Graduate Nursing
Catalog and Student Handbook

2014- 2015

Briar Cliff University

Department of Nursing
Sioux City, Iowa
Directory

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Briar Cliff University will provide equal opportunity in compliance with the law and will not discriminate for any reason prohibited by the law.
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Introduction

Message to Students

Briar Cliff University has provided excellence in nursing education for the Siouxland community for over 40 years. As a graduate student in the Department of Nursing Program, you will be preparing to be active, effective participants in future models of health care in a rapidly changing environment. Your role as an advanced practice nurse or nurse educator will integrate knowledge in nursing theory, research, and practice to improve the quality of patient care as well as health delivery systems.

Our goal in the nursing graduate programs at Briar Cliff is to create a learning community where excellence takes place in a climate of caring. The university’s and department’s missions and values guide us in providing the ideal community in which learning takes place. Each of you can help us to create an exciting campus community through your contributions.

Please take the time to read this catalog and become familiar with the policies and program requirements. This information will assist you in meeting the requirements for graduation. If you have any questions, please do not hesitate to ask.

Best wishes on your academic efforts,

Richard A. Petersen, EdD, MSN, RN
Department of Nursing Chairperson
Graduate Program Director
Associate Professor of Nursing
The University: Past and Present

HISTORY

In 1929, only briar patches covered a 175-foot hill located on the western outskirts of Sioux City, Iowa. But two people—Sister Mary Dominica Wieneke, major superior of the Sisters of St. Francis, and the Most Rev. Edmond Heelan, bishop of the Sioux City Diocese—had a vision. They saw that hill crowned with a Catholic college for women.

Sister Dominica and Bishop Heelan met on March 9, 1929, with members of the Sioux City business community, who committed themselves to raising $25,000 to support establishment of the college in Sioux City.

After this showing of community support, significant events followed in rapid succession. On September 18, 1930, the college, named Briar Cliff after the hill on which it is located, was dedicated. Four days later, 25 women started classes in Heelan Hall, the only building on campus.

In 1937, the college’s two-year education program was expanded to four years. Fifty-five men were admitted to the college in 1965, and coeducation was formalized in 1966 with the admission of 150 full-time male students. The innovative Weekend College program started in the fall of 1979. The spring of 1980 saw the re-establishment of a bachelor of science in nursing degree.

Briar Cliff’s academic growth required an expanding physical plant throughout the years. As time passed, more buildings have appeared on the briar-covered hill: a four-story addition to Heelan Hall in 1948; the library and our Lady of Grace Chapel in 1959; Alverno Hall, a women’s residence, in 1964; a gymnasium in 1966; Toller Hall, a men’s residence, in 1967; Noonan Hall in 1968; Newman Flanagan Center in 1982; the Baxter-DiGianni Living/ Learning Center in 1988. The Bishop Mueller Library was renovated in 1993, the Stark Student Center and the St. Francis Center were dedicated in fall 2000, and the McCoy-Arnold Center in 2004.

LOCATION

Briar Cliff University (BCU) is located at the edge of urban development, but is just minutes from downtown Sioux City (tri-state metro population: 120,000). Located where the states of Iowa, Nebraska, and South Dakota meet, Sioux City is connected with other metropolitan areas by Interstate Highway 29 and is about an hour away by air from Minneapolis, Chicago, St. Louis, and Denver.

ACADEMIC PROGRAM

Briar Cliff University offers a graduate program in nursing for baccalaureate-prepared registered nurses.
ACCREDITATION AND APPROVAL

Briar Cliff University is accredited by The Higher Learning Commission and is a member of the North Central Association.

The Bachelor of Science in Nursing and the Master of Science in Nursing programs at Briar Cliff University are accredited by the Commission on Collegiate Nursing Education (http://www.aacn.nche.edu/ccne-accreditation).

The Master of Science in Nursing (MSN) program is fully approved by the Iowa Board of Nursing. The Doctor of Nursing Practice (DNP) program has received interim approval by the Iowa Board of Nursing. The Iowa Board of Nursing can be contacted at the following address:

Iowa Board of Nursing
RiverPoint Business Park
400 SW 8th Street Suite B
Des Moines Iowa 50309-4685

Tel: 515-281-3255
Fax: 515-281-4825
www.state.ia.us/nursing
Briar Cliff University

Mission

Briar Cliff University is a community committed to higher education within a liberal arts and Catholic perspective. In the Franciscan tradition of service, caring, and openness to all, Briar Cliff emphasizes quality education for its students combining a broad intellectual background with career development. The University challenges its members to grow in self-awareness and in their relationships to others and to God.

Identity

Briar Cliff University is a vibrant living/learning community located on the rolling Loess Hills in Sioux City, Iowa. It is a coeducational, private university offering a strong, values-based, liberal arts education as well as quality career preparation. Its Catholic and Franciscan roots support peacemaking and service to others. It is a small, close-knit community offering students a safe and supportive environment. Respect for others is evidenced by the collegial relationships that characterize curricular and co-curricular life.

Values

Our Catholic Franciscan Identity
enhanced by the presence and sponsorship of the Dubuque Franciscan Sisters and the support of the Diocese of Sioux City

Our challenging academic environment
which includes a liberal arts education, career preparation, academic integrity, and academic freedom

Our focus on the student
which promotes academic success and extra/co-curricular experiences

Our culture of service
to our constituents, to the Siouxland community and beyond

Our appreciation of diversity and our respect for each person

Our commitment to shared governance and collaborative decision making

Our innovative response to change
which envisions a promising and confident future
Department of Nursing  
Mission Statement

The Mission of the Department of Nursing at Briar Cliff University is to promote health, healing, and hope of persons and the community and to advocate for social justice and healthy environments.

This mission is lived primarily, but not exclusively, in educating bachelors- and graduate-prepared nurses, within an environment that:

• fosters wholistic personal and professional development;

• prepares nurses who engage in reflective practice related to health and quality of life in a variety of health care settings.

• develops nurses who participate in ethical decision making related to health and quality of life.

• provides a foundation for critical thinking and for the development, integration, and evaluation of new or expanded knowledge into practice.

• provides a foundation for continued learning, and for graduate and post-graduate education in nursing.

In living this mission, the Department of Nursing at Briar Cliff University will be the life-long nursing education provider of choice regionally for degree and non-degree programs. Foundational to this mission is an organic integration of faith, learning, and service and is lived in relationship as the Department of Nursing, the faculty, and students develop and continue collaborative partnerships with other health care, educational, faith based, and social service providers and the public at large.
Graduate Nursing

Briar Cliff University offers a Master of Science in Nursing that began fall 2004. The Master of Science in Nursing [MSN] program, which is consistent with the mission of Briar Cliff University, is designed for baccalaureate-prepared nurses who are interested in serving as nurse educators. Additionally, Briar Cliff University offers a Doctor of Nursing Practice, to educate baccalaureate-prepared nurses to serve in the role of either Family Nurse Practitioner or Adult/Gerontology Nurse Practitioner. Personal and professional growth and development within the programs are guided by Christian principles within a Catholic Franciscan framework. Graduate level scholarly inquiry based on theoretically and clinically directed research provides the foundation for fulfillment of the competencies of advanced practice nursing and exists within an educational milieu that fosters innovation and experimentation.

Purpose of the Graduate Programs

The global purpose of the Master of Science in Nursing and Doctor of Nursing Practice programs is to prepare professional nurse leaders competent in fulfilling advanced practice nursing roles as nurse practitioners or nurse educators, while working within complex health care and educational systems and a rapidly changing society. Opportunities to enhance ongoing personal and professional growth and development are guided by Christian principles within a Catholic Franciscan framework. Graduate level scholarly inquiry based on theoretically and clinically directed research provides the foundation for fulfillment of the core competencies of advanced practice nursing and exists within an educational milieu that fosters innovation and experimentation. Interaction with faculty, student colleagues, mentors, preceptors, and other health-related professionals empower the advanced practice nurse as an adult learner to meet the expectations of this role. The MSN and DNP programs provide a solid foundation for continued learning through personal study and/or doctoral education. The programs purposes reflect the development/refinement of values and ethics, critical thinking, and competencies that are foundational attributes required to attain the MSN and/or DNP Program Outcomes.

The Briar Cliff University Master of Science in Nursing and Doctor of Nursing Practice programs seek to prepare professional nurse leaders who serve their communities by:

• continued personal and professional growth and development including post-masters education in nursing.
• advanced practice nursing roles as family nurse practitioners and nurse educators, integrating cooperative and collaborative practice with physicians, nurse practitioners, other health care providers, and professionals, clients, and students.
• leadership within health care and educational systems.
• knowledge development in nursing, based on theoretically and/or clinically directed research.
• promotion of social justice within a Catholic Franciscan Framework.
The Graduate Nursing Program Philosophy

The philosophy of the Department of Nursing arises from the mission, philosophy, and purposes of Briar Cliff University, the Department’s mission, the characteristics of graduate education, and the characteristics of graduate nursing education. The philosophy articulates the faculty’s beliefs about persons, health, the environment, nursing, nursing education, and advanced practice and is internally consistent with the department’s philosophy for the baccalaureate nursing education program.

The Department of Nursing, as an integral part of the University community, participates in providing an environment in which personal development can occur. Personal development is inherent in the development of the professional who participates through service in meeting society’s needs.

Participation in the University Christian Community within the Catholic Franciscan tradition offers an opportunity for faculty and students to grow both personally and professionally. The total educational experience within the University provides an opportunity to enhance one’s own spiritual life and to access one’s own convictions and involvement in social, political, and ethical issues as a person develops the professional role in nursing. The educational experience is enriched by frequent and meaningful interdisciplinary collaboration.

Graduate level nursing inquiry reflects a synthesis of nursing science and nursing arts and thus is based on theoretically and clinically directed research. This synthesis provides the foundation for fulfillment of the core competencies of advanced practice nursing. Graduate nursing education exists within an educational milieu that honors ongoing personal and professional growth and development, fosters innovation, creativity, and experimentation, and is guided by Christian principles within a Catholic Franciscan framework. Collaborative relationships with faculty, student colleagues, clients, mentors, preceptors, community partners, and other health-related professionals empower the advanced practice nurse as an adult learner to meet the expectations of this role.

The Master of Science in Nursing and Doctor of Nursing Practice programs are designed to prepare professional nurse leaders competent in fulfilling emerging and expanding advanced practice nursing roles as nurse practitioners or nurse educators, while working within complex health care and educational systems and a rapidly changing society. These roles include the advanced practice dimensions of educator, researcher, advocate, clinician, consultant, and collaborator. These programs provide a solid foundation for scientific and clinical leadership in nursing, continued learning through personal study and/or doctoral education, and advocacy for the health of the public. The program purposes reflect the refinement of values and ethics, critical thinking, and advanced practice competencies that are foundational attributes required to attain the MSN and/or DNP Program Outcomes and Student Learning Outcomes.
Conceptual Framework

The conceptual framework utilized by the faculty of the Department of Nursing is based upon the Mission and Philosophy of the Department of Nursing and the mission statement of Briar Cliff University. The Briar Cliff University Department of Nursing utilizes an eclectic approach as a framework for the curriculum. The advanced practice nurse approaches the investigation of health problems systematically, incorporating nursing theory, new knowledge gained through formal research and through evaluation of one’s own practice experience, and knowledge from other disciplines. The major concepts utilized are nursing, health, client, and environment. In addition, graduate level nursing education prepares nurse leaders in the roles of nurse practitioners or nurse educators.

Nursing:

- is defined as a discipline with a unique body of knowledge that helps inform nurses and others of health and quality of life.
- exists as an art and as a science. The art of nursing involves the nurse being present with others. The science of nursing involves the acquisition of discipline specific skills and knowledge including the theoretical knowledge of nursing. Living the art and science of nursing involves presence and honoring the perspective of others.
- is a discipline that is wholistic in its concern for humanity.
- is being, knowing, and acting with caring compassion.
- recognizes cultural, racial, and ethnic diversity.

Health:

- is a state of being and becoming.
- is an inherent right.
- is an individually chosen value.

Client:

- is an individual, family, group, or community and is viewed wholistically.
- is a dynamic composite of physiological, psychological, developmental, sociocultural, spiritual, and ethical dimensions.
- is a unique being who is self-directed, interactive, and free to choose within situations.
- is indivisible from the environment.
- is illimitable.

Environment:

- is all factors interacting with the client.
- is indivisible from the client.
- is everchanging.
- is illimitable.
Graduate level nursing education:

- reflects a synthesis of nursing science and nursing arts, and thus is based on theoretically and clinically directed research.
- provides the foundation for fulfillment of the core competencies of advanced practice nursing and nursing education.
- exists within an educational milieu that honors ongoing personal and professional growth and development, fosters innovation, creativity, and experimentation, and is guided by Christian principles within a Catholic Franciscan framework.
- promotes collaborative relationships with faculty, students, colleagues, clients, mentors, preceptors, community partners, and other health-related professionals.
- empowers the advanced practice nurse or nurse educator as an adult learner to meet the expectations of this role.
- uses the nursing process to carry out the advanced practice dimensions of educator, researcher, advocate, clinician, consultant, and collaborator in various settings where clients are found.
- is designed to prepare professional nurse leaders in fulfilling emerging and expanding advanced practice nursing roles, as nurse practitioners or nurse educators, while working within complex health care and educational systems and a rapidly changing society.
- provides a solid foundation for scientific and clinical leadership in nursing, continued learning through personal study and/or doctoral education, and advocacy for the health of the public.
- reflects the refinement of values and ethics, critical thinking, and advanced practice competencies that are foundational attributes required to attain the MSN/ DNP Student Learning Outcomes and Program Outcomes.
Graduate Student Learning Outcomes

Student Learning Outcomes of the MSN program and Post-Master’s FNP Certificate Program:

1. Sustain caring, wholistic relationships with multiple clients in an advanced practice or educator role through being, knowing, acting with compassion and respecting cultural, racial, and ethnic diversity in the global society.

2. Harmonize the breadth and depth of knowledge from the humanities and natural and social sciences in the application of the art and science of advanced practice nursing to multiple clients and in nursing education.

3. Exercise the art and science of nursing to determine interventions to promote the health of all clients in the advanced practice or education setting.

4. Assimilate nursing theory into the art and science of nursing at the advanced practice level or in nursing education.

5. Interface, using a variety of communication skills including informatics, with clients and inter/intraprofessionals to promote optimal health outcomes for all clients.

6. Synthesize decision-making processes based on legal, ethical, political, sociocultural, and spiritual dimensions while demonstrating leadership in an advanced practice and nurse educator roles and in the delivery of health care.

7. Blend responsibility and accountability for the ongoing evaluation of the effectiveness of one’s own nursing practice and the practice of others.

8. Appraise the teaching/learning needs of self and of all clients in the provision of advanced practice nursing interventions.

9. Orchestrate evidence from nursing research into the art and science of nursing.

10. Ascertain the knowledge, skills, and attitudes necessary to continuously improve the quality and safety of the health care systems in which they practice.

Student learning outcomes noted above will be measured through direct and indirect measurements, according to the rubrics established for each course and the program as a whole.
Student Learning Outcomes of the DNP program:

1. Synthesize caring, wholistic relationships with multiple clients in an advanced practice role through being, knowing, acting with compassion and respecting cultural, racial, and ethnic diversity in the global society.
2. Integrate the breadth and depth of knowledge from the humanities and natural and social sciences in the application of the art and science of advanced practice nursing to multiple clients.
3. Exercise the art and science of nursing to determine interventions to promote the health of all clients in the advanced practice setting.
4. Assimilate nursing theory into the art and science of nursing at the advanced practice level.
5. Interface, using a variety of communication skills including informatics, with clients and inter/intraprofessionals to promote optimal health outcomes for all clients.
6. Lead decision-making processes and policy development based on legal, ethical, political, sociocultural, and spiritual dimensions while demonstrating leadership in an advanced practice role and in the delivery of health care at the local, state, national, and international levels.
7. Blend and guarantee responsibility and accountability for the ongoing evaluation of the effectiveness of one’s own nursing practice and the practice of others.
8. Appraise the teaching/learning needs of self and of all clients with problems in the provision of advanced practice nursing interventions.
9. Orchestrate and evaluate evidence from nursing research into the art and science of nursing.
10. Ascertain the knowledge, skills, and attitudes necessary to continuously improve the quality and safety of the health care systems in which they practice.

Student learning outcomes noted above will be measured through direct and indirect measurements, according to the rubrics established for each course and the program as a whole.
Application Process to the Graduate Nursing Programs

The Office of Admissions administers the application process for the Department of Nursing. The Department of Nursing determines eligibility and acceptance for the program. When the Office of Admissions receives an application and all proper documentation, the applicant will be sent an acknowledgement that these items have been received. The Department of Nursing will review all applications, determine acceptance and notify applicants of their status. The application deadline is July 15. All applicants who meet the admissions requirements will be approved for the specified graduate program. From this pool of approved applicants, those who (a) best exemplify the admission requirements, and (b) are most likely to benefit from the program, will be admitted until the program is full. Once the program is full the approved applicant will be placed on a waiting list.

Graduate Program

Before a decision is made regarding admission to the graduate program, the following must be received by the Office of Admissions:
A. One copy of the formal application for admission.
B. A minimum cumulative grade point average (GPA) of 3.0 (on a 4 point scale) from the undergraduate program from which they received their BSN.
C. An official transcript from all prior undergraduate and graduate study documenting a baccalaureate degree in nursing from a CCNE or NLNAC accredited program, with an upper division major in nursing including the following courses
   - Physical Assessment
   - Nursing Research
   - Ethics
   - Statistics
D. Evidence of Licensure as an RN in Iowa or a state participating in the licensure compact prior to enrollment in the first graduate nursing core course.
E. Evidence of current BCLS certification.
F. Evidence of a minimum of 2000 hours of clinical nursing practice as a registered nurse within the two years prior to enrollment in the first nursing specialty course. Employment must be verified by the employer. For those seeking admittance to the DNP program, they must complete the 2000 hours prior to the start of the first nurse practitioner core course.
G. Demonstrate logical thinking and writing skills in the preparation of a goal statement. This statement must:
   a. Include the applicant’s short-term and long-term professional goals in nursing (maximum 250 words);
   b. Include the applicant’s professional leadership and work experience in relation to practice setting, client population served, number of years of experience, and how the experiences prepared he/she for graduate education (Maximum 250 words)
   c. Include areas of inquiry where the applicant would like to pursue in the graduate studies (maximum 100 words)
   d. Signature of the applicant and date the statement was written.
H. Computer proficiency in email (sending and receiving), Word, Excel, and PowerPoint.
I. Two letters of reference/recommendation from individuals within the profession.
J. A $35.00 non-refundable application fee, which must accompany the application (waived for Briar Cliff alumni).
TRANSFERABLE CREDITS
Nine credit hours of graduate course work with a minimum grade of 3.0 on a 4.0 scale in each course may be transferred into the graduate program from another accredited institution if they meet the requirements of the program and have been completed within five years of acceptance into the program.

Courses taken from a non-accredited institution will not be accepted.

ADMISSION PROCESS
1. Once an applicant’s application folder is complete, the file will be transferred to the office of the Graduate Program Director.
2. The Graduate Program Director, along with the graduate nursing faculty, will evaluate the application.
3. Applicants who meet the admission criteria and who complete the admission process will be approved for the graduate program and admitted to the major on a space available basis. The maximum number admitted is evaluated annually based on the resources of the Department and available clinical experiences.

CONDITIONAL ACCEPTANCE
If the applicant does not meet the minimum grade point average (GPA) requirements, but meets all other requirements, the applicant may be conditionally approved for admission to the program.

In order to continue enrollment, the student must achieve a 3.0 grade point average on a 4.0 scale for the first semester of courses. The student will then change to regular acceptance status and be allowed to register for additional courses in the program.

ALL application materials should be received by the Briar Cliff University Graduate Nursing Program prior to July 15th. Prospective students are advised to follow up with the Graduate Nursing Program to keep informed of the status of their application. The Graduate Nursing Program will review all applications and make recommendations for admission.

Notification of admission to the graduate nursing programs is made by the Department of Nursing. After the Nursing Department notifies the applicant of admission to the graduate program, the student will receive a packet of required documents for completion and return:

1. Health Status Report
2. Required Immunization Record
3. Background check with Authority to Release information

Note: Students may be required to complete additional Background Checks and/or drug screens based on clinical rotation placements.

HEALTH STATUS
A health appraisal is required for all students. A completed Briar Cliff University health form must be on file in the health office prior to beginning the first clinical nursing course. It is the policy of Briar Cliff University not to admit to its nursing program any applicant whose health, in the judgment of the University, might impair the ability to render safe nursing care. The student must also submit a record of immunizations, including a second MMR if the student was born after 1957. The Department of Nursing requires that students who have not had clinical evidence of chicken pox receive the Varicella vaccine and/or titer.
Students must also submit validation of a Hepatitis B vaccine or sign a waiver releasing the agency and Briar Cliff University of responsibility prior to beginning clinical experience.

A Mantoux Test (TB) or report of chest X-ray is required on admission to the major and every year thereafter prior to beginning the clinical experience. Students will not progress in clinical courses unless this is completed. If the Mantoux is positive, the student must be followed up by a physician.

**BACKGROUND CHECK POLICY**

In order to maintain the highest standards possible, effective July 1, 2008 the Department of Nursing instituted a background check policy to help protect public safety. This shall also include certification of completion of training for child and dependent adult mandatory reporters.

All nursing students entering the graduate program will be required to submit data for a certified background check at their expense. Background checks need to be completed online at [http://www.CertifiedBackground.com](http://www.CertifiedBackground.com) prior to or while enrolled in NURS 520 in the MSN program and prior to or while enrolled in NURS 850 in the DNP program.

Students each have confidential access to the results of their own background check status. All background check results will be reviewed by the Graduate Nursing Faculty Organization (GNFO) of the Department of Nursing. Should there be a negative background check finding, the GNFO will determine if a student is eligible to participate in clinical courses. Eligibility is based on the nature of the finding, clinical site requirements, and the Iowa Board of Nursing administrative rules. Students may submit an appeal to the GNFO if additional data may be of benefit. Appeal decisions will be judged on documented factual issues. If a student is unable to complete the program clinical requirements due to background check results, students may be dismissed from the program in which they are enrolled.

**CHANGES IN LICENSURE**

It is the responsibility of the student to notify the Department of Nursing on any changes in the status of the RN license as soon as possible. It is the student’s responsibility to ensure that a current copy of RN licensure is on file with the Nursing office. Failure to provide this information may result in the inability to progress in the program.

**Program Length/Time Limits**

Once admitted, graduate students have 6 years in which to complete the MSN program and 6 years to complete the DNP program. Should the completion be delayed beyond this time, initial coursework will be outdated and will require update in order to apply towards fulfilling degree requirements.
COURSE SEQUENCE
Core courses need to be completed before beginning the specialty track courses.

MSN Educator Program
Core Courses
NURS 501, 510, 520, 535, 560, 570, 623, and 760; MATH 540; and BIOL 550

Nurse Educator Courses
NURS 580, 590, 660, 665, 673

DNP Program
Core Courses
NURS 510, 520, 529, 631, 632, 645, 675, 750, 760, 835, 850, 855, 860, and 870
MATH 540 and BIOL 623

Family Nurse Practitioner Courses
NURS 710, 715, 730, 741, 742, 743, 744, and 745

Adult/Gerontology Nurse Practitioner Courses
NURS 715, 730, 735, 751, 752, 753, 754, and 755

GRADING
Students participating in a graduate program must display an academic aptitude of superior achievement and motivation.

All written work will follow the standard set in the Publication Manual of the American Psychological Association (APA) latest edition.

The quality of the student’s work is indicated by the following grades and quality points:

<table>
<thead>
<tr>
<th>Grade Rating</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Superior</td>
</tr>
<tr>
<td>A-</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>Above Average</td>
</tr>
<tr>
<td>B-</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Average</td>
</tr>
<tr>
<td>C-</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>Below Average</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
</tr>
</tbody>
</table>

The mark “I” signifies that work in a course is incomplete because of illness or circumstances beyond the control of the student or because an instructor feels further evaluation is needed before the grade can be determined. A student who receives an “I” at the end of a course must complete the necessary work within three weeks, or in the time specified by the instructor, or the “I” will automatically become an “F.”

The mark “N” signifies that a student’s grade has been delayed, not because the work is incomplete, but because the learning experience extends beyond the end of the semester. The grade
is typically used for internships and field experiences. The “N” grade will not affect placement on the dean’s list or the probationary status of a student.

The mark “W” signifies withdrawal from a course and is given when a student officially withdraws from a course in the registrar’s office with the approval of the advisor. Students may not withdraw from a course after the end of the seventh week. If they do so after the seventh week, they will earn a grade of “F,” unless they are completely withdrawing from the university.

The mark “X” signifies that a student has audited a class. No credit is earned when a class is audited. Students should consult with faculty members before registering to audit a class in order to determine the expectation member may have of an auditing student. Full-time students may audit a course without additional charge. A student must register to audit prior to attending the course.

Grades are available through the BCYOU Student Portal on the Briar Cliff University web page (www.briarcliff.edu).
STUDENT POLICIES AND PROCEDURES

Development of Plan of Study

At the time of admission, the nursing graduate student is assigned an academic advisor. The student should make an appointment to meet the academic advisor in order to become acquainted and to discuss the student’s plan of study.

Academic Advising

Once admitted, the graduate student will meet with their assigned academic advisor who will serve as the academic advisor until graduation or until the time the Practice Innovation Committee (for DNP students) is formed.

The academic advisor and the student will develop an initial Plan of Study. The Plan of Study will be approved by the Graduate Program Director.

Plan of Study Changes

Any change in an approved Plan of Study is to be initiated by the student in consultation with the academic advisor. The student and the academic advisor will submit the request to change the plan of study to the Graduate Nursing Program. The Graduate Program Director will review the request and inform the student and the advisor of its acceptance or rejection. This must be adhered to even in the substitution of courses.

Outdated Courses on Plan of Study

Courses on the Plan of Study taken 6 years prior to the completion of the graduate degree are considered outdated unless they have been used for another degree. Students may petition to update courses, but may only update 50% of the total coursework. Such petitions begin with the department in which the course is now being offered. The student must obtain documentation from that department verifying that her/his knowledge is current. If the course is to appear on the Plan of Study for the student, approval from the Graduate Nursing Program is necessary.

Procedure for Updating Outdated Course Work

The following guidelines are designed to assist the student, advisor, and instructor in completing the update process:

1. During the semester preceding the semester of the update, the student initiates the process with her/his academic advisor. The advisor will notify the current instructor of the course needing updating at the student’s request.

2. The advisor will notify the student of the name of the instructor who has agreed to complete the update. It is the student’s responsibility to contact the instructor. The student must complete arrangements the semester preceding the update. Delay in arrangements may result in delaying the updating process, as the agreement is based on time and faculty assignment in that particular semester.
It is the responsibility of the instructor to determine the requirements for a successful update, based on the current course requirements.

Degree and Progression Requirements

It is the intent of the Department of Nursing to offer graduate program courses as adequate enrollment, faculty, and available resources permit. Due to conditions beyond the control of Briar Cliff University, the Department of Nursing reserves the right to modify, consolidate, or cancel courses. Graduate study may include required activities on campus and in off-campus locations for degree completion.

A grade of ‘B-’ or higher is required in all nursing courses. To pass a clinical course, a student must earn a grade of B- or higher in the didactic portion and pass the clinical component. If a ‘C+’ or lower is earned in a required course, the course must be repeated. A grade of ‘C’ or higher is required for all non-nursing courses.

Students may repeat one failed graduate nursing course with permission. Upon failing a second graduate nursing course or failing a graduate nursing course twice, the student is dismissed from the program. A student who needs to retake a failed course is re-enrolled in the course on a space available basis.

A student who fails a course due to unsafe practice in a clinical experience will not be eligible for readmission to the nursing practicum courses unless evidence is submitted that the unsafe behavior has been corrected.

All undergraduate and graduate nursing students are expected to adhere to the principles of the Code of Ethics for Nurses (American Nurses Association, 2001). The Code of Ethics for Nurses communicates a standard of professional behavior expected throughout the total program and in each individual nursing course. Therefore, in addition to the dismissal for academic failure, the faculty and administration of the Department of Nursing reserved the right to dismiss any student enrolled in either the undergraduate or graduate nursing programs for unethical, dishonest, illegal, or other conduct that is inconsistent with the Code of Ethics for Nurses.

Repeated Courses

All courses taken appear on the student’s academic record, but when a course is repeated, only the most recent grade is calculated into the cumulative GPA. Relative to the number of repeats allowed:

- A student may enroll in a graduate nursing course (for which credit is granted only once) no more than two times without permission of the Graduate Program Director.

Dropping a Course

Students may drop an online course if done so during the first 5 days of the course with a 100% refund. No refund is given for withdrawing after 5 days. Students may withdraw up until the 70% point of the course and receive a ‘W’. If the student withdraws after the 70% point a punitive grade of ‘WP’ for withdrawal passing or ‘WF’ for withdrawal failing. The ‘WF’ calculates as an ‘F’ when figuring cumulative GPA.
Student Behavior During a Course

Classroom/Lab

If a student’s behavior in a course is considered to be unsafe or disruptive by the faculty member, it is the responsibility of the faculty member to inform the student of the unsafe or disruptive behavior as soon as possible and provide guidance and direction for improvement. Should a student’s behavior continue to be unsafe or disruptive, the faculty member has the right to remove the student from the course. The student must be informed of reason for removal, and must be presented with a written learning contract within two working days. The written learning contract must include:

1. A description of the unsafe behavior.
2. The criteria that must be met for return to the classroom/lab area
3. The date by which the criteria must be met
4. The consequences of not meeting the criteria by the due date.

The written learning contract is signed by the faculty member and the student, and a copy is forwarded to the Graduate Program Director. The student is accountable for the terms of the contract.

Unsafe or Unacceptable Behavior during Clinical Courses

If a student’s behavior is considered to be unsafe in the clinical setting, it is the responsibility of the faculty to talk with the student about the behavior and to provide guidance and direction for improvement. The guidance may include a learning contract. The following are examples of unsafe or unacceptable performance. However, this is not an inclusive list, and the final determination of unsafe behavior is based on the faculty member’s professional judgment:

- Inability to complete care within the established time frame.
- Inappropriate or untimely communication.
- Evidence of behaviors that reflect an impaired state.
- Evidence of inadequate preparation for clinical activities.
- Incorrect or inadequate assessment or intervention.
- Failure to follow dress code guidelines.
- Dishonesty.

In consideration of faculty guidance, should a student’s behavior continue to be unsafe in a clinical course and the student has chosen not to drop the course, the faculty member can choose to remove the student from the clinical area. The faculty should advise the student that they will fail the course; however, the student has ultimate responsibility to drop the course.
Residence Requirements

A minimum of 60% of all graduate credits in the program must be earned at Briar Cliff University unless the program is a part of an approved joint or cooperative degree.

Grade Point Average

Students must earn a cumulative grade point average of at least 3.0 on a 4.0 scale. Students whose GPA falls below 3.0 at any time during the program will be placed on academic probation and are subject to dismissal from the program if the GPA does not return to a 3.0 at the end of the next semester of coursework.

Grievance Procedure

DISMISSAL FROM THE PROGRAM

A student may be dismissed from the program at any time for failure to meet the program’s standards of academic performance and progress. A student may be denied admission or be dismissed from the program for such things as:

1. poor academic performance,
2. conduct which violates the ethical or professional standards of the program.

APPEALING GRADES AND OTHER MATTERS

A student has the right of appeal for any decision in academic study which is believed to have been arbitrary, capricious, or prejudiced. The appeal will be in accord with the following guidelines.

1. Discuss the grievance with the faculty member involved.

IF THERE IS NO RESOLUTION:

2. Appeal to the Graduate Program Director in writing within three working days of discussing the grievance with the faculty member involved. Include in the written document circumstances of the grievance, specific concerns, and a possible appropriate remedy. The student will make an appointment and meet with the Graduate Program Director. The student will be notified in writing of the Graduate Program Director’s decision.

3. Appeal to the Department of Nursing Chairperson in writing within three working days of notification by the Graduate Program Director. Include in the written document circumstances of the grievance, specific concerns, and a possible appropriate remedy. The student will make an appointment and meet with the Chairperson. The student will be notified in writing of the Chairperson’s decision.

IF THERE IS NO RESOLUTION:

4. Appeal to the Vice President for Academic Affairs in writing within three working days of notification by the Department of Nursing Chairperson. Include in the written document circumstances of the grievance, specific concerns, and a possible appropriate remedy. The student will make an appointment and meet with the Vice President for Academic Affairs. The student will be notified in writing of the decision.

5. In all cases, the decision of the Vice President for Academic Affairs is final.
Human Subjects Protection

All DNP students, as a required assignment for NURS 870, will prepare a Human Subjects Committee Proposal for their Practice Innovation Project. The proposal will include tools, consent forms, cover letters, and answers to the points in the Human Subjects Committee application.

The proposal will be submitted to the student’s major project advisor by a designated due date during NURS 870. If human subjects are involved in the project, the application must be sent to the appropriate Human Subjects Committee for approval. Data collection using human subjects cannot be initiated until approval from the committee has been received in writing. The project advisor will also help the student determine whether or not other approval are necessary before data collection begins.

In Progress DNP Capstone and Practice Innovation Project Credits

DNP students will register for 8 credits of DNP Practice Innovation Project during year four of the program. The student will receive a pass/fail grade for the project. If the project is delayed due to circumstances beyond the student’s control, an N will be given until the project is completed and defended.

Incomplete Grades

The Department of Nursing complies with all policies related to incomplete grades.

Class Absences

Attendance at all classes is a university expectation. All students are held accountable for attaining the course outcome criteria despite absences. Students are required to notify the course professor of all absences prior to the absence or immediately thereafter in the case of an emergency. Students hold the responsibility for making up missed content and are required to submit proposed plans to make up the missed class activities no later than the next class period unless granted special permission in writing from the course professor. Online course expectations will be set out in the syllabi.

Excused Absences

There are activities that are regarded as Department of Nursing approved events for excused absences from nursing classes, labs, or practicum. In order to be an excused absence, students must be attending these events either in conjunction with their participation in a professional organization, as a class assignment, or as a professional board or committee member. Students must arrange in advance with the course faculty member to request an excused absence from class and/or lab or practicum experience to attend approved events. The student is responsible for any missed course content.

Academic Integrity

Academic honesty is highly valued at Briar Cliff University. You must always submit work that represents your original words or ideas. If any works or ideas used in a class posting or assignment submission do not represent your original work or ideas, you must cite all relevant sources and make clear the extent to which such sources were used. Works or ideas that require citation include, but are not limited to, all hard copy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable source. Please see the Briar Cliff University Catalog for more information about academic honesty, including consequences of academic dishonesty.
Graduate Student Participation in Faculty Research

Faculty members are encouraged to make learning opportunities in research or service available to graduate students outside of class. DNP or MSN students may work with faculty members conducting research in a variety of roles. The student’s involvement must be clearly outlined prior to the student being involved.

Travel

Graduate students are responsible for their own transportation to class, labs and practicum placements. Unique assignments that involve group arrangements may be negotiated with the course professor. *Travel time does not count as clinical time.*

Clinical Setting Selection for DNP Courses

1. The DNP Clinical Coordinator will select practicum sites and preceptors based on feasibility of achieving specified learning outcomes.
2. Student input into selection of a clinical area of facility *may be solicited for some* courses.
3. In order to obtain specific clinical experiences to meet course objectives, students may be required to travel to clinical settings in a variety of geographic settings. Students should be aware of the possibility of direct and the indirect expenses associated with such travel.
4. In order to maximize learning outcomes, students may be required to travel to distant or out-of-state clinical sites.
5. Student refusal to accept a clinical site may result in the student’s inability to complete the clinical hours requirement- which may delay and/or impede progress in the program plan of study.

Specific Policies for Students during Clinical Experiences in Clinical Facilities

1. Professional apparel that meets clinical experience agency guidelines is expected. No jeans or shorts or running shoes or bare midriff or low cut clothing are allowed during clinical experiences.
2. The student will work within the policies of the agency and maintain a constructive relationship with the agency.
3. The student is required to provide personal health information to clinical experience agencies as requested, including but not limited to that required by Veteran’s Administration or Indian Health Service facilities.
4. The student must wear a name pin which identifies her/his status as a Briar Cliff University graduate nursing student.
5. The student is responsible for her or his individual costs related to clinical experiences. This includes transportation and may also include overnight hotel and meal costs.

Additional Student Charges for Faculty Site Visits

- Selected courses will require a faculty member visit to the student’s practicum site.
- Students whose practicum site(s) are within 100 miles of Briar Cliff University **will not** be required to pay additional charges.
- Students whose practicum site(s) are outside 100 miles of Briar Cliff University **will be** required to pay for faculty travel to the site(s) for 1-3 site visits per semester including:
  - Mileage/Travel
  - Motel for the number of nights required
  - Rental car fees
Should a student fail a site visit requiring additional follow-up visits by faculty, the student will be responsible for all associated travel expenses for repeat visits, etc.

**GRADUATION POLICIES AND PROCEDURES**

**Choosing a Committee for the DNP Practice Innovation Project**

The Committee for the DNP Practice Innovation Project will be comprised of four members. The composition of the committee is as follows:

1. Major Advisor (Committee Chair) – must hold a terminal degree, hold Graduate Faculty status at BCU, and be a licensed registered nurse.
2. Graduate Nursing Faculty Member
3. Institutional agency sponsor member, and
4. SDSU Graduate Nursing Faculty member.

Students will first choose the major advisor (Chair) of the committee in conjunction with the DNP Clinical Coordinator and the Graduate Program Chair. When the major advisor understands the nature of the project being proposed, he/she can provide direction for choosing the remainder of the committee. The major advisor must have a terminal degree and be a licensed registered nurse.

If the major advisor (Chair) is not a Nurse Practitioner, a Nurse Practitioner will be added as the second member of the committee (Graduate Nursing Faculty Member).

The third committee member is selected from the institutional agency sponsor. Selection needs to be discussed with the committee chair prior to asking for their involvement.

**DNP Practice Innovation Project (8 cr.)**

The capstone experience provides the DNP student with opportunities to apply theoretical concepts and research evidence to Advanced Nursing Practice focused on quality of health care with underserved populations. The practice innovation project provides the DNP student with opportunities to synthesize literature and evidence to influence the development of an innovation for underserved population, health system, or community.

**Practice Innovation Project Process**

Whenever possible, coursework assignments should focus on the Practice Innovation Project topic to build a core of work in theory, evidence-based practice methods and literature sources that will be used in the project. This will assist the student in enlarging and refining their understanding of the topic of interest. The Practice Innovation Project should be developed in order to complete the project during the course of the DNP Capstone and Innovation Project coursework.

**The DNP Practice Innovation Project Proposal**

The length of the initial proposal should be no longer than 10-15 pages. Students will edit documents as recommended by the major advisor and institutional sponsor and may find they need to rework their proposal several times to achieve clarity, brevity, and completeness. Proposals must be succinct, direct, and free from jargon. All proposals are written in the future tense. The proposal should also be written in third person. If absolutely necessary, an appropriate third person term such as “this researcher” should be used. All references need to be cited in APA format.
Once the project advisor declares a proposal fully developed and feasible, the student will present their PIP Proposal to the Graduate Committee. The written paper must be sent to committee members 10 working days in advance of the meeting. Students must present the project proposal the semester before the graduation semester. It is not possible to defend the proposal and graduate in the same semester.

The DNP student must present their Practice Innovation Project Proposal in the following manner:

Committee members will ask questions and engage in dialogue about the feasibility and merit of the methodology.

Committee Actions based on the Rubric for DNP Practice Innovation Project Proposal:

- Approve Unconditionally
- Approve with Recommendations
- Disapprove, Return for Major Revisions with a second Project Proposal Review Meeting required before the project can be implemented.

If the committee decision is approval, the student may proceed with the steps outlined in Chapter 3 under the direction of the Major Advisor.

During the project proposal presentation, the major advisor takes notes and then assists students to make revisions. If IRB approval is needed, proposal revisions must be approved by the committee before the student progresses to request IRB approval. The student is expected to comply with all policies of the SDSU and/or BCU Human Subjects Committee. Additionally, proposal revisions must be completed before project implementation.

After the data collection for the project proposal has been approved and IRB approval, if needed, is secure, the student may begin the project. NOTE: Any student collecting data or working with human subjects must have current CPR certification and must carry malpractice insurance. Additional human subject approvals may need to be secured from agencies where the project is completed.

**Final Oral Examination/Practice Innovation Project Defense**

A memo is submitted from the major advisor to the Graduate Program Director requesting final oral examination 10 working days prior to the Final Oral Examination/Project Defense. The Final Oral Examination/Project Defense must occur at least 10 working days prior to commencement. The project is due to the DNP Practice Innovation Project Committee 10 working days prior to the final defense. The student arranges the date, time (two hours), and location that is agreed upon by the DNP Practice Innovation Project Committee. The Nursing Department secretary will assist with arranging the location.

The Final Oral Examination/Practice Innovation Project Defense focus is on the project and the student’s ability to defend the project. Questions to test the student’s general knowledge, judgment, and critical thinking are usually included. Initially, the student gives a 30 minute PowerPoint presentation capturing the essence of the project development, implementation, and evaluation.
Following the presentation the Advisory Committee questions the student about aspects of the Practice Innovation Project. Questions on coursework, general knowledge, judgment, and critical thinking will follow the Practice Innovation Project questioning.

The student is then dismissed and the committee makes its decision. The Committee Chair verbally informs the student of the committee’s decision.

**The DNP Practice Innovation Project Scholarly Paper**

Consult with your major advisor to complete the scholarly paper. *What you have already written in your proposal forms the basis for your scholarly paper.* You will need to review what you have already written, incorporate recommendations from your advisor or committee, and update and edit your work.

The scholarly paper describes what was done, the findings, and the conclusions. This is a 25 page paper with at least 15 references. The tense found in the proposal is changed from future (what is the plan) to past (what was done). Any deviation from the proposal must be noted and explained.

**Submission Guidelines**

**Disseminating the Results**

Students are encouraged to share results with the clinical site and/or subjects who are interested, if this is relevant for your project. For some studies, it is appropriate to share results with participants, and if you have offered to do this, it is important to do so promptly.

Dissemination of findings is a major responsibility of advanced practice nurses. As a required assignment in NURS 870, you will share your DNP Practice Innovation Project in the form of a publication. This will require a revision of your paper. Your major advisor will assist you in identifying an appropriate journal. Review the author guidelines and follow them closely. Discuss the review process with your major advisor. It is generally recommended that the manuscript be reviewed by others for clarity. Both experts on the topic and those who are not experts on the topic can provide invaluable input. Your major advisor should be consulted to assist with the process. Authorship and acknowledgements should be clear up front in the process.

It is also highly recommended that you submit your project as a poster or a paper at a regional or national meeting. This is a good way to disseminate findings with clinical relevance. It is also a good way for you to meet people with similar clinical interests and to begin to establish yourself as a DNP prepared nurse with translational research skills as well as clinical skills and interests.
Student Information

Photocopying Services

Students are responsible for expenses of photocopying related to class presentations and other course assignments.

Forms Used by Graduate Students

Forms commonly used by Graduate students can be found in the DNP Repository in the LMS.

Library Services

The Bishop Mueller Library is available for students on campus and by the world wide web. Students will also have access to the H.M. Briggs Library and the Wegner Health Science Information Center while registered for classes through SDSU.

Student Health Care

A registered nurse coordinates the health services. In addition, the nurse practitioner provides medical care during regularly scheduled hours on campus at no cost to the student. If a student is unable to see the nurse practitioner on campus, the nurse will assist the students in scheduling appointments with physicians off campus. The student may need to use insurance or pay an office fee.

Two excellent medical centers are in close proximity to the campus. Community health resources and a consulting staff of specialists are available through referral by the campus Health Office.

The Health Office provides educational programs and activities to encourage a healthy lifestyle.

Opportunities for Student Participation in Decision Making

Briar Cliff University offers a number of ways in which graduate students in nursing can participate in the decision-making related to the graduate programs in nursing. Graduate nursing students can attend the Graduate Nursing Faculty Meetings. Additionally, students are encouraged to provide input related to program effectiveness and suggestions for change and improvement.

Students are asked to evaluate each course at its completion and to the program overall. Student input is vital to continual quality improvement of the program. The feedback provided is utilized by faculty in an ongoing process of curriculum development and revision.

Financial Assistance

In efforts to help reap the rewards of a quality education, Briar Cliff provides a full range of financial aid resources. Please refer to the Briar Cliff University Catalog for a more detailed account of financial assistance available and resources to contact.
Graduation Process
MSN Nurse Educator

INTENT TO GRADUATE
The student must file an “Application for Graduation” form with the Registrar’s Office in the fall semester prior to graduation.

FINAL ASSESSMENT OF STUDENT LEARNING
Final assessment of student learning will occur in the following way:

1. Oral Comprehensive
   a. Successfully complete NURS 623 Evidence Based Practice in the spring semester of year two.
   b. Successfully complete the Oral Comprehensive in the spring semester of year two.

GRADUATION REQUIREMENTS
1. The 47 graduate credit hours for the MSN must be completed within six years of the student’s initial admission into the program.
2. Completion of the program with a CGPA of 3.0 or above.
   a. A student may receive a grade of C or C+ in the support courses.
   b. A student must attain a grade of “B-” or better in all of the nursing courses. Any course in which a student received a grade below “B-“ must be retaken at the student’s expense. No course work at another college or university will be accepted in its place.
   c. If a student fails the clinical component of a nursing course or receives a grade below “B-“ in the theory portion of a nursing course, the entire course must be repeated.
   d. A student who fails to attain a “B-“ in a nursing course is permitted to repeat that course only one time.
3. Exhibit proficiency in oral and written English:
   a. Written competency will be determined by the submission of the evidence based practice project completed during the program. This project must have received a letter grade of A or B and have been written in the APA style.
   b. Oral competency will be determined at the time of the oral comprehensive. Oral competency will be evaluated on the student’s ability to organize and articulate what was learned in project. In addition, the student’s delivery will be evaluated for professional appearance, the ability to persuade the listener(s), and the effective use of voice.

UNIVERSITY ASSESSMENT AND EVALUATION
In order to evaluate the on-going effectiveness of teaching and learning in the graduate program, students are invited to participate in the assessment process at the end of each course, at the end of the program, and as alumni.
Graduation Process
DNP

INTENT TO GRADUATE
The student must file an “Application for Graduation” form with the Registrar’s Office in the fall semester prior to graduation.

FINAL ASSESSMENT OF STUDENT LEARNING
Final assessment of student learning will occur in the following way:

1. Oral Comprehensive
   a. Successfully complete NURS 870 DNP Practice Innovation Project in the last year of study.

GRADUATION REQUIREMENTS
1. The 83 graduate credit hours for the DNP must be completed within six years of the student’s initial admission into the program.
2. Completion of the program with a CGPA of 3.0 or above.
   a. A student may receive a grade of C or C+ in the support courses.
   b. A student must attain a grade of “B-” or better in all of the nursing courses. A course in which a student received a grade below “B-” must be retaken at the student’s expense. No course work at another college or university will be accepted in its place.
   c. If a student fails the clinical component of a nursing course or receives a grade below “B-” in the theory portion of a nursing course, the entire course must be repeated.
   d. A student who fails to attain a “B-“ in a specialty course is permitted to repeat that course only one time.
3. Exhibit proficiency in oral and written English:
   a. Written competency will be determined by the submission of the practice innovation practice project completed during the program. This project must have received a grade of “pass” and have been written in the APA style.
   b. Oral competency will be determined at the time of the oral defense of the practice innovation project. Oral competency will be evaluated on the student’s ability to organize and articulate what was learned in project. In addition, the student’s delivery will be evaluated for professional appearance, the ability to persuade the listener(s), and the effective use of voice.

UNIVERSITY ASSESSMENT AND EVALUATION
In order to evaluate the on-going effectiveness of teaching and learning in the graduate program, students are invited to participate in the assessment process at the end of each course, at the end of the program, and as alumni.
Ethical Principles

In establishing the following ethical policies, the faculty of the Department of Nursing are committed to belief in the dignity, worth, and potential of each student and recognize each person’s rights and responsibilities:

1. Non-nurses, LPNs, and RNs seeking information regarding nursing education are given information on all avenues of nursing education open to them.

2. Accurate and objective information on program requirements and accreditation status is disseminated in print as well as verbally to interested individuals, groups, and the public at large.

3. No qualified person is denied admission to the nursing major because of age, race, religion, gender, marital status, or disabling condition (unless such disability would prevent the provision of safe care).

4. Students who meet the admission criteria as published and who complete the admission process as published may be admitted to the major. The maximum number admitted is evaluated annually based on the resources of the Department and available clinical experiences.

5. Students have input into curriculum content, policies, and evaluation as well as course scheduling within reasonable limitations imposed by their knowledge of the curriculum process and the resources of the program.

6. Students who are in danger of receiving less than a C in any nursing term course are so advised following papers, tests, or other evaluative methods. In Independent Research courses, students will be notified if they are not showing progress toward the completion of the work required.

7. An opportunity for interview with the chairperson of the department is provided any student who is unable to progress or is dismissed from the major because of unsatisfactory academic performance.

8. Student records are confidential. Students have access to their own records.

9. All courses in the program of studies are planned to insure comparable experiences for all students.

10. The policies regarding admission, progression, and graduation are available to students.

11. Degree candidates must meet the graduation requirements of the catalog in effect at the time of graduation or of either of the previous two catalogs, provided that the student was enrolled under the chosen catalog. ‘Was enrolled’ will include enrollment in an institution with which Briar Cliff has a joint admission articulation agreement. Briar Cliff University reserves the right to make changes in the curricula. However, any time a change is made either in courses or program offerings, appendices to the previous two catalogs will be available reflecting alternatives to programs or courses which have undergone significant changes. Students are ultimately responsible for meeting the catalog requirements for which they are eligible.

12. A grievance procedure is established for conflicts that cannot be resolved within the department.
American Nurses’ Association Code for Nurses

The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.

The nurse’s primary commitment is to the patient, whether an individual, family, group, or community.

The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient.

The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse’s obligation to provide optimum patient care.

The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal and professional growth.

The nurse participates in establishing, maintaining, and improving healthcare environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action.

The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.

The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.

The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice, and for shaping social policy.

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Statement of Student
Rights and Responsibilities

STUDENTS HAVE A RIGHT TO:

Expect faculty to demonstrate the stated ethical principles established for the program which are based upon belief in the dignity, worth, and potentialities of each student.

Access to the course and program requirements and policies governing student admission, progression, and graduation.

Channels for administrative decision-making in the Department of Nursing and the university and to participate in decision making which affects students.

 Democratically elect representatives to the Nursing Faculty Organization for the purpose of representation of the student constituency in the decision making process.

Participate in curriculum development.

Curriculum and teaching strategies which facilitate learning.

Accurate information about course and program requirements at the onset of enrollment.

Opportunity to explore topics of special interest within program and course objectives.

Faculty facilitation of opportunity for involvement in professional organizations and activities

Fair and impartial evaluation by faculty based on the stated objectives of the course, level, and the total program.

Participate in program evaluation.

A grievance procedure for adjudication of individual student grievances.

Scheduling of courses, within the resources of the program, which facilitates progression through the program of study for the majority of students.

Participate in university-wide activities – student government, cultural, social, religious, scholarly, recreational, and professional.

Access to student support services offered by the university.
STUDENTS HAVE A RESPONSIBILITY TO:

Demonstrate ethical principles in meeting course or program requirements, in professional relationships, and in peer and faculty relationships.

Be knowledgeable about program requirements and policies, assume responsibility for meeting the requirements, and abide by the policies.

Utilize appropriate channels for participation in decision-making and in the resolution of issues or problems.

Participate in the elective process and assist in bringing concerns of the student constituency to the attention of the faculty and to report discussion/action taken.

Constructively share ideas and reactions to the curriculum in formal meetings or less formal deliberation.

Maximize learning opportunities provided, transfer previous learning, and consider new ideas or relationships.

Actively participate in class discussion and other learning experiences, follow through with assignments, and share experiences with peers.

Conduct independent study and research in a way which maximizes the learning opportunity.

Participate, to the extent life circumstance permits, in professional organizations and activities.

Evaluate self in relation to course, level, program objectives, and the American Nurses’ Association Standards of Practice.

Be fair and impartial in evaluating peers in relation to learning experience or course objectives and in evaluating faculty and courses.

Follow the grievance procedure as published.

Undertake a realistic class load in view of work and family responsibilities, and reasonably adjust individual schedules to meet the needs of the majority.

Read student publications and posted notices in order to be aware of opportunities for involvement in university activities and to participate to the extent life circumstance permits.

Be knowledgeable, through the catalog and student handbook, of the resources available within the university.
General Information

TUITION
Tuition for the MSN program Fall 2014 is $556 per credit hour for matriculated and non-matriculated students. Audit fee is $278.00 per credit hour. In every case, all fees apply. Tuition and fees are subject to annual change.

Tuition for the DNP program Fall 2014 is $735 per credit hour for matriculated and non-matriculated students. Audit fee is $367.50 per credit hour. In every case, all fees apply. Tuition and fees are subject to annual change.

FEES
$35.00 Non-refundable application fee (waived for Briar Cliff alumni)
$50.00 Per credit hour student fee (library/technology) for MSN program
$50.00 Per credit hour student fee (library/technology) for DNP program

Other fees may be applicable, e.g., books, other required materials, placement bureau service, transcripts, clinical/practicum, and other services. Listed fees are for the 2014-2015 academic year.

PAYMENT
Briar Cliff’s payment policy requires all charges to be paid by the date shown on the billing statement. Checks and money orders should be made payable to Briar Cliff University. To assist students in meeting their financial obligations, a wide range of financial aid options are available.

Accounts not paid in full by the date shown on the billing statement will be assessed a late-payment charge. Unpaid account balances are subject to a one (1) percent per month late-payment charge. Before registering for a new semester students must have accounts current.

All charges are subject to change at the beginning of any semester or on 30 days’ notice. Briar Cliff will not be responsible for money or valuables. Textbooks and other supplies are sold on a cash basis in the University bookstore.

REFUNDS
If a student totally withdraws from all classes before the end of the semester, charges for tuition are made on the following basis:
- Withdrawal during the first week of the semester will result in no charge for the student.
- Withdrawal for classes anytime after the first week will result in a pro-rated charge based on the number of days the student attended class up to the 60% completion date of the semester.
- Withdrawal after the 60% completion date will result in no refund
- Other fees, such as general, activity, or laboratory, are assessed and payable at registration; they are not refundable.

Online Course Withdrawals:
If a student withdraws from an online class prior to logging into the class, the refund is 100%. Once a student has logged in to take the class, there is no refund.
FINANCIAL AID
Assistance may be applied for by completing the Free Application for Federal Student Aid (FAFSA) and listing Briar Cliff University’s Title IV School Code 001846. This allows students the opportunity to be considered for federal financial aid. The federal financial aid programs BCU has available to students include:
- Federal Stafford Loan
- Federal Perkins Loan
- Federal Work Study
Guidance for applying for graduate-specific grants and scholarships is available from the Program Director or Advisor. Students who have questions regarding the financial aid process can contact the Department of Financial Aid at 1-800-662-3303, ext. 5239 or 712-279-5239.

TRANSCRIPTS
Transcripts can be obtained from the Registrar’s Office (provided all financial obligations to the university have been met) by completing the “Request for Transcript” form and paying the appropriate fee.

GRADUATE STUDENT SERVICES
Bishop Mueller Library
Office of Admissions
Office of the Registrar
University Bookstore (electronic and on-campus)

HEALTH SERVICES
Medical care is provided by a nurse practitioner on campus during regularly scheduled hours.

IDENTIFICATION CARDS
Students enrolled at Briar Cliff University are expected to carry a current student identification card. The card is the official university identification and may be used to gain admission to Briar Cliff University activities and facilities.

The card must be validated at the beginning of each year of enrollment at Briar Cliff by the Registrar’s office. Alteration of a Briar Cliff University identification card, except by university officials, is prohibited and will result in disciplinary action.

All students are held responsible for all uses of their card until its loss is reported in writing to the Registrar’s office. There will be a charge for replacing the card.

Lending this card or failure to present it when requested by authorized university personnel, i.e., student leaders, faculty members, or official members of the university staff, is in violation of university regulations and will result in disciplinary or legal action.

PARKING
For safety and security reasons, all cars parked on Briar Cliff property must have a valid parking permit. This includes students, faculty, staff, and visitors. Parking permits must be obtained from the Security Office (Ground Floor, Heelan Hall, 279-5430) at the time of orientation.

The responsibility of finding authorized parking spaces rests with the motor vehicle operator. Lack of a parking space, mechanical problems, or other disabilities are not considered valid excuses for failure to comply with these regulations.
Continuous violations of parking regulations as well as student vehicles found unregistered may result in referral by campus security for university disciplinary action. Frequent parking violators will be subject to towing or the application of the Denver Lock (boot) to their vehicle. The Security Office reserves the right to utilize these measures when deemed appropriate.

**FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974**
The Family Education Rights and Privacy Act of 1974 (Buckley Amendment), a federal law, provides that students in post-secondary institutions be extended the right to inspect and review records, files, documents and other materials which contain information directly related to them. The law specifically denies access to such confidential records to all other parties without the written consent of the student, except under limited and specific circumstances.

Briar Cliff University is in full compliance with the federal law pertaining to student records. A complete statement of the Family Education Rights and Privacy Act of 1974 is available in the Office of Student Development.
### MSN Curriculum

#### CORE COURSES

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 501</td>
<td>Theoretical Foundations For Advanced Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 510</td>
<td>Health Care Systems: Paradigms, Policy and Ethics</td>
<td>3</td>
</tr>
<tr>
<td>NURS 520</td>
<td>Foundations of Advanced Nursing Practice</td>
<td>3</td>
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<tr>
<td>MATH 540</td>
<td>Biostatistics</td>
<td>3</td>
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<tr>
<td>NURS 535</td>
<td>Nursing Research (Nursing Educator)</td>
<td>3</td>
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<tr>
<td>BIOL 550</td>
<td>Advanced Human Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>NURS 560</td>
<td>Advanced Health Assessment</td>
<td>2</td>
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<tr>
<td>NURS 645</td>
<td>Advanced Pharmacology</td>
<td>4</td>
</tr>
<tr>
<td>NURS 623</td>
<td>Evidence Based Practice..</td>
<td>3</td>
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</tbody>
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#### NURSE EDUCATOR COURSES

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>NURS 580</td>
<td>Theoretical Foundations in Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>NURS 590</td>
<td>Curriculum and Instruction</td>
<td>3</td>
</tr>
<tr>
<td>NURS 660</td>
<td>Teaching &amp; Evaluating Learning in Colleges of Nursing (Theory Based)</td>
<td>3</td>
</tr>
<tr>
<td>NURS 665</td>
<td>Teaching &amp; Evaluating Learning in Colleges of Nursing (Clinical Based)</td>
<td>3</td>
</tr>
<tr>
<td>NURS 673</td>
<td>Teaching in Colleges of Nursing Practicum</td>
<td>5</td>
</tr>
</tbody>
</table>

#### NOTE

- Clinical refers to the portion of a theory course used to refine and enhance the skills and theory presented in the classroom. 1 credit hour = 40 contact hours
- Practicum refers to a standalone course emphasizing the application and refinement of therapies and skills. 1 credit hour = 100 contact hours
- Faculty/student ratio in clinical will not exceed 1:6.
DNP Curriculum

CORE COURSES

NURS 510 - Healthcare Systems: Paradigms, Policy and Ethics ........................................ 3 cr
NURS 520 - Foundations of Advanced Nursing Practice .................................................... 3 cr
NURS 529 – Research Methods for Advanced Practice Nursing ........................................ 3 cr
MATH 540 – Biostatistics ......................................................................................................... 3 cr
NURS 631 – Advanced Health Assessment ........................................................................... 4 cr
NURS 632 - Advanced Practice Skills Lab ............................................................................. 1 cr
BIOL 623 – Advanced Pathophysiology ............................................................................... 4 cr
NURS 645 – Advanced Pharmacology .................................................................................. 4 cr
NURS 675 – Cultural Competence in Healthcare .................................................................... 3 cr
NURS 750 – Transformational Leadership ............................................................................. 3 cr
NURS 760 – Health Promotion and Disease Prevention Throughout the Lifespan for Advanced Practice .................................................. 3 cr
NURS 835 – Ethical Issues Influencing Practice & Research in Health Disciplines .............. 3 cr
NURS 850 – Philosophical & Theoretical Foundations for Evidence Based Care .............. 3 cr
NURS 855 – Translational Research in Health Care ............................................................... 3 cr
NURS 860 – Health Operations & Financial Management for Nurse Leaders .................. 3 cr
NURS 870 – DNP Practice Innovation Project ....................................................................... 8 cr

FAMILY NURSE PRACTITIONER COURSES

NURS 710 – Primary Care in Pediatrics ................................................................................ 4 cr
NURS 715 – Primary Care of the Adult I ............................................................................. 4 cr
NURS 730 – Primary Care of the Adult II ........................................................................... 4 cr
NURS 741 – FNP Practicum I ................................................................................................. 2 cr
NURS 742 – FNP Practicum II ............................................................................................... 3 cr
NURS 743 – FNP Practicum III ............................................................................................. 2 cr
NURS 744 – FNP Practicum IV ............................................................................................. 4 cr
NURS 745 – FNP Practicum V ............................................................................................... 6 cr

ADULT/GERONTOLOGY NURSE PRACTITIONER COURSES

NURS 715 – Primary Care of the Adult I ............................................................................. 4 cr
NURS 730 – Primary Care of the Adult II ........................................................................... 4 cr
NURS 735 – Primary Care of the Elderly .............................................................................. 4 cr
NURS 751 – AGNP Practicum I ............................................................................................. 2 cr
NURS 752 – AGNP Practicum II .......................................................................................... 3 cr
NURS 753 – AGNP Practicum III ......................................................................................... 2 cr
NURS 754 – AGNP Practicum IV .......................................................................................... 4 cr
NRSU 755 – AGNP Practicum V ............................................................................................ 6 cr

NOTE

• Lab refers to the portion of a theory course used to refine and enhance the skills and theory presented in the classroom. 1 credit hour = 40 contact hours
• Practicum refers to a standalone course emphasizing the application and refinement of therapies and skills. 1 credit hour = 60 contact hours
• Faculty/student ratio in clinical will not exceed 1:6.
Oral Comprehensive Policy

MSN

The Oral Comprehensive requires the student to demonstrate an integration of theory, research, and practice at the advanced level in a scholarly, master’s level oral presentation. The Oral Comprehensive is designed to be completed during the last semester of the student’s academic program.

The Graduate Nursing Faculty has developed a course of study to facilitate the integration of theory, research, and practice. It is required that students complete NURS 621/622 Evidence Based Practice prior to the presentation.

Each Oral Comprehensive is evaluated by randomly selected nursing graduate faculty members. Two faculty members evaluate each presentation.

The MSN Program Director will notify the student of the outcome of the Oral Comprehensive, including a summary of comments from the faculty evaluators should a student be unsuccessful in passing the exam or presentation. Students who successfully pass the examination/presentation will not receive a summary.

The grading criteria for the Oral Comprehensive will be provided to the student prior to the presentation. The percentages for theory, research, and practice are equally weighted for credit and students must pass all sections to pass the exam. Honor code violations will result in immediate failure. The Oral Comprehensive presentation will be limited to 30 minutes; a question/answer session will immediately follow the presentation.

If a student fails the examination on the initial attempt, he/she has the opportunity to retake the examination one time. It is strongly recommended the student review the comments made by the evaluators in order to identify areas that need remediation. Students may re-attempt the examination no sooner than the following semester while enrolled in the course NURS 675 Oral Comprehensive for one (1) credit. Oral Comprehensive is not offered during the summer sessions. Students who fail the Oral Comprehensive on the second attempt will be dismissed from the program.

INSTRUCTIONS

For the Oral Comprehensive, the guidelines below will be followed:

a. The Oral Comprehensive is a scholarly presentation of the student’s ability to integrate and synthesize theory, research, and practice. The grading criteria and content sheet are included in this section. Each area is to be thoroughly addressed.

b. The Oral Comprehensive will be scheduled in the final term of study.

c. An LCD, laptop, and overhead will be available for use.

d. If handouts are used, supply enough for three evaluators.

e. A maximum of 30 minutes will be allowed for the presentation followed by a question/answer session. The evaluators will then meet to decide the outcome evaluation of the Oral Comprehensive.

f. Discussion of the Oral Comprehensive with anyone other than the MSN Program Director is not allowed.
The Oral Comprehensive can and should be a step toward the evolvement as an advanced practice nurse or nurse educator and will help build confidence and personal belief structure about professional growth through education. Questions regarding the process and procedures described above should be directed to either the student’s academic advisor or Richard Petersen, MSN Program Director, at 712-279-1662.

**ORAL COMPREHENSIVE CONTENT**

The purpose of the Oral Comprehensive is to have the graduate student demonstrate utilization and integration of theory, research, and practice. While addressing the scenarios below, students should devote equal time to each section and use the grading criteria as a guide to content areas.

**Nurse Educator Comprehensive**

1. Identify, describe, and integrate a theory/conceptual framework/philosophy into a coherent teaching philosophy that will guide your educational practice.

2. Based upon your teaching philosophy, develop and present a research proposal that integrates a research question related to the teaching/learning process and nursing education.

3. What are the implications of the research to your future development in nursing education?
ORAL COMPREHENSIVE EXAMINATION

Nurse Educator Grading Criteria

Each section of the comprehensive examination is equally weighted in grading (theory, practice, and research). Students are expected to use the latest edition of APA format and evaluators may deduct additional points from final grade if APA is incorrectly used. Honor code violations will result in automatic failure.

<table>
<thead>
<tr>
<th>Conceptual/Theoretical Framework (50%)</th>
<th>Research Proposal (50%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify a theory/conceptual framework/philosophy</td>
<td>Present a research question and describe its relevance to the teaching/learning process</td>
</tr>
<tr>
<td>Describe major concepts using appropriate terminology</td>
<td>Present a research proposal to investigate the research questions, include:</td>
</tr>
<tr>
<td>Describe the relationship of concepts</td>
<td>Design/methodology</td>
</tr>
<tr>
<td>Synthesize and integrate the theory into your educational practice (how does it guide or frame your interventions and evaluation decisions)</td>
<td>Sample</td>
</tr>
<tr>
<td>Description of how the theory guides teaching strategies and evaluation</td>
<td>Measurement</td>
</tr>
<tr>
<td>Develop your teaching philosophy that incorporates the above</td>
<td>Date collection methods</td>
</tr>
<tr>
<td></td>
<td>Analysis Plan</td>
</tr>
<tr>
<td></td>
<td>Describe implications of research to nursing education</td>
</tr>
</tbody>
</table>

Grading Guidelines for Comprehensive Examination (Nurse Educator option)

<table>
<thead>
<tr>
<th>Grading Guidelines for Comprehensive Examination (Nurse Educator option)</th>
<th>Satisfactory</th>
<th>Marginal</th>
<th>Unsatisfactory</th>
<th>Comments</th>
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<tr>
<td><strong>Research Proposal</strong></td>
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<td></td>
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</tr>
</tbody>
</table>
Present a research proposal to investigate the research questions, include:
- Design/methodology
- Sample
- Measurement
- Date collection methods
- Analysis Plan

Describe implications of research to nursing education

Student’s Name ______  Faculty Name ____________________________  Date ______________________

Pass __________________  Fail ___________________

2010, F, Forms, Instructions for Oral Comp Exam
Course Descriptions

MSN CORE COURSES

NURS 501 Theoretical Foundations For Advanced Nursing Practice  3 sem. hrs.
Focuses on philosophical and theoretical foundations of advanced nursing practice. An emphasis is placed on concepts, conceptual models, and theories as they have developed in nursing, as well as theoretical foundations from related disciplines. The relationships between theory, research and clinical practice is analyzed. Ethical, cultural, legal and political issues and their impact on the profession and the delivery of health care are discussed from a variety of perspectives. Graduates are prepared to holistically care for a variety of clients incorporating a theory basis for their practice. (3:0)

NURS 510 - Health Care System: Paradigms, Policy and Ethics  3 sem. hrs.
This course surveys the current health care milieu from both a national and global perspective. Particular consideration of governmental/legal, fiscal and society values and philosophies, spiritual, moral/ethical issues will unfold the current context of health care delivery. In depth analysis focuses on health care organizations, ethics, financing and public policy, and the associated role of the advanced practice nurse in light of the social contact with the public, and opportunities to advocate for social justice and healthy environments. (3:0)

NURS 520 - Foundations Of Advanced Nursing Practice  3 sem. hrs.
Students have the opportunity to prepare for practice as an advanced practice registered nurse. Didactic experiences focus on the complex dynamics and issues encountered in clinical practice, education and administration as well as the attendant ethical and legal issues. Students develop knowledge and competencies to practice collaboratively with other health care providers, assume leadership for wholistic client care and advocacy for clients and the public. The practicum focuses on initial practice in the advanced practice roles as an educator, researcher, advocate, clinician, consultant, collaborator, and systems manager. (3:0)

MATH 540 – Biostatistics  3 sem. hrs.
This course focuses on the relationship between research methodology and quantitative statistical procedures, specifically it emphasizes the study of research methods and statistics in sufficient depth so that the advanced practice nurse can translate research findings into clinical practice, and plan and conduct investigations and program evaluations for improvement of health services. Specifically, this course focuses on computer-based calculations/data management, and interpreting and analyzing statistics most often encountered in clinical and educational research.

NURS 535 – Nursing Research  3 sem. hrs.
Focuses on methods of inquiry as a basis for the expansion of nursing knowledge and application of research in nursing education. Selection of research methods to identify nursing education problems are addressed within an ethical context. The course provides a basis for evaluation of published research, supports application of formalized quantitative and qualitative methods, and prepares the graduate to conduct research studies and incorporate evidence based practice into their role as nurse educators. Analysis of research studies, the identification of specific research problems in nursing education, and the development of a research proposal are expected outcomes of this course. (3:0)
Prerequisite or concurrent: MATH 535 Graduate Statistics
BIOL 550 – Advanced Human Pathophysiology 3 sem. hrs.
Focuses on cellular physiological and pathophysiological processes through the lifespan, in order to provide a foundation for wholistic clinical assessment, decision-making, and clinical management. Emphasis is on commonly found altered health states based on current epidemiological trends. Integration of current research from nursing and other disciplines is used to explore the pathophysiological processes, the compensatory mechanisms, and the rationales for clinical interventions. The advanced practice clinician will be able to utilize this knowledge as a basis for interpreting changes in normal physiologic function, and in prescribing appropriate treatment modalities. (3:0)

NURS 560 - Advanced Health Assessment 2 sem. hrs.
This course focuses on the expansion and refinement of the clinician’s skills in collecting and integrating wholistic data necessary for a comprehensive health assessment, including functional assessment, health history, physical examination and indicated diagnostic testing. It is designed to strengthen the physical, psychological, social-cultural, developmental and spiritual assessment throughout the lifespan. Laboratory and clinical experiences in advanced practice skills are used to emphasize the differentiation between normal and abnormal findings. The enhancement of wholistic assessment skills is intended to serve as the basis for ensuring appropriate and effective clinical decision-making in advanced practice. Co-requisites: BIOL 550. (1:1)

NURS 623 – Evidence Based Practice I 3 sem. hrs.
This course offers the opportunity to develop and/or revise nursing clinical practice or protocols based on scientific rigorous empirical and qualitative evidence. Includes actual implementation of the proposed change. (3:0)

NURS 645 - Advanced Pharmacology Across the Lifespan 4 sem. hrs.
This course presents advanced principles of pharmacology, including both the pharmacotherapeutics and pharmacokinetics of selected drug groups and their clinical application. It is designed to build upon the understanding of pathophysiological mechanisms of disease processes and wholistic health assessment, and to provide the foundation for clinical competency in therapeutic drug prescription and administration. Emphasis is placed on developing knowledge and aptitudes in safely and effectively assessing, diagnosing, and treating common health alterations, and the related professional, ethical and legal issues in prescriptive practice. Synthesis and application of pharmacological principles will also be integrated within the clinical practice experience. (4:0)

NURS 760 – Health Promotion and Disease Prevention Throughout the Lifespan for Advanced Practice 3 sem. hrs.
This course provides a basis for advanced practice nursing by exploring current issues, theories and research in health promotion and disease prevention related to individuals and families throughout the lifespan, aggregates, and communities. The role of the advanced practice nurse in risk assessment, counseling, education and screening will be emphasized. Learners will utilize critical analysis and application of community preventive service guidelines, health promotion and disease prevention theories and models, and implementation strategies. Learners will apply knowledge to the development of an individual or community based educational project designed to promote health and prevent disease. (2:1)
Nurse Educator

The student pursuing the Nurse Educator option will participate in didactic and clinical learning experiences. The clinical requirements for NURS 590, 660 and 665 include 40 hours of teaching-related experiences. Opportunities for teaching will be developed with the faculty member and may include lectures or other class presentations, in-service or health education presentations, clinical supervision or other opportunities that are available.

NURS 580 - Theoretical Foundations in Higher Education 3 sem. hrs.
This course examines the structural characteristics, dynamics and functions of the social institution of higher education in the American study of the context of higher education focuses on the historical, political, legal, economic, socio-cultural, religious and technologic factors that have shaped and continue to influence the American higher educational experience. The course focuses on character development/ethics in teaching, cognitive development/learning theories, and roles of academician. (3:0)

NURS 590 - Curriculum and Instruction 3 sem. hrs.
In this course, students study the historic, present, and anticipated context of curriculum development in nursing, and the related diverse pedagogical and andragogical approaches to nursing education. Emphasis is devoted to curricular development, planning, implementation and evaluation within associate degree and baccalaureate degree nursing programs. The clinical experience focuses on development, planning and evaluating curricula. (2:1)

NURS 660 - Teaching and Evaluating Learning in Colleges of Nursing (Theory Based) 3 sem. hrs.
This course considers educational theories and practices currently influencing teaching, including contrasting frameworks of motivation and learning, learning and thinking styles, and models of teaching. A critical analysis of the research and practices in the use of instructional technology in higher education will be covered. The 40-hour clinical focuses on developing teaching strategies for the reflective nurse educator with emphasis on theories of learning, ethics, planning course units and teaching sessions, learning styles, teaching approaches that promote critical thinking, and evaluation processes. (2:1)

NURS 665 - Teaching and Evaluating Learning in Colleges of Nursing (Clinical Based) 3 sem. hrs.
This course considers educational theories and practices currently influencing clinical teaching, including contrasting frameworks of motivation and learning, acquisition of clinical aptitudes, models of teaching, and clinical scholarship. A critical analysis of the research and practices in the development of excellent clinical practice is emphasized. The 40-hour clinical focuses on developing teaching strategies for the reflective nurse educator with emphasis on theories of learning, ethics, planning clinical teaching sessions, approaches that promote critical thinking, development of clinical aptitudes, and evaluation techniques. (2:1)

NURS 673 - Teaching in Colleges of Nursing Clinical 5 sem. hrs.
This is the culminating course for the Nurse Educator Master’s sequence. In the seminar component students will examine their role as educational colleagues and leaders, how they have been influenced by their course of studies, and have integrated values and ethics. The presentation of the electronic portfolio will demonstrate how the student has incorporated knowledge gained from the program and put into practice at educational sites. Participation in the exit interview will complete the requirements of the Seminar component. The 160-hour student teaching clinical focuses on developing and implementing teaching-learning strategies for the nurse educator with emphasis on theories of learning, ethics, planning course units and teaching-learning sessions, learning styles, integrating teaching approaches that promote critical thinking, the integration of instructional technology, and evaluation of learning and program effectiveness. (1:4)
Course Descriptions

DNP CORE COURSES

NURS 510 - Heath Care System: Paradigms, Policy and Ethics 3 sem. hrs.

This course surveys the current health care milieu from both a national and global perspective. Particular consideration of governmental/legal, fiscal and society values and philosophies, spiritual, moral/ethical issues will unfold the current context of health care delivery. In depth analysis focuses on health care organizations, ethics, financing and public policy, and the associated role of the advanced practice nurse in light of the social contact with the public, and opportunities to advocate for social justice and healthy environments. (3:0)

NURS 520 - Foundations Of Advanced Nursing Practice 3 sem. hrs.

Students have the opportunity to prepare for practice as an advanced practice registered nurse. Didactic experiences focus on the complex dynamics and issues encountered in clinical practice, education and administration as well as the attendant ethical and legal issues. Students develop knowledge and competencies to practice collaboratively with other health care providers, assume leadership for wholistic client care and advocacy for clients and the public. The practicum focuses on initial practice in the advanced practice roles as an educator, researcher, advocate, clinician, consultant, collaborator, and systems manager. (3:0)

MATH 540 – Biostatistics 3 sem. hrs.

This course focuses on the relationship between research methodology and quantitative statistical procedures, specifically it emphasizes the study of research methods and statistics in sufficient depth so that the advanced practice nurse can translate research findings into clinical practice, and plan and conduct investigations and program evaluations for improvement of health services. Specifically, this course focuses on computer-based calculations/data management, and interpreting and analyzing statistics most often encountered in clinical and educational research.

NURS 529 – Research Methods for Advanced Practice Nursing 3 sem. hrs.

Focuses on methods of inquiry as a basis for the expansion of nursing knowledge and application of research in nursing education. Selection of research methods to identify nursing education problems are addressed within an ethical context. The course provides a basis for evaluation of published research, supports application of formalized quantitative and qualitative methods, and prepares the graduate to conduct research studies and incorporate evidence based practice into their role as nurse educators. Analysis of research studies, the identification of specific research problems in nursing education, and the development of a research proposal are expected outcomes of this course. (3:0)

Prerequisite or concurrent: MATH 540 Biostatistics
BIOL 623 – Advanced Human Pathophysiology Across the Lifespan 4 sem. hrs.

Focuses on cellular physiological and pathophysiological processes through the lifespan, in order to provide a foundation for wholistic clinical assessment, decision-making, and clinical management. Emphasis is on commonly found altered health states based on current epidemiological trends. Integration of current research from nursing and other disciplines is used to explore the pathophysiological processes, the compensatory mechanisms, and the rationales for clinical interventions. The advanced practice clinician will be able to utilize this knowledge as a basis for interpreting changes in normal physiologic function, and in prescribing appropriate treatment modalities. (4:0)

NURS 631 - Advanced Health Assessment Across the Lifespan 4 sem. hrs.

This course focuses on the expansion and refinement of the clinician’s skills in collecting and integrating wholistic data necessary for a comprehensive health assessment, including functional assessment, health history, physical examination and indicated diagnostic testing. It is designed to strengthen the physical, psychological, social-cultural, developmental and spiritual assessment throughout the lifespan. Laboratory and clinical experiences in advanced practice skills are used to emphasize the differentiation between normal and abnormal findings. The enhancement of wholistic assessment skills is intended to serve as the basis for ensuring appropriate and effective clinical decision-making in advanced practice. (3:1)

NURS 632 – Advanced Practice Skills Lab 1 sem. hr

This laboratory course focuses on the competencies of technical clinical skills for advanced practice.

NURS 645 - Advanced Pharmacology Across the Lifespan 4 sem. hrs.

This course presents advanced principles of pharmacology, including both the pharmacotherapeutics and pharmacokinetics of selected drug groups and their clinical application. It is designed to build upon the understanding of pathophysiologic mechanisms of disease processes and wholistic health assessment, and to provide the foundation for clinical competency in therapeutic drug prescription and administration. Emphasis is placed on developing knowledge and aptitudes in safely and effectively assessing, diagnosing, and treating common health alterations, and the related professional, ethical and legal issues in prescriptive practice. Synthesis and application of pharmacological principles will also be integrated within the clinical practice experience. (4:0)

NURS 760 – Health Promotion and Disease Prevention Throughout the Lifespan for Advanced Practice 3 sem. hrs.

This course provides a basis for advanced practice nursing by exploring current issues, theories and research in health promotion and disease prevention related to individuals and families throughout the lifespan, aggregates, and communities. The role of the advanced practice nurse in risk assessment, counseling, education and screening will be emphasized. Learners will utilize critical analysis and application of community preventive service guidelines, health promotion and disease prevention theories and models, and implementation strategies. Learners will apply knowledge to the development of an individual or community based educational project designed to promote health and prevent disease. (3:0)
This capstone experience provides the DNP student with opportunity to apply theoretical concepts and research evidence to advanced nursing practice focused on quality health care with rural or underserved populations. Students will compare and contrast models of care delivery and organizational systems. Literature and evidence will be synthesized to influence the development of an innovation project for a rural or under-served population, health system, or community. The advanced practice nursing student will develop a transformative Advanced Practice Nursing model or intervention that improves health care practice and quality of care. (8:0)
DOCTOR OF NURSING PRACTICE COURSES
SOUTH DAKOTA STATE UNIVERSITY

South Dakota State University Course Descriptions

NURS 675 Cultural Competence in Health Care 3 sem. hrs.
This course will increase the student’s awareness regarding the dimensions and complexities involved in caring for people from diverse cultural backgrounds. The issues of health care delivery will be explored and contrasted with the choices that people must make when attempting to deal with health care issues. (3:0)

NURS 750 Transformational Leadership 3 sem. hrs.
This course provides an analysis of effective and efficient methods of providing leadership in the nursing profession. Discussion of a variety of situations that the nursing leader negotiates with regard to strategic planning, program and facility development, budget preparation, fund raising, program evaluation, and the accreditation process. (3:0)

NURS 835 Ethical Issues Influencing Practice and Research in Health Disparities 3 sem. hrs.
This course is an in-depth critical analysis of ethical dimensions encompassing health care, politics, policy, medicine, research, and clinical practice. Interdisciplinary perspectives are utilized to synthesize ethical positions and viewpoints on health-related issues for individuals, groups, and populations in contemporary society. (3:0)

NURS 850 Philosophical and Theoretical Foundations for Evidence Based Care 3 sem. hrs.
This course will prepare the student to analyze significant practice issues with the theoretical and scientific underpinnings of knowledge-based practice. The student will employ advanced clinical judgment to assess the evidence from nursing theories and models, interdisciplinary theories, research findings, and value systems of clients. (3:0)

NURS 855 Translational Research in Healthcare 3 sem. hrs.
DNP students will critique the quality of evidence derived from quantitative and qualitative research. Students will determine how evidence derived from research will guide advanced practice and inform quality care for diverse populations, including the rural or underserved. Implications for new advanced nursing practice models based on research and culturally congruent policies and practices to improve care will be explored. (3:0)

This course focuses on business skills needed by the nurse executive or advance practice nurse to lead, influence, and develop healthcare delivery systems. Principles of financial management, healthcare economics, human resource and productivity management, strategic management, marketing, and information management and their application to healthcare delivery systems will be examined. Students will apply these business skills to selected specialty areas. (3:0)
FAMILY NURSE PRACTITIONER COURSES

NURS 710 – Primary Care in Pediatrics 4 sem. hrs.

This course explores utilization of all levels of prevention with a focus on primary health care delivery, and primary and secondary prevention: health promotion, risk screening, and disease prevention in the pediatric population. Current research and epidemiological trends in health care are explored and serve as the foundation for application of clinical decision making in advanced practice roles. Within a context of values and ethics, this course provides opportunity for discussion, differentiation, and application of the concepts related to various clinical practice roles. Laboratory and clinical experiences allow students to apply theory and research in diagnosing and treating common health concerns seen in primary care, and emphasizes promotion of the client’s wholistic health. (Student must meet with the clinical faculty during the term preceding their enrollment to arrange for the clinical component of this course). (3:1)

NURS 715 – Primary Care of the Adult I 4 sem. hrs.

This course explores utilization of all levels of prevention with a focus on primary health care delivery and primary and secondary prevention with the mid-life family: health promotion, risk screening, disease prevention, and diagnosis and early treatment of health alterations. Theory and clinical experiences focus on students’ use of diagnostic reasoning skills to diagnose and treat common health concerns seen in primary care. Current research and epidemiological trends in health care are explored and serve as the foundation for application of clinical decision making in advanced practice roles. Within a context of values and ethics, this course provides opportunity for discussion, differentiation, and application of the concepts related to various clinical practice roles. Laboratory and clinical experiences allow students to apply theory and research in diagnosing and treating common health concerns seen in primary care, and emphasizes promotion and restoration of the client’s wholistic health. (Student must meet with the clinical faculty during the term preceding their enrollment to arrange for the clinical component of this course). (3:1)

NURS 730 – Primary Care of the Adult II 4 sem. hrs.

This course explores utilization of all levels of prevention with a focus on primary health care delivery and secondary and tertiary prevention with the older-adult family: diagnosis and early treatment of health alterations and reduction of complications and health maintenance. Both theory and clinical experiences focus on students’ use of diagnostic reasoning skills to diagnose and treat common health concerns seen in gerontologic-based primary care. Current research and epidemiological trends in health care are explored and serve as the foundation for application of clinical decision making in advanced practice roles. Within a context of values and ethics, this course provides opportunity for discussion, differentiation, and application of the concepts related to various clinical practice roles. Laboratory and clinical experiences allow students to apply theory and research in diagnosing and treating common health concerns seen in primary care, and emphasizes restoration and maintenance of the client’s wholistic health. (Student must meet with the clinical faculty during the term preceding their enrollment to arrange for the clinical component of this course). (3:1)

NURS 741 – FNP Practicum I 2 sem. hrs.

This course sequence is specific to the FNP option. NURS 740-744 are designed to provide a minimum of 1000 hours of clinical practice in order to meet eligibility for the certification examination. Students enrolled in this clinical practicum will be expected to integrate values and ethics and apply the theories and concepts of the NP role in clinical practice with families throughout the lifespan. Emphasis is placed on comprehensive assessment, management, and
evaluation of health care needs of the adults and children within a family system. As the culminating course for the Family Nurse Practitioner Role Preparation, this seminar will ask students to examine their role as health care providers and show how they have been influenced by their course of studies. (0:2)

**NURS 742 – FNP Practicum II**

This course is specific to the FNP option and is a continuation of NURS 741. (1:3)

**NURS 743 – FNP Practicum III**

This course is specific to the FNP option and is a continuation of NURS 742. (0:2)

**NURS 744 – FNP Practicum IV**

This course is specific to the FNP option and is a continuation of NURS 743. (1:3)

**NURS 745 – FNP Practicum V**

This course is specific to the FNP option and is a continuation of NURS 744. (1:5)

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**ADULT/GERONTOLOGY NURSE PRACTITIONER COURSES**

**NURS 715 – Primary Care of the Adult I**

This course explores utilization of all levels of prevention with a focus on primary health care delivery and primary and secondary prevention with the mid-life family: health promotion, risk screening, disease prevention, and diagnosis and early treatment of health alterations. Theory and clinical experiences focus on students’ use of diagnostic reasoning skills to diagnose and treat common health concerns seen in primary care. Current research and epidemiological trends in health care are explored and serve as the foundation for application of clinical decision making in advanced practice roles. Within a context of values and ethics, this course provides opportunity for discussion, differentiation, and application of the concepts related to various clinical practice roles. Laboratory and clinical experiences allow students to apply theory and research in diagnosing and treating common health concerns seen in primary care, and emphasizes promotion and restoration of the client’s wholistic health. (Student must meet with the clinical faculty during the term preceding their enrollment to arrange for the clinical component of this course). (3:1)

**NURS 730 – Primary Care of the Adult II**

This course explores utilization of all levels of prevention with a focus on primary health care delivery and secondary and tertiary prevention with the older-adult family: diagnosis and early treatment of health alterations and reduction of complications and health maintenance. Both theory and clinical experiences focus on students’ use of diagnostic reasoning skills to diagnose and treat common health concerns seen in gerontologic-based primary care. Current research and epidemiological trends in health care are explored and serve as the foundation for application of clinical decision making in advanced practice roles. Within a context of values and ethics, this course provides opportunity for discussion, differentiation, and application of the concepts related to various clinical practice roles. Laboratory and clinical experiences allow students to apply theory
and research in diagnosing and treating common health concerns seen in primary care, and emphasizes restoration and maintenance of the client’s wholistic health. (Student must meet with the clinical faculty during the term preceding their enrollment to arrange for the clinical component of this course). (3:1)

**NURS 735 – Primary Care of the Elderly**  
4 sem. hrs.

This course explores utilization of all levels of prevention with a focus on primary health care delivery, and primary and secondary prevention: health promotion, risk screening, and disease prevention in the gerontologic population. Current research and epidemiological trends in health care are explored and serve as the foundation for application of clinical decision making in advanced practice roles. Within a context of values and ethics, this course provides opportunity for discussion, differentiation, and application of the concepts related to various clinical practice roles. Laboratory and clinical experiences allow students to apply theory and research in diagnosing and treating common health concerns seen in primary care, and emphasizes promotion of the client’s wholistic health. (Student must meet with the clinical faculty during the term preceding their enrollment to arrange for the clinical component of this course). (3:1)

**NURS 751 – AGNP Practicum I**  
2 sem. hrs.

This course sequence is specific to the AGNP option. NURS 750-754 are designed to provide a minimum of 1000 hours of clinical practice in order to meet eligibility for the certification examination. Students enrolled in this clinical practicum will be expected to integrate values and ethics and apply the theories and concepts of the NP role in clinical practice with adults and gerontologic patients. Emphasis is placed on comprehensive assessment, management, and evaluation of health care needs of the adults and children within a family system. As the culminating course for the Family Nurse Practitioner Role Preparation, this seminar will ask students to examine their role as health care providers and show how they have been influenced by their course of studies. (0:2)

**NURS 752 – AGNP Practicum II**  
3 sem. hrs.

This course is specific to the AGNP option and is a continuation of NURS 751. (1:3)

**NURS 753 – AGNP Practicum III**  
2 sem. hrs.

This course is specific to the AGNP option and is a continuation of NURS 752. (0:2)

**NURS 754 – AGNP Practicum IV**  
4 sem. hrs.

This course is specific to the AGNP option and is a continuation of NURS 753. (1:3)

**NURS 755 – AGNP Practicum V**  
6 sem. hrs.

This course is specific to the AGNP option and is a continuation of NURS 754. (1:5)
# Nurse Educator

## Two Year Online Schedule

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>J Term</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 1</strong></td>
<td>NURS 501 Theoretical</td>
<td>NURS 560 Adv. Health</td>
<td>NURS 535 Nsg Research</td>
</tr>
<tr>
<td></td>
<td>Foundations 3</td>
<td>Assess 2</td>
<td>BIOL 550 Adv. Pathophysiology 3</td>
</tr>
<tr>
<td></td>
<td>NURS 520 Found. Adv. Prac.</td>
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<td>MATH 540 Biostatistics 3</td>
</tr>
<tr>
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<tr>
<td></td>
<td>NURS 760 Health Promotion</td>
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<tr>
<td></td>
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<tr>
<td><strong>Summer</strong></td>
<td>NURS 645 Adv. Pharm</td>
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<tr>
<td></td>
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<tr>
<td></td>
<td>NURS 510 Health Policy</td>
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<tr>
<td><strong>Year 2</strong></td>
<td>NURS 580 Theo. Found.</td>
<td>NURS 665 Tchg/Eval in</td>
<td>NURS 673 NE Clinical</td>
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<td>Higher Ed</td>
<td>Clinical 3</td>
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<tr>
<td></td>
<td>Education 3</td>
<td></td>
<td>NURS 623EBP 3</td>
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<tr>
<td></td>
<td>NURS 590 Curriculum and</td>
<td></td>
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<tr>
<td></td>
<td>Instruc. 3</td>
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<tr>
<td></td>
<td>NURS 660 Tchg/Eval in the</td>
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<td>Classroom 3</td>
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<td><strong>Totals</strong></td>
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<tr>
<td><strong>Grand Total</strong></td>
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</table>
The purpose of the DNP program is to prepare Advanced Practice Nurses to transform clinical practice as expert clinicians and leaders.

The Family Nurse Practitioner (FNP) prepares graduates to deliver primary health care in collaboration with other health providers. Care is provided to clients across the lifespan in various conditions of health with acute or chronic illnesses. Graduates with this specialization are eligible for the ANCC and AANP certification examinations. (83 credits)

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credit Hours</th>
<th>Clinical Or Lab Hours</th>
<th>Semester Offered</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 520 Foundations of Advanced Practice Nursing</td>
<td>3</td>
<td>0</td>
<td>Fall</td>
<td>BCU Online</td>
</tr>
<tr>
<td>NURS 760 Health Promotion and Disease Prevention</td>
<td>3</td>
<td>0</td>
<td>Fall</td>
<td>BCU Online</td>
</tr>
<tr>
<td>MATH 540 Biostatistics</td>
<td>3</td>
<td>0</td>
<td>Spring</td>
<td>BCU Online</td>
</tr>
<tr>
<td>NURS 529 Research Methods for Advanced Practice Nursing</td>
<td>3</td>
<td>0</td>
<td>Spring</td>
<td>BCU Online</td>
</tr>
<tr>
<td>NURS 510 Health Care Systems: Paradigms, Policy, and Ethics</td>
<td>3</td>
<td>0</td>
<td>Summer</td>
<td>BCU Online</td>
</tr>
<tr>
<td>NURS 750 Transformational Leadership</td>
<td>3</td>
<td>0</td>
<td>Summer</td>
<td>SDSU Structured Online</td>
</tr>
<tr>
<td>BIOL 623 Advanced Pathophysiology across the Lifespan</td>
<td>4</td>
<td>0</td>
<td>Fall</td>
<td>BCU Online</td>
</tr>
<tr>
<td>NURS 850 Philosophical &amp; Theoretical Foundations</td>
<td>3</td>
<td>0</td>
<td>Fall</td>
<td>SDSU - Sioux Falls</td>
</tr>
<tr>
<td>NURS 675 Cultural Competence in Healthcare</td>
<td>3</td>
<td>0</td>
<td>Spring</td>
<td>SDSU - Internet</td>
</tr>
<tr>
<td>NURS 860 Health Operations &amp; Financial Management</td>
<td>3</td>
<td>0</td>
<td>Spring</td>
<td>SDSU - Structured Online with 2 required on-campus classes in Brookings, SD</td>
</tr>
<tr>
<td>NURS 632 Advanced Practice Skills Lab Across the Lifespan</td>
<td>1</td>
<td>40 (lab)</td>
<td>Summer</td>
<td>BCU Onsite</td>
</tr>
<tr>
<td>NURS 631 Advanced Health Assessment Across the Lifespan</td>
<td>4 (3:1)</td>
<td>40 (lab)</td>
<td>Summer</td>
<td>BCU Onsite/Online</td>
</tr>
<tr>
<td>NURS 645 Advanced Pharmacology Across the Lifespan</td>
<td>4</td>
<td>0</td>
<td>Fall</td>
<td>BCU Online</td>
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<tr>
<td>NURS 710 Primary Care in Pediatrics</td>
<td>4 (3:1)</td>
<td>60</td>
<td>Fall</td>
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<tr>
<td>NURS 715 Primary Care of the Adult I</td>
<td>4 (3:1)</td>
<td>60</td>
<td>Spring</td>
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<tr>
<td>NURS 730 Primary Care of the Adult II</td>
<td>4 (3:1)</td>
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<td>Spring</td>
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<tr>
<td>NURS 855 Translational Research in Health Care</td>
<td>3</td>
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<tr>
<td>NURS 741 FNP Practicum I</td>
<td>2 (0:2)</td>
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<td>Summer</td>
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<tr>
<td>NURS 835 Ethical Issues Influencing Practice &amp; Research in Health Disciplines (Two days/month – specific dates may vary, i.e., weekday/weekend)</td>
<td>3</td>
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<td>NURS 742 FNP Practicum II</td>
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<td>NURS 743 FNP Practicum III</td>
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<td>NURS 744 FNP Practicum IV</td>
<td>4 (1:3)</td>
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<td>NURS 745 FNP Practicum V</td>
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<td><strong>83</strong></td>
<td><strong>1100</strong></td>
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Approved by Graduate NFO 09/11/12
Approved by Executive Committee Graduate Education 09/13/12
Updated with course numbers 10/2/12
Revised 10/30/12; 04/08/13; 7/8/13
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<td>0</td>
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<td>NURS 632 Advanced Practice Skills Lab Across the Lifespan</td>
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<td>40 (lab)</td>
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<td>BCU Onsite</td>
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<td>NURS 631 Advanced Health Assessment Across the Lifespan</td>
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<td>Summer</td>
<td>BCU Online</td>
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<tr>
<td>NURS 645 Advanced Pharmacology Across the Lifespan</td>
<td>4</td>
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<tr>
<td>NURS 735 Primary Care of the Elderly</td>
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<td>NURS 715 Primary Care of the Adult I</td>
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<td>NURS 730 Primary Care of the Adult II</td>
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<td>NURS 855 Translational Research in Health Care (Didactic class is held 1-2 days/week – specific dates may vary, i.e., weekday/weekend)</td>
<td>3</td>
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<td>NURS 751 AGNP Practicum I</td>
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<td>NURS 754 AGNP Practicum IV</td>
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<td>NURS 755 AGNP Practicum V</td>
<td>6 (1:5)</td>
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<tr>
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