG 668 over 1 or more semesters. Can take in later semesters if needed.

H. Women’s Health NP

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>NRSG 605/818</td>
<td>Pathophysiology for Advanced Practice Nurses I</td>
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<tr>
<td>NRSG 606/883</td>
<td>Applied Pharmacology for Advanced Practice Nurses</td>
<td>3</td>
</tr>
<tr>
<td>NRSG 607/833</td>
<td>Advanced Assessment Across the Life Span</td>
<td>3</td>
</tr>
<tr>
<td>NRSG 676/834</td>
<td>Primary Care &amp; Health Promotion in Women's Health</td>
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<tr>
<td>NRSG 677/835</td>
<td>Acute Care &amp; Health Promotion in Women</td>
<td>3 - 6</td>
</tr>
<tr>
<td>NRSG 678/837</td>
<td>Chronic Care &amp; Health Promotion in Women</td>
<td>2 - 6</td>
</tr>
<tr>
<td>NRSG 684/839</td>
<td>Advanced Women's &amp; Children's Health Nursing Practicum</td>
<td>5 - 6</td>
</tr>
<tr>
<td>2 years full time</td>
<td>TOTAL for Women’s Health NP</td>
<td>37 - 47</td>
</tr>
</tbody>
</table>

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

I. Nurse Leader/Executive

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>NRSG 651/841</td>
<td>Health Care Systems &amp; Policy</td>
<td>3</td>
</tr>
<tr>
<td>NRSG 652/842</td>
<td>Organizational Improvements</td>
<td>4</td>
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</tbody>
</table>
NRSG 653/870  Analyzing Issues in Nursing Administration                  2  
NRSG 654/871  Introduction to Health Informatics                        3  
NRSG 655/872  Health Care Economics & Financial Management               3  
NRSG 656/873  Developing Systems & Infrastructures in Health Care Organizations  5  
NRSG 657/874  Practicum in Managing & Evaluating Health Care                5  
TOTAL - Nurse Leader Executive                                             41  

J. 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>
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<tbody>
<tr>
<td>NRSG 691</td>
<td>Designing and Evaluating Learner-Centered Curricula</td>
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<tr>
<td>NRSG 692</td>
<td>Teaching &amp; Learning Strategies</td>
<td>3 cr</td>
</tr>
<tr>
<td>NRSG 693</td>
<td>Using Technology to Enhance Teaching &amp; Learning Strategies</td>
<td>3 cr</td>
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<tr>
<td>NRSG 694</td>
<td>Implementation of the Educator Role: Practicum</td>
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TOTAL for Nurse Educator Training                                             12 cr  

Course Offering Schedule  

<table>
<thead>
<tr>
<th>NRSG</th>
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<td></td>
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<tr>
<td></td>
<td>Fall</td>
<td>X</td>
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</table>

Additional Information Resources  

Additional information regarding the MSN Program is available on the College of Nursing website at:  
http://www.unmc.edu/nursing/MSN_The_Masters_Nursing_Program.htm
A Postmaster's Certificate (PMC) prepares nurses:

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

**Admission Requirements**

- Baccalaureate degree in nursing (BSN) from an NLNAC or CCNE accredited program
- Cumulative GPA of 3.0 (on a 4.0 scale) for all undergraduate 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 the applicant's goals relative to his/her professional career
- An undergraduate course in health assessment or its equivalent (not required for nursing administration)
- An undergraduate course in nursing research
- Students with experience in research may challenge the undergraduate 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/Executive
- Nurse Educator (training can be taken concurrently with any specialty track above)

PMC completion qualifies students for Nurse Practitioner (NP) / Clinical Nurse Specialist (CNS) certification exams.
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>
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</thead>
<tbody>
<tr>
<td>Adult-Gerontological NP/CNS Family NP Pediatric NP</td>
<td>October 1</td>
<td>February 1</td>
<td>August</td>
</tr>
<tr>
<td>Family Psychiatric Mental Health NP Women's Health NP</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

The MSN 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 1</td>
<td>February 1</td>
<td>August</td>
</tr>
<tr>
<td></td>
<td>April 1</td>
<td>August 1</td>
<td>January</td>
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</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/Postmasters-PMC.htm
DOCTOR OF NURSING PRACTICE PROGRAM (DNP)

The Doctor of Nursing Practice program prepares 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.

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.
Admission Requirements

- MSN degree or equivalent from a National League for Nursing Accrediting Commission (NLNAC) or Commission on Collegiate Nursing Education (CCNE) accredited school of nursing
  - Have a master’s degree with in nursing administration or a clinical specialization to prepare graduate as and advanced practice registered nurse (APRN) (Nurse Practitioner, Clinical Nurse Specialist, Certified Registered Nurse Anesthetist, or Nurse Midwife).
  - 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 Timeline

- October 1 – Application opens
- January 15 – Online application deadline, this includes receipt by NursingCAS of all transcripts and letters of reference
- January 15 – Supplemental materials must be received by College of Nursing
- 6-8 weeks following the application deadline – Electronic acceptance for admission notification letters are sent
- May – Classes start

Plan of Study

The DNP program is a 35-credit postmaster's program. It consists of nine courses, one of which is the Capstone Project that students complete after finishing their didactic course work. Elective courses are also possible, based on a student's career goals and consultation with his/her faculty advisor.
### Requirements for DNP Program – 2012-2013

#### Required Coursework

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Semester taught</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NRSG 731</td>
<td>Transformational Leadership</td>
<td>Summer</td>
<td>3</td>
</tr>
<tr>
<td>BIOS 806</td>
<td>Biostatistics</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>EPI 820</td>
<td>Epidemiology</td>
<td>Spring</td>
<td>3</td>
</tr>
<tr>
<td>NRSG 709</td>
<td>Health Care Policy</td>
<td>Spring</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>NSRG 755</td>
<td>Health Care Economics and Financial Management</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></td>
<td>2 didactic credits</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 practicum credits [90 practicum hours]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NRSG 704</td>
<td>Clinical Inquiry</td>
<td>Ongoing, after</td>
<td>Minimum of 10</td>
</tr>
<tr>
<td></td>
<td>Minimum 10 credit hours (450 clinical practicum hours)</td>
<td>completion of</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>prerequisites</td>
<td></td>
</tr>
</tbody>
</table>

#### 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>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></td>
<td></td>
</tr>
<tr>
<td>BIOS 806     or approved on-line or transfer course credit</td>
<td>None</td>
<td>Graduate standing, degree-seeking students; a statistics class within 5 years or HED 8080.</td>
</tr>
<tr>
<td>NRSG 701</td>
<td>NRSG 731</td>
<td>Biostatistics</td>
</tr>
<tr>
<td>NRSG 702</td>
<td>NRSG 731</td>
<td>NRSG 701 Biostatistics</td>
</tr>
<tr>
<td>NRSG 709: Health Care Policy</td>
<td>NRSG 731</td>
<td>None</td>
</tr>
<tr>
<td>NRSG 755: Health Care Economics and Financial Management</td>
<td>NRSG 731</td>
<td>None</td>
</tr>
<tr>
<td>Epi 820:Epidemiology</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>NRSG 703: Changing Complex Systems to Improve Health Care Delivery</td>
<td>NRSG 731 NRSG 701 NRSG 702 NRSG 755 Biostatistics</td>
<td>NRSG 709 Epi 820</td>
</tr>
<tr>
<td>NRSG 704: Clinical Inquiry</td>
<td>All DNP courses except</td>
<td>NRSG 703 could be taken in same semester with faculty approval</td>
</tr>
</tbody>
</table>

*Tables demonstrate Required Course Work and Associated Pre-requisite and Co-requisite requirements*
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 Capstone 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, nurse anesthetists 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 that have a nursing leadership/administration focus that includes: Advanced Nurse Executive (NEA-BC), a 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 at:

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

And:

DOCTOR OF PHILOSOPHY PROGRAM (PhD)

Approved 01/03/13

Purpose

The purpose of the doctoral program is to prepare beginning nurse scientists to enhance the health of human beings through the development, testing and dissemination of nursing knowledge. The doctoral program is committed to quality graduate education and to a learning environment which promotes development of personal, professional, leadership and scholarly dimensions.

Outcomes

The doctoral program prepares beginning nurse scientists who are recognized for their focused area of expertise and who receive this recognition based on:

A. Development and dissemination of knowledge:
   Competencies
   1. Critically evaluates and synthesizes theoretical and research knowledge as it relates to a specific area of the practice of nursing.
   2. Generates and/or tests theories which guide practice.
   3. Develops and designs a program of research which will advance knowledge and practice in a specific area of expertise.
   4. Disseminates finding of research through publications and presentations to the scientific community as well as to interdisciplinary health care providers, students, policy makers, and consumers.

B. Impact of the health of the population:
   Competencies
   1. Develops scholarly communication skills to begin influencing other scholars, interdisciplinary health care teams, professional colleagues, community leaders, policy makers and health care environments.
   2. Uses data effectively and responsibly in shaping education, clinical practice, health care environments and public policy
   3. Participates in local and national groups or organizations that have a health care agenda related to area of expertise.

C. Contribution to the professional/discipline:
   Competencies
   1. Participates in and provides leadership in professional organizations, health service systems, and other health related enterprises.
   2. Incorporates professional accountability (ethical, legal, political and economic) into role as professional nurse scientist.
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.

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.

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

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.

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

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

PhD students are admitted once annually

<table>
<thead>
<tr>
<th>PhD Program</th>
<th>Application Due</th>
<th>Program Start</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional PhD</td>
<td>January 15</td>
<td>May</td>
</tr>
<tr>
<td>BSN to PhD</td>
<td></td>
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</tr>
</tbody>
</table>

Areas of Research Emphasis

The areas of research emphasis for Doctoral Program faculty and students are broadly described in three general categories:

1. Improving Quality of Care
2. Managing Healthcare in Chronic Illness
3. Promoting Health in At-risk Individuals

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

http://www.unmc.edu/nursing/Research_Focus_Areas.htm
## PhD Core Curriculum

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NRSG 909</td>
<td>Health Care Policy</td>
<td>3</td>
</tr>
<tr>
<td>NRSG 916</td>
<td>Independent Study in Nursing Science - State of the Science</td>
<td>3</td>
</tr>
<tr>
<td>NRSG 930</td>
<td>Socialization to the Scholarly Role</td>
<td>3</td>
</tr>
<tr>
<td>NRSG 931</td>
<td>Transformational Leadership Amid Health Care Crisis and Reform: Bold Ideas, New results, and Lasting Change</td>
<td>3</td>
</tr>
<tr>
<td>NRSG 932</td>
<td>Philosophy of Science</td>
<td>3</td>
</tr>
<tr>
<td>NRSG 933</td>
<td>Theory Development in Nursing &amp; Health Sciences</td>
<td>3</td>
</tr>
<tr>
<td>NRSG 934</td>
<td>Qualitative Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>NRSG 935</td>
<td>Quantitative Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>NRSG 936</td>
<td>Research Practicum</td>
<td>3</td>
</tr>
<tr>
<td>NRSG 937</td>
<td>Proposal Development &amp; Management</td>
<td>3</td>
</tr>
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</table>

**Total Credits**  

<table>
<thead>
<tr>
<th>Credits</th>
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<tbody>
<tr>
<td>30</td>
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### Statistics Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BIOS 806</td>
<td>Biostatistics I (offered by the College of Public Health)</td>
<td>3</td>
</tr>
<tr>
<td>BIOS 808</td>
<td>Biostatistics II (COPH)</td>
<td>3</td>
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**Total Credits**  

<table>
<thead>
<tr>
<th>Credits</th>
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<tbody>
<tr>
<td>6 (36)</td>
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### Cognates

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Courses from other disciplines and/or nursing in areas of concentration study</td>
<td>9</td>
</tr>
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**Total Credits**  

<table>
<thead>
<tr>
<th>Credits</th>
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<tbody>
<tr>
<td>9 (45)</td>
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### Dissertation

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>NRSG 998</td>
<td>Doctoral Seminar (every semester between completion of coursework and final defense)</td>
<td>2 - 3</td>
</tr>
<tr>
<td>NRSG 999</td>
<td>Doctoral Dissertation (minimum)</td>
<td>15</td>
</tr>
</tbody>
</table>

**Total Credits**  

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>63 +</td>
</tr>
</tbody>
</table>

## Total Required Credits

- **Traditional PhD**: 63 + cr
- **Fast Track BSN to PhD**: 80 + cr
## SAMPLE PLAN OF STUDY for Full Time Doctoral Student with MSN

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

### Year Two
- **Summer**: Cognate
- **Fall**: NRSG 933, Cognate
- **Spring**: NRSG 935, Cognate

### Year Three
- **Summer**: NRSG 916
- **Fall**: NUSG 937, Cognate
- **Spring**: NRSG 936, Cognate

### Year Four
- **Summer**: Comprehensive Exam
- **Fall/Spring**: NRSG 998,999

### Year Five
- NRSG 998, 999
- Oral defense of dissertation
- Manuscript submission
### SAMPLE PLAN OF STUDY for Part Time Doctoral Student W/O Statistics Prior To Enrollment

#### Year One

<table>
<thead>
<tr>
<th>Semester</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer</td>
<td>NRSG 930, 931</td>
</tr>
<tr>
<td>Fall</td>
<td>NRSG 932 AND Statistics</td>
</tr>
<tr>
<td>Spring</td>
<td>NRSG 934 AND Statistics</td>
</tr>
<tr>
<td>Summer</td>
<td>Cognate</td>
</tr>
</tbody>
</table>

#### Year Two

<table>
<thead>
<tr>
<th>Semester</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>NRSG 904 AND Cognate</td>
</tr>
<tr>
<td>Spring</td>
<td>NRSG 901, 907</td>
</tr>
<tr>
<td></td>
<td>Qualifying Examination</td>
</tr>
<tr>
<td>Summer</td>
<td>Cognate OR NRSG 970</td>
</tr>
</tbody>
</table>

#### Year Three

<table>
<thead>
<tr>
<th>Semester</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>NRSG 908 AND a Cognate</td>
</tr>
<tr>
<td>Spring</td>
<td>NRSG 920 AND a Cognate OR multivariate statistics</td>
</tr>
</tbody>
</table>

#### Year Four

<table>
<thead>
<tr>
<th>Semester</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>NRSG 998, Cognates AND statistics if needed</td>
</tr>
<tr>
<td>Spring</td>
<td>NRSG 970, 998, AND Cognates</td>
</tr>
<tr>
<td>Summer</td>
<td>NRSG 970</td>
</tr>
<tr>
<td></td>
<td>Comprehensive Examination</td>
</tr>
</tbody>
</table>

#### Year Five and Six

<table>
<thead>
<tr>
<th>Semester</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall/Spring</td>
<td>NRSG 999, 998</td>
</tr>
<tr>
<td></td>
<td>Oral defense of dissertation</td>
</tr>
<tr>
<td></td>
<td>Manuscript submission</td>
</tr>
</tbody>
</table>
FAST TRACK 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.

Additional Information Resources

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

http://www.unmc.edu/nursing/PhD_The_Doctoral_Nursing_Program.htm
Graduate Program Faculty

**Professor**
Sue Barnason, Ann Berger, Catherine Bevil, Marlene Cohen, Liane Connelly, Mary Cramer, Bunny Pozehl, Carol Pullen, Michael Rice, Sheila Ryan, Lani Zimmerman

**Associate Professor**
Joyce Black, Lynne Buchanan, Christie Campbell-Grossman, Janet Cuddigan, Kathleen Duncan, Karen Grigsby, Julia Houfek, Diane Brage Hudson, Polly Hulme, Katherine Kaiser, Louise LaFramboise, Audrey Nelson, Peggy Pelish, Karen Schumacher, Juliann Sebastian, Cheryl Thompson, Janice Twiss, Nancy Waltman, Bernice Yates

**Assistant Professor**
Michele Balas, Claudia Chaperon, Margaret Fleck, Melody Hertzog, Teresa Hultquist, Margaret Kaiser, Rebecca Keating-Lefler, Rebecca Kreman, Kevin Kupzyk, Mary Mertz, Connie Miller, Kathy Morris, Janet Nieveen, Linda Sather, Paula Schulz, Susan Wilhelm, Lufei Young, Shirley Wiggins

**Professional Graduate Nursing Program Admissions, Progression, Graduation and Scholarship Committee (PGNPA)**
(Members) Drs. Janice Twiss (Chair), Lynne Buchanan, Liane Connelly, Kathy Duncan, Polly Hulme, Peggy Pelish, Michael Rice, Lufei Young
(Ad-hoc Members) Rolee Kelly, Ben Schultz, Lyndsey Manzel; (Ex-officio Members) Drs. Karen Grigsby, Sue Barnason, Ann Berger

**Professional Graduate Nursing Program Curriculum Committee (PGNPC)**
(Members) Drs. Kathy Morris (Chair), Diane Brage-Hudson, Lynne Buchanan, Teresa Barry Hultquist, Janice Twiss, Nancy Waltman
(Ad-hoc Members) Rolee Kelly, Ben Schultz, Lindsay Nelson, Lori Turner
(Ex-officio Members) Drs. Karen Grigsby, Sue Barnason, Ann Berger, Catherine Bevil, Juliann Sebastian
APPENDIX I

Undergraduate 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, collaboration with other members of the health care team, and safety.
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, interdisciplinary 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 311 Pathophysiologic Alterations in Health I; NRSG 312 Health Assessment Across the Life Course; NRSG 313 Patient Centered Care I: Health Promotion Throughout the Life Course; NRSG 316 Evidence-Based Practice and Leadership in Nursing.
CREDIT ALLOCATION: 3 credits, clinical/lab (9 clock hours/week)

NRSG 316 Evidence-Based Nursing Practice and Leadership in Nursing
This course is the first in a sequence of courses devoted to baccalaureate 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.
CREDIT ALLOCATION: 3 credits, classroom

SEMESTER 2

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. Together, this course along with Pathophysiologic Alterations in Health I, is intended to provide a comprehensive basis of pathophysiology content.
CREDIT ALLOCATION: 2 credits, classroom

NRSG 332 Pharmacology
Throughout the Life Course This course focuses on drug mechanisms, side effects, routes of administration, and professional nursing responsibilities. Drug-related metabolism, expected cellular responses, economics/cost-related issues, for 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.
CREDIT ALLOCATION: 3 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 acute disease process.
Collaboration with other health professionals in order to facilitate patient transition from acute illness to optimal health will be emphasized.
CREDIT ALLOCATION: 4 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.
CREDIT ALLOCATION: 4 credits, lab

NRSG 335 Leadership in Health Care Delivery II
This is the second of a 4-course sequence on leadership, management, and professionalism expected of a nurse with a bachelor's level education. This course will concentrate on the acquisition of leadership behaviors, values, and the roles of planner, coordinator, provider, and evaluator of care. The course focuses on the concepts and tools required to provide safe care with evidence-based leadership. Students are introduced to quality improvement in healthcare. The attributes of leadership and the assimilation of professional identity and values will be incorporated into student practice.
CREDIT ALLOCATION: 3 credits, 2 classroom, 1 lab

SEMESTER 3

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 COURSES: Patient Centered Care Clinical III, Patient Centered Care II, Patient Centered Care Clinical II
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 chronic disease process; collaboration with the patient and family to enhance health in illness and develop highest level of functioning. Experiences will also focus on end of life strategies, risk anticipation, 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 COURSES: Pharmacology, Pathophysiology I and II
CREDIT ALLOCATION: 4 credits: clinical

NRSG 413 Population-Centered Care
In this course, students learn about health promotion and disease prevention as it relates to population-centered and community-oriented nursing practice, including at-risk and vulnerable populations. Opportunities to practice comprehensive, independent nursing care roles and functions in diverse health care environments are provided through multiple approaches, such as case management of individuals and families, population assessment to include analysis of health risks and program
development and evaluation. Health disparities, cultural diversity, economics, politics, internal and external environments (i.e. health determinants), client and inter/intraprofessional partnerships and ethics and their impact on population-centered nursing practice are explored throughout the life course. Emergency preparedness and response for public health threats such as disasters, epidemics and terrorism are addressed as they relate to population-centered nursing practice.

PREREQUISITE COURSES: All Semester 1 and 2 courses. Patient Centered Care III, Patient Centered Care Clinical III and Leadership are pre- or co-requisite courses.

CREDIT ALLOCATION: 5 credits: 2 hours classroom, 3 hours clinical

NRSG 414 Leadership in Health Care Delivery III
This course is the third of a 4-course sequence to develop 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 healthcare 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: NRSG 315, NRSG 335, or by faculty permission.

CREDIT ALLOCATION: 3 credits: classroom

SEMESTER 4

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, intra- and inter-professional partnership, and clinical reasoning.

PREREQUISITE COURSES: All Semester I, Semester II, Semester III Courses.

COREQUISITE COURSES: Semester IV courses (NRSG 421, 422, 423)

CREDIT ALLOCATION: 4 credits: classroom

NRSG 421 Patient Centered Care IV
This course, the fourth in a 4-course sequence, is focused on nursing care of complex patients, families, and groups in unstable situations with unpredictable outcomes. Students will analyze selected nursing concepts and related research, focusing on high-quality safe patient care across the life course. Exemplars provide opportunities for application and integration of complex secondary and tertiary prevention strategies. Students will use clinical reasoning skills to achieve optimum physiological and psychological patient and family outcomes.

PREREQUISITE COURSES: All Semester 1 and II 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 COURSES: All Semester I and II courses

CREDIT ALLOCATION: 3 credits: clinical
NRSG 423 Leadership in Health Care Delivery IV
This course is the fourth in a 4-course sequence to develop 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: NRSG 315, NRSG 335
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)

RN TO BSN PROGRAM
NRSG 268W Health Assessment & Promotion
The major focus of this course is a holistic approach to lifespan assessment of the well individual. Through the processes of knowing, relating, and developing the student will attain a better understanding of self and others. Students will examine health beliefs, identify factors impacting adoption of healthy lifestyle, and develop a health promotion plan for self and others. Students will use knowledge from prerequisite and concurrent courses as they obtain health histories and perform physical examinations on selected clients. They will identify expected findings, identify the presence of alterations, and explore health promotion behaviors. Further skills to be developed include: interviewing, developing a narrative, formulating a health history, developing assessment skills in the physical, psycho social, developmental, cultural, spiritual, and environmental areas. Completed assessments will be used in the framework of the nursing process. The role of the nurse as a competent, caring professional will be applied to health assessment and health promotion.
PREREQUISITE COURSES: Anatomy, physiology or permission of instructor
CREDIT ALLOCATION: 4 credits, 2.5 classroom, 1.5 clinical

NRSG 325W Pathophysiologic Basis of Alterations in Health
This course focuses on the pathophysiologic basis for selected alterations in health across the lifespan. Theories of disease causation will be explored. Acquired, immune, infectious, carcinogenic and genetic alterations in health in the body systems will be presented with an emphasis on etiology, cellular and systemic pathophysiologic response and clinical manifestations. Interdisciplinary management will be introduced.
PREREQUISITE COURSES: Anatomy, physiology or permission of instructor
CREDIT ALLOCATION: 4 credits, classroom

NRSG 385W Health Care Outcomes Management
This course focuses on health care outcome management of clients and their families who are experiencing alterations in their health or life processes. This course is designed to build on the
previous education and experience of the RN and will provide those concepts and learning experiences that are unique to baccalaureate education. Concepts such as family dynamics, health promotion, symptom management, ethics, and research are integrated into three nursing areas: gerontology, chronic illness, and acute complex problems. Emphasis is placed on the student's ability to use critical thinking skills to promote health care outcomes.

PREREQUISITE COURSES: NRSG 325 and NRSG 268
CREDIT ALLOCATION: 5 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 420W Community Health Nursing
In this course the students learn about community-focused nursing practice. The process of knowing focuses on introductory concepts of public health, community assessment, health program development, case management for individuals and families, and analysis of health risks for populations. Health promotion, protection, and restoration interventions for clients across the lifespan are emphasized in clinical practice. Concepts consistent with the nursing dimensions of relating and developing are expanded to include aggregates and multi disciplines in this community-focused experience. The influence of cultural diversity, economics, politics, environments, and ethics as they impact community health nursing practice are explored throughout the course. Opportunities to practice comprehensive, independent nursing care roles and functions in unstructured, diverse health care environments are provided.
PREREQUISITE COURSES: Level 1, Level II and Level III courses
CREDIT ALLOCATION: 5 credits, 2 hours classroom, 3 hours clinical

NRSG 435W Health Policy & Issues
Emphasis in this course is on professional role development in relation to environmental, social, political, and economic factors which influence health care policy. Selected topics are examined to help students analyze issues, compare and contrast multiple views on issues, and formulate appropriate responses to health care policy.
PREREQUISITE COURSES: Level I, Level II, Level III and Level IV courses or permission of instructor
CREDIT ALLOCATION: 2 credits, classroom

NRSG 470W Nursing Management Strategies
This course focuses on health care outcome management of clients and their families who are experiencing alterations in their health or life processes. This course is designed to build on the previous education and experience of the RN and will provide those concepts and learning experiences that are unique to baccalaureate education. Concepts such as family dynamics, health promotion, symptom management, ethics, and research are integrated into three nursing areas; gerontology, chronic illness, and acute complex problems. Emphasis is placed on the student's ability to use critical thinking skills to promote health care outcomes.
PREREQUISITE COURSES: Level I, Level II, Level III, and Level IV courses
CREDIT ALLOCATION: 2 - 3 credits, 2 hours classroom, 1 clinical RN students may take the course for 2 credit theory only
**APPENDIX II**

**Master of Science in Nursing (MSN) Program Courses**

**MSN Course Descriptions**

<table>
<thead>
<tr>
<th>CORE COURSES</th>
<th>All MSN students must satisfy starred (*) core requirements as part of their chosen specialty track plan of study.</th>
</tr>
</thead>
</table>

**NRSG 600 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; Internship 1-3 credits

Letter grade – not repeatable for additional credit

**NRSG 602* 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* 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* 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
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Prerequisite Courses</th>
<th>Credit Allocation</th>
<th>Grade Type</th>
<th>Repeatable for Additional Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>NRSG 605</td>
<td>Pathophysiology for Advanced Practice Nurses I</td>
<td>An integrated study of the pathophysiology of disorders seen in primary care settings.</td>
<td>Course in undergraduate pathophysiology or permission of instructor</td>
<td>3 didactic credits</td>
<td>Letter grade – not repeatable for additional credit</td>
<td></td>
</tr>
<tr>
<td>NRSG 606</td>
<td>Applied Pharmacology for Advanced Practice Nurses</td>
<td>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.</td>
<td>Undergrad pharmacology course or permission of instructor</td>
<td>3 didactic credits</td>
<td>Letter grade – not repeatable for additional credit</td>
<td></td>
</tr>
<tr>
<td>NRSG 607</td>
<td>Advanced Assessment Across the Lifespan</td>
<td>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.</td>
<td>Undergraduate health assessment course or permission of instructor.</td>
<td>3 credits (2 didactic/1 clinical)</td>
<td>Letter grade – not repeatable for additional credit</td>
<td></td>
</tr>
<tr>
<td>NRSG 609*</td>
<td>Health Promotion for Populations</td>
<td>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.</td>
<td>None</td>
<td>3 didactic credits</td>
<td>Letter grade – not repeatable for additional credit</td>
<td></td>
</tr>
<tr>
<td>NRSG 614</td>
<td>Research in Clinical Nursing</td>
<td>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.</td>
<td>NRSG 602 and graduate statistics</td>
<td>1-2 credits</td>
<td>Pass/Fail - Repeatable</td>
<td></td>
</tr>
</tbody>
</table>

* 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
NRSG 616  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  
CREDIT ALLOCATION: 3 credits (1 didactic/2 clinical)  
Letter grade – not repeatable for additional credit

NRSG 617  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  
CREDIT ALLOCATION: 2 credits (1 didactic/1 clinical)  
Letter grade – not repeatable for additional credit

NRSG 618  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  
CREDIT ALLOCATION: 2 didactic credits  
Letter grade – not repeatable for additional credit

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

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

NRSG 622 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
CREDIT ALLOCATION: 2 didactic credits
Letter grade – not repeatable for additional credit

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

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

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

NRSG 626 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
CREDIT ALLOCATION: 2 didactic credits
Letter grade – not repeatable for additional credit

NRSG 627 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. 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
CREDIT ALLOCATION: 5 clinical credits
Pass/Fail – not repeatable for additional credit

NRSG 628 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. 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 Acute Care NP.
COREQUISITE COURSES: NRSG 626
CREDIT ALLOCATION: 5 clinical credits
Pass/Fail – not repeatable for additional credit

NRSG 629 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. 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
CREDIT ALLOCATION: 5 clinical credits
Pass/Fail – not repeatable for additional credit

NRSG 634 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
**NRSG 636  Advanced Skills Clinical Practicum**
The purpose of this course is to increase knowledge and application of advanced clinical skills in maintaining the health of individuals across the life span. Included are case studies, simulation, expanded ambulatory care procedures, history-taking physical examination techniques with appropriate documentation, increased focus on diagnostic and therapeutic procedures, clinical experience for application of history and physical examination skills.

**PREREQUISITE COURSES:** NRSG 607

**CREDIT ALLOCATION:** 2 credits (1 didactic/1 clinical)

Letter grade – not repeatable for additional credit

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**NRSG 637  Health Promotion 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

**CREDIT ALLOCATION:** 3 didactic credits

Letter grade – not repeatable for additional credit

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**NRSG 638  Primary Health Care of Young Families**
Knowledge and skills for providing primary health care to children and childrearing families.

**PREREQUISITE COURSES:** NRSG 637 and permission of instructor

**CREDIT ALLOCATION:** 3-7 credits (3 didactic/3-4 lab)

Letter grade – not repeatable for additional credit

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**NRSG 639  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 or permission of instructor

**CREDIT ALLOCATION:** 3-6 credits (3 didactic/0-3 lab)

Letter grade – not repeatable for additional credit

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**NRSG 640  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, NRSG 639 or permission of instructor

**CREDIT ALLOCATION:** 3-6 credits (1 didactic/ 2-5 lab)

Letter grade – not repeatable for additional credit

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**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: NRSG 641
CREDIT ALLOCATION: 3 credits (1 didactic/2 clinical)
Letter grade – not repeatable for additional credit

NRSG 643  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: NRSG 641 and 642
CREDIT ALLOCATION: 3 clinical credits
Letter grade – not repeatable for additional credit

NRSG 648  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
## NURSE LEADER/EXECUTIVE

### NRSG 651  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 or permission of instructor*

*CREDIT ALLOCATION: 3 credits (2 didactic/1 clinical)*

Letter grade – not repeatable for additional credit

### NRSG 652  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, 604 or permission of instructor*

*CREDIT ALLOCATION: 4 credits (2 didactic/2 clinical)*

Letter grade – not repeatable for additional credit

### NRSG 653  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, 604, and 652*

*CREDIT ALLOCATION: 2 lab credits*

Letter grade – not repeatable for additional credit

### NRSG 654  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 or permission of instructor*

*CREDIT ALLOCATION: 3 didactic credits*

Letter grade – not repeatable for additional credit

### NRSG 655  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 and 604, or permission of instructor*

*CREDIT ALLOCATION: 3 didactic credits*

Letter grade – not repeatable for additional credit

### NRSG 656  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, 603, 604, 651, 652, 654, 655, or permission of instructor
CREDIT ALLOCATION: 5 credits (2 didactic/3 clinical)
Letter grade – not repeatable for additional credit

NRSG 657 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, 652, 654, 655 and 656 or permission of instructor
CREDIT ALLOCATION: 5 credits (2 didactic/3 clinical)
Letter grade – not repeatable for additional credit

NRSG 659 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
NRSG 662  Counseling Models in Advanced Psychiatric Mental Health Nursing
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.
PREREQUISITE OR COREQUISITE COURSES: None
CREDIT ALLOCATION: 2-3 credits (2 didactic/0-1 lab)
Letter grade – not repeatable for additional credit

NRSG 663  Advanced Psychiatric Mental Health Nursing with Adults
The advanced nursing role in assessment, diagnosis, treatment, and management of psychiatric mental health problems in adulthood at the individual, family, and community levels.
PREREQUISITE COURSES: NRSG 662
PREREQUISITE OR COREQUISITE COURSES: NRSG 606, 665; or permission of instructor
CREDIT ALLOCATION: 2 or 4 credits (2 didactic/0 or 2 lab)
Letter grade – not repeatable for additional credit

NRSG 664  Advanced Psychiatric Mental Health Nursing with Children and Adolescents
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.
PREREQUISITE COURSES: NRSG 662
PREREQUISITE OR COREQUISITE COURSES: NRSG 606, 665; or permission of instructor
CREDIT ALLOCATION: 2 or 4 credits (2 didactic/0 or 2 lab)
Letter grade – not repeatable for additional credit

NRSG 665  Neuroscience of Psychopharmacology for Advanced Practice Nursing
Emphasis on knowledge of neuroanatomy, neuroregulation, psychopharmacological management of psychiatric problems and promotion of well-being across the lifespan.
PREREQUISITE OR COREQUISITE COURSES: NRSG 662 or permission of instructor
CREDIT ALLOCATION: 2 didactic credits
Letter grade – not repeatable for additional credit

NRSG 667  Advanced Integrated Primary Health Care and Psychiatric Mental Health Nursing
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.
PREREQUISITE COURSES: NRSG 638 and 664 or permission of instructor
CREDIT ALLOCATION: 5 credits (1 didactic/4 lab)
Letter grade – not repeatable for additional credit

NRSG 668  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, 662, 663, 664, and 665; or permission of instructor
CREDIT ALLOCATION: 1-8 credits: 1-8 hours lab
Letter grade – Repeatable

NRSG 669 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
PEDIATRIC PRIMARY CARE

WOMEN’S HEALTH NP

NRSG 671 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 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, or permission of instructor
CREDIT ALLOCATION: 2-5 credits (2 didactic/0 - 3 clinical)
Letter grade – not repeatable for additional credit

NRSG 673 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 or permission of instructor
CREDIT ALLOCATION: 2-6 credits (2 didactic/0-4 clinical)
Letter grade – not repeatable for additional credit

NRSG 676 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 or permission of instructor
CREDIT ALLOCATION: 2-4 credits (2 didactic/0-2 clinical)
Letter grade – not repeatable for additional credit

NRSG 677 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
PREREQUISITE OR COREQUISITE COURSES: NRSG 605 or permission of instructor
CREDIT ALLOCATION: 3-6 credits (3 didactic/0-3 clinical)
Letter grade – not repeatable for additional credit

NRSG 678 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 or permission of instructor
CREDIT ALLOCATION: 2-6 credits (2 didactic/ 0-4 clinical)
Letter grade – not repeatable for additional credit

NRSG 681 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 or permission of instructor
CREDIT ALLOCATION: 1-3 clinical credits
Letter grade – not repeatable for additional credit

NRSG 682 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 or permission of instructor
CREDIT ALLOCATION: 1-4 clinical credits
Letter grade – not repeatable for additional credit

NRSG 683 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 or permission of instructor
CREDIT ALLOCATION: 1-5 clinical credits
Letter grade - not repeatable for additional credit

NRSG 684 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 and 678 or permission of instructor
CREDIT ALLOCATION: 1-6 credits (1 didactic/0-5 clinical)
Letter grade - Repeatable

NRSG 685 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 689  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
Pass/Fail – Repeatable
NRSG 691 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 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
CREDIT ALLOCATION: 3 didactic credits
Letter grade – not repeatable for additional credit

NRSG 693 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
CREDIT ALLOCATION: 3 didactic credits
Letter grade – not repeatable for additional credit

NRSG 694 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, 692, and 693
CREDIT ALLOCATION: 3 didactic credits
Letter grade – not repeatable for additional credit
### MSN Course Numbers Being Phased Out (by Fall 2014)

NRSG 812  Management of Adult Clients with Health Problems I  
Focuses on advanced practice nursing with adult clients experiencing acute and chronic alterations in selected body systems (e.g., integumentary, respiratory, musculoskeletal, immune, genitourinary, and gastrointestinal).

**PREREQUISITE COURSES:** NRSG 605, 607  
**PREREQUISITE or CO-REQUISITE COURSES:** NRSG 606 or permission of instructor

**COREQUISITE COURSES:** NRSG 950 or 953 or 956

**CREDIT ALLOCATION:** 3 didactic credits

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NRSG 813  Advanced Practice Nursing in Acute Care  
Develop knowledge and competencies for advanced nursing practice with adults experiencing acute episodes of common chronic illnesses/problems.

**PREREQUISITE COURSES:** NRSG 814 or permission of instructor

**COREQUISITE COURSES:** NRSG 952 or 955

**CREDIT ALLOCATION:** 2 didactic credits

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NRSG 814  Management of Adult Clients With Health Problems II  
Focuses on advanced practice nursing with adult clients experiencing acute and chronic alterations in selected body systems (e.g., musculoskeletal, cardiovascular, neurological, cerebrovascular, and immune).

**PREREQUISITE COURSES:** NRSG 812 or permission of instructor

**COREQUISITE COURSES:** NRSG 951 or 954 or 957

**CREDIT ALLOCATION:** 2 didactic credits

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NRSG 848  Practicum in Managing and Evaluating Health of Populations  
Capstone course to examine in depth an individually selected aspect of managing and evaluating the health of a population with emphasis on application and synthesis of previous content.

**PREREQUISITE OR COREQUISITE COURSES:** NRSG 651, 652, 654, 655, and Epidemiology, or permission of instructor

**CREDIT ALLOCATION:** 5 credits (1 didactic/4 clinical)

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NRSG 852  Advanced Gerontological Nursing: Physical, Health Problems, and Health Promotion  
This course is designed to examine selected clinical issues and health problems of older adults. The course provides a foundation in advanced gerontological nursing in diagnoses of common geriatric syndromes and applications of evidence-based practice to promote wellness, maximize function, and enhance self-care capacity of older adults. The interdisciplinary team clinical leads to competencies in advanced comprehensive geriatric assessment of normal aging changes, geriatric syndromes, and functional status of older adults.

**PREREQUISITE COURSES:** NRSG 607 and 636 or permission of instructor

**CREDIT ALLOCATION:** 5 credits (4 didactic/1 clinical)

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NRSG 853  Advanced Practice Gerontological Nursing: Transitional Care of Older Adults  
This course is an overview of health and social policy issues relevant to older adults experiencing transitions across the continuum of care. Advanced practice nursing roles, advocacy and case management for older adults and families are emphasized. Interdisciplinary experiences include case management of medically complex older adults transitioning between institutional settings across the continuum of care.

**PREREQUISITE COURSES:** NRSG 604, 607, and 636 or permission of instructor
CREDIT ALLOCATION: 3-5 didactic credits

NRSG 854  Advanced Practicum in Gerontological Nursing
Opportunity to implement advanced gerontological nursing practice roles in settings selected in consultation with the instructor. Objectives and activities designed on an individual basis for relevance to evidence-based practice.
PREREQUISITE COURSES: NRSG 852, 853 (and 639 for GNP students);
PREREQUISITE or CO-REQUISITE COURSES: NRSG 855 or permission or instructor
CREDIT ALLOCATION: 6 credits (1 didactic/5 clinical)

NRSG 855  Advanced Gerontological Nursing: Mental Health Problems and Health Promotion
The course provides a foundation for theory-based culturally competent gerontological mental health nursing practice. The emphasis is on comprehensive mental status assessment and diagnosis of selected geriatric mental health problems. In addition, the course examines application of evidence-based practice guidelines to promote wellness, maximize function, and enhance self-care capacity of older adults experiencing alterations in their mental health.
PREREQUISITE COURSES: NRSG 607, 636 and 852 or permission of instructor
CREDIT ALLOCATION: 4 credits (3 didactic/1 clinical)

NRSG 893  Special Topics in Gerontological Nursing
Opportunity to explore selected topics or clinical problems related to advanced practice in gerontological nursing in depth. Either independent study involving readings and/or clinical practicum 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

NRSG 895  Special Topics in Community Health Nursing
Opportunity to explore selected topics or clinical problems related to advanced practice in community health nursing in depth. Either independent study involving readings and/or clinical practicum 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

NRSG 950  Clinical Practicum for the Acute Care Nurse Practitioner I
Provides opportunities for nurse practitioner students to obtain advanced clinical practice to augment basic skills and to develop more specific clinical areas in congruence with NRSG 812 didactic/seminar course content (e.g., integumentary, respiratory, musculoskeletal, immune, genitourinary, and gastrointestinal) in depth. All clinical experiences are under the supervision of APRN’s or physicians.
PREREQUISITE COURSES: NRSG 605 and 607
PREREQUISITE and COREQUISITE COURSES: NRSG 606
COREQUISITE COURSES: NRSG 812 or permission of instructor
CREDIT ALLOCATION: 3 clinical credits

NRSG 951  Clinical Practicum for the Acute Nurse Practitioner II
Provides opportunities for nurse practitioner students to obtain advanced clinical practice to augment basic skills and to develop more specific clinical areas in congruence with NRSG 814 didactic/seminar course content (e.g., musculoskeletal, cardiovascular, neurological, and cerebrovascular, and immune) in depth. All clinical experiences are under the supervision of APRN’s or physicians.
NRSG 952 Clinical Practicum for the Acute Nurse Practitioner III
Provides opportunities for nurse practitioner students to obtain advanced clinical practice to develop knowledge and competencies for advanced nursing practice in congruence with NRSG 813 didactic/seminar course content for adults experiencing acute episodes of common chronic illnesses/problems. All clinical experiences are under the supervision of APRN’s or physicians.
PREREQUISITE COURSES: NRSG 814
COREQUISITE COURSES: NRSG 813 or permission of instructor
CREDIT ALLOCATION: 4 clinical credits

NRSG 953 Clinical Practicum for the Adult Health Clinical Nurse Specialist
Provides opportunities for nurse practitioner students to obtain advanced clinical practice to augment basic skills and to develop more specific clinical areas in congruence with NRSG 812 didactic/seminar course content (e.g., integumentary, respiratory, musculoskeletal, immune, genitourinary, and gastrointestinal) in depth. All clinical experiences are under the supervision of APRN’s or physicians.
PREREQUISITE COURSES: NRSG 605 and 607
PREREQUISITE or COREQUISITE COURSES: NRSG 606
COREQUISITE COURSES: NRSG 812 or permission of instructor
CREDIT ALLOCATION: 3 clinical credits

NRSG 954 Clinical Practicum for the Adult Health Clinical Nurse Specialist II
Provides opportunities for nurse practitioner students to obtain advanced clinical practice to augment basic skills and to develop more specific clinical areas in congruence with NRSG 814 didactic/seminar course content (e.g., musculoskeletal, cardiovascular, neurological, and cerebrovascular, and immune) in depth. All clinical experiences are under the supervision of APRN’s or physicians.
PREREQUISITE COURSES: NRSG 812 and 950, 953 or 956
COREQUISITE COURSES: NRSG 814
CREDIT ALLOCATION: 4 clinical credits

NRSG 955 Clinical Practicum for the Adult Health Clinical Nurse Specialist III
Provides opportunities for clinical nurse specialist students to obtain advanced clinical practice to develop knowledge and competencies for advanced nursing practice in congruence through clinical practicum experiences with adults experiencing common acute and chronic illnesses/problems. All clinical experiences are under the supervision of APRN’s or physicians.
PREREQUISITE COURSES: NRSG 814 or permission of instructor
CREDIT ALLOCATION: 4 clinical credits

NRSG 956 Clinical Practicum for the Adult Nurse Practitioner I
Provides opportunities for nurse practitioner students to obtain advanced clinical practice to augment basic skills and to develop more specific clinical areas in congruence with NRSG 812 didactic/seminar course content (e.g., integumentary, respiratory, musculoskeletal, immune, genitourinary, and gastrointestinal) in depth. All clinical experiences are under the supervision of APRN’s or physicians.
PREREQUISITE COURSES: NRSG 605 and 607
PREREQUISITE or COREQUISITE COURSES: NRSG 606
COREQUISITE COURSES: NRSG 812
NRSG 957  Clinical Practicum for the Adult Nurse Practitioner II
Provides opportunities for nurse practitioner students to obtain advanced clinical practice to augment basic skills and to develop more specific clinical areas in congruence with NRSG 814 didactic/seminar course content (e.g., musculoskeletal, cardiovascular, neurological, and cerebrovascular, and immune) in depth. All clinical experiences are under the supervision of APRN’s or physicians.
PREREQUISITE COURSES: NRSG 812 and 950, 953 or 956 or permission of instructor
CREDIT ALLOCATION: 3 clinical credits

NRSG 958  Clinical Practicum for the Adult Nurse Practitioner III
Provides opportunities for nurse practitioner students to obtain advanced clinical practice to develop knowledge and competencies for advanced nursing practice in congruence through clinical practicum experiences with adults experiencing common acute and chronic illnesses/problems. All clinical experiences are under the supervision of APRN’s or physicians.
PREREQUISITE COURSES: NRSG 812 and 950, 953 or 956 or permission of instructor
CREDIT ALLOCATION: 4 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: Graduate standing, degree-seeking students; a statistics class within 5 years or HED 8080.
CREDIT ALLOCATION: 3 credits, seminar

**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 data bases. 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 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 755, NRSG 702
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 courses
CO-REQUISITES: NRSG 703
CREDIT ALLOCATION: Minimum 10 credits (450 practicum hours)

NRSG 709 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, classroom

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, classroom
APPENDIX IV
Doctor of Philosophy Program (PhD) Courses

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

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

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: State of the Science
PREREQUISITE COURSES: Admission to PhD program
CREDIT ALLOCATION: 1-6 credits: 1-6 hours classroom

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

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 Amid Health Care Crisis and Reform: Bold Ideas, New Results, and Lasting Change
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 substruct 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 970 Doctoral Research Other than Dissertation
Each doctoral student participates in an ongoing research project (other than dissertation) under the
direction of faculty. Doctoral students must take at least two semesters and a minimum of 4 credits.
*For students admitted in 2009 and prior years only
CREDIT ALLOCATION: 1-6 credits: 1-6 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>
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<tr>
<th>Summer</th>
<th>Fall</th>
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<tr>
<td><strong>NRSG 910</strong> Health-Related Instrument Construction and Evaluation (E) (Even years)</td>
<td><strong>NRSG 928</strong> Translational &amp; Interdisciplinary Outcomes Research (E) (Starting Fall 2013 odd years)</td>
<td><strong>NRSG 909</strong> Health Care Policy (C) (Every year)</td>
<td><strong>NRSG 916</strong> Special Independent Study in Nursing Science (I)</td>
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<td><strong>NRSG 930</strong> Socialization to the Scholarly Role (C) (Every year)</td>
<td><strong>NRSG 932</strong> Philosophy of Science (C) (Every year)</td>
<td><strong>NRSG 914</strong> Self Management in Chronic Illnesses (E)</td>
<td><strong>NRSG 936</strong> Research Practicum (C) (Every year)</td>
</tr>
<tr>
<td><strong>NRSG 931</strong> Transformational Leadership Amid Health Care Crisis and Reform: Bold Ideas, New Results, and Lasting Change (C) (Every year)</td>
<td><strong>NRSG 933</strong> Theory Development in Nursing &amp; Health Sciences (C) (Every year)</td>
<td><strong>NRSG 923</strong> Rural Health Research: Considerations &amp; Implications (E)</td>
<td><strong>NRSG 970</strong> Doctoral Research other than Dissertation (C) (For students admitted 2009 &amp; prior years)</td>
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<tr>
<td><strong>NRSG 937</strong> Proposal Development &amp; Grant Administration (C) (Every year)</td>
<td><strong>NRSG 934</strong> Qualitative Research Methods (C) (Every year)</td>
<td><strong>NRSG 998</strong> Doctoral Seminar (C) (Spring and Fall semesters only)</td>
<td><strong>NRSG 999</strong> Doctoral Dissertation (C)</td>
</tr>
<tr>
<td><strong>NRSG 935</strong> Quantitative Research Methods (C) (Every year)</td>
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(C) = Core Course, (E) = Elective Course, (I) = Independent Study

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### APPENDIX V

**College of Nursing Faculty and Educational Support Staff**

*(Update as of 09/12)*

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trina Aguirre, RN, PhD</td>
<td>Assistant Professor</td>
<td>Omaha</td>
</tr>
<tr>
<td>Jean Allen, RN</td>
<td>Instructor</td>
<td>Omaha</td>
</tr>
<tr>
<td>Carol Anderson, RN, MSN, APRN-NP</td>
<td>Instructor, Norfolk</td>
<td></td>
</tr>
<tr>
<td>Rita Antonson, RN, MSN</td>
<td>Instructor, Director</td>
<td>Lincoln</td>
</tr>
<tr>
<td>Michele Balas, RN, PhD</td>
<td>Assistant Professor</td>
<td>Omaha</td>
</tr>
<tr>
<td>Susan Barnason, RN, PhD</td>
<td>Professor, DNP Program Director</td>
<td>Lincoln</td>
</tr>
<tr>
<td>Elizabeth Beam, RN, MSN</td>
<td>Instructor</td>
<td>Omaha</td>
</tr>
<tr>
<td>Ann Berger, PhD</td>
<td>Professor, Director</td>
<td>Omaha</td>
</tr>
<tr>
<td>Catherine Bevil, RN, EdD</td>
<td>Professor, Director</td>
<td>Omaha</td>
</tr>
<tr>
<td>Catherine Binstock, RN, MSN</td>
<td>APRN-NP, Instructor</td>
<td>Omaha</td>
</tr>
<tr>
<td>Joyce Black, RN, PhD</td>
<td>Associate Professor</td>
<td>Omaha</td>
</tr>
<tr>
<td>Diane Brage Hudson, RN, PhD</td>
<td>Associate Professor, Assistant Dean</td>
<td>Lincoln</td>
</tr>
<tr>
<td>Katherine Bravo, RN, MSN</td>
<td>Nurse Specialist</td>
<td>Omaha</td>
</tr>
<tr>
<td>Betty Brown, RN, MSN</td>
<td>APRN-NP, Instructor</td>
<td>Scottsbluff</td>
</tr>
<tr>
<td>Michelle Brtek Zwiener, DNP</td>
<td>APRN-NP, Assistant Professor</td>
<td>Norfolk</td>
</tr>
<tr>
<td>Lynne Buchanan, RN, PhD</td>
<td>APRN-NP, Associate Professor</td>
<td>Omaha</td>
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<tr>
<td>Linda Bull, RN, MSN</td>
<td>Instructor</td>
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<tr>
<td>Beth Burbach, RN, MSN</td>
<td>Nurse Specialist/Instructor</td>
<td>Norfolk</td>
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<tr>
<td>Christie Campbell-Grossman, RN, PhD</td>
<td>Associate Professor</td>
<td>Lincoln</td>
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<tr>
<td>Jennifer Cera, RN, MSN</td>
<td>APRN-NP, Instructor</td>
<td>Omaha</td>
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<tr>
<td>Claudia Chaperon, RN, PhD</td>
<td>APRN-NP, BC, Assistant Professor</td>
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<tr>
<td>Mary Christensen, RN, MSN</td>
<td>APRN-NP, Instructor</td>
<td>Lincoln</td>
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<tr>
<td>Lissa Clark, RN, MSN</td>
<td>Instructor</td>
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<tr>
<td>Manda Clarke, RN, MSN</td>
<td>APRN-NP, Instructor</td>
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<tr>
<td>Marlene Cohen, RN, PhD</td>
<td>Professor, Associate Dean for Research</td>
<td>Omaha</td>
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<tr>
<td>Liane Connelly, PhD</td>
<td>NEA-BC, Assistant Dean</td>
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<tr>
<td>Ernestine Cook, RN, MSN</td>
<td>Instructor</td>
<td>Omaha</td>
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<tr>
<td>Mary Cramer, RN, PhD</td>
<td>APHN-BC, Professor</td>
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<tr>
<td>Janet Cuddigan, RN, PhD</td>
<td>Associate Professor, Chair, Interim Chair</td>
<td>Omaha</td>
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<tr>
<td>Beth Culross, RN, MSN</td>
<td>APRN-CNS, CRRN, GCNS-BC, Instructor</td>
<td>Omaha</td>
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<tr>
<td>Lois Dauel, RN, MSN</td>
<td>APRN-NP, Instructor</td>
<td>Kearney</td>
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<tr>
<td>Beverly Davey, RN, MSN</td>
<td>Instructor</td>
<td>Omaha</td>
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<tr>
<td>Jill Dougherty, RN, MS</td>
<td>Instructor</td>
<td>Omaha</td>
</tr>
</tbody>
</table>
Kathleen Duncan, RN, PhD, Associate Professor, Lincoln
Christine Eisenhauer, RN, MSN, APRN-CNS, Instructor, Norfolk
Michelle Ellermeier, RN, MSN, Instructor, Kearney
Deanne Ernesti, RN, MSN, Instructor, Omaha
Nancy Farris, RN, MSN, APRN-CNS, Assistant Professor, Omaha
Mary Filipi, RN, PhD, APRN-NP, Assistant Professor, Omaha
Margaret Fleck, RN, PhD, Assistant Professor, Lincoln
Amy Ford, RN, MSN, APRN-NP, Nurse Specialist, Omaha
Rachel Fortney, RN, MSN, Instructor, Omaha
Jami Fulwider, RN, MSN, Instructor, Lincoln
Kelly Gonzales, RN, PhD, Assistant Professor, Omaha
Sara Goomis, RN, EdD, Assistant Professor, Omaha
Jessica Greni, RN, MSN, Instructor, Kearney
Karen Grigsby, RN, PhD, Associate Professor, Chair, Families and Health Systems Department; Interim Associate Dean for Academic Programs, Omaha
Jennifer Hackwith, RN, MSN, FNP-BC, APRN-NP, Instructor, Omaha
Wende Heckert, RN, DNP, APRN-NP, Assistant Professor, Norfolk
Robyn Heiser, RN, MSN, APRN-NP, Instructor, Norfolk
Amy Herboldsheimer, RN, MSN, Instructor, Scottsbluff
Melody Hertzog, PhD, Assistant Professor, Lincoln
Katherine Hoffman, RN, MSN, APRN-NP, Instructor, Omaha
Sharon Holyoke, RN, MSN, APRN-NP, Assistant Professor, Omaha
Julia Houfek, RN, PhD, APRN-CNS, Associate Professor, Omaha
Polly Hulme, RN, PhD, APRN-NP, Associate Professor, Omaha
Teresa Hultquist, RN, PhD, APRN-CNS, Assistant Professor, Omaha
Diane Jackson, RN, MS, APRN-NP, Instructor, Kearney
Mary Jobes, RN, MA, Assistant Professor, Lincoln
Janice Judy, RN, MSN, Instructor, Scottsbluff
Katherine Kaiser, RN, PhD, APRN-CNS, Associate Professor, Omaha
Margaret Kaiser, RN, PhD, APRN-CNS, Assistant Professor, Omaha
Rebecca Keating-Lefler, RN, PhD, Assistant Professor, Omaha
Heidi Keeler, PhD, RN, Assistant Professor/Nurse Planner, Omaha
Suhasini Kotcherlakota, PhD, Assistant Professor, Omaha
Rebecca Kreman, RN, PhD, APRN-NP, Assistant Professor, Scottsbluff
Roberta Kroeger, RN, MSN, APRN-NP, Instructor, Lincoln
Kevin Kupzyk, PhD, Assistant Professor, Omaha
Louise LaFramboise, RN, PhD, Associate Professor, Director, Undergraduate Program, Omaha
Marlene Lindeman, RN, MSN, APRN-CNS, Assistant Professor, Omaha
Donna McElvain, RN, MSN, Instructor, Lincoln
Karen McGivney-Liechti, RN, MSM, APRN-CNM, Instructor, Lincoln
Mary Megel, RN, PhD, Associate Professor, Omaha
Nancy Meier, RN, MSN, Instructor, Scottsbluff
Mary Mertz, RN, EdD, Assistant Professor, Kearney
Connie Miller, RN, PhD, Assistant Professor, Director, Learning Resources Center, Omaha
<table>
<thead>
<tr>
<th>Name</th>
<th>Title and Institution</th>
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<tbody>
<tr>
<td>Joella Miller, RN, MS</td>
<td>Assistant Professor, Kearney</td>
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<tr>
<td>Kathy Morris, RN, DNP</td>
<td>APRN-NP, Assistant Professor, Omaha</td>
</tr>
<tr>
<td>Audrey Nelson, RN, PhD</td>
<td>Associate Professor, Omaha</td>
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<tr>
<td>Kathryn Nickel, RN, PhD</td>
<td>Assistant Professor, Kearney</td>
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<td>Jessica Nielsen, RN, MSN</td>
<td>APRN-NP, Instructor, Omaha</td>
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<td>Janet Nieveen, RN, PhD</td>
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<tr>
<td>Peggy Pelish, RN, PhD</td>
<td>APRN-NP, Associate Professor, Omaha</td>
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<tr>
<td>Mary Petersen, RN, MSN, MBA</td>
<td>APRN-CNS, Instructor, Omaha</td>
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<tr>
<td>Steven Pitkin, RN, MN</td>
<td>Assistant Professor, Assistant Dean, Kearney Campus, Kearney</td>
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<tr>
<td>Bunny Pozehl, RN, PhD</td>
<td>APRN-NP, Professor, Lincoln</td>
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<td>Carol Pullen, RN, EdD</td>
<td>Professor, Omaha</td>
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<td>Julie Quickert, RN, MSN</td>
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<td>Jill Reed, RN, MSN</td>
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<td>Michael Rice, PhD</td>
<td>APRN-NP, FAAN, Professor, Project Director: PIPN Project, Omaha</td>
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<td>Teresa Rodehorst-Weber, RNC</td>
<td>PhD, Associate Professor, Scottsbluff</td>
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<td>Sheila Ryan, RN, PhD</td>
<td>FAAN, Professor, Charlotte Peck Lienemann &amp; Alumni Distinguished Chair, Director, International Programs, Omaha</td>
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<td>Linda Sather, RN, EdD</td>
<td>Assistant Professor, Interim Director, Morehead Center for Nursing Practice, Omaha</td>
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<tr>
<td>Judith Schlife, RN, MSN</td>
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<td>Myra Schmaderer, RN, MSN</td>
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<td>Paula Schulz, RN, PhD</td>
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<td>Karen Schumacher, RN, PhD</td>
<td>Associate Professor, Director, Postdoctoral Research Training Program, Omaha</td>
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<td>Juliann Sebastian, RN, PhD</td>
<td>FAAN, Professor, Dean, College of Nursing, Omaha</td>
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<td>Lucinda Seidl, RN, MSN</td>
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<td>Yaewon Seo, RN, PhD</td>
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<td>Cynthia Skye, RN, MSN</td>
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<td>Leeza Struve, RN, MSN</td>
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<td>Heather Swanson, RN, MSN</td>
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<td>Jennifer Swantek, RN, MSN</td>
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<td>Barbara Swore-Fletcher, RN</td>
<td>PhD, Assistant Professor, Omaha</td>
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<tr>
<td>Shirley Tachenko Achord, RN</td>
<td>MSN, APRN-NP, Assistant Professor, Lincoln</td>
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<tr>
<td>Dawn Tassemeyer, RN, MSN</td>
<td>Instructor/Research Nurse, Lincoln</td>
</tr>
<tr>
<td>Cheryl Thompson, RN, PhD</td>
<td>Associate Professor, Assistant Vice Chancellor, Academic Affairs/Student Affairs, Omaha</td>
</tr>
<tr>
<td>Cathy Tierney, RN, MSN</td>
<td>Instructor, Norfolk</td>
</tr>
<tr>
<td>Patricia Trausch, RN, MS</td>
<td>Instructor, Kearney</td>
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<tr>
<td>Janice Twiss, RN, PhD</td>
<td>CWHNP, APRN-NP, Associate Professor, Omaha</td>
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</table>
Anne Veylupek-Elliston, RN, MSN, Instructor, Omaha
Denise Waibel-Rycek, RN, MSN, Instructor, Chair, General Faculty Organization, Kearney
Nancy Waltman, RN, PhD, APRN-NP, Professor, Lincoln
Rita Weber, RN, MS, Instructor, Kearney
Barbara Wehrman, RN, MSN, Instructor, Norfolk
Wendy Wells, RN, MSN, Instructor, Scottsbluff
Kirsten Wertz, RN, MSN, APRN-NP, Instructor, Lincoln
Alison White, RN, MSN, APRN-NP, Instructor, Omaha
Shirley Wiggins, RN, PhD, Assistant Professor, Lincoln
Anne Wilber, RN, MSN, APRN-CNS, Instructor, Norfolk
Susan Wilhelm, RN, PhD, Assistant Professor, Assistant Dean, West Nebraska Campus, Scottsbluff
Bernice Yates, RN, PhD, Professor, Omaha
Lufei Young, RN, PhD, APRN-NP, Assistant Professor, Lincoln
Lani Zimmerman, RN, PhD, FAAN, Professor, Lincoln

**Emeriti Faculty**

Atwood, Jan, PhD, RN, FAAN, 1976, University of Arizona, Professor
Barr, Kathleen, PhD, RN, 1994, UNL, Associate Professor
Barron, Cecilia, PhD, RN, 1980, Ohio State University, Associate Professor
Bartek, Jean, PhD, RN, APRN-NP, 1989, UNMC, Associate Professor
Baun, Mara, DNSc, RN, FAAN, 1977, University of California-San Francisco, Professor
Bergstrom, Nancy, PhD, RN, FAAN, 1981, University of Michigan, Professor
Billings, Judith, PhD, RN, 1985, University of Minnesota, Professor
Corrigan, Marjorie, PhD, RN, 1975, Catholic University, Associate Professor
Craft, Betty, PhD, RN, 1993, UNL, Associate Professor
Crutchfield, Joyce, PhD, RN, 1986, UNL, Associate Professor
Farr, Lynne, PhD, 1977, Creighton University, Professor
Foxall, Martha, PhD, RN, 1979, UNL, Professor
Garrett, Mary Jane, PhD, RN, 1991, UNL, Assistant Professor
Grasser, M. Carol, PhD, RN, 1993, UNL, Associate Professor
Gross, Gloria, PhD, RN, 1986, UNL, Associate Professor
Head, Barbara, PhD, RN, 1997, The University of Iowa, Assistant Professor
Hays, Beverly, PhD, RN, 1990, Case Western Reserve University, Associate Professor
Heermann Flynn, Judith, PhD, 1988, UNL, Associate Professor
Hille, Gail, MSN, RN, 1973, University of Maryland, Baltimore, Instructor
Holyoke, Sharon, MSN, RN, APRN-NP, 1971, University of Colorado, Denver, Assistant Professor
Hutchison, Doris, MSN, RN, 1970, Indiana University, Assistant Professor
Jensen, Linda, PhD, RN, 1997, UNMC, Assistant Professor
Kreman, Marie, EdD, RN, 1997, UNL, Assistant Professor
Lindsey, Ada, PhD, RN, FAAN, 1977, University of Maryland, Emeritus Dean and Professor
McCabe, Barbara, PhD, RN, APRN-NP, 1984, UNL, Associate Professor
McMahon, Margaret, MS, RN, 1970, UNO, Assistant Professor
McVay, Joan, MSN, MA, RN, 1986, Central Michigan University, Assistant Professor
Megel, Mary, PhD, RN, 1987, UNL, Associate Professor
Muhlauer, Susan, PhD, APRN-NP, BC, 1999, UNL, Associate Professor
Munchrath, Muriel, MSN, RN, 1969, University of Illinois, Assistant Professor
Ott, Carol, PhD, RN, 1996, UNL, Associate Professor
<table>
<thead>
<tr>
<th>Name</th>
<th>Degree</th>
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<th>Title</th>
</tr>
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<tr>
<td>Rustia, Janice</td>
<td>PhD, RN</td>
<td>UNL</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Sedivy, Sybil</td>
<td>M.Ed.</td>
<td>UNL</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Tilden, Virginia</td>
<td>DNSc, RN</td>
<td>University of California–San Francisco</td>
<td>Emeritus Dean and Professor</td>
</tr>
<tr>
<td>Walker, Susan Noble</td>
<td>EdD, RN</td>
<td>Northern Illinois University</td>
<td>Professor</td>
</tr>
<tr>
<td>West, Cheryl</td>
<td>MS, RN</td>
<td>University of Arizona</td>
<td>Assistant Professor</td>
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<tr>
<td>Westfall, Joan</td>
<td>PhD, RN</td>
<td>UNL</td>
<td>Assistant Professor</td>
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<tr>
<td>Wilson, Peggy</td>
<td>PhD, RN</td>
<td>University of Florida</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Yeaworth, Rosalee C.</td>
<td>PhD, RN</td>
<td>University of Cincinnati</td>
<td>Emeritus Dean and Professor</td>
</tr>
</tbody>
</table>
APPENDIX VI
Campus Locations and Maps

UNMC Omaha – Main Campus

The University of Nebraska Medical Center's main campus is in Omaha, located at 42nd and Dewey Streets. 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://www.unmc.edu/wwwdocs/unmccampusmap.pdf
http://www.unmc.edu/mapquestmap.htm

UNMC Kearney

The Kearney Campus 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
1917 W. 24th Street
Kearney, NE 68849-4510

Campus Map:
http://www.unk.edu/Map/Class_Facilities/West_Center
UNMC Lincoln
The Lincoln campus 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 campus 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://maps.unl.edu/
http://maps.unl.edu/images/unl_campusmaps.pdf
http://admissions.unl.edu/visit-ne/maps.aspx

UNMC Norfolk
The Norfolk Campus 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 68702-1709

Campus Map:
http://www.northeast.edu/Maps/College-of-Nursing.aspx
http://www.northeast.edu/Maps/

UNMC Scottsbluff
The University of Nebraska Medical Center College of Nursing Scottsbluff Campus is located in the University of Nebraska Complex in Scottsbluff. The campus 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
4502 Avenue I
Scottsbluff, NE 69361-4939

Campus Map:
http://national.citysearch.com/profile/map/726368840/
scottsbluff_ne/unmc_college_of_nursing.html
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.