



Widener University

School of Nursing
2015 Graduate Catalog



Widener University Information

UNIVERSITY POLICY

It is the policy of Widener University not to discriminate on the basis of sex, gender, pregnancy status, age, race, national origin or ethnicity, religion, disability, status as a veteran of the Vietnam era or other covered veteran, sexual orientation, gender identity, marital status, or genetic information in its educational programs, admissions policies, employment practices, financial aid, or other school-administered programs or activities. This policy is enforced under various federal and state laws, including Title VII of the Civil Rights Act of 1964 as amended by the Civil Rights Act of 1991, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination in Employment Act, and the Americans with Disabilities Act. Further, in compliance with state and federal laws, Widener University will provide the following information upon request: (a) copies of documents pertinent to the university's accreditations, approvals, or licensing by external agencies or governmental bodies; (b) reports on crime statistics and information on safety policies and procedures; and (c) information regarding gender equity relative to intercollegiate athletic programs—Contact: Senior Vice President for University Advancement, Widener University, One University Place, Chester, PA 19013; tel. 610-499-4123. Comments or requests for information regarding services and resources for disabled students should be directed to: Director of Disability Services, Widener University, One University Place, Chester, PA 19013; tel. 610-499-1266; or Dean of Students, Delaware Campus of Widener University, P.O. Box 7474, Wilmington, DE 19803; tel. 302-477-2173.

Title IX of the Education Amendments of 1972 ("Title IX") prohibits discrimination based on sex and gender in educational programs and activities that receive federal financial assistance. Such programs include recruitment, admissions, financial aid and scholarships, athletics, course offerings and access, hiring and retention, and benefits and leave. Title IX also protects students and employees from unlawful sexual harassment (including sexual violence) in university programs and activities. In compliance with Title IX, the university prohibits discrimination and harassment based on sex in employment as well as in all programs and activities.

The university's Title IX coordinator monitors compliance with Title IX and its accompanying regulations. Individuals with questions or concerns about Title IX and/or those who wish to file a complaint of non-compliance may contact the Title IX coordinator or deputy coordinators: The university's Title IX coordinator is Assistant Director for Employee Relations Grace Karmioli, One University Place, Chester, PA 19013; tel. 610-499-1301; e-mail gckarmioli@widener.edu. The university has also appointed several deputy Title IX coordinators: For students on the Chester, PA, campus and Continuing Studies students: Assistant Dean for Residence Life Catherine Bermudez, One University Place, Chester, PA 19013; tel. 610-499-4392; e-mail cabermudez@widener.edu. For Athletics: Assistant Director of Athletics Larissa Gillespie, One University Place, Chester, PA 19013; tel. 610-499-4434; e-mail lagillespie@widener.edu. For students and employees on the Wilmington, DE, campus: Associate Dean for Student Services Susan Goldberg, Widener University School of Law, 4601 Concord Pike, Wilmington, DE 19803; tel. 302-477-2173; e-mail slgoldberg@widener.edu. For students and employees on the Harrisburg, PA, campus: Assistant Dean Keith Sealing, Widener University School of Law, 3800 Vartan Way, Harrisburg, PA 17106; tel. 717-541-3952; e-mail ksealing@widener.edu.

The U.S. Department of Education's Office for Civil Rights (OCR) is the division of the federal government charged with enforcing compliance with Title IX. Information regarding OCR can be found at www.ed.gov/about/offices/list/ocr/index.html. Questions about Title IX may be directed to OCR as well as to the university's Title IX coordinator or deputy coordinators.

This publication contains information, policies, procedures, regulations, and requirements that were correct at the time of publication. In keeping with the educational mission of the university, the information,

policies, procedures, regulations, and requirements contained herein are continually being reviewed, changed, and updated. Consequently, this document cannot be considered binding and must be used solely as an informational guide. Students are responsible for keeping informed of official policies and meeting all relevant requirements.

The university reserves the right and authority at any time to alter any or all of the statements contained herein, to modify the requirements for admission and graduation, to change or discontinue programs of study, to amend any regulation or policy affecting the student body, to increase tuition and fees, to deny admission, to revoke an offer of admission, and to dismiss from the university any student at any time, if it is deemed by the university to be in the best interest of the university, the university community, or the student to do so. The provisions of this publication are subject to change without notice, and nothing in this publication may be considered as setting forth terms of a contract between a student or a prospective student and Widener University.

ACCREDITATIONS & MEMBERSHIPS

Widener University is a member of the Association for Continuing Higher Education and is accredited by the Middle States Commission on Higher Education.

Widener University's graduate programs are additionally accredited by the following: AACSB International—The Association to Advance Collegiate Schools of Business (School of Business Administration), American Association of Sexuality Educators, Counselors, and Therapists (Center for Human Sexuality Studies), American Bar Association (School of Law), American Psychological Association (Doctor of Psychology; Clinical Psychology Internship), Commission on Accreditation for Healthcare Management Education (MBA in Healthcare Management), Commission on Accreditation in Physical Therapy Education (Doctor of Physical Therapy), Commission on Collegiate Nursing Education (School of Nursing), Commission on Continuing Legal Education of the Supreme Court of Delaware (School of Law), Council on Social Work Education (Center for Social Work Education), National Association for Education of Young Children (Child Development Center), National Council for the Accreditation of Teacher Educators (Division of Education), Pennsylvania Continuing Legal Education Board of the Supreme Court (School of Law), Pennsylvania Department of Education (Division of Education), Pennsylvania Department of Welfare (Child Development Center), Pennsylvania Private School Board (Division of Education). Additionally, the School of Nursing is approved by the Pennsylvania State Board of Nursing.

Widener University's graduate programs hold membership in the following: Academic Council of the American Physical Therapy Association (Institute for Physical Therapy Education), American Society for Engineering Education (School of Engineering), Association of Engineering Colleges of Pennsylvania (School of Engineering), Association of University Programs in Health Administration (School of Business Administration), Association of American Law Schools (School of Law), Association of Graduate Liberal Studies Program (Master of Arts in Liberal Studies), Greater Philadelphia Engineering Deans Economic Development Council (School of Engineering), Engineering Deans Institute (School of Engineering), Engineering Research Council of the American Association of Engineering Societies (School of Engineering), Engineering Workforce Commission (School of Engineering), National Association of Schools of Public Affairs and Administration (Master of Public Administration), National Association of State Boards of Accountancy (School of Law), National Council for Schools and Programs of Professional Psychology (Institute for Graduate Clinical Psychology), National League for Nursing and the American Association of Colleges of Nursing (School of Nursing).

School of Nursing 2015 Graduate Catalog

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Harrisburg Campus, 717-541-3926

REGISTRAR

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GRADUATE NURSING PROGRAMS

Master of Science in Nursing (MSN)

Doctor of Nursing Practice (DNP)

Doctor of Philosophy (PhD)

Certificate Programs

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Coordinator, Adult-Gerontology CNS Option of the MSN
Program

Geraldine Budd, RN, PhD, CRNP, FAANP

Assistant Dean of Harrisburg Campus Nursing Programs
and Associate Professor of Nursing

A MESSAGE FROM THE DEAN

Welcome to the Widener School of Nursing! You have selected a great program, and you will work with faculty who will create rich, collaborative, and stimulating learning experiences for you throughout the program. Together Widener faculty and students are a community of scholars; our interactions will help you acquire knowledge and develop a spirit of inquiry. You will find that graduate study is more self-directed than most undergraduate study. Take advantage of the independence you gain to direct your own learning experiences, but be assured that your professors will be accessible and ready to provide guidance when you need it. Seek them out and don't hesitate to ask questions as they arise.

We are glad you chose Widener, and we know you will be, too. We wish you all good things as you embark on your graduate education, and we look forward to meeting and working with you.

Laura Dzurec, PhD, PMHCNS-BC, ANEF

Dean and Professor

SCHOOL OF NURSING OVERVIEW

Widener's School of Nursing BSN, MSN, and DNP programs are fully accredited by the Commission on Collegiate Nursing Education. The MSN Family (Individual across the Lifespan) CRNP is also approved by the Pennsylvania State Board of Nursing.

Commission on Collegiate Nursing Education (CCNE)

One Dupont Circle, NW, Suite 530, Washington, DC 20036-1120
Phone: 202-887-6791

State Board of Nursing, Commonwealth of Pennsylvania

P. O. Box 2649, Harrisburg, PA 17105-2649

Phone: 717-783-7142

VISION

The Widener University School of Nursing (SON) aspires to be a preeminent metropolitan school of nursing recognized for developing clinically prepared, scientifically oriented, technologically proficient, professional nurses who provide leadership as clinicians, educators, scholars, and researchers to transform the health and quality of life of diverse communities.

MISSION STATEMENT

As a leading comprehensive school of nursing, *we achieve* our mission by creating a learning environment where curricula are connected to societal health issues through diverse community engagement. *We lead* by providing a unique professional nursing education in a challenging, scholarly, and supportive learning community. *We engage* our students through interactive teaching, professional role modeling, active scholarship, and experiential learning. *We inspire* our students to be professionals who demonstrate leadership in nursing practice, education, scholarship, and research throughout the global community. *We contribute* to the health and well-being of the communities we serve.

GOALS

- Foster a SON community whose members are diverse and where our students are prepared for living and serving in a pluralistic and ever-changing world.
- Achieve an unparalleled academic environment by promoting rigorous educational programs, productive scholarship, and lifelong learning.
- Create a student-centered living and learning experience that supports the achievement of academic excellence by nursing students.
- Promote the SON as a school known for offering programs that use experiential and collaborative learning, mentoring, and engaged teaching and that emphasize the linkage between the curricula and societal needs.
- Expand and diversify the SON's financial resources and manage its assets in an efficient and effective manner.
- Make the SON an employer of first choice and a place that attracts talented people at all levels to work or volunteer to fulfill the mission of the SON.
- Implement strategies to strengthen the integration of liberal arts and sciences and professional programs, and enrich our general education offerings to ensure that every undergraduate nursing student has common educational experiences involving civic engagement and experiential learning.
- Foster an environment that encourages innovation in teaching, scholarship, and program development.
- Raise the profile of the SON among metropolitan nursing leaders, the general public, and among the national professional nursing and higher education communities.
- Optimize the SON's enrollment to achieve a vital university community at both the undergraduate and graduate levels.
- Address the metropolitan region's most pressing health concerns and enhance our program offerings to respond to the needs of our communities.
- Actively promote the development of leadership skills and provide opportunities for leadership experiences for nursing students, faculty, and alumni so that they may demonstrate civic and professional leadership.

- Ensure academic excellence by maintaining the SON's commitment to academic freedom and by upholding faculty governance, especially in matters pertaining to pedagogy, curriculum, and scholarship.

OUTCOMES

Nursing education has the mandate to both respond to and influence society and the health care system. To meet these responsibilities, the School of Nursing, through its various programs, produces graduates who can influence society and the health care system through their leadership. Program outcomes for the master's and doctoral levels are as follows:

Outcome I—The master of science in nursing program provides opportunities for individuals to develop leadership in diverse health care settings as advanced practitioners. Graduates of the master's program use knowledge in a specialized area of nursing and in related sciences and humanities to improve health care in a variety of cultures and settings. Graduates are prepared to use nursing theories and research findings to guide and enhance evidence-based practice. The master's program serves as a foundation for doctoral study.

Outcome II—The doctor of nursing practice program prepares advanced practice nurses to provide clinical leadership in the delivery of culturally competent, evidence-based, disease-state management or system-based care. Graduates are prepared for interprofessional collaboration and outcomes management to support the provision of quality and safety in complex health care systems.

Outcome III—The doctor of philosophy program prepares nurse scholars and educators and is based on the belief that nursing is a professional discipline with a unique role and body of knowledge. The primary goal of the doctor of philosophy program is the preparation of nurse scholars and leaders in nursing education. Graduates apply rigorous methods of disciplined inquiry to scholarship, teaching, research, and service to the profession and society.

STANDARDS FOR ACADEMIC INTEGRITY

ACADEMIC INTEGRITY STATEMENT

Widener University strongly supports the concepts of academic freedom and academic integrity and expects students and all other members of the Widener University community to be honest in all academic endeavors. Cheating, plagiarism, and all other forms of academic fraud are serious and unacceptable violations of university policy. Widener University expects all students to be familiar with university policies on academic honesty and will not accept a claim of ignorance—either of the policy itself or of what constitutes academic fraud—as a valid defense against such a charge.

This statement was adopted by the Faculty Council on February 24, 1998, upon recommendation of the Academic Affairs Committee.

DEFINITION OF VIOLATIONS OF THE STANDARDS OF ACADEMIC INTEGRITY

Violations of the Standards of Academic Integrity constitute academic fraud. Academic fraud consists of any actions that serve to undermine the integrity of the academic process, including:

- unauthorized inspection or duplication of test materials, cheating, attempting to cheat, or assisting others to cheat in a classroom test, take-home examination, final examination, or comprehensive/qualifying/candidacy examination.
- post-test alteration of examination responses.

- plagiarism.
- electronic or computer fraud.

Additionally, each university program may have specific acts particular to a discipline that constitute academic fraud.

DEFINITION OF PLAGIARISM

One of the most common violations of the Standards for Academic Integrity is plagiarism. Plagiarism can be intentional or unintentional. However, since each student is responsible for knowing what constitutes plagiarism, unintentional plagiarism is as unacceptable as intentional plagiarism and commission of it will bring the same penalties. In many classes, faculty members will provide their definitions of plagiarism. In classes where a definition is not provided, students are invited to follow the standards articulated in the following statement.

STATEMENT ON PLAGIARISM

PLAGIARISM—passing off the work of others as your own – is a serious offense. In the academic world, plagiarism is theft. Information from sources – whether quoted, paraphrased, or summarized – must be given credit through specific in-text citations. All sources used in the preparation of an academic paper must also be listed with full bibliographic details at the end of the paper. It is especially important that paraphrase be both cited and put into your own words. Merely rearranging a sentence or changing a few words is not sufficient.

PROCEDURES FOR STUDENTS ACCUSED OF VIOLATING THE STANDARDS FOR ACADEMIC INTEGRITY

Informal Process

- A faculty member who obtains evidence of academic fraud should inform the student of this evidence, either orally or in writing. The faculty member may also provide the student with the opportunity to respond to the charges. If the matter is resolved informally between the faculty member and the student, the faculty member must communicate in writing to the dean of his/her school or college the nature of the charges made against the student and how the matter was resolved.
- If the faculty member cannot resolve the matter satisfactorily with the student, he or she may file a formal complaint against the student through the office of the dean of the faculty member's school or college.

Formal Process

- Upon receiving formal charges of academic fraud, the office of the dean of the school or college shall thereupon notify the student in writing of the complaint, the evidence upon which the complaint is based, the penalty to be imposed, and all rights of appeal.
- If a student wishes to contest the allegations of the complaint, he or she may do so according to the process stipulated in the by-laws of the school or college in which the alleged offense occurred. In such a case, the student will also be informed of the time and location of a hearing on the complaint and of all rights of appeal.
- Upon determination by the school/college committee that hears the initial appeal that sufficient evidence exists to support the allegations contained in the complaint, or in cases in which the student chooses not to contest the complaint, the prescribed penalty shall be imposed.

- The dean will notify the associate provost in writing of the name of the student who has been found to have engaged in academic fraud.
- Appeals beyond an individual school/college body may be made by the student to the university's Academic Review Board. Please see the following section for board duties. Appeal to the Academic Review Board must be initiated by the student through the Office of the Associate Provost.
- In the event a complaint is filed against a student alleging academic fraud and the student is not enrolled in the course in which academic fraud is alleged, action will be taken by the dean's office of the school/college where the student is matriculated.
- An "F" for academic fraud will supersede any other mark including a "W" for withdrawal. When a student is found to have engaged in academic fraud under Widener's academic fraud policies, that student is prohibited from exercising the repeat-of-course option to remove the "F" grade (given as a result of fraud) from the GPA calculation.
- A confidential, centralized listing of students disciplined for academic fraud will be maintained by the Office of the Provost. In the event of the filing of a complaint alleging a second offense, the student will be informed, in writing, by the Office of the Provost of such complaint. Names will be dropped from the list of first offenders upon graduation or at the end of seven years after the last attendance.
- The above articulated steps constitute due process when students are accused of academic fraud.

PENALTIES

- The minimum penalty for individuals found through the formal complaint process described above to have engaged in academic fraud will be failure in the course. For a second offense, the penalty will be failure in the course and expulsion from the university.
- For attempting to steal or stealing an examination for a course, students will be failed in the course and expelled from the university. For attempting to steal or stealing a comprehensive/qualifying/candidacy examination in a program, students will be expelled from the university.
- Programs that require comprehensive/qualifying/candidacy examinations may elect to impose the penalties of failure on the examination and expulsion from the university for individuals who cheat or attempt to cheat on the comprehensive/qualifying/candidacy examination.
- Individuals found through the formal complaint process described above to have engaged in academic fraud in the completion of a dissertation or thesis may be expelled from the university.

These policies and procedures were approved by Faculty Council on April 28, 2008.

ACADEMIC REVIEW BOARD

The Academic Review Board consists of the provost, the associate provosts, the deans of each school/college, the vice-chairperson of the Faculty Council, and the chair of the Faculty Council Academic Affairs Committee. Duties of the board include: (1) hearing petitions for the waiver of academic regulations that transcend a single school/college (e.g., withdrawal from a course); (2) serving as the appeal body in cases where there is an alleged violation of procedure in school/college Academic Council hearings.

ACADEMIC GRIEVANCE APPEAL PROCEDURE

Follow the process outlined in the *School of Nursing Handbook* for the student's degree and program of study.

GRADUATION REQUIREMENTS AND AWARDING OF DEGREES

Students are responsible for knowing and meeting curriculum requirements as shown in this bulletin. To participate in commencement, all degree candidates must follow this graduation checklist:

Petition for graduation. All degree candidates must petition to graduate online in the "Academic Profile" section on CampusCruiser. This should be done the semester prior to anticipated completion of all degree requirements.

Complete degree requirements. Contact the program director to verify completion of all degree requirements.

Complete the End of Program Interview. All degree candidates must schedule an appointment with the appropriate program director during their final semester of coursework.

Satisfy all financial and library obligations. To ensure clearance of all obligations, check "My Holds" in the "Communication" section of WebAdvisor on CampusCruiser or call 610-499-4161. Degree candidates who have balances due at the Bursar's Office or books due at the library must satisfy these obligations before they can receive diplomas.

Complete the loan exit interview. Degree candidates who borrowed a Federal Perkins or Federal Direct loan while enrolled at Widener University must attend an exit counseling session to review their rights and responsibilities. Sessions will be offered in April at varying times and will last approximately 30 minutes. A specific schedule of dates and times will be sent to graduation candidates by e-mail.

Obtain cap and gown. To attend the commencement ceremony, degree candidates are required to wear the proper academic regalia.

Submit the online RSVP form. To be in the ceremony, degree candidates must fill out the online Commencement Participation RSVP Survey Form, which will be posted in March.

The university holds only one formal commencement in the spring to which August, December, and May graduates are invited.

STUDENT STATUS

Students pursuing a course of study in the School of Nursing are considered to be full-time graduate students when they are enrolled in 9 or more credit hours of graduate study *or* when they are enrolled in NURS 900 Dissertation Seminar I, NURS 901 Dissertation Seminar II, or NURS 950 Dissertation Advisement. It is recommended that students take no more than 9 credit hours of graduate study.

TRANSCRIPTS

Students in good financial standing may have copies of their transcripts forwarded to employers, agents, or institutions of higher education by contacting the Office of the Registrar.

FINANCIAL AID

Widener University offers a wide range of financial aid programs. Financial information is available on the university's website and on CampusCruiser.

ACADEMIC CALENDAR

At the start of each semester, students should check Campus-Cruiser for academic calendar and deadline information.

ANNUAL NOTICE TO STUDENTS REGARDING EDUCATION RECORDS

The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to their education records. (An “eligible student” under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution.) These rights include:

- The right to inspect and review the student’s education records within 45 days after the day the university receives a request for access. A student should submit to the registrar, dean, head of the academic department, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The university official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the university official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
- The right to request the amendment of the student’s education records that the student believes are inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA.

A student who wishes to ask the university to amend a record should write the university official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed.

If the university decides not to amend the record as requested, the university will notify the student in writing of the decision and the student’s right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

- The right to provide written consent before the university discloses personally identifiable information (PII) from the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

The university discloses education records without a student’s prior written consent under the FERPA exception for disclosure to university officials with legitimate educational interests. A university official is a person employed by the university in an administrative, supervisory, academic, research, or support staff position (including, without limitation, law enforcement unit personnel, health staff, athletic coaches and trainers, and admissions counselors and recruiters); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A university official also may include a volunteer or contractor outside of the university who performs an institutional service or function for which the university would otherwise use its own employees and who is under the direct control of the university with respect to the use and maintenance of PII from education records, such as an attorney, auditor, contractor, consultant, or collection agent, or a student volunteering to assist another university official in performing his or her tasks. A university official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the university.

Upon request, the university also discloses education records without consent to officials of another school in which a student seeks or intends to enroll. Such education records may include updated or corrected information, including, without limitation, disciplinary and health records.

- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the university to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

- The right to withhold public disclosure of any or all items of “directory information” by written notification to the Registrar’s Office of the university or the School of Law, as applicable, within two weeks after the commencement of the fall or spring semesters of any given academic year. Under current university policy, the term “directory information” includes, without limitation, a student’s name, home and campus address, telephone listing(s), electronic mail address, photograph, major field of study, grade level, enrollment status (e.g., undergraduate or graduate, full-time or part-time); dates of attendance, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees, honors, and awards received, and the most recent educational agency or institution attended.

CAMPUS SAFETY

Widener is committed to the safety and security of all members of the Widener University community. The university’s annual Campus Safety and Fire Safety Reports are on the Widener website and contain information on campus security and personal safety, including crime prevention, university law enforcement authority, crime reporting policies, disciplinary procedures, and other campus security matters. The Campus Safety Reports contain statistics for the three previous calendar years on reported crimes that occurred on campus, in certain off-campus buildings and property owned and controlled by the university, and on public property within or immediately adjacent to and accessible from campus.

The Fire Safety Report contains information on fire safety systems in on-campus student housing facilities, the number of fire drills held during the previous year, the university’s policies on portable electrical appliances, smoking, and open flames in student housing facilities, the university’s procedures for student housing evacuation in the case of a fire, policies regarding fire safety education and training programs provided to students and employees, a listing of persons or organizations to which fires should be reported, and plans for future improvements in fire safety. It also contains statistics (commencing with calendar year 2009) for the three most recent calendar years concerning the number of fires and cause of each fire in each on-campus student housing facility, the number of persons who received fire-related injuries that resulted in treatment at a medical facility, the number of deaths related to a fire, and the value of property damage caused by a fire.

The annual Campus Safety and Fire Safety Reports for the Main and Exton Campuses are available online at www.widener.edu/campussafety. The annual security reports for the Delaware and Harrisburg Campuses are available online at www.law.widener.edu by selecting “More Links,” then “Campus Safety.” If you would like a printed copy of these reports, contact

the Campus Safety Office at 610-499-4203 to have a copy mailed to you. The information in these reports is required by law and is provided by the Campus Safety Office.

MASTER OF SCIENCE IN NURSING

INTRODUCTION

An undergraduate baccalaureate education that is both liberal and professional provides the foundation for the master's program. The master's program prepares graduates for leadership roles in advanced practice nursing in order to meet the diverse health needs of society. Graduates will function as advanced practice nurses in the health care delivery system using skills of analytical thinking and clinical decision making—plus advanced knowledge of theories in nursing, the sciences, and humanities—to improve health care in a variety of settings. In addition to the use of nursing and related theory, graduates are prepared to use research to inform evidence-based practice and influence health policy.

The program fosters collegial collaborative relationships with other health professionals. Since adult learners have unique needs and abilities, the master's program provides students with a wide range of options for learning that take into account diverse backgrounds, past experiences, and future goals while providing a foundation for lifelong learning and doctoral study. Students participate in selecting their clinical learning experiences.

Graduates of the MSN Family (Individual across the Lifespan) CRNP option are prepared to sit for national certification by the American Nurses Credentialing Center (ANCC) or American Academy of Nurse Practitioners (AANP). Graduates of the MSN CNS Adult-Gerontology CNS option are prepared to sit for the American Nurses Credentialing Center national certification for adult-gerontology CNS or the American Association of Critical Care Nurses national certification for adult gerontology acute care CNS.

STUDENT LEARNING OUTCOMES

With regard to expected student learning outcomes, MSN graduates will be able to:

- Apply nursing, science, humanities, and ethical theories and information in the analysis of clinical problems, illness prevention, and health promotion strategies across diverse populations.
- Analyze systems and work to create a culture of quality improvement and safety.
- Use leadership knowledge and skills in initiating and maintaining effective working relationships and analyzing the impact of systems on patient outcomes.
- Disseminate evidence-based practice decisions to advance clinical practice.
- Use current technologies to deliver and coordinate care.
- Analyze the political determinants of the system and how they influence health care system and patient outcomes.
- Collaborate with other health professionals to manage and coordinate care across systems.
- Evaluate the effectiveness of clinical prevention interventions that affect individual and population-based health outcomes that are culturally appropriate.
- Provide safe, quality care to diverse populations in a variety of settings and roles.

MATRICULATION

A matriculated student is one who has been accepted officially into the master's program. A nonmatriculated student is one who is taking a course for credit but has not yet been officially accepted into the master's program. A nonmatriculated student may take up to six credits in the graduate nursing program prior to matriculation.

Nonmatriculated students who wish to take a course must submit undergraduate transcripts and a completed online application. Students who wish to matriculate must meet the admission requirements listed below. No more than six credits earned by a student in a nonmatriculated status may be applied toward the degree in the event of later acceptance into the graduate program.

ADMISSION

Applicants must submit evidence of the following:

- Completed online application.
- Bachelor's degree in nursing or equivalent from an accredited program.
- Minimum of 3.0 grade point average (on a 4.0 scale) in a BSN program.
- Official transcripts from all previously attended institutions of higher education.
- Completion of an undergraduate statistics/research course with a grade of C or better.
- Two recommendations, preferably from professional nurses with graduate degrees, regarding applicant's practice and potential for graduate work in nursing.
- Valid Pennsylvania license as a registered nurse (U.S.). Information is available from the State Board of Nursing in Pennsylvania.
- Satisfactory scores (550 written and 213 computer-based) on the Test of English as a Foreign Language (TOEFL) for all applicants from non-English speaking countries.
- Personal interview with program advisor.
- Current résumé.
- Goal statement.

Applicants must apply online by visiting Widener's home page at www.widener.edu. All admission requirements, including an interview, must be received and completed before:

- June 1—for matriculation in the fall semester.
- November 1—for matriculation in the spring semester.
- March 1—for matriculation in summer sessions.

ADDITIONAL ADMISSION REQUIREMENTS FOR INTERNATIONAL APPLICANTS

International students should consult the International Student Services web page at www.widener.edu for international graduate student guidelines or contact the Office of International Student Services at Widener University; phone: 610-499-4499.

The School of Nursing requires a passing score on the Commission on Graduates of Foreign Nursing Schools (CGFNS) Qualifying Examination. The CGFNS Qualifying Examination is a prerequisite for taking the Registered Nurse Licensing Examination in the Commonwealth of Pennsylvania. Application materials are available from their website www.CGFNS.org, or:

CGFNS
3600 Market Street, Suite 400
Philadelphia, PA 19014-2651 U.S.A.
Phone: 215-349-8767

The registration deadlines are several months prior to their administration. Early application is essential.

REGISTRATION

Preregistration is conducted during the fall for the following spring semester and during the spring for the following summer and fall semester courses. Preregistration information is available on CampusCruiser.

ACADEMIC PROGRESS

CONTINUOUS ENROLLMENT

Following matriculation, students are required to be enrolled at least two semesters (fall, spring, or summer) per calendar year. Students who do not apply for a leave of absence and have not completed at least one course per two semesters during a calendar year will be dropped from the program.

COURSE OVERLOAD

Nine credits of course work in each of the fall and spring semesters and six credits in each summer session are recognized as a full-time course load for full-time students. Faculty believe students, as adult learners, have the right to make decisions related to their learning needs. However, faculty believe a course load above nine credits for fall/spring or six credits in a summer session has potential for creating academic jeopardy.

Students enrolling in more than twelve credits in the fall/spring semester or six credits in one summer session must have approval from the academic program director. Students are required to complete and sign the Course Overload Acknowledgment form (including rationale for request), which must also be signed by the faculty advisor and academic program director prior to enrolling in the courses. The form is intended to communicate to students written acceptance of their responsibility for this decision.

INDEPENDENT STUDIES

Enrollment in an independent study course is an option available to students only when a required course is not available. An independent study course requires approval of the faculty member directing the independent study, faculty advisor, the academic program director, and the dean of the School of Nursing.

LEAVE OF ABSENCE

Matriculated students meeting the continuous enrollment policy must submit a written request for a leave of absence, with rationale, to the academic program director. An approved leave will extend the deadline for completion of the program by the length of the leave. However, the total cumulative leave time applied to extensions shall not exceed two years.

REINSTATEMENT TO THE PROGRAM

Students who have been dropped from the program may petition for readmission by filing a new application. Such requests must be sent to the academic program director no later than 90 days prior to the start of the semester in which the student expects to enroll.

TIME LIMIT

A maximum of five calendar years from the date of matriculation is allowed for completion of the master's degree.

SPECIAL ACADEMIC POLICIES

General policies are stipulated in the Widener University *Graduate Student Handbook*. Other academic requirements and dismissal, readmission, and other policies specific to the School of Nursing are found online in the *School of Nursing Master's Student Handbook*.

TRANSFER STUDENTS

Students who are matriculated in another nursing graduate program and wish to transfer will be considered on an individual basis.

TRANSFER CREDIT

A maximum of two approved courses (six credits) or the equivalent completed at an institution accredited for graduate study no more than *five years* prior to admission may be transferred upon admission. To be considered for transfer credit into a master's program, the student must have received a grade of A or B, or pass if taken on a pass/no pass grading system. If transfer credit is requested in lieu of required courses in the program, a course syllabus must accompany the request.

After matriculation, up to six credits may be taken off campus. Students requesting to take a course off campus for transfer credit must submit a request via a Course Transfer Authorization form and course syllabus prior to taking the course. At the completion of the course, an official transcript reflecting the grade earned must be submitted to the Graduate Nursing Office.

REQUIREMENTS FOR CLINICAL

Widener's School of Nursing provides students with clinical education at a variety of hospitals and health care agencies in the tri-state area of Pennsylvania, New Jersey, and Delaware. These agencies and institutions require students to undergo background screening. Therefore, all students are required to complete a background screening, including criminal background check, child abuse check, and health clearance. Information about the preclinical requirements and screening process is available at www.CertifiedBackground.com. If you have questions please call 888-666-7788 or e-mail customerservice@certifiedbackground.com. A support representative is available from 8 a.m. to 6 p.m. EST, Monday through Friday.

GRADING AND DISMISSAL FROM THE PROGRAM

Students are expected to maintain satisfactory progress. A student's graduate record begins with the first course credited to a degree or certificate and includes all subsequent courses.

- Master's candidates are required to maintain at least a B (3.0) average. Only students with a B (3.0) average or better will graduate from degree and certificate programs. Courses for which grades lower than B (3.0) are received may be repeated. No more than two repetitions total and only one repetition of a particular course is allowed. Students must achieve a grade of B or higher in Advanced Pathophysiology (NURS 601), Advanced Health Assessment (NURS 608), and Advanced Pharmacology (NURS 639) in order to progress in any of the master's options or in the DNP program. A student whose academic performance is considered inadequate will be dismissed from the program.
- Students who fail clinically and are dismissed may not apply for readmission.
- Conduct inconsistent with the ethical and professional standards of the discipline, whether it occurs before or after matriculation, is also grounds for dismissal from the program. Such conduct includes academic fraud. A student dismissed for academic fraud may no longer enroll in the graduate programs of the university and may not apply for admission into another division of the university. Please see the section entitled "Standards for Academic Integrity."
- If a course is repeated, both grades will be recorded on the transcript but only the most recent grade is used in calculating the grade point average. However, when a student is

found to be in violation of Widener's academic fraud policies, that student is prohibited from exercising the repeat-of-course option to remove the F grade (given as a result of fraud) from the GPA calculation.

- Pass/no pass grading is optional for elective courses. A maximum of two courses required for the master's degree may be taken pass/no pass. Students must exercise the pass/no pass option prior to the second class meeting.
- Following a request by the student, including an explanation of the extenuating circumstances involved, an instructor may give a course grade of incomplete if circumstances justify an extension of time required to complete the course requirements.
- A student with an "incomplete" grade in any course that is prerequisite to another course will not be allowed to enroll in the subsequent course until the I in the prerequisite has been removed and replaced by a satisfactory grade.
- A student with an F in a required theory course must repeat that course at Widener in the next semester in which the course is offered. A grade of B (3.0) or better must be earned in the repeated course in order for the student to proceed with the program of study. A grade below C (including a C-) in a clinical course is considered a course failure and the course must be repeated. A second failure results in automatic dismissal from the program.

All requests for exceptions to these provisions should be referred to the academic program director. The following grades are used for graduate nursing courses:

Letter Grade	Quality Points	Percentage Range
A	4.0	93 – 100
A-	3.7	90 – 92
B+	3.3	87 – 89
B	3.0	83 – 86
B-	2.7	80 – 82
C+	2.3	77 – 79
C	2.0	73 – 76
C-	1.7	70 – 72
F	0.0	< 70
I (Incomplete)		
W (Withdrawn)		
P/NP (Pass/No Pass)—for courses offered on a pass/no pass basis		
AU (Audit: No credit)		

NOTE: Individual instructors may elect, at their discretion, not to use plus/minus grades.

The grade of I is given when a student has not completed course requirements because of excusable reasons. A student who receives a grade of I must arrange to make up all deficiencies with the instructor issuing the grade. If the work is not made up within one calendar year from the end of the semester in which the incomplete is received, the grade will be automatically converted to F. Upon completion of the requirements, the instructor will institute a change of grade. (Note: A student cannot register again for a course in which the grade of incomplete has been received.) A student cannot be awarded a degree when there is an outstanding incomplete grade on the transcript, even if the incomplete is in a course not required in the degree program.

Students may withdraw from a course at any time prior to the final examination and receive the grade of W. If a course offered through these programs does not include a final exami-

nation, the deadline for withdrawing from the course with a grade of W is the final class meeting for the course.

DEGREE REQUIREMENTS

A master of science in nursing degree requires a minimum final GPA of 3.0. A minimum of 41 semester hours are required for clinical nurse specialist adult-gerontology (CNS) students. Family (individual across the lifespan) CRNP students must achieve a minimum of 46 semester hours to graduate. Please note that a waiver of any requirement for the degree must be approved in writing by the academic program director.

MASTER OF SCIENCE IN NURSING (MSN) PROGRAMS OF STUDY

Two advanced practice registered nurse (APRN) roles are available in the MSN degree program of study: clinical nurse specialist adult-gerontology (CNS) and family (individual across the lifespan) CRNP. The family (individual across the lifespan) CRNP option emphasizes primary care for individuals and families across the life span. Graduates of these two master's degree options are eligible to sit for certification examinations as advanced practice registered nurses (APRNs).

NOTE: The clinical nurse specialist role is not recognized as an APRN role by the Pennsylvania Board of Nursing as it is in a number of other states. In addition to the degree programs, post-master's (PM) certificates are available for each APRN specialty.

An MSN in nursing education, which focuses on both the clinical and academic education of nurses, is also available.

The following programs of study display a suggested progressive plan of study. Individual plans for student progression will be developed by the appropriate faculty advisor in collaboration with the student.

ADULT-GERONTOLOGY

CLINICAL NURSE SPECIALIST OPTION

The master's program in adult-gerontology CNS focuses on preparing graduates as advanced practice registered nurses (APRNs) for the clinical nurse specialist role. The program of study provides a broad foundation in health promotion/disease prevention, concepts of illness care, and clinical decision making grounded in evidence-based practices. The focus is on caring for late adolescents, adults, and senior adults in wellness through acute care settings, including emergency and critical care environments. Graduates are prepared for leadership in improving patient care outcomes and the quality of health care.

PROGRAM OF STUDY	Credits
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Core Courses (16 Credits)

NURS 611	Introduction to Nursing Science	3
NURS 634	Nursing Leadership for Advanced Practice	3
NURS 663	Advanced Nursing Practice: Current Perspectives	1
NURS 664	The Healthcare Environment: Technology & Health Policy	3
NURS 684	Using Research for Evidence-Based Practice	3
NURS 690	Population Health and Epidemiology	3

Advanced Practice Core Courses (9 Credits)

NURS 601	Advanced Pathophysiology	3
NURS 608	Advanced Health Assessment	3
NURS 639	Advanced Pharmacology	3

Advanced Practice CNS Courses (16 Credits)

NURS 656	Adult–Gerontology CNS—Adolescence through Adulthood Seminar and Practicum (125 clinical hours)	4
NURS 657	Adult–Gerontology CNS—Older Adulthood Seminar & Practicum (125 clinical hours)	4
NURS 661	Adult–Gerontology CNS Practice Role Seminar & Practicum (125 clinical hours)	4
NURS 683	Adult–Gerontology CNS Practice in the Emergency & Critical Care Settings Seminar & Practicum (125 clinical hours)	4

This 41-credit program is available at the Main Campus and the Harrisburg Campus.

A minimum of 500 hours of faculty supervised AP clinical hours is required. The program can be completed in 18–24 months of full-time study or at the student's pace for part-time study within the five-year time limit post matriculation. Graduates are prepared to sit for the ANCC adult-gerontology CNS certification examination and/or the AACN adult-gerontology acute care CNS certification examination. A post-master's certificate is also available (see section titled "Post-Master's Certificates").

FAMILY (INDIVIDUAL ACROSS THE LIFESPAN) CRNP OPTION

The family (individual across the lifespan) CRNP master's program prepares advanced practice nurses to be providers of primary care for individuals and families across their life spans. A holistic approach to management of family health through interdisciplinary collaboration is a primary emphasis of this advanced practice role. Primary care occurs in a number of settings; therefore, experiences may be found in community health centers, senior and child daycare centers, family practice settings, schools, college health centers, occupational/industrial health offices, home health agencies, and hospitals. Critical thinking, decision making, and leadership skills are fostered.

PROGRAM OF STUDY Credits

Core Courses (12 Credits)

NURS 634	Nursing Leadership for Advanced Practice	3
NURS 664	The Health Care Environment: Technology & Health Policy	3
NURS 684	Using Research for Evidence-Based Practice	3
NURS 690	Population Health and Epidemiology	3

Support Courses (16 Credits)

NURS 601	Advanced Pathophysiology	3
NURS 608	Advanced Health Assessment	3
NURS 636	Dynamics of Family Health Care	3
NURS 638	Issues in Health Care for Underserved Populations	3
NURS 639	Advanced Pharmacology	3
NURS 663	Advanced Nursing Practice: Current Perspectives	1

Specialty Courses (18 Credits)

NURS 648	Advanced Family Nursing I (112 clinical hours)	4
NURS 649	Advanced Family Nursing II (224 clinical hours)	6
NURS 655	Advanced Family Nursing III (224 clinical hours)	6
NURS 658	Advanced Family Nursing Field Practicum (112 clinical hours)	2

This 46-credit program is available at the Harrisburg and Main Campuses. The program can be completed in 18 months of full-time study or 24 months of part-time study. A minimum of 672 hours of faculty-supervised clinical practice is required. Graduates are eligible to sit for the American Nurses Credentialing Center (ANCC) or American Academy of Nurse Practitioners (AANP) credentialing examinations.

NURSING EDUCATION OPTION

The master's program in nursing education focuses on preparing graduates as nurse educators in the clinical or academic environments. The program of study includes core and clinical courses that provide a broad foundation in advanced clinical nursing practice as well as in nursing education such as advanced pathophysiology, advanced pharmacology, advanced health assessment, teaching strategies, evaluation methods, and curriculum design. Clinical experiences in the advanced practice of a selected specialty and a teaching practicum are included in this curriculum. Graduates are prepared for leadership in the education of nurses in healthcare and academic settings.

PROGRAM OF STUDY Credits

Core Courses (33 Credits)

NURS 601	Advanced Pathophysiology	3
NURS 608	Advanced Health Assessment	3
NURS 611	Introduction to Nursing Science	3
NURS 634	Nursing Leadership for Advanced Practice	3
NURS 639	Advanced Pharmacology	3
NURS 652	Statistical Analysis & Interpretation	3
NURS 664	The Healthcare Environment: Technology & Health Policy	3
NURS 685	Teaching & Learning Strategies	3
NURS 686	Assessment Methods	3
NURS 687	Curricular Concepts	3
NURS 864	Using Research for Evidence-Based Practice	3

Clinical Courses (6 credits)

NURS 689	Nursing Education Clinical Practicum	3
NURS 691	Nursing Education Teaching Practicum	3

This 39-credit program is available at the Main Campus only. A minimum of 240 hours of faculty supervised clinical hours is required. The program can be completed in 18–24 months of full-time study or at the student's pace for part-time study within the five-year time limit post matriculation. Graduates are prepared to sit for the NLN-Certified Nurse Educator certification examination after two years of full-time teaching in an academic setting. A post-master's certificate and accelerated MSN-PhD options are available.

EXECUTIVE NURSE LEADERSHIP OPTION

This master's option prepares nurses to be leaders in health care and health systems. Graduates will be prepared to lead as nurse executives at both the organizational and systems levels. The focus of this option is on improving health outcomes for patients and populations through the leadership of effective, efficient, equitable, and patient-centered practices. Students will take courses in both the School of Nursing and the School of Business Administration.

Graduates wishing to obtain a Master of Business Administration after completing the program will be able to transfer the nine business credits completed in the concentration toward the MBA.

PROGRAM OF STUDY	CREDITS
Core Courses (15 Credits)	
NURS 611 Introduction to Nursing Science	3
NURS 634 Nursing Leadership for Advanced Practice	3
NURS 652 Statistical Analysis and Interpretation	3
NURS 664 The Healthcare Environment: Technology and Health Policy	3
NURS 684 Using Research for Evidence-Based Practice	3
Nursing Program Courses (15 Credits)	
NURS 694 Healthcare Finance	3
NURS 695 Organizational Leadership in Healthcare	3
NURS 696 Organizational Leadership Practicum I (120 clinical hours)	3
NURS 697 Systems Health Leadership	3
NURS 698 Systems Health Practicum II (120 clinical hours)	3
Business Program Courses (9 Credits)	
MGT 622 Developing Management Skills	3
BUS 665 Managing Business Processes	3
BUS 615 Information Systems and Data Analytics	3

This 39 credit option is available at the Main Campus. A minimum of 240 hours of faculty supervised clinical hours is required. Students will take courses in both the School of Nursing and School of Business at Widener University. Courses are offered in hybrid format, face to face, or online. This option can be completed either in 18-24 months of full-time enrollment or at the student's pace for part-time study within the five-year time limit post matriculation. Graduates wishing to obtain an MBA after completion of this option will be able to transfer the nine business credits towards the MBA curriculum at Widener University in the School of Business Administration. Graduates will be prepared to become certified in Executive Nursing Practice through the AONE after two years of executive nurse experience. A post-master's certificate and accelerated MSN-PhD are available.

POST-MASTER'S ADVANCED PRACTICE CERTIFICATES

Post-master's (PM) certificates are available for the advanced practice (APRN) roles of clinical nurse specialist (CNS) and family (individual across the lifespan) CRNP.

A post-master's certificate for the CNS role is available for the adult-gerontology. The focus of the certificate is on the development of the APRN role of the clinical nurse specialist for those individuals with a master's degree in another nursing area. Length of time for completion will vary based on a portfolio assessment of prior coursework, continuing education, and experience. The certificate can be completed in 18-24 months of part-time study. Required credits vary depending on prior education. A minimum of 500 hours of faculty-supervised advanced clinical practice is required for certification as a CNS.

The family (individual across the lifespan) CRNP certificate focuses on the development of an advanced practice nurse with expertise in providing primary health care to individuals and families across the life span using a holistic approach to management of family health through interdisciplinary collaboration. This 24-credit program, available at both the Harrisburg and Main Campuses, can be completed in 18-24 months of study; 672 hours of advanced clinical practice are required.

Graduates of the MSN family (individual across the lifespan) CRNP are prepared to sit for national certification by the American Nurses Credentialing Center (ANCC) or American

Academy of Nurse Practitioners (AANP). Graduates of the MSN CNS program are prepared to sit for the American Nurses Credentialing Center national certification for adult-gerontology CNS or the American Association of Critical Care Nurses national certification for adult gerontology acute care CNS. NOTE: The clinical nurse specialist role is not recognized as an APRN role by the Pennsylvania Board of Nursing as it is other states.

ADMISSION

Registered nurses with a master's degree in nursing from an accredited program are eligible to apply for the post-master's certificate programs. To apply, arrange for a personal interview and submit the following to the graduate nursing office:

- Completed online application.
- Transcript from the master's degree program.
- Two recommendations regarding applicant's practice and potential for the FNP or CNS advanced practice role.
- Current Pennsylvania license (U.S.) as a registered nurse.
- Goal statement related to FNP or CNS role.
- Proof of health insurance coverage.
- Copy of liability insurance within acceptable limits of the AP specialty.
- Admission interview.

Information and an application may be obtained online by visiting our web site at www.widener.edu.

INTERNATIONAL STUDENTS ADMISSION PROCESS

International nursing students must submit the "Commission of Graduates of Foreign Nursing Schools (CGFNS) Credentials Evaluation" at the time of admission. Information is available from:

CGFNS
3600 Market Street, Suite 400
Philadelphia, PA 19014-2651 USA
Phone: 215-349-8767
Web site: www.CGFNS.org

COURSE REQUIREMENTS	Credits
Adult-Gerontology Nursing (16 Credits)	
NURS 656 Adult-Gerontology CNS—Older Adolescence through Adulthood (125 clinical hours)	4
NURS 657 Adult-Gerontology CNS—Older Adulthood (125 clinical hours)	4
NURS 661 Adult-Gerontology CNS Practice Role Seminar & Practicum (125 clinical hours)	4
NURS 662 Adult-Gerontology CNS Practice in the Emergency & Critical Care Settings Seminar & Practicum (125 clinical hours)	4
Family Nurse Practitioner (24 credits)	
NURS 636 Dynamics of Family Health Care	3
NURS 638 Issues in Health Care for Underserved Populations	3
NURS 648 Advanced Family Nursing I (112 clinical hours)	4
NURS 649 Advanced Family Nursing II (224 clinical hours)	6
NURS 655 Advanced Family Nursing III (224 clinical hours)	6
NURS 658 Advanced Family Nursing Field Practicum (112 clinical hours)	2

NOTE: Graduate-level courses (3 credits) in each of the following—advanced pathophysiology, advanced health assessment, and advanced pharmacology—are prerequisites to the certificate options.

POST-MASTER'S FOR MASTER'S- PREPARED NURSE PRACTITIONERS

This post-master's certificate is offered to master's prepared nurse practitioners *whose degrees are in populations other than family*.

To apply, the individual must submit to the Graduate Enrollment Management Office all of the documentation required for post-master's study. The admission requirements are the same as for the post-master's family (individual across the lifespan) CRNP certificate. In addition, applicants will be required to demonstrate, either by transcript or portfolio review, that they have mastered the knowledge and competencies of the following Widener University School of Nursing courses:

COURSES		Credits
NURS 601	Advanced Pathophysiology	3
NURS 608	Advanced Health Assessment	3
NURS 636	Dynamics of Family Health Care	3
NURS 638	Issues in Health Care for Underserved Populations	3
NURS 639	Advanced Pharmacology	3

If competency is not satisfactorily demonstrated in any of the above courses, the course will need to be taken at Widener.

Courses will be taught in an intensive format (on the Main Campus only) for this 21-credit minimum course of study, which can be completed in 18 to 24 months of part-time study. Clinical practicum will be designed to meet the individual needs of each student. A minimum of 672 hours of clinical practice is required. Two credits of NURS 658 may be waived with proof of prior 112 hours of related practice experience.

Graduates are eligible to sit for national certification examinations for advanced practice registered nurses (APRNs) through ANCC or AANP. The program meets all of the requirements for FNP certification.

RN/MSN OPTION OF THE MSN PROGRAM

Registered nurses holding a bachelor's degree in another field of study are eligible to bridge to the master of science in nursing (MSN) program. Registered nurses must hold a license to practice in Pennsylvania to be accepted into the RN/MSN option of the MSN program. Students applying for the RN/MSN option must complete all admission requirements listed below.

MSN ADMISSION REQUIREMENTS

- Online application (www.widener.edu).
- Transcripts from all previously attended institutions of higher education, including a transcript from a previously completed bachelor's degree.
- Licensure as a registered nurse in Pennsylvania.
- Two letters of recommendation, preferably from professional nurses with graduate degrees, regarding the applicant's practice and potential for the FNP or CNS advanced practice role.
- Minimum GPA of 3.0 (on a 4.0 scale) in bachelor's degree for nursing.
- Completion of an undergraduate statistics and research course with a grade of "C" (C- is not acceptable) or better.
- Current résumé.
- Goal statement.

- Satisfactory scores on the Test of English as a Foreign Language (TOEFL) for all applicants from non-English speaking countries.
- Personal interview with the RN/MSN advisor.

Once all requirements are complete, the applicant's file will be reviewed at the next Graduate Admission Committee meeting and applicants will be notified of the committee's decision.

Once matriculated, students will be able to begin the RN/MSN courses listed below:

COURSE REQUIREMENTS	Credits
NURS 443 Population Health for the RN (W) **	6
NURS 446 Research Design for the RN	3
NURS 447 Evidence-Based Practice for the RN	3
TOTAL CREDITS	12

* All courses must be completed with a grade of "B" or better.

** (W) = Writing enriched

All 6-credit courses are 14 weeks in length. All 3-credit courses are 7 weeks in length. These courses are online.

Students select an advanced practice registered nurse (APRN) specialty role as either family (individual across the lifespan) CRNP or as a clinical nurse specialist (CNS) in the area of adult-gerontology. A bachelor's degree in nursing (BSN) is not awarded.

ADVISEMENT FOR THE RN/MSN STUDENT

Students are advised by the academic program director for the RN/MSN option for the three RN/MSN courses. Students are eligible to enroll in two of the following courses while completing the RN/MSN courses:

COURSES	Credits
NURS 634 Nursing Leadership for Advanced Practice	3
NURS 664 The Health Care Environment: Technology & Health Policy	3
NURS 684 Using Research for Evidence-Based Practice	3
NURS 690 Population Health & Epidemiology	3

Upon completion of the RN/MSN bridge courses, students are advised by the designated advisor for the FNP or CNS APRN program.

MSN PROGRAM PROGRESSION REQUIREMENTS FOR RN/MSN STUDENTS

Students must complete all of the RN/MSN courses with a grade of "B" (B- is not acceptable) or better. Upon satisfactory completion of the three courses, the student is eligible to continue in the MSN program.

Graduates of the APRN options of the MSN program are eligible to sit for the national advanced practice registered nurse (APRN) certification examinations through the American Nurses Credentialing Center (ANCC) for the adult-gerontology CNS role and either ANCC or the American Academy of Nurse Practitioners (AANP) for the FNP role.

POST-MASTER'S CERTIFICATE IN NURSING EDUCATION

A post-master's certificate in nursing education is available for nurses with an MSN degree who would like to develop their knowledge and teaching skills.

All courses included in the certificate program carry regular academic credit from Widener University. Courses that are 700-level or above with an earned grade of B (3.0) or better may be applied toward the doctor of philosophy (PhD) degree program if the student decides to apply for matriculation into the doctoral program. Completion of the courses in the certificate program does not guarantee admission into the doctoral program. Certificate students must meet the same criteria as other applicants for the PhD program.

In the event of limited enrollment in a course, matriculated doctoral students will have priority and take precedence over certificate students.

ADMISSION

Registered nurses with a master's degree in nursing from an accredited program are eligible to apply for the post-master's certificate in nursing education. To apply, the individual must complete an online application. An official transcript from the master's program must be submitted to the Graduate Enrollment Management Office. An application is available online at www.widener.edu.

COURSE REQUIREMENTS

Students must earn a grade point average of 3.0 or better to qualify for the certificate. To ensure quality of academic standards, a student who receives a grade less than C in a course will be dropped from the program and will not be allowed to enroll in any additional courses.

COURSES		Credits
NURS 702	Epistemology	3
NURS 705	Psychology of Learning	3
NURS 720	Curriculum Theory in Nursing	3
NURS 750	Evaluation Methods	3
NURS 853	Evidence-Based Teaching Practice	3

A post-master's certificate in nursing education is awarded upon completion of the required 15 credits of coursework.

DOCTOR OF NURSING PRACTICE

GOALS

The primary goal of the doctor of nursing practice program is to prepare experts in specialized advanced nursing practice. This program prepares DNP students to design, implement, and evaluate evidence-based disease management care and to organize chronic illness care for individuals and populations. Graduates are prepared at the highest level for culturally competent, evidence-based, system-based care, interprofessional collaboration and leadership. The graduates of the DNP program will distinguish themselves by their ability to provide direct care, as well as to conceptualize new delivery models based in contemporary nursing science and informed by organizational, political, cultural, and economic tenets. The ultimate goals are improving patient and health care outcomes and reducing health disparities.

OUTCOMES

Graduates of the DNP program will:

- Apply nursing science and theory with knowledge from ethics, biophysical, psychosocial, analytical, and organizational sciences to develop, evaluate, and improve advanced nursing practice.
- Apply organizational, political, and economic sciences as well as ethical principles for ongoing improvement of health outcomes within health care systems.
- Promote evidence-based practice by collaboratively conducting, translating, and disseminating research to guide improvements in nursing practice and outcomes of care.
- Evaluate and use information systems and technology, considering ethical and legal implications, to support, improve, and transform health.
- Assume leadership roles in the analysis and development of health care policies through advocacy, teaching, and active participation in policy making.
- Promote collegial and collaborative relationships with inter-professional teams to improve patient and population outcomes.
- Assume leadership roles in evidence-based health promotion and risk reduction/illness prevention practices in response to political, socioeconomic, cultural, and ethical issues in individual, aggregate, and population health.
- Demonstrate skills in advanced practice roles through the synthesis of biophysical, psychosocial, behavioral, sociopolitical, cultural, economic, and nursing science knowledge as appropriate for the area of specialization.

MATRICULATION

A matriculated student is one who has been accepted officially into the doctoral program. Two doctoral level courses may be taken before matriculation. Students may be required to complete supplemental course work either prior to matriculation or as part of the course of studies. A graduate level course in epidemiology taken within the last five years at Widener University School of Nursing or elsewhere is a prerequisite or corequisite for DNP study. A nonmatriculated student is one who is taking a course for credit but has not yet been officially matriculated into the doctoral program.

DNP POST-MASTER'S OPTION

ADMISSION

Graduates of nationally accredited master's programs who hold or are eligible for advanced practice certification are invited to apply. Students may seek admission to the DNP program at multiple post-master's and post-doctoral entry points. The number of credits required to complete the DNP program varies depending on previously earned degrees. Students may begin core course work during any semester—fall, spring, or summer. However, all prerequisite (level I master's degree) courses must be satisfied prior to enrolling in advanced practice clinical course work.

Graduates of accredited master's programs are invited to apply for admission by submitting evidence of:

- Completed online application.
- Transcripts from all previously attended higher education institutions.
- Minimum of a 3.2 grade point average (on a 4.0 scale) in the MSN program.
- Graduate statistics course with a grade of at least C (2.0).
- Two references—one from an educator or an advanced practice nurse and one from an employer with a graduate degree.
- Goal statement that highlights the applicant's interests with emphasis on health care practice improvement.
- Interview with a School of Nursing faculty member (this is arranged after a preliminary review of application materials).
- Current national APRN certification in an advanced practice nursing role and population as appropriate.
- Valid RN and APRN licenses.
- Curriculum vitae.
- Graduate level epidemiology course pre-/corequisite.

GRE scores are not required. International applicants, as well as applicants whose native language is not English, must submit Test of English as a Foreign Language (TOEFL) scores with a minimum score of 213 for the computer-based test or 550 for the paper test.

POST BACCALAUREATE RN TO DNP FAMILY (INDIVIDUAL ACROSS THE LIFESPAN) CRNP OPTION AND POST BACCALAUREATE RN TO DNP ADULT-GERONTOLOGY CNS OPTION

ADMISSIONS

Graduates of nationally accredited Baccalaureate programs are eligible to apply for admission by submitted evidence of:

- Completed online application.
- Transcripts from all previously attended higher education institutions.
- Minimum of a 3.0 grade point average (on a 4.0 scale).
- Undergraduate statistics course with a grade of at least C (2.0).
- Two references—one from an educator or an advanced practice nurse and one from an employer with a graduate degree.
- Goal Statement that highlights the applicant's interests with emphasis on health care practice improvement.
- Curriculum vitae.
- Valid RN license.
- Interview with a School of Nursing faculty member (this is arranged after a preliminary review of application materials).

REGISTRATION

See information pertaining to registration under the master of science in nursing program.

ACADEMIC PROGRESS TIME LIMIT

A maximum of seven calendar years from the date of matriculation is allowed for completion of the requirements for the doctoral degree.

CONTINUOUS ENROLLMENT

Students must enroll in both fall and spring semesters of the academic year through the completion of required DNP course work. Students must register for "Capstone Advisement" each fall, spring, and summer until the capstone project is completed. Students who do not follow this policy will be dropped from the program.

LEAVE OF ABSENCE

Students who do not take at least one course per semester per academic year must submit a written request for a leave of absence, including the rationale, to the academic program director for the semester in which they are not enrolled. Those who do not do so may be dropped from the program. A leave of absence will extend the time limit for completion of the doctoral program by the length of the leave. The total cumulative leave time applied to extensions shall not exceed two academic years. Exceptions to this policy will be referred to the academic program director.

REINSTATEMENT TO THE PROGRAM

Students who have withdrawn from the program may petition for readmission by filing a new application. Such requests must be sent to the academic program director no later than 90 days prior to the start of the academic semester in which the student expects to enroll.

TRANSFER STUDENTS

Students who are matriculated in another graduate program in nursing and wish to transfer will be considered on an individual basis.

SPECIAL ACADEMIC POLICIES

General policies are stipulated in the *Widener University Graduate Student Handbook*. Dismissal, readmission, academic requirements, and policies specific to the School of Nursing are found in the *School of Nursing Graduate Student Handbook*.

GRADING AND DISMISSAL FROM THE PROGRAM

- Students are expected to maintain satisfactory progress toward a degree. A student's doctoral studies record begins with the first course credited to the doctoral degree program and includes all subsequent courses.
- DNP candidates are required to maintain at least a B (3.0) average. Only students with a 3.0 or better grade point average will graduate. Courses for which grades lower than B (3.0) are received may be repeated. No more than two repetitions total and only one repetition of a particular course is allowed. If a course is repeated, both grades will be recorded on the transcript, but only the most recent grade is used in calculating the grade point average. However, if a student is found to be in violation of Widener's academic fraud policies, that student is prohibited from exercising the repeat-of-course option to remove the "F" grade (given as a result of fraud) from the GPA calculation. A student whose academic performance is considered inadequate will be dismissed from the program.

- Conduct inconsistent with the ethical and professional standards of the discipline, whether it occurs before or after matriculation, is also grounds for dismissal from the program. Such conduct includes academic fraud. A student dismissed for academic fraud may no longer enroll in the graduate programs of the university and may not apply for admission into another division of the university.
- When a course is taken as a prerequisite for doctoral study, the grade will be recorded on the transcript with an asterisk, indicating that the course is not included in calculating the doctoral program grade point average.
- Pass/no pass grading is used for grading in “Capstone Advisement.” Pass/no pass grading is optional for elective courses, and the option must be exercised prior to the second class meeting. All other courses must be taken for a letter grade.
- Following a request from the student, including an explanation of the extenuating circumstances involved, a professor may give a course grade of incomplete if circumstances justify an extension of time required to complete the course. A student with an incomplete grade in any course that is prerequisite to another course will not be allowed to enroll in the subsequent course until the grade of I in the prerequisite has been removed and replaced by a satisfactory grade. An incomplete must be resolved within one calendar year from the end of the semester in which the course was taken or it will convert to an F.
- An independent study course may be taken when a required course is not available in a timely manner. Approval for the independent study is required from the faculty member directing the independent study, faculty advisor, and the academic program director. Independent studies are offered for students requiring mastery of additional content in order to proceed with the dissertation. Students may request an independent study for a topic of special interest if the independent study credits are not needed to meet graduation requirements. The same approval process as noted above is required.
- The grading system for courses in the doctoral program is the same as for the master’s program (described on pages 9 and 10).
- All requests for exceptions to these policies should be referred to the academic program director

COURSE OVERLOAD

Nine credits in the fall and spring semesters and six credits in one summer session are recognized as a normal course load for full-time students. Students, as adult learners, have the right to make decisions related to their learning needs. However, faculty believe a course load above nine credits for fall/spring or six credits in a summer session has potential for creating academic jeopardy. Students enrolling for more than nine credits during a fall or spring semester or six credits in one summer session must have approval from the academic program director.

TRANSFER CREDIT

The following guidelines have been established by the School of Nursing for acceptance of doctoral-level course work taken previously at Widener University or at other institutions:

- A maximum of two doctoral-level courses earned at another accredited institution within the five-year period preceding admission may be accepted for transfer after admission to the doctoral program.

- Courses taken prior to admission to the DNP program, either within or outside the university, will be accepted only if the student has earned a grade of A or B in the courses under consideration. Grades of satisfactory or pass are transferable as elective courses. The process in considering requests for transfer of graduate credit is as follows:
 - An official request for transfer credit must be submitted to and approved by the academic program advisor. If transfer credit is requested in lieu of required courses in the program, a course syllabus and official transcript must accompany the request.
 - Required graduate courses in statistics and conceptual models/theories may not be used for transfer credit, because they are prerequisites for admission.

COURSE WAIVER

Doctoral students who have completed master’s or doctoral level courses comparable to courses in the DNP program are provided the opportunity to further enhance their knowledge base rather than repeating prior learning experiences. A request waiver must be submitted to the program director with the following documentation:

- An official transcript of the course indicating a grade of B or better.
- Evidence that the course was successfully completed within the last five years.
- A graduate-level syllabus reflecting that the course is comparable to a specific required course in the doctoral program. A maximum of six credits may be eligible for course waiver. The request is presented to the Graduate Program Committee for consideration. Students receiving an approved course waiver are required to achieve/obtain the credits that would be allocated for the waived course(s) through additional courses or independent study approved by the faculty advisor.

CAPSTONE PROJECT

Students are expected to complete all required DNP course work prior to enrollment in the capstone course NURS 887. The DNP capstone is designed to be responsive to health care system changes and population needs. DNP students will prepare an exhaustive document that substantiates that advanced practice DNP competencies and the DNP program outcomes have been achieved. The capstone project may include an individual comprehensive case study, population or systems change improvement projects and/or a comparative-effectiveness inquiry, and translation of evidence-based research into a practice, quality improvement project. Information on the DNP capstone procedures is available in the *School of Nursing Doctoral (DNP) Student Handbook*.

COURSE OF STUDY

The Doctor of Nursing Practice (DNP) course of study has three options: Post-Baccalaureate RN to Doctor of Nursing Practice (DNP) Family Individual Across the Lifespan CRNP Option, Post-Baccalaureate RN to Doctor of Nursing Practice (DNP) Adult-Gerontology Clinical Nurse Specialist (CNS) Option, and the Doctor of Nursing Practice (DNP) Program Post-Master’s Option. The Post-Baccalaureate RN to DNP options build upon the BSN degree and require the student to complete the Family (Individual Across the Lifespan) CRNP population and role or the Adult-Gerontology CNS population focused role. The DNP Program Post-Master’s builds upon the MSN degree and requires that the student has already completed an advanced practice curriculum and is licensed as a CRNP.

Level I (MSN requirements) must be completed prior to taking level II (DNP). A gap analysis will be performed, and selected courses not previously completed in an MSN course of study will be included in the DNP program of study. The MSN core prerequisites include three graduate-level courses: Advanced Health Assessment, Advanced Pathophysiology, and Advanced Pharmacotherapeutics (each 3 credits). The DNP level II requirements include an advanced clinical practice core and a capstone project advisement core. Courses are offered through a mix of online and in-class delivery. Full-time students with an MSN may complete the 37-credit program in two calendar years. Part-time students complete the degree on their own timeline within the seven-year time limit.

DEGREE REQUIREMENTS

Doctor of Nursing Practice Post-Master's students must complete at least 37 credits of approved DNP course work beyond the master's degree in nursing. Post-Baccalaureate RN to DNP students must complete 74 credits in the approved Post-Baccalaureate RN-DNP Family (Individual Across the Lifespan) CRNP Option or 66 credits in the approved Post-Baccalaureate RN-DNP Adult-Gerontology CNS Option. Students must also successfully complete the capstone project. Only doctoral courses will be accepted for doctoral transfer credit. Please note that a waiver of any requirement must be approved in writing by the academic program director.

SUBMISSION OF A MANUSCRIPT

Prior to program completion, all DNP students are expected to submit a manuscript for publication to a peer-reviewed journal. The manuscript may be the product of a course or course requirement. The student must be the first author on the manuscript. A copy of the manuscript, documentation of submission, and cover letter are to be submitted to the program director for the student's file.

POST-BACCALAUREATE RN TO DOCTOR OF NURSING PRACTICE (DNP) FAMILY (INDIVIDUAL ACROSS THE LIFESPAN) CRNP OPTION

Credits

Curriculum

Core Courses (10 Credits)

NURS 636 Dynamics of Family Health Care	3
NURS 638 Issues in Health Care for Underserved Populations	3
NURS 663 Advanced Nursing Practice: Current Perspectives	1
NURS 690 Population Health and Epidemiology	3
Advanced Practice RN Core Courses (9 Credits)	
NURS 601 Advanced Pathophysiology	3
NURS 608 Advanced Health Assessment	3
NURS 639 Advanced Pharmacology	3

Specialty

Family (Individual Across the Lifespan) Role and Population Focused Area (18 Credits, 672 direct clinical hours) Family (Individual Across the Lifespan)

NURS 648 Advanced Family Nursing I (112 Clinical hours)	4
NURS 658 Advanced Family Nursing Practicum (224 clinical hours)	2
NURS 649 Advanced Family Nursing II (224 clinical hours)	6
NURS 655 Advanced Family Nursing III (224 clinical hours)	6

DNP Core (21 Credits)

NURS 702 Nursing Science I	3
NURS 708 Health Policy: A Nursing Perspective	3
NURS 713 Complex Health Care Systems & Org. Change	3
NURS 732 Evidence-Based Practice I	3
NURS 734 Evidence-Based Practice II: Translational Research	3
NURS 736 Informatics	3
NURS 740 Ethics & Genetics in Advanced Practice	3

DNP Specialty (16 credits, 560 minimal direct and/or systems-based care clinical hours)

NURS 885 Doctor of Nursing Practice I (112 clinical hours)	4
NURS 886 Doctor of Nursing Practice II (224 clinical hours, based on 15 weeks)	6
NURS 887 Doctor of Nursing Practice III (224 clinical hours)	6

NOTE: NURS 889 Capstone Project Advisement (3 credits) is required each semester until completion of the Capstone Practice Improvement Project (672 direct clinical hours to individuals and families, plus DNP minimum 560 hours in direct and/or systems-based care.)

The overview for Family (Individual Across the Lifespan) CRNP Option is 74 credits with 1,232 clinical hours.

**POST-BACCALAUREATE
RN TO CNS OPTION****Credits**

MSN Core Courses (4 Credits)	
NURS 663 Advanced Nursing Practice: Current Perspectives	1
NURS 690 Population Health and Epidemiology	3
Advanced Practice Registered Nurse (APRN) Core Courses (9 Credits)	
NURS 601 Advanced Pathophysiology	3
NURS 608 Advanced Health Assessment	3
NURS 639 Advanced Pharmacology	3
MSN/DNP Core Courses (15 Credits)	
NURS 702 Nursing Science I	3
NURS 708 Health Policy: A Nursing Perspective	3
NURS 713 Complex Health Care Systems & Org. Change	3
NURS 732 Evidence-Based Practice I	3
NURS 736 Informatics	3
CNS Role/Population Focused Courses (16 Credits)	
NURS 656 Adult-Gerontology CNS—Old Adolescence through Adulthood (125 clinical hours)	4
NURS 657 Adult-Gerontology CNS—Old Adulthood (125 clinical hours)	4
NURS 661 CNS Practice Role Seminar & Practicum (125 clinical hours)	4
NURS 683 Adult-Gerontology CNS Practicum (125 clinical hours)	4
DNP Core (6 Credits)	
NURS 734 Evidence-Based Practice II: Translational Research	3
NURS 740 Ethics & Genetics in Advanced Practice	3
DNP Clinical Sequence (16 Credits)	
NURS 885 Doctor of Nursing Practice I (112 clinical hours)	4
NURS 886 Doctor of Nursing Practice II (224 clinical hours, based on 15 weeks)	6
NURS 887 Doctor of Nursing Practice III (224 clinical hours)	6

NOTE: NURS 889 Capstone Project Advisement (3 credits) is required each semester until completion of the Capstone Practice Improvement Project (500 direct clinical hours, plus DNP minimum 560 clinical hours in direct and/or systems-based care).

The overview for Adult-Gerontology CNS Option is 66 credits with 1.050 clinical hours.

**DOCTOR OF NURSING PRACTICE
POST-MASTER'S OPTION****Credits**

Core Courses (21 credits)	
NURS 702 Nursing Science I	3
NURS 708 Health Policy: A Nursing Perspective	3
NURS 713 Complex Health Care Systems & Org. Change	3
NURS 732 Evidence-Based Practice I	3
NURS 734 Evidence-Based Practice II: Translational Research	3
NURS 736 Informatics	3
NURS 740 Ethics & Genetics in Advanced Practice	3
DNPAP Clinical Practice Core (16 credits, 560 clinical hours beyond MSN)	
NURS 885 Doctor of Nursing Practice I (112 clinical hours)	4
NURS 886 Doctor of Nursing Practice II (224 clinical hours, based on 15 weeks)	6
NURS 887 Doctor of Nursing Practice III (224 clinical hours)	6
NURS 889 Capstone Project Advisement**	3

TOTAL: 37 credits of course work plus NURS 889

***Continuous enrollment in NURS 889 each fall, spring, and summer semester until the capstone project is completed.*

DOCTOR OF PHILOSOPHY**GOALS**

The primary goal of the doctor of philosophy (PhD) program of the Widener University School of Nursing is the preparation of nurse scholars and leaders in nursing education. Graduates will create and disseminate to the public new knowledge gained from disciplined inquiry related to nursing and nursing education.

OUTCOMES

Doctor of philosophy graduates will be able to:

- Synthesize knowledge of the theoretical foundations of nursing and related fields, as well as education within the context of nursing education.
- Integrate acquired knowledge into a philosophical and intellectual frame of reference that can be applied to nursing education.
- Apply rigorous methods of disciplined inquiry.
- Independently conduct and communicate research that advances and extends nursing knowledge and scholarship.
- Evaluate curricular designs and outcomes based on internal and external contextual analysis.
- Demonstrate leadership by addressing social, economic, political, and institutional forces in nursing higher education and health care practice.
- Engage in scholarly discourse with colleagues, nurse scholars, and leaders.
- Disseminate new knowledge gained from disciplined inquiry of concern to nursing and nursing education.

MATRICULATION

A matriculated student is one who has been accepted officially into the doctoral program. Two doctoral level courses may be taken before matriculation. Students may be required to complete supplemental course work either prior to admission or as part of the course of studies.

A nonmatriculated student is one who is taking a course for credit, but has not yet been accepted officially into the doctoral program. These students must submit the usual application for admission. No more than two courses earned by a student in a nonmatriculated status may be applied toward the degree in the event of later acceptance as a matriculated student.

ADMISSION

Graduates of accredited master's programs are invited to apply for admission by submitting evidence of:

- Completed online application.
- Transcripts from previously attended higher education institutions.
- Minimum of 3.5 grade point average (on a 4.0 scale) in the MSN program.
- Satisfactory scores on the Graduate Record Examination (GRE) taken within the past five years. Information pertaining to the GRE may be obtained from www.ets.org/gre.
- Students achieving less than 3.0 on the Analytic Writing Score of the GRE will be required to complete a remedial graduate-level writing course prior to matriculation.
- Graduate statistics course with a grade of at least B (3.0) is recommended.
- Graduate course in nursing theories and conceptual models with a grade of at least B (3.0) is recommended.
- Two references—one from an educator and one from an employer with a graduate degree. One of these must have a doctoral degree.
- Interview with a School of Nursing faculty member (this is arranged after a preliminary review of application materials).
- Curriculum vitae.
- Statement explaining goals for doctoral work in nursing with emphasis on proposed area of specialization.

In addition, international students need satisfactory Test of English as a Foreign Language (TOEFL) scores. They should contact the International Student Services Office at 610-499-4499 for immigration requirements. More information can also be found online at www.widener.edu.

REGISTRATION

See information pertaining to registration under the master of science in nursing program.

ACADEMIC PROGRESS

TIME LIMIT

A maximum of seven calendar years from the date of matriculation is allowed for completion of the requirements for the doctoral degree.

CONTINUOUS ENROLLMENT

The doctoral program is designed for continuous enrollment of calendar year students in fall, spring, and summer semesters and for summer option students during four consecutive summers. To maintain matriculated status, students must be enrolled fall and spring semesters for the calendar year program or obtain an approved leave of absence. "Dissertation Advisement" (NURS 950) must be taken each fall, spring, and summer until dissertation is completed. Students who do not follow this policy will be dropped from the program.

LEAVE OF ABSENCE

Students in the calendar year program who do not take at least one course per semester must submit a written request for a leave of absence, including the rationale, to the program director for

the semester in which they are not enrolled. Those who do not do so will be dropped from the program.

Students taking the summer option who do not take at least one course in each summer session in a given calendar year must submit a written request, including the rationale, to the program director, for the summer in which they are not enrolled. Those who do not do so will be dropped from the program.

A leave of absence will extend the time limit for completion of the doctoral program by the length of the leave. The total cumulative leave time applied to extensions shall not exceed two years. Exceptions to this policy will be referred to the director of the PhD program.

REINSTATEMENT TO THE PROGRAM

Students who have withdrawn from the program may petition for readmission by filing a new application. Such requests must be sent to the academic program director no later than 90 days prior to the start of the semester in which the student expects to enroll.

TRANSFER STUDENTS

Students who are matriculated in another doctoral program in nursing and wish to transfer will be considered on an individual basis.

SPECIAL ACADEMIC POLICIES

General policies are stipulated in the Widener University *Graduate Student Handbook*. Dismissal, readmission, academic requirements, and policies specific to the School of Nursing are found in the *School of Nursing Graduate Student Handbook*.

GRADING AND DISMISSAL FROM THE PROGRAM

- Students are expected to maintain satisfactory progress toward a degree. A student's doctoral studies record begins with the first course credited to the PhD degree and includes all subsequent courses.
- PhD candidates are required to maintain at least a B (3.0) average. Only students with a 3.0 or better grade point average will graduate. Courses for which grades lower than B (3.0) are received may be repeated. No more than two repetitions total and only one repetition of a particular course is allowed. If a course is repeated, both grades will be recorded on the transcript, but only the most recent grade is used in calculating the grade point average. However, if a student is found to be in violation of Widener's academic fraud policies, that student is prohibited from exercising the repeat-of-course option to remove the grade of F (given as a result of fraud) from the GPA calculation. A student whose academic performance is considered inadequate will be dismissed from the program.
- Conduct inconsistent with the ethical and professional standards of the discipline, whether it occurs before or after matriculation, is also grounds for dismissal from the program. Such conduct includes academic fraud. A student dismissed for academic fraud may no longer enroll in the graduate programs of the university and may not apply for admission into another division of the university.
- When a course is taken as a prerequisite for doctoral study, the grade will be recorded on the transcript with an asterisk, indicating that the course is not included in calculating the doctoral program grade point average.
- Pass/no pass grading is used for grading NURS 900/NURS 901 Dissertation Seminar and NURS 950 Dissertation Advisement.
- Pass/no pass grading is optional for elective courses above

and beyond those electives satisfying requirements in the curriculum. The option must be exercised prior to the second class meeting. All other courses must be taken for a letter grade.

- Following a request from the student, including an explanation of the extenuating circumstances involved, a professor may give a course grade of incomplete if circumstances justify an extension of time required to complete the course. A student with an incomplete grade in any course that is prerequisite to another course *will not be allowed to enroll in the subsequent course until the grade of I in the prerequisite has been removed and replaced by a satisfactory grade*. An incomplete must be resolved within one calendar year from the end of the semester in which the course was taken or it will convert to a grade of F.
- An independent study course may be taken when a required course is not available in a timely manner. Approval for the requested independent study is required from the faculty member directing the independent study and the director of the PhD program. Independent studies are offered for students requiring mastery of additional content in order to proceed with the dissertation. The same approval process as noted above is required.
- The grading system for courses in the doctoral program is the same as for the master's program (described on page 10).
- All requests for exceptions to these policies should be referred to the director of the PhD program.

COURSE OVERLOAD

Nine credits in the fall/spring semester and six credits in one summer session are recognized as a normal course load for full-time students. Students, as adult learners, have the right to make decisions related to their learning needs. However, faculty believe a course load above nine credits for fall/spring or six credits in a summer session has potential for creating academic jeopardy.

Students enrolling for more than nine credits during fall or spring semester or six credits in one summer session must have approval from their faculty advisor and the director of the PhD program.

TRANSFER CREDIT

The following guidelines have been established by the School of Nursing for acceptance of doctoral level course work taken previously at Widener University or at other institutions:

- A maximum of two doctoral-level courses (6 credits) earned at another accredited institution within the five-year period preceding admission may be accepted for transfer upon admission to the doctoral program.
- Courses taken prior to admission to the PhD program, either within or outside the university, will be accepted only if the student has earned a grade of A or B in the courses under consideration. Grades of satisfactory or pass are transferable as elective courses.
- Once matriculated, a student may take one course (3 credits) at another academic institution for transfer credit.

The process in considering requests for transfer of graduate credit is as follows:

- An official request for transfer credit must be submitted to the director of the PhD program. If transfer credit is requested in lieu of required courses in the program, a course syllabus must accompany the request.

- Requests for transfer of graduate credit will be approved by the director of the PhD program upon recommendation by the Widener SON faculty member who is a content specialist on the topic.

COURSE WAIVER

Doctoral students who have completed master's or doctoral level courses comparable to courses in the PhD program are provided the opportunity to further enhance their knowledge base rather than repeating prior learning experiences.

A request for a 700-level waiver must be submitted to the director of the PhD program with the following documentation:

- Official course transcript indicating a grade of B or better.
- Evidence that the course was successfully completed within the last five years.
- Graduate-level syllabus reflecting that the course is comparable to a specific required course in the doctoral program.

A maximum of six credits may be eligible for course waiver. The request is presented to the Graduate Program Committee for consideration. Students receiving an approved course waiver are required to achieve/obtain the credits that would be allocated for the waiver through additional courses or independent study approved by their faculty advisor.

DISSERTATION PROCEDURES

Information on dissertation procedures is available in the *School of Nursing Graduate Student Handbook*. Students are expected to complete all required 800-level course work except an elective prior to enrollment in Dissertation Seminar (NURS 900/901). Exception to this policy requires approval from the School of Nursing Academic Council. Students are expected to then enroll in Dissertation Advisement (NURS 950) each consecutive fall, spring, and summer until the degree is granted. If another course becomes necessary to complete the dissertation, enrollment in NURS 950 may be waived while the student is taking that course.

A waiver from enrollment in NURS 950 may be granted by the student's dissertation chairperson based on the student's or chairperson's availability for dissertation work. A waiver will not alter the seven year limitation for completion of the doctoral program. For more than one semester to be waived in a year, students must obtain a leave of absence that extends the time limit for completion of the doctoral degree.

COURSE OF STUDY

The course of study consists of three related units designed to prepare competent scholarly nurse educators.

Unit I emphasizes nursing science: philosophy, epistemology, theoretical thinking, and knowledge synthesis, as well as nursing theory and nursing science development.

Unit II is related to general and nursing education. It consists of specialized courses in contemporary nursing education, curriculum development, teaching concepts, and evaluation methods. Students work closely with faculty in teaching/learning situations through seminars and projects.

Unit III addresses qualitative and quantitative design, statistical analysis, and data interpretation while fostering disciplined inquiry as students develop and implement a dissertation proposal that will contribute to the scientific basis of nursing education.

DEGREE REQUIREMENTS

The student must complete at least 48 credits of approved doctoral course work beyond the master's degree in nursing. The student must also successfully pass a comprehensive examination, "Dissertation Advisement" (NURS 950), and a dissertation for graduation. Only doctoral courses will be accepted for doctoral credit. Please note that a waiver of any requirement must be approved in writing by the director of the PhD program.

DOCTOR OF PHILOSOPHY PROGRAM OF STUDY

Credits

The course of study consists of three related units designed to prepare competent, scholarly nurse educators and leaders in nursing education. Throughout the doctoral program, students are challenged to explore the historical, social, philosophical, ethical, and organizational implications of emergent issues that affect nursing education.

UNIT I

Unit I emphasizes nursing science: philosophy, epistemology, theoretical thinking, and knowledge synthesis, as well as nursing theory and nursing science development.

NURS 702	Nursing Science I: Epistemology	3
NURS 813	Nursing Science II: Synthesis in Nursing	3
NURS 814	Nursing Science III: Theory Development in Nursing	3

UNIT II

Unit II is related to general and nursing education. It consists of specialized courses in contemporary nursing education, curriculum development, teaching concepts, and evaluation methods. Students work closely with faculty in teaching/learning situations through seminars and projects.

NURS 705	Psychology of Learning	3
NURS 706	Philosophy of Education	3
NURS 720	Curriculum Theory in Nursing	3
NURS 750	Evaluation Methods	3
NURS 820	Current Issues in Higher Education Organizations	3
NURS 822	Leadership in Nursing Education	3
NURS 853	Evidence-Based Teaching Practice	3

UNIT III

Unit III addresses qualitative and quantitative design, statistical analysis, and data interpretation while fostering disciplined inquiry as students develop and implement a dissertation proposal that will contribute to the scientific basis of nursing education.

NURS 815	Qualitative Research	3
NURS 816	Quantitative Research I: Correlational Designs	3
NURS 817	Quantitative Research II: Experimental Designs	3
Elective*		3
NURS 900	Dissertation Seminar I	3
NURS 901	Dissertation Seminar II	3
NURS 950	Dissertation Advisement**	3

Total Credits (plus NURS 950): **48**

*An elective may be taken in support of dissertation topic concurrent with NURS 950.

**Dissertation Advisement (NURS 950) must be taken each fall, spring, and summer until the dissertation is completed.

COMPREHENSIVE EXAMINATIONS

Comprehensive examinations will be taken subsequent to the successful completion of all course work. After passing the comprehensive examinations, the student is accepted as a doctoral candidate and proceeds into the dissertation seminar.

SUBMISSION OF A MANUSCRIPT

Prior to program completion, all PhD students are required to submit a manuscript for publication to a peer-reviewed journal. The manuscript may be the product of a course or course requirement. The student must be the first author on the manuscript. A copy of the manuscript, documentation of submission, and cover letter is to be submitted to the program director for the student's file.

ACCELERATED MASTER OF SCIENCE IN NURSING / DOCTOR OF PHILOSOPHY

GOALS

The primary goal of the accelerated master of science in nursing/doctor of philosophy (MSN/PhD) program is to prepare nurses for advanced practice and leadership roles in nursing education at a quicker pace than the separate degree programs. Graduates will provide leadership as practitioners, teachers, and scholars in support of evidence-based practice for nursing, health care, and education.

This program of study, which builds on baccalaureate nursing education, is designed to prepare nurse faculty leaders to facilitate learning, engage in professional and community service, conduct research, and advance nursing education within higher education. Graduates will be awarded an MSN degree at the end of the master's component and are eligible to take national certification examinations. The doctoral component of the accelerated program has a special focus on the creation and dissemination of new knowledge gained from disciplined inquiry that advances the profession of nursing education and its practice. The PhD degree will be awarded upon successful completion of all doctoral requirements, including the dissertation.

OUTCOMES

Graduates must meet the published outcomes for both the MSN program and the PhD program.

MATRICULATION

A matriculated student is one who has been accepted officially into both the master's and the doctoral degree programs. Two master's level courses may be taken before matriculation. Students may be required to complete supplemental course work either prior to admission or as part of the course of studies. A nonmatriculated student is one who is taking a course for credit but has not yet been officially accepted into the accelerated doctoral program.

ADMISSION

Graduates of accredited baccalaureate in nursing programs are invited to apply by submitting evidence that they meet the requirements for admission to both the MSN and PhD programs. NOTE: Satisfactory scores on the Graduate Record Examination (GRE) within the past five years are required prior to admission. There is no waiver for the MSN component of the program.

Requirements for admission include:

- Completed online application.
- Bachelor's degree from a nationally accredited BSN program.
- Official transcripts from all previously attended institutions of higher education.
- Satisfactory scores on GREs within the past five years. Information pertaining to the GRE may be obtained from www.ets.org/gre.
- Completion of an undergraduate statistics and research course with a grade of C or better.
- Two recommendations from professional nurses, one from a doctorally prepared nurse educator who can speak to ability for master's and doctoral study.
- For U.S. citizens, valid Pennsylvania (PA) license as a registered nurse. Information is available from the State Board of Nursing in Pennsylvania.
- Satisfactory scores on the Test of English as a Foreign Language (TOEFL) for all applicants from non-English speaking countries.*
- Two pre-admission interviews: one with the appropriate master's program advisor and one with the director of the PhD program.
- Curriculum vitae.
- Goal statement.

* Additional admission requirements for international applicants can be found under the master's degree section of this bulletin.

Applicants must apply online by visiting the Widener web page at www.widener.edu. All admission requirements, including an interview, must be received and completed before:

- June 1—for matriculation in the fall semester.
- November 1—for matriculation in the spring semester.
- March 1—for matriculation in summer sessions.

TRANSFER STUDENTS

Matriculated students in another nursing graduate program who wish to transfer will be considered on an individual basis.

REGISTRATION

See information pertaining to registration under the master of science in nursing program.

ACADEMIC PROGRESS**TIME LIMIT**

A maximum of nine calendar years from the date of matriculation into the accelerated program is allowed for completion.

CONTINUOUS ENROLLMENT

The accelerated MSN/PhD program is designed for continuous enrollment in fall, spring, and summer semesters. To maintain matriculated status, students must be enrolled fall and spring semesters or obtain an approved leave of absence.

LEAVE OF ABSENCE

A leave of absence will extend the time limit for completion of the accelerated MSN/PhD program by the length of the leave. Students desiring a leave must submit a written request, including the rationale, to the appropriate academic program director for the semester in which they are not enrolled. The total cumulative leave time applied to the extension shall not exceed two years. Exceptions to this policy will be referred to the graduate nursing office.

REINSTATEMENT TO THE PROGRAM

Students who have withdrawn from the program may petition for readmission by filing a new application. Such requests must be sent to the appropriate academic program director no later than 90 days prior to the start of the semester in which the student expects to enroll.

SPECIAL ACADEMIC POLICIES

General policies are stipulated in the Widener University *Graduate Student Handbook*. Other academic requirements and policies specific to the School of Nursing are found in the *School of Nursing Master's and Doctoral Student Handbooks*.

GRADING AND DISMISSAL FROM THE PROGRAM

Students are expected to maintain satisfactory progress toward completion of the MSN and doctoral degrees. A student's accelerated MSN/PhD studies record begins with the first course credited to the MSN degree and includes all subsequent courses through the MSN and PhD courses. *Note:* Should a student choose to terminate at the MSN degree level, only the published academic progress and degree requirements for the MSN degree would apply. (See information under the master of science in nursing program.) At the PhD course of studies level, the published academic progress and degree requirements for the doctoral program would apply. (See information under the doctor of philosophy program.)

COURSE OVERLOAD

Nine credits in the fall/spring semester and six credits in one summer session are recognized as a full-time load for the MSN and doctoral components. Students enrolling for more than nine credits in fall/spring semester or six credits in one summer session must have approval from their academic program director.

TRANSFER CREDIT

See information under the doctoral program on page 19.

COURSE WAIVER

See information as pertinent on page 19.

COMPREHENSIVE EXAMINATIONS AND DISSERTATION PROCEDURES

See information under doctoral program on page 19.

COURSE OF STUDY

See information under both master's and doctoral programs. The first two years of study consist of master's level core, support, and advanced practice (AP) clinical courses, as well as selected doctoral courses. A master's in nursing degree is awarded at the end of year two. Year three consists of 18 credits of doctoral level courses. (See information under doctoral program course of study for content areas). In year four, students develop and implement a dissertation proposal.

DEGREE REQUIREMENTS

The student must complete at least 46 course credits within the master's level to earn the MSN degree for the FNP role and 41 credits for the CNS role. An additional 26 credits of approved doctoral course credit are required beyond the master's degree level. The student must also successfully pass a comprehensive examination, dissertation advisement (NURS 950), and a dissertation for graduation. Please note that a waiver of any requirement must be approved in writing by the appropriate academic program director.

SUBMISSION OF A MANUSCRIPT

Prior to program completion, all PhD students are required to submit a manuscript for publication to a peer-reviewed journal. The manuscript may be the product of a course or course requirement. The student must be the first author on the manuscript. A copy of the manuscript, documentation of submission, and cover letter is to be submitted to the program director for the student's file.

ACCELERATED COURSE SEQUENCING FOR MSN/PhD PROGRAM

Full-time including fall, spring, and summer semesters

NURSING EDUCATION

COURSE SEQUENCING		Credits
Year I		
NURS 601	Advanced Pathophysiology	3
NURS 608	Advanced Health Assessment	3
NURS 634	Nursing Leadership	3
NURS 639	Advanced Pharmacology	3
NURS 664	Health Care Environment: Technology & Health Policy	3
NURS 816	Quantitative Research I	3
NURS 817	Quantitative Research II	3
Year II		
NURS 689	Clinical Practicum (120 clinical hours)	3
NURS 691	Teaching Practicum (120 clinical hours)	3
NURS 702	Nursing Science I: Epistemology	3
NURS 705	Psychology of Learning	3
NURS 720	Curriculum Theory in Nursing	3
NURS 750	Evaluation Methods	3
NURS 853	Evidence-Based Teaching Practice	3
<i>MSN awarded—Total 42 credits minimum + 240 clinical hours.</i>		
Year III		
NURS 706	Philosophy of Education	3
NURS 813	Nursing Science II: Synthesis in Nursing	3
NURS 815	Qualitative Research	3
NURS 814	Nursing Science III: Theory Development in Nursing	3
NURS 820	Current Issues in Higher Education Organization	3
NURS 822	Leadership in Nursing Education	3
<i>Comprehensive examination completed.</i>		
Year IV		
NURS 900	Dissertation Seminar I	3
NURS 901	Dissertation Seminar II	3
NURS 950	Dissertation Advisement**	3

TOTAL: 66 credits of course work plus NURS 950 Dissertation Advisement.

**Graduates are prepared to sit for the NLN-Certified Nurse Educator Certification examination if they have two years or more employment in a nursing program in an academic institution within the past five years of taking the exam.*

***Dissertation Advisement (NURS 950) must be taken each fall, spring, and summer until the dissertation is completed.*

COURSES

1 semester hour = 1 credit hour.

1 classroom credit hour = 14 class hours and 1 examination (evaluation) hour per semester.

1 laboratory credit hour = 2 lab hours per week, or 30 hours per semester.

1 clinical credit hour = 4 clinical hours per week, or 60 hours per semester.

For example, NURS 608 is 3 semester hours (2, 1, 0), which equals 2 credit hours of class and 1 credit hour of lab and 0 credit hours of clinical work.

NURS 601 ADVANCED PATHOPHYSIOLOGY

This course focuses on the integration of general physiological principles that apply across the lifespan. Content relative to each life state is integrated with each topical area. Physical manifestations are correlated with pathological inferences. Emphasis is given to recognizing changes in client status, interpreting physiological data, and using this information for primary care. *3 semester hours (3, 0, 0)*

NURS 608 ADVANCED HEALTH ASSESSMENT

This course enables students to develop advanced clinical assessment skills and diagnostic skills appropriate for an advanced practice nursing graduate. Emphasis is placed on pathological disease-related findings and physical changes encountered throughout the life cycle. Students gain expertise in data collections, hypothesis formulation, and decision-making through practice in the laboratory setting. Participants develop, practice, and differentiate interviewing techniques and physical assessment of children, adults, and elderly patients. The process of developing evidence-based differential diagnosis using case studies is introduced. The course includes didactic presentations, technology-enhanced instruction, and laboratory practice. Students are expected to participate in laboratory sessions as examiners and examinees. Respect for privacy and cultural sensitivity is emphasized. *3 semester hours (2, 1, 0)*

NURS 611 INTRODUCTION TO NURSING SCIENCE

This course provides an introduction to the concept of thinking from a philosophical perspective. An overview of models and theories that influence the advanced practice nurse and the development of nursing science will be discussed. To accompany the development of nursing science, nursing theory as it has been influenced by other disciplines is examined. Applications of the models and theories to nursing practice, research, administration, and education are evaluated. Ethical principles as they relate to theory and advanced practice are explored. *3 semester hours (3,0,0)*

NURS 634 NURSING LEADERSHIP FOR ADVANCED PRACTICE

This course provides an overview of leadership and change theories in organizations in which nurses are employed. Organizational structure and implications for leadership and management will be considered. Emphasis is placed on personal leadership development, organizational leadership and change, communication, and conflict. Issues related to health care disparities, interprofessional teambuilding, human diversity, and ethics are examined. *3 semester hours (3,0,0)*

NURS 636 DYNAMICS OF FAMILY HEALTH CARE

Students analyze the interaction of individual, illness, and family dynamics as they affect health status. Theories that explain family functioning are used to formulate strategies to maximize family health. Life span development as it relates to families is examined. Consideration is given to biological, psychological, sociological, and environmental factors that influence family functioning. Issues of ethnicity, gender, class, and changing family groups are also explained. Experimental exercises, role play, case studies, and discussion are used to facilitate integration of theory into practice. *3 semester hours (3, 0, 0)*

NURS 638 ISSUES IN HEALTH CARE FOR UNDERSERVED POPULATIONS

This course explores issues surrounding the medically underserved, vulnerable, and diverse populations in the United States. Societal influences, lifestyles, health care needs, and beliefs and solutions to problems of the medically underserved are emphasized. *3 semester hours (3, 0, 0)*

NURS 639 ADVANCED PHARMACOLOGY

The Advanced Pharmacology course focuses on the study of pharmacodynamics and pharmacokinetic properties of drugs prescribed across the lifespan. Classifications of pharmaceuticals are examined in relation to indication for use and evidence of efficacy. The course builds on students' previous knowledge of pharmacotherapeutics, pathophysiology, data collection skills, and diagnostic problem solving. Specific safety and adverse effects relative to pregnant women, children, adults, and older adults are explored. The legalities and regulations concerning prescription writing privileges are addressed so as to lay the foundation for the knowledge and skills to manage pharmacotherapeutics. Prerequisite: NURS 601. *3 semester hours (3, 0, 0)*

NURS 648 ADVANCED FAMILY NURSING I

This course provides family nurse practitioner (FNP) students with the opportunity to incorporate strategies of health promotion, health maintenance, disease prevention, cultural competence, ethics, and advanced technology into family health care. Concepts of comprehensive primary care are introduced. Using current evidence-based findings and critical thinking skills, FNP students focus on diagnosis and management of acute episodic and chronic diseases across the life span. Theory related to diagnostic reasoning is incorporated into case studies. Appropriate therapeutics, patient education, case management, and communication are used to maximize family health. Clinical seminars are scheduled intermittently to facilitate synthesis of knowledge and skills needed in delivery of primary care. Prerequisites: NURS 601, 608, and 636. Pre- or corequisite: NURS 639. *4 semester hours (2, 0, 2)*

NURS 649 ADVANCED FAMILY NURSING II

This course focuses on the diagnosis and management of acute episodic and chronic disease states seen by the family nurse practitioner in the primary care setting. Students synthesize understanding of disease processes with knowledge of disease management and of individual and family dynamics affecting client health status in the application of comprehensive primary care. Appropriate data collection (including physical examination and ordering of diagnostic tests), differential diagnosis, selection of appropriate pharmacologic and nonpharmacologic therapeutics, patient education, case management, and communication are examined and used to maximize a family's potential for stabilization and improvement of health status. Prerequisite: NURS 648. *6 semester hours (2, 0, 4)*

NURS 652 STATISTICAL ANALYSIS AND INTERPRETATION

This course focuses on the analysis and interpretation of collected data. Students will have the opportunity to explore the selection of appropriate statistical tests, analyze an existing data set, and gain experience in the use of the computer for data analysis. Current issues in data analysis pertinent to nursing research will be discussed. *3 semester hours (3, 0, 0)*

NURS 655 ADVANCED FAMILY NURSING III

This third course in the Advanced Family Nursing series provides FNP students with additional opportunities to incorporate strategies of health promotion, health maintenance, and disease prevention in family health care. Comprehensive primary care concepts are reinforced. FNP students continue to use current research findings and critical thinking skills to focus on the diagnosis and management of acute episodic and chronic diseases across the lifespan. Theory related to diagnostic reasoning continues to be incorporated into case studies. Appropriate data collection (including physical examination and diagnostic procedures) differential diagnosis, selection of appropriate therapeutics, patient education, case management, and communication are used to maximize family health. Clinical seminars are scheduled intermittently to further facilitate synthesis of knowledge and skills needed in delivery of primary care. Panel discussions will focus on ethical, legal, and cultural aspects of primary care practice, issues of quality assurance, and concepts of marketing and community assessment. Students will develop a practice model that can be implemented upon completion of the FNP program. Prerequisite: NURS 649. Pre- or corequisite: NURS 663. *6 semester hours (2, 0, 4)*

NURS 656 ADULT-GERONTOLOGY CNS—LATE ADOLESCENCE THROUGH ADULTHOOD

This course focuses on the advanced practice role of the clinical nurse specialist in the promotion of health and the prevention of disease of late adolescence and adults. Concepts related to the care of late adolescence and adults across the wellness-acute care continuum are examined, including health promotion and evidence-based practices. Advanced practice registered nurses serve as role models, preceptors, and specialists for the clinical practice associated with this course. Prerequisite: NURS 661. *4 semester hours (2, 0, 2)*

NURS 657 ADULT-GERONTOLOGY CNS—OLDER ADULTHOOD

This course focuses on the advanced practice role of the clinical nurse specialist in the promotion of health and the prevention of disease of older adults aged 65 and older. Concepts related to the care of older adults across the well-acute care continuum are examined, including chronic illness and evidence-based practices. Advanced practice registered nurses serve as role models, preceptors, and specialists for the clinical practice associated with this course. Prerequisite: 661. *4 semester hours (2, 0, 2)*

NURS 658 ADVANCED FAMILY NURSING FIELD PRACTICUM

This 112-clinical-hour course extends the family nurse practitioner (FNP) clinical practice through an intensive field practicum. Corequisites: NURS 639 and 648. *2 semester hours (0, 0, 2)*

NURS 659 ADVANCED PRACTICE NURSING (APN) FIELD PRACTICUM

This 250-clinical-hour course extends the advanced practice registered nurse (APRN) role through an extensive field practicum. Prerequisite: All AP CNS coursework. *4 semester hours (0, 0, 4)*

NURS 661 ADULT-GERONTOLOGY CNS PRACTICE ROLE SEMINAR AND PRACTICUM

This course examines the role of the clinical nurse specialist in relation to selected theories, historical development of advance practice roles, national guidelines, and various perspectives of the health care delivery system. Students analyze and operationalize the various facets of the role, including educator, manager, researcher, consultant, and direct care provider in clinical settings where they will interact with clients, their families, and other health care providers. Clinical practice with APRN role models provide the opportunity to apply and evaluate the CNS role in caring for an adult-gerontological patient population. Students have the opportunity to experience the role of clinical nurse specialists within three spheres of influence: patient/client, nursing and other health care personnel, and organization/network. Prerequisites: All core courses. *4 semester hours (2, 0, 2)*

NURS 663 ADVANCED PRACTICE NURSING: CURRENT PERSPECTIVES

This course focuses on analysis of select issues inherent in current and emerging advanced practice nursing roles. State, national, and international health policy processes and strategies for influencing outcomes are emphasized. Students develop personal and group strategies that will enhance their ability to work together with other advanced practice nurses and other health care professionals. *1 semester hour (1, 0, 0)*

NURS 664 THE HEALTH CARE ENVIRONMENT: TECHNOLOGY AND HEALTH POLICY

This course examines the health care environment in the areas of health policy and technology. The course focuses on the current policy, environment, and opportunities for influencing health policy. The effects of the current health policies on individuals, populations, organizations, and professional nursing practice are also evaluated. This course engages students in the use of information systems and technology in relation to health care and nursing practice. Students learn about information systems and the application of those systems to improve quality, safety, and efficiency in health care. Consideration of information literacy principles in health education is given and includes the application of these principles in designing culturally relevant health education tools. *3 semester hours*

NURS 683 ADULT-GERONTOLOGY CNS PRACTICE IN THE EMERGENCY AND CRITICAL CARE SETTINGS SEMINAR AND PRACTICUM

This course examines various dimensions of emergency and critical care nursing, emphasizing the continuum of care from the time of a patient's emergent illness or injury through the period of acute care. Students gain skill in integrating concepts related to prevention of disease and injury, systems for emergency and critical care and rehabilitation and reintegration with society. The focus is a holistic approach to the nursing care of the emergently or critically ill late adolescent, adult, and older adult patient through examination of the emergency and critical care environments, role of the clinical nurse specialist, patient, and family as a unit in crisis, and various emergency and critical care practice issues in the context of current and future health systems. Pathophysiology, medical diagnostics, and therapeutics, and technology related to specific emergent and acute health problems are addressed. The advanced practice nurse's role in preparedness for major types of disasters is included along with analyzing issues and applying current evidence to complex situations and settings.

Pre- or co-requisites: NURS 601, 608, 611, 634, 639, 652, 653, and 663. *4 semester hours (2, 0, 2)*

NURS 684 USING RESEARCH FOR EVIDENCE-BASED PRACTICE

This course is designed to assist students to develop an understanding of the steps of scientific inquiry and the evidence-based practice (EBP) process. Students will learn about the various types of research designs and statistical methods. They will interpret findings and learn how to critically appraise the evidence and its impact on practice. The focus of the course is on finding the best evidence to guide clinical decision-making to improve health outcomes. The evidence is integrated to shape health care policies and will be explored. This course will provide opportunities to integrate theory, evidence, clinical judgment, cultural and patient preferences, and research to improve nursing practice. *3 semester hours*

NURS 685 TEACHING AND LEARNING STRATEGIES

This course focuses on classroom, clinical, and simulation teaching strategies that can be used in a variety of learning environments. These teaching-learning strategies are based on philosophy of education and learning theories and research. This course helps prepare nurse educators to use evidence-based teaching strategies in their identified areas of practice. *3 semester hours*

NURSING 686 ASSESSMENT METHODS IN NURSING EDUCATION

This course provides an introduction to the design and implementation of nursing education assessment strategies. Students are introduced to assessment and evaluation theories to promote safe, effective nursing practice and facilitate learning. Topics include learning outcomes, assessment design and implementation, classroom testing, clinical evaluation, curriculum and program assessment, and teaching effectiveness in diverse learning environments. *3 semester hours*

NURS 687 CURRICULAR CONCEPTS IN NURSING COURSE DEVELOPMENT

This course provides an overview of nursing curriculum development in nursing education. Influential factors in curriculum design decisions are discussed. Students are introduced to program assessment, institutional philosophy, theory, and concepts of general education. Topics include an introduction to curricular design and the importance of considering the stakeholders. Program assessment and change theories are explored as they pertain to evaluating for the possibility of a curricular redesign. *3 semester hours (3, 0, 0)*

NURS 689 CLINICAL PRACTICUM

This course provides students with the opportunity to apply knowledge of advanced nursing practice and education concepts in promoting health and preventing disease in one of the following populations/settings: adult-gerontology, maternal-child, pediatrics, mental health, or community. Students apply critical thinking skills in making clinical judgments while providing nursing care based on best practices within a healthcare environment. Prerequisites: All MSN core courses. *3 semester hours (0, 0, 2)*

NURS 690 POPULATION HEALTH AND EPIDEMIOLOGY

Individual-focused health promotion and disease prevention activities are not sufficient to improve the health of the nation's population. Population-oriented interventions are also required. Using a socio ecological approach to health promotion and disease prevention, the multiple social, physical and biological

determinants of population health status are analyzed. Based on current national health promotion and disease prevention goals to achieve health equity in this nation, emphasis will be placed on those factors which create disparities among populations. The epidemiological approach to detecting patterns of health outcomes and potential causative factors will be examined and population-focused health promotion and disease prevention interventions will be explored. *3 semester hours*

NURS 691 TEACHING PRACTICUM

This course provides students with the opportunity to apply educational theory, principles of evaluation, teaching strategies, and curricular development to learners in a variety of settings including classrooms, simulation laboratory, and clinical areas. The student participates in the development of the educator role by facilitating learners' knowledge and skill acquisition in nursing. Prerequisites: All MSN core courses. *3 semester hours (0, 0, 3)*

NURS 694 HEALTH CARE FINANCE

This course provides an overview of economic theories and principles and the impact of the current policy and healthcare environment on access to and reimbursement for health care services. Students analyze the effect of the current health care finance models on health outcomes. Organizational financial management strategies, including budgeting, will be explored. *3 semester hours*

NURS 695 ORGANIZATIONAL LEADERSHIP IN HEALTH CARE

This course provides an in-depth analysis of complex micro system health care organizational leadership challenges and opportunities. Students analyze organizational issues related to quality, safety, efficiency, and effectiveness of health care. Strategies to successfully address these challenges are considered within the social, cultural, and regulatory contexts of the health care environment. Prerequisites: NURS 611, 634, 652, 664, 684, 694; MGT 622. Co-requisite: NURS 696, BUS 665 and 615. *3 semester hours*

NURS 696 ORGANIZATIONAL LEADERSHIP IN HEALTH CARE PRACTICUM

This course provides students the opportunity to strategically analyze quality improvement, safety, efficiency, and effectiveness issues within a healthcare organization. Based upon this analysis, students create and lead a quality improvement plan within that organization. Students critically reflect on their personal leadership development throughout this experience. Prerequisites: NURS 611, 634, 652, 664, 684, 694; MGT 622. Co-requisite: NURS 695, BUS 665 and 615. *3 semester hours*

NURS 697 SYSTEMS HEALTH LEADERSHIP

This course provides an in-depth analysis of complex macro system health care system leadership challenges and opportunities. Using a population health focus, students examine the role of social determinants of health in health outcomes. Strategic analyses of programs, practices, and policies provide the foundation for the development of leadership strategies to improve health outcomes. The role of the executive nurse leader in influencing policies that affect the social determinants of health are considered. Prerequisites: NURS 611, 634, 652, 664, 684, 694, 695, 696; MGT 622. Pre and co-requisites: BUS 665, 615. Co-requisite: NURS 698. *3 semester hours*

NURS 698 SYSTEMS HEALTH LEADERSHIP PRACTICUM

This course provides students the opportunity to strategically analyze the effects of the social determinants of health on populations. Based upon this analysis, students will create and lead a health outcomes improvement plan within a selected community. Students will critically reflect on their personal leadership development throughout this experience. Prerequisites: NURS 611, 634, 664, 684, 694, 695, 696; MGT 622. Pre-Co-requisites: BUS 665, 615. Co-requisite: NURS 697. *3 semester hours*.

NURS 699 INDEPENDENT STUDY (MASTER'S)

An individualized experience based on a student's particular clinical interests. The study must be arranged with the written permission of the sponsoring faculty member prior to registration. *1-3 semester hours (1-3, 0, 0)*

NURS 701 DISSEMINATING KNOWLEDGE EFFECTIVELY

This course focuses on the dissemination of knowledge using a variety of delivery forms. Students develop paper and poster presentations and begin work on a manuscript. Students must have a clinical project or scholarly paper that they would like to publish and present prior to taking this class. The goal is to provide information and learning activities so that individuals can undertake the dissemination of their research with a basic foundation in methods of presentation. *3 semester hours (3, 0, 0)*

NURS 702 NURSING SCIENCE I: EPISTEMOLOGY

Examines the nature of knowledge based on ideas, the senses, and scientific information. Knowledge development is explored through a variety of ways of thinking and ways of knowing. Logical thinking, reasoning, and argument are discussed and practiced. *3 semester hours (3, 0, 0)*

NURS 705 PSYCHOLOGY OF LEARNING

Current theoretical and research literature of learning. Topics include the nature of learning, characteristics of learned behavior, reinforcement, motivation, transfer, and memory. Emphasis is on learning processes of particular relevance to instruction and other educational applications. *3 semester hours (3, 0, 0)*

NURS 706 PHILOSOPHY OF EDUCATION

This course acquaints students with philosophical issues relevant to education. Beginning with an overview of central metaphysical, epistemological, and ethical systems and problems, the course considers specific issues in the philosophies of science and ethics that are of particular concern in education. In addition to developing an understanding of the course readings, students articulate and defend their own positions on relevant issues. *3 semester hours (3, 0, 0)*

NURS 708 HEALTH CARE POLICY

This course provides an overview of the current national and international health care policy context and identifies opportunities and strategies for analyzing and influencing these policies. Assessment of the impact of health policy on organizations and individuals is also a component of the course, which includes an analysis of ethical issues, financial implications, and organizational opportunities and threats. *3 semester hours (3, 0, 0)*

NURS 712 INTRODUCTION TO GRANT WRITING

The focus of this course is on the planning and development of a grant proposal. Foundation, corporation, and government grant mechanisms are discussed. Although students examine the development process for research, health services, and educational program grants, the emphasis is on the preparation of foundation

grant applications. Each step of the process is delineated, discussed, and practiced through various learning activities. The final course outcome is the writing of a grant proposal. *3 semester hours (3, 0, 0)*

NURS 713 COMPLEX HEALTH CARE SYSTEMS AND ORGANIZATIONAL CHANGE

This course examines health care delivery systems and applies theories of organizational behavior and system change. Issues of access, cost, efficacy, quality, and organizational behavior are critiqued. The application of theories of change to enhance care delivery are explored. The role of the nurse as a change agent in case management and complex health care systems are critiqued. Emphasis is placed on continuous quality improvement, innovation, and evidence-based systems evaluation. *3 semester hours (3, 0, 0)*

NURS 717 WEB-BASED EDUCATION

This course provides learners with an introduction to the design of web-based courses in academic settings. Students gain experience in learning online and developing a teaching-learning project. A focus of this course is a reconceptualization of current teaching strategies. This course assumes that students have basic understanding and abilities in word processing and navigating the Internet. *3 semester hours (3, 0, 0)*

NURS 720 CURRICULUM THEORY IN NURSING

The development and evaluation of nursing curricula are explored in the context of current institutional, regulatory, and sociopolitical environments. Curriculum models are explored in relation to the approach to student learning and implications for faculty and institutions. Current research on curriculum design, implementation, and evaluation is analyzed. Prerequisites: NURS 702, 705, 706, and 750. *3 semester hours (3, 0, 0)*

NURS 732 EVIDENCE-BASED PRACTICE I

Best practices are based on research. This course introduces the science of evidence-based practice (EBP) through a synthesis of research knowledge with emphasis on enhanced writing, scholarly exchange, and application. The topics of articulating questions, finding evidence, evaluating levels of evidence, and then translating research into practice are explored. The course focuses on enhancing students' ability to read, comprehend, evaluate, and apply research evidence to practice. Prerequisite: NURS 653 or faculty permission. *3 semester hours (3, 0, 0)*

NURS 734 EVIDENCE BASED PRACTICE II: TRANSLATIONAL INQUIRY

This course extends the science of evidence based practice (EBP) through dissemination and implementation of an evidence based practice guideline. The topics of organizational change theory and guideline implementation strategies and evaluation are explored. Further, this course focuses on facilitating students' implementation of a guideline into professional practice. Prerequisite: NURS 732. *3 semester hours (3, 0, 0)*

NURS 736 INFORMATICS

This course examines the role of information systems and technology in supporting improvement of patient care and health care systems through the management of data and knowledge. Specific strategies related to improving patient care management include decision support systems, intervention tools, the evaluation of the efficacy of patient care technology, and program of care and outcomes assessment. Technology focused on improving systems include budget and productivity tools, quality improvement tools, support for regulatory and legal compliance, and systems that support administrative decision making are analyzed.

The role of the DNP in the selection, implementation, and assessment of these technologies is a primary focus of the course. *3 semester hours (3, 0, 0)*

NURS 740 ETHICS AND GENETICS IN ADVANCED PRACTICE

This course provides students with foundational knowledge and skills in responsible professional behavior that will enable them to competently reflect upon, address, and resolve the ethical and sociocultural issues presented in the clinical area. This ethics course uses a lecture and case analysis format to introduce a broad range of clinical ethical issues and to present the theoretical and practical knowledge that enables practitioners to provide leadership in responding to the ethical challenges confronting the health care system today. This course facilitates interdisciplinary collaboration and explores the strengths different health care professions bring to ethical dialogue. In addition, this course is designed to promote an understanding of human molecular genetics and its implications for health. Heredity in terms of molecular structures is explained. The role of genetic alterations in human disorders and cancers is examined. Analysis of selected clinical disorders illustrates the promise of applied genetic technology, the role of the advanced practice nurse in the field of genetics, as well as ethical, legal, and social challenges. *3 semester hours (3, 0, 0)*

NURS 750 EVALUATION METHODS

A course designed to measure the attainment of learning in the cognitive, psychomotor, and affective domains. The knowledge measurement is applied in classroom and clinical situations when selecting appropriate instrumentation for measuring variables in research. Course content includes validity, reliability, and construction of test items, as well as testing in cognitive, affective, and psychomotor domains. *3 semester hours (3, 0, 0)*

NURS 788 SUMMER SCHOLAR

Selected topics of interest for both master's and doctoral level students. *3 semester hours (3, 0, 0)*

NURS 813 NURSING SCIENCE II: SYNTHESIS IN NURSING

In this course concept development is explored. Emphasis is placed on an extensive, integrative review of the literature on a selected concept or body of knowledge relevant to nursing. Faculty facilitated seminar presentations focus on student demonstration of progress in synthesis of the literature. Prerequisites: NURS 702, 705, and 706. *3 semester hours (3, 0, 0)*

NURS 814 NURSING SCIENCE III: THEORY DEVELOPMENT IN NURSING

The emphasis of this course is on inductive and deductive reasoning as it is related to theory development. The process of concept mapping is reviewed, and processes for theory development, analysis, and testing are explored in depth. Competing theories to explain phenomena are critiqued and compared for goodness of fit and alternative hypothesis are explored. The relationships among quantitative and qualitative research and theory development and testing are discussed. Students develop a theoretical foundation to explain a phenomenon that can serve as the basis for their doctoral dissertation. Prerequisite: NURS 813. *3 semester hours (3, 0, 0)*

NURS 815 QUALITATIVE RESEARCH I

This course provides the learner with an overview of research designs and methodological approaches commonly encountered in conducting qualitative research, such as ethnography, phenomenology, hermeneutics, grounded theory, and historiography. General issues and approaches associated with posing and answering qualitative research questions are examined.

Triangulation of studies, data analysis techniques, and writing of studies are explored. *3 semester hours (3, 0, 0)*

**NURS 816 QUANTITATIVE RESEARCH I:
CORRELATIONAL DESIGNS**

This course focuses on the development of researchable problems, literature review, hypothesis generation and testing, and sampling within the context of correlational research design and methods. Reliability and validity of instrumentation and application of appropriate tools for data analysis are explored. Issues regarding ethical concerns and access to subjects are also addressed. *3 semester hours (3, 0, 0)*

**NURS 817 QUANTITATIVE RESEARCH II:
EXPERIMENTAL DESIGNS**

This course focuses on principles of comparative, experimental, and quasi-experimental research designs. The relationships among the structure of research questions, literature review, hypothesis generation and testing, design, and sampling are explored. Approaches to meta-analysis are discussed. Students experience professional strategies for dissemination of research findings. Models for research utilization and evidence-based practice are explored. Prerequisite: NURS 816. *3 semester hours (3, 0, 0)*

NURS 818 QUALITATIVE RESEARCH II

This course provides the learner with an in-depth exploration of research designs and methodological approaches encountered in conducting qualitative research. Specific issues and approaches associated with posing and answering qualitative research questions are analyzed. The study of inductive qualitative approaches to theory generation of relevance to knowledge development is emphasized. Prerequisite: NURS 815. *3 semester hours (3, 0, 0)*

**NURS 820 CURRENT ISSUES IN HIGHER EDUCATION
ORGANIZATIONS**

This course focuses on preparing the nurse educator scholar for leadership in academic organizations. Internal and external threats and opportunities for higher education and nursing education are explored. There is an emphasis on the organizational environment in academia including analysis of systems, roles, and processes. Nursing education policies and their impact on academia are discussed and analyzed. Theoretical and empirical literature is examined to support the preparation of leaders in nursing education. *3 semester hours (3, 0, 0)*

NURS 822 LEADERSHIP IN NURSING EDUCATION

This course focuses on the multiple dimensions of leadership in nursing education leadership. There will be an examination of leadership from theoretical and empirical perspectives. This includes an emphasis on the attributes and skills needed to develop and function as a leader, as well as the challenges of the leadership role in the current and future higher education and health care settings. Development of a personal leadership development plan prepares students to become leaders throughout their careers in nursing education. Prerequisite: NURS 702. *3 semester hours (3, 0, 0)*

NURS 853 EVIDENCE-BASED TEACHING PRACTICE

This course focuses on evidence-based teaching strategies that can be used in a variety of learning environments. These teaching strategies are based on philosophy, learning theories, and research. Current research and teaching innovations are analyzed and evaluated. Prerequisites: NURS 702, 705, and 706. *3 semester hours (3, 0, 0)*

NURS 885 DOCTOR OF NURSING PRACTICE I

This course provides the doctor in nursing practice (DNP) student with the opportunity to incorporate strategies of health promotion, health maintenance, disease prevention, cultural competence, ethics, advanced technology, and clinical and systems management techniques in health care. Using current evidence based findings and critical thinking skills, the DNP student focuses on client and health care system management. Application of sophisticated information technology tools and techniques to manage the clinical and administrative components of full-scope advanced practice are emphasized. Further, ethical and legal consideration in all areas of advanced nursing practice and the application of population health concepts of advanced clinical practice are emphasized. Students prepared for advanced practice leadership and the expert clinician role conceptualize and design the capstone project. Prerequisite: Previous epidemiology course or NURS 690. *4 semester hours (2, 0, 2)*

NURS 886 DOCTOR OF NURSING PRACTICE II

This course builds upon DNP I. Using current evidence based findings and critical thinking skills, the DNP student focuses on diagnosis and management of acute episodic and chronic diseases across the life span. They continue planning for and conceptualizing the capstone project from the beginning of DNP I. Application of sophisticated information technology tools and techniques to manage the clinical and administrative components of full-scope advanced practice are emphasized. Further, ethical and legal consideration in all areas of advanced nursing practice and the application of population health concepts of advanced clinical practice are emphasized. Students are prepared for advanced practice leadership and the expert clinician role. IRB approval, if necessary, will be sought during this course. Prerequisite: NURS 885. *6 semester hours (2, 0, 4)*

**NURS 887 DOCTOR OF NURSING PRACTICE III—
CAPSTONE PROJECT**

The final DNP capstone project documents advanced practice synthesis and scholarship. The theme that links the focus of this scholarly capstone project is the use of evidence to improve either practice or health outcomes for a target population. This capstone project may include comprehensive case studies, population-based and systems change projects, program design and evaluation, translation of evidence based research into practice, action research, a quality improvement or a research (utilization) study. The capstone is individualized to the career focus of the DNP student. The capstone project can be conducted by an individual student, or by a group of students working in collaboration. Collaborative projects must demonstrate individual accomplishments of capstone goals or (outcome) competencies. IRB approval, if necessary, must be secured prior to project implementation. Prerequisite: NURS 886. *6 semester credits (2, 0, 4)*

NURS 889 CAPSTONE PROJECT ADVISEMENT

In this course, students receive ongoing individual faculty guidance until completion and defense of the capstone project. Prerequisite: NURS 887. *3 semester hours (3, 0, 0)*

NURS 899 INDEPENDENT STUDY (DOCTORAL)

An individualized experience based on a student's particular interests. The study must be arranged with the written permission of the sponsoring faculty member prior to registration. *1–3 semester hours (1–3, 0, 0)*

NURS 900 DISSERTATION SEMINAR I

Development of the dissertation proposal with guidance of the faculty. Students' proposals are presented in the seminar for peer review and scholarly exchange aimed at refining and strengthening the proposed dissertation research. Prerequisite: Completion of all required 800-level courses. *3 semester hours (3, 0, 0)*

NURS 901 DISSERTATION SEMINAR II

Continuation of development of dissertation proposal and selection of dissertation committee chairperson. *3 semester hours (3, 0, 0)*

NURS 950 DISSERTATION ADVISEMENT

Ongoing individualized faculty guidance and supervision as the dissertation is developed. Prerequisites: Completion of all required courses. *3 semester hours per semester (3, 0, 0)*

BUSINESS COURSES

MGT 622 DEVELOPING MANAGEMENT SKILLS

Businesses whose managers have superior interpersonal skills have significantly higher profits and lower turnover than those without such skills. In fact, people management skills are three times more powerful in influencing financial success than market share, capital intensity, size, and industry return on sales combined. Yet, industry leaders say that business graduates are lacking in management and interpersonal skills. Managers are still struggling with questions like "How do I motivate my people to commit to a new idea?" "How do I communicate with poor performers without creating a defensive reaction?" and "How do I negotiate for resources in a hostile environment?" This course takes a hands-on "learning by doing" approach to provide students with the people management skills needed in a dynamic work environment. Interactive exercises, role-plays, simulations, and video-based cases are used to build personal, interpersonal, and group skills. Personalized feedback and a focus on behavioral change enables students to become more aware of their strengths and weaknesses and to acquire skills in areas such as communication, motivation, conflict management, negotiation, teamwork, and leadership. Students also learn how to institutionalize the skill set by "hardwiring" it into the organizational system. *3 semester hours*

BUS 615 INFORMATION SYSTEMS DATA ANALYTICS

The Information Age has had profound implications on the structure, management, and strategies of the modern organization. Students will examine these transformations with particular emphasis on information systems (IS) as an enabler and driver of corporate strategy, electronic business and inter-organizational information systems, business intelligence, and knowledge management. In addition, because data is at the core of effective business decision making, students will also focus on data from its collection and consolidation through analysis and modeling, with particular emphasis on decision theory and data mining techniques. Ensuring data validity, reliability, security, and privacy are emphasized. The course requires students have Excel 2010 (or lower) and a working knowledge of spreadsheets. Prerequisites: BUS 518 or equal. *3 semester hours*

BUS 665 MANAGING BUSINESS PROCESSES

This course will provide students with the knowledge, skills, tools, and techniques to develop and improve processes and systems needed for their organizations to succeed in a highly competitive environment. Students will learn how to create agile organizations that are capable of rapidly identifying customer needs and developing processes that facilitate the development of products and services demanded by customers. A key part of this

course is understanding and measuring processes so that they can be improved in order to consistently meet customer requirements. To achieve this, students will use process analysis and measurement techniques developed from a variety of disciplines including quality improvement, management science, and managerial accounting. These include: Process and Work Redesign, LEAN, Six Sigma, ISO9000, and PDCA. Students will learn how to apply tools such as control charts, Pareto charts, affinity and fishbone diagrams, XY charts, and force field analysis. Students will study the supply chain to examine how organizations can deliver what customers want, when they want it, and at a competitive price. Capabilities of enterprise resource planning systems are covered as a process governance mechanism. Finally, students will use benchmarking as a tool to not only measure and compare performance but also demonstrate how that leads to improved results. Prerequisites: BUS 536 or equivalent, BUS 537 or equivalent (waived for Masters in ENL students), and BUS 615. *3 semester hours*

FACULTY

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