This student handbook and course catalogue is the property of:

Student Name:

Student Email Address:

Program/Option:

Faculty Advisor:

Advisor Email Address:

Advisor Telephone Number:

The Jefferson College of Nursing reserves the right to amend any regulations, fees, conditions, and courses described herein as circumstances may require without prior notice to persons who might thereby be affected. Amendments to the Jefferson College of Nursing Student Handbook and Course Catalogue will be available in the online version of this document.
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Use of the University Logo

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FOREWORD
Since 1891, when nursing education began at Jefferson, graduates of Jefferson nursing programs have been leaders in education, research, healthcare delivery, and community service. The faculty and leadership of the Jefferson College of Nursing are committed to working with you, our students, to continue this rich tradition.

Jefferson continues its commitment to be responsive to the changing needs of the healthcare system. The College continually makes innovative curricular changes aimed at preparing you to function as an outstanding nurse professional in this dynamic environment. A crucial characteristic of today’s healthcare system is the interprofessional nature of practice. As an integral part of a major academic health center, Jefferson College of Nursing affords our students the opportunity to interact with other students in an array of healthcare professions. The entire curriculum is based on a set of core competencies that your faculty and future employers believe are essential to effective practice.

The vision statement of the College’s Strategic Plan commits to maintaining the Jefferson College of Nursing’s status as a premier educational institution in the nation for the education and clinical preparation of outstanding nurse leaders and professionals. The Jefferson College of Nursing can make this claim because it draws upon the rich array of resources within Thomas Jefferson University, Thomas Jefferson University Hospitals, and Jefferson Health. This means that the College’s faculty achieves superior quality scholarship in practice, research, and teaching, thereby providing the appropriate backdrop for excellent educational experiences for the student body. And for the student it means an educational credential that opens exceptional access to employment in the healthcare practice settings. This fact is attested to by our graduates’ success rates on required licensure and certification examinations, consistently above the national average. Jefferson College of Nursing programs are designed not only to assist you in developing the knowledge, skills, and competencies necessary to enter or advance in the nursing profession but to help you develop confidence in your professional roles, positive attitudes, critical thinking, and problem-solving strategies, as well as a strong professional ethic. We expect you to leave Jefferson College of Nursing a proud and confident graduate who will bring credit to our profession and your alma mater.

HISTORY
The roots of nursing education at Jefferson date back to 1891 when the Jefferson Hospital Training School for Nurses was established as a diploma program. Later renamed as the Jefferson Medical College Hospital School of Nursing, the School became a part of the newly organized School of Allied Health Sciences in 1968. On July 1, 1969, Thomas Jefferson University was established and was comprised of Jefferson Medical College, the College of Graduate Studies, and the College of Allied Health Sciences. The Department of Baccalaureate Nursing was opened in 1972, and the Diploma School of Nursing closed operations in 1982. When graduate degree programs were added in 1986, the name was changed to the Department of Nursing. The College of Allied Health Sciences was renamed the College of Health Professions on December 2, 1996. On February 2, 2002, the College name was changed to the Jefferson College of Health Professions. On July 24, 2006, the College was reorganized to include three schools: the Jefferson School of Health Professions, the Jefferson School of Nursing, and the Jefferson School of
The Jefferson College of Nursing maintains a strong relationship with the Jefferson College of Biomedical Sciences, Jefferson College of Health Professions, Jefferson College of Pharmacy, Jefferson College of Population Health, Sidney Kimmel Medical College, and other units of Thomas Jefferson University. The Jefferson College of Nursing is distinct from these entities in administration and responsibilities.

**ACCREDITATION**

Thomas Jefferson University is fully accredited by the Middle States Association of Colleges and Schools.

Commission on Higher Education  
Middle States Association of Colleges and Schools  
3624 Market Street  
2nd Floor West,  
Philadelphia, PA 19104-2680  
267-284-5000

In addition to full accreditation by the Middle States Association of Colleges and Schools, the professional programs of the Jefferson College of Nursing are accredited by the:

Commission on Collegiate Nursing Education (CCNE)  
655 K Street, NW, Suite 750  
Washington, DC 20001  
202-887-6791

Council on Accreditation of Nurse Anesthesia Educational Programs  
222 South Prospect Avenue  
Park Ridge, IL 60068-4001  
847-655-1160

Graduates are eligible to take the licensing examinations of the state and/or national licensing or registry bodies and to become members of the appropriate professional organizations.
The Jefferson College of Nursing (JCN) Student Handbook and Course Catalogue provides information on academic policies and procedures, accreditation, credit hour assignment, academic standing, technical standards required for nursing students, and nursing course descriptions within the Jefferson College of Nursing, but does not stand alone. Important university wide policies, including the Code of Conduct, are found on the Thomas Jefferson University (TJU) Student Handbook website at Jefferson.edu/Handbook.

My signature below confirms I have been informed of the TJU Student Handbook website located at Jefferson.edu/Handbook and acknowledges receipt of the JCN Student Handbook and Course Catalogue. I understand that I am responsible for reading and abiding by the materials contained within the TJU Student Handbook website and the JCN Student Handbook and Course Catalogue, both of which contain important information needed during my student experiences here.

_________________________________________  __________________________
Signature                                      Date

Printed Name: ____________________________________________________________
THOMAS JEFFERSON UNIVERSITY  
JEFFERSON COLLEGE OF NURSING  

ACADEMIC RESPONSIBILITY CONTRACT

This contract is designed to promote a positive educational environment that facilitates learning.

Students have a right to expect:
- A complete syllabus on the first day of class with clearly stated course objectives, a topic schedule for the semester, a fair grading policy, and a well-defined attendance policy.
- That classes start and end on time.
- The opportunity to make an appointment to discuss the course content outside of class with the professor.
- The return of examinations and assignments in approximately two weeks.
- The opportunity to review examinations with the faculty.

The faculty/assigned clinical patient has the right to expect that students will:
- Arrive on time prepared for class/clinical and stay for the entire class/clinical or until assignments are completed.
- Inform the professor of any extenuating circumstances affecting attendance.
- Be actively involved in creating a successful course/immersion experience.
- Ask for clarification or assistance when needed.
- Turn in assignments on time.
- Observe codes of academic honesty in the completion of all course work.
- At all times observe the code of conduct as outlined in the University Code of Conduct policy and in the JCN Student Handbook and Course Catalog.
- Share any concerns about the class in a timely fashion.
- Conduct themselves in a professional manner.

Human Rights and Responsibilities:
- I will listen to others respectfully and not speak while others are speaking.
- When I disagree with someone, I will critique his or her ideas in a respectful and constructive manner.
- I will try to understand other people’s behavior and perspectives rather than simply criticizing them.
- I will respect other people’s desire to learn and not interfere with the learning process.
- I will ensure that my cell phone and other electronic devices do not interfere with the classroom, immersion or testing processes.

Student

____________________________________
Date
THOMAS JEFFERSON UNIVERSITY
JEFFERSON COLLEGE OF NURSING

ACKNOWLEDGEMENT OF RECEIPT OF
NURSING ACADEMIC INTEGRITY POLICY AND EXAMINATION POLICY

______________________________________________

Name (print)

My signature below acknowledges receipt of the Thomas Jefferson University and Jefferson College of Nursing Academic Integrity Policy and Examination Policies. I understand that I am responsible for reading and abiding by the policies. I understand that failure to abide by the Academic Integrity Policy and Examination Policies can result in academic sanctions or adjudication by a panel established through the Community Standards Board.

______________________________________________

Signature
MESSAGE TO INCOMING STUDENTS FROM THE DEAN

On behalf of the faculty, staff and students at Thomas Jefferson University, Jefferson College of Nursing, I would like to welcome you. You have made an excellent decision in choosing Jefferson as the University where you will pursue and advance your nursing education. There is a revolution taking place at Jefferson and we are redefining what is humanly possible. The Jefferson College of Nursing is reaching new heights in the areas of academics, research, clinical practice and community engagement. For more than 125 years, the Jefferson College of Nursing has been at the forefront of exemplary and transformative academics that position students and graduates to meet today’s healthcare challenges across all settings.

Your success in the Jefferson College of Nursing is our number one priority. We value our students’ prior life experiences and we leverage them into gains. In addition, we prepare our students to be nurses that will lead interdisciplinary teams with the competencies of leadership, communication, assertiveness, delegation, empowerment and advocacy. The faculty, staff, and I stand ready to offer you the support and guidance you may need in order to be successful in your selected nursing program. As partners in your education, we encourage you to share your thoughts and experiences as we aim to continually enhance your experience.

This Student Handbook and Course Catalogue has been designed to assist you in navigating the road to success in the Jefferson College of Nursing. Please use it as a guide and resource. Congratulations and best wishes for a successful nursing education experience here at Thomas Jefferson University, College of Nursing.

Marie Ann Marino, EdD, RN, FAAN
Dean and Professor
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MISSION OF THE JEFFERSON COLLEGE OF NURSING

As an integral component of Thomas Jefferson University (TJU), the Jefferson College of Nursing (JCN) shares the institutional mission and vision of Jefferson.

OUR MISSION

We improve lives through academic programs of excellence, exceptional clinical practice and community engagement, transformative research and inquiry, and far-reaching philanthropy.

OUR VISION

Reimagining, transforming, and disrupting the way nurses lead and impact society.

OUR VALUES

Put People First: Service-minded, Respectful, Embraces Diversity

Be Bold and Think Differently: Innovative, Courageous, & Solution-oriented

Do the Right Thing: Safety-focused, Integrity, & Accountability

The Jefferson College of Nursing educates qualified, diverse individuals at the baccalaureate, master, and doctoral levels for nursing practice. The faculty is dedicated to educating professional nurses who will form and lead the integrated healthcare delivery and research teams of tomorrow; to discovering new knowledge that will define the future of clinical care through investigation from the laboratory to the bedside and into the community; and to setting the standard for quality, compassionate and efficient education and patient care for our community and for the nation.

The mission is carried out in an atmosphere of teaching excellence, scholarship and community service. The College’s mission is supported through collaboration with the Jefferson College of Biomedical Sciences, Jefferson College of Health Professions, Jefferson College of Pharmacy, Jefferson College of Population Health, Sidney Kimmel Medical College, Thomas Jefferson University Hospitals, Jefferson Health, and other regional and state affiliates.

PHILOSOPHY

Nursing has consistently utilized a metaparadigm consisting of four major components. The four components are: Person, Environment, Health, and Nursing. All components are directly connected by constant interaction. This constant interaction is of supreme importance to nursing. Thomas Jefferson University, Jefferson College of Nursing utilizes an eclectic framework based upon the four major components of nursing. Descriptions of each of the components followed by an overview of the framework are as follows:

PERSON

The person, although a unique whole, is comprised of five domains: physiologic, psychological, cultural, social, and spiritual. The person, of concern to nursing is the individual, the family, and the community.
The physiologic domain is a complex balance of biological, biochemical, electrical and mechanical processes, which maintain life. Cells, organs, and body systems, their structure and function, form the physiologic domain.

The psychological domain consists of biochemical and electrical brain activity and the transformation of these into perception, cognition, thought, memory, mood, emotion, personality, creativity, and insight. The study of psychology, growth and development and sociology all contribute to knowledge of this domain.

The cultural domain is comprised of those beliefs, norms, values and practices which are characteristic of an ethnic, racial, religious or national group.

The social domain includes all those networks, ties and relationships that impinge on the performance of roles relative to one’s position in the society. Knowledge and understanding regarding the social domain are obtained through the study of the social sciences and humanities.

The spiritual domain encompasses the activity of pursuing or experiencing meaning in life. Spirituality is expressed and understood through the ceremonies, rites, rituals, formal writing, art, music, dance and other creative modes of individuals and cultures.

ENVIRONMENT
The environment consists of all those phenomena surrounding a given person. The environment is comprised of four dimensions: physical, economic, social, and political.

The physical dimension of the environment consists of the natural and man-made components of the surroundings. The natural component of the physical environment includes: terrain, vegetation, and bodies of water, wildlife, climate and atmosphere. The man-made component includes those structures, functions, and atmospheres generated by humans.

The economic dimension of the environment refers to the mechanisms of barter, trade, purchase and ownership established with the human system. Economic status impacts on the human system with regard to lifestyle, standard of living, and access to goods and services including health care.

The social dimension of the environment is found within the context of family, group and community. Some examples include: both traditional and non-traditional families, peers, religious organizations, and social groups. This dimension provides the human system with resources needed and contributes to the maximum potential of the individual.

The political dimension of the environment is that component of the environmental system which seeks to maintain, adjust or change the other dimensions of the system as needed. Political systems are responsible for laws, justice, rules and regulations, which address the welfare of the community.

HEALTH
Health is a dynamic phenomenon comprised of two dimensions: state and process. Health can be enhanced and/or compromised by person and environmental conditions and interactions. The state of health is the “freeze frame” of a human at a given point in time.
The process of health involves continuous interaction between the person and the environment. The process of health is always present and always changing. Nursing interventions can affect the dimensions of the person system, the conditions of the environment and the interactional patterns between the two, thereby influencing the process of health.

Health is a continuum between Wellness and Illness. The person is constantly shifting along this continuum and nursing strives to maintain a direction towards wellness.

**NURSING**

The discipline of nursing encompasses both science and art. The science of nursing includes the assumptions, principles, concepts and propositions of nursing theories. Nursing science is strongly rooted in the physical sciences and technology. The art of nursing is best described as the nature of the context of the individual nurse’s interaction with person and environmental relationships.

Nursing practice influences person-environment interactions to restore, maintain, or promote health with the goal of maximizing human potential. Nurses must address the multiple dimensions of the person and environment simultaneously. Nurses collaborate with individuals, families, groups and communities. Nurses also collaborate with members of the health care team in order to provide the most effective interprofessional approaches to the patient’s problems.

Nursing process is a dynamic process that requires nursing knowledge and use of cognitive skills. Nursing process is directed at promoting, maintaining or restoring the health of the human. The activities that compromise the nursing process are closely related to the scientific process. These activities are: assessment, diagnosis, planning, interventions, and evaluation.

**NURSING EDUCATION**

Nursing is a profession with a defined field with authority for its work codified in laws such as nurse practice acts. The profession of nursing, like the person and the environment is constantly changing and evolving. Nursing Education empowers the student to practice professional nursing. Nursing education is a systematic, open and dynamic process which encompasses the acquisition of both the science and art of nursing. The Baccalaureate nursing education program includes components of: liberal education, professional values, core competencies, core knowledge, and role development (Adapted from the AACN Essentials of Baccalaureate Education for Professional Nursing Practice, 2008). The components of graduate nursing education include: specialized education that incorporates and is consistent with core content essential for all MSN and DNP students, role related core for direct care providers, administrators, and community practitioners, and specialty content essential to specific areas of practice (Adapted from the AACN Essentials of Master’s Education in Nursing, 2011 and the Essentials of Doctoral Education for Advanced Nursing Practice, 2006).

The purpose of nursing education is to prepare graduates for nursing practice and to develop their skill and value for lifelong learning. Adequate preparation for professional nursing practice necessitates the development of students’ cognitive, affective, and psychomotor skill. Cognitive skill includes content knowledge and thinking and decision making skill. Affective skill development includes promoting
in students the attributes and values necessary for the caring relationship. The development of psychomotor skill requires facility with technological and humanistic tools. Since nursing is a practice profession teaching strategies must include application to clinical practice. Application to practice occurs in the classroom, in the laboratory, and in the clinical environment.

The teaching-learning process is interactive and has inherent teacher and learner responsibilities. The teacher’s responsibility is to identify critical knowledge necessary for nursing practice, set learning priorities, and create strategies that facilitate students’ learning. Teaching strategies include those that actively involve students in the learning process. Inherent in the teacher’s responsibility is the need to create conditions that support open communication with students throughout the learning process. The learner’s responsibility is to complete assignments and actively participate in classroom and laboratory activities. Students bear the responsibility to communicate their learning needs to faculty throughout the learning process.

STATEMENT OF BELIEFS

HUMAN SYSTEMS AND ENVIRONMENTAL SYSTEMS
The human system is a unique whole, more than and different from the sum of its dimensions. Among these are physiological, psychological, cultural, social and spiritual dimensions. The human system encompasses individual, family, group, and community. A human system has the capacity and right to participate in a process of constant evolution and growth. Toward that end, the human system makes meaningful choices based on a unique system of values and bears responsibility for those choices.

The environmental system is dynamic, and encompasses all that is other than any given human system. The environmental system includes physical, economic, social, and political dimensions.

Human systems engage in a process of continuous, mutual interaction with environmental systems. Both human and environmental systems evolve in ever changing patterns of complexity and organization.

HEALTH
Health is both a state of being and an open process of becoming that reflects the interaction among multiple dimensions of human and environmental systems. The process involves promoting, maintaining, and restoring harmony among human and environmental dimensions, thereby maximizing the potential of the human system and human-environment interaction. Healthy human systems are characterized by freedom from clinical signs and symptoms, ability to effectively perform roles and accomplish developmental tasks, appropriate interaction with their environment, and a feeling of general well-being and self-realization. Health can be enhanced or compromised by environmental conditions and interactional patterns. Health is a right for all human systems.

NURSING
Nursing is an applied discipline which is both a science and an art. The science of nursing includes a developing body of concepts and theories specific to the discipline. It utilizes knowledge from the arts, sciences and humanities in concert with nursing knowledge to structure a theoretical base for the practice of nursing.
The art of nursing refers to the way the nurse uses knowledge within the context of the caring, enabling relationship established between the nurse and human systems. The science and art of nursing are interrelated.

Nursing practice involves the application of nursing science and art and requires critical thinking and creative problem solving, accomplished through the use of the nursing process. The focus of nursing is the human system in interaction with the environment for the purpose of facilitating the process and state of health. Both actual and potential health states are of concern to nursing.

Nursing is a service profession that is an essential component of the health care delivery system. Nursing is responsive to societal health concerns and also participates in a proactive way to establish health priorities that benefit clients.

Nurses function in collaboration with other health care providers in a variety of settings with diverse client populations to enable the promotion, maintenance and restoration of health. The entry-level associate degree nurse is prepared to serve as a generalist in the role of caregiver, advocate, collaborator and educator in a hospital or an in-patient setting. The baccalaureate nurse is a professional nurse generalist with the additional role preparation as leader, manager and consumer of research for employment in both inpatient and community settings.

Advanced practice nurses (APN’s) demonstrate in-depth theoretical knowledge and clinical expertise in the delivery of nursing care. Using new knowledge, APNs provide high quality health care, initiate change, and improve nursing practice. They utilize an advanced level of clinical judgment to promote, maintain, and restore wellness and to prevent illness in individuals, families, and client populations. The APN is involved in a multidisciplinary approach to health care. Clinical advocacy regarding ethical, legal, and health policy decision-making is practiced on an individual, organizational, community, state, and national level. Clinical practice is improved by identifying researchable problems and participating in scientific investigations.

EDUCATION
Education is a dynamic process, through which knowledge and decision-making abilities are acquired. The teaching-learning process is characterized by interaction between faculty and students, which occurs in an atmosphere of freedom, trust, mutual respect and shared responsibility. This process centers on the development of affective, cognitive and psychomotor abilities and enables and enriches all who participate in the process. A major outcome of such interaction is the affirmation and enhancement of the abilities, talents and creativity of each individual. Resultant changes in feeling, thought and behavior can be utilized for self-development, entry into a profession and service to others. Nursing education is a systematic, open and dynamic process which encompasses the acquisition of both the science and art of nursing.

PROGRAM PURPOSES
The purposes of the academic programs are consistent with those of the Jefferson College of Nursing and Thomas Jefferson University. They also reflect the standards for nursing education established by the nursing profession.

The purposes of the Baccalaureate Program are consistent with those of the Jefferson College of Nursing and Thomas Jefferson University. They also reflect the standard for baccalaureate nursing education established by the nursing profession.
The purposes of the Baccalaureate Program are to:
- develop entry level professional nurses for present and emerging nursing roles;
- develop advance practice nurses
- prepare students to enter graduate study in nursing.

The purposes of the Master of Science in Nursing Degree Program are consistent with those of the Jefferson College of Nursing, and Thomas Jefferson University. They also reflect the standards for graduate education and for professional nursing established by the nursing profession.

The purposes of the Master’s Program are to:
- prepare advanced practice nurses who anticipate and respond to changing societal, healthcare and professional needs;
- develop advance practice nurses who use advanced skills and knowledge in implementing their professional roles; and
- foster continuing development of nursing science, professional foundations and nursing roles.

The purposes of the Doctor of Nursing Practice Program are consistent with those of the Jefferson College of Nursing and Thomas Jefferson University. They also reflect the standards for graduate education and for professional nursing established by the nursing profession.

The purposes of the Doctoral Program are to:
- prepare professional nurses who will practice at the most advanced level of nursing to anticipate and respond to changing societal, technological, healthcare and professional needs;
- develop advanced knowledge and enhanced leadership skills to strengthen practice and health care delivery; and
- foster continuing development of nursing science, professional foundations and nursing roles.
ACADEMIC POLICIES AND PROCEDURES

It is the responsibility of the student to be familiar with and observe the academic regulations of the College in all matters of course registration, dropping and adding courses, withdrawal from courses and/or the College.

ACADEMIC ADVISING

Each student will be assigned an academic advisor. It is the student’s responsibility to communicate frequently with the advisor and to keep him/her apprised about issues related to academic progress.

ADVISOR RESPONSIBILITIES:

- Initial meeting with advisees at the beginning of the academic year offering students a clear description of the advisor role
  - Review of university procedures
  - Review guidance available as academic issues arise
  - Serve as a potential reference source
  - Provide access for regular communication
  - Communicate regularly with the student
- Develop an academically oriented relationship
- Act as student advocate/mentor
- Assist with test-taking skills or refer appropriately
- Offer career counseling and advice
- Have regular posted office hours and a means for scheduling appointments

ADVISEE RESPONSIBILITIES:

- Seek out advisor to develop an academically oriented relationship
- Seek out advisor regularly, not just in crisis
- Alert advisor of academic progress and issues
- Provide advisor ample time to complete request for references
- Make and keep appointments with advisor outside of class hours

ACADEMIC CALENDAR 2019 - 2020

The academic calendar can be accessed using the following link:

- Abington Undergraduate
- Center City Undergraduate
- Center City Graduate
ACADEMIC CREDIT

Academic credits are awarded on the semester-hour basis. The primary College calendar consists of two 15-week semesters, including final examinations, as well as a pre-fall session and multiple summer sessions of variable length. On this calendar, a lecture course normally meets for the equivalent of one 55-minute class period per credit hour each week. While the distribution of time varies from course to course, a three-credit lecture course typically meets for the equivalent of three 55-minute periods each week. Credit hour definitions for clinical/practicum, simulation, and lab credits are reflected in the chart below. These ratios are typically followed for curricular courses unless otherwise noted.

<table>
<thead>
<tr>
<th>Credit Hour Definition</th>
<th>Program Level</th>
<th>Delivery Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Didactic Credit = 15 Hours</td>
<td>Undergraduate, Graduate</td>
<td>Didactic</td>
</tr>
<tr>
<td>1 Clinical Credit = 30 Hours</td>
<td>Undergraduate</td>
<td>Clinical</td>
</tr>
<tr>
<td>1 Clinical Credit = 74.6 Hours for NP Tracks</td>
<td>Graduate</td>
<td></td>
</tr>
<tr>
<td>1 Clinical Credit = 75 Hours for Community Systems Administration (CSA) and Nursing Informatics (NI) Tracks</td>
<td>Graduate</td>
<td></td>
</tr>
<tr>
<td>1 Simulation Credit = 15 Hours</td>
<td>Undergraduate, Graduate</td>
<td>Simulation</td>
</tr>
<tr>
<td>1 Lab Credit = 25 hours</td>
<td>Undergraduate, Graduate</td>
<td>Lab</td>
</tr>
<tr>
<td>*1 Hour Simulation = 2 Hours</td>
<td>Undergraduate, Graduate</td>
<td>Simulation</td>
</tr>
</tbody>
</table>

ACADEMIC INTEGRITY POLICY

The leadership and faculty of the Jefferson College of Nursing believe that academic integrity is one of the most important values and behaviors that should be practiced by students during their academic and clinical/immersion education. Integrity and honesty are especially valued in the healthcare professions because accurate diagnosis and treatment of patients are greatly dependent upon a health practitioner’s honest and capable assessment of symptoms and diagnostic tests. This assessment can be rendered only by the practitioner who has “real” knowledge obtained as a student who answered examination questions independently, thereby identifying and correcting mistakes.

The successful practitioner can communicate important diagnostic and therapeutic information in writing because as a student, such skills were developed and/or enhanced by completing writing assignments independently. The practitioner who was dishonest in his or her educational pursuits is at great risk for making diagnostic and therapeutic mistakes and such errors can mean that someone’s health care is mismanaged.

Because we are committed to educating practitioners who provide the highest quality of health care, the College leadership and faculty are equally committed to mandating and enforcing the practice of academic integrity by all students. The following policy on academic integrity defines dishonesty and describes the procedures for responding to charges of academic dishonesty in the college.
FORMS OF ACADEMIC DISHONESTY

Plagiarism
As stated in the American Medical Association Manual of Style (2007), “In plagiarism, an author documents or reports ideas, words, data, or graphics, whether published or unpublished, of another as his or her own and without giving appropriate credit.”

When a student submits work for credit that includes the words, ideas or data of others, the source of that information must be acknowledged through complete, accurate and specific references, and, if verbatim statements are included, through quotation marks as well. By placing his or her name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgments.

Examples of plagiarism include, but are not limited to:

a. Quoting another person’s actual words, complete sentences or paragraphs, or entire pieces of written work without acknowledgment of the source.

b. Using another person’s ideas, opinions or theories, even if they are completely paraphrased in one’s own words, without acknowledgement of the source.

c. Noting the original source of only a part of what was borrowed.

d. Borrowing facts, statistics or other illustrative materials that are not clearly common knowledge without acknowledgment of the source.

e. Copying another student’s essay test answers.

f. Copying, or allowing another student to copy, a computer file that contains another student’s assignment and submitting it, in part or in its entirety, as one’s own.

g. Working together on an assignment, sharing the computer files and programs involved and then submitting individual copies of the assignments as one’s own individual work. Students are urged to consult with individual faculty members if in doubt.

Fabrication
Fabrication is the use of invented information or the falsification of research or other findings with the intent to deceive. Examples include, but are not limited to:

a. Citation of information not taken from the source indicated. This may include the incorrect documentation of secondary source materials.

b. Listing sources in a bibliography not directly used in the academic exercises.

c. Submission in a paper, thesis, lab report or other academic exercise of falsified, invented or fictitious data or evidence, or deliberate and knowing concealment or distortion of the true nature, origin or function of such data as evidence.

d. Submitting as one’s own any academic exercises (e.g., written work, printing, sculpture, etc.) prepared totally or in part by another.

Cheating
Cheating is an act or an attempted act of deception by which a student seeks to misrepresent that he or she has mastered information on an academic exercise that he or she has not mastered. Examples include but are not limited to:

a. Looking at another student’s test.

b. Copying from another student’s test or allowing another student to copy from a test.

c. Using the course textbook, or other material such as a notebook brought to a class meeting but not authorized for use during a test.
d. Collaborating during a test with any other person by receiving information without authority, or collaborating with others on projects where such collaboration is not expressly permitted.

e. Using or possessing specifically prepared materials during a test, e.g., notes, formula lists, notes written on the student’s clothing, etc., that are not authorized.

f. Taking a test for someone else or permitting someone else to take a test in one’s place.

g. Tapping pencils or other objects, coughing, or otherwise signaling in code.

h. Entering any office or opening a file to obtain a test or answer key.

i. Viewing test materials on a secretary’s or faculty member’s desk.

j. Passing quiz/test questions or answers from one student to another, even after the test is completed.

k. Copying a posted answer key without permission.

l. Discussing test questions or answers outside the examination room while the test is in progress.

m. Voicing or discussing test questions and answers during the examination or to students who have not yet taken the examination.

n. Leaving the examination room to obtain answers (e.g., the bathroom).

o. Using any form of technology (e.g., cell phones, iPads) to view or transmit answers.

**Academic Misconduct**

Academic misconduct is the intentional violation of University policies, by tampering with grades, or taking part in obtaining or distributing any part of an unadministered test. Examples include but are not limited to:

a. Stealing, buying or otherwise obtaining all or part of an unadministered test.

b. Selling or giving away all or part of an unadministered test including answers to an unadministered test.

c. Bribing any other person to obtain an unadministered test including answers to an unadministered test.

d. Entering a building or office for the purpose of changing a grade in a grade book, on a test or on other work for which a grade is given.

e. Changing, altering or being an accessory to the changing and/or altering of a grade in a grade book, on a test, in a computer, on a “change of grade” form or other official academic records of the University which relate to grades.

f. Entering a building or office for the purpose of obtaining an unadministered test.

g. Continuing to work on an examination or project after the specified allotted time has elapsed.

h. Signing into classes for others.

**Academic Dishonesty in Clinical/Clinical Immersion Settings**

Academic dishonesty in clinical/cclinical immersion settings is characterized by deliberate, deceitful intention to (1) obtain information from another source and claim as one’s own; (2) fabricate clinical data or information; or (3) misrepresent one’s own actions or the actions of another in order to avoid sanctions. Examples include but are not limited to:

a. Looking up in a log book, equivalent source or consulting a professional for a diagnosis or treatment plan on an assigned unknown case without authorization from the clinical faculty/clinical immersion educator.
b. Using a correlated histopathologic or clinical diagnosis in lieu of his or her own clinical or technical interpretation.

c. Reporting results without performance of a test or procedure.

d. Providing unauthorized information to other students on clinical assignments.

e. Changing answers on work sheets or patient records after they have been reviewed and/or submitted.

f. Misrepresenting one’s own or another’s identity.

g. Feigning illness or emergency to avoid a clinical rotation or assignment.

h. Signing into rotation for another student when absent.

i. Communicating confidential information to a person not involved in the patient’s care without authorization.

j. Misrepresenting any aspect of patient care or documentation.

SANCTIONS FOR ACADEMIC DISHONESTY/PROFESSIONAL MISCONDUCT

Two possible forms of sanctions exist for cases involving academic dishonesty or professional misconduct. Option A outlines adjudication of cases at the discretion of the faculty. Cases may alternatively be referred directly to the Community Standards Board for adjudication under Option B of these guidelines.

a. The faculty member will submit a written description of the incident and action taken to the appropriate Program Director or Program Chair in cases where the Program Director is the faculty member leading the course. The faculty member will make one or more of the following action decisions:

• Verbal reprimand
• Written reprimand
• A grade of zero for an assignment or examination
• A requirement that the student repeat the work affected by the academic dishonesty
• A statement concerning the action to be sent to the appropriate JCN Associate Dean and the College Dean, by the faculty

The faculty member will meet with the student to inform him/her of the decision and the student’s right to appeal. No notation of faculty action will appear on the student’s transcript. However, for JCN recommendation(s), the original report and record of this meeting will be placed in the student’s JCN file. The information may be taken into account if the student is involved in another incident of academic dishonesty.

When the faculty chooses to have the student repeat the assignment, the faculty will tell the student the maximum grade that may be assigned for the repeated assignment. For example, it is acceptable for the faculty to assign no more than a minimal passing grade to a repeated assignment, if successfully repeated by the student.

The student may contest the faculty’s allegation by requesting a hearing with the Community Standards Board. Any such request must be made within five (5) working days from the time the student has been informed of the charge and the faculty’s recommended resolution. The faculty’s initial penalty will be considered in assessing a penalty for a guilty finding by the Community Standards Board.

b. Direct referral of the charge by the faculty member to the Community Standards Board for adjudication. Information concerning procedures for requesting a
hearing is in the Community Standards policy found at www.jefferson.edu under University Policies and Procedures.

ACADEMIC PROBATION AND DISMISSAL
Students enrolled in Jefferson College of Nursing program who do not maintain a minimum 2.30 cumulative grade point average in any BSN program will be placed on academic probation.

Students enrolled in the Jefferson College of Nursing graduate and DNP programs who do not maintain a minimum 3.00 cumulative grade point average will be placed on academic probation for one semester. If a student is enrolled in courses totaling fewer than 9 graduate credits during the subsequent semester, the probationary period will be extended to two semesters.

At the end of the probationary period (for Undergraduate, Graduate and DNP students):

• The student achieves the minimum cumulative grade point average and is reinstated in good standing, or

• The student fails to achieve the minimum grade point average at the end of the probationary period and is dismissed from the College for academic underachievement, or

• In extraordinary cases, where the student has made significant progress toward achieving the minimum grade point average, the Associate Dean of Academic Affairs may recommend granting one additional probationary semester. If, at the conclusion of the extended probationary semester, the cumulative grade point average is still below the minimum (3.00 in graduate programs), the student is dismissed for academic underachievement.

Actions related to college academic probation and dismissal must be reviewed by both the JCN Committee on Student Promotions and the Associate Dean of Academic Affairs before action can be taken.

Students who fail to meet college regulations pertaining to academic standing are subject to the policies regarding progression within the College.

ACADEMIC PROGRESSION
To be considered in good academic standing, a BSN student must maintain a minimum cumulative grade point average (GPA) of no less than 2.30 (C+) and satisfy the special program requirements of Jefferson College of Nursing. Graduate nursing students are required to maintain a cumulative grade point average (GPA) of no less than 3.00 (B) and satisfy the special program requirements of Jefferson College of Nursing to be considered in good academic standing.

Bachelor of Science in Nursing (BSN) Program (FACT-1 Year, Traditional, FACT-2 Year, Evening/Weekend)
Students must successfully satisfy all prerequisite courses before progressing in the nursing major. Students must complete all requirements before graduation.

Students enrolled in the BSN program follow a prescribed full-time course of study. Following matriculation, all BSN program courses must be completed at Thomas Jefferson University. Students must have a weighted average of 77% or above in order to pass a nursing course. Nursing courses with didactic, clinical, lab and/or simulation components must be taken as a unit and students must pass all components of the course in order to progress in the curriculum.
Students enrolled in the FACT-1 Year or FACT-2 Year program must successfully complete MSN level courses with a grade of B- (80) or above in order to meet program requirements.

Progression in the sequence of nursing courses is established in accordance with the program plan of study and requires successful completion of all prior sequenced coursework. If a student is unsuccessful in any nursing course, that course must be repeated through the College of Nursing at Thomas Jefferson University. At the time of course failure, the student will be placed on academic probation. Students who earn a grade below C+ in a second nursing course or who earn a grade below C+ twice for the same course will be dismissed from the program.

If a course failure occurs the student must meet with the program director to request a leave of absence until re-enrollment can occur. A revised program plan of study will be designed for the student.

**FACT-1 Year and FACT-2 Year Programs (MSN Component)**

**Master of Science (MSN) and Doctorate of Nursing Practice (DNP) Students**

Students who have completed the BSN component of the program may immediately transition to a prescribed course of study to complete the MSN component of the program. In the event a student elects to take a temporary pause from study before completion of the FACT-1 or FACT-2 program and transition to graduate study, the student must request a Leave of Absence (LOA), in writing, for a period of up to two years. This leave must be approved by the JCN Chair, Graduate Programs or Associate Dean of Academic Affairs. The student on LOA may elect to change their status at any time within the two years and re-enroll as either a part-time or full-time student in the MSN component. Following enrollment in the MSN nursing courses at the University, all subsequent program courses must be completed at Thomas Jefferson University. If a student does not return from a LOA within the two year period the student will be administratively withdrawn from JCN.

Prior to matriculation in MSN coursework, a copy of a current RN license and American Heart Association cardiopulmonary resuscitation (CPR) completion card for Health Care Providers must be submitted by the student. A current CPR completion card must be maintained throughout the course of enrollment in the program.

- Students in all Master of Science and Doctor of Nursing Practice Degree Programs in Nurse Practitioner Tracks must also submit proof of current Pennsylvania RN license and current New Jersey RN license (or Delaware RN license) prior to registration for NU673. Students must maintain these licenses throughout the course of enrollment in the program.

- Students enrolled in the Adult Gerontology-Acute Care NP Program must also submit proof of current Advanced Cardiovascular Life Support (ACLS) completion card prior to registration in NU631 and maintain said completion card throughout the course of enrollment in the program.

- Students enrolled in the Master of Science Degree Program in Neonatal Nurse Practitioner must also submit proof of current Neonatal Resuscitation Program (NRP) completion card prior to registration in NU662 and maintain said certification throughout the course of enrollment in the program.

- Students enrolled in the Nurse Anesthesia Program must submit proof of current American Heart Association cardiopulmonary resuscitation (CPR) completion card
for Health Providers, Advanced Cardiovascular Life Support (ACLS) completion card and Pediatric Advanced Life Support (PALS) at the start of the program and maintain said completion cards throughout the course of enrollment in the program.

MSN and DNP students must successfully complete all MSN and DNP courses with a grade of B- (80) or above in order to progress in the curriculum.

MSN and DNP nurse anesthesia students must successfully complete all nurse anesthesia specific courses with a grade of B (83) or above in order to progress in the curriculum.

If a student is unsuccessful in any nursing course, that course must be repeated through the Jefferson College of Nursing. At this time the student will be placed on program probation.

**Students who earn a second failing grade in the program of study will be dismissed from the College.**

MSN and DNP students are required to maintain a cumulative grade point average (GPA) of no less than B (3.0). A student whose cumulative GPA falls below B will be placed on academic probation. Students on academic probation have the following two semesters to make up for the deficiency.

Students on academic probation who have not been able to obtain a cumulative GPA of 3.0 or better after two consecutive probationary semesters must submit a Petition for Permission to Continue as a JCN Student to the Committee on Student Promotions or be dismissed from the College. The student must also submit a typed letter to the Committee which outlines the factors which contributed to the previous poor academic performance and the steps and behaviors that were taken to resolve these factors. If the Committee deems this letter acceptable, the student and program Chair will create and sign an acceptable Academic Performance Agreement outlining classes to be taken and a completion time frame. This form must also be presented to the Associate Dean of Academic Affairs for final review and approval. If the student does not maintain continuous enrollment from this point on until graduation, the student will be dismissed from the program with no appeal. The Petition for Permission to Continue as a JCN Student and Academic Performance Agreement forms are available from the program Chair.

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

Students accepted to the MSN program may pursue a full-time or part-time course of study to complete the program. In the event that a student matriculated in a degree or post-master’s certificate program elects to take a temporary pause from study, a leave of absence may be requested in writing to the Chair, Graduate Programs or Associate Dean of Academic Affairs. If permission for the leave is granted, the student must file the Student Status Change form available in the University Office of the Registrar. Normally, a leave will be granted for a period from one semester to a full academic year. Students who are subject to dismissal for academic or disciplinary reasons are not eligible for a leave of absence. Students who fail to return to the College at the end of the approved leave will have their status changed from leave of absence to administrative withdrawal, and they will have to reapply for admission to the College of Nursing. Following enrollment in the MSN nursing courses at the University, all subsequent program courses must be completed at Thomas Jefferson University.
Students must successfully complete all graduate nursing courses with a grade of B- (80) or above in order to progress in the curriculum. If a student is unsuccessful in any nursing course, that course must be repeated the next time it is offered and the course must be repeated through the College of Nursing at Thomas Jefferson University. Students who earn a grade of C+ or below in a second nursing course, or who earn C+ or below twice for the same course will be dismissed from the College.

Nurse anesthesia students must successfully complete all nurse anesthesia specific courses with a grade of B (83) or above in order to progress in the curriculum. If a student is unsuccessful in any nursing course, that course must be repeated the next time it is offered and the course must be repeated through the College of Nursing at Thomas Jefferson University. Nurse anesthesia students who earn a grade of B- or below in a second nurse anesthesia specific course, or who earn B- or below twice for the same course will be dismissed from the College.

**Doctor of Nursing Practice (DNP) Program (Post-MSN)**

Students accepted to the post-MSN to DNP program may pursue a full-time or part-time course of study to complete the program. In the event that a student elects to take a temporary pause from study, a leave of absence may be requested in writing to the Chair, Graduate Programs or Associate Dean of Academic Affairs. If permission for the leave is granted, the student must file the Student Status Change form available in the University Office of the Registrar. Normally, a leave will be granted for a period from one semester to a full academic year. Students who are subject to dismissal for academic or disciplinary reasons are not eligible for a leave of absence. Students who fail to return to the College at the end of the approved leave will have their status changed from leave of absence to administrative withdrawal, and they will have to reapply for admission to the College of Nursing. Following enrollment in the DNP nursing courses at the University all subsequent program courses must be completed at Thomas Jefferson University.

Students must successfully complete all doctoral nursing courses with a grade of B- (80) or above in order to progress in the curriculum. If a student is unsuccessful in any nursing course, that course must be repeated the next time it is offered and the course must be repeated through the Jefferson College of Nursing. Students who earn a grade of C+ or below in a second nursing course, or who earn C+ or below twice for the same course will be dismissed from the College.

**Doctor of Nursing Practice (DNP) Program (Post-BSN)**

Students accepted to the post-BSN to DNP program may pursue a full-time or part-time course of study to complete the program. In the event that a student elects to take a temporary pause from study, a leave of absence may be requested in writing to the Chair, Graduate Programs or Associate Dean of Academic Affairs. If permission for the leave is granted, the student must file the Student Status Change form available in the University Office of the Registrar. Normally, a leave will be granted for a period from one semester to a full academic year. Students who are subject to dismissal for academic or disciplinary reasons are not eligible for a leave of absence. Students who fail to return to the College at the end of the approved leave will have their status changed from leave of absence to administrative withdrawal, and they will have to reapply for admission to the College of Nursing. Following enrollment in the DNP nursing courses at the University all subsequent program courses must be completed at Thomas Jefferson University.
The MSN degree will be conferred at the point students complete the American Association of Colleges of Nursing (AACN) Essentials of Master’s Education in Nursing (2011). Students enrolled in a post-BSN to DNP Nurse Practitioner Track are required to achieve national certification as a Nurse Practitioner within 12 weeks of completing the MSN level curriculum component in order to continue and progress in the program.

Students must successfully complete all doctoral nursing courses with a grade of B- (80) or above in order to progress in the curriculum. If a student is unsuccessful in any nursing course, that course must be repeated the next time it is offered and the course must be repeated through the Jefferson College of Nursing. Students who earn a grade of C+ or below in a second nursing course, or who earn C+ or below twice for the same course will be dismissed from the College.
Doctor of Nursing Practice (DNP) Program: Entry Level Nurse Anesthesia Program

Students accepted to the Entry Level Nurse Anesthesia DNP program pursue a full-time course of study to complete the program. In the event that a student elects to take a temporary pause from study, a leave of absence may be requested in writing to the Chair, Graduate Program or Associate Dean of Academic Affairs. If the leave is granted, the student must file the Student Status Change form available in the University Office of the Registrar. Normally, a leave will be granted for a period from one semester to a full academic year. Students who are subject to dismissal for academic or disciplinary reasons are not eligible for a leave of absence. Students who fail to return to the College at the end of the approved leave will have their status changed from leave of absence to administrative withdrawal, and they will have to reapply for admission to the College of Nursing. Following enrollment in the DNP nursing courses at the University all subsequent program courses must be completed at Thomas Jefferson University.

Nurse anesthesia students must successfully complete all doctoral nursing courses with a grade of B- (80) or above in order to progress in the curriculum. If a student is unsuccessful in any nursing course, that course must be repeated the next time it is offered and the course must be repeated through the Jefferson College of Nursing. Students who earn a grade of C+ or below in a second nursing course, or who earn C+ or below twice for the same course will be dismissed from the College.

Nurse anesthesia students must successfully complete all nurse anesthesia specific courses with a grade of B (83) or above in order to progress in the curriculum. If a student is unsuccessful in any nurse anesthesia course, that course must be repeated the next time it is offered and the course must be repeated through the Jefferson College of Nursing. Students who earn a grade of B- or below in a second nurse anesthesia course, or who earn B- or below twice for the same course will be dismissed from the College.

DNP students are required to maintain a cumulative grade point average (GPA) of no less than B (3.00). A student whose cumulative GPA falls below B (3.00) will be placed on academic probation. Students on academic probation have the following two semesters to make up for the deficiency. Students on academic probation who have not been able to obtain a cumulative GPA of (B) 3.00 or better after two consecutive probationary semesters must submit a Petition for Permission to Continue as a JCN Student to the Committee on Student Promotions or be dismissed from the College. The student must also submit a typed letter to the Committee which outlines the factors which contributed to the previous poor academic performance and the steps and behaviors that were taken to resolve these factors. If the Committee deems this letter acceptable, the student and program Chair will create and sign an acceptable Academic Performance Agreement outlining classes to be taken and a completion time frame. This form must also be presented to the Associate Dean of Academic Affairs for final review and approval. If the student does not maintain continuous enrollment from this point on until graduation, the student will be dismissed from the program with no appeal. The Petition for Permission to Continue as a JCN Student and Academic Performance Agreement forms are available from the program Chair.
ACADEMIC STANDING
To be considered in good academic standing, the student must maintain a minimum cumulative grade point average of 2.30 in undergraduate programs and 3.00 in graduate programs, and satisfy the special program requirements of the College.

ATTENDANCE REGULATIONS
Attendance is required for all classes for which a student is registered. These requirements and the student learning outcomes of each course shall be clearly outlined by the faculty at the beginning of each course. STUDENTS WHO HAVE AN OUTSTANDING TUITION BALANCE ARE NOT PERMITTED TO ATTEND CLASSES.

CARDIOPULMONARY RESUSCITATION COURSE COMPLETION
Proof of completion of the American Heart Association cardiopulmonary resuscitation (CPR) course is a requirement for all degree and post-master’s certificate programs in the Jefferson College of Nursing. A current American Heart Association CPR completion card must be maintained throughout the program.

CHANGE OF GRADE
To change a student’s grade, the faculty must complete and submit a change of grade report, which may be obtained in the University Office of the Registrar. For grade changes other than "I" (Incomplete) or correction of a miscalculated grade, the faculty must submit to the appropriate JCN Chair for approval indicating the reason for the change together with the signed endorsement. A student who believes that they have received an inappropriate grade should contact the course faculty. A change of grade may be made within six weeks from the last day or final examination of the course.

CHANGE OF INFORMATION
Any change of student information with regard to name, address, marital status, etc., must be reported immediately to the University Office of the Registrar. All name changes are also to be reported to the appropriate program administrative assistant (undergraduate or graduate). In order for the University to mail pertinent information to students, the most current address must be available. Other information, such as course schedules and final grades are available on the BANNER Student Website.

Students are required to update their mailing addresses and telephone numbers directly on the website by visiting banner.jefferson.edu. To change a name on a student’s academic record, the University Office of the Registrar must have proper documentation, such as a copy of a marriage certificate or a court order.

CHANGES OF SCHEDULE: DROPPING AND ADDING COURSES
Students who wish to revise their schedules after registration must complete a Drop/Add Form and return it with the appropriate signatures to the University Office of the Registrar by the deadline published in the Academic Calendar. During the fall and spring semesters, the Drop/Add period is two weeks. In accelerated terms like the summer sessions, it is proportionately less.

Prior to changing their schedules, students receiving financial assistance should consult with the University Office of Financial Aid to determine what effect the change may have on their eligibility for aid or deferments on payment of student loans.

Students who are matriculated in a baccalaureate, master’s, doctoral or post-masters certificate program are not permitted to drop all courses in a term without obtaining
Students who stop attending classes without filing the required Course Drop form will be responsible for the full payment of tuition and will receive a grade of "F" for the course. Verbal notification to the course faculty does not constitute an official course drop.

**CLINICAL IMMERSION OR CLINICAL JEOPARDY, PROBATION, AND DISMISSAL**

Because patient well-being is a major concern of the University, it is necessary that certain actions be taken when a student’s clinical immersion or clinical practice poses a potential threat to patient health, welfare or safety. Therefore, students are subject to the College’s specific regulations governing clinical immersion or clinical practice and may be placed on probation by the College and/or recommended for dismissal from the College for unsafe clinical behavior as defined by the College.

College decisions for clinical immersion or clinical dismissals are subject to review by the Committee on Student Promotions. Students who wish to appeal a decision of clinical immersion or clinical dismissal unrelated to unsafe clinical practice may do so by following the provisions of the Grade Appeal Protocol.

**Procedure:**

1. Faculty coordinating clinical immersion or clinical courses are responsible for assignment of Clinical Immersion or Clinical Probation status and/or recommending Dismissal for students who pose a potential threat to patient health, welfare or safety.

2. Clinical Immersion or Clinical Probation is appropriate for students who make clinical immersion or clinical mistakes that impact or have the potential to impact patient health, welfare, or safety. Dismissal is appropriate for students who exhibit a pattern of unsafe performance that is not corrected during Clinical Immersion or Clinical Probation or who commit serious incidents of unsafe clinical immersion or clinical practice. The decision whether a given incident or pattern warrants Dismissal is the sole discretion of JCN.

3. When a student is placed on Clinical Immersion or Clinical Probation, the student is also placed on Clinical Immersion or Clinical Jeopardy. A written plan identifying for the student those failed clinical immersion or clinical objectives/problems requiring remediation in order to successfully attain course objectives is discussed with the student.

4. A meeting is scheduled with the student to review the following:
   - Review those behaviors demonstrated by the student deemed to be a potential threat to patient health, welfare or safety
   - Inform the student of assignment of Clinical Immersion or Clinical Probation status and immersion or clinical Jeopardy
   - Provide the student with written confirmation of the assignment of Clinical Immersion or Clinical Probation and Jeopardy along with the plan for remediation.

5. A Student Encounter Form will be completed by the faculty member meeting with the student to document the details of the meeting. The completed form will be placed in the student file, along with a copy of the letter notifying the student of clinical immersion or clinical probation status.

6. Outcomes of the remediation plan will be documented on the Clinical
Immersion or Clinical Jeopardy Form. A copy of this document will be placed in the student file and sent to the Chair of the Committee on Student Promotions for tracking purposes.

7. Students who successfully complete the remediation plan will be removed from clinical immersion or clinical probation status and the clinical immersion or clinical jeopardy is resolved.

Students failing to remediate and consequently unable to demonstrate attainment of clinical immersion or clinical performance objectives will be issued a clinical immersion or clinical failure.

Students who are performing below the clinical immersion or clinical course objectives will be placed on clinical Immersion or clinical jeopardy. A meeting will be scheduled with the student to review the remediation plan within one week of the occurrence.

The clinical immersion or clinical jeopardy will be in effect until the student successfully completes the remediation plan and successfully completes the course.

Approved January 23, 2013: Executive Council
Revised and Approved October 22, 2014: Executive Council

CLINICAL IMMERSION MAKE-UP FEE
It is the policy of Jefferson College of Nursing that undergraduate students who are absent from clinical immersion must make-up the clinical immersion and pay an immersion make-up fee. The immersion make-up fee, payable to Jefferson College of Nursing, is $250.00. A money order for the clinical immersion make-up fee is to be submitted to the BSN administrative assistant of the student’s program a minimum of five (5) days prior to the scheduled clinical immersion make-up date. Personal checks will not be accepted. Students who request a waiver of the clinical immersion make-up fee should be directed to the appropriate Program Director or Program Chair.

CLINICAL IMMERSION OR CLINICAL PERFORMANCE EXPECTATIONS

Student Unable to Meet Expectation for Clinical Immersion or Clinical Performance
In the event a student has been injured, requires assistive devices, or is unable to meet the physical/mental expectations for clinical immersion or clinical performance, as defined by Occupational Health Network for Employees & Students the student will:

1. Notify the clinical immersion or course faculty.
2. Notify the appropriate Program Director.
3. Submit documentation by a health professional to Occupational Health Network for Employees & Students indicating that the student is unable to attend immersion or clinical.
4. Provide ongoing documentation as directed by the Program Director.

Student Able to Meet Expectation for Immersion or Clinical Performance
If a student is able to meet the physical/mental expectations for clinical/immersion performance, as defined by Occupational Health Network for Employees & Students and is able to return to immersion or clinical, the student will

1. Notify the clinical immersion or course faculty.
2. Notify the appropriate Program Director.
3. Submit documentation to Occupational Health Network for Employees & Students by a health professional indicating that the student is able to attend immersion or clinical.

4. In the event an extremity is immobilized or assistive devices are required, the student must be cleared by Occupational Health Network for Employees & Students prior to returning to immersion or clinical.

Occupational Health Network for Employees & Students is located at 833 Chestnut Street, Suite 211. To make an appointment or contact Occupational Health Network for Employees & Students, call 215-955-6835.

CONFIDENTIALITY OF STUDENT RECORDS
Student records are held by the University in joint agreement with the student and the University for the benefit of the student. In such an agreement, the student’s records are the property of the University but may be released upon the written request of the student. The records of the student are held in trust by the University and are maintained in a confidential manner.

COURSE WITHDRAWAL
At the conclusion of the Drop/Add period, a student may withdraw from a course by completing a Course Withdrawal Form. A student who withdraws from a course prior to the deadline published in the college’s academic calendar will receive a grade of “W.”

A student who withdraws from the class after the deadline published in the University’s academic calendar will receive a grade of “WP” (withdrew Passing) or “WF” (withdrew Failing), depending upon the level of work at the time of withdrawal. A grade of “WF” is calculated in the grade point average in the same manner as a failing grade.

NOTE: Students who do not officially drop or withdraw from the course according to the procedures described above will be responsible for the full payment of tuition and will receive a grade of “F” for the course. Verbal notification to the course faculty does not constitute an official course drop or withdrawal.
CREDIT HOUR ASSIGNMENT IN ONLINE COURSES

The number of credit hours for courses that meet face-to-face with faculty is defined by the number of hours spent in classroom; credit hours in synchronous online environments are recorded in the same manner as for traditional classes.

The definition of credit hours in asynchronous learning environments is based on the following guidelines:

1. The course syllabus clearly documents that the course covers the same amount of material or course content that is expected if the class were a traditional campus-based course. Clear documentation includes the course objectives, the course topics, and the stated expectations for readings, projects, and other assignments, as well as the stated learning outcomes.

2. In 1998, faculty teaching campus-based core courses in the MSN/DNP program developed each of the campus-based core courses as asynchronous online courses and determined that the course content delivered in the asynchronous environment was of sufficient scope and rigor to ensure the amount of material delivered was comparable to the same campus-based course. Faculty worked with an instructional designer in developing each asynchronous course. Each MSN/DNP campus-based core course was 3 credits, each asynchronous online MSN/DNP core course was 3 credits.

3. During the development and planning of these courses for the asynchronous learning environment, faculty estimated the time a typical student would take interacting with the course content. This was equivalent to the number of credit hours expected in the campus-based courses, and was documented in each course syllabus. Hours for completing homework assignments, working on projects, studying for examinations, etc., was considered outside the credit hour requirements for the course.

4. Faculty determined class attendance by the evaluation of student participation in scheduled online discussions, required interaction with the faculty, as well as other classmates, and the timely submission of class assignments rather than simply by the number of logins provided in the statistics measured by the course management system. Quality and quantity of work demonstrated the rigor and time on task assignments was equal to those of the traditional course delivery.

5. Courses taught in the online format are equivalent to the same courses taught in the traditional campus-based format.

6. Courses developed specifically for online delivery must be approved through the College Curriculum Committee in the same way as new traditional campus-based courses.

7. The process and procedures for offering online courses are the same as all other Jefferson College of Nursing courses.

RUBRIC FOR ASYNCHRONOUS ONLINE CREDIT HOUR ESTIMATES

In asynchronous learning environments, the traditional face-to-face contact time is redefined as the time a typical student spends interacting with course content. This definition excludes student work traditionally done outside of class such as homework, studying, reading, and writing papers.

When faculty plan and develop asynchronous courses, they account for 12.5 hours of contact time for each credit hour (compared to 55 minutes per credit hour in class for fifteen weeks). They also account for two hours of outside student work per credit hour.
The following rubric is used to estimate asynchronous contact hours in the absence of data. Outside student work must be accounted for in the traditional manner.

<table>
<thead>
<tr>
<th>Interactions with Course Content</th>
<th>Time on Task Estimates</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Startup Preparations</td>
<td>10 minutes per preparation item.</td>
<td>Software Downloads, &amp; Installations. Computer Preparations. Orientation to Course Management items.</td>
</tr>
<tr>
<td>Reading (descriptive and technical text)</td>
<td>3 minutes per page</td>
<td>Textbooks and reference materials, both online and traditional.</td>
</tr>
<tr>
<td>Reading (online screens w/no interactivity)</td>
<td>2 minutes per screen</td>
<td>PowerPoint Slide Shows. Syllabus. Announcements. Case Studies. Journals.</td>
</tr>
<tr>
<td>Reading (online screens with interactivity)</td>
<td>4 minutes per screen</td>
<td>Multimedia. Tutorial.</td>
</tr>
<tr>
<td>Video</td>
<td>5 minutes per video</td>
<td>Faculty Brief. YouTube. Demonstrations.</td>
</tr>
<tr>
<td>Lecture Capture</td>
<td>30 minutes per lecture</td>
<td>Staged or Classroom Capture.</td>
</tr>
<tr>
<td>Audio</td>
<td>5 minutes per audio presentation</td>
<td>Music, Medical, History, Speeches, Radio, Nature.</td>
</tr>
<tr>
<td>Pod Casts. Phone Apps</td>
<td>5 minutes per Podcast</td>
<td>Mobile Learning</td>
</tr>
<tr>
<td>Simulations and Gaming</td>
<td>15 minutes per simulation</td>
<td>Virtual Laboratories. Hands-on learning. Mock Criminal Trials. Virtual Field Trips.</td>
</tr>
<tr>
<td>Practice Problems (not homework)</td>
<td>20 minutes per problem</td>
<td>Math, Computer Science, Case Studies. Surveys</td>
</tr>
<tr>
<td>Outside Online Short Training Courses</td>
<td>50 minutes per outside course</td>
<td>Courses taken, usually from Government sources (e.g., FEMA Online Training courses) as one requirement in an online course.</td>
</tr>
<tr>
<td>Writing Assignments</td>
<td>1.5 hours per page (including prep)</td>
<td></td>
</tr>
<tr>
<td>Quizzes</td>
<td>20 minutes per quiz</td>
<td></td>
</tr>
</tbody>
</table>
In response to the national trend requiring criminal background checks, child abuse clearances, drug testing and FBI fingerprinting for students placed in healthcare settings, all nursing students are required to complete this process as part of the admitted student requirements and annually while enrolled in clinical coursework in the Jefferson College of Nursing.

To assist the student in completing this requirement, JCN has partnered with an agency, American DataBank. This agency has an established record of working with students, provides an on-line service that allows the process to be completed expeditiously, and works closely with students should follow-up questions arise.

The student must complete the process even if a criminal background check, child abuse clearance, drug test or FBI fingerprinting with another agency or for other purposes has been previously completed.

American DataBank will facilitate each of these requirements with the student. They will act as a repository for results and the student should forward results and/or reports directly to American DataBank. Do not send any results to Jefferson. Once each requirement is fulfilled, American DataBank will notify Jefferson by email that the process has been completed, and whether the result is clear or requires further review. JCN will advise the immersion or clinical sites where the student is placed of the completion and corresponding designation. The student should retain a copy of each report as the clinical site may request that a copy be submitted at the time of placement.

An adverse Child Abuse Clearance will prevent the student from being placed at a clinical immersion or clinical site and consequently the student would be unable to graduate from the program. Thus, if a student receives an adverse result on the Child Abuse Clearance, the offer of acceptance to Jefferson College of Nursing will be rescinded.

An adverse Criminal Background Check, Drug Test and/or FBI Fingerprinting report may result in the offer of acceptance to Jefferson College of Nursing being rescinded or the inability to place the student at a clinical immersion or clinical site. Clinical immersion or clinical rotation and field work placements may be denied by an assigned clinical immersion or clinical site due to felony or misdemeanor convictions, a positive drug test and/or other adverse findings, and the inability to be placed at a clinical immersion or clinical site will prohibit the student from graduating. In these situations the offer of acceptance to Jefferson College of Nursing may be rescinded.

Students with questions regarding the on-line system should contact American DataBank at 1-800-200-0853. Any questions that result after the process is complete should also be directed to American DataBank at that number.

**DISABILITY ACCOMMODATIONS**

Thomas Jefferson University is committed to providing equal educational opportunities to all students, including students with disabilities. Under the law, a person with a disability is defined as an individual who (1) has a physical or mental impairment that substantially limits one or more major life activities (2) has a history or record of such impairment, or (3) is regarded as having such impairment.
A student requesting accommodation for a disability must contact the Assistant Provost of Student Affairs (215-503-6335, 1123 Edison Building) and submit documentation of that disability. See Disability Accommodation Policy under University Policies at www.jefferson.edu/handbook.

DISTANCE LEARNING
Students engaged in distance learning are directed to the Distance Learning Support Website.

What are the requirements for a JCN distance learning course?
JCN courses (on campus and online) use Blackboard as the course management system. Most documents and files are distributed this way. Lectures may be live using the webcasting application from Adobe Connect; they may also be recorded and played back on demand. Below are the general hardware and software requirements. If you do not already have the necessary viewer applications the system will prompt you to download the free player.

For synchronous courses, the University uses Adobe Connect, which requires the use of a web cam and headset (audio, microphone and camera).

Hardware
- Computers using Microsoft Windows (Windows 8.1, Windows 8, Windows 7)
  - 1GB RAM
  - Sound card with speakers or headset (headphones & mic)
  - Printer
  - Internet Explorer 9 or higher, Google Chrome or Firefox (Firefox is recommended)
- Computers using Apple OS X (10.8 or higher)
  - 1GB RAM
  - Sound card with speakers or headset (headphones & mic)
  - Printer
  - Safari, Google Chrome or Firefox (Firefox is recommended)

For audio communication, you must use a headset or earbuds and microphone instead of using the computer speakers. The recommended hardware is a headset with microphone that utilizes 2 mini jacks (3.5 mm jacks). Internal microphones typically work with Adobe Connect, but you will be required to listen without using speakers. Ear buds or a headset is essential.

Adobe strongly recommends that your computer have a wired high-speed internet connection to the internet (no dial-up or air cards). A wireless connection may work, but may not supply you with adequate connection speed for your entire session.

You will have to use a wired connection to participate if your wireless speed is not fast enough. Students are strongly encouraged to test their equipment before the first class session by scheduling a test session with Education Services. Call 215-503-2830 or email EdTech.Support@lists.jefferson.edu.

Software
Jefferson uses MS Office for documents (MS Word); spreadsheet (MS Excel); and presentations (MS PowerPoint). You do not need to purchase MS Office if you use a different suite of tools but you will need to save your files in that format. Student
versions of MS Office can often be purchased for around $100. Viewer applications that will allow you to open these files are available from Microsoft.

**Internet Access and E-mail**
Jefferson will issue each student a campus-key (your campus username to access restricted content) and an email account. The campus-key will be used to access course content (on Blackboard), library resources, Banner (registration), and e-mail. Thomas Jefferson University and Jefferson College of Nursing will ONLY contact students via the official jefferson.edu e-mail account. Students may forward e-mail to another account but it is the student’s responsibility to monitor email quota and remove old messages if the auto-forward function is used.

**Skills Requirements**
In general students should be comfortable with computers, be familiar with Internet searching, word processing, email and know how to send attachments with email.

**Frequently Asked Distance Learning Questions:**
- **How much time will I need to spend on course content each week?**
  The amount of time you spend on the course content will depend to a certain degree on the particular course, your own background and knowledge, your learning style, your computer, even the speed and reliability of your online connection. However, you should know that an online course generally takes more time than anticipated, not less. An online course is just as demanding as a traditional one. You should expect to spend between 6 and 10 hours per week on the course work.
- **If I don’t see the course faculty every week, how will I interact with him or her?** Most interaction will be electronic, i.e., via email and electronic bulletin boards. Faculty will respond Monday to Friday, during business hours, to email and voicemail. Appointments (e.g., conference calls) may also be arranged.

  Each course will give specifics on how you will get feedback from the faculty and how to contact him/her.
- **Is help available when I have questions? From whom?**
  - Questions about the content of your course will be referred to the course faculty.
  - Questions about campus wireless, changing your password, Examplify should be referred to IS&T. You can contact IS&T at 215-955-7975 (24 hours/day and 7 days/week) or go in person to the 2nd floor of the Scott Library at the IT support desk.
  - Questions about library services and literature searching should be referred to the library. You can contact the library at 215-503-6994 or go in person to the 2nd floor of the Scott Library at the Service Desk or email: AskALibrarian@jefferson.edu
  - Questions about educational technologies (Blackboard, iCE, Nearpod, Voice Thread, etc.) should be referred to EdTech Support. You can contact EdTech Support at 215-503-2830. Or email: EdTech.Support@lists.jefferson.edu
- **I’m not sure if I have the correct equipment and software. Whom should I contact?**
  Contact the Center for Teaching and Learning at Scott Memorial Library.
Is distance learning right for me

Students enrolled in online courses, one of many types of distance learning, complete the course content via computer and modem at times and places convenient for them. There is no need to come to campus at a set time each week to attend a lecture. For this reason, online learning obviously has tremendous appeal for students who live far from campus or who have work or family schedules that preclude them from taking a traditional lecture course.

However, there are issues other than convenience and flexibility to think about when considering this type of learning. The most successful distant students are independent, organized, and well-disciplined. They are also good time-managers and are comfortable with computers, Internet searching, and electronic communication, particularly email. Of course, this is not to say you should steer clear of an online course if you don’t possess each of these qualities or skills. But you should consider how you best learn, how independently you can work, how self-disciplined you are, and how comfortable you are with computer technology.

DISTANCE LEARNING INTEGRITY STATEMENT

The Distance Education Integrity Policy was established to ensure documentation of the processes through which JCN verifies that the student who registers in a distance education course is the same student who participates in, completes and receives credit for that course. This policy will be upheld for each and every course that has an online component. Students will sign the Distance Education Integrity Statement electronically (typed name indicates signature) and submit the document at the beginning of every online and distance education course.

DOCUMENTATION FOR JCN STUDENTS:
UNDERGRADUATE AND GRADUATE

COMPLIO for Compliance and Tracking

Please visit the TJU – College of Nursing’s Complio website at JeffersonNursingCheck.com to begin the process.

For Graduate Students: Uploading RN Licenses and BLS/ACLS documents

- Take the time and view the video tutorial on the Complio website – Document Upload. This provides a step-by-step process on how to upload your RN licenses and CPR cards.
- Since JCN will be tracking your documents, document uploads occur on the Compliance side of your Complio account.
- You will be uploading your RN licenses and CPR cards similar to how you uploaded your medical records.
- All students matriculated into the graduate programs at Jefferson College of Nursing are required to be licensed as a registered nurse.

Note: Have a digital copy of your current active RN license/s and BLS & ACLS available to upload

All JCN students are required to upload the appropriate documentation of completed health requirements to their Complio (American Data Bank) account or make
arrangements with Occupational Health Network for Employees & Students to ensure that these requirements are met. There will be NO exceptions granted to this policy.

E-MAIL
Each student will be assigned an e-mail account. E-mail is one of the primary means available to faculty to easily and quickly communicate with students. Consequently, it is imperative that students frequently check for messages. There will be no latitude allowed for students who claim that information was not communicated when faculty transmitted it electronically. E-mail communication will be conducted through students’ Jefferson accounts ONLY

FAILURE TO COMPLETE A COURSE
A student, who has not met all requirements of a course, may be given the grade of “I” (Incomplete). A grade of “I” indicates that the student has not completed all the course requirements. This grade is given only when the work already completed has been of a quality acceptable to the faculty. This grade automatically becomes an “F” if the work is not completed and the faculty does not submit a grade within six weeks after the end of the course or the final examination.

GRADE APPEAL PROTOCOL
The grade appeal policy and procedure affords recourse to a student who believes evidence exists that an inaccurate final grade has been awarded under the following circumstances:

• Grade awarded does not align with criteria established in the course syllabus, rubrics, or other course documents.
• Grade awarded has been inaccurately assigned due to clerical or administrative error.

Please note the grade appeal process described in this policy is for final grades only, not individual assignments. If a student believes that an inaccurate final grade has been assigned based on the circumstances above, they should discuss the grade with the course instructor. If an agreeable outcome is not reached, the student may begin an official grade appeal. Before starting an official grade appeal a student is required to meet with a member of Academic or Student Affairs to learn more about the process and timelines. Students on the East Falls campus should discuss circumstances with their academic advisor, students on the Center City campus should contact the Associate Provost for Student Affairs.

Official Appeal process:
1. To appeal a grade for a course, the student should begin with the course instructor by submitting the documents outlined below. The course instructor will review the appeal and provide a written response to the student.
2. If the student is not satisfied with the outcome or does not receive a response, the appeal can be continued in writing to the next designated academic official. This will vary by college or school providing the course, and may include the course coordinator, program director, department chair, or associate dean, who will also respond in writing.
3. In the event that the student is not satisfied with the outcome at that level, an appeal may be submitted to the dean of the college or school providing the course. The dean will respond in writing and is the final appeal.
Required documentation:
For a grade appeal, the burden of proof is on the student. To formally begin the appeal, the student must provide the following documents for review:

A. A detailed written statement requesting and explaining the basis for the appeal
B. A copy of the course materials, including syllabus and assignments; and
C. Copies of other pertinent documents, including student’s submitted work, and any other evidence that may have a bearing on the grade in question. These may include, but are not limited to, work done by the student in the course, school/department/university policies, tests, papers, clinical records or evaluations, journals, handouts, correspondence to/from the instructor, course outlines, handouts, logs and any written feedback given by the instructor on written work.

If the appeal is for a prerequisite course for the subsequent semester, or if a student has been dismissed from a program based on a grade being appealed, college or school administration (Program Director or Chair) will notify the student if they may or may not continue in the subsequent course or academic program during the appeal process.

Timeline
A student must file the initial appeal within 10 business days after the deadline date for grade submission as found in the Academic Calendar. The entire grade appeal process should take no more than 30 business days. If, due to extenuating circumstances, the student is unable to follow the timeframe, they must submit a written request for an extension from the next person in the process during the specified timeframe. Likewise, a course instructor, program director, chair, or associate dean must submit a written request for an extension to the dean if there are extenuating circumstances that would not allow the timely completion of their review and decision.

A student whose basis for dissatisfaction with a grade does not fall within this grade appeal policy may wish to review the University Grievance Policy.
GRADING SYSTEM

The following is the grading system used in the Jefferson College of Nursing, including the quality points assigned for use in the calculation of the grade point average (GPA). Note that the minimum grades required for satisfactory performance in a given course and for progression in the program are determined by the academic policies governing the particular program. Students should consult the appropriate section in this handbook for specific criteria and policies governing progression in the academic program in which they are enrolled.

<table>
<thead>
<tr>
<th>GRADE</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>98 - 100</td>
</tr>
<tr>
<td>A</td>
<td>93 - 97</td>
</tr>
<tr>
<td>A-</td>
<td>90 - 92</td>
</tr>
<tr>
<td>B+</td>
<td>87 - 89</td>
</tr>
<tr>
<td>B</td>
<td>83 - 86</td>
</tr>
<tr>
<td>B-</td>
<td>80 - 82</td>
</tr>
<tr>
<td>C+</td>
<td>77 - 79</td>
</tr>
<tr>
<td>C</td>
<td>73 - 76</td>
</tr>
<tr>
<td>C-</td>
<td>70 - 72</td>
</tr>
<tr>
<td>D+</td>
<td>67 - 69</td>
</tr>
<tr>
<td>D</td>
<td>63 - 66</td>
</tr>
<tr>
<td>D-</td>
<td>60 - 62</td>
</tr>
<tr>
<td>F</td>
<td>Below 60</td>
</tr>
<tr>
<td>WF*</td>
<td></td>
</tr>
</tbody>
</table>

A minimum of 77.0 is required for passing in all BSN courses.
A minimum of 80.0 is required for passing in all MSN and DNP courses.
A minimum of 83.0 is required for passing in all nurse anesthesia specific courses.

At the close of an academic term, each course faculty assigns a letter grade indicating the quality of a student’s work in the course.

GRADES NOT CALCULATED IN THE GRADE POINT AVERAGE (GPA)

- **AU** Audit: Faculty permission required; no credits awarded
- **CR** Credit: Awarded for successful completion of a challenge examination.
- **I** Incomplete: Awarded only when the student has done course work at a satisfactory level. Failure to remove an incomplete grade prior to the end of the 6th week following the conclusion of the final exam (or as determined by the program if the course is a pre-requisite) will result in a grade of F.
- **IP** In Progress: Assigned when course work is scheduled on a continuous basis over more than academic term (e.g., selected clinical practical). The final course grade and credit are awarded in the term of completion.
- **N** No Credit: When it is impossible to complete work in a given course, the student may submit a written application for a grade of N, within one academic term, through the course faculty to the Dean. If the request is approved, the student will be awarded a grade of N. No credit is awarded.
- **P** Pass: Satisfactory completion of a course graded on a Pass/Fail basis.
- **T** Transfer Credit: Transfer credit awarded.
UP  Unsatisfactory Progress: Provides an opportunity for students who have experienced late improvement in a clinical affiliation and may need extra time in the clinic to fine-tune their skills. UP is not calculated in the student’s GPA. Failure to remove the grade prior to the designated timeframe determined by the College/Department will result in a grade of “F.”

W  Withdrawal: Students who complete an authorized withdrawal by the deadline published in the Academic Calendar receive a grade of “W.”

WP  Withdrew Passing: After the deadline, a student who withdraws receives a grade of “WP” (Withdrew Passing) or “WF”* depending upon the level of performance in the course at the time.

WF*  Withdrew Failing: WF is calculated in the student’s GPA.

GRADE POINT AVERAGE CALCULATION
The grade point average (GPA) is computed in the following manner:

1. Multiply the number of Quality Points for each grade by the Credit Hour value assigned to each course attempted.
2. Divide the sum of these products by the total number of credits attempted.

The cumulative GPA is based on the grades earned in all courses taken in the Jefferson College of Nursing, except for the following circumstance:

ADMISSION TO A SECOND PROGRAM
A graduate of one program of the University who is admitted to a second program has a cumulative GPA for the second program computed only on the grades earned in courses taken after completion of the first program.

ACADEMIC HONORS (BSN PROGRAMS ONLY)
Dean’s List - At the end of each academic term, recognition on the Dean’s List for Distinguished Academic Achievement is awarded to those students enrolled in undergraduate programs with no fewer than 12 credit hours per semester who have achieved a minimum grade point average of at least 3.50 for the term.

ACADEMIC HONORS AT GRADUATION (BSN PROGRAMS)
To graduate with honors, a student must:

- Complete at the College a minimum of 60 credits in a bachelor’s degree program
- Earn at least 50% of these credits in graded (non-Pass/Fail) courses
- Achieve a cumulative grade point average as follows:
  - Cum Laude 3.50
  - Magna Cum Laude 3.70
  - Summa Cum Laude 3.85

The cumulative GPA is calculated on grades earned in Jefferson College of Nursing courses only. Transfer courses are not included.

GRADUATION POLICY
BSN students must complete the specific total credits and course requirements in the major program of study and achieve a cumulative grade point average of at least 2.30 (C+) on all attempted work to qualify for graduation from the University.

Graduate students must complete the specific total credits and course requirements in the major program of study and achieve a cumulative grade point average of at least 3.00 (B) on all attempted work to qualify for graduation from the University.
Full-time students are required to complete their course of study within three years of the date of matriculation. Part-time students are required to complete their course of study within five years of the date of matriculation. An extension may be granted in the event of extenuating circumstances, such as a documented serious illness.

**Residence Requirements for Graduation**
A student must earn a minimum of 30 semester credits on campus immediately preceding graduation for a degree to be conferred.

**Application for Graduation**
The official awarding of degrees takes place three times each year: at the Commencement Exercises following the conclusion of the spring semester, in August at the conclusion of the summer semester, and in December at the conclusion of the fall semester. Students who expect to meet the requirements for graduation in a given year must file an online application with the University Office of the Registrar no later than the published date in the Academic Calendar.

The University Office of the Registrar will email eligible students instructions for completing the Application for Graduation and ordering of cap and gown to his/her Jefferson email account.

A student who applies for graduation and then fails to qualify must reapply, indicating the revised date of the completion of graduation requirements. A student who does not qualify for graduation in time for Commencement exercises may participate in the next academic year’s graduation program.

**STUDENT GRIEVANCE PROCEDURE**
All members of the Thomas Jefferson University Community have the right to express concerns when they perceive that they have been treated in a manner not consistent with the standards of conduct at the University. The student grievance procedure as described below is intended to allow students this mode of expression. However, the student grievance procedure is not intended for grade appeals or dismissal due to unsafe clinical practice. Please see the policy for grade appeals outlined in this handbook for resolution of those issues. The student grievance procedure includes the following steps:

1) Students are encouraged to address the problem at the point closest to the issue. In the Jefferson College of Nursing, the student is encouraged to attempt to resolve the dispute directly with the faculty or staff member involved with the issue.

2) If dissatisfied with the outcome after meeting with the person closest to the issue, the student may meet with the appropriate Department Chair to reach a resolution.

3) If satisfactory resolution was not achieved in the student’s meeting with the Program Chair, the student may file an official complaint by completing the Student Grievance Form.

a. When the complaint information is received, the Dean or Dean’s Designee will schedule a meeting with the student to discuss the complaint. Please note that the Dean/Dean’s Designee may request additional information from the student who submitted the complaint, as well as from other individuals identified in the complaint. Every reasonable effort will be made to preserve an individual’s privacy and protect the confidentiality of information connected with the complaint. The information will be
shared only with individuals who assist or are otherwise involved in the investigation and/or resolution of the complaint, or who otherwise have a need to know about the complaint and/or its resolution.

b. The Dean is the final authority in hearing student grievances.

All parties are encouraged to address the issue promptly in writing (within three [3] class days whenever possible) so that resolution of the grievance should require no more than three weeks.

Records of the grievance are kept by the respective faculty and administrative personnel and do not become part of the student’s permanent record if an official complaint is filed with the Office of the Dean, the University will also track such complaints and maintain a record that includes the date the complaint was received, the student(s) identified with the complaint, the nature of the complaint (including a copy of the written complaint), the University officials who were involved in addressing the complaint, the steps taken to resolve the complaint, and the final resolution/disposition of the complaint. This information may also be made available to regulatory agencies and accrediting bodies as required in accordance with applicable laws, regulations and policies.

GUIDELINES FOR WRITTEN COURSE ASSIGNMENTS

a. Students are required to use the APA Manual (most recent edition, most recent printing).

b. All written work, unless otherwise specified, must be submitted in typed format, using the APA style manual as a guide.

- Non-typed work (unless otherwise specified) will NOT be accepted
- Papers not in APA format will NOT be accepted
- Papers with incorrect APA formatting will lose 1 point for each occurrence up to 5 points maximum

c. All work must be grammatically correct, properly referenced, and reflective of current nursing and other health care professional references.

- Papers with grammatical and spelling errors will lose 1 point for each incorrect occurrence up to 10 points maximum
- Textbooks are not considered appropriate references for written work for Graduate (MSN and DNP) level students. Textbooks may be used by undergraduate (BSN) students.

d. Electronic submission for written course assignments must be only in Word Doc format. No photographs or jpegs will be accepted.

e. Students may also access the Center for Teaching and Learning and/or the writing center for questions pertaining to the use of APA format.

f. Any assignment not submitted at the beginning of class on the specified due date will lose 5 points for the day it was submitted late and 5 points for each subsequent day that it is late. All required assignments MUST be submitted even if they are submitted too late to receive any points.
HEALTH REQUIREMENTS
Thomas Jefferson University, Jefferson College of Nursing requires that all students meet their outstanding health requirements 30 days prior to matriculation. This includes immunizations and PPD. In order for students to enter the clinical/clinical immersion area, they need to upload the appropriate documentation of completed health requirements to their Complio (American Data Bank) account or make arrangements with Occupational Health Network for Employees & Students to ensure that these requirements are met. There will be NO exceptions granted to this policy.

IDENTIFICATION CARDS
All students in the Jefferson College of Nursing are issued photo identification cards to be carried at all times on campus and in hospital facilities.

The initial ID card is provided at no charge. If a student’s identification card is lost or damaged, replacement cards can be obtained for a fee from the Photo ID Center located in the Jefferson Bookstore at 1009 Chestnut Street. The Photo ID Center is open during store hours from 7:00 am to 5:30 pm Monday through Friday and from 9:00 am to 1:00 pm on Saturday. For more information call (215) 955-7942.

INFORMATION SERVICES AND TECHNOLOGIES (IS&T) INFORMATION
In order to orient students to the computing environment at Jefferson, several areas of importance are summarized below. Incoming and current students may visit a specialized student information center on our website, IST.Jefferson.edu. The site contains up-to-date information on the computing environment at Jefferson, as well as links for student support. For those that require live IT assistance, you can call us at 215-955-7975 to talk to a member of the IS&T Service Desk, or you may visit us at the IS&T Desk in the Scott Memorial Library, 2nd floor, located at 1020 Walnut Street.

Campus Key
The Campus Key is your universal login credential and personal identifier that allows access to information resources on campus. If you don’t know your Campus Key, you can find it by visiting the [Campus Key Lookup URL](#). Your initial password is usually your first and last initial in lower case, last four digits of your social security number, and your first and last initial in upper case. You will be notified if a different password was created for you. Always change your initial password using the Campus Key Help under Quicklinks. The Campus Key is used to authenticate your identity and grant you access to TJU computing services, such as Blackboard, the JeffMail email system, JEFFLINE, the Banner student information system, wireless network, public/lab computers and support services.

Please be advised: No University group, including IS&T will ever ask you for account information such as Username, Campus Key, or Password via email. If you receive an email requesting this information or that links to a website that requests this information, do not respond. If you reply to such an unauthorized email (known as “phishing”) your Jefferson accounts may need to be disabled. Please remember that IS&T will NEVER ask for your Social Security Number, password, or account data via email.

Blackboard
Jefferson uses Blackboard as its learning management system (Jefferson. Blackboard.com). Access to Blackboard is made by using your Campus Key and password. Once logged in, Single Sign-On allows quick access to JeffMail, Banner and JEFFLINE, without logging in to each application. Simply click the tab of the desired application, and that application will automatically open.
Blackboard allows access to calendars, announcements and links to all of your courses and student organizations in one convenient place. Students can also customize their Blackboard homepage by adding or deleting various modules including access to news, sports, and weather. Please note: Blackboard is also used as a tool for providing information to students, faculty, and staff. It’s important that all students log-in to it regularly as numerous important notices are updated frequently.

**Email**
The Jefferson email address is generally represented as firstname.lastname@jefferson.edu. This is the e-mail address that students should provide to others as their official e-mail address at TJU. While the Campus Key is used to authenticate to systems on campus, the e-mail address is used for official communications. E-mail can be accessed by visiting JeffMail (Jeffmail.Jefferson.edu) and logging-in with your Campus Key and password. Access to this web based e-mail is available from any Internet or campus connected computer that uses Microsoft Internet Explorer. Other browsers are also supported but with a different interface.

**Please note:** JeffMail is the University’s official correspondence method and is the only formal method of electronic communications between TJU and students, faculty and staff. It’s also the primary way in which advisors, faculty, and other staff will communicate with students. It’s very important that all students check their JeffMail e-mail account at least once per day; this will ensure no important emails are overlooked. In addition, important information will be sent periodically leading up to Orientation.

**Banner Web**
Banner Web is the student information system. Students can access grades, general financial aid information, unofficial transcripts, tuition information, class schedules, final grades and much more.

**JEFFLINE**
JEFFLINE is the online center for knowledge-based information, brought to you by Academic & Instructional Support & Resources (AISR). Scott Memorial Library provides databases, full-text collections, and almost all library services via JEFFLINE. AISR Education Services offers distance learning and computer based learning courses, educational software packages for students and other customized curriculum support. The AISR News blog, available from any JEFFLINE page or directly at Jeffline.Jefferson.edu/aisrnews, is a good source of news about academic resources.

To access JEFFLINE, login to Pulse (Pulse.Jefferson.edu) using your Campus Key and password and click on the JEFFLINE tab.

**Jeff Wireless Network**
Jefferson maintains a wireless network providing connectivity in the residence halls (Barringer, Orlowitz and Martin buildings), Scott Memorial Library and Hamilton Building. The wireless network also covers most if not all the classroom areas in Edison, College, Curtis, Bluemle, and Jefferson Alumni Hall. This network provides students with high- speed network connectivity within these areas to academic resources and the Internet. Jefferson is committed to increasing wireless availability across the campus.

**PC Network Registration**
All students will need to register their PCs and laptop computers in order to access the TJU network. Just enter your campus key and password in the Web page that will be automatically redirected to once you start your browser.
If you are considering a computer purchase, TJU recommends a laptop system rather than a desktop. Laptops should have a wireless network card in order to take full advantage of the TJU wireless network service. Wireless cards should be compatible with the 802.11 G and N standard. It’s necessary to use WPA2 ENTERPRISE authentication protocol as the personal version does not allow for user authentication. While wireless network cards come preinstalled in most new laptop computers, if needed, they can be purchased from most reputable computer/electronics re-sellers, as well as from the Jefferson Medical and Health Science Bookstore on-campus. The bookstore is located at 1009 Chestnut Street, Philadelphia PA, 19107. To contact the bookstore call 215-955-7922 or toll free at 1-888-TJU-Book. The bookstore sells miscellaneous computer accessories and supplies and is also the on-campus source for the Microsoft Student Select software licensing program. This program enables you to purchase software titles, including Office ‘10, ‘11 and ‘13 Standard and Windows 7, at a significantly discounted rate. Below are the minimum and the recommended laptop configurations for students to access the TJU wireless network and to provide adequate computing performance for software applications used on campus.

<table>
<thead>
<tr>
<th>Recommended Minimum Configurations for New Laptop Systems</th>
<th>Windows</th>
<th>Mac OS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Processor</strong></td>
<td>Dual Core i5 processor</td>
<td>Dual Core i5 processor</td>
</tr>
<tr>
<td><strong>Memory Ram</strong></td>
<td>6.0 GB</td>
<td>4.0 GB</td>
</tr>
<tr>
<td><strong>Hard Drive</strong></td>
<td>500 GB</td>
<td>500 GB</td>
</tr>
<tr>
<td><strong>Graphics</strong></td>
<td>Built-in video card</td>
<td>Built-in video card</td>
</tr>
<tr>
<td><strong>Sound</strong></td>
<td>Built-in audio &amp; speaker</td>
<td>Built-in audio &amp; speaker</td>
</tr>
<tr>
<td><strong>Miscellaneous</strong></td>
<td>DVD±R/CD-RW Drive</td>
<td>Optional Optical Drive</td>
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<tr>
<td><strong>Network Connection</strong></td>
<td>10/100/1000BaseT Ethernet</td>
<td>10/100/1000BaseT Ethernet</td>
</tr>
<tr>
<td><strong>Wireless Network Connection</strong></td>
<td>Built-in Wireless 5Ghz G/N Network Card (Intel Preferred)</td>
<td>Built-in Airport Extreme Card</td>
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<tr>
<td><strong>Recommended Operating System</strong></td>
<td>Windows 7 and higher</td>
<td>Mac OS X 10.8.2 and higher</td>
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</table>

Antivirus / Anti-Spyware with current updated license

If you decide to purchase a new computer, a discount is available on Dell and Apple PCs. It is available to all TJU students if ordered through a special web page. To access this page, go to IST.Jefferson.edu and click the “for students” section on the right hand side. From that menu, select the “TJU Dell Premier Page” link. You will then be directed to the personal purchase website. For Apple purchases you can go directly to apple.com, click on Store, and scroll down to the bottom of the page and select education. From there you can select TJU as your University.

**LATENESS**

Classes will begin on time. Any student who arrives after class has begun should wait until the first break or until permission is received from the faculty to enter the classroom. The student is responsible for meeting class objectives that were covered during the missed
classroom time. Any materials that were handed out during this time are the student’s responsibility to obtain.

**LEAVE OF ABSENCE FOR BSN STUDENTS**
In the event that an undergraduate student (BSN) requires a non-academic-related leave of absence, the student will have the opportunity to return to the BSN plan of study. Ability to progress in the BSN curriculum will occur as follows:

When personal circumstances make a temporary absence from the College advisable and when intent to return is evident, a leave of absence may be granted to a student matriculated in the BSN degree program who files the Student Status Change Form available in the University Office of the Registrar. Permission of the College Chair of Undergraduate Programs or Associate Dean for Academic Affairs is required. A leave will be granted for a period of one semester or quarter, up to a full academic year. A student who is subject to dismissal for academic or disciplinary reasons is not eligible for a leave of absence. A student who has been placed on academic probation and is subsequently granted a leave must satisfy the terms of the probation upon returning.

If a leave is granted during an academic term, the same procedures and policies pertaining to grading of individual course withdrawals will be in effect. In the case that a student must take a medical leave of absence, then upon return the student must visit Occupational Health Network for Employees & Students to determine their ability to return to class or clinical (see the Medical Leave of Absence and Mandatory Medical Leave of Absence sections below for further details).

A leave of absence should be arranged in advance. A student considering a leave should first consult with their program director regarding possible effects on their progress toward the degree. Students who have borrowed federal, institutional or private loans are required to complete a federally mandated Exit interview counseling session with the Financial Aid Office.

Prior to return from the approved leave of absence, the student will meet with the director of the program in which the student is matriculated to determine their individual plan of study. Individual plans will include student demonstration of competency consistent with course objectives and clinical skills in the BSN plan of study that were completed at the time of the approved leave. Students are eligible for one leave of absence during the BSN program. Students who fail to return to the College at the end of the approved leave will have their status changed from leave of absence to administrative withdrawal.

**LEAVE OF ABSENCE (MSN AND DNP STUDENTS)**
When personal circumstances make a temporary absence from the academic program advisable and when an intent to return is evident, a leave of absence must be requested from the Chair, Graduate Programs. Students requesting a leave of absence must complete the Student Status Change Form available in the University Office of the Registrar. Permission of the Chair of Graduate Programs or Associate Dean of Academic Affairs is required. Normally, a leave will be granted for a period from one semester to a full academic year. Students who are subject to dismissal for academic or disciplinary reason are not eligible for a leave of absence. A student who has been placed on academic probation and is subsequently granted a leave must satisfy the terms of the probation upon returning.

If a leave is granted during an academic term, the same procedures and policies pertaining to grading of individual course withdrawals will be in effect.
Students who fail to return to the program at the end of the approved leave will have their status changed from leave of absence to administrative withdrawal, and they will have to apply for readmission in order to return.

Students considering a leave should first consult with their academic advisor and other appropriate advisors regarding possible effects on their progress toward the degree, financial aid and tuition charges. A leave of absence should be arranged in advance, and the student should follow the same procedure as for withdrawal from the College.

Students who have borrowed federal, institutional or private loans are required to complete a federally mandated Exit Interview counseling session. Besides being a federal requirement, it is a very helpful counseling process to ensure that students know the facts and repayment strategies that apply to student loans and to safeguard loans from becoming delinquent during a leave of absence, withdrawal or any other period of non-enrollment or drop in credits to below a half-time status level.

**Medical Leave of Absence**
For medical leaves of absence, students must proceed through Occupational Health Network for Employees & Students, which will notify the Office of the Dean of its recommendation regarding a medical leave. No medical leaves will be reviewed or received without the endorsement of the Director of Occupational Health Network for Employees & Students, or other physicians designated by the Director of Occupational Health Network for Employees & Students.

Medical leaves will be for a period of up to one year. A leave of more than one year’s duration will be granted only under the most extraordinary circumstances and only after review by the Office of the Dean. Prior to reentry, which may be applied for prior to the one year anniversary, appropriate medical screening will be arranged by the Director of Occupational Health Network for Employees & Students with consultation, if necessary, to provide assurance of the student’s fitness to return to class.

**Mandatory Medical Leave of Absence**
The Jefferson College of Nursing has an obligation to protect patients, students, faculty, and employees from harm caused by the actions of any student. If remaining in a course or rotation or in the Jefferson College of Nursing is thought to be detrimental to the student, classmates, faculty, or to the delivery of patient care, the JCN Dean or the Dean’s designee has the right to temporarily remove a student from JCN, a course, or a rotation, pending medical and/or psychiatric evaluation and review by the Director of Occupational Health Network for Employees & Students, or other physicians designated by the Director of Occupational Health Network for Employees & Students.

Removal from JCN, a course, or rotation, are all subject to review by the Committee on Student Promotions and the Associate Dean of Academic Affairs as appropriate.

The JCN Associate Dean for Academic Affairs or the Dean’s designee will determine the length of the leave and will require the student to demonstrate fitness to return to school. The JCN Associate Dean for Academic Affairs or the Dean’s designee will determine whether restrictions in access to campus, students and email account are necessary during the leave. The JCN Dean or Dean’s designee will alert the student, in writing, of any restrictions during his/her leave of absence.
Prior to reentry, appropriate medical screening will be arranged by the Director of Occupational Health Network for Employees & Students with consultation, if necessary, to provide assurance of the student’s fitness to return to class.

Any financial costs that may be incurred are the responsibility of the student. Reentry after a leave for psychological/psychiatric reasons will include an interview by the psychiatrist designated by the Director of Occupational Health Network for Employees & Students. Should the JCN Committee on Student Promotions direct a mandatory leave of absence, the Committee will define the conditions of return, which may include restricting the scheduling of clinical or clinical immersion rotations at away sites.

**ONLINE EXAMINATION POLICY**

Students taking examinations in an on-line course are expected to adhere to the academic integrity policy. It is expected that the examination reflects one’s own independent and individual work. Failure to abide by the academic integrity policy can result in academic sanctions up to and including dismissal from the program.

**PERSONAL DIGITAL DEVICES IN THE CLINICAL SETTING**

Personal Digital Devices (PDDs) such as iPads or mobile phones, are required for all clinical, clinical immersion, and graduate clinical practicums.

The PDD is loaded with required reference-based software. All students entering clinical areas have been advised of and are expected to comply with Health Insurance Portability and Accountability Act (HIPAA) regulations. All patient-related information is confidential. Patient-related information is defined as all information related to the health, business, or personal matters of the patient or patient’s family. This includes but is not limited to Protected Health Information (PHI) that is based on a patient’s diagnosis, examination, treatment, observation, or conversation, and information maintained in data bases that contain diagnostic or treatment related information. In order to comply with current regulations, the following protocol has been established for PDD use in the nursing programs. Personal Digital Devices include but are not limited to: smart phones, laptops, cell phones, and iPads.

1. Protected Health Information (PHI) cannot be entered into the PDA or digital device.
2. Pictures cannot be taken in the clinical setting.
3. The usage of personal cell phone functions which include personal text messaging is prohibited during clinical hours.
4. Cleaning of PDDs must comply with the organization’s infection control policy and procedures. If the device becomes contaminated it should be cleaned with the recommended disinfectant. If a patient is on isolation, the PDD cannot be taken into the patient’s room. Hand hygiene is the best method of preventing transmission of disease.
5. iPads must be password protected.
6. iPads must be configured to erase data if the password is entered incorrectly 10 times.

9/07 Developed and Approved: Curriculum Committee
9/07 Approved: Executive Council Committee
POSTING OF TEST RESULTS AND GRADES
Grades will be posted on Blackboard Learn.

REGISTRATION
It is the student’s responsibility to be familiar with and observe the academic regulations and requirements of Thomas Jefferson University and Jefferson College of Nursing in all matters of course registration, course completion, and requirements of graduation.

With assistance and guidance of a faculty advisor, students register each semester for classes to be taken the following semester via Banner Web for Students at http://banner.jefferson.edu or by clicking the “Class Schedule” link in the Banner Web module of Blackboard Learn. It is the student’s responsibility to be aware of the registration dates, course requirements, drop/add policies, course withdrawal policy, withdrawal from the College policies, and other pertinent regulations for individual programs of study. Completion of registration in accordance with instructions issued by the University Office of the Registrar is a prerequisite to class attendance. A student is not considered registered for class attendance until all appropriate forms have been completed and all fees have been paid.

Students must register for classes according to the schedule published in the Academic Calendar.

REQUEST FOR LETTERS OF RECOMMENDATION
It is the student’s responsibility to ask faculty to write letters of recommendation for such purposes as employment, application for membership in honor societies and petitions for financial support. If the Jefferson College of Nursing receives a request for a recommendation and you have not indicated a specific faculty member to complete the recommendation, your academic advisor will receive the request. Two weeks’ advance notice for a letter of recommendation is required.

SAFE CLINICAL IMMERSION AND CLINICAL PRACTICE POLICY
Students who do not demonstrate safe clinical immersion or clinical practice in the nursing program are subject to dismissal from the program. Dismissal may be immediate when related to a serious incident at any point in the course of study or may occur at the completion of a clinical experience as a result of a cumulative unsafe performance. Safe immersion or clinical practice is defined as follows:

- Performs nursing actions (procedures, medication and other treatments) consistent with ANA Standard of Practice, the State Nurse Practice Acts and when applicable, guidelines defined by specialty bodies.
- Takes nursing actions to correct, minimize and/or prevent risk to the patient.

Approved March 26, 2008: Executive Council

SATISFACTORY ACADEMIC PROGRESS POLICY
FEDERAL TITLE IV PROGRAMS

Policy Statement
In order to receive payment for any Title IV Financial Aid Program, students must maintain satisfactory progress in their chosen program of study. If a student transfers to another program of study in the College, academic work in the prior program will be considered in determining satisfactory progress.
Students receiving aid for the first time must have been making satisfactory progress prior to receiving Title IV aid. Students are considered to be maintaining satisfactory progress in their program of study if they successfully complete 70 percent of the credits attempted while receiving Title IV Funds.

The Satisfactory Academic Progress Policy will be applied at the end of each academic term. Students who do not demonstrate satisfactory progress are not eligible to receive further Title IV Funds until they have re-established satisfactory progress.

To re-establish satisfactory progress, students must successfully complete, without receiving Title IV Funds, at least 70 percent of the attempted credits which fulfill degree requirements during one academic term. When satisfactory progress is re-established, the Satisfactory Progress Policy will again be applied at the end of the semester. Application of the policy will continue until students complete or terminate their education.

Students who are placed on probation are permitted to continue on aid as long as they are making progress in accordance with College regulations. Students are required to complete their course of study in no more than 150% of the standard time frame required by the academic program. An extension may be granted by the Office of Financial Aid in the event of extenuating circumstances. The death of a family member or documented medical illness are examples of unusual and extenuating circumstances.

Students who are asked to withdraw from a major but who are permitted to remain in the College taking nonprofessional required courses and/or professional courses in the major with permission of the College may not continue on financial aid.

If students feel that they are not fairly judged or have extenuating circumstances, they may request a review of their individual circumstances by the Director of Financial Aid. In the event that students are not satisfied with a decision made by the Director, they may appeal to the appropriate JCN Associate Dean or Dean. The decision of the College Dean is final.

In the event of highly unusual or extenuating circumstances which result in the student not maintaining satisfactory progress, the Director of Financial Aid may waive or adjust the Satisfactory Academic Progress Policy on an individual basis. The death of a family member or documented medical illness are examples of unusual and extenuating circumstances.

Financial Aid may be available to students for necessary repeat one-time of a failed course. When repeated, courses for which a passing grade has been received are not eligible for financial aid funding.

**Definitions**

**Title IV Programs:** Federal Pell Grants, Federal Supplemental Educational Opportunity Grants, Federal Perkins Loans, Federal Work Study, Federal Direct Loan program (Stafford and PLUS).

**Title IV Funds:** Any payment originating from the Federal Title IV Financial Aid Programs.

**Credits Attempted:** a credit will be considered attempted only for those courses which a student is enrolled and which fulfill degree requirements. Withdrawal from classes or the College after the specified drop/add period does not exclude those
credits from being considered as attempted. Required courses that are repeated will be considered in calculation of credits attempted for satisfactory progress. Non-credit, remedial courses or challenge examinations are not aided and are not considered as credits attempted.

Temporary letter grades such as I, IP or NR will be considered at the time the final grade is received. These credits will be evaluated with the other credits the student attempted during the academic term the course was originally intended to be completed.

Successful Completion: A credit will be considered successfully completed if the student receives a letter grade of A+, A, A-, B+, B, B-, C+, C, C -, D+, D, D-, or P. A credit for which a student receives the grade W, WP, WF, F, NC or N will not be considered successfully completed. Graduate students must maintain a minimum Grade Point Average of 3.00.

**Satisfactory Progress Table**
The following table will be used to measure satisfactory progress for the Federal Title IV Financial Aid Programs.

<table>
<thead>
<tr>
<th>Number of Credits Attempted*</th>
<th>Number of Credits which must be successfully completed for satisfactory progress</th>
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<tbody>
<tr>
<td>1</td>
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<td>20</td>
<td>14</td>
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</tbody>
</table>

* See definition of “Credits Attempted” above.
FINANCIAL AID REFUND

Title IV Aid*
For each Title IV aid recipient who withdraws, the College must calculate the amount of Title IV assistance the student has earned. This amount is based upon the length of time the student was enrolled. The College must return any portion of unearned Title IV funds for which the College is responsible.

The College must also advise the student of the amount of unearned Title IV grant aid that he or she must return, if applicable. The student (or parent, in the case of a Parent PLUS Loan) must repay any unearned funds that the College did not return according to the normal terms of the loan.

If a student has completed more than 60% of the payment period, he or she is considered to have earned 100% of the Title IV grant and loan aid received for the payment period. In this case, no funds need to be returned to the Title IV aid programs.

However, if a student withdraws before completing more than 60% of the payment period or period of enrollment, the amount of any Title IV loan and grant aid that the student received for the payment period or period of enrollment must be recalculated to reflect the portion of the payment period that he or she completed prior to withdrawal. The unearned Title IV loan and grant aid for the percentage of the payment period not completed must be returned to the applicable Title IV aid programs.

*Title IV programs of aid include Federal Pell, Federal SEOG, Federal Perkins, Federal Work Study Program, Federal Direct Grad PLUS and Federal Direct Stafford Loan.

State Grant
Refunds/prorations of state grant funds are calculated according to the specific regulations of the sponsoring state. Programs of financial aid described herein are subject to change due to federal, state, local or institutional regulations or funding.

SPECIAL STUDENT STATUS
Students may be accorded special student status under the provisions of the College. This status may be granted only with permission of the College Dean for those students who, due to unusual circumstances, are unable to meet the prescribed requirements of a program. Under these circumstances, a written agreement is developed outlining the provisions of the program. Specific College regulations may be modified or waived to permit these students to achieve the goals of that program, provided that the affected regulations are cited in the agreement.

STUDENT STATUS CHANGE FORM
Students must complete a Student Status Change form for the following: Change in status from full-time to part-time or part-time to full-time; change in program track; request for leave of absence; or withdrawal from the College/University. This form is available from the University Office of the Registrar and/or the appropriate Chair.
TECHNICAL STANDARDS REQUIRED FOR NURSING STUDENTS

Competency
With reasonable accommodation, the student can meet the minimal level of required activity.

Performance Standards for Admission and Graduation
The curriculum in the nursing programs requires students to practice essential nursing skills and functions, as deemed necessary in nursing practice. This includes cognitive, affective, psychomotor, physical and social skills. It is essential that one be able to perform skills in these domains in order to ensure the health and safety of patients, students, faculty, and health professionals.

The following skill domains describe the non-academic qualifications that are required in addition to academic qualifications that the Jefferson College of Nursing considers essential for entrance and graduation from the nursing degree programs. Candidates for nursing degrees must be able to meet these minimum standards with or without reasonable accommodation for successful completion of degree requirements.

Domains:
A. Ability to see, hear, touch, smell and distinguish colors:
   • Ability to gather data independently from written reference materials, oral presentations, demonstrations and observations of a patient in his or her environment.
   • Ability to perform health assessments and interventions independently; observe diagnostic specimens; and obtain information from digital and analog representations to determine patient status and condition.

Examples of essential functional ability:
- Visual acuity sufficient to draw up the correct quantity of medication in a syringe and to be able to detect changes in condition, skin color and wound characteristics.
- Auditory ability sufficient to detect sounds related to bodily functions using a stethoscope or to detect audible alarms generated by mechanical systems used to monitor patient status.
- Tactile abilities sufficient to detect unsafe temperature levels in heat-producing devices or detect anatomical abnormalities, such as edema or small lumps.

B. Ability to speak and write with accuracy, clarity and efficiency:
   • Ability to communicate with accuracy, clarity and efficiency with patients, their families and other members of the healthcare team (including spoken and non-verbal communications, such as interpretation of facial expressions, affect and body language).
   • Ability to communicate via speech, hearing, reading, writing and electronic modalities.
     - Abilities sufficient to give verbal directions to or follow verbal directions from other members of the healthcare team and to participate in healthcare team discussions of patient care.
     - Ability sufficient to elicit and record information about health history, current health state or responses to treatment from patients and others.
– Ability sufficient to convey information to patients, members of the healthcare team and others as necessary to teach, direct and counsel individuals.

C. Ability to demonstrate manual dexterity in gross and fine movements:
   • Sufficient motor function to execute movements required to provide safe general care and treatment to patients in all healthcare settings.
   • Motor functions include gross and fine motor skills, physical endurance, physical strength and mobility to carry out nursing care procedures, perform basic laboratory tests and provide routine and emergency care and treatment to patients.

Examples of essential functional ability:
– Fine motor skills sufficient to obtain assessment information by palpation, percussion, auscultation and other diagnostic maneuvers.
– Physical endurance sufficient to complete assigned periods of clinical practice.
– Mobility sufficient to carry out patient care procedures, such as tracheostomy care or performing emergency airway suctioning.
– Strength sufficient to carry out patient care procedures such as CPR, and in the turning and lifting of patients.

D. Ability to learn, think critically, analyze, assess, solve problems, reach judgments:
   • Ability to read and understand written documents in English and solve problems involving measurement, calculation, reasoning, analysis and synthesis of laboratory study results and diagnostic interpretations.
   • Ability to gather data, develop a plan of action, establish priorities and monitor treatment plans and modalities.
   • Ability to comprehend three-dimensional and spatial relationships.

Examples of essential functional ability:
– Cognitive skills sufficient to calculate appropriate medication dosage given specific patient conditions.
– Conceptual ability sufficient to analyze and synthesize data and develop an appropriate plan of care.
– Quantitative ability sufficient to collect data, prioritize needs and anticipate reactions.
– Ability to comprehend spatial relationships adequate to properly administer IM injections or assess wounds of varying depths.

E. Ability to demonstrate emotional stability and to accept responsibility and accountability:
   • Ability to relate to colleagues, staff and patients with honesty, integrity and non-discrimination.
   • Capacity for the development of a compassionate and effective therapeutic relationship with patients.
   • Ability to work constructively in stressful and changing environments with the ability to modify behavior in response to constructive criticism.
   • Capacity to demonstrate ethical behavior, including adherence to the Nurse Practice Act.

Examples of essential functional ability:
– Emotional skills sufficient to remain calm in an emergency situation.
– Interpersonal skills sufficient to communicate effectively with patients and families of diverse religious, cultural or social backgrounds.

Once admitted to the Jefferson College of Nursing, all students will be measured by the same academic standards. Regardless of disability and reasonable accommodation, a student must pass all courses at an acceptable level and master all essential clinical competencies.

**TRANSCRIPTS**

At the end of each semester, active status students can view grades and their transcript (a copy of the student’s complete academic record) at Banner Web. Thomas Jefferson University has authorized the National Student Clearinghouse to provide transcript ordering privileges via the Web, using any major credit card. To order a transcript, please access: Jefferson.edu/Registrar and click on the “Order a Transcript” link. Charges apply to a request for transcripts.

Immediate need and special handling requests may incur additional fees. Your credit card will only be charged after your order has been completed. Although transcripts are normally processed within five working days, students should allow for a processing time of 10 working days, particularly during peak periods such as registration, drop-add, grade reporting and commencement. The University reserves the right to deny transcript requests of students who have not fully satisfied all financial obligations to the University.

**TUITION REFUND POLICY (SEE UNIVERSITY POLICY)**

The tuition refund policy is a university policy and can be found on the University Policies & Procedures Website.

**OCCUPATIONAL HEALTH NETWORK FOR EMPLOYEES & STUDENTS**

Occupational Health Network for Employees & Students
833 Chestnut Street, Suite 205
(215) 955-6835

**HOURS**

Monday–Friday 7:30 am–4:00 pm

Jefferson students can take advantage of a wide range of medical and health services right on campus. The comprehensive fee covers basic health care. Laboratory, emergency room visits, X-ray and specialist referral charges are billed to your insurance. Students are personally responsible for fees not covered by their health insurance. Jefferson’s Emergency Department is available for urgent medical problems when our office is closed.

Listed below are some of the basic services provided by Occupational Health Network for Employees & Students:

- General medical care and advice
- Immunizations: free annual flu vaccine – required of all students with direct patient contact.
- Mandatory annual tuberculosis screening
- Exposure protocol for students exposed to blood borne pathogens
- Referrals to specialists
Occupational Exposure to Blood and Body Fluids

Students who are exposed to another persons’ blood or body fluid during the course of their clinical rotation should report to Occupational Health Network for Employees & Students as soon as possible after the exposure. If the exposure occurs after normal working hours, the student should report to Jefferson’s Emergency Department. Occupational Health Network for Employees & Students follows the Public Health Service’s Guidelines for Exposure to HIV, Hepatitis C and Hepatitis B. If a student is on a rotation outside of Jefferson, he/she is advised to contact Occupational Health Network for Employees & Students for direction. Students unable to return to Occupational Health Network for Employees & Students or to Jefferson’s Emergency Department should be seen in the closest emergency department. Care for this visit is charged to the student’s insurance. Further information regarding our exposure protocol may be viewed on the Occupational Health Network for Employees & Students Website.

Illness/Injury

In the event of an illness or serious injury that causes the student to miss clinical or class time, documentation of clearance through Occupational Health Network for Employees & Students is required. Students must report to Occupational Health Network for Employees & Students for an evaluation and may be required to present information from the treating provider. For distance learners, the evaluation may be conducted by phone with the Medical Director. Any student who has an illness that is potentially infectious must be seen in Occupational Health Network for Employees & Students to determine if the student may care for patients. Occupational Health Network for Employees & Students will follow the TJUH Infection Control Guidelines.

Medical Director.............................Ellen O’Connor, M.D.

INCLEMENT WEATHER POLICY

In the event of inclement weather please review the University Inclement Weather Policy. In this situation students are responsible for checking their university email and/or Blackboard for information from their faculty advising them of any immediate impact on the students’ preparation for the next class or clinical meeting. During periods of extreme inclement weather, Jefferson’s primary objective is to maintain essential operations, especially in the Hospital, University and Physicians Practices, which may encounter increased demands. At the same time, Jefferson is concerned for the safety of patients, employees, and students who may face transportation problems during such periods. Therefore, in the event of a weather emergency, Jefferson shall implement procedures which ensure adequate staffing levels while also making reasonable allowances for transportation difficulties.

The parameters of a Weather Emergency are as follows:

All on-campus, non-clinical classes are cancelled. Students in off-campus locations should contact either the on-site Jefferson faculty member, or, in cases where no Jefferson faculty member is on-site, contact their immediate supervisor at the rotation site. In the latter situation, it is the students’ responsibility to learn the weather emergency policy of their rotation sites.

WITHDRAWAL FROM THE COLLEGE

A student may initiate withdrawal from the College by due notice if not subject to dismissal because of failure or disciplinary action. If a withdrawal is initiated, the
same procedures and policies pertaining to grading of individual course withdrawals will be in effect.

In order to withdraw, the student must obtain a Student Status Change Form from the University Office of the Registrar or the Program Chair. The date on which the form is filed, and not the date of the last class attendance, is considered the official day of withdrawal.

A student matriculated in a degree or certificate program who fails to enroll for more than two consecutive semesters without having been granted a leave of absence will be given an administrative withdrawal.

A student who withdraws voluntarily or who is administratively withdrawn from the College must reapply to the Office of Admissions to re-enroll. If readmitted, the student is subject to the academic and curricular requirements in place at the time of readmission.
Preamble
The faculty of Thomas Jefferson University affirms its deep commitment to the values and ethical standards of the health professions. These principles involve our conduct with patients and one another where honesty, morality, integrity, civility, altruism, and compassion are the rule. By embracing the values and standards of conduct of health professionals, we maintain our contract with society and the trust that grants us professional autonomy and the privilege of self-regulating our professions.

General Principles of Professionalism in the Health Professions
At this time when the health professions are beset by an explosion of technology, changes in market forces, serious problems in healthcare delivery, conflicts of interest, and the threat of bioterrorism, the Faculty of Thomas Jefferson University reaffirms its commitment to professionalism. Understanding that at their core, the health professions place the welfare of the patient above self-interest, we accept our responsibility to educate future health professionals in the values and ethical standards of medical professionalism. We acknowledge that we can best achieve this by serving as strong role models and advocates while maintaining professional relationships based on mutual respect and concern. We must promote an atmosphere of cooperation and learning, of intellectual openness, honesty, and sincerity in order to constantly protect and redefine and make meaningful our core values and covenant of trust with society.

The Core Values of Thomas Jefferson University
At Jefferson, we are committed to the highest principles of professionalism. We aspire to be a community that is not only academically and fiscally successful, but also a community of discovery, learning, caring, and sharing. The core values of professionalism guide our actions. At Jefferson:

- Our word is our bond (Integrity)
- We respect each other and all with whom we come into contact (Respect)
- We care about and attempt to ameliorate the suffering and pain of illness; we care about and attempt to ameliorate the trials and tribulations of the Jefferson family (Compassion)
- We are committed to excellence and the life-long pursuit of new knowledge and personal and professional growth (Excellence)
- We aspire to do the right thing, for the right reason, even if it does not serve our personal interests (Altruism)
- We are committed to each other and to those we serve. We work together to achieve our mission and goals (Collaboration)
- We are committed to the prudent use of the resources made available to us by the hard work of the faculty, the tuition of our learners, the support of the public, and the philanthropic giving that sustains us and helps us grow (Stewardship)

Professionalism in the Teacher-Student Relationship
The Faculty of Thomas Jefferson University is committed to principles of mutual respect and trust between teachers and students. Training future health professionals who are entrusted with the lives of others must be based on faculty members embodying the values of professionalism. A critical part of the values of professionalism in the teacher-student relationship is that faculty members should...
not use their professional position to engage in relationships outside the professional realm with students or patients. Faculty members should be role models and mentors in their interaction with each other, students, nursing staff and other health professionals, as well as patients. In all of these relationships, faculty members act to enhance the learning experience based on shared professional values.

**Shared Professional Values of Thomas Jefferson University**

In entering the health professions, and in the process of crafting future health professionals as students and educators, we recognize the implicit trust that patients and society have granted us. As such, we must commit to embodying the highest standards of civility, honesty, and integrity in all aspects of our personal and professional lives. This must include our interpersonal relationships, our academic pursuits, and our professional practices. We must treat everyone compassionately, and respect and protect his or her privacy, dignity, and individuality.

As part of the trust that society has placed in us, we must advocate for outstanding patient care for all people. Accordingly, we must always recognize those attitudes and values of ours that may limit our ability to do so.

As health professionals, we must also recognize limitations in our knowledge and skills, and accordingly, we must accept our duty to provide and receive constructive feedback with the goal of improving our ability to care for our patients. This eagerness to improve is central to our commitment to excellence, and will be the foundation upon which we build our practice of lifelong learning.

**Faculty Self-Regulation**

As part of their contract with society, the health professions are given the privilege of self-regulation. As part of self-regulation, faculty must contribute to the spirit and principles of the Thomas Jefferson University Honor Code. The faculty must have individual and corporate responsibility to uphold the Honor Code.

**The Thomas Jefferson University Honor Code**

As Jefferson students and faculty, we seek to establish a community based on honor, integrity and awareness of others. Our commitment to this community begins with our first day of professional or educational association with Thomas Jefferson University when we sign a pledge to uphold the values and rules of the Honor Code that follows:

As faculty members, residents, fellows and students, we pledge to embrace the academic and social integrity on which Jefferson was founded, pursuing honesty, equality and fairness in all aspects of our lives. This includes not seeking an unfair advantage over our peers, teachers, students, residents, fellows or any other member of the Thomas Jefferson University community. These goals are dependent on our personal concern for ourselves and one another, as well as our collective concern for the maintenance of the community standards that are reflected in the Code.

The Honor Code assumes that all faculty, residents, fellows, and students conduct themselves in an ethical and professional manner. Altruism, accountability, commitment to excellence, duty to serve, honor, integrity and respect for others are essential characteristics of a health professional. In addition, the code is dependent on the collective desire of all members of the academic community to prevent and deter violations, rather than on proceedings to impose penalties after violations have occurred. If violations do occur within this system, each member of the community is expected to support and uphold all aspects of the code.
Community - A goal of each member of the University is to foster an environment of trust and cooperation with respect for the work and efforts of others. When we speak of community we imply the student body, the faculty, the staff, and the administration, each of which contributes to the combined concept of community.

Academic Integrity - We seek to enhance our professional knowledge and achieve excellence in our time spent at Jefferson but not at the cost of honesty, integrity and trust, all integral aspects to the development of a health professional.

Social Integrity - Jefferson is dependent on equality among all its members, regardless of race, culture, religion, gender, age, disability or sexual orientation. Every individual should be treated with equal respect by their peers, faculty and staff.

Responsibility - All members of the University must be willing and encouraged to discuss with their peers and all members of the community any action or issue that appears to be unacceptable and take the necessary actions in a timely manner to address the situation. The failure to deal with the breach in professional conduct not only jeopardizes the strength of the code but also puts the observer in direct violation of the code.

Mediation - Resources exist for students, faculty members and staff to meet with other people within the Jefferson community to work out any differences and disagreements with the help of a third party. If these efforts fail to reach a resolution, further resources through official University channels can be used to review any disagreement and determine the appropriate course of action.
CODE OF CONDUCT

See Community Standards under University Policies at:

USE OF THE JEFFERSON COLLEGE OF NURSING NAME
No student organization or individual student may enter into any contractual agreement using the name of the organization or of the College without prior approval through the Dean of the College.

USE OF THE UNIVERSITY LOGO
Use of the University logo is dictated by University Policy. Guidelines regarding the logo’s use are described on the Creative Services website - http://creative.jefferson.edu/logos/. Any variation from the standards in the policy requires approval according to the policy. Misuse of the University Logo may result in disciplinary action.

BACCALAUREATE PROGRAMS

BACCALAUREATE NURSING CURRICULUM FRAMEWORK

The framework that guides the baccalaureate curriculum of Jefferson College of Nursing is *Promoting Health and Quality of Life Along the Care Continuum*©. The curriculum includes four themes that are addressed in each course: innovation, population health, interprofessional collaboration, and practice excellence.
1. **Innovation:** Explore new delivery models, create collaborative partnerships, incorporate cutting edge technology, and discover novel methods to use technology to provide care and restore health. Students will combine new ideas, research, and evidence-based practice to transform care. They will be encouraged to think “outside-the-box” in roles as manager, coordinator, partner, and advocate. The curricular elements in this theme include:

- **Research:** “Nursing research worldwide is committed to rigorous scientific inquiry that provides a significant body of knowledge to advance nursing practice, shape health policy, and impact the health of people in all countries” (American Association of Colleges of Nurses, 2014).

- **Informatics:** “The science and practice (that) integrates nursing, its information and knowledge, with management of information and communication technologies to promote the health of people, families, and communities worldwide.” (American Medical Informatics Association, 2009).

- **Healthcare Technology:** The integration of health information technology to provide safe, effective optimal patient care at all points along the health care continuum within the guidelines of HIPAA. In academia, technology is used to expand the classroom and provide an interactive teaching environment with resources and research to enhance student learning.

- **Clinical Inquiry:** An ongoing inherent curiosity for life-long professional learning that uses scientific evidence to answer questions, inform best-practice and make changes in practice to promote optimal health for all people, families and communities.

- **Healthcare Infrastructure:** The framework that supports a well-coordinated and high quality health care system (Agency for Healthcare Quality and Research, 2011).

2. **Population Health:** Assess the protective and predictive factors that influence the health and development of individuals, families, communities, and populations. Students will promote health equity for all individuals, families, communities, and populations. The curricular elements in this theme include:

- **Cultural Awareness:** “The knowledge and interpersonal skills that allow providers to understand, appreciate, and work with individuals from cultures other than their own. It involves an awareness and acceptance of cultural differences, self-awareness, knowledge of a patient’s culture, and adaptation of skills” (American College of Obstetricians and Gynecologists, 2011).

- **Cultural Sensitivity:** Cultural sensitivity is experienced when neutral language, both verbal and nonverbal, are used in a way that reflects sensitivity and appreciation for the diversity of another (Giger, Davidhizar, Purnell, Harden, Phillips, & Strickland, 2007).

- **Care Coordination:** “Care coordination is the deliberate organization of patient care activities between two or more participants (including the patient) involved in a patient’s care to facilitate the appropriate delivery of healthcare services. Organizing care involves the marshalling of personnel and other resources needed to carry out all required patient care activities and is often managed by the exchange of information among participants responsible for different aspects of care.” (Agency for Healthcare Quality and Research, 2014).

- **Civic and Social Responsibility:** “Civic and social responsibility is the concern for the welfare of populations and communities regardless of economic status, age, ethnicity, race, or sexual orientation. Nursing’s history of public service and engagement, emphasize advocacy and understanding of complex social determinants that affect health” (Riley & Beal, 2010).
3. **Interprofessional Collaboration**: Demonstrate appropriate team building and communication strategies when collaborating with interprofessional teams. Students will contribute a unique nursing perspective to ensure optimal individual, family, community and population outcomes. The curricular elements in this theme include:

- **Professionalism**: To uphold the goals, values and ethical precepts that direct the profession of nursing according to the *ANA Code for Nurses* (American Nurses Association, 2014).

- **Interprofessional Communication**: "The ability to communicate with patients, families, communities and other health care professionals in a responsive and responsible manner that supports a team approach to the maintenance of health and the treatment of disease" (Interprofessional Education Collaborative Expert Panel, 2011).

- **Teamwork**: "Cooperating in the patient-centered delivery of care; coordinating one’s care with other health professionals so that gaps, redundancies, and errors are avoided; and collaborating with others through shared problem-solving and shared decision-making, especially in circumstances of uncertainty. Teamwork behaviors apply in any setting where health professionals interact on behalf of shared goals for care with patients or communities" (Interprofessional Education Collaborative Expert Panel, 2011).

- **Collaborative Practice**: Collaborative practice in healthcare occurs when multiple health workers from different professional backgrounds provide comprehensive services by working with patients, their families, caregivers and communities to deliver the highest quality of care across settings (World Health Organization, 2010, p. 13).

4. **Practice Excellence**: Utilize the knowledge, skills and attitudes necessary to provide safe, quality, holistic care to diverse individuals, families, communities, and populations. The curriculum will foster learning environments for students to demonstrate transformational leadership concepts, skills and decision-making in the provision of quality nursing care in a variety of settings. Graduates will be leaders of change, helping to shape health care policy and promoting excellence in nursing practice (Institute of Medicine, 2010). The curricular elements in this theme include:

- **Caring**: "Promoting health, healing, and hope in response to the human condition" (National League for Nursing, 2016).

- **Clinical Reasoning**: "The processes by which nurses and other clinicians make their judgments, and include both the deliberate process of generating alternatives, weighing them against the evidence, and choosing the most appropriate [nursing actions]" (Tanner, 2006, p. 204).

- **Evidence-Based Practice**: "The integration of the best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal healthcare" (Quality and Safety Education in Nursing, 2014).

- **Leadership**: The application of transformational leadership concepts, skills and decision-making in providing high quality nursing care, healthcare team coordination, and the oversight and accountability of healthcare delivery in a variety of settings. Students will advance health by leading change in the delivery of care (American Association of Colleges of Nurses, 2008).

- **Quality & Safety**: Interrelated concepts that overlap and must occur in tandem to achieve outcomes. Quality is identifying the gap that occurs between the delivery of ideal and actual care. Safety is a component of creating a quality...
culture by focusing on reducing discrepancies in care that result from provider interventions (Giddens, 2013).

References


The curriculum is consistent with the American Association of Colleges of Nursing’s (AACN) *Essentials of Baccalaureate Education for Professional Nursing Practice* building upon the components of liberal arts education, professional values, core competencies, core knowledge, and role development (AACN, 2008).

**Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice**
Liberal education is critical to the generation of responsible citizens in a global society. In addition, liberal education is needed for the development of intellectual and innovative capacities for current and emergent generalist nursing practice. A liberal education includes both the sciences and the arts. Successful integration of liberal education and nursing education provides graduates with knowledge of human cultures, including spiritual beliefs, and the physical and natural worlds, supporting an inclusive approach to practice. The integration of concepts from the arts and sciences provides the foundation for understanding health and wellness, as well as disease processes, and forms the basis for clinical reasoning. Strong emphasis on the development of a personal value system that includes the capacity to make and act upon ethical judgments is a hallmark of liberal education. Liberal education provides the baccalaureate nursing graduate with the ability to integrate knowledge, skills, and values from the arts and sciences in order to provide humanistic, high-quality care; advocate for individuals, families, groups, communities, and/or populations; and promote social justice. Graduates of liberal education programs practice upon the firm foundation of professional values and standards.

**Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety**
Organizational and systems leadership, quality improvement, and safety are critical to promoting high-quality patient care. To be effective, the baccalaureate graduate must be able to practice at the micro-system level within an ever-changing healthcare system. This practice requires creativity, effective leadership, professional communication skills, and the ability to work productively as part of an inter-professional team within various healthcare settings. As a member of the healthcare team, the baccalaureate graduate will understand and use quality improvement concepts, processes, and outcome measures. An important component of quality is safety. The baccalaureate graduate implements safety principles and works with others on the inter-professional healthcare team to create a safe, caring environment for healthcare delivery. The baccalaureate graduate will be able to recognize safety and quality concerns and apply evidence-based knowledge from the nursing profession and other clinical sciences to practice. The baccalaureate nursing graduate is distinguished by the ability to identify, assess, and evaluate practice in care delivery models that are based in contemporary nursing science and that are feasible within current cultural, economic, organizational, and political perspectives.

**Essential III: Scholarship for Evidence-Based Practice**
Scholarship for the baccalaureate graduate involves identification of practice issues, appraisal and integration of evidence, and evaluation of outcomes. Baccalaureate education provides a basic understanding of how evidence is developed, especially as it relates the research process; clinical judgment; inter-professional perspectives; and patient preference as applied to practice. In all healthcare settings, ethical and legal precepts guide research conduct to protect the rights of patients who
are eligible for, or participating in, investigations. As dissemination of evidence is a critical element of scholarly practice, the baccalaureate graduate is prepared to communicate evidence of best practices within the inter-professional team. The baccalaureate-prepared nurse safeguards patient rights, including those of the most vulnerable individuals, in situations in which an actual or potential conflict of interest, misconduct, and/or the potential for harm are identified.

**Essential IV: Information Management and Application of Patient Care Technology**

The baccalaureate graduate must have basic competence in technical skills, including the use of computers, and in the application of patient care technologies such as monitors, data gathering devices, and other technological supports for patient care interventions. In addition, the baccalaureate graduate must have competence in the use of information technology systems, including decision-support systems, to gather evidence to guide practice. Computer and information literacy are crucial to the future of nursing. Therefore, the graduate of a baccalaureate program must have competence in using both patient care technologies and information management systems. In addition, the baccalaureate graduate ethically manages data, information, knowledge, and technology in order to communicate efficiently, provide safe and effective patient care, and obtain and apply research and clinical evidence to inform practice decisions. The use and understanding of standardized terminologies are fundamental to the development of effective clinical information systems (CIS). The baccalaureate graduate is therefore prepared to gather and document care data that serve as a foundation for decision-making by the healthcare team.

**Essential V: Healthcare Policy, Finance, and Regulatory Environments**

Healthcare policies, including financial and regulatory policies, directly and indirectly influence nursing practice as well as the nature and functioning of the healthcare system. The baccalaureate-educated graduate will have a solid understanding of the broader context of health care, including how patient care services are organized and financed, and how reimbursement is structured. The baccalaureate graduate also will understand how healthcare issues are identified, how healthcare policy is both developed and changed, and how those processes can be influenced through the efforts of nurses, other healthcare professionals, and lay and special advocacy groups. Because healthcare policy shapes the nature, quality, and safety of the practice environment, all professional nurses have the responsibility to participate in the political process and advocate for patients, families, communities, the nursing profession, and changes in the healthcare system, as needed. The baccalaureate-prepared nurse is well-positioned to do so.

**Essential VI: Inter-professional Communication and Collaboration for Improving Patient Health Outcomes**

Effective communication and collaboration among health professionals is imperative to providing safe and effective patient-centered care of the highest quality. Inter-professional education enables the baccalaureate graduate to enter the workplace with a proficiency in professional communication skills that will instill self-confidence in interactions, facilitate effective communication, and improve practice, thus yielding better patient outcomes. Fundamental to effective inter-professional and intra-professional collaboration is a definition of shared goals; the delineation of the roles and expectations for team members; the implementation of a flexible decision-making process; the establishment of open communication channels; and leadership. Thus, inter-professional education optimizes opportunities for the development of respect and trust for other members of the healthcare team.
Essential VII: Clinical Prevention and Population Health
Health promotion and disease and injury prevention across the lifespan are essential elements of baccalaureate nursing practice at the individual and population levels. Clinical prevention refers to individually focused interventions such as immunizations, screenings, and counseling aimed at preventing escalation of diseases and conditions. Population focused nursing involves identifying determinants of health, prioritizing primary prevention when possible, actively identifying and reaching out to those who might benefit from a service, and using available resources to assure best overall improvement in the health of the population (American Nurses Association, 2007). Health promotion and disease and injury prevention assist individuals, families, groups, communities, and populations to prevent, prepare for, and/or minimize the health consequences of illness, disease, and healthcare emergencies, including mass-casualty disasters. Because population focused care is fundamental to nursing practice, and because a baccalaureate degree in nursing is the recommended minimal educational credential for population focused care, baccalaureate programs prepare graduates for population health, as well as clinical prevention (AACN, 1998; American Public Health Association, 1996; Quad Council of Public Health Nursing Organizations, 2004).

Essential VIII: Professionalism and Professional Values
Baccalaureate education includes the development of professional values and value-based behavior. Understanding the values that patients and other health professionals bring to the therapeutic relationship is critically important to providing high-quality patient care. The baccalaureate graduate is prepared for the numerous dilemmas that may arise in practice and is able to make, and assist others in making, sound decisions within a professional ethical framework. Ethics is an integral part of nursing practice and has always involved respect and advocacy for the rights and needs of patients, regardless of setting. Honesty and ethical integrity, two of the hallmarks of professional behavior, have a major impact on patient safety. A blame-free environment of safety, accountability, and process improvement is important for encouraging team members to report errors. Such a culture enhances the safety of all patients.

Essential IX: Baccalaureate Generalist Nursing Practice
The baccalaureate generalist nurse is a provider of direct and indirect care; a designer, coordinator, and manager of care; and a member of the nursing profession. The baccalaureate generalist nurse is, therefore, an advocate for the patient and the profession. As a provider of care, the baccalaureate generalist nurse evaluates client changes and progress over time and develops a beginning proficiency and efficiency in delivering safe care. As a designer, coordinator, and manager of care, the baccalaureate generalist nurse manages care transitions, is an active participant on the inter-professional team, identifies system issues, and develops working skills in delegation, prioritization, and oversight of care. As a member of the profession, the baccalaureate generalist nurse evaluates one’s own practice and assumes responsibility for supporting the profession. The baccalaureate-educated nurse will be prepared to care for patients across the lifespan, from the very young to the older adult. Special attention will be paid to changing demographics. Among these demographics are the increased prevalence of chronic illnesses and co-morbidities among all ages, including those related to mental disorders, specifically depression.

The baccalaureate nursing graduate will understand and respect the variations of care, the increased complexity of care, and the increased use of healthcare resources inherent in caring for patients who are vulnerable due to age (the very young and very old), disability, or chronic disease. The increasing diversity
of this nation’s population mandates an attention to the needs of all individuals regardless of differences in cultural, spiritual, ethnic, gender, or sexual orientation; and the delivery of safe, humanistic high-quality care. In addition, the increasing globalization of healthcare requires that professional nurses possess the skills that will prepare them to practice in a multicultural environment and provide culturally competent care. Graduates translate, integrate, and apply knowledge that leads to improvements in patient outcomes. Knowledge is increasingly complex and evolving rapidly. Therefore, the baccalaureate graduate will be expected to focus on continuous self-evaluation and lifelong learning.

**PROGRAM OUTCOMES AND LEVEL COMPETENCIES**

**Bachelor of Science Degree Program Objectives/Expected Student Outcomes**

Upon completion of the program the student will be able to:

1. Apply knowledge and principles from the arts, sciences, and humanities to the developmental, psychosocial, spiritual, and physical care of individuals, families, communities, and populations. (Essential I)

2. Integrate knowledge and skills in leadership, quality and patient safety into the provision of nursing care to individuals, families, communities, and populations across the care continuum. (Essential II)

3. Incorporate reflection, critical appraisal, clinical reasoning, and current best evidence into the delivery of nursing care to individuals, families, communities, and populations (Essential III)

4. Utilize information management and emerging healthcare technologies in the delivery of quality nursing care. (Essentials II, IV)

5. Recognize the influence healthcare policies, including financial, legal and regulatory, have on health system functioning and the broader determinants of health. (Essential V)

6. Use open communication, shared-decision making, creative problem solving, and mutual respect when collaborating with nursing and interprofessional teams. (Essential VI)

7. Utilize strategies of health promotion and disease prevention in addressing health outcomes and determinants in communities and populations. (Essential VII)

8. Demonstrate professionalism and the values of altruism, autonomy, human dignity, integrity, and social justice in the nursing care of individuals, families, communities, and populations. (Essentials VIII, IX)
<table>
<thead>
<tr>
<th>Level One</th>
<th>Semester 1/Quarter 1</th>
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<tbody>
<tr>
<td>1-1</td>
<td>Recognize the relationships of health and illness as they relate to biological, psychosocial, and developmental theories. Relates influence of biological, psychosocial, and developmental theories in the provision of nursing care. Describe the relationship between spirituality and health and illness. Perform comprehensive health assessments of patients and their families.</td>
</tr>
<tr>
<td>1-2</td>
<td>Identify the legal, ethical and regulatory guidelines of the nursing profession.</td>
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<tr>
<td>1-3</td>
<td>Describe the roles and responsibilities of the members of the interprofessional health-care team. Recognize the need to communicate and collaborate with members of the interprofessional health-care team when planning and evaluating patient care. Recognize leadership, clinical reasoning, and decision-making skills needed for person centered care through interprofessional collaboration.</td>
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<tr>
<td>1-4</td>
<td>Understand basic scientific methods and processes in nursing to develop clinical decision-making.</td>
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<tr>
<td>1-5</td>
<td>Discuss why information and technology skills are essential for the professional nurse.</td>
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<tr>
<td>1-6</td>
<td>Recognize the principles of person centered care throughout planning and care delivery. Describe the principles of care coordination and care transitions for patients/families. Identify the importance of advocacy in assisting patients/families in meeting their healthcare goals.</td>
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<tr>
<td>1-7</td>
<td>Demonstrate knowledge of effective strategies for communication among patients and families, nurses and the interprofessional team. Describe the effects of emerging technologies on patient outcomes. Demonstrate navigation of the electronic health record to document and plan patient care.</td>
</tr>
<tr>
<td>1-8</td>
<td>Describe the social determinants impacting the health of a community. Describe health care disparities within patient population. Explore nursing roles (care provider, policy maker, collaborator, educator, community partners, advocate, and researcher) in the three levels (individual, community or system) of population health practice.</td>
</tr>
<tr>
<td>1-9</td>
<td>Describe the history of advocacy and action in nursing. Understand the role of the nurse as an advocate for patients, families and/or populations.</td>
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<tr>
<td>1-10</td>
<td>Discuss the interrelationships between theory, practice and research. Understand the importance and relevance of evidence based practice and research. Identify credible sources of information.</td>
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<tr>
<td>Level Two</td>
<td>Semester 2/Quarter 2</td>
</tr>
<tr>
<td>2-1</td>
<td>Recognize the relationships of health and illness as they relate to biological, psychosocial, and developmental theories. Apply social theories to address the developmental, psychosocial, spiritual, and physical needs of patients and families.</td>
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<tr>
<td>2-2</td>
<td>Demonstrate responsible and accountable professional behavior that is consistent with legal, ethical and regulatory guidelines of the nursing profession.</td>
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<tr>
<td>2-3</td>
<td>Demonstrate collaboration with members of the interprofessional health-care team.</td>
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<tr>
<td>2-4</td>
<td>Describe the use of the nursing scientific process and nursing evidence to support clinical decision making. Demonstrate the retrieval of appropriate evidence to support clinical decision making. Apply the scientific process and use evidence to support clinical decision-making that is reflective of an evidence-based practice.</td>
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<tr>
<td>2-5</td>
<td>Understand the principles of quality and safety improvement. Discuss nursing workforce issues, trends and changes. Describe Health Care organizational structure, function and process.</td>
</tr>
<tr>
<td>2-6</td>
<td>Engage patients and families in care planning. Participate in planning care coordination and implementing care transitions for patients/families. Practice advocacy in assisting patients/families in meeting their healthcare goals.</td>
</tr>
<tr>
<td>2-7</td>
<td>Participate in effective communication with patients/families and the interprofessional team. Use emerging technologies to influence patient/family outcomes.</td>
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<tr>
<td>2-8</td>
<td>Perform culturally appropriate patient, family, and community assessments. Develop plans of care which incorporate culturally appropriate resources. Use publicly available data and resources to assess the health status of a defined population. Identify plans to reduce health disparities across the care continuum. Link individuals to appropriate community resources.</td>
</tr>
<tr>
<td>2-9</td>
<td>Identify the role of professional organizations in advocacy for the nursing workforce.</td>
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<tr>
<td>2-10</td>
<td>Examine ethics in research through a historical and clinical lens.</td>
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<tr>
<th>Level Three</th>
<th>Semester 3/Quarter 3</th>
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<tbody>
<tr>
<td>3-1</td>
<td>Recognize the relationships of health and illness as they relate to biological, psychosocial, and developmental theories. Prioritize interventions to meet the developmental, psychosocial, spiritual, and physical needs of patients and families.</td>
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<tr>
<td>3-2</td>
<td>Apply clinical judgment and decision making that is consistent with legal, ethical, and regulatory guidelines of the nursing profession.</td>
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<tr>
<td>3-3</td>
<td>Analyze nursing workforce issues, trends and changes. Collaborate within interprofessional teams to optimize patient outcomes. Demonstrate role identity within the nursing and interprofessional health-care teams when planning and evaluating patient care.</td>
</tr>
<tr>
<td>3-4</td>
<td>Describe the use of the nursing scientific process and nursing evidence to support clinical decision-making.</td>
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<tr>
<td>3-5</td>
<td>Assess how selected technologies can be used to engage and empower patients as partners in managing their own care. Describe nationally accepted quality measures, benchmarks in practice settings, and factors that create a culture of quality and safety. Assess how innovative ways of integrating evidence standards of practice, policies, and nursing practice guidelines can be developed.</td>
</tr>
<tr>
<td>3-6</td>
<td>Develop plans of care for patients/families. Incorporate care coordination and care transitions for patients/families. Demonstrate advocacy for patients and families in meeting their healthcare goals. Incorporate principles of cultural sensitivity to work collaboratively with a diverse healthcare team to provide patient centered care.</td>
</tr>
<tr>
<td>3-7</td>
<td>Assess effectiveness of communication with patients/families and the interprofessional team.</td>
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<tr>
<td>3-8</td>
<td>Understand theories related to social epidemiology. Identify multilevel strategies to improve the health of a defined population. Collaborate with community partners to prioritize interventions for a defined population. Participate in clinical health promotion and disease prevention population-focused interventions. Incorporate social theories of health in the nursing care of populations. Identify environmental health risks and incorporate environmental health information into intervention planning. Partner with other professions to address social justice in the clinical setting.</td>
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<tr>
<td>3-9</td>
<td>Develop a general working knowledge of health policy and politics. Develop knowledge of health care reform and the role of the nurse advocate to influence policy.</td>
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<tr>
<td>3-10</td>
<td>Assess literature and clinical practice for gaps in knowledge in nursing and health care research.</td>
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<tr>
<th>Level Four</th>
<th>Semester 4/Quarter 4</th>
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<tbody>
<tr>
<td>4-1</td>
<td>Recognize the relationships of health and illness as they relate to biological, psychosocial, and developmental theories. Differentiate developmental and psychosocial skills of inquiry, analysis, and information technology to address issues in nursing practice. Develop a collaborative plan of care using findings from patient and family health assessments influenced by developmental, psychosocial, spiritual and physical needs.</td>
</tr>
<tr>
<td>4-2</td>
<td>Act as an advocate for patients, families and populations within the legal, ethical, and regulatory guidelines of the nursing profession.</td>
</tr>
<tr>
<td>4-3</td>
<td>Combine leadership, clinical reasoning, decision making and communication skills to effectively implement patient safety and quality improvement initiatives within the context of the interprofessional team. Choose effective communication techniques to promote positive interprofessional working relationships. Lead appropriate team building and collaborative strategies when working with inter-professional teams.</td>
</tr>
<tr>
<td>4-4</td>
<td>Synthesize the scientific process, evidence, critical thinking, and creative problem solving to support clinical decision-making.</td>
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<tr>
<td>4-5</td>
<td>Integrate critical, systematic, and innovative thinking to enhance safe quality person centered care across the care continuum. Integrate technologies that support clinical decision-making, error prevention, and care coordination.</td>
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<tr>
<td>4-6</td>
<td>Evaluate/modify plans of care for patients/families. Initiate care coordination and transitions for patients/families.</td>
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<tr>
<td>4-7</td>
<td>Initiate effective communication skills with patients/families and the interprofessional team.</td>
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<tr>
<td>4-8</td>
<td>Collaborate with a community partner and interprofessional team to develop a intervention plan that incorporates a population health perspective. Evaluate population health interventions aimed at improving a community’s health. Consider recommendations for improvement of current population health interventions.</td>
</tr>
<tr>
<td>4-9</td>
<td>Advocate for patients/families in meeting their health goals. Incorporate knowledge from social and health policies from the local, state, national and international level into plans of care.</td>
</tr>
<tr>
<td>4-10</td>
<td>Actively support research through collection, documentation, and dissemination of evidence. Apply the principles of research in practice settings in order to directly affect patient outcomes.</td>
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### CURRICULUM PLANS OF STUDY

The plan of study for **FACT-1 Year BSN program** includes the following required courses (for class of May 2020):

<table>
<thead>
<tr>
<th>Quarter 1</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>NU 330 Bridge to Success</td>
<td>0</td>
</tr>
<tr>
<td>NU 315 Health Assessment Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>NU 317 Health Promotion Across the Lifespan I</td>
<td>3</td>
</tr>
<tr>
<td>NU 307 Foundations in Nursing</td>
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<tr>
<td>NU 308 Introduction to Pharmacology</td>
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</tr>
<tr>
<td>NU 319 Professional Practice I</td>
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</tr>
<tr>
<td>NU 328 Immersion Practicum I</td>
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<tr>
<td><strong>Total</strong></td>
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<table>
<thead>
<tr>
<th>Quarter 2</th>
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<tbody>
<tr>
<td>NU 318 Health Promotion Across the Lifespan II</td>
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<tr>
<td>NU 603 Research for Advanced Practice Nursing I *</td>
<td>3</td>
</tr>
<tr>
<td>NU 672 Informatics for Advanced Practice Nursing *</td>
<td>3</td>
</tr>
<tr>
<td>NU 320 Professional Practice II</td>
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<td>NU 329 Immersion Practicum II</td>
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<td>NU 415 Care Coordination and Care Transitions</td>
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<tr>
<td>NU 419 Professional Practice III</td>
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<td>NU 428 Immersion Practicum III</td>
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<tr>
<td>NU 420 Professional Practice IV</td>
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<tr>
<td>NU 430 Advanced Immersion Practicum IV</td>
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</tr>
<tr>
<td>NU 429 Selected Immersion Practicum V</td>
<td>2.5</td>
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<tr>
<td>NU 625 Epidemiology for the Health Professions *</td>
<td>3</td>
</tr>
<tr>
<td>NU 435 NCLEX Prep for Success</td>
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<tr>
<td><strong>Total</strong></td>
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- Prerequisite Credits | 65
- BSN Course Credits | 55
- BSN Degree | 120
- MSN Course Credits* | 9
The plan of study for **FACT-2 Year** BSN program includes the following required courses (for class of May 2020):

### 1st Semester

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<tr>
<td>NU 330</td>
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<tr>
<td>NU 315</td>
<td>Health Assessment Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>NU 317</td>
<td>Health Promotion Across the Lifespan I</td>
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</tr>
<tr>
<td>NU 307</td>
<td>Foundations in Nursing</td>
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</tr>
<tr>
<td>NU 308</td>
<td>Introduction to Pharmacology</td>
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</tr>
<tr>
<td>NU 319</td>
<td>Professional Practice I</td>
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</tr>
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### 2nd Semester

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<thead>
<tr>
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<tbody>
<tr>
<td>NU 318</td>
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<tr>
<td>NU 603</td>
<td>Research for Advanced Practice Nursing I *</td>
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</tr>
<tr>
<td>NU 672</td>
<td>Informatics for Advanced Practice Nursing *</td>
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<td>NU 320</td>
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### 3rd Semester

<table>
<thead>
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<tbody>
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<td>NU 416</td>
<td>Population Health and Health Disparities</td>
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<tr>
<td>NU 415</td>
<td>Care Coordination and Care Transitions</td>
<td>3</td>
</tr>
<tr>
<td>NU 419</td>
<td>Professional Practice III</td>
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### 4th Semester

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<td>Clinical Reasoning</td>
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<td>NU 420</td>
<td>Professional Practice IV</td>
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<td>NU 430</td>
<td>Advanced Immersion Practicum IV</td>
<td>2.5</td>
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<td>NU 429</td>
<td>Selected Immersion Practicum V</td>
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</tr>
<tr>
<td>NU 625</td>
<td>Epidemiology for the Health Professions *</td>
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</tr>
<tr>
<td>NU 435</td>
<td>NCLEX Prep for Success</td>
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Prerequisite Credits: \(65\)  
BSN Course Credits: \(55\)  
BSN Degree: \(120\)  
MSN Course Credits *: \(9\)
The plan of study for Traditional Prelicensure BSN program includes the following required courses (for class of May 2020):

<table>
<thead>
<tr>
<th>1st Semester</th>
<th>Credits</th>
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<tbody>
<tr>
<td>NU 330 Bridge to Success</td>
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<tr>
<td>NU 315 Health Assessment Across the Lifespan</td>
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</tr>
<tr>
<td>NU 317 Health Promotion Across the Lifespan I</td>
<td>3</td>
</tr>
<tr>
<td>NU 307 Foundations in Nursing</td>
<td>3.5</td>
</tr>
<tr>
<td>NU 308 Introduction to Pharmacology</td>
<td>1.5</td>
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<tr>
<td>NU 319 Professional Practice I</td>
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<tr>
<td>NU 328 Immersion Practicum I</td>
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<tbody>
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<tr>
<td>NU 326 Discovery and Evidence-Based Practice</td>
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<tr>
<td>NU 327 Health Care Informatics and Innovation</td>
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<tr>
<td>NU 320 Professional Practice II</td>
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<td>NU 329 Immersion Practicum II</td>
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<table>
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<tbody>
<tr>
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<tr>
<td>NU 416 Population Health and Health Disparities</td>
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<td>NU 415 Care Coordination and Care Transitions</td>
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<table>
<thead>
<tr>
<th>4th Semester</th>
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<tr>
<td>NU 418 Clinical Reasoning</td>
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<td>NU 420 Professional Practice IV</td>
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<td>NU 430 Advanced Immersion Practicum IV</td>
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<td>NU 429 Selected Immersion Practicum V</td>
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<tr>
<td>NU 498 Promoting Health and Quality of Life along the Care Continuum</td>
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<td>NU 435 NCLEX Prep for Success</td>
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Prerequisite Credits ................................................................. 58
BSN Course Credits ................................................................. 64
BSN Degree ................................................................. 122
The plan of study for **FACT-1 Year** BSN program includes the following required courses (for class of May 2021):

### 1st Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>NU 315</td>
<td>Health Assessment Across the Lifespan</td>
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<tr>
<td>NU 340</td>
<td>Medication Calculations in Nursing</td>
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<tr>
<td>NU 341</td>
<td>Foundations in Nursing</td>
<td>4</td>
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<tr>
<td>NU 342</td>
<td>Health Promotion Applications Across the Lifespan I</td>
<td>7.5</td>
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<tr>
<td>NU 343</td>
<td>Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>NU 346</td>
<td>Professional Practice in Nursing</td>
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<tr>
<td>NU 603</td>
<td>Research for Advanced Practice Nursing I</td>
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**Total Credits for 1st Semester:** 22.5

### 2nd Semester

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<tbody>
<tr>
<td>NU 344</td>
<td>Health Promotion Applications Across the Lifespan II</td>
<td>10</td>
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<tr>
<td>NU 345</td>
<td>Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>NU 696</td>
<td>Leadership and Critical Decision Making</td>
<td>3</td>
</tr>
<tr>
<td>NU 495</td>
<td>Health Promotion Applications Across the Lifespan III:</td>
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**Total Credits for 2nd Semester:** 26.5

### 3rd Semester

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<td>Role of the Advanced Practice Nurse</td>
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<tr>
<td>NU 494</td>
<td>Population Health and Care Transition Management</td>
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<tr>
<td>NU 496</td>
<td>Clinical Judgment Applications</td>
<td>10</td>
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<tr>
<td>NU 497</td>
<td>Transitions to Professional Practice &amp; NCLEX-RN Prep.</td>
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**Total Credits for 3rd Semester:** 20

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**Prerequisite Credits**

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**BSN Course Credits**

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**BSN Degree**

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**MSN Course Credits**

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The plan of study for **FACT-2 Year BSN** program includes the following required courses: (for class of May 2021)

### 1st Semester
- NU 315 Health Assessment Across the Lifespan .................................................. 3
- NU 340 Medication Calculations in Nursing ......................................................... 1
- NU 341 Foundations in Nursing ........................................................................... 4
- NU 342 Health Promotion Applications Across the Lifespan I .................................. 7.5
- NU 343 Pathophysiology ...................................................................................... 3

**15**

### 2nd Semester
- NU 344 Health Promotion Applications Across the Lifespan II .............................. 10
- NU 345 Pharmacology ......................................................................................... 3
- NU 346 Professional Practice in Nursing .............................................................. 1
- NU 603 Research for Advanced Practice Nursing I .............................................. 3

**16.5**

### 3rd Semester
- NU 696 Leadership and Critical Decision Making ............................................. 3
- NU 494 Population Health and Care Transition Management .......................... 4
- NU 495 Health Promotion Applications Across the Lifespan III: Childbearing & Childrearing Families ................................................................. 10.5

**17.5**

### 4th Semester
- NU 96 Clinical Judgment Applications .................................................................. 10
- NU 497 Transitions to Professional Practice & NCLEX-RN Prep ...................... 3
- NU 605 Role of the Advanced Practice Nurse .................................................... 3

**16**

Prerequisite Credits .................................................................................................. 60
BSN Course Credits .................................................................................................. 60
BSN Degree ............................................................................................................. 120
MSN Course Credits* ............................................................................................. 9
The plan of study for **Traditional Prelicensure BSN** program includes the following required courses (Class of 2021):

### 1st Semester

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>NU 315</td>
<td>Health Assessment Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>NU 340</td>
<td>Medication Calculations in Nursing</td>
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<tr>
<td>NU 341</td>
<td>Foundations in Nursing</td>
<td>4</td>
</tr>
<tr>
<td>NU 342</td>
<td>Health Promotion Applications Across the Lifespan I</td>
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<tr>
<td>NU 343</td>
<td>Pathophysiology</td>
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**Total Credits:** 18.5

### 2nd Semester

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<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>NU 344</td>
<td>Health Promotion Applications Across the Lifespan II</td>
<td>10</td>
</tr>
<tr>
<td>NU 345</td>
<td>Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>NU 346</td>
<td>Professional Practice in Nursing</td>
<td>1</td>
</tr>
<tr>
<td>NU 347</td>
<td>Discovery and Evidence-Based Practice</td>
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**Total Credits:** 16

### 3rd Semester

<table>
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<th>Course</th>
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<td>b. Global Health</td>
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<tr>
<td>c. Healthcare Ethics</td>
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<tr>
<td>d. Informatics</td>
<td></td>
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</tr>
<tr>
<td>NU 494</td>
<td>Population Health and Care Transition Management</td>
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<td>NU 495</td>
<td>Health Promotion Applications Across the Lifespan III:</td>
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**Total Credits:** 16.5

### 4th Semester

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<td>Clinical Judgment Applications</td>
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<td>NU 497</td>
<td>Transitions to Professional Practice &amp; NCLEX-RN Prep.</td>
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<tr>
<td>NU 498</td>
<td>Promoting Health and Quality of Life along the Care Continuum</td>
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</table>

**Total Credits:** 16

**Prerequisite Credits:** 55

**BSN Course Credits:** 67

**BSN Degree:** 122
The plan of study for FACT-2 Year BSN program at Abington-Dixon campus includes the following required courses (for class of May 2020):

1st Semester
NU 330 Bridge to Success ................................................................. 0
NU 315 Health Assessment Across the Lifespan .............................. 3
NU 317 Health Promotions Across the Lifespan I .............................. 3
NU 307 Foundations in Nursing ......................................................... 3.5
NU 308 Introduction to Pharmacology ............................................. 1.5
NU 319 Professional Practice I ......................................................... 2
NU 328 Immersion Practicum I ......................................................... 2

2nd Semester
NU 318 Health Promotions Across the Lifespan II ............................ 4.5
NU 603 Research for Advanced Practice Nursing * ......................... 3
NU 672 Informatics for Advanced Practice Nursing * ....................... 3
NU 320 Professional Practice II ......................................................... 2
NU 329 Immersion Practicum II ......................................................... 4

3rd Semester
NU 417 Health Promotions Across the Lifespan III ............................ 4.5
NU 416 Population Health and Health Disparities ............................ 3
NU 415 Care Coordination and Care Transitions ............................. 3
NU 419 Professional Practice III ......................................................... 2
NU 428 Immersion Practicum III ......................................................... 4

4th Semester
NU 418 Clinical Reasoning .............................................................. 3
NU 420 Professional Practice IV ......................................................... 3
NU 430 Advanced Immersion Practicum IV ..................................... 2.5
NU 429 Selected Immersion Practicum V ......................................... 2.5
NU 625 Epidemiology for the Health Professions * ......................... 3
NU 435 NCLEX Prep for Success ....................................................... 2

Prerequisite Credits ............................................................................ 65
BSN Course Credits ........................................................................... 55
BSN Degree ....................................................................................... 120
MSN Course Credits * ..................................................................... 9
The plan of study for Traditional Prelicensure BSN program at Abington-Dixon campus includes the following required courses (for class of May 2020):

<table>
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<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>1st</td>
<td>NU 330</td>
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<tr>
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<td>NU 315</td>
<td>Health Assessment Across the Lifespan</td>
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<tr>
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<td>NU 317</td>
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</tr>
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<td>NU 307</td>
<td>Foundations in Nursing</td>
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<td>NU 308</td>
<td>Introduction to Pharmacology</td>
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<tr>
<td></td>
<td>NU 319</td>
<td>Professional Practice I</td>
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<tr>
<td></td>
<td>NU 328</td>
<td>Immersion Practicum I</td>
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<td><strong>Total</strong></td>
<td><strong>15</strong></td>
</tr>
<tr>
<td>2nd</td>
<td>NU318</td>
<td>Health Promotion Across the Lifespan II</td>
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<tr>
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<td>NU327</td>
<td>Health Care Informatics and Innovation</td>
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<td>NU320</td>
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<td>NU329</td>
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<td>Population Health and Health Disparities</td>
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<td>NU415</td>
<td>Care Coordination and Care Transitions</td>
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<td></td>
<td>NU419</td>
<td>Professional Practice III</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>NU428</td>
<td>Immersion Practicum III</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total</strong></td>
<td><strong>16.5</strong></td>
</tr>
<tr>
<td>4th</td>
<td>NU418</td>
<td>Clinical Reasoning</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NU420</td>
<td>Professional Practice IV</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NU430</td>
<td>Advanced Immersion Practicum IV</td>
<td>2.5</td>
</tr>
<tr>
<td></td>
<td>NU429</td>
<td>Selected Immersion Practicum V</td>
<td>2.5</td>
</tr>
<tr>
<td></td>
<td>NU498</td>
<td>Promoting Health and Quality of Life along the Care Continuum</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NU435</td>
<td>NCLEX Prep for Success</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

Prerequisite Credits: 58
BSN Course Credits: 64
BSN Degree: 122
The plan of study for **Evening-Weekend FACT-2 Year** BSN program at Abington-Dixon campus includes the following required courses (Class of August 2020):

### 1st Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 330</td>
<td>Bridge to Success</td>
<td>0</td>
</tr>
<tr>
<td>NU 307</td>
<td>Foundations in Nursing</td>
<td>3.5</td>
</tr>
<tr>
<td>NU 308</td>
<td>Introduction to Pharmacology</td>
<td>1.5</td>
</tr>
<tr>
<td>NU 315</td>
<td>Health Assessment Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>NU 317</td>
<td>Health Promotions Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>NU 328</td>
<td>Immersion Practicum I</td>
<td>2</td>
</tr>
</tbody>
</table>

### 2nd Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 318</td>
<td>Health Promotions Across the Lifespan II</td>
<td>4.5</td>
</tr>
<tr>
<td>NU 319</td>
<td>Professional Practice I</td>
<td>2</td>
</tr>
<tr>
<td>NU 329</td>
<td>Immersion Practicum II</td>
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### 3rd Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>NU 320</td>
<td>Professional Practice II</td>
<td>2</td>
</tr>
<tr>
<td>NU 415</td>
<td>Care Coordination and Care Transitions</td>
<td>3</td>
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<tr>
<td>NU 416</td>
<td>Population Health and Health Disparities</td>
<td>3</td>
</tr>
<tr>
<td>NU 672</td>
<td>Informatics for Advanced Practice Nursing*</td>
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### 4th Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>NU 603</td>
<td>Research for Advanced Practice Nursing I*</td>
<td>3</td>
</tr>
<tr>
<td>NU 417</td>
<td>Health Promotions Across the Lifespan III</td>
<td>4.5</td>
</tr>
<tr>
<td>NU 428</td>
<td>Immersion Practicum III</td>
<td>4</td>
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### 5th Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>NU 419</td>
<td>Professional Practice III</td>
<td>2</td>
</tr>
<tr>
<td>NU 429</td>
<td>Selected Immersion Practicum V</td>
<td>2.5</td>
</tr>
<tr>
<td>NU 625</td>
<td>Epidemiology for the Health Professions*</td>
<td>3</td>
</tr>
</tbody>
</table>

### 6th Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 418</td>
<td>Clinical Reasoning</td>
<td>3</td>
</tr>
<tr>
<td>NU 420</td>
<td>Professional Practice IV</td>
<td>3</td>
</tr>
<tr>
<td>NU 430</td>
<td>Advanced Immersion Practicum IV</td>
<td>2.5</td>
</tr>
<tr>
<td>NU 435</td>
<td>NCLEX Prep for Success</td>
<td>2</td>
</tr>
</tbody>
</table>

**Prerequisite Credits**: 65

**BSN Course Credits**: 55

**BSN Degree**: 120

**MSN Course Credits***: 9
The plan of study for Evening-Weekend Traditional Prelicensure BSN program at Abington-Dixon campus includes the following required courses (Class of August 2020):

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Semester</td>
<td>NU 330</td>
<td>Bridge to Success</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>NU 307</td>
<td>Foundations in Nursing</td>
<td>3.5</td>
</tr>
<tr>
<td></td>
<td>NU 308</td>
<td>Introduction to Pharmacology</td>
<td>1.5</td>
</tr>
<tr>
<td></td>
<td>NU 315</td>
<td>Health Assessment Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NU 317</td>
<td>Health Promotions Across the Lifespan I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NU 328</td>
<td>Immersion Practicum I</td>
<td>2</td>
</tr>
</tbody>
</table>

| 2nd Semester   | NU 318      | Health Promotions Across the Lifespan II          | 4.5     |
|                 | NU 319      | Professional Practice I                           | 2       |
|                 | NU 329      | Immersion Practicum II                            | 4       |

| 3rd Semester   | NU 320      | Professional Practice II                          | 2       |
|                 | NU 415      | Care Coordination and Care Transitions            | 3       |
|                 | NU 416      | Population Health and Health Disparities          | 3       |
|                 | NU 327      | Health Care Informatics and Innovation            | 3       |

| 4th Semester   | NU 326      | Discovery and Evidence-Based Practice             | 3       |
|                 | NU 417      | Health Promotions Across the Lifespan III         | 4.5     |
|                 | NU 428      | Immersion Practicum III                           | 4       |

| 5th Semester   | NU 419      | Professional Practice III                         | 2       |
|                 | NU 429      | Selected Immersion Practicum V                    | 2.5     |
|                 | NU 498      | Promoting Health and Quality of Life             | 3       |

| 6th Semester   | NU 418      | Clinical Reasoning                                | 3       |
|                 | NU 420      | Professional Practice IV                          | 3       |
|                 | NU 430      | Advanced Immersion Practicum IV                   | 2.5     |
|                 | NU 435      | NCLEX Prep for Success                            | 2       |

Prerequisite Credits ................................................................. 58
BSN Course Credits ..................................................................... 64
BSN Degree ............................................................................. 122
The plan of study for **FACT-1 Year** BSN program at Abington-Dixon campus includes the following required courses (for class of May 2021):

### 1st Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU315</td>
<td>Health Assessment Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>NU340</td>
<td>Medication Calculations in Nursing</td>
<td>1</td>
</tr>
<tr>
<td>NU341</td>
<td>Foundations in Nursing</td>
<td>4</td>
</tr>
<tr>
<td>NU342</td>
<td>Health Promotion Applications Across the Lifespan I</td>
<td>7.5</td>
</tr>
<tr>
<td>NU343</td>
<td>Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>NU346</td>
<td>Professional Practice in Nursing</td>
<td>1</td>
</tr>
<tr>
<td>NU603</td>
<td>Research for Advanced Practice Nursing I</td>
<td>3</td>
</tr>
<tr>
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<td><strong>Total 1st Semester</strong></td>
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### 2nd Semester

<table>
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<th>Course Code</th>
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<tbody>
<tr>
<td>NU344</td>
<td>Health Promotion Applications Across the Lifespan II</td>
<td>10</td>
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<tr>
<td>NU345</td>
<td>Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>NU696</td>
<td>Leadership and Critical Decision Making</td>
<td>3</td>
</tr>
<tr>
<td>NU495</td>
<td>Health Promotion Applications Across the Lifespan III:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Childbearing &amp; Childrearing Families</td>
<td>10.5</td>
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<tr>
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<td><strong>Total 2nd Semester</strong></td>
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### 3rd Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>NU 605</td>
<td>Role of the Advanced Practice Nurse</td>
<td>3</td>
</tr>
<tr>
<td>NU 494</td>
<td>Population Health and Care Transition Management</td>
<td>4</td>
</tr>
<tr>
<td>NU 496</td>
<td>Clinical Judgment Applications</td>
<td>10</td>
</tr>
<tr>
<td>NU 497</td>
<td>Transitions to Professional Practice &amp; NCLEX-RN Prep</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total 3rd Semester</strong></td>
<td><strong>20</strong></td>
</tr>
</tbody>
</table>

Prerequisite Credits..................................................................................................................60
BSN Course Credits ........................................................................................................................60
BSN Degree ........................................................................................................................................120
MSN Course Credits * .......................................................................................................................9
The plan of study for **FACT-1 Year** BSN program at Abington-Dixon campus includes the following required courses: (for class of August 2020)

### 1st Quarter
- NU 315 Health Assessment Across the Lifespan ................................................. 3
- NU 340 Medication Calculations in Nursing ................................................... 1
- NU 341 Foundations in Nursing ........................................................................ 4
- NU 342 Health Promotion Applications Across the Lifespan I.............................. 7.5
- NU 343 Pathophysiology.................................................................................. 3

**Total:** 18.5

### 2nd Quarter
- NU 344 Health Promotion Applications Across the Lifespan II.......................... 10
- NU 345 Pharmacology..................................................................................... 3
- NU 346 Professional Practice in Nursing .......................................................... 1
- NU 603 Research for Advanced Practice Nursing I............................................ 3

**Total:** 17

### 3rd Quarter
- NU 696 Leadership and Critical Decision Making ............................................. 3
- NU 494 Population Health and Care Transition Management ............................ 4
- NU 495 Health Promotion Applications Across the Lifespan III: Childbearing & Childrearing Families ......................................................... 10.5

**Total:** 17.5

### 4th Quarter
- NU 496 Clinical Judgment Applications ............................................................. 10
- NU 497 Transition to Practice & NCLEX Prep................................................... 3
- NU 605 Role of the Advanced Practice Nurse .................................................. 3

**Total:** 16

Prerequisite Credits......................................................................................... 60
BSN Course Credits......................................................................................... 60
BSN Degree ..................................................................................................... 120
MSN Course Credits *.................................................................................... 9
The plan of study for **FACT-2 Year** BSN program at Abington-Dixon Campus includes the following required courses: (for class of May 2021)

### 1st Semester
- NU 315 Health Assessment Across the Lifespan ................................................. 3
- NU 340 Medication Calculations in Nursing ....................................................... 1
- NU 341 Foundations in Nursing ........................................................................ 4
- NU 342 Health Promotion Applications Across the Lifespan I ............................... 7.5
- NU 343 Pathophysiology .................................................................................. 3

### 2nd Semester
- NU 344 Health Promotion Applications Across the Lifespan II ............................. 10
- NU 345 Pharmacology ..................................................................................... 3
- NU 346 Professional Practice in Nursing ............................................................ 1
- NU 603 Research for Advanced Practice Nursing I ............................................. 3

### 3rd Semester
- NU 696 Leadership and Critical Decision Making ............................................. 3
- NU 494 Population Health and Care Transition Management ............................ 4
- NU 495 Health Promotion Applications Across the Lifespan III: Childbearing & Childrearing Families ................................................................. 10.5

### 4th Semester
- NU 496 Clinical Judgment Applications ................................................................ 10
- NU 497 Transitions to Professional Practice & NCLEX-RN Prep .......................... 3
- NU 605 Role of the Advanced Practice Nurse ..................................................... 3

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Prerequisite Credits .................................................................................................. 60
BSN Course Credits .................................................................................................. 60
BSN Degree ............................................................................................................... 120
MSN Course Credits * ............................................................................................... 9
The plan of study for Traditional Prelicensure BSN program at Abington-Dixon campus includes the following required courses: (for class of May 2021)

1st Semester
NU 315 Health Assessment Across the Lifespan ................................................................. 3
NU 340 Medication Calculations in Nursing ................................................................. 1
NU 341 Foundations in Nursing ...................................................................................... 4
NU 342 Health Promotion Applications Across the Lifespan I ................................... 7.5
NU 343 Pathophysiology ................................................................................................. 3

2nd Semester
NU 344 Health Promotion Applications Across the Lifespan II ................................ 10
NU 345 Pharmacology .................................................................................................... 3
NU 346 Professional Practice in Nursing ........................................................................ 1
NU 347 Discovery and Evidence-Based Practice ......................................................... 2

3rd Semester
NU 493 Perspective Seminar ......................................................................................... 2
   a. Introduction to Genetics and Genomics
   b. Global Health
   c. Healthcare Ethics
   d. Informatics
NU 494 Population Health and Care Transition Management .................................. 4
NU 495 Health Promotion Applications Across the Lifespan III:
   Childbearing & Childrearing Families ..................................................................... 10.5

4th Semester
NU 496 Clinical Judgment Applications ....................................................................... 10
NU 435 Transitions to Professional Practice & NCLEX-RN Prep .................................. 3
NU 498 Promoting Health and Quality of Life along the Care Continuum .................. 3

Prerequisite Credits ........................................................................................................ 55
BSN Course Credits ....................................................................................................... 67
BSN Degree .................................................................................................................. 122

BACCALAUREATE PROGRAMS POLICIES AND PROCEDURES

GRADING POLICIES FOR BACCALAUREATE STUDENTS
Students must successfully complete all nursing courses with a grade of C+ (77) or above in order to progress in the curriculum.

Grading of all clinical immersion courses in the Baccalaureate Programs is done on a pass/fail system:
   Pass: meets all clinical immersion course outcomes by the end of the academic term.
   Fail: fails to meet one or more clinical immersion course outcomes by the end of the academic term.
BACCALAUREATE (UNDERGRADUATE) LABORATORY ATTENDANCE POLICY

Policy
Students are required to attend all laboratory components of their course work. It is the responsibility of the student to notify the course faculty about a lab absence. The student must send the faculty course lead an email stating the date and reason for their absence, no less than one (1) hour prior to the beginning of the lab. Students who miss more than two (2) labs per course are at risk for course failure. Students must notify the course lead and lab instructor as soon as they are aware that they will be late to lab. The student will be required to make up the lab and incur the lab make up fee if the student arrives more than 7 minutes after the start of the lab. This will be considered a lab absence.

Procedure
Students will be required to pay a $50.00 lab make-up fee for each unexcused absence. If a student fails to properly notify the faculty course lead about the lab absence (as described in the “policy” section), the student will be required to pay the lab make-up fee. The fee will be waived for students who have an illness, have a sudden death or illness in the immediate family, or have a court date and can produce documentation. All absences will be reviewed by the course lead and program director. All unexcused absences are subject to the lab fee.

The lab make-up fee is payable to “Jefferson College of Nursing” in a $50.00 money order. No personal checks or cash will be accepted. The money order make up fee must be submitted to the BSN education coordinator of the student’s program a minimum of five (5) days prior to the scheduled lab make up day. The lab make up day will be determined by the course faculty lead. Failure to submit the lab make up fee and/or attend the lab make up day may result in course failure.

BACCALAUREATE (UNDERGRADUATE) CLINICAL IMMERSION ATTENDANCE POLICY

Students are required to attend all clinical immersion components of their course work. The student must send the faculty course lead an email stating the date and reason for their absence, no less than one (1) hour prior to the beginning of the clinical immersion experience. Being absent without notification may result in a failing grade for the clinical immersion component of the course.

Any and all missed clinical immersion components must be made up. Clinical immersion make-up is scheduled at the discretion of the course faculty.

A. In the case of a clinical immersion absence, it is the responsibility of the student to notify the clinical immersion educator, the clinical immersion agency/site and the course faculty as soon as possible for planned and unplanned absence. The clinical immersion educator and clinical immersion agency/site must be notified no less than one (1) hour prior to the beginning of the shift. Failure to notify faculty and the agency of a clinical immersion absence may result in a course failure.

B. No more than (2) clinical immersion days can be missed in a semester/quarter regardless of the number of clinical immersions in which the student is enrolled. Missing more than 2 days per semester/quarter may result in a clinical immersion course failure.

C. Students will bear the expense incurred for the make-up experience. Students are required to pay a $250.00 per day make-up fee. The fee must be paid prior to the
scheduled make-up date. Students who request a waiver of the clinical immersion make-up fee should be directed to the Program Director.

D. Extreme circumstances will be addressed by the Program Director, or designee, on an individual basis.

**DRESS CODE**

The following guidelines are intended to provide information relative to the attire that is required when participating in College of Nursing activities. Students are expected to present a professional image at all times. Failure to adhere to these guidelines will result in dismissal from the classroom/clinical immersion setting. Make up for lost clinical immersion time due to violations will be required.

A. Settings in which a uniform is not required or for times when students are in the clinical immersion/classroom setting but are not providing direct patient care, students should be dressed in appropriate professional attire including the Jefferson ID.

1. The following dress styles are not permitted:
   - Revealing attire
   - Jeans (in any color)
   - Sweats or lightweight knit outfits
   - Low-rise pants
   - T-shirts
   - Sandals, open-back clogs, or other open or porous footwear
   - Shorts
   - Attire demonstrating unprofessional messages/language/images
   - Hats or other headwear (Religious garments are permissible)

2. Students in agencies other than TJUH must follow the dress code of that agency.

3. Neat dress clothes such as slacks, skirts, blouses, sweaters, knits tops, etc. are permitted.

B. Uniform Guidelines:

1. The official College uniform worn for all clinical immersion and learning lab experiences consists of a navy blue Jefferson scrub outfit with the Jefferson logo embroidered over the left chest area of the scrub top and the Jefferson emblem present on the right sleeve. Name pins are considered part of the uniform and therefore must be worn at all times. Uniforms should be free of wrinkles and worn untucked.
   *Female Students: Navy blue Jefferson scrubs: pant/top or skirt/top combination
   *Male Students: Navy blue Jefferson scrub pants and top

   **SCRUB TOPS AND SCRUB BOTTOMS MUST BE PURCHASED THROUGH THE JEFFERSON COLLEGE OF NURSING. NO OTHER SCRUBS MAY BE WORN.**

2. Shoes: NO open-back clogs, sandals, or other open footwear is permitted. Low-heeled, white, professional, non-porous shoes are required.

3. Undergarments should not be visible through uniform.

4. White stockings are to be worn with the skirt/top combination. Knee-hi stockings or socks are not appropriate. If socks are worn with the scrub pants,
they must be white.

5. Navy blue scrub warm up jackets with the Jefferson College of Nursing logo may be worn. Plain white crew neck shirts or white turtlenecks may be worn under the uniform.

6. Stethoscopes, scissors and watches (with a second hand) are considered part of the professional uniform

C. Pertinent to all clinical immersion and laboratory settings unless restricted or otherwise modified by the clinical immersion or laboratory educator:

1. Name pins are to be worn, and visible, at all times.

2. Thomas Jefferson University ID must be worn at all times.

3. Hair should be neatly groomed and secured so that it does not fall in the face; it should be as unobtrusive as possible. Bows and bandanas are not appropriate. Iridescent hair coloring is not consistent with professional grooming. Facial hair must be neatly groomed and covered if dictated per clinical immersion setting. Religious attire must be modified to be consistent with patient safety.

4. Large amounts of jewelry are not acceptable.
   - Earrings: only one pair of small post earrings; no large, long, or dangling styles are permitted.
   - No facial piercings are permitted.
   - Necklaces: no visible necklaces are permitted.
   - Rings: only plain bands are acceptable. No rings with stones are permitted.

5. Nails must be kept short, trimmed and clean. Artificial nails are not permitted to be worn by employees or students with direct patient care responsibilities. Artificial nails include: acrylic nails, nail extenders, nail wraps, silk wraps, sculptured nails, press-on-nails, and nail jewelry. Keep natural nails ¼ inch long or less.

6. Tattoos and jewelry associated with body piercings other than a small earring in each earlobe may not be visible when in uniform.

7. Cologne, perfume or scented oils may be prohibited or restricted if found to have an adverse effect on patients, families or co-workers.

PROFESSIONAL Demeanor

Adherence to the College’s dress code for clinical immersion learning is just one component of the expectation that students will behave in a professional manner at all times when involved in clinical immersion learning experiences. Nursing students and faculty are invited by clinical agencies/clinical immersion sites to be present for clinical immersion learning and are guests of the clinical agency/clinical immersion site. It is only because of the generosity that health care institutions demonstrate in inviting us to be present that nursing educators are able to offer high quality clinical immersion learning experiences for students.

Students are expected to adhere to all policies of the clinical agency/clinical immersion site in which they are placed and to be prepared for all clinical immersion assignments. Students are considered to be representative of Jefferson when involved in clinical immersion learning and, as such, are held accountable for a high standard of professional demeanor.
EXAMINATION POLICY

A. Students are required to take examinations on the dates scheduled.
B. Students may miss scheduled examinations only in extreme circumstances such as illness, death in family or other emergencies.
C. In the event a student misses a scheduled examination, the following steps must be taken:
   1. Notify the faculty before the scheduled time for the examination or as soon as possible
   2. Schedule, within three days of the missed examination, with the faculty, a date for taking the missed examination.
   3. Refrain from discussing the missed examination with students who have already taken the examination.
   4. The maximum score on a second missed examination for a course will be set at 90%.
D. Any student missing a scheduled examination without following the steps in Section C. above will take the missed examination and receive a maximum grade of 76 for that examination. In the event the student earns a grade lower than 76 on the missed examination, the lower grade will stand.
E. A different version of the examination will be administered in the event of a missed examination
F. An examination may not be repeated for the purpose of improving a course grade.

EXAMINATION REVIEW POLICY

Examination Reviews and Discussions must occur within ten business days of the examination/quiz score posting to the course board. This will allow students time to review their answers and to bring forth any concerns regarding items. The examination review process is as follows:
   1. Review the examination/quiz and discuss concerns/questions with course faculty.
   2. Provide evidence from the blackboard course assigned lecture/readings for items of concern.
All steps must conclude by the close of business on the tenth day following the examination/quiz score posting to the course board. For example, if a student does not review the examination/quiz with course faculty until the ninth business day after the score posting, then they will only have one more business day to provide evidence for items of concern.

CLASSROOM EXAMINATION PROCEDURES

Jefferson College of Nursing students are responsible for upholding academic integrity when taking classroom examinations.
A. Students will bring necessary equipment such as iPad, #2 pencils and/or calculator.
B. The faculty will determine seating arrangements.
C. When room size permits, students may be instructed to leave an empty seat/desk in front of, behind, and to each side. Since examinations may be scheduled in multiple areas, you must report to the assigned room. Failure to do so will result in a grade of zero.
D. No outer apparel is to be worn during the exam period; these items must be left in the front of the room with backpacks, handbags and other personal belongings.
E. Wearing or use of any device capable of web, email, text-messaging and/or data storage capability is prohibited during examinations. All personal equipment (e.g., cell phones, pagers, iPod, watches, smartwatches, headphones, earbuds, etc.) must be turned off and left with personal items in the front of the room. Failure to do so will result in automatic expulsion from the room and a score of zero for the test/exam. If a calculator is required for testing, it must be the approved calculator that was included in the equipment package. Foam or rubber ear plugs are permitted to cancel out environmental noise.

F. Speaking to another student after the examination has started is not permitted and will result in automatic expulsion from the room and a score of zero for the examination.

G. Passing notes, calculators or any other items or materials to another student after the exam has started will result in automatic expulsion from the room and a score of zero for the examination. Any questions or requests should be made directly to the faculty or proctor.

H. Students may not leave the room and then return to complete the examination. Once a decision is made to leave the room, the student must upload their examination to ExamSoft. It is best to use the restroom before the examination begins.

I. Testing start and end times will be listed on the board. Students who arrive late will not receive extra time to complete the examination. Any student who arrives late will only be afforded the remaining allotted test time. Any student who arrives after another student has completed the examination and left the testing room will not be permitted to take the examination that day. At this point, the Examination Policy will apply.

J. During testing sessions employing electronic devices, opening any browser other than the testing screen, or taking screen shots will result in automatic expulsion from the room and a score of zero for the test/exam.

ELECTRONIC-BASED EXAMINATION PROCEDURE

Student Responsibilities

1. Nursing students must install and maintain the current version of examination software application on their Jefferson issued iPad that will be used during proctored examination/s.
   a. Students will not be allowed to use another device for electronic testing (examples: no personal laptops phones, or other tablet devices are acceptable)

2. Students must be familiar with their iPad, the current version of examination software and instructions prior to downloading examinations.

3. Students must adhere to any email instructions from the Center of Teaching and Learning regarding updates and system maintenance of the current version of examination software.

4. Students must download the examination before 5:00 PM, 1 Business Day, before the examination.
a. For Example:

<table>
<thead>
<tr>
<th>Exam Available for Download</th>
<th>Download Deadline</th>
<th>Day of Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday, 5:00 PM</td>
<td>Friday, 5:00 PM</td>
<td>Monday</td>
</tr>
<tr>
<td>Thursday, 5:00 PM</td>
<td>Monday, 5:00 PM</td>
<td>Tuesday</td>
</tr>
<tr>
<td>Friday, 5:00 PM</td>
<td>Tuesday, 5:00 PM</td>
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<tr>
<td>Monday, 5:00 PM</td>
<td>Wednesday, 5:00 PM</td>
<td>Thursday</td>
</tr>
<tr>
<td>Tuesday, 5:00 PM</td>
<td>Thursday, 5:00 PM</td>
<td>Friday</td>
</tr>
</tbody>
</table>

b. Any student who fails to download an examination will receive an automatic five (5) point deduction from the examination score received. For example: a student who scores 80 on an examination will now receive a score of 75.

c. Students beginning the examination late will not be granted additional time to complete the examination. Students are subject to JCN Examination policies and procedures as outlined in the Student Handbook.

### Examplify Examination Schedule

<table>
<thead>
<tr>
<th>Exam Download</th>
<th>Download Deadline</th>
<th>Day of Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>-3 Business Days</td>
<td>- 1 Business Day</td>
<td>0 Business Days</td>
</tr>
<tr>
<td>Student examination download begins</td>
<td>Student examination download ends 5:00 PM</td>
<td>Students who have not downloaded the exam file by the deadline will incur a 5% reduction in their exam score</td>
</tr>
</tbody>
</table>

5. On examination day students must:
   - Arrive at least 10 minutes before the scheduled start time of an examination.
   - Have a fully charged iPad.
   - Have a fully charged iPad. Have an A/C power cord available. There is no guarantee that outlets will be available for charging. Set the internal clock to the correct date and time (EST).
   - Upload the examination on completion or as the scheduled examination period ends and before leaving the room.
   - Students must show their green screen to the proctor before exiting the testing room.

6. Any attempt to tamper with or disable the electronic testing software security features will be considered a violation of the Code of Conduct and will result in disciplinary action. Prohibited activities include, but are not limited to: sharing examination password(s), recording examination questions, and reverse engineering examination encryption or attempting to do so.

7. Technology accommodations are granted when a student is unable to download and install the electronic testing software and/or the examination file. These problems must be reported to the course faculty by e-mail before the examination download deadline (5:00 PM, 1 business day, prior to the scheduled examination). JCN students experiencing technology problems must make arrangements with Information Systems and Technology (IS & T) to inspect their iPad by 4:00 PM, one (1) business
day, prior to the scheduled exam. This will allow appropriate measures to be taken to enable a student to take an examination as scheduled on their Jefferson issued iPad.

8. Nursing students who are successful in downloading the examination file, but experience technology issues outside of normal business hours that would prevent the use of their iPad during an examination should report the issue (including relevant details) as soon as possible by e-mail to the course faculty.

**CLINICAL IMMERSION COURSES FOR BSN STUDENTS**

Jefferson College of Nursing designed an innovative, forward-thinking 21st century baccalaureate nursing concept-based curriculum. A concept-based curriculum is, “a curriculum that is designed by organizing content around key concepts” (p. 4) (Giddens, Caputi, & Rodgers, 2015). Conceptual learning is, “a process by which learners develop high-level thinking skills and the ability to apply facts in the context of related concepts” (p. 4) (Giddens, Caputi, & Rodgers, 2015).

The curriculum is called H.E.R.E. – Humanistic, Evidence-based, Reflective and Excellence in clinical leaders. The curricular framework that guides the baccalaureate program is Promoting Health and Quality of Life Along the Care Continuum and the curricular themes are innovation, population health, interprofessional collaboration and practice excellence. The framework emphasizes the promotion of health and quality of life in a variety of populations during transitions of care from one setting to another and is guided by the curricular themes of innovation, population health, interprofessional collaboration, and practice excellence.

Students will acquire an interpersonal and technical skill set that can be applied in any care setting. This skill set fosters communication and clinical reasoning. To support this curriculum, clinical immersion practicums are integrated with didactic, simulation, and lab components as identified in program plans of study.

**THE CLINICAL IMMERSION EDUCATION MODEL FOR ALL BSN STUDENTS**

Clinical immersion education will provide students with learning opportunities that guide them in developing the competencies that are essential for entry-level professional nursing practice across the continuum of care.

*Purpose:* To teach students to become proficient in competencies that are essential for entry level professional nursing practice.

*Philosophy:* Clinical immersion education provides students with guided opportunities to become proficient in developing the competencies that are essential for entry-level professional nursing practice. Clinical immersion education enables students to use the scientific process to synthesize and apply theory derived from nursing and related sciences, and knowledge from their liberal education to the care of individuals, families and communities. Clinical immersion education represents a progressive continuum of professional development during which students conceptualize and develop as members of the interprofessional health care team.

*The Clinical Immersion Education Environment*

The selection of immersion education sites is based on the availability of learning opportunities and role models at the site that are congruent with the objectives of the course. Clinical immersion education sites are determined by site availability which includes day, evening and weekend assignments. Student assignment is determined by the course faculty coordinator. It is the responsibility of the student to secure transportation to and from assigned immersion sites. Clinical immersion...
education sites:

- Provide student learning opportunities that support empathetic, sensitive, and compassionate care for individuals, families and communities.
- Promote students’ professional accountability.
- Foster students’ awareness of social, legal and ethical issues.
- Provide opportunities for students to demonstrate technical competence.
- Encourage open dialogue between students, faculty, staff, patients and members of the health care team.
- Provide an opportunity to apply clinical reasoning under the guidance of expert nursing faculty and site professional staff across the continuum of care.
- Foster personal awareness in identifying individual strengths and limitations and areas for development.
- Foster development of professional identity and integration of professional standards and values through mentorship and modeling from faculty and staff.

The Role of the Student in the Clinical Immersion Education Setting

A. Develop a sense of decorum, recognizing that students are guests in all immersion settings and must adhere to each setting’s methods of operation.
B. Collaborate with members of the healthcare team in delivering care to individuals, families and communities.
C. Use evidence-based knowledge as the basis for applying clinical reasoning and making clinical decisions.
D. Engage in critical thinking and creative problem solving in evaluating care outcomes.
E. Use therapeutic communication in nurse-patient interactions.
F. Utilize data and information from a wide range of resources in the assessment, planning, provision and evaluation of care.
G. Provide nursing care using proper and safe techniques.
H. Assume responsibility for the care of assigned patients, families, and communities.
I. Define and negotiate strategies to meet patient/family and community learning needs.
J. Demonstrate accountability in meeting expectations associated with clinical immersion education experiences.
K. Participate in unit-based professional activities such as research projects and governance activities.

The Role of Faculty in the Clinical Immersion Education Setting

A. Demonstrate professional values and role behaviors in the immersion setting, modeling accountability, respect and expertise.
   1. Guide students to demonstrate professional behavior at all times.
B. Maintain ongoing channels of effective communication.
   1. Meet with the organization’s point of contact to orient to the unit’s policies and procedures.
   2. Meet with the organization’s point of contact to provide information about student learning goals and define staff’s role in the student’s educational experience.
3. Provide evaluation, feedback and a thank you letter to the organization at the conclusion of the immersion experience.

4. Develop student guidelines, based on course objectives that clearly delineate expectations for the learning experience.

5. Provide ongoing formative evaluation feedback regarding accomplishment of course expectations to each student.

6. Maintain ongoing communication with course coordinator or designee through weekly contact.

7. Provide course evaluation data to the course team at the completion of the clinical immersion experience.

C. Maximize opportunities for the student to apply theory, knowledge and skills through exposure to diverse populations and care issues.

1. Utilize evaluation of students’ strengths and weaknesses in the immersion area to select appropriate assignments for students.

2. Facilitate application of students’ current skills and knowledge to new and unfamiliar experiences.

3. Guide active student involvement in developing professional values and assuming professional nursing roles.

D. Facilitate integration of theory with practice through use of the scientific process in decision-making and clinical reasoning.

1. Conduct briefings-and debriefings for all immersion experiences.

2. Coordinate student learning experiences with classroom learning through clinical immersion assignments and debriefing discussions.

3. Facilitate student integration of classroom theory, development of core competencies and knowledge, and professional values and roles into clinical immersion practicums.

4. Facilitate students’ learning and practice of decision-making, critical thinking skills, and clinical reasoning.

E. Facilitate development of students’ ability to self-evaluate progress, strengths, and weaknesses and to set goals for future learning experiences.

1. Provide prompt ongoing feedback to students regarding immersion expectations, performance, and written assignments, including the clinical immersion log/weekly evaluation tool.

2. Encourage objective formative self-evaluation.

3. Uphold the expectation that students must come to the evaluation conference with a fully completed self-evaluation.

4. Facilitate students’ evaluation of instruction and clinical immersion site.

F. Evaluate students’ accomplishment of course competencies and requirements.

1. Provide and explain course performance expectations at orientation.

2. Place students in danger of failing on jeopardy and create a plan of remediation with the student.

3. Immediately notify the Program Director and Course Coordinator/Faculty of any problems or concerns with the organization, which might impact on students’ ability to meet course requirements.
4. Schedule an evaluation conference for each student at the conclusion of the clinical immersion practicum
5. Schedule conferences at times when students are not assigned to clinical immersion experiences

**Framework for the Learning Session**

A. Specific time will be provided for briefing with students:
   1. Opportunity will be provided for questions related to preparatory material.
   2. Opportunity to present and discuss rationale and plan of care.

B. Clinical Immersion practicum experiences will be provided for students to develop proficiency in the core competencies essential for entry-level professional practice.
   1. Opportunities will be provided for the student to plan, implement and evaluate care of diverse patients, families, and communities.
   2. Related observational experiences may be provided when appropriate to meet course outcomes
   3. Opportunities to work with staff and interact as part of the interprofessional care team will be provided.
   4. Quantity and complexity of assignments will reflect the goal of developing and enhancing students’ level of competency.

C. Specific time will be provided for debriefing with students. Educational activities may include assignments requiring active student involvement such as, but not limited to an:
   1. Opportunity for development of clinical reasoning skills through active student participation.
   2. Opportunity to integrate theory into practice.
   3. Opportunity to evaluate the provision of nursing care.

**Clinical Immersion Education Policies**

A. Attendance at all clinical immersion experiences is mandatory. If a clinical immersion day is missed, it must be made up. The student will bear any expenses incurred as a result of the missed day. The clinical immersion educator must report student absences to the course coordinator.

B. Students must prepare for the clinical immersion experience. If the student is not prepared, the student will be dismissed and the make-up policy will apply.

C. Students will be evaluated on their ability to deliver comprehensive care. A checklist/clinical tool will be utilized in conjunction with the laboratory experience to monitor progress and to ensure that each student is provided with the opportunity to develop competence with skills.
CLINICAL IMMERSION LABORATORY AND SIMULATION MODEL FOR ALL BSN STUDENTS

Purpose: To teach students to become proficient in the interpersonal and technical nursing competencies that are essential for entry level professional nursing practice.

Philosophy: The JCN Clinical Immersion Laboratory and Simulation experience provides the framework whereby students develop the interpersonal and technical competencies that are essential for entry-level professional nursing practice. Opportunities provided for students in the simulated environment of the University Skills Simulation Center address the cognitive, affective and psychomotor domains of learning and incorporate principles of adult learning, as well as self-directed and faculty-guided learning. Simulation is defined as the act of simulating through the use of various methods and devices, including, but not limited to, role play, computer, video, mannequins and models. Psychomotor skill competency is evidenced through performance that includes efficient and effective neuromuscular coordination, knowledge of underlying theory and principles that guide its rationale for use and processes involved in its execution, with a sensitivity in carrying it out with patients so as to reflect their inherent worth and dignity. Fundamental to the success of the JCN Laboratory experiences is an enhanced communication mechanism among all faculty members who are engaged in the professional preparation of nursing students.

Overall Objective: The JCN Laboratory experiences will provide students with opportunities to acquire the competencies, integrating theory and practice that are essential for the safe and effective management of patient care.

Contributory Objectives: Students will:

• Perform the technical, manipulative aspects of nursing procedures smoothly, skillfully and efficiently.
• Develop clinical reasoning skills and decision-making abilities in carrying out the technical competencies essential for safe and effective patient care.
• Assume responsibility for the transfer of skill knowledge learned in the simulated environment to the clinical practice environment.
• Recognize the relationship between ongoing skill refinement and mastery.
• Define and negotiate their own learning needs.
• Demonstrate accountability in meeting all expectations of the JCN Laboratory experience.

The Jefferson College of Nursing Laboratory Environment

• Promotes students’ taking an active role in interpersonal and technical skill acquisition of their professional development.
• Promotes students’ understanding of theoretical principles that underlie interpersonal and technical competence.
• Encourages an open dialogue between faculty and students.
• Teaches students to use technical equipment in a safe, non-threatening atmosphere.
• Provides an opportunity to practice within supportive surroundings.
• Fosters personal awareness in identifying individual limitations and areas for development.
• Encourages students to develop professional accountability.
The Role of Faculty in the Jefferson College of Nursing Laboratory

A. Content expert  
B. Skills role model  
C. Guide (student) in developing skill competence  
D. Facilitator of integration of theory with practice  

Framework for the Learning Session

A. Opportunity for questions related to preparatory material (questioning strategies). 
B. Exploration of the rationale underlying the skill.  
C. Faculty demonstration of the skill.  
D. Student practice of the skill, individually or in dyads/triads.  
E. Return demonstration by students.  
F. Opportunity to present and discuss situational and conditional factors.  

Jefferson College of Nursing Laboratory Policies

A. Attendance at all College laboratory sessions is mandatory. If a session is missed, it must be made up. The student will bear any expenses incurred as a result of the missed session.  
B. Students must prepare for the laboratory session. If a student is not prepared, he/she will be dismissed from the session and the lab make-up fee will be applied.  
C. Students will be evaluated on their ability to safely perform a technical skill. A competency list will be utilized to monitor each student’s progress towards skill mastery. This progress information will be forwarded, on an ongoing basis, to the course faculty member for follow-up.  
D. If a student is greater than 7 minutes late for a College laboratory session, the student will be dismissed from the session and the lab make-up fee will be applied. In this event, the student must report to the College laboratory for a make-up experience as scheduled by the course faculty  

ACTIVE LEARNING – A POSITION STATEMENT

Purpose: Active learning serves to create a student-centric learning environment by engaging students in interactive learning experiences that promote independent thinking and decision-making.  

Definition: Active learning is that process whereby students engage in activities, such as reading, writing, discussion, or problem-solving that promote analysis, synthesis, and evaluation of class content. Active learning requires participating in class, collaborating with each other, analyzing an argument, or applying a concept to a real-world situation.  

Rationale for Active Learning: The complexities present within the current health care environment demand a professional nurse who can readily apply a knowledge base to make critical decisions. Consequently, when defining strategies used in preparing the entry-level practitioner, it is essential to implement varied teaching learning strategies that are creative and that promote the achievement of the core competencies and the development of independent responsibility, active inquiry, and clinical reasoning. Furthermore, economic and market forces, as well as beliefs about sound educational practice require faculty to consider the adoption of alternative teaching/learning strategies that draw upon educator-made materials as well as other resources that are available within the professional community. Finally, the changing demographics in higher education challenge educators to assure
maximum learning while respecting the different learning styles and needs of students.

Description: While there are different approaches that may be used in planning and developing active learning activities, the following are examples that promote effective active learning experiences:

- Case study/topical analysis
- Structured assignments: classroom and/or immersion
- Group projects
- Study guide for conceptual learning
- Concept mapping
- Clarification pauses
- Writing activities such as the “Minute Paper”
- Self-assessment using quiz or checklist
- Large group discussion
- Think-Pair-Share
- Cooperative groups in class
- Peer review
- Group evaluations
- Brainstorming
- Hands-on technology
- Interactive lecture
- Active review sessions (games or simulations)
- Role playing
- Jigsaw discussion
- Inquiry learning

Benefit to Student:
The use of active learning will accomplish the following for the student:

- In the traditional lecture format, students’ knowledge exposure is generally limited to the content presented in required readings and in material presented by the lecturer. By utilizing active learning, students will often have the opportunity to delve into other resources and, consequently, will gain a more diverse and less biased knowledge base. Furthermore, active learning activities:
  1. Guide the student to actively participate in the learning process.
  2. Promote student problem-solving and communication skills.
  3. Provide a greater opportunity for academic independence thereby improving the students’ ability to access, process and utilize information.
  4. Recognize different learning styles, which may not always be fully realized within the traditional class structure.
  5. Provide diverse immersion learning opportunities for all students that are consistent with course objectives and specialty aspects of care.
  6. Provide opportunities for advanced learning for the student who has met the course objectives in an accelerated manner.
Benefit to Faculty:
The use of active learning will accomplish the following for the faculty:

- Enhance the role of the learning facilitator.
- Enhance the creative aspect of the teaching role.
- Allow more opportunity to work with individual students or with small groups of students who require additional assistance.
- Allow more opportunity to work with individual students or with small groups of students who are ready for a challenge.
- Promote a shift from the traditional teaching functions to teaching methods that stimulate critical reasoning and role development.

SERVICE LEARNING
The service learning component of the curriculum provides students with an understanding of health determinants, social determinants, and health disparities related to populations. Service learning may address the impact of social determinants and health disparities on health care or health policy, nursing leadership and advocacy, interprofessional collaboration on health outcomes for selected populations, principles of epidemiology, and/or healthcare economics.

EXPERIENTIAL LEARNING
The experiential learning component of the curriculum explores the practice of care coordination and care transitions. Experiential learning may address the unique contributions of the registered nurse within the interprofessional team related to care coordination and/or care transitions, models of care coordination and/or care transitions, financing, policy, and or technology related to care coordination services, financing, policy, and/or technology related to care transition services, and/or patient engagement models and strategies.

STUDENT ACADEMIC SUPPORT
Student academic support sessions are facilitated by Jefferson College of Nursing faculty members, available on an individual basis or as a group, and open to all students wishing to seek additional academic support at any point during the course of study. The student academic support sessions are in addition to academic advising.

PLAN FOR NCLEX-RN SUCCESS 2019-2020: ALL BSN STUDENTS

Position Statements

A. The Purpose of the NCLEX-RN Plan
The NCLEX-RN plan is designed to facilitate student readiness for the licensure process and to ensure the success of all students with the licensing examination. It is viewed as an essential element of the Prelicensure program and all components of the plan are considered valuable in transitioning students through program completion and the licensing process. It is considered to be an effective adjunct to all other learning experiences that are planned and implemented for students in the Prelicensure curriculum.

B. Role of the Faculty
Faculty assumes a key role in the implementation and evaluation of the NCLEX-RN plan. In this role, the faculty is responsible for supervising the students as they progress to full readiness for the NCLEX-RN examination. Inherent in the faculty role is active participation with students in the design and implementation
of individualized plans to insure success. The importance of documenting all activities under taken to assist students with NCLEX-RN testing competence is underscored. While strategies that are utilized to achieve these outcomes are the discretion of the faculty member, the individual student outcomes in relation to the NCLEX-RN are directly attributable to the rigor with which the faculty uphold the elements of the plan. Faculty is responsible for determining if students have met the plan’s requirements for a given course.

C. Role of the Student
All elements of the NCLEX-RN plan apply to all prelicensure students and all students are required to participate fully in its multiple dimensions and to comply fully with its expectations. Inherent in the role that students assume in carrying out the parameters of this plan, is the responsibility to frequently communicate/interact with faculty in order to document progress and to define plans to improve outcomes. Students accept full responsibility for assuming an active role in completing all components of the NCLEX-RN plan and for following through with all recommendations given and requirements determined. Students acknowledge that failure to adhere to the plan’s components will have academic implications.

D. Courses with NCLEX-RN Success Plan Requirements
1. Students will submit to the course faculty the required elements of the Assessment Technologies Institute® LLC (ATI) Program for each course listed below. Specific criteria for acceptable completion of requirements will be established by course faculty. Completion of all ATI Program elements is required for successful course completion. Failure to complete the required elements in the specified time frame will result in course failure.

2. Courses with ATI Program elements are: NU307, NU308, NU315, NU317, NU318, NU320, NU329, NU415, NU417, NU418, NU420, NU428, NU430, NU435.

Courses with ATI Program elements for students entering in Fall 2019 and thereafter are: NU315, NU340, NU341, NU342, NU343, NU344, NU345, NU346, NU494, NU495, NU496, NU497.

The following statement is included in each course syllabus: Compliance with all aspects of the NCLEX-RN Plan is expected. If a student has not met the required parameters of the NCLEX-RN plan as described in the syllabus, the student will fail the course.

E. End-of Program NCLEX-RN Success Plan Requirements
To prepare students for NCLEX-RN success, completion of the following elements are required within the assigned course:

**NCLEX-RN Success Plan (Individual Courses)**

1. Practice Assessments: These 50 to 90 item tests offer an assessment of students’ basic comprehension and mastery of concepts learned throughout the nursing curriculum. A practice assessment must be completed by the student prior to each proctored assessment. An individual student score will become a percentage of the course grade for the practice assessments. Faculty will follow the ATI grading guidelines for the practice assessments

2. Proctored Assessments: These 70 to 100 item tests offer an assessment of basic comprehension and mastery of concepts learned throughout the nursing curriculum. An individual student score will become a percentage of the course
grade for the proctored assessments. Faculty will follow ATI grading guidelines for the proctored assessments.

3. Student Focused Review Plan: (student remediation) The ATI Focused Review is a media-rich, personalized study plan created after each assessment. Its content is based on student performance, linking to Review Modules for targeted study. After a practice assessment, Focused Review directs the student to the exact material needed to study. Students may receive multiple pieces of content to review, as well as a post-study quiz. After a proctored assessment, Focused Review directs students to the entire chapter for additional material to study. Students must complete all remediation for each practice and proctored assessment. Remediation is part of the practice assessment and proctored assessment grades.

**NCLEX-RN Success Plan (Exit Plan) NU435 and NU497:**

Consists of preparation in the final semester or quarter of the nursing program and will determine student probability of success on the NCLEX-RN and guide preparation and remediation. It includes but is not limited to:

A. **Mandatory** number of questions will be assigned to assist students to prepare for the RN Comprehensive Predictor.

B. **RN Comprehensive Predictor**: This 180-item test offers an assessment of the student’s comprehension and mastery of basic principles including fundamentals of nursing, pharmacology, adult medical-surgical nursing, maternal newborn care, mental health nursing, nursing care of children, nutrition, leadership, and community health nursing. An ATI RN Comprehensive Predictor score of 73.3% reflects the probability of passing the NCLEX-RN® at approximately 95%.

C. **ATI Comprehensive Live NCLEX Review**: The Comprehensive Live NCLEX Review is an all-inclusive, live study session covering essential nursing content that aligns with the NCLEX Test-Plan. Led by an expert nurse educator, the engaging, interactive format reviews nursing content areas and includes test-taking strategies, critical thinking exercises and Question and Answer practice. Upon completion of the review, students receive an individualized study plan to continue exam preparation. This is a mandatory 32-hour review course. All students must attend this live review and complete the associated remediation plan within the assigned course, prior to graduation.

**STATE BOARD OF NURSING REGULATIONS (PENNSYLVANIA)**

A. **Student Employment**

The State Board of Nursing reminds all students that they may not be employed as a registered nurse, assume the job responsibilities of registered nurse or identify themselves as a registered nurse until they are licensed as a registered nurse.

B. **Eligibility for Licensure in Pennsylvania**

The State Board of Nursing in Pennsylvania will not consider a license or a certificate for applicants who have been convicted of a felony or a felonious act unless at least 10 years have elapsed from the date of conviction. This pertains to all individuals who may have graduated in good standing from state approved schools of nursing who meet all other criteria for licensure.

Instructions for students to obtain the NCLEX-RN application are available at the Pennsylvania State Board of Nursing Website: www.dos.pa.gov/nurse.

The Pennsylvania State Board of Nursing is located at 2601 N 3rd St, Harrisburg,
NCLEX-RN APPLICATION

Instructions for students to obtain an NCLEX-RN application are available at the Pennsylvania State Board of Nursing website: www.dos.pa.gov/nurse.

Instructions for students who plan to sit for the NCLEX examination in the state of New Jersey are available at the New Jersey Division of Consumer Affairs – Board of Nursing website: www.njconsumeraffairs.gov/nur/Pages/applications.aspx.

Students who plan to sit for the examination outside the states of Pennsylvania and New Jersey must contact that state’s Board of Nursing for instructions.

GRADUATE PROGRAMS

GRADUATE PROGRAMS POLICIES AND PROCEDURES

In spring 2006 the Thomas Jefferson University Board of Trustees approved the transfer of graduate health professions programs, previously administered by the Jefferson College of Graduate Studies, to the Jefferson College of Health Professions. Effective July 1, 2009, both the undergraduate and graduate health professions programs in nursing are administered by the Jefferson College of Nursing. Policies and procedures as defined in this Student Handbook and Course Catalogue will apply to graduate students and programs.

ORGANIZING STRUCTURE OF THE GRADUATE PROGRAMS

JEFFERSON COLLEGE OF NURSING

ORGANIZING STRUCTURE OF THE GRADUATE PROGRAMS

Grading System

The grading system and grading reporting methods published in this Student Handbook and Course Catalogues will be applied to all Jefferson College of Nursing graduate and
undergraduate nursing courses. Students enrolled in Graduate Programs must achieve a minimum cumulative grade point average of 3.00 to remain in good academic standing. Grading information is an integral part of each course syllabus; therefore it is imperative that students read each syllabus carefully at the beginning of the semester. Questions or concerns about grading should be discussed with the course faculty.

**Graduate Transfer Credit Policy**

A student who wishes to transfer credits for a graduate course, with a grade of B or above, earned at another institution, must submit a written request to the Chair, Graduate Programs at JCN, accompanied by a course description and a syllabus. An official transcript from the outside nationally accredited institution must be obtained if not already included in the student’s academic file. The Chair, Graduate Programs at JCN is responsible for the evaluation and decision for the request. The Chair, Graduate Programs at JCN will notify the student of the decision in writing and, if transfer credit is awarded, will notify the University Office of the Registrar of the action.

When necessary, transfer credits from another institution will be converted to credit equivalents in Jefferson College of Nursing. A maximum of six (6) graduate course credits earned at another college may be transferred to meet, in part, the 36-credit requirement for the MSN degree, and/or the 92-credit requirement for the Entry Level Nurse Anesthesia DNP Program. There is no tuition reduction, tuition discount or refund of tuition payment in the event transfer credits are accepted from another institution and posted to the student’s Jefferson transcript.

**Graduation Requirements**

All financial commitments to Thomas Jefferson University must be fulfilled prior to graduation, including payment of late library fines, housing fees, and tuition. The student’s diploma will be withheld until the above criteria are met.

Candidates for the degree of Master of Science and Doctor of Nursing Practice must have successfully completed all credits and other requirements of the program, and have a cumulative grade point average of B (3.0) or higher on all work attempted.

Each student expecting to graduate in a given year must complete and submit an online Application for Degree with the University Office of the Registrar by the date published in the Academic Calendar.

It is the policy of Thomas Jefferson University not to award honors to graduates with the Doctorate or Master of Science degrees.

**Graduation: Application for Graduation, Cap, Gown, and Hood**

All students eligible for graduation will be emailed graduation information to a Jefferson email account by the University Office of the Registrar. This includes instructions for filing the online Application for Graduation, ordering cap and gown for Commencement Exercises, and information regarding the ceremony and rehearsal times. Students who expect to meet the requirements for graduation in a given year must file the Application for Graduation by the date published in the Academic Calendar.

A student who applies for graduation and then fails to qualify must reapply, indicating the revised date of the completion of graduation requirements.
ORGANIZING FRAMEWORK OF THE MASTER OF SCIENCE IN NURSING (MSN) PROGRAM

Thomas Jefferson University, Jefferson College of Nursing MSN Program has adopted the components of master’s education defined in *The Essentials of Master’s Education in Nursing* published by the American Association of Colleges of Nursing and *Graduate Education for Advanced Practice Public Health Nursing: At the Crossroads* published by the Association of Community Health Nursing Educators as the organizing framework of the MSN nursing program. Three components form the organizing framework for the graduate level curriculum. They are the core curriculum (graduate nursing core), the support curriculum (direct and indirect care core), and the specialty curriculum (functional area content).

The core curriculum (graduate nursing core) constitutes foundational curriculum content that has been identified as essential for all students who pursue a master’s degree in nursing. The courses incorporated into the core curriculum are designed to foster the ability to critically and accurately assess, plan, intervene, and evaluate the health and illness experiences of individuals, families and communities, and acquire the ability to analyze, synthesize, and utilize knowledge.

- Research prepares graduates for the utilization of new knowledge to provide high quality health care, initiate change, and improve nursing practice. The goal of the research component of the curriculum is to prepare clinicians who are proficient at the utilization of research including the evaluation of research, problem identification in practice, awareness of outcomes and the clinical application of research.

- Health policy, organization and financing prepare graduates to provide quality cost-effective care, to participate in the design and implementation of care, and to assume leadership roles in managing human, fiscal, and physical resources. Recognizing the relationship of these issues to improving health care delivery and outcomes of care is essential.

- Expanding health technologies and increasing demands for cost containment have emphasized the need for ethical decision making by all health care professionals. Ethical decision making content focuses on an understanding of the principles, personal values, and beliefs that provide a framework for nursing practice. Graduate students have opportunities to explore their values and analyze how these values shape their professional practice and influence their decisions, and to analyze systems of health care and determine how the values underpinning them influence the interventions and care delivered.

- Professional role development content operationalizes the theoretical principles and norms within the graduate’s specialty area of practice. The professional role development curriculum content provides the student with a clear understanding of the nursing profession, advanced practice nursing and advanced community health nursing roles, the requirements for, and regulation of these roles. The purpose of this content is to facilitate transition into the advanced role and to integrate the new functions and activities of the advanced role into professional practice. It is critical that graduates work effectively in interprofessional relationships or partnerships, recognizing the uniqueness and similarities among the various roles. Graduates must demonstrate personal qualities and professional behaviors such as assertiveness, the responsibility to engage in professional activity and advocacy for change. The profession of nursing relies on the master’s prepared nurse to participate in the profession and exert leadership not only within the profession but also in the health care system.
• Theoretical foundations for nursing practice prepares graduates to critique, evaluate, and utilize theory as a basis for practice. Since nursing practice integrates and applies a wide range of theories, the curriculum includes theories from nursing and other sciences. Together with knowledge of current research, this content provides a firm foundation to guide the graduate’s nursing practice.

• Human diversity and social issues content fosters an understanding of the wide diversity of subcultural influences on human behavior, including ethnic, racial, gender, and age differences. An understanding and appreciation of human diversity in health and illness assures the delivery of appropriate or individualized health care.

• Health promotion and disease prevention encompass a wide range of personal, clinical and community-based interventions in addition to broad development and application of social policies that influence the goal of achieving health.

• The support curriculum (direct and indirect care core) contains content that is essential to domain specific areas of graduate nursing education. The support curriculum (direct care core) for the nurse practitioner and clinical nurse specialist advanced practice nursing curriculum addresses advanced health/physical assessment, advanced physiology and pathophysiology and advanced pharmacology.

• Advanced health/physical assessment provides the basis for determining appropriate and effective health care through the development of a thorough understanding of the patient or client. In addition to a core of general assessment content common to all advanced practice nurses, specialty specific content is required, and is integrated into all clinical experiences.

• Advanced physiology and pathophysiology provides an understanding of normal and pathologic mechanisms of disease that serves as an essential component for clinical assessment, decision making, and management. Knowledge is related to interpreting changes in normal function that result in symptoms indicative of illness and assessing responses to pharmacologic management of illness. In addition to the systems focused course, specialty specific content is integrated into specialty courses and clinical experiences.

• Advanced pharmacology provides the knowledge and skills to assess, diagnose, and manage common health problems in a safe, high quality, and cost-effective manner. Content includes pharmacotherapeutics and pharmacokinetics of pharmacologic agents. Application of content is integrated into other support courses, and specialty courses and clinical experiences.

The support curriculum (indirect care core) for the community health advanced nursing practice curriculum addresses content that emphasizes in-depth knowledge and skills in economics of health care and services, administration, financial management and budgeting, personnel recruitment and management, education and marketing of health care.

The specialty curriculum (functional area core) consists of clinical and didactic learning experiences identified and defined by specialty nursing practice and education organizations. Course content provides students with the knowledge and skills required to practice independently and interdependently to provide a broad range of health care services including health promotion, assessment, diagnosis, and management of actual and potential health problems in a variety of settings.

Reviewed and Revised April 2, 2012
Approved April 25, 2012: Executive Council
MASTER OF SCIENCE IN NURSING (MSN) PROGRAM OBJECTIVES

Upon completion of the program the student will be able to:

A. Integrate relevant knowledge, principles and theories from **nursing and related sciences** into the advanced nursing care of individuals, families and populations. (Essential I)

B. Demonstrate acumen in **organizational leadership** through effective collaboration, consultation, and decision-making. (Essential II)

C. Integrate **research translation and evidence appraisal** into advanced nursing practice to initiate change and improve quality outcomes. (Essential IV)

D. Evaluate **information science** approaches and patient-centric technologies to improve health outcomes and enhance **quality of care**. (Essentials III, V)

E. Analyze the impact **policies**, economic factors, and ethical and socio-cultural dimensions have on advanced nursing practice and health care outcomes. (Essential VI)

F. Integrate the concepts of **interprofessional communication, collaboration and consultation** to effectively manage and coordinate care across systems. (Essential VII)

G. Incorporate culturally-appropriate concepts in the planning and delivery of evidence-based preventive and clinical care to **communities, and populations**. (Essential VIII)

H. Demonstrate expertise in a defined area of **advanced practice nursing** that influences health care outcomes for individuals, populations and systems. (Essential IX)

EXAMINATION POLICY

In this policy, “examination” refers to any examination and/or quiz administered in the classroom, online and/or electronically.

A. Students are required to take examinations on the dates scheduled.

B. Students may miss scheduled examinations only in extreme circumstances such as illness, death in family or other emergencies.

C. In the event a student misses a scheduled examination, the following steps must be taken

   1. Notify the faculty before the scheduled time for the examination or as soon as possible
   2. Schedule, within three days of the missed examination, with the faculty, a date for taking the missed examination.
   3. Refrain from discussing the missed examination with students who have already taken the examination.
   4. The maximum score on a second missed examination for a course will be set at 90%.
   5. A different version of the examination will be administered in the event of a missed examination

D. Any graduate student missing a scheduled examination without following the steps in Section C, above will take the missed examination and receive a maximum grade of 79 for that examination. In the event the student earns a grade lower than 79 on the missed examination, the lower grade will stand. Any entry level Nurse Anesthesia DNP student missing a scheduled examination in an
anesthesia course without following the steps in Section C above, will take the missed examination and receive a maximum grade of 82 for that examination. In the event the student earns a grade lower than 82 on the missed examination, the lower grade will stand.

E. An examination may not be repeated for the purpose of improving a course grade.

CLASSROOM EXAMINATION PROCEDURES

Jefferson College of Nursing students are responsible for upholding academic integrity when taking classroom examinations.

A. Students will bring necessary equipment such as iPad, #2 pencils and/or calculator

B. The faculty will determine seating arrangements.

C. When room size permits, students may be instructed to leave an empty seat/desk in front of, behind, and to each side. Since examinations may be scheduled in multiple areas, you must report to the assigned room. Failure to do so will result in a grade of zero

D. No outer apparel is to be worn during the exam period; these items must be left in the front of the room with backpacks, handbags and other personal belongings

E. Wearing or use of any device capable of web, email, text-messaging and/or data storage capability is prohibited during examinations. All personal equipment (e.g., cell phones, pagers, iPod, watches, smartwatches, headphones, earbuds, etc.) must be turned off and left with personal items in the front of the room. Failure to do so will result in automatic expulsion from the room and a score of zero for the test/exam. If a calculator is required for testing, it must be the approved calculator that was included in the equipment package. Foam or rubber ear plugs are permitted to cancel out environmental noise

F. Speaking to another student after the examination has started is not permitted and will result in automatic expulsion from the room and a score of zero for the examination.

G. Passing notes, calculators or any other items or materials to another student after the exam has started will result in automatic expulsion from the room and a score of zero for the examination. Any questions or requests should be made directly to the faculty or proctor.

H. Students may not leave the room and then return to complete the examination. Once a decision is made to leave the room, the student must upload their examination to ExamSoft. It is best to use the restroom before the examination begins

I. Examination start and end times will be listed on the board. Students who arrive late will not receive extra time to complete the examination. Any student who arrives late will only be afforded the remaining allotted test time. Any student who arrives after another student has completed the examination and left the testing room will not be permitted to take the examination that day. At this point, the Examination Policy will apply.

J. During examination sessions employing electronic devices, opening any browser other than the examination screen, or taking screen shots will result in automatic expulsion from the room and a score of zero for the examination
GRADUATE ELECTRONIC-BASED EXAMINATION PROCEDURES ON CAMPUS:

Student Responsibilities

On examination day students must:

- Arrive at least 10 minutes before the scheduled start time of an examination
- Download the examination when instructed – password will be distributed before start of examination
- Upload the examination on completion or as the scheduled examination period ends and before leaving the room

Any attempt to tamper with or disable the electronic testing software security features will be considered a violation of the Code of Conduct and will result in disciplinary action. Prohibited activities include, but are not limited to: sharing examination password(s), recording examination questions, and reverse engineering examination encryption or attempting to do so.

If a student encounters a technical problem with their computer at the start of or during an examination, they should immediately notify the faculty proctor/s for assistance. Every effort will be made to resolve the issue in a reasonable timeframe.

If the faculty proctor/s determines that the issue cannot be resolved in a reasonable timeframe, the student will be issued a paper examination. The student will follow-up with the course faculty and IS&T as instructed.

One sheet of scratch paper will be provided to each student during the administration of an examination/s. The scratch paper will include the academic integrity statement regarding examinations. Students must clearly print, sign and date the scratch paper. The scratch paper must be submitted to the faculty proctor/s at the conclusion of the examination. Students who fail to return this sheet will receive a zero (0%) on the examination/s.

At the completion of the examination, students are required to upload their examination/s immediately and show the examination submission confirmation screen (green screen) to the faculty proctor/s before leaving the testing room to ensure examination results are received properly. Students who experience difficulty submitting their examination will be referred for technical assistance (contact the electronic software support services). Students who do not upload examination results and do not seek technical assistance the day of the examination are at risk of receiving a zero on the examination.

ELECTRONIC-BASED EXAMINATION PROCEDURES OFF CAMPUS:

Student Responsibilities

Nursing students must install and maintain the current version of examination software application on their iPad, laptop, or desk top computer that will be used during proctored examination/s. Device must have Windows or MAC operating systems.

Students must be familiar with their iPad, laptop, or desk top computer, the current version of examination software and instructions prior to downloading an examination/s.

Students must adhere to any email instructions from the Center of Teaching and Learning regarding updates and system maintenance of the current version of examination software.
Students will receive instruction from course faculty concerning downloading and exam completion as appropriate. Off campus examinations will remain open for a timeframe that will not exceed 36 hours.

Off campus proctors are required for examinations weighted greater than 20%. Proctor submission forms must be submitted at the outset of each course according to syllabi instructions.

On examination day students must:
- Have a fully charged device (if applicable)
- Have an A/C power cord available
- Set the internal clock to the correct date and time (EST)
- Upload the examination on completion or as the scheduled examination period ends

Any attempt to tamper with or disable the electronic testing software security features will be considered a violation of the Code of Conduct and will result in disciplinary action. Prohibited activities include, but are not limited to: sharing examination password(s), recording examination questions, and reverse engineering examination encryption or attempting to do so.

Technology accommodations are granted when a student is unable to download and install the electronic testing software and/or the examination file. These problems must be reported to the course faculty immediately.

JCN students experiencing technology problems must make arrangements with Information Systems and Technology (IS & T) to resolve issues during normal business hours. This will allow appropriate measures to be taken to enable a student to take an examination as scheduled.

Nursing students who are successful in downloading the examination file, but experience technology issues outside of normal business hours that would prevent the use of their laptop/desk top computer during an examination should report the issue (including relevant details) as soon as possible by e-mail to the course faculty.

At the completion of the examination, students are required to upload their examination/s immediately and show the examination submission confirmation screen (green screen) to the proctor to ensure examination results are received properly.

**CLINICAL ATTENDANCE POLICY**

Students are required to attend all clinical components of their course work. Students must notify the appropriate personnel (see directions below) at the earliest possible time of any clinical absence. Being absent without notification may result in a failing grade for the clinical course. This determination will be made by the appropriate Program Director.

A. In case of a clinical absence, it is the responsibility of the student to notify the clinical course faculty and the clinical site as soon as possible for planned and unplanned absence. The clinical course faculty and agency must be notified no less than one (1) hour prior to the beginning of the shift. Failure to notify faculty and agency of clinical absence may result in a course failure.

B. Extreme circumstances will be addressed by the Program Director, or designee, on an individual basis.
THE CLINICAL EDUCATION MODEL FOR MSN STUDENTS

Purpose: For MSN students, to educate nursing professionals who are seeking roles that require advanced knowledge, skills, and competencies that are essential for advanced nursing practice.

Philosophy: For MSN students, clinical education provides students with guided opportunities to become proficient in developing advanced knowledge, skills, and competencies essential for advanced practice nursing. Clinical education enables students to use the scientific process to synthesize and apply theory derived from nursing and related sciences, and knowledge from their liberal education to the care of individuals, families and communities. Clinical education represents a progressive continuum of professional development during which students conceptualize and develop as members of the interprofessional health care team.

THE CLINICAL EDUCATION ENVIRONMENT

The selection of clinical education sites is based on the availability of learning opportunities and role models at the site that are congruent with the objectives of the course. Clinical education sites are determined by site availability. Student assignment is determined by the course faculty. It is the responsibility of the student to secure transportation to and from assigned clinical sites. Clinical education sites:

• Provide student learning opportunities that support empathetic, sensitive, and compassionate care for individuals, families and communities.
• Promote students’ professional accountability.
• Foster students’ awareness of social, legal and ethical issues.
• Provide opportunities for students to demonstrate technical competence.
• Encourage open dialogue between students, faculty, staff, patients and members of the health care team.
• Provide an opportunity to make clinical judgments under the guidance of expert nursing faculty and site professional staff.
• Foster personal awareness in identifying individual strengths and limitations and areas for development.
• Foster development of professional identity and integration of professional standards and values through mentorship and modeling from faculty and staff.

Overall Objective
Clinical education will provide students with learning opportunities that guide them in developing the competencies that are essential for advanced level professional nursing practice.

The Role of the Student in the Clinical Education Setting

• Develop a sense of decorum, recognizing that students are guests in all clinical settings and must adhere to each setting’s methods of operation.
• Collaborate with members of the healthcare team in delivering care to individuals, families and communities.
• Use evidence-based knowledge as the basis for making clinical judgments and decisions.
• Engage in critical thinking and creative problem solving in evaluating care outcomes.
• Use therapeutic communication in nurse-patient interactions.
• Utilize data and information from a wide range of resources in the assessment, planning, provision and evaluation of care.
• Provide nursing care using proper and safe techniques.
• Assume responsibility for the care of assigned patients.
• Define and negotiate strategies to meet patient/family learning needs.
• Demonstrate accountability in meeting expectations associated with clinical education experiences.
• Participate professional activities such as research projects and governance activities (as applicable).

The Role of Preceptor in the Clinical Education Setting

A. Develop professional values and role behaviors in the clinical setting, modeling accountability, respect and clinical expertise.
   1. Guide students to demonstrate professional behavior at all times.

B. Maintain ongoing channels of effective communication.
   1. Meet with the clinical course faculty to provide information about student learning goals and define preceptor’s role in the student’s educational experience.
   2. Provide mid-term and final evaluation.
   3. Develop student guidelines, based on course objectives that clearly delineate expectations for the learning experience.
   4. Provide ongoing formative evaluation feedback regarding accomplishment of course expectations to each student.
   5. Maintain ongoing communication with clinical course faculty as indicated.

C. Maximize opportunities for the student to apply theory, knowledge and skills through exposure to diverse populations and care issues.
   1. Utilize evaluation of students’ strengths and weaknesses in the clinical area to select appropriate assignments for students.
   2. Facilitate application of students’ current skills and knowledge to new and unfamiliar experiences.
   3. Guide active student involvement in developing professional values and assuming professional nursing roles.

D. Facilitate integration of theory with practice through use of scientific process in clinical decision-making.
   1. Coordinate student learning experiences with classroom learning.
   2. Facilitate student integration of classroom theory, development of core competencies and knowledge, and professional values and roles into clinical practice.
   3. Facilitate students’ learning and practice of clinical decision-making and critical thinking skills.

E. Facilitate development of students’ ability to self-evaluate clinical progress and strengths and weaknesses and to set goals for future learning experiences.
   1. Provide prompt ongoing feedback to students regarding clinical expectations, performance, and written assignments, including the clinical log.
   2. Encourage objective formative self-evaluation.
3. Uphold the expectation that students must come to the evaluation conference with a fully completed self-evaluation.
4. Facilitate students’ evaluation of preceptor and clinical site.
F. Evaluate students’ accomplishment of course competencies and requirements.
   1. Provide and explain course performance expectations at orientation.
   2. Place students in danger of failing on clinical jeopardy and create a plan of remediation with the student.
   3. Immediately notify the clinical course faculty of any problems or concerns with the clinical which might impact on students’ ability to meet course requirements.
   4. Schedule an evaluation conference with the student at mid-term and end of semester.

Framework for the Learning Session
Clinical practice experiences will be provided for students to develop proficiency in the core competencies essential for advanced level professional practice.
A. Opportunities will be provided for the student to plan, implement, and evaluate care of diverse patients.
B. Related observational experiences may be provided when appropriate to meet course objectives.
C. Opportunities to work with staff and interact as part of the interprofessional care team will be provided.
D. Quantity and complexity of assignments will reflect the goal of developing and enhancing students’ level of competency.

CLINICAL CALENDAR AND CLINICAL HOURS
A summary of clinical hours must be submitted weekly. The clinical hours summary must be submitted in order to pass the clinical practicum.

CLINICAL LOGS (CLIENT ENCOUNTER LOGS)
Students are required to collect and record data on every client seen. Clinical logs must be submitted every Sunday by 4:00PM. Clinical logs will be reviewed weekly. The log helps all interested participants in the clinical experience understand what skills, techniques or experiences have been accomplished and what skills, techniques or competencies need to be accomplished.
All clinical logs must be submitted to the approved electronic system for tracking patient encounter logs. Clinical logs must be submitted on time in order to pass the clinical practicum.

CLINICAL PRACTICUM
Students are required to complete 224 hours of clinical practicum during the semester (16 hours per week average) in the nurse practitioner programs. Non nurse practitioner programs follow clinical hour requirements as per program plan of study. Attendance is mandatory. Clinical hours DO NOT INCLUDE transportation time to the clinical setting or time spent eating lunch. If for any reason a student is absent on an arranged clinical day, the student must notify the preceptor and faculty immediately by phone and email. The student must also notify the clinical site. Failure to notify the clinical preceptor, clinical site and faculty of absence will result in clinical jeopardy. Also,
failure to complete clinical hours during the semester will result in failure in clinical performance.

**SATISFACTORY CLINICAL PERFORMANCE IN MASTER OF SCIENCE IN NURSING (MSN) COURSES**

Satisfactory clinical performance includes successful completion of 224 clinical hours per semester, as well as successful completion of written clinical assignments. Written clinical assignments are evaluated as a Pass/Fail grade. A student who fails the clinical practicum will receive the grade of F (failure) for the course. All clinical logs and clinical evaluations must be completed on the required due date to pass the course.

**MASTER OF SCIENCE IN NURSING (MSN) CURRICULUM PLANS**

**Core Curriculum**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>NU 602 Health Policy, Legal and Ethical Dimensions of Practice</td>
<td>3</td>
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<tr>
<td>NU 603 Research for Advanced Practice Nursing I</td>
<td>3</td>
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<tr>
<td>NU 604 Research for Advanced Practice Nursing II</td>
<td>3</td>
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<tr>
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<tr>
<td>NU 625 Epidemiology for the Health Professions</td>
<td>3</td>
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<tr>
<td>NU 672 Informatics for Advanced Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>18</strong></td>
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</table>

A. Prerequisite Course Requirement

Students enrolled in NU 673, Comprehensive Assessment for Clinical Decision-Making, are expected to have completed a basic health assessment course, therefore basic assessment skills will not be reviewed in this course. All students are encouraged to review their basic skills and to practice and develop comfort and competence in the performance of these skills. Suggested activities are review of videos (online from the library) and basic assessment texts.

B. Practitioner Students

All Nurse Practitioner students are required to obtain two RN licenses in Pennsylvania AND New Jersey OR Delaware. This will ensure that students will be able to avail themselves of all available preceptors and clinical sites in both states. Students will not be permitted to register for NU 673 until they present a copy of their Pennsylvania and New Jersey OR Delaware RN licenses. All students not required to take NU 673 (i.e., NNP students) will receive separate directions from the Program Directors regarding licensure.

*Approved November 29, 2007: Executive Council*

**Adult Gerontology-Acute Care Nurse Practitioner**

Adult Gerontology-Acute Care Nurse Practitioner graduates are prepared to assess and manage the full continuum of acute care services for the acutely and critically ill. The core knowledge provided in the specialty coursework is based on the full spectrum of high acuity patient care needs. Students complete 672 clinical hours.

Adult Gerontology-Acute Care Nurse Practitioner program has met American Nurses’ Credentialing Center’s (ANCC) certification eligibility educational requirements. Graduates who complete this program in its entirety have the educational preparation to sit for the ANCC certification in this role and population. Applicants must also meet any additional eligibility criteria in effect when they apply for certification.
Full-Time Plan:

### Summer Semester
- NU 560 Advanced Pharmacotherapeutics ................................................................. 3
- NU 570 Pathophysiology of Human Disease/Pathologic Aspects of Disease .......... 3
- NU 673 Comprehensive Assessment for Clinical Decision-Making ....................... 3

### Fall Semester
- NU 603 Research for Advanced Practice Nursing I .................................................. 3
- NU 625 Epidemiology for the Health Professions ...................................................... 3
- NU 631 Clinical Course I .......................................................................................... 3

### Spring Semester
- NU 604 Research for Advanced Practice Nursing II ............................................... 3
- NU 605 Role of the Advanced Practice Nurse ............................................................. 3
- NU 632 Clinical Course II ......................................................................................... 3

### Summer Semester
- NU 633 Specialty Clinical Course III ......................................................................... 3
- NU 602 Health Policy, Legal and Ethical Dimensions of Care ................................... 3
- NU 672 Nursing Informatics for Advanced Practice Nursing .................................... 3

### Total Credits
- .................................................................................................................................. 36

Part-Time Plan:

### Fall Semester
- NU 603 Research for Advanced Practice Nursing I .................................................. 3
- NU 625 Epidemiology for the Health Professions ...................................................... 3

### Spring Semester
- NU 604 Research for Advanced Practice Nursing I .................................................. 3
- NU 673 Comprehensive Assessment for Clinical Decision Making ....................... 3

### Summer Semester
- NU 560 Advanced Pharmacotherapeutics ................................................................. 3
- NU 570 Pathophysiology of Human Disease/Pathologic Aspects of Disease .......... 3

### Fall Semester
- NU 602 Health Policy, Legal and Ethical Dimensions of Care ................................... 3
- NU 631 Clinical Course I .......................................................................................... 3

### Spring Semester
- NU 605 Role of the Advanced Practice Nurse ............................................................. 3
- NU 632 Clinical Course II ......................................................................................... 3

### Summer Semester
- NU 672 Nursing Informatics for Advanced Practice Nursing .................................... 3
- NU 633 Clinical Course III ......................................................................................... 3

### Total Credits
- .................................................................................................................................. 36

**Adult Gerontology-Primary Care Nurse Practitioner**

The Adult Gerontology-Primary Care Nurse Practitioner graduates are prepared to assess and manage the full continuum of primary care services for the adults and older adults. The core knowledge provided in the specialty coursework is based on
the full spectrum of wellness and health, episodic, and chronic health care needs. Students complete 672 clinical hours. The NP is prepared to manage the entire continuum of primary care needs for patients in a variety of healthcare settings. Students complete 672 clinical hours.

The Adult Gerontology-Primary Care Nurse Practitioner program has met American Nurses’ Credentialing Center’s (ANCC) certification eligibility educational requirements. Graduates who complete this program in its entirety have the educational preparation to sit for the ANCC certification in this role and population. Applicants must also meet any additional eligibility criteria in effect when they apply for certification.

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<td>Nursing Informatics for Advanced Practice Nursing</td>
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<td>NU 676</td>
<td>Specialty Clinical Course III</td>
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Course codes are five characters long, corresponding to a six-character total. The last character is a space. NU674 is usually followed by Clinical Course I. This is likely a common pattern for course codes.

### Spring Semester
- **NU 605** Role of the Advanced Practice Nurse ................................................................. 3
- **NU 630** Clinical Course II .............................................................................................. 3

### Summer Semester
- **NU 672** Nursing Informatics for Advanced Practice Nursing ....................................... 3
- **NU 676** Clinical Course III ............................................................................................ 3

### Total Credits......................................................... 36

### Community Systems Administration (CSA) Program

The CSA curriculum is designed to integrate the knowledge and expertise needed to plan, implement, and evaluate care for individuals, as well as families, aggregates, and communities. With the health care movement from hospital-based to community-based settings, nursing leadership is needed to direct and deliver care to individuals within the context of their community. Nurses who choose the community systems administration master’s specialty are the future expert practitioners, agency administrators, and educators in community/public health who assume leadership roles within the community with the overall aim of optimizing the health of the community. Students complete 450 clinical hours.

### Full-Time Plan:

#### Fall Semester
- **NU603** Research for Advanced Practice Nursing I ......................................................... 3
- **NU625** Epidemiology for the Health Professions .......................................................... 3
- **NU681** Community Systems Administration I .............................................................. 3
- Elective ............................................................................................................................... 3

**Total Credits: 12**

#### Spring Semester
- **NU604** Research for Advanced Practice Nursing II ...................................................... 3
- **NU672** Informatics for Advanced Nursing Practice ...................................................... 3
- **NU682** Community Systems Administration II ............................................................ 3

**Total Credits: 12**

#### Summer Semester
- **NU602** Health Policy, Legal and Ethical Dimensions of Care ....................................... 3
- **NU605** Role of the Advanced Practice Nurse ................................................................. 3
- Elective ............................................................................................................................... 3
- **NU690** Project Management ......................................................................................... 3
- **NU691** Healthcare Economics and Financial Management for Nurses ..................... 3

**Total Credits: 15**

### Total Credits......................................................... 36

### Part-Time Plan:

#### Fall Semester
- **NU625** Epidemiology for the Health Professions .......................................................... 3
- Elective ............................................................................................................................... 3

#### Spring Semester
- **NU605** Role of the Advanced Practice Nurse ................................................................. 3
Family-Individual Across the Lifespan Nurse Practitioner

The Family-Individual Across the Lifespan Nurse Practitioner graduates are prepared to deliver comprehensive primary care to individuals from infancy throughout adulthood. The Family-Individual Across the Lifespan Nurse Practitioner curriculum emphasizes collaboration and interprofessional strategies for meeting primary care needs of consumers. A strong emphasis is placed on the acquisition of knowledge and skills necessary for a family-centered approach to health promotion and illness intervention. Clinical experiences are available in a wide variety of ambulatory settings with nurse practitioners and physicians serving as preceptors. Students complete 672 clinical hours. Upon completion of the Family-Individual Across the Lifespan Nurse Practitioner track, graduates are eligible for Family Nurse Practitioner certification through the American Nurses’ Credentialing Center (ANCC).

Full-Time Plan:

<table>
<thead>
<tr>
<th>Summer Semester</th>
<th>Credits</th>
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<tbody>
<tr>
<td>NU 560 Advanced Pharmacotherapeutics</td>
<td>3</td>
</tr>
<tr>
<td>NU 570 Pathophysiology of Human Disease/Pathologic Aspects of Disease</td>
<td>3</td>
</tr>
<tr>
<td>NU 673 Comprehensive Assessment for Clinical Decision-Making</td>
<td>3</td>
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<tr>
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<table>
<thead>
<tr>
<th>Fall Semester</th>
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<tbody>
<tr>
<td>NU 603 Research for Advanced Practice Nursing I</td>
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<td>NU 625 Epidemiology for the Health Professions</td>
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</tr>
<tr>
<td>NU 674 Clinical Course I</td>
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<table>
<thead>
<tr>
<th>Spring Semester</th>
<th>Credits</th>
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<tbody>
<tr>
<td>NU 604 Research for Advanced Practice Nursing II</td>
<td>3</td>
</tr>
<tr>
<td>NU 605 Role of the Advanced Practice Nurse</td>
<td>3</td>
</tr>
<tr>
<td>NU 675 Clinical Course II (or NU676)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
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</tbody>
</table>
Summer Semester
NU 602    Health Policy, Legal and Ethical Dimensions of Care.......................... 3
NU 672    Nursing Informatics for Advanced Practice Nursing............................. 3
NU 676    Specialist Clinical Course III (or NU675)......................................... 3

Total Credits............................................................................................................ 9

Part-Time Plan:
Fall Semester
NU 603    Research for Advanced Practice Nursing I.............................................. 3
NU 625    Epidemiology for the Health Professions............................................... 3

Spring Semester
NU 604    Research for Advanced Practice Nursing I.............................................. 3
NU 673    Comprehensive Assessment for Clinical Decision Making.................... 3

Summer Semester
NU 560    Advanced Pharmocotherapeutics............................................................. 3
NU 570    Pathophysiology of Human Disease/Pathologic Aspects of Disease........... 3

Fall Semester
NU 602    Health Policy, Legal and Ethical Dimensions of Care.......................... 3
NU 674    Clinical Course I.................................................................................... 3

Spring Semester
NU 605    Role of the Advanced Practice Nurse..................................................... 3
NU 675    Clinical Course II (or NU676)................................................................. 3

Summer Semester
NU 672    Nursing Informatics for Advanced Practice Nursing............................. 3
NU 676    Clinical Course III (or NU675)............................................................... 3

Total Credits............................................................................................................ 36

Neonatal Nurse Practitioner
The purpose of the Neonatal Nurse Practitioner program is to prepare graduates in the care of neonates and their mothers. Neonatal Nurse Practitioners practicing in hospitals, neonatal intensive care units, labor and delivery, outpatient clinics and transport services have been extremely effective in providing health care to critically ill neonates and their families. The program prepares students to manage the direct care of neonates and their mothers, and collaborate with maternal child healthcare disciplines. Students complete 672 clinical hours. Upon completion of the Neonatal Nurse Practitioner program, graduates are eligible for Neonatal Nurse Practitioner certification through the National Certification Corporation (NCC).

Full-Time Plan:
Fall Semester
NU 603    Research for Advanced Practice Nursing I.............................................. 3
NU 667    Advanced Pharmocotherapeutics for Neonatal Nurse Practitioners........ 3

Credits

8
Spring Semester
NU 604 Research for Advanced Practice Nursing II .............................................. 3
NU 665 Comprehensive Assessment for Clinical Decision Making for the Mother And the Neonate .............................................. 3

Summer Semester
NU 570 Pathophysiology of Human Disease/Pathologic Aspects of Disease ........ 3
NU 605 Role of the Advanced Practice Nurse ...................................................... 3

Fall Semester
NU 625 Epidemiology for the Health Professions.............................................. 3
NU 662 Clinical Course I ...................................................................................... 3

Spring Semester
NU 672 Nursing Informatics for Advanced Practice Nursing ................................ 3
NU 663 Clinical Course II ...................................................................................... 3

Summer Semester
NU 602 Health Policy, Legal and Ethical Dimensions of Care ................................ 3
NU 664 Clinical Course I ...................................................................................... 3

Total Credits ........................................................................................................ 36

Part-Time Plan:
Fall Semester
NU 603 Research for Advanced Practice Nursing I .............................................. 3
NU 625 Epidemiology for the Health Professions.............................................. 3

Spring Semester
NU 604 Research for Advanced Practice Nursing II .............................................. 3
NU 672 Nursing Informatics for Advanced Practice Nursing ................................ 3

Summer Semester
NU 570 Pathophysiology of Human Disease/Pathologic Aspects of Disease ........ 3
NU 602 Health Policy, Legal and Ethical Dimensions of Care ................................ 3

Fall Semester
NU 667 Advanced Pharmacotherapeutics for Neonatal Nurse Practitioners........ 3

Spring Semester
NU 665 Comprehensive Assessment for Clinical Decision Making for the Mother And the Neonate ...................................................... 3

Summer Semester
NU 605 Role of the Advanced Practice Nurse ...................................................... 3

Fall Semester
NU 662 Clinical Course I ...................................................................................... 3

Spring Semester
NU 663 Clinical Course II ...................................................................................... 3
Summer Semester
NU 664  Clinical Course I ......................................................................................... 3

Total Credits .................................................................................................................. 36

Nursing Informatics

The purpose of the Nursing Informatics track is to prepare Nursing Informatics specialists to develop and implement clinical information systems to analyze data, manage patient care and provide education and research. The track prepares student to assist in the delivery of health care with a combination of computer science, information science, and nursing science designed to manage and process nursing and medical data to support delivery of care; Nursing Informatics specialists have been extremely effective in collaborating with other health disciplines to utilize computerized systems to analyze patient information and incorporate roles associated with education, project management, product design, consultant, and performance of research and evaluation of healthcare outcomes. Students complete 450 clinical hours. Upon completion of the Nursing Informatics track, graduates are eligible for Nursing Informatics Clinical Nurse Specialist certification through the American Nurses’ Association.

Full-Time Plan:

Summer Semester  Credits
NU 605  Role of the Advanced Practice Nurse ..................................................... 3
NU 672  Informatics for Advanced Practice Nursing ................................................ 3
Elective ......................................................................................................................... 3

Fall Semester
NU 603  Research for Advanced Practice Nursing I .............................................. 3
NU 625  Epidemiology for the Health Professions ................................................ 3
NU 693  Nursing Informatics Seminar and Practicum I .......................................... 3

Spring Semester
NU 604  Research for Advanced Practice Nursing II .............................................. 3
NU 689  Healthcare Informatics: Ethics, Issues, and Trends ................................ 3
NU 694  Nursing Informatics Seminar and Practicum II .......................................... 3

Summer Semester
NU 602  Health Policy, Legal, and Ethical Dimensions of Care ............................. 3
NU 690  Nursing/Healthcare Informatics: Project Management ............................. 3
Elective ......................................................................................................................... 3

Total Credits .................................................................................................................. 36

Part-Time Plan:

Fall Semester  Credits
NU 625  Epidemiology for the Health Professions ................................................ 3

Spring Semester
NU 672  Informatics for Advanced Practice Nursing .............................................. 3
Pediatric Primary Care Nurse Practitioners
The purpose of the Pediatric Primary Care Nurse Practitioner program is to prepare graduates in the care of children from birth to young adult, and their families. Pediatric Primary Care Nurse Practitioners provide care in a variety of settings, including but not limited to, pediatric offices, subspecialty clinics, school-based health centers, home health, public health, and long-term care settings. The Pediatric Primary Care Nurse Practitioner supports the optimal health of children and their families with regard to health maintenance and promotion, and assessment and management of acute and chronic disease processes. The program prepares students to manage the direct care of infants and children and incorporate the various roles associated with advanced nursing practice in a variety of care settings. Students complete 672 clinical hours. Upon completion of the Pediatric Primary Care Nurse Practitioner program, graduates are eligible for nurse practitioner certification through the American Nurses' Credentialing Center (ANCC) and/or the Pediatric Nursing Certification Board (PNCB).

Full-Time Plan:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Credits</th>
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<tbody>
<tr>
<td><strong>Summer Semester</strong></td>
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<tr>
<td>NU 560 Advanced Pharmacotherapeutics</td>
<td>3</td>
</tr>
<tr>
<td>NU 570 Pathophysiology of Human Disease/Pathologic Aspects of Disease</td>
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</tr>
<tr>
<td>NU 673 Comprehensive Assessment for Clinical Decision-Making</td>
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<tr>
<td><strong>Fall Semester</strong></td>
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</tr>
<tr>
<td>NU 603 Research for Advanced Practice Nursing I</td>
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<tr>
<td>NU 625 Epidemiology for the Health Professions</td>
<td>3</td>
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<tr>
<td>NU 640 Clinical Decision Making for Pediatric APN I</td>
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Total Credits ...................................................................................................................... 36
Spring Semester
NU 604  Research for Advanced Practice Nursing II .................................................. 3
NU 605  Role of the Advanced Practice Nurse ............................................................ 3
NU 641  Clinical Decision Making for Pediatric APN II .................................................. 3

Summer Semester
NU 602  Health Policy, Legal and Ethical Dimensions of Care .................................... 3
NU 672  Nursing Informatics for Advanced Practice Nursing ......................................... 3
NU 642  Clinical Decision Making for Pediatric APN III .................................................. 3

Total Credits .................................................................................................................. 36

Part-Time Plan:

Fall Semester
NU 603  Research for Advanced Practice Nursing I .................................................. 3
NU 625  Epidemiology for the Health Professions ......................................................... 3

Spring Semester
NU 604  Research for Advanced Practice Nursing I .................................................. 3
NU 673  Comprehensive Assessment for Clinical Decision Making ............................ 3

Summer Semester
NU 560  Advanced Pharmacotheapeutics .................................................................. 3
NU 570  Pathophysiology of Human Disease/Pathologic Aspects of Disease .................. 3

Fall Semester
NU 602  Health Policy, Legal and Ethical Dimensions of Care .................................... 3
NU 640  Clinical Decision Making for Pediatric APN I .................................................. 3

Spring Semester
NU 605  Role of the Advanced Practice Nurse ............................................................ 3
NU 641  Clinical Decision Making for Pediatric APN II .................................................. 3

Summer Semester
NU 672  Nursing Informatics for Advanced Practice Nursing ......................................... 3
NU 642  Clinical Decision Making for Pediatric APN III .................................................. 3

Total Credits .................................................................................................................. 36

Women’s Health-Gender Related Nurse Practitioner

The purpose of the Women’s Health-Gender Related Nurse Practitioner track is to prepare graduates in the care of women throughout the lifespan and across the wellness-illness continuum. Nurses in this specialty who are practicing in hospitals, perinatal units, labor and delivery, and ambulatory care settings have been extremely effective in providing health care to women. The program prepares students to manage the direct care of women and collaborate with women’s healthcare disciplines. Students complete 672 clinical hours. Upon completion of the Women’s Health-Gender Related Nurse Practitioner track, graduates are eligible for nurse practitioner certification through the National Certification Corporation (NCC).
<table>
<thead>
<tr>
<th></th>
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<th>Credits</th>
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<tbody>
<tr>
<td><strong>Full-Time Plan:</strong></td>
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<tr>
<td><strong>Summer Semester</strong></td>
<td>NU 560  Advanced Pharmacotherapeutics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NU 570  Pathophysiology of Human Disease/Pathologic Aspects of Disease</td>
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<tr>
<td></td>
<td>NU 673  Comprehensive Assessment for Clinical Decision-Making</td>
<td>3</td>
</tr>
<tr>
<td><strong>Fall Semester</strong></td>
<td>NU 603  Research for Advanced Practice Nursing I</td>
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<tr>
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<td>NU 625  Epidemiology for the Health Professions</td>
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<td></td>
<td>NU 590  Clinical Course I</td>
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<tr>
<td><strong>Spring Semester</strong></td>
<td>NU 604  Research for Advanced Practice Nursing II</td>
<td>3</td>
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<tr>
<td></td>
<td>NU 605  Role of the Advanced Practice Nurse</td>
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<tr>
<td></td>
<td>NU 591  Clinical Course II</td>
<td>3</td>
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<tr>
<td><strong>Summer Semester</strong></td>
<td>NU 602  Health Policy, Legal and Ethical Dimensions of Care</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NU 672  Nursing Informatics for Advanced Practice Nursing</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NU 592  Clinical Course III (or NU675)</td>
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<td><strong>Total Credits</strong></td>
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<tr>
<td><strong>Part-Time Plan:</strong></td>
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<tr>
<td><strong>Fall Semester</strong></td>
<td>NU 603  Research for Advanced Practice Nursing I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NU 625  Epidemiology for the Health Professions</td>
<td>3</td>
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<tr>
<td><strong>Spring Semester</strong></td>
<td>NU 604  Research for Advanced Practice Nursing I</td>
<td>3</td>
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<tr>
<td></td>
<td>NU 673  Comprehensive Assessment for Clinical Decision Making</td>
<td>3</td>
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<tr>
<td><strong>Summer Semester</strong></td>
<td>NU 560  Advanced Pharmacotherapeutics</td>
<td>3</td>
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<tr>
<td></td>
<td>NU 570  Pathophysiology of Human Disease/Pathologic Aspects of Disease</td>
<td>3</td>
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<tr>
<td><strong>Fall Semester</strong></td>
<td>NU 602  Health Policy, Legal and Ethical Dimensions of Care</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NU 590  Clinical Course I</td>
<td>3</td>
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<tr>
<td><strong>Spring Semester</strong></td>
<td>NU 605  Role of the Advanced Practice Nurse</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NU 591  Clinical Course II</td>
<td>3</td>
</tr>
<tr>
<td><strong>Summer Semester</strong></td>
<td>NU 672  Nursing Informatics for Advanced Practice Nursing</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NU 592  Clinical Course III</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td>36</td>
</tr>
</tbody>
</table>
Community Systems Administration/Family-Individual Across the Lifespan Nurse Practitioner

The combined Community Systems Administration and Family-Individual Across the Lifespan Nurse Practitioner track curriculum is designed to integrate the knowledge and expertise needed to plan, implement and evaluate care for individuals, as well as families, aggregates and communities. With the healthcare movement from hospital-based to community-based settings, nursing leadership is needed to direct and deliver care to individuals within the context of their community. In addition to care management, the combined Community Systems Administration and Family-Individual Across the Lifespan Nurse Practitioner track emphasizes development of the knowledge and expertise to assess the health status and healthcare systems of communities and to design, implement and evaluate needed nursing, health and management interventions. Graduates of the combined Community Systems Administration and Family-Individual Across the Lifespan Nurse Practitioner track have expanded career opportunities in the community-oriented healthcare system where expertise in management of patients, administration and planning and evaluating health programs for groups or communities is required. The track requires 48 credits. In addition to the core curriculum, the following courses are required for students enrolled in the Community Systems Administration and Family-Individual Across the Lifespan Nurse Practitioner specialty area:

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<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>NU 560</td>
<td>Advanced Pharmacotherapeutics..........................3</td>
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<tr>
<td>NU 570</td>
<td>Pathophysiology of Human Disease/ Pathologic Aspects of Disease ..........3</td>
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<td>NU 673</td>
<td>Comprehensive Assessment for Clinical Decision-Making....................3</td>
</tr>
<tr>
<td>NU 674</td>
<td>Management of Common Health Problems in Primary Care...................3</td>
</tr>
<tr>
<td>NU 675</td>
<td>Management of Women and Children in Ambulatory Care......................3</td>
</tr>
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<td>NU 676</td>
<td>Management of the Adult and Older Adult in Ambulatory Care...............3</td>
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<tr>
<td>NU 681</td>
<td>Community Systems Administration I.......................................3</td>
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<tr>
<td>NU 682</td>
<td>Community Systems Administration II.....................................3</td>
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<td>NU 683</td>
<td>Community Systems Administration III..................................3</td>
</tr>
<tr>
<td>NU 691</td>
<td>Healthcare Economics and Financial Management for Nurses.................3</td>
</tr>
</tbody>
</table>

Community Systems Administration/Nursing Informatics Track

The combined Community Systems Administration and Nursing Informatics track curriculum is designed to integrate the knowledge and expertise needed to plan, implement, and evaluate care for individuals, as well as families, aggregates and communities. With the healthcare movement from hospital-based to community-based settings, nursing leadership is needed to direct and deliver care to individuals within the context of their community. In addition to care management, the combined Community Systems Administration and Nursing Informatics track emphasizes development of the knowledge and expertise to analyze data and manage patient care utilizing a combination of computer science, information science and nursing science. Graduates of the combined Community Systems Administration and Nursing Informatics track have expanded career opportunities in the community-oriented healthcare system where expertise in utilization of nursing informatics to assess, plan and evaluate health programs for groups or communities is required. The track requires 48 credits. Students usually complete one track and complete with MSN degree and then continue on and complete the second track with post-MSN certificate. In addition to the core curriculum, the following courses are required for students enrolled in the Community Systems Administration (576 clinical hours) and Nursing Informatics (672 clinical hours) specialty area:
Post-Master’s Certificates: Nurse Practitioner, Community Systems Administration, Nursing Informatics

A post-master’s certificate program is available for professional nurses who have earned an MSN degree and wish to continue their education and expand their practice. The following courses are required for the post-master’s certificate options.

NURSE PRACTITIONER PLAN OF STUDY

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tr>
<td>NU 560 Advanced Pharmacotherapeutics</td>
<td>3</td>
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<tr>
<td>NU 570 Pathophysiology of Human Disease/Pathologic Aspects of Disease</td>
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<tr>
<td>NU 673 Comprehensive Assessment for Clinical Decision-Making</td>
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<tr>
<td>NU 6XX* Specialty Clinical Course I</td>
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<tr>
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<tr>
<td>NU 6XX* Specialty Clinical Course III</td>
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</table>

*Course number depends on specialty clinical area selected.

ORGANIZING FRAMEWORK OF THE DOCTOR OF NURSING PRACTICE (DNP) PROGRAM

Thomas Jefferson University, Jefferson College of Nursing Graduate Program has adopted the components of doctoral education defined in The Essentials of Doctoral Education for Advanced Nursing Practice published by the American Association of Colleges of Nursing as the organizing framework of the Doctor of Nursing Practice (DNP) program. Two components form the organizing framework for the doctoral level curriculum. The two components are:

The core curriculum is comprised of the DNP Essentials 1 through 8 that are the foundational outcome competencies deemed essential for all graduates of a DNP program regardless of specialty or functional focus.

The specialty curriculum is comprised of the specialty competencies/content that prepares the DNP graduate for those practice and didactic learning experiences for a particular specialty. Competencies, content, and practica experiences needed for specific roles in specialty areas are delineated by national specialty nursing organizations.

The core curriculum constitutes foundational curriculum content that has been identified as essential for all students who pursue a DNP degree in nursing. The courses incorporated into the core curriculum are foundational to all advanced nursing practice roles.

The core curriculum is comprised of the DNP Essentials 1 through 8 that are the foundational outcome competencies deemed essential for all graduates of a DNP program regardless of specialty or functional focus.
The specialty curriculum is comprised of the specialty competencies/content that prepares the DNP graduate for those practice and didactic learning experiences for a particular specialty. Competencies, content, and practica experiences needed for specific roles in specialty areas are delineated by national specialty nursing organizations. The core curriculum constitutes foundational curriculum content that has been identified as essential for all students who pursue a DNP degree in nursing. The courses incorporated into the core curriculum are foundational to all advanced nursing practice roles.

**Essential I: Scientific Underpinnings for Practice** prepares graduates to: 1) use science-based theories and concepts to determine the nature and significance of health and health care delivery phenomena, describe the actions and advanced strategies to enhance, alleviate, and ameliorate health and health care delivery phenomena as appropriate, and evaluate outcomes; and 2) develop and evaluate new practice approaches based on nursing theories and theories from other disciplines.

**Essential II: Organizational and Systems Leadership for Quality Improvement and Systems Thinking** prepares graduates to: 1) develop and evaluate care delivery approaches that meet current and future needs of patient populations based on scientific findings in nursing and other clinical sciences, as well as organizational, political, and economic sciences; 2) ensure accountability for quality of health care and patient safety for populations with whom they work, and 3) develop and/or evaluate effective strategies for managing the ethical dilemmas inherent in patient care, the health care organization, and research.

**Essential III: Clinical Scholarship and Analytical Methods for Evidence-Based Practice** prepares graduates to: 1) use analytic methods to critically appraise existing literature and other evidence to determine and implement the best evidence for practice; 2) design, direct, and evaluate quality improvement methodologies to promote safe, timely, effective, efficient, equitable, and patient-centered care; 3) apply relevant findings to develop practice guidelines and improve practice and the practice environment; 4) use information technology and research methods appropriately; 5) function as a practice specialist/consultant in collaborative knowledge-generating research; and 6) disseminate findings from evidence-based practice and research to improve healthcare outcomes.

**Essential IV: Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care** prepares graduates to: 1) design, select, use, and evaluate programs that evaluate and monitor outcomes of care, care systems, and quality improvement including consumer use of health care information systems; 2) analyze and communicate critical elements necessary to the selection, use and evaluation of health care information systems and patient care technology; 3) demonstrate the conceptual ability and technical skills to develop and execute an evaluation plan involving data extraction from practice information systems and databases; and 4) evaluate consumer health information sources for accuracy, timeliness, and appropriateness.

**Essential V: Health Care Policy for Advocacy in Health Care** prepares graduates to: 1) critically analyze health policy proposals, health policies, and related issues from the perspective of consumers, nursing, other health professions, and other stakeholders in policy and public forums; 2) demonstrate leadership in the development and implementation of institutional, local, state, federal, and/or international health policy; 3) educate others, including policy makers at all levels, regarding nursing, health policy, and patient care outcomes; 4) advocate for the nursing profession within the policy
and healthcare communities; 5) develop, evaluate, and provide leadership for health care policy that shapes health care financing, regulation, and delivery; and 6) advocate for social justice, equity, and ethical policies within all healthcare arenas.

Essential VI: Interprofessional Collaboration for Improving Patient and Population Health Outcomes prepares graduates to: 1) employ effective communication and collaborative skills in the development and implementation of practice models, peer review, practice guidelines, health policy, standards of care, and/or other scholarly products; and 2) lead interprofessional teams in the analysis of complex practice and organizational issues.

Essential VII: Clinical Prevention and Population Health for Improving the Nation’s Health prepares graduates to: 1) analyze epidemiological, biostatistical, environmental, and other appropriate scientific data related to individual, aggregate, and population health; and 2) synthesize concepts, including psychosocial dimensions and cultural diversity, related to clinical prevention and population health in developing, implementing, and evaluating interventions to address health promotion/disease prevention efforts, improve health status/access patterns, and/or address gaps in care of individuals, aggregates, or populations.

Essential VIII: Advanced Nursing Practice prepares graduates to: 1) conduct a comprehensive and systematic assessment of health and illness parameters in complex situations, incorporating diverse and culturally sensitive approaches; 2) design, implement, and evaluate therapeutic interventions based on nursing science and other sciences; 3) develop and sustain therapeutic relationships and partnerships with patients (individual, family or group) and other professionals to facilitate optimal care and patient outcomes; 4) demonstrate advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes; 5) guide, mentor, and support other nurses to achieve excellence in nursing practice; 6) educate and guide individuals and groups through complex health and situational transitions; and 7) use conceptual and analytical skills in evaluating the links among practice, organizational, population, fiscal, and policy issues.

The specialty curriculum constitutes the specialty competencies/content that prepares the DNP graduate for those practice and didactic learning experiences for a particular specialty. Competencies, content, and practica experiences needed for specific roles in specialty areas are delineated by national specialty nursing organizations.

DOCTOR OF NURSING PRACTICE (DNP) PROGRAM OBJECTIVES

Upon completion of this program, the graduate will be able to:

A. Synthesize knowledge from ethics and the biophysical, psychosocial, analytical, and organizational sciences into the conceptual foundation of advanced nursing practice at the doctoral level. (Essential I)

B. Employ organizational and systems-level leadership principles in the development and evaluation of care delivery approaches that meet the current and future needs of communities and populations. (Essential II)

C. Design, direct and evaluate scholarly inquiries that incorporate evidence appraisal, research translation, and standards of care to improve practice and the practice environment. (Essential III)

D. Analyze ethical and legal issues in the use of information, information technology, communication networks, and patient care technologies used to support sage,
high-quality patient care. (Essentials II, IV)

E. Influence policy makers through active participation on committees, boards, or task forces at the institutional, local, state, regional, national, and/or international levels to improve health care delivery and outcomes. (Essential V)

F. Integrate skills of effective communication, collaboration, shared decision-making, and leadership with interprofessional teams to create change in health care. (Essential VI)

G. Synthesize individual, aggregate, and population health data in the development, implementation, and evaluation of interventions that address health promotion/disease prevention, access, and disparities. (Essential VII)

H. Demonstrate advanced levels of leadership, systems thinking, clinical judgement, and analytical skills in designing, delivering, and evaluating evidence-based care at the highest level of advanced practice. (Essential VIII)

DOCTOR OF NURSING PRACTICE PROGRAM OPTIONS

Upon completion of the program the student will be able to:

Post-MSN Program
- For graduates of traditional MSN programs
- 36-credit program
- Can be completed in 2 to 5 years

Traditional Post-BSN to DNP Program
- For graduates of traditional BSN programs
- 69-credit program
- Can be completed in 4 to 6 years
- Full-time study begins in September

Accelerated Post-BSN to DNP Program
- For graduates of an accelerated BSN program who have completed three MSN courses in Epidemiology for the Health Professions (3 credits), Research for Advanced Practice Nursing/Research Design (3 credits), and Informatics for Advanced Practice Nursing (3 credits)
- 60-credit program
- Can be completed in 3 1/2 to 6 years
- Full-time study begins in May

The following tracks are available with the post-BSN to DNP option:
- Adult Gerontology-Acute Care Nurse Practitioner
- Adult Gerontology-Primary Care Nurse Practitioner
- Community Systems Administration
- Family-Individual Across the Lifespan Nurse Practitioner
- Neonatal Nurse Practitioner
- Nursing Informatics
- Pediatric Primary Care Nurse Practitioner
- Women’s Health-Gender Related Nurse Practitioner
- Entry Level Nurse Anesthesia DNP Program
POST-MSN TO DNP PROGRAM OPTION

All students enrolled in the Doctor of Nursing Practice Degree Program in Nursing at Thomas Jefferson University share a core and specialty curriculum. Practicum hours are required in all DNP courses. Courses required in the core curriculum are:

Core Curriculum Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>NU701</td>
<td>Scientific Underpinnings for Nursing Practice (40 hours)</td>
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<tr>
<td>NU702</td>
<td>Practice Inquiry: Designs, Methods, and Analyses (40 hours)</td>
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</tr>
<tr>
<td>NU703</td>
<td>Theoretical Foundations for Organizational Change in Healthcare Systems (40 hours)</td>
<td>3</td>
</tr>
<tr>
<td>NU704</td>
<td>Philosophy, Foundations, and Methods for Evidence-Based Practice (40 hours)</td>
<td>3</td>
</tr>
<tr>
<td>NU705</td>
<td>Advanced Topics in Health Informatics (40 hours)</td>
<td>3</td>
</tr>
<tr>
<td>NU706</td>
<td>Quality Measurement and Outcomes Analysis in Healthcare (40 hours)</td>
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<tr>
<td>NU707</td>
<td>Leadership and Interprofessional Collaboration (40 hours)</td>
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<tr>
<td>NU708</td>
<td>Clinical Prevention and Population Health for Improving the Nation’s Health (40 hours)</td>
<td>3</td>
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<tr>
<td>NU709</td>
<td>Current Issues in Health and Social Policy: Planning, Participating, and Policymaking (40 hours)</td>
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Specialty Curriculum Courses

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<tr>
<td>NU710</td>
<td>Practicum I (60 hours)*</td>
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<tr>
<td>NU711</td>
<td>Practicum II (60 hours)*</td>
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<tr>
<td>NU712</td>
<td>Practicum III (60 hours)*</td>
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</tbody>
</table>

* If a student completed less than 460 hours during their MSN program, they will be required to complete sufficient hours to equal 1000 post-BSN clinical hours.

POST-BSN TO DNP PROGRAM OPTIONS

The post-BSN to DNP program for graduates of accelerated BSN programs requires completion of 60 credits and will culminate with a Doctor of Nursing Practice (DNP) degree. The MSN degree will be conferred at the point students complete the American Association of Colleges of Nursing’s (AACN) Essentials of Master’s Education in Nursing (2011). Graduates of accelerated BSN programs will be required to show evidence of completion of a nursing master’s level research design course (3 credits); nursing master’s level epidemiology course (3 credits); and nursing master’s level informatics course (3 credits) or equivalent.

The post-BSN to DNP program for graduates of traditional Prelicensure BSN programs requires completion of 69 credits and will culminate with a Doctor of Nursing Practice (DNP) degree. The MSN degree will be conferred at the point students complete the American Association of Colleges of Nursing’s (AACN) Essentials of Master’s Education in Nursing (2011).
Adult Gerontology - Acute Care Nurse Practitioners

Are prepared to assess and manage the full continuum of acute care services for the acutely and critically ill. The core knowledge provided in the specialty coursework is based on the full spectrum of high acuity patient care needs. Students in the master’s level curriculum component complete 672 clinical hours; and students complete an additional 540 clinical hours in the doctoral level curriculum component for a total of 1,212 clinical hours.

Upon completion of the master’s level curriculum component, the MSN degree will be conferred, and students will be eligible for Adult Gerontology Acute Care Nurse Practitioner certification through the American Nurses’ Credentialing Center (ANCC). Students will be required to achieve national certification as an Adult Gerontology-Acute Care Nurse Practitioner within 12 weeks of completing the master’s level curriculum component in order to continue and progress in the doctoral level component of the program. The Adult Gerontology-Acute Care Nurse Practitioner program has met American Nurses’ Credentialing Center’s (ANCC) certification eligibility educational requirements. Students who complete this program in its entirety have the educational preparation to sit for the ANCC certification in this role and population. Applicants must also meet any additional eligibility criteria in effect when they apply for certification.

Post-BSN to DNP Program for Graduates of Accelerated BSN Programs

Full-Time Plan:

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*Requires RN license no later than August 1 and second RN license PA and NJ or PA and DE

**TOTAL CREDITS**

60

Practicum Hours

672 hours required of all students for MSN. There are 540 clinical hours for the DNP program, except CSA students as noted on pages 123, 131, 132.
### Post-BSN to DNP Program for Graduates of Accelerated BSN Programs

#### Part-Time Plan:

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*Requires RN license in PA and NJ or PA and DE prior to registering for NU 673

**TOTAL CREDITS 60**

### Practicum Hours

672 hours required of all students for MSN. There are 540 clinical hours for the DNP program.

### Post-BSN to DNP Program for Graduates of Traditional Prelicensure BSN Programs

#### Full-Time Plan:

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*Requires RN license in PA and NJ or PA and DE prior to registering for NU 673

**TOTAL CREDITS 69**

### Practicum Hours

672 hours required of all students for MSN. There are 540 clinical hours for the DNP program.
### Part-Time Plan:

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*Requires RN license in PA and NJ or PA and DE prior to registering for NU 673

**TOTAL CREDITS** 69

### Practicum Hours

672 hours required of all students for MSN. There are 540 clinical hours for the DNP program.
Adult Gerontology - Primary Care Nurse Practitioners

Are prepared to assess and manage the full continuum of primary care services for the adults and older adults. The core knowledge provided in the specialty coursework is based on the full spectrum of wellness and health, episodic, and chronic health care needs. Students in the master’s level curriculum component complete 672 clinical hours; and students complete an additional 540 clinical hours in the doctoral level curriculum component for a total of 1,212 clinical hours.

Upon completion of the master’s level curriculum component, the MSN degree will be conferred, and students will be eligible for Adult Gerontology Primary Care Nurse Practitioner certification through the American Nurses’ Credentialing Center (ANCC). Students will be required to achieve national certification as an Adult Gerontology Primary Care Nurse Practitioner within 12 weeks of completing the master’s level curriculum component in order to continue and progress in the doctoral level component of the program. The Adult Gerontology Primary Care Nurse Practitioner program has met American Nurses’ Credentialing Center’s (ANCC) certification eligibility educational requirements. Students who complete this program in its entirety have the educational preparation to sit for the ANCC certification in this role and population. Applicants must also meet any additional eligibility criteria in effect when they apply for certification.

Post-BSN to DNP Program for Graduates of Accelerated BSN Programs

Full-Time Plan:

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*Requires RN license no later than August 1 and second RN license PA and NJ or PA and DE

Practicum Hours

672 hours required of all students for MSN. There are 540 clinical hours for the DNP program, except CSA students as noted on pages 123, 131, 132.
## Post-BSN to DNP Program for Graduates of Accelerated BSN Programs

### Part-Time Plan:

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NU 672 Informatics (3) | | NU 602 Health Policy (3)  
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| | NU 560 Pharmacology (3)  
NU 704 Methods for Evidence Based Practice (3)  
NU 673* Physical Assessment (3) | | 6 |
| NU 674 Clinical I (3) | NU 650 Clinical II (3) | NU 676 Clinical III (3) | 9 |
| NU 702 Practice Inquiry Design Methods and Analysis (3) | NU 703 Organizational Change (3) | NU 701 Scientific Underpinnings (3) | 9 |
| NU 709 Health and Social Policy (3) | NU 705 Advance Topics in Informatics (3) | NU 707 Leadership and Interprofessional Collaboration (3) | 9 |
| NU 706 Healthcare Quality and Safety (3)  
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NU 712 Practicum III (3) | 15 |

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### Practicum Hours

672 hours required of all students for MSN. There are 540 clinical hours for the DNP program, except CSA students as noted on pages 123, 131, 132.

## Post-BSN to DNP Program for Graduates of Traditional Prelicensure BSN Programs

### Full-Time Plan:

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*Requires RN license in PA and NJ or PA and DE prior to registering for NU 673

### Practicum Hours

672 hours required of all students for MSN. There are 540 clinical hours for the DNP program, except CSA students as noted on pages 123, 131, 132.
## Part-Time Plan:

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*Requires RN license in PA and NJ or PA and DE prior to registering for NU 673

**Total Credits:** 69

### Practicum Hours

672 hours required of all students for MSN. There are 540 clinical hours for the DNP program, except CSA students as noted on pages 123, 131, 132.
Family-Individual Across the Lifespan Nurse Practitioners

Are prepared to deliver comprehensive primary care to individuals from infancy throughout adulthood. The Family-Individual Across the Lifespan Nurse Practitioner curriculum emphasizes collaboration and interdisciplinary strategies for meeting primary care needs of consumers. A strong emphasis is placed on the acquisition of knowledge and skills necessary for a family-centered approach to health promotion and illness intervention. Clinical experiences are available in a wide variety of ambulatory settings with nurse practitioners and physicians serving as preceptors. Students in the master’s level curriculum component complete 672 clinical hours; and students complete an additional 540 clinical hours in the doctoral level curriculum component for a total of 1,212 clinical hours.

Upon completion of the master’s level curriculum component of the Family-Individual Across the Lifespan Nurse Practitioner program, the MSN degree will be conferred, and students will be eligible for Family-Individual Across the Lifespan Nurse Practitioner certification through the American Nurses’ Credentialing Center (ANCC). Students will be required to achieve national certification as a Family-Individual Across the Lifespan Nurse Practitioner within 12 weeks of completing the master’s level curriculum component in order to continue and progress in the doctoral level component of the program.

Post-BSN to DNP Program for Graduates of Accelerated BSN Programs

Full-Time Plan:

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Practicum Hours

672 hours required of all students for MSN. There are 540 clinical hours for the DNP program, except CSA students as noted on pages 123, 131, 132.
Post-BSN to DNP Program for Graduates of Accelerated BSN Programs

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Practicum Hours

672 hours required of all students for MSN. There are 540 clinical hours for the DNP program.

Post-BSN to DNP Program for Graduates of Traditional Prelicensure BSN Programs

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Practicum Hours

672 hours required of all students for MSN. There are 540 clinical hours for the DNP program.
Post-BSN to DNP Program for Graduates of Traditional Prelicensure BSN Programs

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*Requires RN license in PA and NJ or PA and DE prior to registering for NU 673

TOTAL CREDITS 69

Practicum Hours

672 hours required of all students for MSN. There are 540 clinical hours for the DNP program.
Neonatal Nurse Practitioners

Are prepared to provide care to neonates and their mothers. Neonatal Nurse Practitioners practicing in hospitals, neonatal intensive care units, labor and delivery, outpatient clinics and transport services have been extremely effective in providing health care to critically ill neonates and their families. The program prepares students to manage the direct care of neonates and their mothers, and collaborate with maternal child healthcare disciplines. Students in the master’s level curriculum component complete 672 clinical hours; and students complete an additional 540 clinical hours in the doctoral level curriculum component for a total of 1,212 clinical hours.

Upon completion of the master’s level curriculum component, the MSN degree will be conferred, and students will be eligible for Neonatal Nurse Practitioner certification through the National Certification Corporation (NCC). Students will be required to achieve national certification as a Neonatal Nurse Practitioner within 12 weeks of completing the master’s level curriculum component in order to continue and progress in the doctoral level component of the program.

Post-BSN to DNP Program for Graduates of Accelerated BSN Programs

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Practicum Hours

672 hours required of all students for MSN. There are 540 clinical hours for the DNP program.
### Post-BSN to DNP Program for Graduates of Accelerated BSN Programs

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**TOTAL CREDITS 60**

#### Practicum Hours

672 hours required of all students for MSN. There are 540 clinical hours for the DNP program.

### Post-BSN to DNP Program for Graduates of Traditional Prelicensure BSN Programs

#### Full-Time Plan:

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**TOTAL CREDITS 69**

#### Practicum Hours

672 hours required of all students for MSN. There are 540 clinical hours for the DNP program.
### Post-BSN to DNP Program for Graduates of Traditional Prelicensure BSN Programs

**Part-Time Plan:**

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**TOTAL CREDITS 69**

**Practicum Hours**

672 hours required of all students for MSN. There are 540 clinical hours for the DNP program.
Pediatric Primary Care Nurse Practitioners

The purpose of the Pediatric Primary Care Nurse Practitioner program is to prepare graduates in the care of children from birth to young adult, and their families. Pediatric Primary Care Nurse Practitioners provide care in a variety of settings, including but not limited to, pediatric offices, subspecialty clinics, school-based health centers, home health, public health, and long-term care settings. The Pediatric Primary Care Nurse Practitioner supports the optimal health of children and their families with regard to health maintenance and promotion, and assessment and management of acute and chronic disease processes. The program prepares students to manage the direct care of infants and children and incorporate the various roles associated with advanced nursing practice in a variety of care settings. Students complete 672 clinical hours. Upon completion of the Pediatric Primary Care Nurse Practitioner program, graduates are eligible for nurse practitioner certification through the American Nurses’ Credentialing Center (ANCC) and/or the Pediatric Nursing Certification Board (PNCB).

Post-BSN to DNP Program for Graduates of Accelerated BSN Programs

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**TOTAL CREDITS** 60

Practicum Hours

672 hours required of all students for MSN. There are 540 clinical hours for the DNP program.
### Post-BSN to DNP Program for Graduates of Accelerated BSN Programs

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**TOTAL CREDITS**

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### Post-BSN to DNP Program for Graduates of Traditional Prelicensure BSN Programs

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672 hours required of all students for MSN. There are 540 clinical hours for the DNP program.

### Practicum Hours

672 hours required of all students for MSN. There are 540 clinical hours for the DNP program.
Women’s Health-Gender Related Nurse Practitioners

Are prepared in the care of women throughout the lifespan and across the wellness-illness continuum. Nurses in this specialty who are practicing in hospitals, perinatal units, labor and delivery, and ambulatory care settings have been extremely effective in providing health care to women. The program prepares students to manage the direct care of women and collaborate with women’s healthcare disciplines. Students in the master’s level curriculum component complete 672 clinical hours; and students complete an additional 540 clinical hours in the doctoral level curriculum component for a total of 1,212 clinical hours.

Upon completion of the master’s level curriculum component of the Women’s Health-Gender Related Nurse Practitioner program, the MSN degree will be conferred, and students will be eligible for Women’s Health-Gender Related Nurse Practitioner certification through the National Certification Corporation (NCC). Students will be required to achieve national certification as a Women’s Health-Gender Related Nurse Practitioner within 12 weeks of completing the master’s level curriculum component in order to continue and progress in the doctoral level component of the program.

Post-BSN to DNP Program for Graduates of Accelerated BSN Programs

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*Requires RN license no later than August 1 and second RN license PA and NJ or PA and DE

TOTAL CREDITS 60

Practicum Hours

672 hours required of all students for MSN. There are 540 clinical hours for the DNP program.
### Post-BSN to DNP Program for Graduates of Accelerated BSN Programs

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**TOTAL CREDITS 60**

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### Post-BSN to DNP Program for Graduates of Traditional Prelicensure BSN Programs

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### Practicum Hours

672 hours required of all students for MSN. There are 540 clinical hours for the DNP program.

## ENTRY LEVEL NURSE ANESTHESIA DNP PROGRAM (FULL-TIME ONLY)

The program is 36-months in length, requires completion of 92 credits, and will culminate with a Doctor of Nursing Practice (DNP) degree.

The plan of study includes the following required courses:

### CORE COURSES

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<td>NU 770</td>
<td>Pathophysiology of Human Disease</td>
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<td>Research for Advanced Practice Nursing I</td>
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<td>Comprehensive Assessment for Clinical Decision-Making</td>
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<td>Scientific Underpinnings for Nursing Practice (40 hours)</td>
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<td>Practice Inquiry: Designs, Methods, and Analyses (40 hours)</td>
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<td>Theoretical Foundations for Organizational Change in Healthcare Systems (40 hours)</td>
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<td>Philosophy, Foundations, and Methods for Evidence-Based Practice (40 Hours)</td>
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<td>Clinical Prevention and Population Health for Improving the Nation’s Health (40 hours)</td>
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<td>Current Issues in Health and Social Policy: Planning Participating, and Policymaking (40 hours)</td>
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ANESTHESIA SPECIFIC COURSES
NU 768 Basic Principles of Anesthesia and Advanced Health Assessment ..........3
NU 700 Pharmacokinetics and Dynamics of Anesthesia Agents....................3
NU 724 Chemistry and Physics Related to Anesthesia.................................2
NU 775 Pathologic Aspects of Disease II.....................................................3
NU 758 Advanced Principles of Anesthesia..................................................3
NU 769 Advanced Principles of Anesthesia II ..............................................3

ANESTHESIA CLINICAL COURSES
NU 750 Orientation to Clinical Practice .......................................................NC
NU 751 Clinical Practice I............................................................................3
NU 752 Clinical Practice II............................................................................3
NU 753 Clinical Practice III..........................................................................3
NU 754 Clinical Practice IV..........................................................................3
NU 755 Clinical Practice V............................................................................3
NU 756 Clinical Practice VI............................................................................3
NU 757 Clinical Practice VII..........................................................................3

DNP PRACTICUM COURSES
NU 710 Practicum I (60 hours)........................................................................3
NU 711 Practicum II (60 hours)........................................................................3
NU 712 Practicum III (60 hours)....................................................................3

NURSE ANESTHESIA PROGRAM - DOCTOR OF NURSING PRACTICE (DNP)
PLAN OF STUDY

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TOTAL CREDITS 92

Practicum Hours
- A minimum of 2000 clinical hours
- Clinical hours are defined as, “time spent in the actual administration of anesthesia (i.e. anesthesia time) AND other time spent in the clinical area. Examples of other clinical time would include in-house call, pre-anesthesia assessment, post-anesthetic assessment, patient preparation, OR preparation, and time spent participating in clinical rounds. Total clinical hours are inclusive of total hours of anesthesia time; therefore, this number must be equal to or greater than the total number of anesthesia hours of anesthesia time.”
- Minimum number of cases = 600, Preferred = 700
A. The Purpose of the NCE Plan for Entry-Level BSN to DNP students

The NCE plan for success is designed to facilitate the student’s readiness for the National Board of Certification & Recertification for Nurse Anesthetists (NBCRNA) certification process and to ensure success for all students. It is an essential component of the pre-certification program and all components of the plan are considered to be valuable in transitioning students through program completion and the certification process. This plan is integral for students in the pre-certification curriculum. Content from the APEX Anesthesia Review is integrated in select courses throughout the Nurse Anesthesia Program.

Another component of the NCE success plan is the requirement that students take the Self-Evaluation Examination (SEE) during the summer semester of their second year and for the second time during the spring semester of their third year. The SEE is a computerized adaptive test that is intended to help both students and programs identify their respective strengths and areas needing concentration before students take the NCE. The SEE also serves to simulate the NCE experience for students. The four content areas on the SEE are (1) Basic Sciences (25%); (2) Equipment, Instrumentation, and Technology (25%); (3) General Principles of Anesthesia (25%); and (4) Anesthesia for Surgical Procedures and Special Populations (25%) (NBCRNA Self-Evaluation Exam Handbook, 2018). Remediation is critical to improving student performance and achieving a level of proficiency that equates to success on the NCE.

B. Role of the Faculty

Faculty members assume a key role in the implementation and evaluation of the pre-certification plan. In this role, course faculty is responsible for supervising the students as they progress to full readiness for the NCE. Inherent in the faulty role is active participation with students in the design and implementation of individualized plans to ensure success. Activities undertaken to assist students with NCE testing competence are documented. While the strategies that are utilized to achieve these outcomes are jointly negotiated between the faculty member and student, individual student outcomes in relation to the NCE are directly attributable to the rigor with which elements of the plan are upheld by the faculty. Course faculty members are responsible for determining if a student has met the plan requirements for a given course.

C. Role of the Student

All elements of the NCE plan apply to nurse anesthesia students and all students are expected to participate fully in its multiple dimensions and to comply fully with its expectations. Inherent in the role that students assume in carrying out the parameters of this plan is the responsibility to frequently communicate/interact with the academic advisor in order to document progress and to define plans to improve outcomes. Students accept full responsibility for assuming an active role in completing all components of the NCE success plan and for following through with all recommendations given and requirements determined. Students acknowledge that failure to adhere to the plan’s components will have academic implications. Students will submit to the course faculty the required...
elements of the NCE success plan for each course listed below. Specific criteria for acceptable completion of requirements will be established by program faculty. Completion of all NCE success plan elements is required for successful course completion. Failure to complete the required elements in the specified time frame will result in course failure.

**D. Courses with NCE Success Plan Requirements**

Courses with NCE success plan elements are:

- **Spring Semester-First Year**
  - NU 768 Basics of Anesthesia
  - NU 700 Pharmacokinetics & Dynamics of Anesthesia Agents

- **Summer Semester-First Year**
  - NU 758 Advanced Principles of Anesthesia I
  - NU 775 Pathologic Aspects of Disease II

- **Fall Semester-Second Year**
  - NU 769 Advanced Principles of Anesthesia II

- **Spring Semester-Second Year**
  - NU 753 Clinical Practice III

- **Summer Semester-Second Year**
  - NU 754 Clinical Practice IV

- **Fall Semester-Third Year**
  - NU 755 Clinical Practice V

- **Spring Semester-Third Year**
  - NU 756 Clinical Practice VI

- **Summer Semester-Third Year**
  - NU 757 Clinical Practice VII

The following statement is included in the course syllabus:

**Compliance with all aspects of the NCE Success Plan is required.**

_NCE success plan components, when part of a course, contribute to the final course grade earned by the student._

_Students in NU756 and NU757 concentrate on clinical correlation and as such, will be required to attend an onsite structured review arranged by Nurse Anesthesia faculty. Student sign-in processes will be outlined on the NU756 and NU757 course syllabi. This review is scheduled for one day per week._

**GUIDELINES FOR INDEPENDENT STUDY (NU499/NU699)**

Introduction: The opportunity to develop an “Independent Study” in nursing is provided for students to explore an area of interest while defining their own individualized program of study. During this experience, students will work closely with the faculty advisor(s) to complete the learning activities that have been established for them. The NU499/NU699 is designed for the independent and self-directed student. A maximum of six (6) credits can be taken via independent study. It
is meant to be a meaningful and enjoyable experience. The following guidelines are offered to facilitate the development of the proposal:

A. All proposals are to be typed.

B. Student will define the topic for your study.

C. Student will identify the faculty member best able to assist in accomplishing goal(s). If an independent study is planned in any clinical area, the student must identify a clinical facilitator/preceptor in addition to a faculty advisor.

D. Determination of the appropriate credit allotment should be based on the expected outcome of the Independent Study. Keep in mind the following time frame:

**DIDACTIC**
One (1) credit: approximately 20 hours of work  
Two (2) credits: approximately 35 hours of work  
Three (3) credits: approximately 50 hours of work

**CLINICAL**
One (1) credit: approximately 40 hours of work  
Two (2) credits: approximately 70 hours of work  
Three (3) credits: approximately 100 hours of work

In considering credit allocation, allow time for the planning and implementation phases of the study. Since each study is highly individualized, the faculty advisor should be consulted to define the appropriate credit allotment for your anticipated workload.

E. The topic of the study should clearly reflect the “title” of your study. For example, “A Cost Analysis of Home vs. Institutionally Administered Chemotherapy” or “Career Ladders: Do They Benefit Patient Care?” would be appropriate topics. Keep the topics as concise and narrowly defined as possible.

F. The purpose of the study should explain why you want to do what you intend to do. For example, “By undertaking this study, I intend to demonstrate that home chemotherapy is more cost-effective.” Again, conciseness is the key: get your message across as simply as possible.

G. Objectives are not difficult to define; simply put, they break down the purpose of the study into easily measurable behaviors. They identify the knowledge you plan to gain through accomplishing the study. For example, “identify” those chemotherapeutic agents approved for administration in the home and “investigate the cost of third party carriers when chemotherapy is given in the home vs. in the hospital.”

H. The learning activities should be directly related to the objectives, e.g., library research, developing a teaching plan, interviewing clients, attending conferences, etc. Your choice of learning activities can appropriately be didactic or clinical activities or a combination of both. Spell out the learning activities as clearly as possible. Delineating a time frame helps considerably.

I. Methods of evaluation refer to how you wish the grade to be assigned; paper, project, presentation, or poster. Be as specific as possible.

J. The form must be signed by the student and the faculty advisor before pre-registering for the next semester.
FINAL NOTE: Each proposal must clearly spell out what the student individually hopes to accomplish by completing this study. Group proposals are not acceptable. Remember, the student is earning credit for this Independent Study; each proposal should be carefully thought out and planned before submitting it for approval. Personal and professional growth will be rewarded.
THOMAS JEFFERSON UNIVERSITY
JEFFERSON COLLEGE OF NURSING

PROPOSAL FOR NURSING 499 AND NURSING 699
INDEPENDENT STUDY

STUDENT NAME: 

FACULTY ADVISOR: 

ACADEMIC TERM: 

CREDITS: 

TOPIC OF STUDY: 

PURPOSE OF STUDY: 

OBJECTIVES: 

LEARNING ACTIVITIES: 

METHOD(S) OF EVALUATION: 

STUDENT SIGNATURE: 

FACULTY ADVISOR SIGNATURE: 
STUDENT GOVERNMENT
The Student Government Association in the Jefferson College of Nursing is an important source of extracurricular activities for all students. Its Constitution and Bylaws are available from its student officers or faculty advisor. All students in the Jefferson College of Nursing are encouraged to become active in this organization.

NURSING STUDENT GOVERNMENT CONSTITUTION AND BYLAWS

The Constitution and Bylaws of the Student Government
Jefferson College of Nursing
Thomas Jefferson University

ARTICLE I: DESIGNATION
This organization shall be known as the Student Government Association of the Jefferson College of Nursing of Thomas Jefferson University. This organization shall be referred to as the Nursing Student Government Association. (NSGA)

ARTICLE II: PURPOSES
Section I: To provide a forum for student input with a goal of continued improvement of nursing education.

Section II: To facilitate communication between students, faculty, alumni, and the administration of Thomas Jefferson University nursing programs.

Section III: To facilitate the development of professionalism within the student body.

Section IV: To promote co-curricular educational experiences.

Section V: To facilitate the development of leadership and managerial skills for nursing students.

Section VI: To promote volunteer community experiences for students in conjunction with faculty.

Section VII: To keep the student body informed of all practical, political, and educational issues relevant to the Profession of Nursing

ARTICLE III: STRUCTURE OF THE ORGANIZATION
Section I: The organization will follow a structure with representation from each prelicensure program/campus (2 year BSN, FACT-1 Year). Each program/campus will elect 6 delegates. These delegates will assume the roles of:

- President
- Vice- President
- Treasurer
- Corresponding Secretary
- Recording Secretary
- SNAP Leader

Students must be in academic good standing in order to be eligible for election to a leadership position.
Section II: Rights and Privileges of Student Government Members

All full and/or part-time members of the nursing classes are members of NSGA and have voting privileges.

Student government committees will be designated as needed by the NSGA president and each committee will choose a chairperson.

All members shall have the right to initiate resolutions, make reports, and propose actions on all issues.

All members shall have one vote on resolutions, except the NSGA president/NSGA Senate Leader, who shall vote a second time in the event of a tie.

Section III: Responsibilities of Student Government Members

Attendance is mandatory for delegates and chairpersons of current Nursing Student Government committees at general meetings.

Attendance is mandatory for delegates and chairpersons at officers meetings.

ARTICLE IV: ELECTION OF OFFICERS

Section I: The election of delegates is comprised of the entire nursing student body of each prelicensure division of the nursing department, BSN (2-year) and FACT-1 Year. The 2-year BSN and FACT-1 Year class delegates shall arrange for the election of new student government delegates no later than one month prior to the end of the spring semester. FACT-1 Year student elections will take place one- two months after starting the program.

Section II: All newly elected delegates (except FACT-1 Year) of the NSGA shall assume their positions at the last meeting of the spring semester in which they are elected. FACT-1 Year delegates will assume their positions immediately after elections are held.

Section III: The NSGA faculty advisor(s) shall be appointed by the administration of the College of Nursing.

ARTICLE V: MEETINGS

Section I: Regular general meetings of the Nursing Student Government Association shall be held once a month during the academic year. The delegates shall decide a calendar of meeting dates and times at the first meeting of the year. Members will be notified of the calendar in writing and/or by e-mail.

Section II: Special delegate meetings shall be held as the President(s) deems necessary for each program.

Section III: The President(s) has the right to call special meetings with three days advance notice.
ARTICLE VI: DUTIES OF THE OFFICERS

I. Individual Program Officers (2-year BSN, FACT-1 Year)

A. NSGA President - will assume the leadership position at the campus and perform the following duties:
   • Will acquire a working knowledge of parliamentary law and procedure and a thorough understanding of the bylaws and standing rules of the organization
   • Will hold monthly meetings as specified in the bylaws.
   • Will preside and maintain order at Campus Meetings.
   • Will entertain only one motion at a time and state all motions properly.
   • Will put all motions to vote and give results.
   • Will vote, in the event of a tie
   • Will carry out such duties as may be required by the NSGA or by the right of office
   Will act as liaison to other program officers

B. NSGA Vice-President
   • Will, in the absence of the NSGA President, preside and perform the duties of the President
   • Will assume all duties delegated by the President.
   • Will maintain status as an officio member of all standing committees
   • Will read the results of all votes to the assembly.
   Will assign a NSGA member to keep minutes of the meeting, etc.

C. Recording Secretary
   • Will in the absence of the President, call the meeting to order and preside until the election of a pro tem, which should take place immediately.
   • Will keep minutes of meetings for all campus proceedings.
   • Will take roll at meetings
   • Will provide minutes of all meetings
   • Will record the name of the member who introduces a motion.
   • Will develop an agenda for each scheduled meeting.
   Will carry out such duties as may be required by the NSGA or by the right of office.

D. Corresponding Secretary
   • Will maintain a list of all delegates and general membership in NSGA.
   • Will notify all members of meetings
   • Will maintain and update the program bulletin boards.
   Will carry out such duties as may be required by the Nursing Student Government or by the right of office.

E. Treasurer
   • Will maintain a financial record of all monies generated by the NSGA.
   • Will appoint a member of each individual committee who will be responsible for submitting the money generated by said committee to the Treasure.
• Will deposit all money in the NSGA Campus Account.
• Will obtain receipts of all money deposited to the NSGA Campus Account.
• Will organize all funds raising activities to include, but not limited to, such activities as bake sales, book sales, candy sales, booster sales, etc.
• Will determine that all monies extracted from the NSGA Account will meet with the approval of the Faculty Advisor and will be obtained under authorized signature of the same.
• Will carry out such duties as may be required by the NSGA or by the right of office.

F. SNAP Representative

SNAP is a student run organization that represents nursing schools/colleges and students throughout Pennsylvania. Benefits of membership include scholarship monies, access to SNAP publications, conventions, leadership opportunities, NCLEX-RN reviews, career center for networking, insurance and student load programs, partnerships with NSGA, and a collective voice in Harrisburg and Washington. Duties of SNAP representative include:

• Will stand as a representative and liaison for Jefferson College of Nursing (JCN) SNAP affairs at both the state and local levels, and shall respond to the responsibilities thereto
• Will appoint two-three officer delegates from the JCN nursing student body to serve SNAP.
• Will form liaisons with other JCN student organizations on an on-going basis as needs arise
• Will keep the Student Body informed of all practical, political, and educational issues relevant to the profession of Nursing
• Will keep a list of all JCN SNAP members.
• Will form committees to meet the needs of the Chapter

G. Faculty Advisor(s) (NSGA and SNAP)

• Will serve as a faculty/student liaison person, and facilitate communications between faculty and students.
• Will serve as a non-voting member who offers suggestions, guidance, and support related to NSGA and/or SNAP activities.

ARTICLE VII: COMMITTEES

Section I: The delegates of the NSGA may designate committees that they deem necessary in order to organize the responsibilities and activities of the organization.

Section II: Members of each committee will be formed on a volunteer basis.

Section III: Students interested in serving on any committee must indicate, by signature, their interest in said committee by the deadline posted.

Section IV: The members of each committee will select a chairperson who will be responsible for relaying information to the rest of the NSGA delegates and to fellow classmates.

Section V: Students may not chair more than one committee unless they are uncontested in each committee in which they are running.
ARTICLE VIII: MEETING PROTOCOL

Section I: At the commencement of each meeting, the minutes from the previous meeting will be clarified, the treasurer’s report will be given, and continuing issues of business will be discussed.

Section II: Upon completion of previous business, new issues will be opened pending Senate Leader approval.

Section III: The motion to adjourn must be declared and approved by the majority of those present.

Section IV: Parliamentary procedure shall be maintained according to Roberts Rules.

ARTICLE IX: DISMISSAL FROM DELEGATE OR CHAIRPERSON STATUS

Section I: The procedure for dismissal from delegate or chairperson status is as follows:

1. After one failure to report as specified, NSGA President and/or faculty advisor will send a letter to the person stating that they are aware of this failure to report. A reply from the delegate/chairperson in question will be invited.

2. Upon a second failure to report, a meeting between the NSGA Officers and the delegate/chairperson will be scheduled. At this time open discussion will occur and the delegate/chairperson may express his/her desire to vacate or maintain the position.

3. If a third failure to report occurs, a NSGA meeting will be held to determine the future of that member. A two-thirds vote by the members is necessary for removal from office and a reelection will occur.

4. A delegate/chairperson will not be penalized from an excused absence. A report of the absence should be made prior to the meeting to the Senate Leader.

ARTICLE X: AMENDMENT

Amendments of these Bylaws may be proposed in writing by the President, Dean of the College, or any Faculty member to the Governance Committee for consideration. Recommendations for amendment of the Bylaws shall be circulated by the Committee at least seven days before the next meeting of the Executive Council. Executive Council approval shall require a favorable vote of a majority of the members of the Council. All amendments of these Bylaws shall be subject to approval by two-thirds of the Faculty voting and by the Dean of the College, the President and Board of Trustees, and shall become effective only upon such approval. Vote may be taken by mail ballot or any other method, electronic or otherwise, which is reasonably reliable.

Revised: June 2004, AA/KP
Revised: March 2007, Student and Alumni Affairs Committee
Revised: January 2010, KS/Student and Alumni Affairs Committee

SIGMA THETA TAU INTERNATIONAL

The Delta Rho Chapter of Sigma Theta Tau, the International Honor Society of Nursing, has existed at Thomas Jefferson University since 1980. As one of over 160 chapters nationally, Delta Rho’s activities focus on promoting professionalism and scholarship within the nursing community.

Membership in Sigma Theta Tau is an honor conferred on baccalaureate and graduate students who demonstrate superior academic achievement and leadership abilities. New members are received into the chapter at annual induction ceremonies. The
honor society’s purposes include fostering high professional standards, creative work, and strengthening commitment to the ideals of the nursing profession.

**BACCALAUREATE NURSING AWARDS**

- **The Achievement Award for Student Life**
  This award is made annually to the senior student who has made an outstanding contribution to College and University student life.

- **The Helen Auerbach Hodes Award**
  The Helen Auerbach Hodes Award is presented to the graduating student who has demonstrated excellence in communication and personal skills while showing empathy in meeting the psychosocial needs of patients.

- **The Phyllis Jean Courtney Award**
  The Phyllis Jean Courtney Award is presented to the graduating student who has demonstrated excellence in critical care nursing or in a life threatening situation.

- **The Abraham Feinsinger Memorial Award**
  The Abraham Feinsinger Memorial Award is presented to the graduating student who has demonstrated outstanding creativity and innovation in either carrying out an assigned course project, in developing a solution to a clinical nursing problem or in initiating change.

- **Joan Jenks Community Service Award**
  The Joan Jenks Community Service Award is a student-nominated award in celebration of Dr. Joan Jenks’ dedication to community service for underserved populations. The award is presented to the graduating student who has demonstrated an understanding of the importance of the role of nursing in the community and has contributed to improving the community being served.

- **Nursing Leadership Award**
  The Nursing Leadership Award is presented to the graduating student who has demonstrated the characteristics of leadership in the classroom, in the clinical area and in the community. The recipient is chosen by members of the student class in recognition of contributions made to the class and to the College.

- **Adaline Potter Wear Award**
  The Adaline Potter Wear Award recognizes the graduating student who has consistently demonstrated excellence and achieved the highest cumulative Grade Point Average.

- **Dr. Molly Rose Award for Student Leadership in Interprofessional Education**
  This award, in honor of Dr. Molly Rose, recognizes a graduating BSN student at the Jefferson College of Nursing who demonstrates role modeling, leadership, dedication, enthusiasm, engagement, and excellence promoting interprofessional education and care.

**MASTER OF SCIENCE IN NURSING AWARD**

- **Dr. Molly Rose Community Catalyst Award**
  This award, in honor of Dr. Molly Rose, recognizes a graduating MSN student in the Community Systems Administration Program at the Jefferson College of Nursing who exemplifies Dr. Rose’s qualities: an exceptional individual who is personally and professionally committed to advancing health and health promotion, and serving as a powerful role model in community education and practice.
• Dr. Kellie Smith Inspiration Award
This award, in memory of Dr. Kellie Smith, recognizes a graduating MSN student at the Jefferson College of Nursing who exemplifies Dr. Smith’s qualities: an inspirational and exemplary individual with grace, strength, courage, positive attitude and deeds committed to serving as a positive role model in community education and/or practice.

DOCTOR OF NURSING PRACTICE AWARDS

• The Sandra Festa Ryan Award
This award recognizes a graduating Doctor of Nursing Practice student who has demonstrated outstanding creativity and innovation in advocating for advanced nursing practice.

• The Susan Schrand Award
This award recognizes a graduating Doctor of Nursing Practice student who has demonstrated outstanding professionalism, leadership and advocacy at the local, regional or national level.
Course Number: NU307  
Course Title: Foundations in Nursing (1st 7 weeks)  
Credits: 3.5

This course builds a foundation for successful entry into the clinical environment. Concepts of therapeutic interpersonal communication, interprofessional communication, cultural awareness, family dynamics and quality and safety in nursing practice are introduced in order to provide a foundation for the care of persons along the care continuum. Concepts basic to the physical, psychosocial and spiritual health of patients across health care settings are explored with an evidence-based focus. This course will include clinical simulation.

Course Number: NU308  
Course Title: Introduction to Pharmacology  
Credits: 1.5

This course introduces the fundamental concepts of pharmacotherapeutics, establishing a knowledge base that applies to quality and safety, and effective and efficient nursing medication practices across the health-illness and life-span continuums as well as healthcare delivery across multiple environments. Students will gain knowledge and skills in medication calculation and person-centered medication administration and monitoring. This course includes a laboratory component.

Course Number: NU315  
Course Title: Health Assessment across the Lifespan  
Credits: 3

This course emphasizes normal assessment findings and common variations in health status across the lifespan continuum. The course focuses on the development of foundational assessment and communication skills necessary to acquire subjective and objective health information from patients. This course includes a laboratory component.

Course Number: NU317  
Course Title: Health Promotion across the Lifespan I (2nd 7 weeks)  
Credits: 3

Using a concept-based curriculum, this course prepares the student for the promotion of health in individuals, families and communities across the lifespan through primary, secondary and tertiary prevention strategies using an evidence base. This course introduces students to foundational concepts, related to individuals, families and populations throughout the care continuum. This course integrates pathophysiology, pharmacology and principles of growth and development related to specific exemplars of selected concepts. It also introduces the student to the role of genetics and genomics in health and illness.
<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>NU318</td>
<td>Health Promotion across the Lifespan II</td>
<td>4.5</td>
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<tr>
<td></td>
<td>This course continues preparation of the student for the promotion of health in individuals, families and communities across the lifespan through primary, secondary, and tertiary prevention strategies. This course further explores physical, behavioral and social problems faced by persons, families and communities across the care continuum. This is accomplished through integrating pathophysiology, pharmacology and nursing care related to specific exemplars of selected concepts.</td>
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<tr>
<td>NU319</td>
<td>Professional Practice I</td>
<td>2</td>
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<td></td>
<td>In this course, students are introduced to the curricular themes of innovation, interprofessional collaboration, and practice excellence and population health. Students will be introduced to models of healthcare delivery and the incorporation of evidence into person-centered and population-based care. This course also examines the dimensions of professional practice that include nursing theories, role expectations of the professional nurse, person-centered care and the nursing process. Clinical reasoning and decision-making and the application of the nursing process are addressed.</td>
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<tr>
<td>NU320</td>
<td>Professional Practice II</td>
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<td></td>
<td>This course builds upon concepts introduced in Professional Practice I and explores the relationship of the professional nurse within the healthcare delivery system and professional organizations. The history and principles of quality and safety within the healthcare delivery system are examined. The value of interprofessional communication and collaboration to create a culture of practice excellence is explored. This course addresses nursing leadership, care coordination and transitions across the health continuum, as well as the use of the nursing scientific process for the planning of care within interprofessional teams.</td>
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<tr>
<td>NU326</td>
<td>Discovery and Evidence-Based Practice</td>
<td>3</td>
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<td>This course focuses on the process of discovering evidence that will improve the quality and safety of nursing care. The concepts of evidence-based practice, ethics, quality and safety, and health care technology will be addressed and examined in the context of the research process. The importance of interprofessional collaboration to improve practice through scientific discovery is emphasized.</td>
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<tr>
<td>NU327</td>
<td>Health Care Informatics and Innovation</td>
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<td>This course focuses on innovation in healthcare, informatics, and interprofessional collaboration related to information exchange and practice excellence. Data collected for the purpose of improving health outcomes for patients, families and communities is examined. The role of the professional nurse using informatics, technology and implementing innovations to change health care is discussed.</td>
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</tr>
</tbody>
</table>
Course Number:  NU 328  
Course Title:  Immersion Practicum I (2nd 7 weeks)  
Credits:  2

This practicum provides beginning nursing students the opportunity to practice health promotion, health restoration and health maintenance for patients, families, and communities. This practicum focuses on the unique needs of patients and families experiencing acute and chronic physical conditions with an emphasis on foundational skills and assessments. Students’ immersion experiences are in both acute care and transition settings, supplemented with simulation experiences. This course draws from the concepts introduced in Health Promotion across the Lifespan I, Introduction to Pharmacology, Foundations in Nursing, and Professional Practice I.

Course Number:  NU 329  
Course Title:  Immersion Practicum II  
Credits:  4

This practicum provides students the opportunity to practice health promotion, health restoration and health maintenance for patients and families. By continuing to build on the foundation of nursing knowledge, clinical reasoning and communication skills, as well as knowledge from the biopsychosocial disciplines, this practicum focuses on the unique needs of patients and their families experiencing acute and chronic conditions along the care continuum. The practicum exposes students to transitional care and the importance of social determinants of health. Students’ immersion experiences are in both acute care and transition settings, supplemented with simulation experiences. This course draws on the concepts introduced in Health Promotion across the Lifespan II, Health care Informatics and Innovation, Discovery and Evidence-based Practice, and Professional Practice II.

Course Number:  NU330  
Course Title:  Bridge to Success  
Credits:  NC

This course socializes students to the student role at JCN and fosters successful transition to an upper division baccalaureate nursing program. Medical terminology and navigational tools are introduced to create a foundation for academic success. Study skills, writing skills and test taking strategies are explored.

Course Number:  NU340  
Course Title:  Medication Calculations in Nursing  
Credits:  1

This course incorporates previously learned arithmetic and mathematical skills to facilitate the mastery of medication calculation skills in preparation for clinical practice. Students will learn how to accurately calculate medication dosages for the administration of medications for the oral and parenteral routes. In addition, students will learn about safety and ethical principles and interprofessional collaboration skills underlying the administration of medications via various routes of administration. Successful completion of this course is a requirement for medication administration in the clinical setting.
Course Number: NU341
Course Title: Foundations in Nursing
Credits: 4 (didactic 2; lab 2)

This course builds a foundation for successful entry into the clinical environment. Concepts of communication, quality and safety, intra- and interprofessional collaboration, health care technology, medication administration, and clinical reasoning are introduced to provide the foundation for professional nursing practice. Concepts basic to the physical, psychosocial, and spiritual health of patients across the care continuum are explored with a focus on evidence-based practice. The course develops the knowledge, skills, and attitudes necessary for patient interactions to provide high quality health care to a diverse patient population throughout the lifespan. This course includes a laboratory component.

Course Number: NU342
Course Title: Health Promotion Applications Across the Lifespan I
Credits: 7.5 (didactic 3; clinical 3.5; sim 1)

This course prepares the student for the promotion of health in individuals, families and communities across the lifespan through primary, secondary and tertiary prevention strategies using an evidence base. This course introduces students to foundational concepts, related to individuals, families and populations throughout the care continuum. This course integrates pathophysiology, pharmacology and principles of growth and development related to specific exemplars of selected concepts. It also introduces the student to the role of genetics and genomics in health and illness. The clinical component of this course focuses on the unique needs of patients, families, and communities experiencing acute and chronic physical conditions with an emphasis on foundational skills and assessments. Students’ clinical experiences are in both acute care and transition settings, supplemented with simulation.

Course Number: NU343
Course Title: Pathophysiology
Credits: 3

This course provides an overview of pathophysiologic concepts across the lifespan. The course will address basic principles, processes, and concepts associated with common health problems as well as the pathophysiological alterations related to body systems.

Course Number: NU344
Course Title: Health Promotion Applications across the Lifespan II
Credits: 10 (didactic 4.5; clinical 4.5; sim 1)

This course continues preparation of the student for the promotion of health in individuals, families and communities across the lifespan through primary, secondary, and tertiary prevention strategies. This course further explores physical, behavioral and social problems faced by persons, families and communities across the care continuum through the integration of pathophysiology, pharmacology and nursing care related to specific exemplars of selected concepts. This course includes a clinical component in both acute care and mental health, supplemented with simulation experiences. By continuing to build on the foundation of nursing
knowledge, clinical reasoning and communication skills, as well as knowledge from the biopsychosocial disciplines, the clinical experience will focus on the unique needs of patients and their families experiencing acute and chronic conditions along the care continuum. The clinical experience will provide the students with an opportunity to build on previous knowledge in order to deliver safe and effective patient-centered care as a member of the interprofessional healthcare team.

Course Number: NU345  
Course Title: Pharmacology  
Credits: 3

This course builds a foundation of pharmacology emphasizing the nurse’s role and responsibility in safe, effective drug administration. Pharmacotherapeutic agents used in the treatment of illness as well as those used in health maintenance and promotion across the lifespan will be examined with a focus on specific drug classifications. Indications for use, modes of action, effects, contraindications, interactions, along with the principles of pharmacokinetics and pharmacodynamics will be explored. Legal, ethical, and cultural considerations related to pharmacotherapeutics and medication administration are presented.

Course Number: NU346  
Course Title: Professional Practice in Nursing  
Credits: 1

In this course students are introduced to the role of the professional nurse through the curricular themes of practice excellence, interprofessional collaboration, population health, and innovation. Students will learn about models of healthcare delivery and the incorporation of evidence into person-centered care. This course also examines the dimensions of professional practice that include nursing theories, role expectations of the professional nurse, and person-centered care.

Course Number: NU347  
Course Title: Discovery and Evidence-Based Practice  
Credits: 2

This course focuses on the process of discovering evidence that will improve the quality and safety of nursing care. The concepts of evidence-based practice, ethics, quality and safety, and health care technology will be addressed and examined in the context of the research process. The importance of interprofessional collaboration to improve practice through scientific discovery is emphasized.

Course Number: NU415  
Course Title: Care Coordination and Care Transitions  
Credits: 3

This course explores the practice and theory of care coordination and care transitions utilizing current evidence and research. The unique and important contribution of the registered nurse within the interprofessional team is discussed and evaluated. Strategies used to improve patient outcomes through person-centered, cost effective care are highlighted. Patient engagement and activation methods are explained and demonstrated. Clinical exemplars are used to provide insight into relevant healthcare delivery models, technology, financing and policy. This course requires 14 hours of experiential learning experience.
This course provides the student with an understanding of health determinants, social determinants and health disparities related to populations. Discussions address the impact of health policy, nursing leadership and advocacy, and interprofessional collaboration on health outcomes for all populations. Principles of epidemiology and healthcare economics are discussed. Students explore population health from a global perspective as well as consider strategies to function as part of the healthcare team in local, regional or national emergencies. To bring these concepts together, students engage in 14 hours of service learning.

Course Number: NU417
Course Title: Health Promotion across the Lifespan III
Credits: 4.5

This course further expands the students' preparation in the promotion of health across the lifespan through primary, secondary, and tertiary prevention strategies using an evidence base with a concentrated focus on specific populations (childbearing families, children and older adults). This course prepares the student to apply the principles of genetics and genomics when promoting health among these specific groups. The course integrates pathophysiology, pharmacology and nursing care related to specific exemplars of selected concepts and relates them to the childbearing family, children, and the older adult across the health care continuum.

Course Number: NU418
Course Title: Clinical Reasoning
Credits: 3

This course prepares students to critically analyze complex clinical situations and to recognize patterns of how specific conditions present in different patient populations. Students have the opportunity to engage in simulated experiences and small group activities and then to synthesize and apply learned clinical reasoning concepts and skills in real time practice in the level IV clinical immersion course. This course prepares students to strengthen their recognition, understanding and incorporation of preventive strategies, patient/community/population partnerships and interprofessional care coordination skills in the delivery of safe, quality, person-centered nursing care. The course applies the previously learned principles of evidence-based practice, care coordination, and interprofessional team leadership as students evaluate and modify collaborative plans of care that are influenced by the person’s developmental, psychosocial, spiritual, and physical needs.

Course Number: NU419
Course Title: Professional Practice III
Credits: 2

This course incorporates principles from Professional Practice I and Professional Practice II to examine further the role of nursing leadership in local, national and global health. The course explores leadership strategies and analyzes contemporary issues and trends that impact the nursing profession.
Course Number: NU420
Course Title: Professional Practice IV
Credits: 3

This course incorporates principles from Professional Practice I, II, & III to create a Professional Practice Project incorporating all of the curricular themes: Practice Excellence, Innovation, Interprofessional Collaboration and Population Health. Nursing leadership strategies to initiate innovative healthcare improvements are discussed. Throughout this course, students prepare to move into a professional nursing role.

Course Number: NU428
Course Title: Immersion Practicum III
Credits: 4

This course provides students the opportunity to practice health restoration, health maintenance, and the promotion of health for the obstetric, pediatric and geriatric patient and their families. By continuing to build on the foundation of nursing knowledge, clinical reasoning, and communication skills, as well as knowledge from the biopsychosocial disciplines, this course focuses on the unique developmental needs of children, childbearing women and the older adult. Students participate in collaborative partnerships with other healthcare professionals to improve patient outcomes. Students’ immersion experiences are in both acute care and transitional settings. This course draws from concepts introduced in Health Promotion across the Lifespan III, Population Health and Health Disparities, and Care Coordination and Transitions of Care courses.

Course Number: NU429
Course Title: Selected Immersion Practicum V (1st 7 weeks)
Credits: 2.5

This course focuses on the impact of innovation, practice excellence, interprofessional collaboration and population health on a specific patient, population and/or setting. Emphasis on the role of the professional nurse in a specific setting will be explored and reinforced. Students use the concepts of health promotion, health restoration and health maintenance for person-centered care. This course builds upon all previous immersion practicum courses to synthesize the nursing scientific process, evidence, clinical reasoning and creative problem solving to support clinical decision-making. Emphasis is on integration of knowledge, and skills foundational to the care of patients and continuity of care. Students will select their placement from available clinical

Course Number: NU 430
Course Title: Advanced Immersion Practicum IV (2nd 7 weeks)
Credits: 2.5

This practicum provides students with the opportunity to practice health promotion, disease prevention, health restoration, and health maintenance for patients and families. This course builds upon all previous Immersion Practicum concepts to synthesize the scientific process, evidence, clinical reasoning and creative problem solving to support clinical decision-making and person-centered care. Emphasis is on integration of knowledge and skills foundational to the care of patients and care coordination. The practicum is directed toward the integration of critical, systematic, and innovative thinking to enhance safe, quality, person-centered care across the
care continuum. Students spend seven weeks gradually developing independence to fulfill the role of a graduate nurse in an acute care setting. This course draws on concepts introduced in Professional Practice IV and Clinical Reasoning.

**Course Number:** NU435  
**Course Title:** NCLEX Prep for Success  
**Credits:** 2

This seven-week course provides nursing students with the opportunity to explore test-taking strategies and to devise a personal plan for NCLEX preparation that is designed to ensure successful completion of licensure requirements. Course content emphasizes test question practice, electronic testing practice, refinement of test-taking skills and assessment/readiness testing.

**Course Number:** NU493  
**Course Title:** Perspective Seminar  
**Credits:** 2

**A. Introduction to Genetics and Genomics**  
**B. Global Health**  
**C. Healthcare Ethics**  
**D. Informatics**

**NU493A  Introduction to Genetics and Genomics in Nursing**

This course introduces the basic principles of genetics and genomics and their clinical implications in nursing care. This course provides learners with foundational knowledge of the concept of genetics, including a review of genetic structure and function, the transmission and expression of biological information, inheritance patterns, genetic diversity, and DNA replication. This course will also investigate the study of genomics, which includes the structure, function, evolution, and mapping of the human genome. Learners will explore pertinent topics such as personalized medicine, direct to consumer testing, and the ethical, legal, and social implications of utilizing genetics and genomics in health care.

**NU493B  Global Health**

This course provides an overview of global health and the intersection of nursing practice related to global health initiatives. Basic principles of global health will be explored. This course emphasizes the importance of understanding cultural health beliefs, cultural humility, ethics, and their impact on initiatives to improve global health. The role of the nurse as a leader in global health initiatives will be explored through the review of nurse-led health improvement initiatives.

**NU493C  Healthcare Ethics**

This course provides an in-depth analysis of nursing ethics, by introducing students to basic descriptive, normative and applied ethics theory. The course closely evaluates the intersection of bioethics and nursing ethics in application for the professional nurse within the acute care, public health, and global bioethics settings. The course will focus on the unique role of nursing in healthcare, special professional and ethical responsibilities. Course emphasis will assist nurses in the development of their own personal values and capacity to make ethical decisions in practice.
NU493D  Informatics

This course focuses on innovation in healthcare, informatics, and interprofessional collaboration related to information exchange and practice excellence. Data collected for the purpose of improving health outcomes for patients, families and communities is examined. The role of the professional nurse using informatics, technology and implementing innovations to change health care is discussed.

Course Number:  NU494
Course Title:  Population Health and Care Transition Management
Credits:  4 Credits (didactic 2; clinical 1.5; sim 0.5)

This course provides the student with an understanding of determinants of health and health disparities on a population level. Health promotion of populations through primary, secondary, and tertiary prevention will be identified in connection with nursing and public health principles. This course also explores the practice and theory of care transitions management using interdisciplinary teams. Strategies used to improve patient outcomes through person-centered, cost effective care are highlighted using relevant Clinical exemplars.

Course Number:  NU495
Course Title:  Health Promotion Applications Across the Lifespan III: Childbearing & Childrearing Families
Credits:  10.5 (didactic 4; clinical 5.5; sim 1)

Building upon Health Promotion Applications across the Lifespan courses I and II, this course further expands the students’ preparation in the promotion and delivery of healthcare across the lifespan through primary, secondary, and tertiary prevention strategies, using an evidence base, with a concentrated focus on childbearing and childrearing families. The course integrates pathophysiology, pharmacology and nursing care related to specific exemplars of selected concepts and relate them to childbearing and childrearing families when in the clinical setting and along the health care continuum. Students participate in collaborative partnerships with other healthcare professionals to improve patient outcomes. The clinical experiences are in both acute care and simulation settings.

Course Number:  NU496
Course Title:  Clinical Judgment Applications
Credits:  10 (didactic 3; clinical 6; sim 1)

This course prepares students to critically analyze complex clinical situations and to recognize patterns of how specific conditions present in different patient populations. The course builds upon previous coursework and clinical practicums to synthesize the scientific process, evidence, clinical judgment, and creative problem-solving to support clinical decision-making across the care continuum. Students use concepts from health promotion, disease prevention, health restoration, and health maintenance for person-centered care. This course includes simulation and two clinical components: an advanced medical/surgical clinical rotation, and a selected placement rotation from available clinical settings.
Course Number: NU497
Course Title: Transitions to Professional Practice & NCLEX-RN Prep
Credits: 3

The first half of this course provides the nursing student with advanced professional nursing skills that seek integration of essential transition to practice concepts, such as nursing excellence, interprofessional collaboration, and innovative healthcare improvement strategies that comprehensively evaluate current workforce issues and trends. Additionally, this course incorporates professional nurse leadership strategies that focus on essential characteristics of nursing leadership, technology and healthcare reform that focuses on patient and family centered care that optimize care outcomes.

The second half of this course provides the nursing student with the opportunity to explore test-taking strategies and to devise a personal plan of study for the NCLEX-RN preparation that is designed to ensure successful completion of licensure requirements. Course content emphasizes NCLEX-RN style test question practice, electronic testing practice, refinement of test-taking strategies, assessment, and readiness.

Course Number: NU498
Course Title: Promoting Health and Quality of Life along the Care Continuum
Credits: 3

Students will have the opportunity to enroll in an individual section of this course. Each individual section will focus on one of the major curricular themes: innovation, practice excellence, interprofessional collaboration, and population health. Within each section, students will explore special topics such as interprofessional team models, healthcare entrepreneurialism and environmental health, with a focus on leadership and communication skills, patient advocacy, and other innovative, culturally sensitive strategies to promote healthy people, communities, and populations.
COURSE DESCRIPTIONS
GRADUATE NURSING PROGRAM

Course Number: NU560
Course Title: Advanced Pharmacotherapeutics
Credits: 3

A practical examination of select topics in contemporary pharmacotherapeutics. Emphasizes rational decision-making skills in the selection of drug therapy. Considers the social, economic and emotional impact of drug therapy.

Course Number: NU570
Course Title: Pathophysiology of Human Disease/Pathologic Aspects of Disease
Credits: 3

Covers topics in general and systemic pathology, providing an overview of major aspects of human pathology and the pathophysiology of major diseases.

Course Number: NU590
Course Title: Diagnostic Reasoning and Clinical Decision-Making for Women’s Health Care Nurse Practitioner I
Credits: 3

Introduces the women’s health care nurse practitioner student to the conceptual basis for meeting the health promotion and maintenance needs of the well woman, pregnant mother, and the postpartum well woman. Prepares the student to contribute, support and work collaboratively with other health care team members in meeting the health needs of this group. Requires 224 hours of clinical practicum with a preceptor.

Course Number: NU591
Course Title: Diagnostic Reasoning and Clinical Decision-Making for Women’s Health Care Nurse Practitioner II
Credits: 3

Addresses the conceptual basis for meeting the health promotion and maintenance needs of the infertile woman and the high risk pregnant woman. Prepares the student to contribute, support and work collaboratively with other health care team members in meeting the health needs of this group. Requires 224 hours of clinical practicum with a preceptor.

Course Number: NU592
Course Title: Diagnostic Reasoning and Clinical Decision-Making for Women’s Health Care Nurse Practitioner III
Credits: 3

Addresses the conceptual basis for meeting the health promotion and maintenance needs of women with gynecological disorders. This course will prepare the student to contribute, support and work collaboratively with other health care team members in meeting the health needs of this group. Requires 224 hours of clinical practicum with a preceptor.
Course Number: NU602  
Course Title: Health Policy, Legal and Ethical Dimensions of Practice  
Credits: 3

Introduces graduate health profession students to the legislative process at the national, state and local levels. Emphasizes increasing awareness of and examination of the healthcare delivery system. Explores issues and trends associated with healthcare policy development and their implications.

Course Number: NU603  
Course Title: Research for Advanced Practice Nursing I  
Credits: 3

Prepares advanced practice nurses to be proficient in the utilization of research including the evaluation of research and identification of researchable problems within the clinical practice setting. Examines the theoretical bases and reasoning for advanced practice nursing in order to enhance critical thinking and scientific inquiry. Explores the use of measurement and data collection techniques, statistical techniques and procedures, analysis of qualitative and quantitative data, and reporting, interpreting and evaluating research outcomes.

Course Number: NU604  
Course Title: Research for Advanced Practice Nursing II  
Credits: 3

Prepares advanced practice nurses to be proficient in the utilization of research and evidence-based practice in order to guide clinical and organization decision-making, practice change, and quality care delivery and patient outcomes.

Course Number: NU605  
Course Title: Role of the Advanced Practice Nurse  
Credits: 3

Explores the role and practice of the advanced practice nurse as expert clinician, educator, consultant, collaborator, researcher, and administrator. Examines the historical, social, political, philosophical, and economic forces that have and continue to influence the role and practice of advanced practice nursing. Enables graduate students to become knowledgeable about the role of the advanced practice nurse as a member and leader of the healthcare team.

Course Number: NU625  
Course Title: Epidemiology for the Health Professions  
Credits: 3

Applies the concepts, principles and uses of epidemiology in health care. Emphasizes population-based collection and analysis of health data and its relationship to health services. Analyzes application of epidemiological methods to infectious and chronic diseases.
Course Number: NU630  
Course Title: Diagnostic Reasoning and Clinical Decision-Making for Adult Care Advanced Practice Nurse  
Credits: 3


Course Number: NU631  
Course Title: Diagnostic Reasoning and Clinical Decision-Making for Acute Care Advanced Practice Nurse I  
Credits: 3

Introduces students to the care of patients who experience surgical intervention. Focuses on the integration of core and support course content into the assessment, diagnosis and management of health and illness conditions seen in adult patients in the hospital setting. Clinical practicum is required concurrently. Requires 224 hours of clinical practicum with a preceptor.

Course Number: NU632  
Course Title: Diagnostic Reasoning and Clinical Decision-Making for Acute Care Advanced Practice Nurse II  
Credits: 3

Introduces students to the role of the acute care advanced practice nurse in managing the health care of chronically ill patients who are hospitalized. Focuses on the integration of core and support course content into the assessment, diagnosis and management of chronic health problems in adult patients through a conceptual approach. Clinical practicum is required concurrently. Requires 224 hours of clinical practicum with a preceptor.

Course Number: NU633  
Course Title: Diagnostic Reasoning and Clinical Decision-Making for Acute Care Advanced Practice Nurse III  
Credits: 3

Introduces students to the management of patients who are experiencing critical illness or injury. Focuses on the integration of core and support course content into the assessment, diagnosis and management of patients with life threatening illness. Clinical practicum is required concurrently. Requires 224 hours of clinical practicum with a preceptor.
Course Number: NU640
Course Title: Diagnostic Reasoning and Clinical Decision-Making for Pediatric Advanced Practice Nurse I
Credits: 3
Introduces the conceptual basis for meeting the health promotion and maintenance needs of diverse pediatric populations and their families. Prepares the student to assume the role of a healthcare provider, and to contribute and support the collaborative responsibility to other healthcare members in meeting the healthcare needs of children from birth through young adulthood. Requires 224 hours of clinical practicum with a preceptor.

Course Number: NU641
Course Title: Diagnostic Reasoning and Clinical Decision-Making for Pediatric Advanced Practice Nurse II
Credits: 3
Introduces the conceptual basis in assessing, diagnosing, and managing the care of diverse pediatric populations with acute health problems in partnership with their families and coordinated across healthcare delivery systems. Prepares the student to assume the role of healthcare provider and to contribute and support the collaborative responsibility to other healthcare members in meeting the acute healthcare needs of children from birth through young adulthood. Requires 224 hours of clinical practicum with a preceptor.

Course Number: NU642
Course Title: Diagnostic Reasoning and Clinical Decision-Making for Pediatric Advanced Practice Nurse III
Credits: 3
Introduces the conceptual basis in assessing, diagnosing, and managing the care of pediatric populations with common chronic conditions in partnership with their families and coordinated across healthcare delivery systems. Prepares the student to assume the role of healthcare provider and to contribute and support the collaborative responsibility to other healthcare members in meeting the care needs of children with chronic conditions from birth through young adulthood. Requires 224 hours of clinical practicum with a preceptor.

Course Number: NU662
Course Title: Diagnostic Reasoning and Clinical Decision-Making for Neonatal Nurse Practitioner I
Credits: 3
Introduces the conceptual basis for meeting the health promotion and maintenance needs of the normal pregnant mother and the normal neonate and the high risk pregnant mother and the high risk neonate. Prepares students to assume the role of a care provider, and to contribute and support the collaborative responsibility of other healthcare members in meeting the health needs of the pregnant mother with prenatal care and neonates at birth. Includes concepts, theories and research related to health promotion, health maintenance and prevention of illness and injury of epidemiological significant problems. Integrates core and support course content as well as the use of critical thinking and diagnostic reasoning skills to provide an in-depth focus on assessment, diagnosis and management of primary healthcare needs. Requires 224 hours of clinical practicum with a preceptor.
Course Number: NU663
Course Title: Diagnostic Reasoning and Clinical Decision-Making for Neonatal Nurse Practitioner II
Credits: 3
Addresses the conceptual basis for meeting the health promotion and maintenance needs of the normal pregnant mother and the normal neonate and the high risk pregnant mother and high risk neonate. Presents common variations in pregnancy and neonates. Prepares students to assume the role of a care provider, and to contribute and support the collaborative responsibility of other healthcare members in meeting the health needs of the pregnant mother with prenatal care and neonates at birth. Includes concepts, theories and research related to health promotion, health maintenance, and prevention of illness and injury of epidemiological significant problems. Integrates core and support course content as well as the use of critical thinking and diagnostic reasoning skills will allow for an in-depth focus on assessment, diagnosis and management of primary healthcare needs. Requires 224 hours of clinical practicum with a preceptor.

Course Number: NU664
Course Title: Diagnostic Reasoning and Clinical Decision-Making for Neonatal Nurse Practitioner III
Credits: 3
Focuses on the management of the high-risk neonate. Prepares students to assume the role of a care provider, and to contribute and support the collaborative responsibility of other healthcare members in meeting the health needs of the high-risk neonate and family. Includes concepts, theories and research related to management of care and prevention of complications, as well as health promotion, health maintenance and prevention of illness and injury of epidemiological significant problems. Integrates core and support course content as well as the use of critical thinking and diagnostic reasoning skills to provide an in-depth focus on assessment, diagnosis and management of healthcare needs. Requires 224 hours of clinical practicum with a preceptor.

Course Number: NU665
Course Title: Comprehensive Assessment for Clinical Decision-Making for the Mother and the Neonate
Credits: 3
Refines and expands upon prior health assessment skills including comprehensive history taking, developmental and psychosocial assessment and recognition of pathological changes as well as variations of normal. Stresses the development of clinical decision-making skills, taking into consideration life circumstances, economic, cultural and developmental variations. Emphasizes taking a detailed problem-based history of the mother, physical assessment of the neonate and the development of case presentation skills and charting. Students learn to differentiate, interpret and document normal and abnormal findings.
Course Number: NU667
Course Title: Advanced Pharmacotherapeutics for Neonatal Nurse Practitioners
Credits: 3

Designed to meet the needs of nurses in advanced practice who are eligible for prescriptive privileges. Provides a comprehensive and clinically pertinent analysis of pharmacokinetics and pharmacodynamics of selected agents. Emphasizes the pharmacotherapeutic agents commonly used in the intensive care nursery, delivery room and in high-risk follow-up of the neonate. Discusses medication for the pregnant woman with a preexisting condition prior to pregnancy or during pregnancy. Critically analyzes mechanisms of action, bioavailability, adverse effects, toxicities, cultural, social and economic aspects of pharmacodynamics, which are used as a foundation for clinical decision-making.

Course Number: NU672
Course Title: Informatics for Advanced Nursing Practice
Credits: 3

Introduces the present and potential impact of information technology on nursing systems and other healthcare systems. Emphasizes the role of the computer in supporting the roles of caregiver, administrative/financial case manager and patient educator in a variety of healthcare settings. Provides both the knowledge base and the skills necessary to utilize this technology effectively.

Course Number: NU673
Course Title: Comprehensive Assessment for Clinical Decision-Making
Credits: 3

Prepares students to obtain and interpret data for development of a plan of care for clients throughout the life span. Students demonstrate proficiency performing a physical examination on a healthy individual. Emphasizes taking a comprehensive health history, performing physical assessment, interpreting data to determine differential diagnoses and accurately and concisely recording pertinent data. Introduces the role of the nurse practitioner, family theory principles and cultural beliefs used in clinical decision-making.

Course Number: NU674
Course Title: Management of Common Health Problems in Primary Care
Credits: 3

Introduces principles of health promotion and disease treatment and prevention for young and middle age adults. Addresses common alterations in adult health treated in the primary care setting. Requires 224 hours of clinical practicum with a preceptor.

Course Number: NU675
Course Title: Management of Women and Children in Ambulatory Care
Credits: 3

Presents principles of primary care emphasizing health promotion and disease treatment and prevention for the child from birth through adolescence and for women. Explores Family Systems theory and concepts that are pertinent to the practice of the nurse practitioner. Requires 224 hours of clinical practicum with a preceptor.
Course Number: NU676  
Course Title: Management of the Adult and Older Adult in Ambulatory Care  
Credits: 3  
Focuses on the complex issues relating to the management of the health status of adults and older adults in primary care settings. Integrates the distinct role of the nurse practitioner as a primary care provider and patient advocate into the client-provider-family partnership in the management of chronic illness. Requires 224 hours of clinical practicum with a preceptor.

Course Number: NU681  
Course Title: Community Systems Administration I  
Credits: 3  
Provides an overview of factors related to advanced population-based nursing with a focus on national health priorities and assessment strategies. Requires 225 hours of clinical practicum with a preceptor.

Course Number: NU682  
Course Title: Community Systems Administration II  
Credits: 3  
Focuses on population-based nursing and public health concepts and theories that assist in providing interventions that improve the health of specific population subgroups. Requires 225 hours of clinical practicum with a preceptor.

Course Number: NU689  
Course Title: Healthcare Informatics: Ethics, Issues, and Trends  
Credits: 3  
Focuses on legal, professional, ethical and moral issues in healthcare informatics. Examines the role of technology and its impact on society centering on privacy, information ownership and information sources. Looks toward the “high reliability” organization. Discusses the future implications related to healthcare technology and learning.

Course Number: NU690  
Course Title: Nursing/Healthcare Informatics: Project Management  
Credits: 3  
Explores the tools and resources utilized by the Information Technology Team to track information problems, tasks and a variety of projects. Utilizes selected project management skills and applications to enhance the mastery of content.

Course Number: NU691  
Course Title: Healthcare Economics and Financial Management for Nurses  
Credits: 3  
Provides an overview of health economics, fundamentals of insurance and managed care. Enables students to build and develop budgeting and financial analysis skills, culminating in the ability to combine budgeting and financial analysis in writing a business plan and grant proposal.
Course Number: NU693  
Course Title: Nursing Informatics Seminar and Practicum I  
Credits: 3

Provides an overview of information management and technology in a variety of patient care settings. Incorporates concepts of cost effectiveness and efficacy, quality and care management. Students assist in planning fieldwork experiences that support and facilitate the course materials. Requires 225 hours of clinical practicum with a preceptor.

Course Number: NU694  
Course Title: Nursing Informatics Seminar and Practicum II  
Credits: 3

Facilitates application of the principles of critical thinking with system(s) thinking across the healthcare organization. Utilizes problem solving associated with the role of nursing informatics and a variety of perspectives. Emphasizes organization systems, clinical systems, fiscal and operational systems, and evaluation. Students assist in planning fieldwork experiences that support and facilitate the course materials. Requires 225 hours of clinical practicum with a preceptor.

Course Number: NU696  
Course Title: Leadership and Critical Decision Making  
Credits: 3

This course will focus on the knowledge and skills required for nursing and healthcare delivery to prompt practice excellence. Emphasis will be placed on leadership rationale and systems leadership as means to promote high quality and safe patient care. The aim of this course is to prepare a graduate to provide quality cost-effective care, to participate in the implementation of care, and to assume a leadership role in the management of human, fiscal, and physical healthcare resources.

Course Number: NU699  
Course Title: Independent Study  
Credits: Credits variable; maximum of 6

Provides an opportunity for students to investigate, in depth, an area in nursing related to their program goals. May consist of directed study, reading or research under the guidance of a member of the Graduate Faculty. Students desiring to enroll in this course must have a proposal outlining their activities approved by their advisor. The depth and breadth of these proposed activities should be commensurate with the number of credits awarded. Methods of supervision, content and evaluation of the independent study will be determined by the student and the faculty advisor.

Course Number: NU700  
Course Title: Pharmacokinetics and Dynamics of Anesthesia Agents  
Credits: 3

Introduces drugs commonly employed to produce either general or regional anesthesia. Discusses ancillary drugs administered during the perioperative period such as sedatives, opioids, neuromuscular blocking agents, anticholinesterases, anticholinemetics and drugs to reverse these effects.
Course Number: NU701
Course Title: Scientific Underpinnings for Nursing Practice
Credits: 3

Explores the evolution and development of theories relevant to nursing practice, grand and middle-range theories, and their philosophical underpinnings and implications.

Course Number: NU702
Course Title: Practice Inquiry: Designs, Methods and Analyses
Credits: 3

Examines the basics of descriptive and inferential statistics. Presents the role of sampling and probability in statistical decisions. Applications include confidence intervals and hypothesis testing about population means, proportions, and variances, as well as selected non-parametric tests. Presents the basics of a software package, SPSS, which they will apply to health-related data. Focuses on comparing nursing practice and health outcomes to national or self-defined benchmarks. The capstone of the course is a research project that will entail both critical review of a journal article in the student’s area of interest and statistical analysis of health-related data provided by the faculty.

Course Number: NU703
Course Title: Theoretical Foundations for Organizational Change in Health Care Systems
Credits: 3

Provides a comprehensive exploration of organizational change theories and systems thinking approaches within an ethical context. The goal of this course is to develop and refine the leadership/management change skills of students to transform practice and educational environments in order to enhance the quality of nursing and healthcare delivery systems.

Course Number: NU704
Course Title: Philosophy, Foundations, and Methods for Evidence-Based Practice
Credits: 3

Introduces the concepts associated with evidence-based nursing practice models. Explores the steps in implementing evidence-based practice. Introduces issues related to information management technology. Identifies strategies for creating a culture of evidence-based practice both for individual and systems, and barriers to evidence-based practice.

Course Number: NU705
Course Title: Advanced Topics in Health Informatics
Credits: 3

Provides an opportunity to examine advanced topics in health informatics including revolutionizing health care through information and computer technology.
Course Number: NU706  
Course Title: Quality Measurement and Outcomes Analysis in Health Care  
Credits: 3

Focuses on quality and patient safety initiatives. Examines strategies for creating a culture of quality and patient safety. The goal of the course is to provide the student with the scientific knowledge base and practical tools necessary for leadership in healthcare quality and patient safety initiatives so that an organizational quality infrastructure can be built.

Course Number: NU707  
Course Title: Leadership and Inter-Professional Collaboration  
Credits: 3

Focuses on the knowledge and skills necessary to provide exemplary leadership of groups and inter-professional teams with an emphasis on relationship building and team building. The goal of this course is to enhance the student’s leadership skill development in order to resolve complex clinical situations, improve practice environments, and lead integrated healthcare delivery teams.

Course Number: NU708  
Course Title: Clinical Prevention and Population Health for Improving the Nation’s Health  
Credits: 3

Examines concepts related to healthcare outcomes identification, health promotion, disease prevention, disease management and the design of innovative healthcare delivery models for vulnerable, underserved, and minority populations. Requires 40 hours of clinical practicum with a preceptor.

Course Number: NU709  
Course Title: Current Issues in Health and Social Policy: Planning, Participating and Policy Making  
Credits: 3

Focuses on understanding how health care is organized, financed, and delivered in the U.S. and examines key issues currently on the U.S. national policy agenda. Students conduct health policy analysis, examine stakeholders’ perspectives and environmental factors, and develop feasible policy options and recommendations.

Course Number: NU710  
Course Title: Practicum I  
Credits: 3

Provides the opportunity for application of knowledge gained in all core courses over the final three semesters of doctoral study.

Course Number: NU711  
Course Title: Practicum II  
Credits: 3

Provides the opportunity for application of knowledge gained in all core courses over the final three semesters of doctoral study.
Course Number: NU712  
Course Title: Practicum III  
Credits: 3

Provides the opportunity for application of knowledge gained in all core courses over the final three semesters of doctoral study.

Course Number: NU724  
Course Title: Chemistry and Physics Related to Anesthesia  
Credits: 2

Focuses on topics that impact on cardiovascular and respiratory physiology, the pharmacology of anesthesia agents and the functioning of anesthesia equipment and monitoring devices.

Course Number: NU750  
Course Title: Orientation to Clinical Practice  
Credits: NC

Introduces the art and science of nurse anesthesia, including discussion of basic anesthesia principles and beginning clinical practicum. Students have the opportunity to prepare anesthesia drugs and equipment and become comfortable in an operating room environment.

Course Number: NU751  
Course Title: Clinical Practice I  
Credits: 3

Provides instruction in the clinical management of relatively young healthy patients undergoing uncomplicated surgery who are receiving various types of general or regional anesthesia. Focuses on preparation and planning of the anesthesia, including actual administration of anesthesia under continual supervision and instruction. Emphasizes technical instruction and experience.

Course Number: NU752  
Course Title: Clinical Practice II  
Credits: 3

Provides one-on-one instruction in the clinical management of patients classified as ASA I or II who may be undergoing more complicated surgical or diagnostic procedures. Students are expected to be self-directed and able to develop comprehensive anesthesia care plans.

Course Number: NU753  
Course Title: Clinical Practice III  
Credits: 3

Provides individual in-depth advanced clinical nurse anesthesia instruction in the neurosurgical, cardiovascular, obstetric and pediatric anesthesia specialty areas. Presents methods to handle more difficult, higher risk patients. Emphasizes more complex management with advanced monitoring techniques, use of a variety of pharmacological agents and managing higher stress situations. Students are expected to begin to articulate a verbal anesthesia care plan to their clinical staff.
Course Number: NU754  
Course Title: Clinical Practice IV  
Credits: 3

Students begin to develop and utilize practical clinical applications of nurse anesthesia theory. Students are individually assigned to specialty areas and are formally evaluated at the end of each rotation.

Course Number: NU755  
Course Title: Clinical Practice V  
Credits: 3

A continuation of advanced, independent clinical nurse anesthesia administration. Students will begin to manage higher risk patients with co-morbid disease such as diabetes, renal or heart disease. Students apply the information they acquired during Nursing 658 and Nursing 668 in managing these patients. Students continue rotations in specialty areas within the clinical site.

Course Number: NU756  
Course Title: Clinical Practice VI  
Credits: 3

Students complete off-campus pediatric, obstetrical, trauma or neurosurgical rotations and are expected to develop a written anesthesia care plan for each specialty patient.

Course Number: NU757  
Course Title: Clinical Practice VII  
Credits: 3

Students administer anesthesia to all types of patients regardless of their health status with two-to-one supervision by clinical faculty. Students are challenged to be very self-directed in managing the patient’s perioperative anesthesia care and continue to develop critical thinking and problem-solving skills.

Course Number: NU758  
Course Title: Advanced Principles of Anesthesia I  
Credits: 3

Prepares students to administer local, regional and general anesthesia for patients undergoing a wide variety diagnostic and surgical procedures who may also have one or more co-morbid diseases.

Course Number: NU768  
Course Title: Basic Principles of Anesthesia and Advanced Health Assessment  
Credits: 3

This course is divided into three sections that introduce students to the basic principles underlying the specialty of anesthesia. The first section focuses on advanced health assessment, preoperative assessment of the patient and includes topics on preoperative evaluation, the anesthetic implications of the presence of co-morbid diseases, anesthesia risk, psychological preparation and the use of preoperative medication. The second section focuses on the anesthesia machine, the anesthesia checklist, medical gas systems, electrical safety, ancillary anesthesia equipment, monitoring modalities, temperature and humidity regulation, breathing
systems, carbon dioxide and fluid management. The third section focuses on patient positioning, patient safety issues and infection control.

**Course Number:** NU769  
**Course Title:** Advanced Principles of Anesthesia II  
**Credits:** 3

Prepares students to administer local, regional and general anesthesia for patients undergoing a wide variety diagnostic and surgical procedures who may also have co-morbid diseases affecting the nervous, endocrine, respiratory and/or the cardiovascular systems. Focuses on topics related to the administration of anesthesia to pediatric, obstetric and trauma patients.

**Course Number:** NU770  
**Course Title:** Pathophysiology of Human Disease/Pathologic Aspects of Disease  
**Credits:** 3

Covers topics in general and systemic pathology, providing an overview of major aspects of human pathology and the pathophysiology of major diseases.

**Course Number:** NU775  
**Course Title:** Pathologic Aspects of Disease II  
**Credits:** 3

Focuses on the pathology of diseases of the renal, hepatic, electrolyte, neuromuscular, gastrointestinal, hematologic and metabolic systems as well as the pathology that accompanies trauma. Also focuses on the ways in which pathologic changes affect the anesthetic management of patients scheduled for a wide variety of diagnostic and/or surgical procedures who excited these co-morbid diseases. Students select a pathologic condition, develop a comprehensive anesthesia care plan and present the plan in class.  
**Prerequisite:** Nursing 570