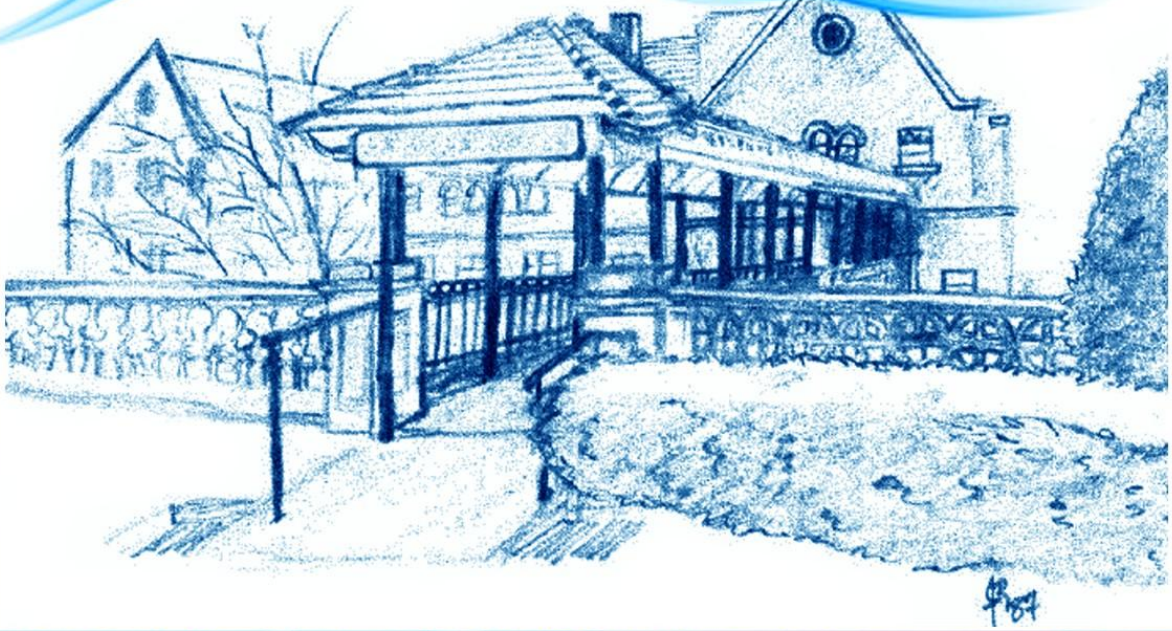
A Tradition of Excellence in Nursing Education Since 1905

SAINT FRANCIS MEDICAL CENTER
PEORIA
COLLEGE OF NURSING

College Catalog
2026-2027



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Message from the President

Hello Students,
Welcome to Saint Francis Medical Center College of Nursing!

I am delighted to welcome you to the 2026–2027 academic year and to Saint Francis Medical Center College of Nursing. We are committed to fostering an innovative and inclusive learning community where students are empowered to grow, excel, and achieve their goals. Our faculty and staff are dedicated educators, clinicians, and mentors who are passionate about your success.

Founded in 1905 by the Sisters of the Third Order of St. Francis, the College was established to educate healthcare professionals who serve others with skill, compassion, and integrity. As a Catholic college, we are guided by the values of justice, respect, human dignity, the sacredness of life, compassion, and service.

Through rigorous academics, innovative simulation, and strong clinical and community partnerships, we prepare graduates to thrive in a dynamic healthcare environment. Whether your goal is to become a registered nurse, advanced practice registered nurse, nurse educator, or healthcare leader, you will develop the knowledge, clinical judgment, competence, and confidence needed to make a meaningful difference in the lives of those you serve.

This catalog provides important information about our programs, courses, requirements, and policies. Information about counselling, library services, learning centers, financial aid, and academic support services are also included. Program Deans and Advisors are available to guide you throughout your academic journey and support your success.

At Saint Francis Medical Center College of Nursing, your success is our priority. Nursing offers endless opportunities to care, lead, educate, innovate, and advocate. We are honored to prepare future healthcare professionals whose expertise and compassion will shape the future of healthcare and improve the lives of individuals, families, and communities.

It is a privilege to serve as President of OSF College of Nursing, and I look forward to celebrating your achievements as you grow into the next generation of nurse leaders.



Respectfully,
Dr. Mary M. McNamara

About the College

The Saint Francis Medical Center College of Nursing, founded, owned and operated by The Sisters of the Third Order of Saint Francis, is conveniently situated adjacent to the OSF HealthCare Saint Francis Medical Center in Peoria, Illinois. Our Catholic heritage is revealed in the culture and practices employed as our daily way of life. The College operates with two buildings which are identified as the main campus and White School. The main campus contains classrooms, Sister Mary Ludgera Pieperbeck Learning Resource Center (library and computer labs), student support services, business offices as well as faculty and staff offices. White School, also on the Medical Center campus, houses the College's Nursing Resource Center. The Nursing Resource Center consists of state-of-the art simulation and skills laboratories, small group debriefing and instruction spaces, and a large classroom. The Nursing Learning Center and laboratories provide students with the opportunity for practice in patient care simulations. Both buildings are accessible to disabled persons.

History

Saint Francis Medical Center College of Nursing continues the history of nursing education started by The Sisters of the Third Order of St. Francis, whose goal is to provide health care to the sick, injured and poor to the community of Peoria and surrounding areas as well as education for health care providers. Our story begins in 1905 when the St. Francis Hospital School of Nursing opened as a program exclusively to train Sisters as nurses. The school's diploma program was approved by the State of Illinois in 1915 and opened to lay students in 1918. Through its long history, the college has maintained continuous approval from the Illinois Board of Nursing to operate a pre-licensure nursing education program. As nursing roles expanded in healthcare, the college created additional avenues for education and higher degree achievements. There had also been continuous accreditation for our diploma program.

Currently the college offers the following degree programs: pre-licensure Bachelor of Science (BSN and LPN to BSN), post-licensure Bachelor of Science in Nursing (RN-to-BSN), Master of Science in Nursing (MSN), and Doctor of Nursing Practice (DNP) along with several post-graduate certificate programs. These will be discussed individually under degree specific sections of the catalog.

Mission

In the Spirit of Christ and the example of Francis of Assisi, the Mission of Saint Francis Medical Center College of Nursing, a private single purpose Catholic college, is to provide excellent nursing education that fosters the learner's holistic development in an environment that encourages open inquiry and lifelong learning while serving all persons with the greatest care and love.

Vision

Through God's providence, leading our community in the art and science of nursing through excellence in education, practice, and service.

Values

The philosophy and values of The Sisters of the Third Order of Saint Francis provide the basis for the philosophy and values of Saint Francis Medical Center College of Nursing. The values are in accord with Catholic philosophy and flows from the ideals of St. Francis of Assisi who had a great love for God and humankind, especially the sick and the poor. The following values permeate all aspects of the College.

1. **Lifelong Learning** – An interactive, learner-centered process in which critical thinking and inquiry skills are developed and lead to a lifelong commitment to discovering and disseminating new knowledge.
2. **Compassion** – A caring response to the holistic needs of the people we serve.
3. **Leadership** - Developing skills and talents through innovation, agility, and collaboration to meet the healthcare and education needs of the community.
4. **Justice** – Respecting the personal worth and dignity of each person as an individual.
5. **Trust** – Open and honest communications, actions, and behaviors that foster trusting relationships among mission partners, students, and those served.
6. **Integrity** – Upholding the Catholic ethical principles; Catholic social, emotional and intellectual teachings; and professional codes of conduct and ethical standards in education and practice.
7. **Accountability** – The obligation to provide quality and evidence-based education and care while being responsible for outcomes and good stewards of resources.
8. **Supportive Work and Learning Environment** - Creating an atmosphere that provides support, encouragement and nurturing for the physical, emotional, mental, and spiritual health of the college community.

The purposes of the College of Nursing Value Statements are to support the Mission and philosophy, provide direction for the day-to-day activities and decisions, specify how individuals should behave and provide meaning to each person's work.

Philosophy

The philosophy of Saint Francis Medical Center College of Nursing, developed by the faculty, is congruent with the philosophy and Mission of the Sisters of the Third Order of St. Francis. It is also influenced by Catholic philosophy and the ideals of St. Francis of Assisi.

Philosophy of Nursing

We believe each person is created by God with a mortal body and an immortal soul whose ultimate aim is eternal salvation. We believe each person, born with intellect and free will, has personal dignity and natural rights with associated responsibilities to God, humankind and society.

The individual, as a member of society, is an adaptive being who is constantly interacting with the environment while striving toward self-actualization throughout the life cycle. We believe society is a multicultural system composed of interdependent individuals, families, groups and communities.

Society has the responsibility to provide a health care system that is responsive to changing knowledge, technology and human resources, and is accessible to its members. The faculty believes health is a dynamic state in which the individual adapts to one's internal and external environments so that there is a state of physical, emotional, intellectual, social and spiritual well-being. We believe that health encompasses both wellness and illness. Inherent in the individual's rights is the right to attain optimal health and the right to health care.

We believe professional nursing is an art and an applied science which builds on the behavioral, natural and social sciences. Nursing utilizes selected concepts, theories, principles, and research in the implementation of the nursing process. The nurse, through application of the nursing process, assists the patient in achieving optimal health status by facilitating adaptation within the individual's social system. As the health care system changes, the professional nurse must be prepared to assume a variety of emerging roles. The goals of nursing are the promotion and maintenance of health, the care and rehabilitation of the sick and the injured, and the support of the dying. To achieve the goals of nursing, the professional nurse collaborates with the patient, family and members of the interprofessional healthcare team in planning and providing care and in promoting health of the individual, the family and the community.

We believe caring is an essential element of both the art and science of nursing. Caring permeates all areas of nursing practice and facilitates the achievement of nursing goals. Caring is a helpful relationship which is influenced by cultural and spiritual values and which promotes growth and self-actualization of the patient and the nurse.

Philosophy of Nursing Education

The faculty believes that the purpose of nursing education is to promote a student-centered learning environment that develops critical thinking, skills of inquiry, creative thinking and problem solving in the process of obtaining knowledge. The faculty believes that learning, a lifelong process, occurs when the individual is an active participant. Learning is both an independent and interdependent process. We believe that students learn through cyclical processes in which theory and practice reinforce one another. The faculty accepts responsibility as educators to foster a student-centered learning environment which maximizes each individual's unique potential. The learner in a student-centered learning environment draws from previous experiences to make meaning of current situations.
We believe that the student is a unique individual who has intrinsic worth, is deserving of respect and is capable of making informed decisions regarding learning. The faculty recognizes that the learner comes from a sociocultural background with diverse life experiences and varied attitudes and values. The faculty believes that the student is at the center of the curriculum and is an active participant in learning and "coming to know." The faculty acts as a guide and facilitator in the learning process and is responsible for the development, implementation, and evaluation of the learning experience. Planned learning activities advance intellectual inquiry, self- reflection, critical thinking, effective communication and self-directed, independent learning.

We believe that the goal of academic programs is to facilitate deep learning which involves the critical analysis of new ideas, linking them to already known theories, concepts and principles. This type of learning leads to understanding and long-term retention of concepts so that they may be used as the basis for problem solving in unfamiliar contexts. Deep learning promotes understanding and application for life.

Baccalaureate and Graduate Education

The faculty believes that the baccalaureate nursing education builds upon and incorporates the natural and social sciences and the liberal arts. This broad foundation provides the understanding of humankind and society necessary for the learner to begin the implementation of the nursing process. We believe

professional nursing education integrates theories, principles and knowledge from general studies with nursing theories, concepts and experiences. Baccalaureate nursing education prepares the graduate for the practice of professional nursing as a generalist who is able to function independently and interdependently with individuals, families and groups in a variety of health care settings. Graduate nursing education prepares the individual for advanced nursing practice. The graduate is prepared to function autonomously in a variety of roles and settings. Students integrate theory, research and practice for the improvement of patient care and the advancement of nursing practice and the profession.

We believe the Judeo-Christian tenets underlying the nursing education at Saint Francis Medical Center College of Nursing promote values essential for the personal and professional philosophy of God and humankind. These values, inculcated throughout the curricula, guide the learner to evolve into an ethical and accountable professional nurse.

College Goals

Saint Francis Medical Center College of Nursing offers educational opportunities which:

- Prepare the graduate to practice professional nursing in a variety of roles and health care settings.
- Provide the essential foundation for graduate study in nursing.
- Foster commitment to personal and professional growth and accountability.

Accreditation and Program Approvals

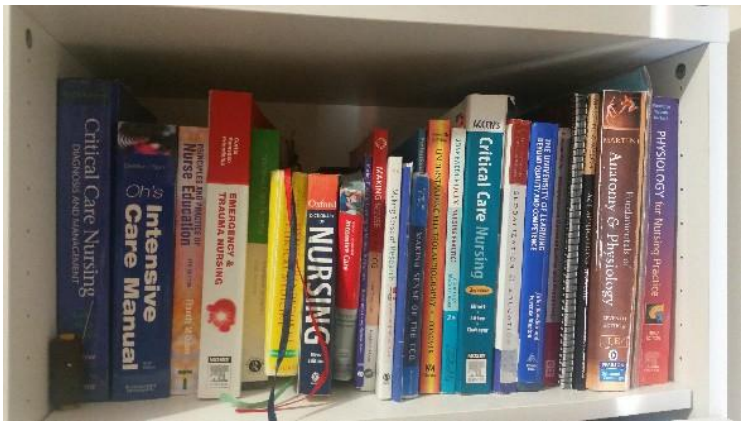
Accreditation of higher education institutions is a quality assurance indicator to both prospective students and institutional stakeholders. Educational accreditation occurs at the institution level and through special accrediting bodies, when appropriate. Institutions of higher education in the United States utilize a regional accreditor to evaluate an institution's effectiveness in fulfilling its educational mission using a set of quality standards. This accreditation involves assessing institutional governance and administration, educational programming and its delivery of programs, student services, student learning, financial stability and institutional resources, institutional integrity, and relationships with internal and external constituencies. In addition to institutional accreditation, specialized accreditors evaluate particular units, schools, or programs within an institution. Specialized accreditation, also called program accreditation, is often associated with professional or specific disciplines such as law, business, teacher education, social work and nursing. Saint Francis Medical Center College of Nursing is accredited at both the institutional level by the Higher Learning Commission and at the specialized level by the Commission on Collegiate Nursing Education. Approval to offer pre-licensure programs and other specific services have also been obtained. The listing below reflects the accreditation and approvals held by the College.

> Saint Francis Medical Center College of Nursing is accredited by the Higher Learning Commission (http://www.hlccommission.org, 800.621.7440), a regional accreditation agency recognized by the U.S. Department of Education.
>
> The baccalaureate degree program in nursing, master's degree program in nursing, Doctor of Nursing Practice program, and the post-graduate APRN certificate programs at Saint Francis Medical Center College of Nursing are accredited by the Commission on Collegiate Nursing Education (http://www.ccneaccreditation.org).
>
> The pre-licensure Bachelor of Science in nursing program is approved by the State of Illinois Department of Financial and Professional Regulation, 320 West Washington, Springfield, IL 62786, (217) 785-0800.

The College has also been approved by the State of Illinois Approving Agency for Veterans' Education and Training, 833 South Spring Street, Springfield, IL 62794-9432, (217) 782-6641, (800) 621-7440.

The college also holds membership with the following:

- American Association of Colleges of Nursing (AACN)
- American Association of Collegiate Registrars and Admission Officers (AACRAO)
- American College Health Association (ACHA)
- American Library Association (ALA)
- Association of Institutional Research (AIR)
- Association of Veterans Education Certifying Officials (AVECO)
- Council for Higher Education Accreditation (CHEA)
- Consortium of Hospital-Affiliated Colleges and Universities (CHACU)
- Illinois Association of College Admission Counseling (IACAC)
- Illinois Association of Colleges of Nursing (IACN)
- Illinois Association of Student Financial Aid Administrators (ILASFAA)
- Illinois Association of Collegiate Registrars and Admissions Officers (IACRAO)
- Midwest Association of Student Financial Aid Administrators (MASFAA)
- National Association for College Admission Counseling (NACAC)
- National Association of Independent Colleges and Universities (NAICU)
- National Association of Student Financial Aid Administrators (NASFAA)
- National League for Nursing (NLN)
- National Organization of Nurse Practitioner Faculties (NONPF)



Campus Facilities and Resources

Location

The metropolitan area of Peoria has a population of approximately 365,000 and is readily accessible by car from I-74 and various state routes. Peoria is known for its breadth and depth of health care and higher education facilities. It is also recognized for its cultural, social, and recreational opportunities. For example, Peoria is home to the Rivermen Ice Hockey Team and Peoria Chiefs Baseball Team. Cultural venues include live theater, musical performances such as Amateur Musical Club and Opera Illinois, art through the Peoria Art Guild. Local college, university and community facilities offer opportunities for both spectator and participant activities.

Saint Francis Medical Center College of Nursing is located on the campus of OSF HealthCare Saint Francis Medical Center in Peoria, Illinois. The College of Nursing is the only Catholic College of Nursing in the Peoria Diocese. OSF Saint Francis is one of the largest health care facilities in the United States and the second largest employer in Peoria.

OSF Saint Francis is a comprehensive academic medical center with a licensed capacity of 642 beds, more than 6,000 employees and over 800 physicians and advanced practice providers on staff. As an academic medical center, OSF Saint Francis offers many educational opportunities including radiography, sonography, and medical technology, nursing and an affiliation with the University of Illinois College of Medicine at Peoria which has nine medical residency programs.

OSF Saint Francis is a Level 1 Trauma Center (highest level granted by the State of Illinois) and a resource hospital in emergency medical services of north central Illinois. The OSF HealthCare Children's Hospital of Illinois also resides on the campus. Within the Children's Hospital is a Level III perinatal center (highest level granted by the State of Illinois). Other specialized services range from health promotion, disease prevention, health assessment and diagnostic testing, to intervention and rehabilitation. We provide lifespan health-related care from conception through the end of life.

OSF Saint Francis is the primary clinical site for the Saint Francis Medical Center College of Nursing. In addition to the experience at OSF Saint Francis and the OSF Children's Hospital of Illinois, College of Nursing students also gain experience at a variety of sites including Tazewell County Health Department, Carle-Methodist, and community agencies such as the Human Service Center and Catholic Social Services.

Learning Resource Center

The Sister Mary Ludgera Pieperbeck Learning Resource Center is an academic and research library that supports the teaching and learning mission of the College of Nursing. The Learning Resource Center consists of the library and college computer labs. College students, faculty, staff, alumni and OSF HealthCare Mission Partners have access to these resources. The library maintains an in-depth collection related to healthcare, nursing education and higher education. The library provides instruction related to information literacy, information technology and information management to empower users to facilitate learning, enhance critical thinking, promote scholarship, and achieve expected institutional outcomes.

The College supports a statewide academic and research library borrowing and lending system known as I-Share. Currently, there are more than 73 million items from 126 statewide higher education institutions in the I-Share catalog. I-Share resources are available to students, faculty and staff who have current, valid affiliations with any member library. For additional information, please refer to Library web page www.osfhealthcare.org/sfmccon/students/library for contact information and hours of operation.

Interlibrary Loan (ILL) services are available for College and Medical Center Mission Partners. Students may submit requests for materials in-person, through e-mail, or via online forms.

A combination printer/copier machine is provided for student use. At this time, students may print course related materials for free. In order to continue this practice, we ask students to be good stewards in relation to printing volumes and costs. Students are responsible for compliance with the federal copyright regulations. For additional information about these regulations, please see the College Librarian.

Computer Labs

Two computer labs, located on the first and second floors, are open 24 hours a day to students. These labs provide the following: internet access including e-mail capability, medical and nursing database searching, access to online journals and nursing software as well as word processing. Computer assistance and instruction are available during library hours.

Clinical Resources

Saint Francis Medical Center College of Nursing utilizes numerous health care facilities for students' undergraduate and graduate clinical experiences. These facilities are typically located within a short drive from the campus; however, students may be assigned clinical experiences which are located at a farther distance. Students are responsible for their own transportation to clinical sites and are accountable for their professional demeanor while present.

The College of Nursing offers a demanding baccalaureate curriculum that provides more than 700 hours of direct clinical experience in a variety of acute care settings, including OSF Saint Francis Medical Center, Children's Hospital of Central Illinois, and Carle Methodist Medical Center. Students will also experience non-hospital settings such as home health, mental health clinics, and community agencies and clinics. Clinical experiences occur across the lifespan. In addition, the skills lab, assessment lab, and other innovative classroom and laboratory experiences provide ample opportunities for academic and clinical competence growth.

Graduate students typically complete between 500 and 1250 clinical hours. These experiences are tailored to the degree, academic track, plan of study, learning goals, and preceptor availability. This experience can occur in many settings, including hospitals, clinics, long term care facilities, home health, and academic institutions.

Student Services

Academic Advisement

At Saint Francis Medical Center College of Nursing, academic advisement is aligned with the mission, values and goals. A comprehensive program of advising is offered to students where the student and academic advisor jointly determine the best plan of study for each individual. Faculty advisors and the Student Services team are the vehicles through which students access accurate, reliable and consistent advising.

Upon admission, students are assigned to a faculty academic advisor who meets with the students individually to help facilitate transition to the college and ongoing progress toward the degree. Students are expected to meet with their academic advisor prior to the initial registration to discuss course selections prior to the enrollment period. Students will also meet with the academic advisor prior to registration each semester to review progression, discuss the coming semester's course selections, and affirm the plan of study. Students should also request a meeting with the academic advisor as the need arises for guidance to academic support services, mitigation of issues, or to simply touch base. This should happen as often as needed.

Undergraduate students will remain with the assigned academic advisor throughout the program. Graduate students are assigned to an academic advisor based on the graduate program track. Although academic advisement is a collaborative function, the final responsibility for fulfilling degree, track, and college major requirements rests with the student.

Academic Support Center

The Academic Support Center was created to assist students in achieving academic success. The College of Nursing is dedicated to helping its students succeed. The Academic Support Center provides assessment of individual learning needs. The assessment process may begin with a learning style inventory to identify the students' learning preferences and identify appropriate learning strategies. Assistance is also available with time management, study skills/note taking, understanding course content, and test taking strategies. Referrals may be made for students requiring assistance not provided by the Center.

Writing Center

The Writing Center strives to help students succeed academically by providing guidance in relation to writing. On-on-one sessions include reviewing papers to improve skills in all aspects of clear, concise writing: organization, transitions, style, grammar, usage and mechanics. Assistance with the elements of APA style applications in writing as well as using Word formatting. Distance learners can meet with the Writing Center via Microsoft Teams.

Counseling Services

Counseling services are provided by a licensed, nationally certified counselor to help students identify, plan for, manage and seek help with the many stressors that they may encounter while in college. In this way, students may more fully engage in their studies and college experience. We offer free counseling that promotes the overall health of mind, body and spirit. Programs for personal growth and

development is offered through the counseling service office. Counseling services include individual and group counseling, peer support and referral to appropriate resources. Confidentiality is maintained in relation to counseling services. No information is released without the consent of the student except as required by law or to protect the student or others from harm. Programs for personal growth and development are offered through the counseling service office. The Resident Assistant program is under the supervision of Counseling Services.

Religious Services

Catholic services are available daily and Protestant services are available weekly in the OSF HealthCare Saint Francis Medical Center chapel. These services are open to all students. All students are expected to participate in special services held for the opening of the academic year and graduation.

Meals

Students may purchase meals in the cafeteria of OSF HealthCare Saint Francis Medical Center at the employee rate. Kitchen facilities are available to students.

Campus Cupboard (Food Pantry)

The college provides a food pantry at no cost for its students. The pantry is stocked with perishable and nonperishable food items, which are provided by the college and also donated through a local area charitable food bank. The college counselor oversees the food pantry. Students can anonymously request assistance as follows:

- **ALL** applications are accepted from full or part-time College of Nursing students.
- Students' participation in the food pantry is confidential.
- It's easy to apply for and receive food from the food pantry
- Students complete a short, one-time application form on-line
- Students then receive a Food Pantry ID number which ensures their confidentiality when placing orders
- Students submit on-line food requests and pick up their order at the college counselor's office.
- Applications are to be submitted to the college counselor. For more information, contact the college counselor (room 112), by calling the office (309) 655-7100 at the College of Nursing.

Transportation and Parking

Various clinical agencies are utilized by the College for student clinical/practicum experiences. Students are responsible for transportation to and from all clinical/practicum agencies and for transportation associated with course assignments.

Parking is available in open lots for college students living off campus. Information may be obtained from the OSF HealthCare Saint Francis Security office or College Support Representatives. Students living in the residence area have the opportunity to use enclosed parking privileges at OSF HealthCare Saint Francis Medical Center parking facilities.

Student Organizations

Saint Francis Medical Center College of Nursing provides an opportunity for every student to become involved in student organizations. Participation in student organizations allows students to maximize their college experience through a wide variety of personal, civic, and social events. Students interested in opportunities for student leadership and purposeful participation between students may start new student organizations with the primary purpose being common professional, social, political and religious interest that represents the good of the College community. Faculty advisors work with student

organizations to plan and initiate programming for the year, special events, community service, and other opportunities. Organizations are evaluated annually. See the Student Handbook for the policies and procedures for starting new student groups.

Student Senate

Students within each program elect representatives to the Student Senate. These representatives participate in the governance of the student body. The Student Senate plans and sponsors social and/or professional activities that are of interest to students. Students also serve as voting members on specific committees of the College Senate and College Board as representatives of student interest in academic and college decisions.

National Student Nurses' Association

The Student Nurses' Association (SNA) is a national organization with the sole purpose of providing opportunities for professional development of future registered nurses by offering educational resources, leadership opportunities, and career guidance. SFMC CON's SNA is organized and governed by students within the college with advisement by a faculty member. The college's chapter offers opportunities to create a nurturing environment for students, participate in local community projects, encourage civic engagement, and enhance networking within healthcare.
All BSN students are eligible to become a member of the SFMC CON SNA and of the National Student Nurses' Association (NSNA).

Multicultural Student Association

Every student is eligible to become a member of the Multicultural Student Association. This association is committed to improving the well- being and experience of multicultural students at the college. It is also intended to enhance cultural competency and facilitate the transition of cultural competency to professional service within our entire multicultural society.

Residential Life

On-campus housing is available in the College of Nursing main campus building which provides private rooms for female and male students with communal restrooms. The main floor of the residence has a spacious reception area, a large recreation room, an exercise room, kitchen, and laundry facilities. Students residing off campus are welcome to use these facilities as well. Requests for accommodation are processed by the College Support Representative office.

The college has Resident Assistants to provide a good environment for those choosing to reside at the college. Resident Assistants are a team of returning students who live and work in the residence area. They work with the Dean of Support Services and other staff to develop activities and provide services for students. Resident Assistants live on the same floor with those residents assigned to him/ her. Resident Assistants are carefully selected for their academic proficiency, concern for the welfare of fellow students and maturity to cope with the demands of their role. They have also undergone education to increase sensitivity to the academic, emotional and social problems of college students. Qualified students have the opportunity to apply for a limited number of positions as Resident Assistants.

Resident Assistants are expected to:

- Know every resident within his/her assigned area.
- Enhance residents' opportunities for educational and social interactions through dorm activities.
- Be thoroughly familiar with all college and residence area regulations and policy and be responsible for their enforcement.
- Assist the Dean of Support Services by reporting needed repairs or other concerns in the

residence halls.
- Attending Resident Assistant meetings and trainings throughout the year.
- Be responsible (and accountable) for the performance of the above-named duties as well as any additional duties assigned.

Students living in the residence area have the opportunity to use enclosed parking privileges at OSF HealthCare Saint Francis Medical Center parking facilities. Information may be obtained from College Support Representatives or the OSF HealthCare Saint Francis Security office.

Records Retention

Records and other documents will be retained, released, and destroyed as outlined on college's records retention schedule. All student grades and transcripts will permanently remain in the student records.

Student Financial Services

A variety of scholarships, grants and loans are available from many community organizations, foundations, civic and religious groups, and government agencies.

Students are encouraged to investigate these resources. The College of Nursing participates in the Illinois Student Assistance Commission Monetary Award Program (MAP); the Veterans Educational Benefits (V.A.), the Federal Pell Grant, Federal Direct Loan Programs, and various tuition assistance programs offered by local hospitals.

Student Financial Responsibilities

Although the College will defer payments for financial aid and bill the agencies directly, the financial obligation remains the responsibility of the student. If an Agency is unwilling or unable to fulfill its commitments the student will be expected to pay any outstanding balance. For outstanding balances, payment options may be arranged.

Students or alumni who have not satisfied their financial obligations will be refused registration and class attendance for the next semester/session. Official academic transcripts will not be issued. If a student or alumni fails to pay any outstanding balance, their account may be turned over for collection.

Payments

Payment of account expenses may be made by cash, check, major credit card (VISA, Discover, or MasterCard) and Financial Aid. Checks should be made payable to SFMC College of Nursing. Payment arrangements, Installment Payment Plan (IPP) requests or Financial Aid arrangements are due 30 days prior to the first day of each semester/session.

Students who fall behind in payment arrangements will have a monthly $25 late charge added to the unpaid balance of their account. Students who have not satisfied their financial obligations will be refused registration and class attendance and academic transcripts will not be issued.

Credit Balances

The College of Nursing will base credit balance refund requests on payments actually received by the College or by approval from the Coordinator of Student Accounts & Business Services, the Assistant Dean, Support Services or the President of the College.

If a student is eligible for a Credit Balance Refund and it is $10.00 or less, the option is to request approval from the student to forward credit balance to next term.

Refunds

A student who officially withdraws from the College or course(s) may receive a full or partial refund (credit) according to the following schedule. The withdrawal date is established by the student's completion of all official steps for completing the process and is based on the date that the Registrar's Office records the withdrawal. If a student withdraws from the college or any course (s) at any time without having completed the official process, no refund credit will be made. The College reserves the right to modify the refund schedule as circumstances may dictate.

- Dorm rooms are non-refundable after the 4th week of class.
- The Resource Fee for Sherpath books/bundles are nonrefundable.

Saint Francis Medical Center College of Nursing				
Important Deadlines	**Term/Session Lengths in Weeks**			
	15 Week	**11 Week**	**1st 7.5 Week**	**2nd 7.5 Week**
Add/Drop	10 Calendar Days	7 Calendar Days	5 Calendar Days	5 Calendar Days
100% Refund	Weeks 1 & 2	Weeks 1 & 2	Week 1	Week 1
40% Refund	Week 3	Week 3	n/a	n/a
20% Refund	Week 4	Week 4	Week 2	Week 2
Withdraw with "W"	Friday of Week 10	Friday of Week 7	Wednesday of Week 5	Friday of Week 5

The student's allocation of any refund is distributed only after the requirements of federal and non-federal aid programs are satisfied. See the *Financial Aid Return of Funds Policy* for additional information.

Financial Aid

The Student Finance Office coordinates financial assistance and is available to counsel students and parents regarding financial assistance.

Types of Financial Aid

Financial aid programs covered by this policy are: Federal PELL Grant, Federal Direct Loan programs (Federal Stafford Subsidized, Federal Stafford Unsubsidized, Federal Parent PLUS, PLUS Loan for Graduate or Professional Students) and the Illinois Student Assistance Commission (ISAC) Monetary Award Program (MAP).

> **NOTE**: Financial aid programs not listed above may have additional or more stringent conditions which must be met for continuation. Contact the source which made your award or processed your application materials. Examples include SFMC CON institutional awards, private agency funds, or scholarships.

FAFSA

Students applying for financial assistance should complete the Free Application for Federal Student Aid (FAFSA) online at www.studentaid.gov and a College of Nursing institutional application, which is available from the Student Finance Office.

The Student Finance Office coordinates the different types of financial assistance and is available to counsel students and parents regarding financial assistance.

Satisfactory Academic Progress for Financial Aid

Federal and state regulations require that the College of Nursing establish and implement a policy to measure satisfactory academic progress toward the baccalaureate and graduate degrees in nursing.

Standards of satisfactory academic progress are applied to all students who wish to establish or maintain financial aid eligibility at Saint Francis Medical Center College of Nursing. The progress of financial aid recipients is evaluated each semester (including summer) based on qualitative measurement, pace of progression measurement and maximum time frame. Students must be making academic progress regardless of whether the student has previously received aid. Students who have completed their Bachelor of Science in Nursing (BSN) at Saint Francis Medical Center College of Nursing and enroll in the graduate program will not have their undergraduate coursework count towards hours attempted/completed. Before aid is disbursed, a student's progress will be evaluated according to policy guidelines.

GPA Measurement (Qualitative)

- An undergraduate student must maintain a credit and cumulative grade point average of 2.0 on a 4.0 scale.
- A graduate student must maintain a credit and cumulative grade point average of 3.0 on a 4.0 scale.
- If a student repeats a course, only the higher grade and credit are computed into the grade-point average although both grades will appear on transcript (please refer to the catalog for any questions regarding academic policies). Please note that grades can be excluded for prior attempts when calculating a student's GPA, but these prior attempts will be included when measuring the quantitative component or cumulative credit hours required.

Pace of Progression/Completion Rate (Quantitative):

To retain eligibility for financial aid, students must complete a minimum of 67% (two thirds) of cumulative credit hours attempted (rounded up to the nearest whole credit hour). This completion rate enables students to graduate withing the maximum time frame.

If a grade change report is received from the Registrar, Satisfactory Academic Progress will be re-evaluated to determine eligibility to receive further financial assistance. Students will be notified in writing of any changes in their financial aid eligibility.

Maximum Time Frame: The maximum time frame may not exceed 150% of the published length of the program measured in credit hours attempted.

- Degree and certificate programs vary in credit graduation requirements. Review the college catalog on our website at www.osfhealthcare.org/sfmccon/forms/ to discover how many credits your program requires.
- All credits attempted are counted, including those transferred in (not pre-nursing) from another institution, and those in which you did not earn a grade or credit. Grades of C (graduate program only), D, F, W, WA or I are not counted as successful completion of credit hours.

Financial Aid Warning

Warning occurs when requirements have not been met in either area (qualitative or quantitative). Student can receive financial aid during this warning status but must "make satisfactory progress" when measured against all areas at the end of the next period of enrollment.

Financial Aid Academic Progress Suspension

Suspension occurs when requirements have not been met after a semester of warning. Students on suspension are not eligible for federal or state assistance (See Types of Financial Aid). Students on financial aid suspension have the right to appeal (See Financial Aid Progress Appeal Process).

Financial Aid Probation

Probation occurs when a student who is on financial aid suspension appeals the suspension and has eligibility for aid reinstated based on the appeal. Students on probation will be required to meet specific terms and conditions during the payment period for which probation is approved. At the end of each semester the student must meet the required Satisfactory Academic Progress standards or the specific terms and conditions for the semester or no further aid will be disbursed.

Notification of Financial Aid Warning/ Suspension/Probation

The College of Nursing Student Finance Office will notify, in writing, students through the US Postal Service (using the address in Admissions) and email. Students applying for financial assistance will be notified prior to disbursement of aid.

Financial Aid Academic Progress Appeal Process

Students on Financial Aid Academic Progress Suspension must appeal in writing for reinstatement of financial aid eligibility to the Coordinator of Student Finance, Financial Assistance, Saint Francis Medical Center College of Nursing. The appeal letter should address specific reasons for requesting the appeal.

Mitigating circumstances include:

1. Serious injury of the student and/or the student's immediate family.
2. Serious extended illness of the student and/or the student's immediate family.
3. Death of a student's relative.
4. Other circumstances that affect the student's ability to meet Satisfactory Academic Progress.

Describe in detail:

1. The reason for past performance difficulties (including supporting documentation).
2. How the situation has changed. If it has not changed, describe how it is now being handled. Supply an outline of solutions for improvement.
3. Outline of courses remaining to complete the baccalaureate program and the semester in which you plan to complete the course. The written appeal must be submitted upon notification from the Student Finance Office, or after receipt of credit grades, whichever is first. Appeals are processed on a case-by-case basis. The students' circumstances, academic advisement and current federal regulations are taken into consideration. Appeal decision will be mailed/emailed to the student.

Types of Financial Aid

Financial aid programs covered by this policy are: Federal PELL Grant, Federal Direct Loan Programs (Federal Stafford Subsidized and Unsubsidized, Federal Parent PLUS, and PLUS Loan for Graduate or Professional Students) and the Illinois Student Assistance Commission Monetary Award Program.

Federal Return of Title IV Funds[1]

The Higher Education Amendments of 1998, Public Law 105-244 mandate the way funds paid toward a student's education are to be calculated when a recipient of Title IV funds withdraws from the semester. A statutory federal formula is applied through the 60 percent point of each semester to determine the amount of Title IV funds a student has earned at the "date of withdrawal"[2]. (After the 60 percent point in the semester, a student has earned 100 percent of the Title IV funds.) If a student attended and has not officially withdrawn fails to earn a passing grade, the institution must assume, for federal Title IV purposes, that the student has "unofficially withdrawn." If a student does not notify the institution that he/she has withdrawn, the date that the student withdrew would be the date the institution became aware that the student ceased to attend classes per notification from classroom instructor(s).

Repayment of Unearned Aid

The amount of unearned Title IV aid disbursed[3] to the student must be returned. The institution and the student share the responsibility in returning funds. (The division of returning funds will depend on what funds were received and how they were disbursed.) The institution's share is allocated among the Title IV programs, in an order specified by statute, before the student's share. Students only owe grant overpayments if the overpayment exceeds 50% of the Title IV grant aid received. Students are not required to return grant overpayments of $50 or less.

Refunds and repayments will be distributed to the appropriate Title IV, HEA programs in the following order:

- Direct Unsubsidized Stafford Loan
- Direct Subsidized Stafford Loan
- Direct PLUS Loan
- Federal Pell Grant Student

Time Frame for Returning Funds

The institution must return its share of unearned Title IV funds no later than 45 days after it determines that the student withdrew. Notification to the student will be sent describing the calculation, what the institution will return and their obligations. If the student has borrowed a student loan, the student will return their share of unearned aid attributable to a loan under the terms and conditions of the promissory note.

Post-withdrawal Disbursements of Aid

A student who earned more aid than was disbursed prior to withdrawal could be eligible for a post-withdrawal disbursement. Post-withdrawal disbursements must be made from grant funds before loans. Saint Francis Medical Center College of Nursing (SFMC CON) may credit grant disbursements toward unpaid institutional charges for current year only. SFMC CON will notify a withdrawn student prior to disbursing a loan as a post-withdrawal disbursement. SFMC CON will explain the student's obligation to repay the funds and confirm the loan funds are still required by the student.

Any refund due to the student as a result of a post withdrawal disbursement will be mailed to the student within 30 days of the withdrawal date. The student has 14 calendar days to respond to the Student Finance Office. If the funds are declined by the student or parent, or response is not received within 14 days, no post- withdrawal disbursement will be processed.

Credit Balances as a result of Return of Title IV calculations

If the student has a Title IV credit balance at the time of withdrawal, the College of Nursing is required to perform a Return of Title IV funds calculation to determine whether adjustments to the credit balance will occur. The College of Nursing will refund any appropriate credit balance to the student or parent within 14 days from the date of the Return of Title IV funds calculation.

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[1] Federal Title IV Funds (at SFMC CON) – Pell Grant, Federal Stafford Student Loans (Subsidized and Unsubsidized) and Federal PLUS loan.

[2] Date of withdrawal – A student who wishes to withdraw from a semester must request the appropriate form from the Registrar and obtain the necessary signatures. Non-attendance or verbal notification to an employee other than the Registrar does not constitute a withdrawal. The date of withdrawal of determined by the Registrar.

[3] Disbursed – Aid that has been applied to the student's account for tuition, fees and other allowable charges and/or aid that was disbursed directly to the student or parent (PLUS loan).

Statutory Federal Formula

Earned Percentage of Title IV Aid

Determine the calendar days completed in the semester of enrollment divided by the total calendar days in the semester of enrollment (exclude scheduled breaks of 5 days or more AND days that the student was on an official approved leave of absence[4]).

Unearned Percentage of Title IV Aid

100% Aid Disbursed – % Earned Aid = % Unearned Aid (Title IV Return)

Example:
Days Completed 19 ÷ Total Days in the Semester 115 = .1652 = 16.5%
Earned Aid 100% Aid Disbursed – 16.5% Earned Aid = 83.5% Unearned Aid
(Title IV Return)

$5,000.00 Aid Disbursed – $825.00 Earned Aid =$4,175.00 Unearned Aid (Title IV Return)

Direct Loan

When a student completes the FAFSA and their financial aid file is complete, the College will determine the student's eligibility for federal direct loans as well as parent plus loans (for dependent students only). To apply for the loans, the student and/or parent will need to complete the loan applications included in the financial aid notification packet and submit them to the Student Finance Office. If the student has never received a federal loan while attending Saint Francis Medical Center College of Nursing, they must complete a Master Promissory Note at www.studentaid.gov and online loan entrance counseling at www.studentaid.gov. In addition, a parent would need to complete a Master Promissory Note at www.studentaid.gov. When the student graduates or ceases attending, at least halftime, the student must complete online loan exit counseling at www.studentaid.gov.

US Department of Veterans Affair and Go Army!

Saint Francis Medical Center College of Nursing has been approved by the Illinois State Approving Agency for Veteran Education and the Department of Defense to provide veterans education benefits to our students. The college also participates in the *Go Army!* tuition assistance program. For more information regarding these educational benefits, please contact the Student Finance Office.

VA Payment Policy – Student Rights and Responsibilities

Saint Francis Medical Center of Nursing will not take any of the actions mentioned below toward any student using U.S. Department of Veterans Affairs (VA) Post 911 GI Bill® (Ch. 33), Vocational Rehabilitation and Employment (Ch. 31) benefits and Survivors' and Dependents' Educational Assistance (Ch. 35), while their payment from the United States Department of Veterans Affairs is pending to Saint Francis Medical Center College of Nursing:

- Prevent their enrollment
- Assess a late penalty fee
- Require they secure alternative or additional funding
- Deny access to any resources which are available to other students

[4] Leave of Absence – The student must follow the leave of absence policy as written in College publications (Catalog, Student Handbook, the college's website).

However, to qualify for these stipulations, students may be required to:

- Produce their Certificate of Eligibility by the first day of class at the latest
- Provide a written or email request to be certified
- Provide additional documents to certify their enrollment

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about educational benefits offered by the VA is available at the official U.S. government website.

For more information, please contact the Student Finance Office.

Scholarships

- *Institutional Scholarships*
- A number of private scholarships or loans are available to qualified students. Students will be

considered for Beatrice S. Hight Fund and Institutional Scholarship/Loan Funds every spring semester. Applications are available at https://sfmccon.awardspring.com.

Criteria:

- Priority may be given to students that have completed a minimum of 12 semester hours and are deemed to be in good standing prior to the semester for which they are applying.
- Priority may be given to full-time enrollment.
- Priority may be given to those with minimum grade point average of 3.00.

The Scholarship Coordinator will notify students of award. Students are expected to attend the annual scholarship dinner recognizing donors.

Additional Information:

- Students must reapply each academic year they wish to be considered.
- Each award type and amount will vary depending on availability of funds.
- A student may withdraw their Institutional Scholarship/Loan application by submitting written notification to Student Accounts and Businesses Coordinator.

Students awarded an institutional scholarship/loan will be asked to provide general biographical information for press release purposes.

External Scholarships

Please refer to the College Website for information regarding Private Scholarships offered though outside sources. Visit https://www.osfhealthcare.org/sfmccon/ or see the Scholarship Coordinator or Student Accounts Coordinator

External scholarships shown on the College's website are for the convenience and ease of students. The College is not in any way affiliated with or partnered with any of the organizations providing these scholarship opportunities. These external scholarships are published to promote potential funding opportunities for students, and they must not be associated in any way for any other purposes.

Academic Regulations and Policies

Student Rights under the Family Educational Rights and Privacy Act (FERPA)

The information presented here is in compliance with the Family Educational Rights and Privacy Act of 1974. The Act requires that students be informed annually of their rights and of the College's policies and procedures in compliance. The Family Educational Rights and Privacy Act (FERPA) afford students certain

rights with respect to their education records.

They are:

1. The right to inspect and review the student's education records within 45 days of the day the College receives a request for access.
2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted (such as an attorney, auditor, or collection agent); a person serving on the College Board; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the College discloses education records without consent to officials of another school in which a student seeks or intends to enroll, after, making a reasonable attempt to notify the student of the records request.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education 400 Maryland Avenue, SW
Washington, DC 20202-4605

Student Access to Records

The student may request, in writing, an opportunity to review the content of these records. The request should be made to the President of the College. An opportunity to review the record will be arranged. The student will review the record in the presence of the President or Dean. Health records are available upon request.

If, during the review, the student questions the accuracy of the record, the College's representative will attempt to solve the problem. If this informal means does not solve the problem, a formal hearing will be set for within thirty days. At the formal hearing, a College administrative person or a person who has no direct interest in the problem will represent the College. The student will be given a copy of the record prior to the meeting, if desired. The cost of each copy, $2 per sheet, will be paid by the student. The student will be given a fair hearing and will be permitted to present evidence to the issue being discussed. The student will receive a written decision within thirty days. A copy of the decision and of the student's request will be placed in the student's file.

This part of the Act is to ensure that the record is not inaccurate, misleading or in violation of the student's rights. It does not permit the student to challenge a grade. It does encourage the student to challenge the correctness of the recording of the grade.

The Act excludes from review, specific records; among these records are:

- Records created by and for use of the faculty only.
- Financial records of parents and all information included therein.

- Any record to which the student has waived his or herrights.

Directory Information: Release of Personally Identifiable Information

The College will NOT release any personally identifiable student record information to a third party unless the information has been specifically requested in writing, and the student has consented to the release in writing. One exception is a recent amendment to FERPA, which permits educational institutions to disclose-without the consent or knowledge of the student –personally identifiable information from the student's education records to the Attorney General of the United States or to his designee in response to an order issued by a court of competent jurisdiction in connection with the investigation or prosecution of terrorism crimes specified in sections 2332b(g) (5) (B) and 2331 of title 18, U.S. Code.

At the student's request, the College will furnish a copy of information to the student for which consent is being sought. Copies of requests and of the student's consent will be kept in the student's file. Each copy released to a third party or to the student will be at the expense of the student. All transcripts and other materials will carry the College Seal.
The Act provides for the College to release information to personnel of the College who are determined by the College to have legitimate educational interest and to officials of other schools in which the student intends to enroll. The student will be notified of the request; receive a copy of the requested material if desired; and have the opportunity to challenge the record. The student is charged for each copy of the material sent to these schools and to the student.

Materials under the Act are sent to: authorized representatives of the Controller General of the United States; the United States Secretary of Health, Education and Welfare; the Commissioner of Education; the Director of National Institute of Education; to state and local officials requiring disclosure by virtue of State Statutes adopted prior to November, 1974.

Information will also be sent to: organizations conducting studies for educational agencies or institutions, provided the studies are conducted in a manner that will not permit the personal identity of the student or his or her parents to be known to others than the representatives of the organization; accrediting organizations to aid in carrying out accrediting functions; parents of dependent students as defined by the Internal Revenue Code of 1954; comply with judicial order or subpoena, providing the student is notified in advance of compliance; protect the health or safety of the student or other persons. The College will share the information with a third party under the above listing only on condition that they do not share information received unless they have the written consent of the student.

Disclosures

The following information is available upon request: enrollment rates, crime statistics, financial aid information, and program completion rates.

Student Ethical and Professional Conduct

Students are expected to uphold high standards of academic conduct and personal honesty. Academic honesty is viewed as a reflection of the student's integrity. The administration, faculty and students are responsible for maintaining an environment of honesty and integrity.
The following are examples of violations of academic honesty:

- Plagiarism – to use ideas, thoughts or writing of others without giving credit to the source of the information. Using the work of another student is included in this definition.
- Cheating – the unauthorized giving or receiving of information prior to, during or after an examination; altering graded work; or having someone else complete one's work.
- Fabrication – providing false or untruthful information in student's patient care documentation or

any course requirement.
- Breach of Confidentiality – accessing or divulging unauthorized information about patients, clients or organizations.
- Falsification of Documents – providing altered, untruthful or false information on College or patient care documents or student documentation which was not actually gathered by the student or which misrepresents a student's documentation.

Violations of academic honesty will result in disciplinary action. Actions will include, but are not limited to one or more of the following:
- Automatic failure of the work.
- Automatic failure of the course.
- Dismissal from the College.

See Student Handbook for the complete Ethical and Professional Conduct Policy (353).

Classification of Academic Standing

Student-at-Large

Students-at-large are students who wish to take classes but are not pursuing a degree or post graduate certificate at the College. Students-at-large may earn credit for a maximum of 10 hours of credit for the Undergraduate Program and 12 hours of credit for the Graduate Program. Students wishing to transfer the course credits to another college or university are advised to verify transferability with the receiving school prior to taking a course. To enroll, students should complete the student-at-large application and pay the $50.00 application fee. Prerequisites and other requirements may apply for some courses, and documentation may be required at the College's request (official transcripts and nursing licensure). Students taking clinical courses must complete the College of Nursing Health Requirements as outlined in the Catalog and use the electronic tracking system. Students-at-large may register for classes based on availability and according to the Course Registration Policy (320). No advisor is assigned.
Students-at-large, who wish to become degree or certificate-seeking students must complete the established application process for the degree or certificate. Courses taken as a student-at-large would be included in the GPA if the student decides to pursue a degree or certificate at the College. Students-at-large are subject to all College policies and must maintain a GPA of 2.0 or higher for undergraduate courses and 3.0 or higher for graduate level courses in order to continue taking courses at the College. Students who have been academically dismissed may not take courses as a student-at-large.

Undergraduate Student Classification

Students who have completed all of the required pre-nursing courses and are enrolled in the College pursuing a degree may be either part-time or full-time. Students carrying twelve or more semester hours are considered full-time. A student may enroll in a maximum of ten semester hours as a student-at-large.

Graduate Student Classification

Unconditional acceptance is given to all applicants who meet all the admission criteria. Conditional acceptance is given to MSN applicants who do not meet all the admission criteria, such as applicants with less than a 2.8 GPA (and greater than a 2.5).

At the time of admission, the Graduate Committee may specify other conditions for the applicant that would need to be fulfilled in order to progress in the program. To have conditional acceptance status removed for the MSN student with less than a 2.8 GPA, the student must complete twelve semester hours of course work with a minimum grade of "B" in each course.

Students whose GPA is between 2.5 and 2.79 may be required to have an interview and provide a

writing sample.

Students enrolled in the College pursuing a Master's degree may be either full-time or part-time. Students enrolled in nine or more semester hours during a semester of an academic year or six or more semester hours during the summer session are full-time. Students enrolled in less than nine semester hours during a semester of an academic year or less than six semester hours during the summer session are part-time. All graduate students must be continuously enrolled either full-time or part-time each semester.

Academic Credits and Load

The College operates on the standard semester system. The academic year is divided into two standard 14 week semesters and an 11 week summer semester, plus time for final examinations. Regardless of the delivery style (face-to-face, online, or hybrid) or the duration of the academic period (7 ½ , 11 or 146 week terms), courses fulfill the expected course outcomes and time commitments for the credit hours awarded.

Saint Francis Medical Center College of Nursing is based upon the federal definition of credit hour as identified in the Higher Education Reauthorization Act of 2011. The college identifies the unit of credit as the credit hour. Each hour of credit requires one hour of classroom or direct faculty instruction and a minimum of two hours of out of class work each week for 16 weeks. This time is dedicated to the intended course-specific learning outcomes and includes evidence of student achievement of those outcomes.

Grading System

Faculty will enter raw scores expressed as points earned (to the nearest 100th decimal place) for all graded assignments without rounding. At the conclusion of a semester, or upon completion of a course, the final cumulative grade (to the 100th decimal place) for the course will be calculated based upon points earned. Grades will not be rounded. Grades will be submitted to the registrar as follows:

Letter Grade	Percentage Scale	Quality Points
A	90 to 100%	4
B	80 to 89%	3
C	70 to 79%	2
D	60 to 69%	1
F	Below<60	0
Pass	Pass	0
I	Incomplete	0
CR	Credit Received	0
W	Withdrawn	0
WA	Administrative Withdrawn	0
WM	Military (WD Military Service	0
TR	Transfer Course	0

Required Minimum Undergraduate GPA

Undergraduate students are required to maintain a minimum grade point average (GPA) of 2.0 on a 4.0 scale. The grades of D and F are considered unsatisfactory. See Probation Policy (439) and Dismissal from College Policy (438) for clarity.

Required Minimum Undergraduate Exam Average

New undergraduate students entering in Fall 2026 or later will enroll in the college's new BSN curriculum. The previous curriculum will remain active through the end of the Fall 2027 semester. BSN students who enter in Fall 2026 or later must earn a test average of at least 80% to pass a course. BSN students who enrolled before Fall 2026 must earn a test average of at least 77% to pass a course.

Required Minimum Graduate GPA

Graduate students are required to maintain a minimum semester and cumulative grade point average (GPA) of a 3.0 on a 4.0 scale to remain in good academic standing. A grade of C, D, and F are considered unsatisfactory and will result in a review of the student's record by the Graduate Committee. See Probation Policy (439) and Dismissal from College Policy (438) for clarity.

Students can access their individual accounts in the student information system to find their final grades. Students who want a hard copy of their grade report must complete and sign the Request for Grade Report form by the Friday before final examination week.

Enrollment Status

Prior to enrollment, each student will meet with an academic advisor. The primary purposes of academic advisement are to ensure the student understands the curriculum, makes informed decisions which align with the student's plan of study, is aware of the semester schedules, and is ready to register for courses. The student is responsible for scheduling this meeting.

Reduced Enrollment

The Undergraduate Admission and Progression Committee and Graduate Program Committee reserves the right at any time to restrict a new or continuing student's enrollment if the Committee feels to do so is in the student's best interest. Restrictions may include, but are not limited to, part-time enrollment or specific course enrollments. Notice of such restrictions will be sent to the student, academic advisor, and the Dean of Support Services.

Course Add/Drop

The student who wishes to adjust their academic schedule after the semester has begun may do so but only until the Add/Drop deadline. Refer to the academic calendar for these dates. Clinical courses may be added only with permission of the academic Dean. Students are urged to consult with their academic advisor before adjusting their registration. Course registration changes are permitted without academic penalty during the Add/Drop period. Students complete an online Add/Drop form. The form must be submitted online prior to the Add/Drop deadline. After the Add/Drop period no courses may be added, and courses dropped are subject to the Course Withdrawal Policy.

Auditing

Courses without a laboratory or clinical component may be audited on a space available basis after all students who wish to enroll for course credit have been served. A student auditing a course is exempt from examinations, presentations and papers, but all other expectations remain the same. An auditor receives neither a grade nor credit for the course. At the completion of the course the transcript will show "AU" if attendance has been satisfactory or "AX" if not. A student must register for the course during the registration period and pay regular tuition. To change from audit to credit or credit to audit, please contact the Registrar.

Attendance

Attendance at all classes and laboratory or clinical/practicum experiences is expected. Students are

responsible for all material presented and for the completion of course requirements and achievement of outcomes. When illness or other special circumstances prevent attendance, the student is responsible for contacting the instructor to collaboratively plan for meeting the outcomes. Excessive absences of greater than 10% of the required clinical hours for each clinical course, or course with a laboratory component, may impact the undergraduate student's overall grade or result in failure of the course. An exception to the policy may be made at the discretion of course faculty. Undergraduate students may be required to make up a missed clinical experience at the discretion of the instructor. Course faculty are to maintain attendance records in order to track attendance, meet the requirements of various financial aid programs, and provide information for employment references. Students in online courses are expected to support course attendance/participation policies. Graduate students are required to notify the preceptor of an absence and to reschedule the missed practicum time.

Incomplete

A grade of incomplete "I" is given only when circumstances beyond control of the student prevent completion of course requirements. To qualify for an incomplete for a theory course, the student must have completed a minimum of 75% of the course work, 75% of the class time and have a passing course grade. Undergraduate students enrolled in clinical courses must complete 75% of the hours and have a passing grade. For undergraduate students, a passing grade is "C" or better, and for graduate students a passing grade of "B" or better is required. Graduate students enrolled in courses with a practicum must have 50% of the required hours completed. The student must obtain an *Incomplete Form* from the college website www.sfmccon.edu and secure the required signatures. It is the student's responsibility to contact the course faculty to determine the exact work required to remove the incomplete and the time frame for completing the work. Approval of the course faculty and the Dean is required. The completed form must be returned to the Registrar. Incomplete courses must be completed prior to the end of the next semester. The maximum time to complete a course is one semester. Failure to complete the requirements by the established deadline will result in the "I" grade being converted to a failing grade of "F". Courses, which are prerequisites for the next semester, must be completed prior to enrollment in that semester. Exceptions require written approval of the course faculty and the Dean. If a student does not complete a course and does not submit an incomplete form, a grade of "F" will be assigned.

Leave of Absence

A student who must interrupt the academic program for reasons of prolonged illness or compelling personal situations may apply for a leave of absence for a specified time not to exceed one year. Requests must be submitted in writing to the Registrar. Students must be in good academic standing to be considered for approval. Students must meet with academic advisor and the financial aid office prior to submitting a leave of absence form. At least two months prior to intended reenrollment, the student must notify the Registrar in writing of his/her intent to return. The student will pay tuition and fees at the rates in effect at the time of reenrollment. The fees submitted for one semester are not transferable to another semester. The student must satisfy the conditions of the leave before reentering and must comply with all policies, requirements and course sequences in effect at the time of reentry.

Course and College Withdrawals

The student who wishes to withdraw from a course is urged to consult with their academic advisor before adjusting their registration. The student must contact the Student Finance Office to determine the impact withdrawal will have on the student's financial aid or billing statement per refund policies. Students receiving any financial aid may be subject to repayment of monies received. A student who wishes to withdraw from a course must use the appropriate online form available on the college website. A student, who is authorized to withdraw from a course prior to the established date, will receive a grade of W. No credit or quality points are given for a W grade. Non-attendance or verbal notification does not constitute a course withdrawal and will result in a failing grade.

A student who withdraws from a course is no longer enrolled in the course and may no longer attend class. Students cannot withdraw from a single course more than one time. A second withdrawal of any type from the same course will result in academic dismissal from the College. This policy does not apply to courses dropped within the official drop period.

A student may initiate withdrawal from the College provided he or she is not subject to dismissal because of failure or disciplinary action.

Withdrawal Steps

- An interview with the academic Dean is recommended.
- The student is advised to talk with the academic advisor and financial aid office to determine the impact the withdrawal will have if the student is receiving financial aid.
- Students receiving financial aid who withdraw from the college may be subject to repayment of monies received.
- It is the student's responsibility to obtain the online withdrawal form.
- Students withdrawing from the college must also return all college materials (ID badge, mailbox key, room key, parking deck card and library materials as appropriate) to the Dean of Support Services.
- The official date of withdrawal is the date the completed form is filed by the Registrar.

Telephone messages and/or nonattendance are not official notification of withdrawal and constitute an unapproved withdrawal. A grade of F is assigned for unapproved withdrawals. An individual who has officially withdrawn may apply for readmission by submitting a letter of request to the Registrar (see Readmission Policy 441). Readmission will be based on space available.

Administrative Withdrawal

The College is committed to consistently applying enrollment, attendance, and course performance standards. This includes monitoring student management of attendance and course prerequisites and requirements. Students are responsible for ensuring that appropriate measures to withdraw from a course or the College, are completed. Guidelines for administrative drop/withdrawal of students who quit attending class, have excessive absences, or fail to meet course prerequisites are established by the College. College administrators may initiate an administrative withdrawal of a student for non-compliance with any policy which indicates dismissal from the course as a possible consequence. An administrative withdrawal may also be granted at the discretion of the President only for documented extraordinary and/or emergency circumstances. A grade of WA will be assigned to the transcript. See the Student Handbook for complete the Administrative Drop and Withdrawal Policy (428).

Academic Progression

Undergraduate nursing students must successfully complete all prerequisite courses before beginning in the nursing major. All courses with a clinical/laboratory component within a semester of the nursing major must be completed satisfactorily before progressing to the next semester. The upper division must be completed within five years of the initial enrollment.

Graduate students must complete prerequisites to courses prior to enrolling in the course, or the students must obtain written permission from the faculty teaching the course to take a course out of sequence. Approval to take courses out of sequence will be at the discretion of the appropriate Dean. Students must successfully complete the prescribed curriculum within 150% of the published length of the educational program.

Undergraduate students must achieve a course grade of C or above in all courses. Graduate students must achieve a B or above in all courses. If a course grade of D or F at the undergraduate level or C, D or F at the graduate level is earned, the grade is unsatisfactory, and the entire course, including any clinical/practicum hours, must be repeated. The credit hours and GPA impact of the grade for the repeated course will be counted in the cumulative GPA. Both grades (first course grade and grade for the repeated course) will appear on the transcript. A student may only repeat a course with an unsatisfactory grade as defined above. A student earning an unsatisfactory grade as defined above in two courses will be academically dismissed. Each course may be repeated only one time. If a student earns an unsatisfactory grade in a course, the student is required to repeat the course the next time it is offered. In case of course failure, select courses may be taken at another school with written approval from the appropriate academic Dean prior to enrolling in the course.

The College reserves the right to dismiss a student regardless of cumulative GPA for:

1. A grade of D, F or WF in any two undergraduate College of Nursing courses or a grade of C, D, F or WF in any two graduate College of Nursing courses.
2. Inability to demonstrate professional responsibility in nursing practice.
3. Excessive absence.

The faculty reserves the right to request the withdrawal of any student whose conduct, physical or mental health, or performance demonstrates lack of fitness for continuance in the nursing profession. Any such student who is not voluntarily withdrawing will be dismissed. The student has the right to appeal against the decision according to the Student Appeal Policy 443.

Academic Probation

A semester GPA and a cumulative GPA are calculated at the end of each semester based on College of Nursing courses only. An undergraduate student whose semester or cumulative GPA falls below 2.0 will be placed on academic probation. A graduate student whose semester or cumulative GPA falls below 3.0 in any one term is automatically placed on probation. Any student placed on probation will receive notice from the registrar. Students placed on probation are expected to meet with their academic advisors prior to the start of the next semester. Failure to complete all conditions of their probation could result in dismissal from the college.

Undergraduate students on academic probation will be required to undergo an assessment of learning needs through the Academic Support Center (ASC). Based on the evaluation, the student may be required to continue to work with ASC faculty to improve academic performance. Failure to meet with ASC faculty and/or follow through with recommendations could result in dismissal from the BSN program.

The semester and cumulative GPA must be raised by the end of the successive semester to 2.0 for undergraduate students and 3.0 for graduate students. Academic probation is limited to one semester in the entire nursing program. Failure to raise the semester or cumulative GPA as required will result in academic dismissal.

Academic Honors and Awards

Dean's List

Undergraduate students who have achieved a grade point average (GPA) of 3.5 and above for the semester and who are enrolled in at least 12 credit hours are honored by being named to the Dean's List. Students receive an individual certificate of achievement.

Graduation Honors

Graduation honors for undergraduate students are based on the following cumulative GPA:

Summa Cum Laude	3.85 - 4.00
Magna Cum Laude	3.70 - 3.84
Cum Laude	3.55 - 3.69

Master student degree candidates graduating with a cumulative GPA of 3.75 or higher will be recognized for their outstanding academic performance through the designation of Graduating with Distinction. Both undergraduate and masters students who have achieved graduation honors will be designated by the honor cords worn at commencement.

Graduation Awards

The College of Nursing established two awards for graduating baccalaureate students to acknowledge and foster a commitment to the ideals of professional nursing. The "Excellence in Nursing Award" recognizes a pre-licensure BSN program graduate and the "Nursing Achievement Award" recognizes an RN to BSN graduate. Seniors who have a 3.0 or greater cumulative grade point average are eligible to be nominated for these awards. Candidates are considered on the basis of involvement and contribution to the College and community, as well as their consistent demonstration of enthusiasm, positive attitude, leadership skills, caring nature, and professional role modeling. Candidates are nominated by the faculty and selected by the Admission and Progression Committee. All faculty have the option to vote for a nominee by attending the Admission and Progression Committee meeting.

The Sister M. Ludgera Memorial Award for Outstanding Masters in Nursing acknowledges a graduate student who fosters the ideals of advanced nursing practice. Master's students graduating with a cumulative grade point average of 3.75 or above are eligible to be nominated. Nominees are considered on the basis of leadership, professionalism and positive attitude. The winner is selected by the members of the Graduate Committee.

The Sister Diane Marie Award for an outstanding DNP graduate. The criteria for the Sister Diane Marie Award for Outstanding Doctorate in Nursing Practice include high academic achievement as evidence by GPA of 3.6, service to the discipline of nursing and to the community, professionalism evidenced by maintaining integrity and high ethical standards in practice, significant impact on nursing practice through their DNP scholarly project and demonstration of nursing leadership to transform healthcare. The awardee is selected jointly by the Graduate Dean and DNP Chair.

Sigma Theta Tau International (STTI)

STTI is the International Honor Society of Nursing. This organization is the unique body which recognizes superior academic achievements of nursing students and nursing community leaders. It fosters high professional standards for nursing education and practice, encourages creative work by nurses, and strengthens commitment to the ideals of the profession. Several opportunities for the development of leadership qualities, research support, and other forms of development are offered at the local, national and international level. The Tau Omicron Chapter is chartered at the College of Nursing which holds several meetings and events annually to which members and students are invited. Invitations for membership are extended to undergraduate and graduate nursing students who meet the initiation criteria.

Graduation Requirements

To be eligible for the Bachelor of Science in Nursing degree a student must:

- Have a cumulative GPA of 2.0 or better including transfer courses as part of the BSN degree program.

- Successfully complete the prescribed BSN program curriculum no later than 5 years after initial enrollment.
- Earn a minimum of 30 semester hours for RN to BSN program and 31 hours for the BSN program of credit on campus.
- Provide official transcripts of any courses taken outside the College during the nursing major.
- Complete the "Application for Graduation" available at www.sfmccon.edu.
- Meet the requirement of specific financial aid programs for an exit interview as applicable.
- All financial obligations to SFMC CON must be settled prior to graduation.
- Meet all requirements of the College of Nursing.

In the final semester of the nursing major, all students are expected to participate in comprehensive examinations which assist in preparing students for the licensure examination. Individual results are used in academic advising. The overall group results of the examinations are used by faculty in program evaluation.

To be eligible for graduate or post-graduate certificate program completion, a graduate student must:

- Have a final semester GPA of at least 3.0 including transfer courses as part of all graduate programs.
- Have a cumulative GPA of at least 3.0 including transfer courses as part of all graduate programs.
- Successfully complete the prescribed curriculum within the published program maximum period.
- Meet all requirements of the College of Nursing. Earn the specified number of required semester hours for the enrolled program of study as stated in the Residency Requirements.
- Provide official transcripts of any courses taken outside the College during the program.
- Complete and submit the Application for Graduation (See Student Handbook for application process).
- Meet the requirement of specific financial aid programs for an exit interview as applicable.
- All financial obligations to SFMC CON must be settled prior to graduation.

Degrees are awarded to students meeting graduation requirements at the end of each semester. Commencement exercises are held in December and May.

Transcripts

Transcripts are issued online or upon a written request of the student. The fee for each transcript is $12.00.

Pursuant to and in compliance with the Illinois Student Debt Assistance Act, Saint Francis Medical Center College of Nursing will not:

1. Refuse to provide an unofficial transcript to a current or former student on the grounds that the student owes a debt.
2. Condition the provision of an unofficial transcript on the payment of a debt, other than a fee charged to provide the transcript.
3. Charge a higher fee for obtaining an unofficial transcript or provide less favorable treatment of a request for an unofficial transcript because a current or former student owes a debt.

The college will provide an official transcript of a current or former student even if the current or former student owes a debt if the student requests the official transcript to:

1. Complete a job application;
2. Transfer from one institution of higher education to another;
3. Apply for State, federal, or institutional financial aid;
4. Join the United Stated Armed Forces or Illinois National Guard; or
5. Pursue other postsecondary opportunities;

The college will not condition the provision of an official transcript to a current or potential employer on the payment of a debt, other than a fee charged to provide the transcript; and will not

charge a higher fee for transferring an official transcript to a current or potential employer or provide less favorable treatment for such a request because a current or former student owes a debt.

Student Appeals

The student appeal procedure provides a forum for fair resolution of concerns related to grades, academic standing, or disciplinary actions resulting from violations of academic or student policies. The appeal process is applied when there is reason to believe that the decisions and/or actions were capricious, discriminatory, arbitrary, or in error. The student has the right to appeal against the decision according to the Student Appeal Policy (443).

I. Academic Appeal Procedure

The student initiating an appeal should be prepared to document evidence for the appeal. At this time, the student may seek the assistance of the academic advisor. Appeals should be settled at the lowest possible level. A student appealing a grade may continue in the academic program during the review process unless there is reason to believe such continuance would jeopardize the well-being of the student or others. The appeal should be initiated within ten (10) business days after the grade is issued by the Instructor or Registrar. If the specified time limits are not met by the student, the issue shall not be subject to further appeal. Each appeal step listed below must be accomplished before proceeding to the next step. The decision at each step will be documented.

1. The student should make a sincere effort to resolve the issue with the instructor assigning the grade or faculty member in charge of the course.
2. If the issue is unresolved, the student should submit a written request for a meeting with the appropriate Dean within ten (10) business days. If the appropriate Dean is the instructor assigning the grade, the written request should be submitted to the other Dean. The request shall specify the nature of the issue and attempts made to resolve the issue. The Dean shall meet with the student within ten (10) business days of the receipt of the request. The student is given adequate notice in writing at this step and all subsequent steps of the date, time, and place of the meeting. The Dean makes a decision which resolves the issue or recommends that it is taken to the Admission and Progression Committee or the Graduate Committee (for graduate students).
3. If unresolved, the student submits a formal written appeal to the Admission and Progression Committee or Graduate Committee chairperson within ten (10) business days of the meeting with the Dean.
4. The student and instructor shall be given due notice of the date and time of the Admission and Progression Committee or Graduate Committee Meeting. The meeting will be held within ten (10) business days of the student's request. The President will not be in attendance at the arranged Committee Meeting. Each party may present evidence or witnesses to the issue. The committee may question each party. Following a period of closed deliberation, the decision of the Committee will be forwarded in writing to both parties and the President within three business days following the meeting.
5. If the decision of the Committee is unacceptable to the student or instructor, either may file a written notice of intent to further appeal to the President within three (3) business days of receipt of the decision.
6. The President shall have a maximum of ten (10) business days to call a meeting of both parties to resolve the situation. The President will review all current records or documentation relating to the appeal. No new documentation may be introduced at this time. If necessary to avoid undue hardship or injustice to either party, the President may extend the ten (10) day limitation.
7. The President may approve or reverse the decision of the Committee.

8. The written decision of the President shall be sent to both parties and the appropriate Dean no later than three (3) business days following the appeal meeting.
9. The decision of the President shall be final.

II. Disciplinary Appeal Procedure

For the appeal process regarding disciplinary actions, the disciplinary appeal procedure set forth below will be used.

Judicial Board

A Judicial Board is formed to act on cases of violations of the Student Code of Conduct and Integrity Standards.

The Judicial Board shall consist of:

1. Three (3) faculty members.
2. Chairperson shall be a faculty member elected by the Board.
3. Two (2) students selected by the Judicial Board.

The faculty representatives will be elected as provided in the by-laws of the College Senate. A quorum of the Board shall consist of all members. Disciplinary actions may include: reprimand, fines, disciplinary probation, suspension, or dismissal. Disciplinary action of the Judicial Board is not limited to these categories. All decisions require a majority vote except for dismissal or suspension, which require an affirmative vote of at least four.

In the event the College recommends suspension or dismissal of the student, such suspension or dismissal shall be put on hold during the appeal/hearing procedure set forth below. Only if the recommendation of suspension or dismissal is based on violation of Professional Standards which places students, faculty, patients or any other person in immediate harm or danger will the student be suspended during the appeal/hearing procedure. In no event, will the student be dismissed from the College until the President has rendered a final decision under the disciplinary appeal procedure.

Appeal/Hearing Procedure

1. The student must submit a written request to appeal within five (5) business days of receiving such a disciplinary action. The written request must be accompanied by rationale for a hearing to the President within five (5) business days of receipt of the decision. If such a written request is not received within such five-day period by the President, the student will be deemed to have waived his/her right to appeal, and the disciplinary action will stand.
2. The President shall call a meeting of the Judicial Board within ten (10) business days. The student may request in writing a postponement for ten additional business days in order to prepare for the hearing. The student will be notified in writing in advance of the date, time, and place of the meeting.
3. The Judicial Board shall meet to review and/or hear the case and render a decision. If the student does not appear at the scheduled time, unless such nonappearance is based on exigent circumstances, in the sole discretion of the Judicial Board, the appeal will be dismissed.
4. The hearing will be held on an informal basis and, if attorneys are involved, shall not be conducted according to the rules of law/evidence. Both parties may call, examine and cross-examine witnesses who voluntarily agree to appear on behalf of the participant calling such witness. Re-examine and re-cross are not allowed.
5. The Judicial Board may request in advance that both parties, or their representatives, present an opening oral statement outlining the position of each party and what each party hopes to show with its evidence. The Judicial Board may add any other procedural rules, such as written statements prior to or after the Hearing. At the Judicial Board's sole discretion, the hearing may

be adjourned and rescheduled.

6. Within five (5) business days after the adjournment of the hearing, the Judicial Board will prepare a written recommendation which will be immediately forwarded to the student and the President.
7. If the Judicial Board's recommendation is adverse to the student, and the student desires further appeal, he/she shall submit a written request for an appeal, including rationale, to the President within five (5) business days of receipt of the Judicial Board's recommendation. If the Judicial Board's recommendation reverses or reduces the severity of the College's disciplinary action, the appropriate Dean, on behalf of the College, may submit a written request for an appeal, including rationale, to the President within five (5) business days of receipt of the Judicial Board's recommendation.
8. Upon such appeal the President may discuss the case with any witness, the student, any member of the Judicial Board, or any other person. In any event, the President will review the information provided to the President by the Judicial Board. The President may affirm the recommendation or send the recommendation back to the Judicial Board to reconsider either an increase or reduction in the severity of the Disciplinary Action. The Judicial Board shall determine what manner of reconsideration it shall use, such as rehearing, interviewing or re-interviewing a witness(es), reviewing the record or merely reviewing its recommendation.
9. If the President affirms the Judicial Board's recommendation, the decision of the President shall be given to the student and the College within five (5) business days, and such decision is final with no further appeal.
10. If the recommendation is sent back to the Judicial Board for reconsideration, the Judicial Board, after its reconsideration, will submit a final recommendation to the President. The President may affirm or revise the reconsidered recommendation. The Dean's decision will be final, with no further appeal.

Academic Programs

Degrees and Certificate Programs

Upon successful completion of the prescribed program, a degree or post graduate certificate is awarded.

Degrees and Certificates Granted

The following degrees or post-graduate certificates are awarded:

- Bachelor of Science in Nursing
  - Pre-licensure BSN
  - RN to BSN
  - Accelerated BA/BS to BSN
  - LPN to BSN
- Master of Science in Nursing
  - RN to MSN Tracks (prior to Fall 2026 term starts)
  - Nurse Educator
  - Nursing Management Leadership
  - Neonatal Nurse Practitioner
  - Family Nurse Practitioner
  - Adult Gerontology Acute Care Nurse Practitioner
  - Psychiatric Mental Health Nurse Practitioner
- Doctor of Nursing Practice
  - Adult Gerontology Acute Care Nurse Practitioner – BSN to DNP
  - Family Nurse Practitioner – BSN to DNP
  - Neonatal Nurse Practitioner – BSN to DNP (prior to Fall 2026 term starts)

- Psychiatric Mental Health Nurse Practitioner – BSN to DNP
- Systems Leadership – BSN to DNP
- Adult Gerontology Acute Care Nurse Practitioner - Post Masters DNP
- Family Nurse Practitioner - Post Masters DNP
- Psychiatric Mental Health Nurse Practitioner - Post Masters DNP
- Systems Leadership - Post Masters DNP

- Post-Graduate Certificate Programs
  - Adult Gerontology Acute Care Nurse Practitioner
  - Family Nurse Practitioner
  - Nurse Educator
  - Psychiatric Mental Health Nurse Practitioner

Residency Requirements

Students enrolled in the following programs must earn the minimum semester credit hours from the College of Nursing to be eligible to receive the degree (for program starts prior to Fall 2026):

Program	Credit Hours	Minimum Hours
BSN Program		
Pre-license BSN	124	30
Accelerated BSN	124	30
RN-BSN	123	30
LPN-BSN	127	31
MSN Program		
MSN – Adult Gerontology Acute Care Nurse Practitioner	57	40
MSN – Family Nurse Practitioner	51	35
MSN – Psychiatric Mental Health Nurse Practitioner	47	37
MSN - Neonatal Nurse Practitioner	40	30
MSN – Nursing Management Leadership	36	24
MSN – Nurse Educator	33	21
PGC – Adult Gerontology Acute Care Nurse Practitioner	37	25
PGC – Nurse Educator	9-15	9-15
PGC – Family Nurse Practitioner	32	20
PGC – Psychiatric Mental Health Nurse Practitioner	37	25
DNP Program		
Post Graduate DNP	40	27
BSN-DNP Adult Gerontology Acute Care Nurse Practitioner	77	65
BSN-DNP Family Nurse Practitioner	75	60
BSN-DNP Psychiatric Mental Health Nurse Practitioner	77	65
BSN-DNP Neonatal Nurse Practitioner	73	61

Program	Credit Hours	Minimum Hours
BSN Program *Curriculum as of Fall 2026*		
Pre-license BSN	120	30
Accelerated BSN	120	30
RN-BSN	120	30
MSN Program *Curriculum as of Fall 2026*		
MSN – Adult Gerontology Acute Care Nurse Practitioner	59	47
MSN – Family Nurse Practitioner	54	42
MSN – Nurse Educator	39	27
MSN – Psychiatric Mental Health Nurse Practitioner	56	44
PGC – Adult Gerontology Acute Care Nurse Practitioner	20	12
PGC – Nurse Educator	39	27
PGC – Family Nurse Practitioner	21	12
PGC – Psychiatric Mental Health Nurse Practitioner	23	12
DNP Program *Curriculum as of Fall 2026*		
Post Masters DNP (Current APRN - no new specialty)	24	12
Post Masters DNP Systems Leadership	45	33
BSN-DNP Adult Gerontology Acute Care Nurse Practitioner	75	63
BSN-DNP Family Nurse Practitioner	70	58
BSN-DNP Psychiatric Mental Health Nurse Practitioner	72	60
BSN-DNP Systems Leadership	68	56

Standardized Testing

Undergraduate nursing students in the pre-licensure program will participate in standardized testing as determined by the Undergraduate Curriculum Committee. These exams are a required part of the curriculum.

Students are required to complete HESI Specialty Exams throughout the nursing curriculum. These exams are designed to measure student progress and readiness related to the NCLEX examination. The cost for administering HESI Specialty Exams is included in the student's tuition and fees. See the Student Handbook for related requirements and procedures.

Graduate students may also be required to complete standardized testing based on program track requirements. When required, students are notified during recruitment and advising discussions. The cost for these tests, when applicable, is included in tuition and fees.

Distance Learning

Distance learning at Saint Francis Medical Center College of Nursing involves blended learning environments for traditional undergraduate classroom courses and predominately online courses for all graduate degree programs.

Learning takes place synchronously, asynchronously, or with a combination of both modalities. All students are accountable for their own learning and are expected to collaborate with faculty and other participants. Students enrolled in distance learning courses are expected to comply with course requirements.

Blended or hybrid courses are taught in the traditional classroom setting and use a Learning

Management System to distribute syllabi and course materials along with the integration of other.

Moving to a New State

Students must contact their advisor to discuss any change in their state of residence prior to relocation. Should a student relocate to a state in which Saint Francis Medical Center College of Nursing is not authorized to provide distance education, continued enrollment cannot be guaranteed. The move may also impact the student's financial aid.

Recruiting Practices

Saint Francis Medical Center College of Nursing refrains from high-pressure recruitment tactics such as making multiple unsolicited contacts, including contacts by phone, email, or in-person, and engaging in same-day recruitment and registration for the purpose of securing Service member enrollments.

Undergraduate Programs

Description of Program Offerings

Pre-Licensure BSN - The College offers an undergraduate program that leads to a baccalaureate degree in nursing (BSN). Upon graduation, the students are eligible to write the national licensure examination for practice as a professional registered nurse.

- *For students starting the program prior to the Fall 2026 term* - Completion of the program requires 124 credit hours of coursework: 59 hours of general education and support courses at an accredited college or university of the student's choice, and 65 hours of study in the nursing major at the College of Nursing.
- *For students starting the program the Fall 2026 term and after* - Completion of the program requires 120 credit hours of coursework: 56 hours of general education and support courses at an accredited college or university of the student's choice, and 64 hours of study in the nursing major at the College of Nursing.

Accelerated BSN - Upon graduation, the students are eligible to write the national licensure examination for practice as a professional registered nurse. The curriculum for the Accelerated BSN program

- *For students starting the program prior to the Fall 2026 term* - Consists of 123 semester hours of coursework, plus mostly on-campus clinical experiences. The classroom requirements include 59 hours of liberal arts and sciences courses (achieved at an accredited college or university of the student's choice) and 64 hours of study in the nursing major at the College of Nursing.
- *For students starting the program the Fall 2026 term and after* - Consists of 120 semester hours of coursework, plus mostly on-campus clinical experiences. The classroom requirements include 57 hours of liberal arts and sciences courses (achieved at an accredited college or university of the student's choice) and 63 hours of study in the nursing major at the College of Nursing.

RN to BSN - The College offers registered nurses the opportunity for a fast-track option in the baccalaureate nursing program. The educational plan for the registered nurse shares the same program goals and objectives of the BSN nursing program but provides a fast-track pathway.

- *For students starting the program prior to the Fall 2026 term* - Completion of the fast-track option requires 123 credit hours of coursework: 59 hours of general education and support courses at an accredited college or university of the student's choice and 64 hours of study in the nursing major offered by the College. The option for registered nurses is offered predominantly online. One course is available for credit through portfolio review.
- *For students starting the program the Fall 2026 term and after -* Completion of the fast-track option requires 120 credit hours of coursework: 56 hours of general education and support courses along with 34 hours of nursing course credits at an accredited college or university of the student's choice and 30 hours of study in the nursing major offered by the College.

LPN to BSN - Upon graduation, the students are eligible to write the national licensure examination for practice as a professional registered nurse. The curriculum for the LPN to BSN program:

- *For students starting the program prior to the Fall 2026 term* - Consists of 125 semester hours of coursework, plus mostly on-campus clinical experiences. The classroom requirements include 59 hours of liberal arts and sciences courses (achieved at an accredited college or university of the student's choice) and 66 hours of study in the nursing major at the College of Nursing.

Undergraduate Admission to the College

The College of Nursing endeavors to admit qualified applicants who can reasonably be expected to successfully complete the upper division baccalaureate nursing program. The College admits qualified students without regard to national or ethnic origin, race, color, creed, sex, age, or other legally protected category applicable to the College. All students complete the required pre-nursing sequence which provides a common base on which to build the nursing major. The diversity of educational backgrounds may include a minimum of the required pre-nursing courses; a degree in a non-nursing area; or an associate degree or diploma in nursing.

Students are encouraged to seek academic advisement early in the pre-nursing curriculum from the Admissions Office to facilitate progression and timely enrollment. Selection is competitive and students who meet admission criteria will be reviewed and accepted by the Admissions Office. Those students potentially at risk will be evaluated by the Admissions and Progression Committee. Students at risk include those who previously attended another nursing program and received a D or an F in completed coursework, those who withdrew from a nursing program or have any other potential problem as identified.

Undergraduate Admission Requirements - Pre-Licensure BSN

1. Evidence of graduation from a high school approved by the State Board of Education or official score report of the G.E.D.
2. Home schooled applicants should submit the following:
   a. Official copy of the academic record indicating grade point average, a summary of all courses taught by the home school, the title of each course, the grade received, and the name of the instructor.
   b. Official transcripts received through any correspondence school or regional organization that provides the service for home schools.
   c. The Secondary School Report Home School Supplement HS.
3. Completion of 59 credit hours of required pre-nursing curriculum at a regionally accredited college or university with an overall grade point average (GPA) of at least 2.5 on a 4.0scale.
4. 2.5 GPA for Anatomy and Physiology courses. This requirement is waived for registered nurses.
5. Required pre-nursing courses must be taken for a letter grade rather than pass/fail or credit/no credit.
6. Only grades of C or above are accepted for transfer credit.
7. A total of two courses may be repeated within the past five years. Each course may be repeated only one time.
8. Courses with a grade of D or lower taken five years or more before the date of application will be disregarded in the calculation of the admission GPA.
9. Acceptance of College Level Examination Program (CLEP) or Proficiency Examination Program (PEP) credit will be given individual consideration by the Admissions and Progression Committee.

Meeting the minimum requirements does not guarantee admission. Admission is competitive and usually the average GPA of the admitted class is significantly higher than the stated minimum of 2.5.

Application Process

1. Completion of 30 credit hours of required courses, which must include eight (8) credits of the required science courses. A minimum of two of the four required science courses must be completed before initial consideration for admission. The two science courses must be a combination of anatomy and physiology I and/or II, chemistry, and microbiology. The nutrition course is not counted as a required science course.
2. Completed Application Form with a non- refundable fee of $50.
3. Official high school transcript or an official G.E.D. score report.
4. Official transcripts from all colleges and/or universities attended.
5. An interview is optional at the request of either the College or the applicant.

The applicant is responsible for submitting current college transcripts to keep the Admissions Office informed of progress with the pre-nursing course requirements. It may not be possible to offer admission to all qualified applicants because of a highly competitive applicant pool and space limitations. Selected applicants receive an official acceptance letter and an Enrollment Form which must be submitted to the Admissions Office within four weeks of notification of acceptance. No enrollment deposit is required. Applicants who are not accepted will be informed by mail and must submit in writing a request for the academic file to remain active for a maximum of one year.

High School Student Early Admission

The College offers the opportunity for qualified students who have completed their junior year of high school to apply for early acceptance to the College. As part of the program, the accepted student is guaranteed a spot in the class by meeting the requirements for early admission and maintaining eligibility requirements.

Admission Criteria

High school GPA of at least 3.25 on a 4-point scale

Application Process

After completing the junior year of high school:

1. Complete and submit the Early High School Admission Application.
2. Submit the $50 non-refundable application fee.
3. Submit official high school transcript once grades and class rank have been calculated following the spring semester of the junior year.
4. An interview is optional at the request of either the College or the applicant.

Maintaining Early Admission Eligibility

1. Submit the following to the Admissions Office:
   a. Official high school transcript with graduation date upon completion of senior year with official graduation date.
   b. Official college transcript upon completion of each semester of college
2. Maintain a minimum transferable college GPA of 2.5 while taking the required 59 credit hours of liberal arts and science courses at the college of their choice. If the college GPA of 3.0 is not maintained, the student will be removed from the early admission status and be placed in the regular admission pool.
3. Student is required to attend all mandatory College meetings and remain in contact with their College of Nursing admissions recruiter between their date of acceptance and the date they begin courses at the College.
4. Student must meet the College's current admission standards related to pre-nursing courses.

Students who do not meet the early admission requirements or do not maintain their early admission eligibility will be removed from the early admission pool and placed in the regular admission pool.

No enrollment deposit is required. An official acceptance or denial letter will be mailed to each applicant.

Admission of Accelerated BSN Students (Pre-Licensure)

1. Evidence of graduation from a regionally accredited college or university with a bachelor's degree.
2. Completion of 59 credit hours of required pre-nursing curriculum at a regionally accredited college or university with an overall grade point average (GPA) of at least 3.0 on a 4.0 scale.
3. 3.2 GPA for Anatomy and Physiology courses.
4. Required pre-nursing courses must be taken for a letter grade rather than pass/fail or credit/no credit.
5. Only grades of C or above are accepted for transfer credit.
6. A total of two courses may be repeated within the past five years. Each course may be repeated only one time.
7. Courses with a grade of D or lower taken five years or more before the date of application will be disregarded in the calculation of the admission GPA.
8. Acceptance of College Level Examination Program (CLEP) or Proficiency Examination Program (PEP) credit will be given individual consideration by the Admissions and Progression Committee.

Meeting the minimum requirements does not guarantee admission.

Admission of Registered Nurses (RN to BSN)

The College of Nursing offers registered nurses the opportunity for a fast-track option in the baccalaureate nursing program. The educational plan for the registered nurse shares the purposes and objectives of the generic nursing program. Academic advisement is available at the College to assist the student with a plan for advanced placement, transfer of credit and completion of requirement. All policies in regard to admission, academic advisement, progression in the nursing major and program completion apply to the registered nurse student. This means that there is not a time limitation on science courses for the practicing registered nurse. Registered nurses must submit a copy of current Illinois license and official school of nursing transcript. Registered nurses may enroll as full time, part time or as a student-at-large.

Undergraduate Admission Requirements – RN to BSN

1. Evidence of graduation from a high school approved by the State Board of Education or official score report of the G.E.D.
2. Home schooled applicants should submit the following:
3. Completion of 59 credit hours of required pre-nursing curriculum at a regionally accredited college or university with an overall grade point average (GPA) of at least 2.5 on a 4.0 scale.
4. 2.5 GPA for Anatomy and Physiology courses. This requirement is waived for registered nurses.
5. Required pre-nursing courses must be taken for a letter grade rather than pass/fail or credit/no credit.
6. Only grades of C or above are accepted for transfer credit.
7. A total of two courses may be repeated within the past five years. Each course may be repeated only one time.
8. Courses with a grade of D or lower taken five years or more before the date of application will be disregarded in the calculation of the admission GPA.
9. Acceptance of College Level Examination Program (CLEP) or Proficiency Examination Program (PEP) credit will be given individual consideration by the Admissions and Progression Committee.

10. Registered nurses must submit a copy of current license.

Meeting the minimum requirements does not guarantee admission. Admission is competitive and usually the average GPA of the admitted class is significantly higher than the stated minimum of 2.5.

Upon satisfactory completion or concurrent enrollment of the pre-nursing curriculum, the student may be admitted to the College of Nursing. The following courses are required to be taken by the registered nurse:

Admission of Licensed Practical Nurses (LPN to BSN)

1. Evidence of graduation from a high school approved by the State Board of Education or official score report of the G.E.D.
2. Home schooled applicants should submit the following:
3. Completion of 59 credit hours of required pre-nursing curriculum at a regionally accredited college or university with an overall grade point average (GPA) of at least 2.5 on a 4.0 scale.
4. 2.5 GPA for Anatomy and Physiology courses. This requirement is waived for registered nurses.
5. Required pre-nursing courses must be taken for a letter grade rather than pass/fail or credit/no credit.
6. Only grades of C or above are accepted for transfer credit.
7. A total of two courses may be repeated within the past five years. Each course may be repeated only one time.
8. Courses with a grade of D or lower taken five years or more before the date of application will be disregarded in the calculation of the admission GPA.
9. Acceptance of College Level Examination Program (CLEP) or Proficiency Examination Program (PEP) credit will be given individual consideration by the Admissions and Progression Committee.
10. Licensed Practical Nurses must submit a copy of current license.

Meeting the minimum requirements does not guarantee admission. Admission is competitive and usually the average GPA of the admitted class is significantly higher than the stated minimum of 2.5.

International Student Admission Criteria (BSN only)

1. International students must meet the same College of Nursing admission requirements as students who are educated in the United States of America.
2. A College of Nursing Application for International Admission and a non-refundable $75.00 application fee must be submitted to the College by the deadlines shown below. Late applications will be deferred to the next semester.
3. The College of Nursing will only accept international students with F-1 Student Visas as full-time students into its Bachelor of Science in Nursing (BSN) program. Full time enrollment is not available in the College of Nursing's RN to BSN or graduate programs.
4. The prospective student must submit high school and official college transcripts, or its equivalent, in English (or a certified translation). The transcripts must be mailed directly to the College of Nursing from the institutions that were attended and must include the school's seal.
5. Official transcripts that are not in English must be evaluated by an official credentialing center and a copy of the evaluation must be sent by the Center directly to the College. A Course-by-Course Evaluation is required. The prospective student assumes the responsibility for providing transcript evaluation and must pay for the evaluation.
6. The Test of English as a Foreign Language (TOEFL) is required of all applicants whose native language is not English. If the bachelor's or master's degree was earned from a school in the United States of America, the TOEFL requirement is waived. To satisfy this requirement, the prospective student must take the TOEFL with a minimum score of 550 for paper/pencil or 79 for the Internet based exam. Students who do not pass the TOEFL must confer with a representative of the Admissions Office and be considered by the Admission and Progression Committee. Test scores cannot be more than two years old.

7. An interview is optional at the request of either the College or the applicant.
8. Prospective students are required to show assured support for the two years at the College. Bank certification is required to assure that the student has the amount required for cost of attendance. If funds are from a source other than the applicant, i.e., a sponsor, the sponsor must sign the form and note amount of funding pledged. The sponsor must also provide Bank Certification which must also have original seal of the financial institution. No photocopies or fax copies will be accepted.

For Students Beginning Programs Prior to Fall 2026 Starts

Pre-Licensure BSN Curriculum – Prior to Fall 2026 Start

Courses	Credit Hours
304 Nursing and Healthcare Ethics	3
310 Health Assessment	3
312 Pathophysiology	4
314 Pharmacological Basis of Nursing Practice	3
318 Research for Nursing Practice	3
321 Learning Strategies for Nursing Students	1
322 Concepts of Care for the Older Adult	3
324 Conceptual Basis of Nursing I Theory	4
325 Conceptual Basis of Nursing I Clinical	2
330 Conceptual Basis of Nursing II Theory	5
331 Conceptual Basis of Nursing II Clinical	5
412 Trends & Issues for Prof. Nursing	3
426 Conceptual Basis of Nursing III Theory	5
427 Conceptual Basis of Nursing III Clinical	5
431 Elective	3
434 Concepts in Nursing Management *(RNs only; online)*	3
438 Conceptual Basis of Nursing IV Theory	5
439 Conceptual Basis of Nursing IV Clinical	5

Total: 65 credit hours

Accelerated BSN Curriculum– Prior to Fall 2026 Start

Course	Credit Hours
NAC 344 Fundamentals of Nursing and Health Assessment	6
NAC 346 Accelerated Pathopharmacology I	4
NAC 348 Nursing as a Profession	3
NAC 352 Adult Practicum I	4
PAC 342 Catholic Principles for Health Care Ethics	4
NAC 356 Pathopharmacology II	4
NAC 358 Concepts of Chronic and Acute Adult Health	6
NAC 359 Adult Practicum II	4
NAC 362 Concepts of Maternal-Child Health	4

NAC 363 Maternal-Child Practicum	3
NAC 432 Concepts of Community and Psychiatric Mental Health	5
NAC 433 Community and Psychiatric Mental Health Practicum	4
NAC 436 Introduction to Evidence Based- Practice	3
NAC 440 Leadership in Nursing and Healthcare	4
NAC 444 Clinical Immersion	4
NAC 446 NCLEX Prep Course	2

Total: 64 credit hours

RN to BSN Curriculum– Prior to Fall 2026 Start

Courses	Credit Hours
304 Nursing and Healthcare Ethics	3
310 Health Assessment *(RNs only; online)*	3
317 Concepts of Professional Nursing	3
318 Research for Nursing Practice	3
425 Promoting Healthy Communities	5
433 Experiences in Clinical Nursing *(Portfolio option)*	8
434 Concepts in Nursing Management *(RNs only; online)*	3
436 Trends and Issues for Professional Nursing (*RNs only)*	3

Total: 31 credit hours

Graduates of state approved diploma or associate degree nursing programs may receive 33 credit hours in the nursing major without examination. Upon formal acceptance and satisfactory completion of courses, 317 Concepts of Professional Nursing, 310 Health Assessment and 425 Promoting Health Communities, the registered nurse will be granted credit for the following College of Nursing courses:

Course	Credit Hours
312 Pathophysiology	4
314 Pharmacological Basis of Nursing Practice	3
324 Conceptual Basis of Nursing I Theory	4
325 Conceptual Basis of Nursing I Clinical	2
330 Conceptual Basis of Nursing II Theory	5
331 Conceptual Basis of Nursing II Clinical	5
426 Conceptual Basis of Nursing III Theory	5
427 Conceptual Basis of Nursing III Clinical	5

Total: 33 credit hours

LPN to BSN Curriculum– Prior to Fall 2026 Start

Course		Credit Hours
300	LPN Transition Pathway Course	6
304	Nursing and Healthcare Ethics	3

312	Pathophysiology	4
314	Pharmacological Basis of Nursing Practice	3
318	Research for Nursing Practice	3
321	Learning Strategies for Nursing Students	1
322	Concepts of Care for the Older Adult	3
330	Conceptual Basis of Nursing II Theory	5
331	Conceptual Basis of Nursing II Clinical	5
412	Trends & Issues for Prof. Nursing	3
426	Conceptual Basis of Nursing III Theory	5
427	Conceptual Basis of Nursing III Clinical	5
431	Elective	3
438	Conceptual Basis of Nursing IV Theory	5
439	Conceptual Basis of Nursing IV Clinical	5

Total: 59 earned credit hours

Credit hours granted by Saint Francis Medical Center College of Nursing after satisfactory completion of BSN 300

Courses	Credit Hours
310 Health Assessment	3
324 Conceptual Basis of Nursing I Theory	4
325 Concepts of Professional Nursing	2

Total: 68 credit hours earned and awarded

BSN Program Student Learning Outcomes

1. Integrate nursing, scientific, liberal arts, and humanistic knowledge to implement safe, evidence-based, person-centered care across diverse healthcare settings.
2. Design and deliver holistic, culturally responsive, and spiritually grounded care that promotes health, dignity, and well-being for individuals and families across the lifespan.
3. Apply principles of epidemiology, social determinants of health, and equity-focused strategies to engage with communities, improve outcomes, and reduce health disparities.
4. Utilize current evidence and scholarly resources to inform clinical decision-making and nursing practice.
5. Implement evidence-based strategies to promote patient safety and quality care.
6. Collaborate effectively with patients, families, and interprofessional teams using therapeutic communication to achieve optimal, coordinated care.
7. Identify how healthcare systems, organizational structures, and policy influence care delivery, and articulate system-level improvements that advance equity and access.
8. Use informatics tools and healthcare technologies to support safe practice, communication, and decision-making.
9. Exhibit professional identity, ethical conduct, and accountability, reflecting the values of nursing, social justice, and legal standards in all aspects of practice.
10. Engage in reflective practice, self-care, and leadership opportunities to promote lifelong professional growth.

Graduate Programs

The Graduate Program extends the excellence in education offered at the baccalaureate level and gives

nurses a way to advance their careers and enhance patient care. Graduate studies build on knowledge gained in the undergraduate program and through experience as practicing nurses. Faculty guide students in the learning process and graduate students learn by discovery in their readings, reflections, scholarly work, and by sharing experiences and expertise with other students. The College has three types of educational offerings including MSN degrees, post-graduate certificate programs, and DNP degrees. Each type will be addressed below.

Master of Science in Nursing

A Master of Science in Nursing (MSN) degree advances nursing knowledge and expertise, and the College has educational opportunities in practice, education, and leadership. The six majors offered include Nurse Educator, Nursing Management Leadership, Neonatal Nurse Practitioner, Family Nurse Practitioner, Adult Gerontology Acute Care Nurse Practitioner, and Psychiatric Mental Health Nurse Practitioner (Across the Life Span). The master's programs are offered predominantly online using learning management software. Students participate in both synchronous and asynchronous discussions.

Admissions Requirements

Applications are reviewed throughout the year, but priority is given to applicants who complete application process by April 1 for fall enrollment and October 15 for spring enrollment options.

For admission into the MSN program the following are required:

1. Submit a completed application.
2. Pay $50 nonrefundable application fee.
3. Official transcripts from all colleges and universities attended. Please include all names associated with the transcript for filing purposes.
4. Bachelor of Science in Nursing from a program accredited regionally and accredited by ACEN, CNEA or CCNE.
5. Minimum cumulative GPA of 2.8/4.0
6. Evidence of completion of undergraduate health assessment and nursing research with a minimum grade of "C" in both courses.
7. Proof of current, unencumbered licensure to practice as a Registered Nurse.
8. NNP: Must have the equivalent of at least two years of full-time clinical experience as an RN in a Level III or IV NICU within the past five years before starting clinical courses. May start theory courses without the required clinical experience and must hold and maintain a current Neonatal Resuscitation Program certificate.
9. Psychiatric-Mental Health Nurse Practitioner students must have one year of experience (or the equivalent) in psych-mental health within the last five years prior to starting the psych-mental health specific theory or practicum courses.
10. Evidence of one-year professional nursing experience preferred.
11. College may request to interview applicant.

Additional requirements are necessary for admission to the Neonatal Nurse Practitioner and Psychiatric Mental Health Nurse Practitioner tracks:

Neonatal Nurse Practitioner

Neonatal Nurse Practitioner applicants must have the equivalent of two years full-time clinical experience as an RN in a Level III or IV NICU within the past five years before starting clinical courses. May start theory courses without the required clinical experience. These applicants must hold and maintain a current Neonatal Resuscitation Program certification.

Psychiatric Mental Health Nurse Practitioner

Psychiatric Mental Health Nurse Practitioner students is recommended to have one year of experience (or the equivalent) in psychiatric-mental health within the past five years prior to starting the psychiatric- mental health specific theory or practicum courses.

*Any exceptions to these requirements must be approved by the Graduate Committee.

MSN Program Student Learning Outcomes

The graduate of the MSN program is able to:

1. Integrate advanced nursing, scientific, and theoretical knowledge to support specialty practice and education.
2. Manage comprehensive, evidence-based, and culturally responsive care across the health-illness continuum.
3. Analyze population health data and social determinants of health to develop equitable interventions that reduce disparities and promote community well-being
4. Apply evidence appraisal and translation strategies in specialty practice or education.
5. Implement quality improvement strategies to enhance outcomes in clinical and academic settings.
6. Coordinate care and educational initiatives through effective collaboration with interprofessional partners.
7. Evaluate healthcare systems and policies to identify opportunities for innovation, cost-effectiveness, and improved access to care.
8. Employ informatics and emerging technologies to support decision-making, teaching, evaluation, and improvement of health outcomes.
9. Demonstrate ethical comportment, cultural humility, and professional accountability in all aspects of nursing leadership, advocacy, and interprofessional collaboration.
10. Engage in lifelong learning and reflective practices to cultivate resilience, leadership, and professional growth in dynamic healthcare environments.

Curriculum (Effective Fall 2018 to Summer 2026)

**Numbers listed to the right of the course name indicate credit hours earned. If there are additional numbers listed in parenthesis, the first number is credit hours for theory and the second number is credit hours for practicum.*

RN-MSN Fast Track

Registered nurses with an associate degree or a diploma in nursing and who hold a bachelor degree in a discipline other than nursing are able to complete the five courses to fast track to the MSN major of the student's choice.

Course	Credit Hours
310 Health Assessment	3
318 Research for Nursing Practice	3
425 Promoting Healthy Communities for the RN clinical	5(4/1)*
433 Experience in Clinical Nursing *	8
450 Transition to Advanced Practice	4

Total: 23 credit hours

Adult Gerontology Acute Care Nurse Practitioner (AGACNP) – Prior to Fall 2026 Start

Adult Gerontology Acute Care Nurse Practitioners (AGACNP) assess, diagnose, and manage acutely ill patients in hospital and hospital-to-clinic settings. The advanced skills of the AG ACNP may be used in emergency departments, intensive care units, intermediate care units and specialty clinics such as

cardiology or neurology. Adult Gerontology Acute Care Nurse Practitioners focus on populations needing critical care and treatment of acute and chronic illnesses, disability and/or injury. Students come to campus several times during the five semesters with practicum courses. Graduates will be prepared to take the certification exam and assume leadership roles for the targeted populations addressed above. Students will complete this 61-credit hour option and 800 practicum hours.

Core Courses	**Credit Hours**
500 Theoretical Foundations of Advanced Nursing Practice	3
710 Biostatistics	3
759 Information Systems & Technology for Transformation of HealthCare	3
707 Principles of Epidemiology & Health Promotion in Advanced Nursing Practice	3
816 Organizational Leadership and Finance	4
Role Specific Courses	
509 Advanced Health Assessment, Clinical Reasoning and Diagnosis Across the Lifespan	3
519 Advanced Pathophysiology Across the Lifespan	3
511 Differential Diagnosis	3
529 Advanced Pharmacotherapeutics Across the Lifespan	3
726 Analysis of Evidence-Based Practice	3
753 Ethics, Policy and Law	3
756 Systems and Patient Populations	3
618 Acute Care Diagnostics & Therapeutics (100 hours practicum)	4
623 Adult and Aging I (150 hours practicum - primary care)	4.5
624 Adult and Aging II (150 hours practicum - acute care)	4.5
636 Acute Care I (150 hours practicum)	4.5
639 Acute Care II (150 hours practicum)	4.5
641 Acute Care Immersion (100 hours practicum)	2

Total Practicum Hours = 800 (1 credit hour for practicum=100 practicum hours) Total Credit Hours = 61

Nurse Educator (NE) – Prior to Fall 2026 Start

The Master of Science in Nursing Program offers a 39-credit hour educator option designed for the baccalaureate professional nurse. Graduate students will be prepared to design and use multiple educational delivery systems and teaching strategies. In addition, the student will develop, implement and evaluate curriculum that will prepare nurses responsive to future and current health care and educational systems.

Core Courses	**Credit Hours**
500 Theoretical Foundations	3
710 Biostatistics	3
759 Information Systems & Technology for Transformation of HealthCare	3
726 Analysis of Evidence-Based Practice	3
532 Foundations of Education in Nursing	3
756 Systems and Patient Population	3
531 Health Assmt/Diag.Reasoning, Path, Pharm Across the Lifespan	3
753 Ethics, Policy and Law	3
540 Evaluation Strategies in Nursing Education	3

536 Issues & Roles in Nursing Education	3
816 Organizational Leadership and Finance	4
604.2 Educator Practicum (200 practicum hours)	2
604.3 Educator Practicum (300 practicum hours)	3

Total Program Practicum Hours = 500 Total Credit Hours = 39

Nursing Management Leadership (NML) – Prior to Fall 2026 Start

The Nursing Management Leadership option is a 36-credit hour MSN option. This degree prepares the baccalaureate professional nurse for a variety of leadership positions.

Courses	Credit Hours
500 Theoretical Foundations of Advanced Nursing Practice	3
710 Biostatistics	3
759 Information Systems & Technology for Transformation of Health Care	3
726 Analysis of Evidence-Based Practice	3
816 Organizational Leadership and Finance	4
756 Systems and Patient Population	3
736 Translation of Evidence into Practice	3
554 Human Resource Management	3
753 Ethics, Policy and Law	3
558 Managed Care & Integrated Delivery Systems	3
615.1 Management Practicum with Capstone Project (300 practicum hours)	3
615.2 Management Practicum with Capstone Project (200 practicum hours)	2

Total Practicum Hours = 500 (1 credit hour for practicum=100 practicum hours) Total Credit Hours = 36

Neonatal Nurse Practitioner (NNP) – Prior to Fall 2026 Start

The Neonatal Nurse Practitioner option is a 45-credit hour course of study designed to provide the baccalaureate prepared nurse with an in-depth focus on health management of the acutely and critically ill neonate and their family through their studies in research, theory, cultural diversity, health policy, ethics and leadership related to the role of the Advanced Practice Nurse. Upon successful completion of this program, the graduate will be eligible to sit for the national Neonatal Nurse Practitioner certification examination offered by the National Certification Corporation.

Courses	Credit Hours
500 Theoretical Foundations of Advanced Nursing Practice	3
710 Biostatistics	3
759 Information Systems & Technology for Transformation of HealthCare	3
543 Adv. Health Assess and Diagnostic Reasoning for the Neonatal Nurse Practitioner	3
519 Advanced Pathophysiology Across the Lifespan	3
726 Analysis of Evidence-Based Practice	3
816 Organizational Leadership and Finance	4
546 Advanced Physiology & Pathophysiology of the Neonate	3
541 Advanced Pharmacology for the Neonatal Nurse Practitioner	3
756 Systems and Patient Population	3
551 Neonatal Nurse Practitioner Management I (100 practicum hours)	2.5

559 Neonatal Nurse Practitioner Management II (100 practicum hours)	2.5
753 Ethics, Policy and Law	3
634.1 Neonatal Nurse Practitioner Practicum (300 practicum hours)	3
634.2 Neonatal Nurse Practitioner Practicum (300 practicum hours)	3

Total Practicum Hours = 800 (1 cr hr for practicum=100 practicum hours) Total Credit Hours = 45

Family Nurse Practitioner (FNP) – Prior to Fall 2026 Start

The Family Nurse Practitioner option is a 55-credit hour course of study with 800 practicum hours, which allows graduates to care for individuals across the lifespan in primary care settings. The FNP is prepared to prevent illness, promote wellness and treat those with acute and chronic illnesses. Students need to come to campus once during each of the four courses with a practicum. Upon successful completion of this MSN degree option, the graduate is eligible to take the national certification examination.

Courses	Credit Hours
500 Theoretical Foundations of Advanced Nursing Practice	3
710 Biostatistics	3
759 Information Systems &Technology for Transformation of Health Care	3
707 Principles of Epidemiology & Health Promotion in Advanced Nursing Practice	3
753 Ethics, Policy and Law	3
726 Analysis of Evidence-Based Practice	3
816 Organizational Leadership and Finance	4
756 Systems and Patient Population	3
509 Advanced Health Assessment, Clinical Reasoning & Diagnosis Across the Lifespan	3
519 Advanced Pathophysiology Across the Lifespan	3
511 Differential Diagnosis	3
529 Advanced Pharmacotherapeutics Across the Lifespan	3
556.15 Family Health Management II (150 practicum hours)	4.5
557.15 Family Health Management III (150 practicum hours)	4.5
555.15 Family Health Management I (150 practicum hours)	4.5
642 FNP Practicum IV (350 practicum hours)	4.5

Total Program Practicum Hours = 800 Total Credit Hours = 55

Psychiatric Mental Health Nurse Practitioner (PMHNP) – Prior to Fall 2026 Start

The Psychiatric Mental Health Nurse Practitioner option is a 54-credit hour course of study. This option is designed to prepare the graduate to care for individuals across the lifespan with mental health care needs and practice in a variety of settings such as clinics, human service centers, prompt cares and physician practices. Upon successful completion of this degree option, the graduate is eligible to take the national certification examination.

Courses	Credit Hours
500 Theoretical Foundations of Advanced Nursing Practice	3
753 Ethics, Policy and Law	3
726 Analysis of Evidence-Based Practice	3
710 Biostatistics	3
759 Information Systems & Technology for Transformation of HealthCare	3
756 Systems and Patient Population	3

509 Advanced Health Assessment, Clinical Reasoning and Diagnosis Across the Lifespan	3
519 Advanced Pathophysiology Across the Lifespan	3
529 Advanced Pharmacotherapeutics Across the Lifespan	3
566 Family Mental Health Psychopharmacology	3
816 Organizational Leadership and Finance	4
568 Advanced Assessment & Therapeutic Interventions	3
569.15 FPMHNP Practicum I (150 practicum hours)	1.5
570 Family Psychiatric Mental Health Nursing - Diagnosis and Management of Children & Adolescents	3
571 FPMHNP Practicum II (200 practicum hours)	2
572 Advanced Psychiatric Nursing - Diagnosis and Management of Adults & Specialty Populations	3
573 FPMHNP Practicum III (200 practicum hours)	2
707 Principles of Epidemiology & Health Promotion in Advanced Nursing Practice	3
650.25 FPMHNP Practicum IV (250 practicum hours)	2.5

Total Program Practicum Hours = 800 Total Credit Hours = 54

Doctor of Nursing Practice (DNP) Program

Description of Program Offerings

The DNP is a terminal degree with emphasis on leadership, evidence-based practice, and application of research to improve quality, in contrast to a Ph.D., which focuses on research to create new knowledge. The post-graduate DNP offers a path to the DNP degree for nurses who already hold a master's degree, with options in practice or leadership. The College offers BSN-DNP options for students with a BSN who want to become nurse practitioners and earn the DNP degree at the same time. The options available are Adult Gerontology Acute Care Nurse Practitioner, Family Nurse Practitioner, Neonatal Nurse Practitioner, and Psychiatric Mental Health Nurse Practitioner. The DNP programs are offered predominately online using learning management software. Students participate in both synchronous and asynchronous discussions.

Admission Requirements for Post-Graduate DNP

- Official transcripts from all colleges and universities attended.
- Clinical: MSN degree from ACEN, CCNE, OR CNEA accredited program. Evidence of 500 practice hours.
- Leadership: a master's degree in health administration, leadership, or other area of study approved by the Dean or graduate committee.
- Degrees must be from regionally accredited schools.
- Minimum cumulative GPA of 3.2 on a 4.0 scale.
- Curriculum vitae with publications listed (if applicable).
- Copy of current, unencumbered license (as RN and advanced practice license, if applicable).
- Leadership: must show evidence of any practicum hours completed for master's degree. If fewer than 500 hours, then it is required to add practicum hours during the doctoral program to complete.
- the 1,000 practicum hours required for graduation or show evidence of management/leadership certification from American Organization for Nursing Leadership (formerly AONE) or ANCC.
- Evidence of one-year professional nursing experience preferred.
- An interview may be requested.

Admission Requirements for BSN-DNP

- Completed Application for Admission Priority Date - Priority acceptance is given to completed application materials received by April 1st for fall semester and Oct. 1st for spring, although applications are accepted all year round. Please include name used for transcript filing purposes.
- Pay nonrefundable $50.00 application fee.
- Request that the registration office of all post high school education institutions previously attended send an official transcript directly to the Admissions Office. Please note that we must receive an official transcript from every institution, even if transfer credit from that institution appears on the transcript of another institution.
- Bachelor of Science in Nursing from a program accredited by ACEN, CNEA, or CCNE and regionally accredited.
- Evidence of completion of undergraduate health assessment and nursing research with a minimum grade of "C" in both courses.
- Grade point average (GPA) of 3.0 on a 4.0 scale.
- Proof of current, unencumbered license to practice as a Registered Nurse in state where currently practicing.
- Evidence of one year professional nursing experience preferred.
- NNP-Must have the equivalent of at least two years of fulltime clinical experience as an RN in a Level III or IV NICU within the past five years before starting the clinical courses. May start theory courses without the required clinical experience. Must hold and maintain a current Neonatal Resuscitation Program certificate.
- It is preferred that Psychiatric Mental Health Nurse Practitioner students have 1 year of experience (or the equivalent) in psych-mental health within the last 5 years prior to starting the psych-mental health specific theory or practicum courses.
- An interview may be requested by the College.

DNP Program Student Learning Outcomes

The graduate of the DNP program is able to*:*

1. Synthesize advanced nursing, scientific, and translational knowledge to create innovative, evidence-based interventions that transform care across complex systems.
2. Integrate holistic, culturally responsive, and ethically grounded person centered care that promote dignity, health equity, and optimal outcomes for individuals, families, and communities.
3. Advance collaborative population health by synthesizing epidemiological, social, and environmental data to advocate for initiatives and policy that eliminate disparities and improve outcomes.
4. Generate practice-based evidence through rigorous scholarly inquiry that advances nursing science, informs policy, and transforms practice.
5. Lead quality improvement and patient safety initiatives using systems thinking and data-driven decision-making to foster a culture of safety.
6. Transform interprofessional collaboration by mentoring, guiding, and sustaining high-functioning partnerships that optimize shared decision-making and healthcare delivery.
7. Influence health system structures and policies to achieve sustainable, equitable, and cost-effective care delivery.
8. Leverage informatics, digital health tools, and data analytics to transform organizations, enhance decision-making and improve health outcomes.
9. Cultivate a dynamic professional identity grounded in accountability, perspective, and collaboration.
10. Commit to lifelong learning, reflective practice, professional development, and mentorship capacity to

sustain system-level leadership and influence the profession.

DNP Track Curricula

Post Graduate Doctor of Nursing Practice– Prior to Fall 2026 Start

Our program is designed to provide courses that prepare the graduate in areas of the scientific underpinnings for practice, organizational and systems leadership, clinical scholarship and analytical methods for evidence-based practice, information systems/technology, health care policy for advocacy in rural health care, inter-professional collaboration, clinical prevention and population health for improving the nation's health.

Courses	**Credit Hours**
707 Principles of Epidemiology & Health Promotion in Advanced Nursing Practice	3
710 Biostatistics	3
759 Information Systems & Technology for Transformation of HealthCare	3
726 Analysis of Evidence-Based Practice	3
816 Organizational Leadership and Finance	4
756 Systems and Patient Population	3
736 Translation of Evidence into Practice	3
753 Ethics, Policy and Law	3
834.1 DNP Project I	3 (2/1) *
834.2 DNP Project II	4 (2/2) *
834.3 DNP Project III	3 (1/2) *
Total Credit Hours = 35	35

BSN–DNP Program Options

BSN-DNP Adult Gerontology Acute Care Nurse Practitioner– Prior to Fall 2026 Start

Adult Gerontology Acute Care Nurse Practitioners (AG ACNP) assess, diagnose and manage acutely ill patients in hospital and hospital-to-clinic settings. The advanced skills of the AG ACNP may be used in emergency departments, intensive care units, intermediate care units and specialty clinics such as cardiology or neurology. Adult Gerontology Acute Care Nurse Practitioners focus on populations needing critical care and treatment of acute and chronic illnesses, disability and/or injury. Students come to campus once per semester during the four practicum courses. Graduates will be prepared to take the certification exam and assume advanced leadership roles for the targeted populations following the completion of the 74-credit hour curriculum and 1300 practicum hours.

Core Courses	**Credit Hours**
500 Theoretical Foundations of Advanced Nursing Practice	3
710 Biostatistics	3
759 Information Systems & Technology for Transformation of HealthCare	3
707 Principles of Epidemiology & Health Promotion in Advanced Nursing Practice	3
816 Organizational Leadership and Finance	4
Role Specific Courses	
509 Advanced Health Assessment, Clinical Reasoning and Diagnosis Across the Lifespan	3
519 Advanced Pathophysiology Across the Lifespan	3

511 Differential Diagnosis	3
529 Advanced Pharmacotherapeutics Across the Lifespan	3
726 Analysis of Evidence-Based Practice	3
753 Ethics, Policy and Law	3
736 Translation of Evidence into Practice	3
756 Systems and Patient Populations	3
834.1 DNP Project I (200 practicum hours)	3 (2/1)
834.2 DNP Project II (200 practicum hours)	4 (2/2)
618 Acute Care Diagnostics & Therapeutics (100 hours practicum)	4
834.3 DNP Project III (100 practicum hours)	3 (1/2)
623 Adult and Aging I (150 hours practicum - primary care)	4.5
624 Adult and Aging II (150 hours practicum - acute care)	4.5
636 Acute Care I (150 hours practicum)	4.5
639 Acute Care II (150 hours practicum)	4.5
641 Acute Care Immersion (100 hours practicum)	2
Total Practicum Hours = 1300 (1 credit hour for practicum=100 practicum hours) Total Credit Hours = 74	74

BSN-DNP Family Nurse Practitioner– Prior to Fall 2026 Start

The 68-credit hour course of study prepares students to provide primary care to patients of all ages. Family Nurse Practitioners focus on assessment, diagnosis and treatment of acute and chronic illnesses and they emphasize health maintenance and health promotion. Many outpatient settings are appropriate for practice for FNPs such as physician offices, clinics and urgent care facilities. Theory and practicum courses prepare graduates to take the Family Nurse Practitioner exam and assume advanced leadership roles related to the population. Students come to campus once per semester during the four practicum courses.

Courses	Credit Hours
500 Theoretical Foundations of Advanced Nursing Practice	3
710 Biostatistics	3
816 Organizational Leadership and Finance	4
707 Principles of Epidemiology & Health Promotion in Advanced Nursing Practice	3
509 Advanced Health Assessment, Clinical Reasoning & Diagnosis Across the Lifespan	3
519 Advanced Pathophysiology Across the Lifespan	3
511 Differential Diagnosis	3
529 Advanced Pharmacotherapeutics Across the Lifespan	3
759 Information Systems & Technology for Transformation of HealthCare	3
753 Ethics, Policy and Law	3
726 Analysis of Evidence-Based Practice	3
756 Systems and Patient Population	3
736 Translation of Evidence into Practice	3
834.1 DNP Project I (200 practicum hours)	3 (2/1)
556.15 Family Health Management II (150 practicum hours)	4.5
834.2 DNP Project II (200 practicum hours)	4 (2/2)
557.15 Family Health Management III (150 practicum hours)	4.5

834.3 DNP Project III (100 practicum hours)	3 (1/2)
555.15 Family Health Management I (150 practicum hours)	4.5
642 FNP Practicum IV (350 practicum hours)	4.5
Total Program Practicum Hours = 1300 Total Credit Hours = 68	68

BSN-DNP Neonatal Nurse Practitioner– Prior to Fall 2026 Start

Graduates of the 61-credit hour BSN-DNP Neonatal Nurse Practitioner option are prepared to manage care for critically ill neonates in neonatal intensive care units. The NNPs assess, diagnose and treat conditions associated with prematurity and work with the family unit in dealing with the hospitalization and needs of the neonate. Graduates are prepared to assume advanced leadership roles related to the neonatal infant and their families and they are eligible to take the National Certification Corporation certification exam.

Core Courses	**Credit Hours**
500 Theoretical Foundations of Advanced Nursing Practice	3
710 Biostatistics	3
759 Information Systems & Technology for Transformation of HealthCare	3
707 Principles of Epidemiology & Health Promotion in Advanced Nursing Practice	3
816 Organizational Leadership and Finance	4
756 Systems and Patient Population	3
753 Ethics, Policy and Law	3
519 Advanced Pathophysiology Across the Lifespan	3
726 Analysis of Evidence-Based Practice	3
543 Adv. Health Assess and Diagnostic Reasoning for the Neonatal Nurse Practitioner	3
736 Translation of Evidence into Practice	3
546 Advanced Physiology & Pathophysiology of the Neonate	3
541 Advanced Pharmacology for the Neonatal Nurse Practitioner	3
834.1 DNP Project I (200 practicum hours)	3 (2/1)
551 Neonatal Nurse Practitioner Management I (100 practicum hours)	2.5 (1.5/1)
559 Neonatal Nurse Practitioner Management II (100 practicum hours)	2.5 (1.5/1)
834.2 DNP Project II (200 practicum hours)	4 (2/2)
834.3 DNP Project III (100 practicum hours)	3 (1/2
634.1 Neonatal Nurse Practitioner Practicum (300 practicum hours)	3
634.2 Neonatal Nurse Practitioner Practicum (300 practicum hours)	3
Total Practicum Hours = 1300 (1 credit hour for practicum=100 practicum hours) Total Credit Hours = 61	61

BSN-DNP Psychiatric Mental Health Nurse Practitioner– Prior to Fall 2026 Start

Psychiatric Mental Health Nurse Practitioners assess, diagnose and treat people of all ages with psychiatric and mental health needs. The nurse practitioner prescribes medications and therapeutic interventions in a variety of outpatient settings. Following completion of the 67-credit hours of study, the graduate is eligible to sit for the Psychiatric Mental Health (Across the Lifespan) certification exam and assume advanced leadership roles for this vulnerable population.

Courses	Credit Hours
500 Theoretical Foundations of Advanced Nursing Practice	3
710 Biostatistics	3
707 Principles of Epidemiology & Health Promotion in Advanced Nursing Practice	3
816 Organizational Leadership and Finance	4
753 Ethics, Policy and Law	3
759 Information Systems & Technology for Transformation of HealthCare	3
756 Systems and Patient Population	3
726 Analysis of Evidence-Based Practice	3
736 Translation of Evidence into Practice	3
509 Advanced Health Assessment, Clinical Reasoning and Diagnosis Across the Lifespan	3
519 Advanced Pathophysiology Across the Lifespan	3
529 Advanced Pharmacotherapeutics Across the Lifespan	3
566 Family Mental Health Psychopharmacology	3
834.1 DNP Project I (200 practicum hours)	3 (2/1)
834.2 DNP Project II (200 practicum hours)	4 (2/2)
568 Advanced Assessment & Therapeutic Interventions	3
569.15 FPMHNP Practicum I (150 practicum hours)	1.5
834.3 DNP Project III (100 practicum hours)	3 (1/2)
570 Family Psychiatric Mental Health Nursing - Diagnosis and Management of Children & Adolescents	3
571 FPMHNP Practicum II (200 practicum hours)	2
572 Advanced Psychiatric Nursing - Diagnosis and Management of Adults & Specialty Populations	3
573 FPMHNP Practicum III (200 practicum hours)	2
650.25 FPMHNP Practicum IV (250 practicum hours)	2.5
Total Program Practicum Hours = 1300 Total Credit Hours = 67	67

Post Graduate Certificate Program Options

Description of Program Offerings

A post graduate certificate provides nurses who hold a master's degree the opportunity to switch to a new focus in nursing without having to earn a second master's degree. For example, a nurse practitioner who wants expertise in education, could earn the nurse educator certificate. The four post graduate certificates are Adult Gerontology Acute Care Nurse Practitioner, Nurse Educator, Family Nurse Practitioner, and Psychiatric Mental Health Nurse Practitioner. The education is delivered online using synchronous and asynchronous formats and a learning management system.

Post Graduate Certificate Admission Requirements

Applications are reviewed throughout the year, but priority is given to applicants who complete the application process by April 1 for fall enrollment and October 15 for spring enrollment options.

For admission into the post graduate certificate option the following are required:

- Official transcripts from all post high school institutions attended. Please include the names associated with the transcript for filing purposes.

- Bachelor of Science in Nursing and Master of Science in Nursing from programs accredited regionally and accredited by ACEN, CNEA or CCNE.
- Minimum cumulative GPA of 3.0/4.0
- Evidence of one-year professional nursing experience preferred.
- The College may request to interview applicant.

The College may request an interview.

Post Graduate Certificate Student Learning Outcomes

A Post-Graduate Certificate completer is able to*:*

1. Integrate advanced nursing, scientific, and theoretical knowledge to support specialty practice and education.
2. Manage comprehensive, evidence-based, and culturally responsive care across the health-illness continuum.
3. Analyze population health data and social determinants of health to develop equitable interventions that reduce disparities and promote community well-being
4. Apply evidence appraisal and translation strategies in specialty practice or education.
5. Implement quality improvement strategies to enhance outcomes in clinical and academic settings.
6. Coordinate care and educational initiatives through effective collaboration with interprofessional partners.
7. Evaluate healthcare systems and policies to identify opportunities for innovation, cost-effectiveness, and improved access to care.
8. Employ informatics and emerging technologies to support decision-making, teaching, evaluation, and improvement of health outcomes.
9. Demonstrate ethical comportment, cultural humility, and professional accountability in all aspects of nursing leadership, advocacy, and interprofessional collaboration.
10. Engage in lifelong learning and reflective practices to cultivate resilience, leadership, and professional growth in dynamic healthcare environments.

Post Graduate Certificate Curricula

Adult Gerontology Acute Care Nurse Practitioner– Prior to Fall 2026 Start

The Adult Gerontology Acute Care Nurse Practitioners certificate is an option for nurses who hold a master's degree in nursing and want to care for populations needing critical care and treatment of acute and chronic illnesses, disability and/or injury. The 39-credit hour program includes 800 hours of practicum experience and students learn to manage care for acutely ill patients in hospital and hospital-to-clinic settings. Students will be eligible to sit for the Adult Gerontology Acute Care Nurse Practitioner certification exam.

Courses	Credit Hours
707 Principles of Epidemiology & Health Promotion in Advanced Nursing Practice	3
509 Advanced Health Assessment, Clinical Reasoning and Diagnosis Across the Lifespan	3
519 Advanced Pathophysiology Across the Lifespan	3
511 Differential Diagnosis	3
529 Advanced Pharmacotherapeutics Across the Lifespan	3
618 Acute Care Diagnostics & Therapeutics (100 hours practicum)	4
623 Adult and Aging I (150 hours practicum - primary care)	4.5
624 Adult and Aging II (150 hours practicum - acute care)	4.5
636 Acute Care I (150 hours practicum)	4.5

639 Acute Care II (150 hours practicum)	4.5
641 Acute Care Immersion (100 hours practicum)	2

Total Practicum Hours = 800 (1 credit hour for practicum=100 practicum hours) Total Credit Hours = 39

Nurse Educator– Prior to Fall 2026 Start

The nurse educator post graduate certificate is designed for nurses who already have a master's degree. The certificate is 17 credits for those wanting practicum experience for applying knowledge learned in the theory courses. A nine-credit hour certificate is available for students who only want the nursing education theory courses. Students will be able to execute numerous teaching strategies, evaluate learners, and develop curricula. Overall, students will be prepared to address current and future needs in academia and other health care educational systems.

Courses	Credit Hours
532 Foundations of Education in Nursing	3
540 Evaluation Strategies in Nursing Education	3
531 Health Assmt/Diag.Reasoning, Path, Pharm Across the Lifespan	3
536 Issues & Roles in Nursing Education	3
604.1 Educator Practicum (200 practicum hours)	2
604.2 Educator Practicum (300 practicum hours)	3

Total Program Practicum Hours = 500 Total Credit Hours = 17

Family Nurse Practitioner– Prior to Fall 2026 Start

The 33-credit hour FNP post graduate certificate is designed for a master's-prepared nurse who wants to change practice areas. The curriculum prepares the student to promote health and care for acute and chronic illnesses in the outpatient setting. Students come to campus once during each of the four courses with a practicum included. Students will be prepared to take the FNP certification exam.

Courses	Credit Hours
707 Principles of Epidemiology & Health Promotion in Advanced Nursing Practice	3
509 Advanced Health Assessment, Clinical Reasoning & Diagnosis Across the Lifespan	3
519 Advanced Pathophysiology Across the Lifespan	3
529 Advanced Pharmacotherapeutics Across the Lifespan	3
511 Differential Diagnosis	3
556.15 Family Health Management II (150 practicum hours)	4.5
557.15 Family Health Management III (150 practicum hours)	4.5
555.15 Family Health Management I (150 practicum hours)	4.5
642 FNP Practicum IV (350 practicum hours)	4.5

Total Program Practicum Hours = 800 Total Credit Hours = 33

Psychiatric Mental Health Nurse Practitioner– Prior to Fall 2026 Start

This 32-credit hour post-graduate certificate is for nurses who want to specialize in the care of patients with psychiatric and mental health disorders. Students learn to diagnose, treat and provide therapeutic interventions for this vulnerable population in the theory courses and the 640 hours of practicum.

Courses	Credit Hours
509 Advanced Health Assessment, Clinical Reasoning and Diagnosis Across the Lifespan	3
519 Advanced Pathophysiology Across the Lifespan	3
529 Advanced Pharmacotherapeutics Across the Lifespan	3
566 Family Mental Health Psychopharmacology	3
568 Advanced Assessment & Therapeutic Interventions	3
569.15 FPMHNP Practicum I (150 practicum hours)	1.5
570 Family Psychiatric Mental Health Nursing - Diagnosis and Management of Children & Adolescents	3
571 FPMHNP Practicum II (200 practicum hours)	2
572 Advanced Psychiatric Nursing - Diagnosis and Management of Adults & Specialty Populations	3
573 FPMHNP Practicum III (200 practicum hours)	2
707 Principles of Epidemiology & Health Promotion in Advanced Nursing Practice	3
650.25 FPMHNP Practicum IV (250 practicum hours)	2.5

Total Program Practicum Hours = 800 Total Credit Hours = 32

Program Curricula – For students beginning Fall 2026 or later.

Undergraduate Programs

Pre-Licensure BSN Curriculum (64 credit hours) – Starting Fall 2026

Course	Course Title	Credits
NURS 300	Fundamentals of Nursing	2
NURS 300P	Fundamentals of Nursing BSN Practicum	3
NURS 305	Health Assessment	2
NURS 305L	Health Assessment Lab	1
NURS 309	Professional Identity and Clinical Judgment	2
NURS 310	Ethics in Nursing Practice	3
NURS 312	Pathophysiology and Pharmacology I	3
NURS 314	Pathophysiology and Pharmacology II	4
NURS 315	Adult Health Nursing I	3
NURS 315P	Adult Health Nursing I BSN Practicum	3
NURS 320	Community and Population Health Nursing	2
NURS 320P	Community and Population Health Nursing BSN Practicum	1
NURS 325	Psychiatric-Mental Health Nursing	2
NURS 325P	Psychiatric-Mental Health Nursing BSN Practicum	1
NURS 328	Safety, Quality Improvement, and Informatics	3
NURS 330	Complex Adult Health Nursing	3
NURS 330P	Complex Adult Health Nursing Practicum	4
NURS 335	Maternal Health Nursing	2
NURS 335P	Maternal Health Nursing Practicum	1
NURS 340	Pediatric Nursing	2
NURS 340P	Pediatric Nursing Practicum	1
NURS 345	Clinical Immersion	2
NURS 345P	Clinical Immersion Practicum	8
NURS 350	Leadership and Management in Nursing	3
NURS 390	Practice Integration and Role Transition (NCLEX Preparation)	3
	Total Credit Hours	64

Accelerated BSN Curriculum (63 credit hours) – Starting Fall 2026

Course	Course Title	Credits
NURS 301	Fundamentals of Nursing	3
NURS 305	Health Assessment	2
NURS 305L	Health Assessment Lab	1
NURS 309	Professional Identity and Clinical Judgment	2
NURS 310	Ethics in Nursing Practice	3
NURS 312	Pathophysiology and Pharmacology I	3
NURS 314	Pathophysiology and Pharmacology II	4
NURS 415	Adult Health Nursing I for the Accelerated BSN	3
NURS 415P	Adult Health Nursing I ABSN Practicum	5
NURS 420	Community and Population Health Nursing for the Accelerated BSN	2
NURS 420P	Community and Population Health Nursing ABSN Practicum	1
NURS 425	Psychiatric-Mental Health Nursing for the Accelerated BSN	2
NURS 425P	Psychiatric-Mental Health Nursing ABSN Practicum	1
NURS 428	Safety, Quality Improvement, and Informatics	3
NURS 430	Chronic and Acute Adult Health Nursing II	6
NURS 430P	Chronic and Acute Adult Health Nursing II Practicum	6
NURS 435	Maternal Health Nursing	2
NURS 435P	Maternal Health Nursing Practicum	1
NURS 440	Pediatric Nursing	2
NURS 440P	Pediatric Nursing Practicum	1
NURS 445	Complex Adult Health Didactic for the Accelerated BSN	3
NURS 445P	Complex Adult Health ABSN Practicum	4
NURS 490	Practice Integration and Role Transition (NCLEX Preparation)	3
	Total Credit Hours	63

RN to BSN Curriculum (30 credit hours) – Starting Fall 2026

Course	Course Title	Credits
NURS 450	Health Assessment and Clinical Reasoning	4
NURS 455	Ethics and Professional Role Transition	4
NURS 460	Evidence-Based Practice, Quality Improvement, and Scholarly Inquiry	4
NURS 465	Interprofessional Collaboration and Care Coordination	4
NURS 470	Strategic Trends in Nursing and Health Care Systems	3
NURS 475	Informatics, Technology, and Data-Driven Decision Making	3
NURS 480	Community, Population Health, and Epidemiology	4
NURS 485	Leadership and Management Capstone	4
	Total Credit Hours	30

Graduate Programs

Master of Science in Nursing (MSN) Programs

Master of Science in Nursing

A Master of Science in Nursing (MSN) degree advances nursing knowledge and expertise, and the College has educational opportunities in practice, education, and leadership. Majors offered include Adult Gerontology Acute Care Nurse Practitioner, Family Nurse Practitioner, Neonatal Nurse Practitioner, Nurse Educator, Psychiatric Mental Health Nurse Practitioner (Across the Life Span), and System Leadership. The master's programs are offered predominantly online using learning management software. Students participate in both synchronous and asynchronous discussions.

Adult Gerontology Acute Care Nurse Practitioner (AGACNP) (59 credit hours) – Starting Fall 2026

Course	Course Title	Credits
NURS 530	Ethics and Social Justice	4
NURS 535	Applied Theory, EBP, QI, and Research	4
NURS 540	Integrated Literature Synthesis	1
NURS 545	Safety, Digital Health, and Informatics in Advanced Nursing Practice	3
NURS 555	Advanced Pathophysiology	4
NURS 560	Advanced Health Assessment and Health Promotion	3
NURS 560L	Advanced Health Assessment Lab	1
NURS 565	Advanced Pharmacology	3
NURS 585	Epidemiology and Statistics for Advanced Nursing Practice	4
NURS 590	Policy, Professional Identity, and Advanced Nursing Roles	3
NURS 625	Differential Diagnosis and Disease Management	3
NURS 630	Management of Adult Health Conditions I	3
NURS 631	Acute Care Management I	2
NURS 635	Management of Adult Health Conditions II	3
NURS 636	Acute Care Management II	2
NURS 660	Acute Care Diagnostics and Management III	4
NURS 661	AGACNP Practicum I: Foundational Skills	3
NURS 662	AGACNP Practicum II: Expanding Clinical Reasoning	3
NURS 663	AGACNP Practicum III: Advanced Clinical Management and Leadership	3
NURS 664	AGPCNP Practicum IV: Transition to Practice	3
	Total Credit Hours	59

Nurse Educator (NE) (39 credit hours) – Starting Fall 2026

Course	Course Title	Credits
NURS 500	Theoretical Foundations and Methods of Nursing Education	3
NURS 510	Evaluation and Assessment Strategies in Nursing Education	3
NURS 512	Curriculum Design and the Academic Review Process in Nursing Education	3
NURS 515	Roles and Issues in Nursing Education	3
NURS 520	Systems and Finance	3
NURS 530	Ethics and Social Justice	4
NURS 535	Applied Theory, EBP, QI, and Research	4
NURS 540	Integrated Literature Synthesis	1
NURS 545	Safety, Digital Health, and Informatics in Advanced Nursing Practice	3
NURS 550	Advanced Clinical Foundations	3
NURS 585	Epidemiology and Statistics for Advanced Nursing Practice	4
NURS 591	Nurse Educator Practicum I: Project Planning and Implementation	2
NURS 592	Nurse Educator Practicum II: Direct Care	2
NURS 593	Nurse Educator Practicum III: Project Evaluation and Dissemination	1
	Total Credit Hours	39

Family Nurse Practitioner (FNP) (54 credit hours) – Starting Fall 2026

Course	Course Title	Credits
NURS 530	Ethics and Social Justice	4
NURS 535	Applied Theory, EBP, QI, and Research	4
NURS 540	Integrated Literature Synthesis	1
NURS 545	Safety, Digital Health, and Informatics in Advanced Nursing Practice	3
NURS 555	Advanced Pathophysiology	4
NURS 560	Advanced Health Assessment and Health Promotion	3
NURS 560L	Advanced Health Assessment Lab	1
NURS 565	Advanced Pharmacology	3
NURS 585	Epidemiology and Statistics for Advanced Nursing Practice	4
NURS 590	Policy, Professional Identity, and Advanced Nursing Roles	3
NURS 625	Differential Diagnosis and Disease Management	3
NURS 630	Management of Adult Health Conditions I	3
NURS 635	Management of Adult Health Conditions II	3
NURS 640	Management of Maternal, Newborn, and Child Health in Primary Care	3
NURS 641	FNP Practicum I: Foundational Skills	3
NURS 642	FNP Practicum II: Expanding Clinical Reasoning	3
NURS 643	FNP Practicum III: Advanced Clinical Management and Leadership	3
NURS 644	FNP Practicum IV: Transition to Practice	3
	Total Credit Hours	54

Psychiatric Mental Health Nurse Practitioner (PMHNP) (56 credit hours) – Starting Fall 2026

Course	Course Title	Credits
NURS 530	Ethics and Social Justice (MSN and DNP)	4
NURS 535	Applied Theory, EBP, QI, and Research (MSN)	4
NURS 540	Integrated Literature Synthesis (MSN)	1
NURS 545	Safety, Digital Health, and Informatics in Advanced Nursing Practice (MSN and DNP)	3
NURS 555	Advanced Pathophysiology (MSN and DNP APRN Tracks)	4
NURS 560	Advanced Health Assessment and Health Promotion (MSN and DNP APRN)	3
NURS 560L	Advanced Health Assessment Lab (MSN and DNP)	1
NURS 565	Advanced Pharmacology (MSN and DNP APRN tracks)	3
NURS 566	Neurobiology and Psychopharmacology (PMHNP MSN and DNP)	3
NURS 585	Epidemiology and Statistics for Advanced Nursing Practice	4
NURS 590	Policy, Professional Identity, and Advanced Nursing Roles (MSN)	3
NURS 625	Differential Diagnosis and Disease Management	3
NURS 665	Psychotherapy Modalities and Management of Psychiatric Disorders	3
NURS 670	Psychiatric and Mental Health Diagnosis and Management	5
NURS 671	PMHNP Practicum I: Foundational Skills	3
NURS 672	PMHNP Practicum II: Expanding Clinical Reasoning	3
NURS 673	PMHNP Practicum III: Advanced Clinical Management and Leadership	3
NURS 674	PMHNP Practicum IV: Transition to Practice	3
	Total Credit Hours	56

Doctor of Nursing Practice (DNP) Program

Post Graduate Doctor of Nursing Practice– Starting Fall 2026

Our program is designed to provide courses that prepare the graduate in areas of the scientific underpinnings for practice, organizational and systems leadership, clinical scholarship and analytical methods for evidence-based practice, information systems/technology, health care policy for advocacy in rural health care, inter-professional collaboration, clinical prevention and population health for improving the nation's health.

Post-Masters DNP – Current MSN APRN No New Specialty (24 credit hours) – Starting Fall 2026

Course	Course Title	Credits
NURS 600	Theory and Quality Improvement	3
NURS 605	Research and Evidence Based Practice Methods for Advanced Nursing Practice	4
NURS 610	Healthcare Economics and Finance	3
NURS 615	Healthcare Policy, Legislation, and Advocacy	3
NURS 780	DNP Project Course 1: Evidence Translation and Foundations of Systems-Based Practice	3
NURS 780P	DNP Project Practicum 1P: Planning and Team Building	1
NURS 781	DNP Project Practicum 2: Implementation	2
NURS 782	DNP Project Course 3: Evaluaton and Dissemination	2
NURS 790	Professional Identity, Advanced Nursing Roles, and Leadership	3
	Total Credit Hours	24

Pre-requisites for all APRN PM-DNP (Current APRN)

NURS 555: Advanced Pathophysiology (4)
NURS 530: Ethics and Social Justice (4)
NURS 560: Advanced Health Assessment & Health Promotion (3)
NURS 560L: Advanced Health Assessment & Health Promotion Lab (1)

NURS 545: Safety, Digital Health, and Informatics in Advanced Nursing Practice (3)
NURS 565: Advanced Pharmacology (3)
NURS 585: Epidemiology and Statistics for Advanced Nursing Practice (4)
NURS 625: Differential Diagnosis and Disease Management (3)
**Transfer maximum 800 practicum hours, minimum 500 direct patient care hours*
This is a typical plan of study; Actual plan of study will be determined by gap analysis of previous transcript.

Post-Masters DNP Systems Leadership – Starting Fall 2026

Curriculum for graduates of Saint Francis Medical Center College of Nursing's Nursing Management Leadership MSN Program (45 credit hours)

Course	Course Title	Credits
NURS 530	Ethics and Social Justice	4
NURS 550	Advanced Clinical Foundations	3
NURS 700	Foundations of Nursing Leadership and Management	3
NURS 705	Systems and Organizational Leadership	3
NURS 710	Workforce Engagement, Belonging, and Professional Development	3
NURS 715	Care Delivery Models in Health Systems Leadership	3
NURS 720	Mitigating Risk and Cultivating Safety	3
NURS 725	Innovating Through Data Driven Outcomes in Nursing Leadership	3
NURS 731	Practicum I: Micromanagement	3
NURS 733	Practicum III: Advanced Leadership	3
NURS 780	DNP Project Course 1: Evidence Translation and Foundations of Systems-Based Practice	3
NURS 780P	DNP Project Practicum 1P: Planning and Team Building	1
NURS 781	DNP Project Practicum 2: Implementation	2
NURS 782	DNP Project Course 3: Evaluaton and Dissemination	2
NURS 791	Executive Leadership, Professional Identity, and healthcare Transformation	3
NURS 792	Bridge Safety, Quality, Epi, Finance, Research for NML and Nurse Ed Graduates	3
	Total Credit Hours	45

SFMCCON MSN NML alumni:
Waive NURS 610 Healthcare Economics and Finance (equivalent SFMC 816 Finance and Leadership)
Waive NURS 545 Safety, Digital Health, and Informatics (equivalent SFMC 759 Informatics). ADD NURS 792 Bridge course.
Waive NURS 605 Research and EBP (equivalent SFMC EBP 726 and 736). Add NURS 792 Bridge Course.
Waive NURS 615 Healthcare Policy, Legislation, and Advocacy (equivalent SFMC 753).
Waive NURS 732 and NURS 734 Clinical Practica if clock hours in MSN program total 400+. Adjust clinical to reach a total of 1000 hours.

BSN–DNP Program Options

BSN-DNP Adult Gerontology Acute Care Nurse Practitioner (75 credit hours) – Starting Fall 2026

Course	Course Title	Credits
NURS 530	Ethics and Social Justice	4
NURS 545	Safety, Digital Health, and Informatics in Advanced Nursing Practice	3
NURS 555	Advanced Pathophysiology	4
NURS 560	Advanced Health Assessment and Health Promotion	3
NURS 560L	Advanced Health Assessment Lab	1
NURS 565	Advanced Pharmacology	3
NURS 585	Epidemiology and Statistics for Advanced Nursing Practice	4
NURS 600	Theory and Quality Improvement	3
NURS 605	Research and Evidence Based Practice Methods for Advanced Nursing Practice	4
NURS 610	Healthcare Economics and Finance	3
NURS 615	Healthcare Policy, Legislation, and Advocacy	3
NURS 625	Differential Diagnosis and Disease Management	3
NURS 630	Management of Adult Health Conditions I	3
NURS 631	Acute Care Management I	2
NURS 635	Management of Adult Health Conditions II	3
NURS 636	Acute Care Management II	2
NURS 660	Acute Care Diagnostics and Management III	4
NURS 661	AGACNP Practicum I: Foundational Skills	3
NURS 662	AGACNP Practicum II: Expanding Clinical Reasoning	3
NURS 663	AGACNP Practicum III: Advanced Clinical Management and Leadership	3
NURS 664	AGPCNP Practicum IV: Transition to Practice	3
NURS 780	DNP Project Course 1: Evidence Translation and Foundations of Systems-Based Practice	3
NURS 780P	DNP Project Practicum 1P: Planning and Team Building	1
NURS 781	DNP Project Practicum 2: Implementation	2
NURS 782	DNP Project Course 3: Evaluaton and Dissemination	2
NURS 790	Professional Identity, Advanced Nursing Roles, and Leadership	3
	Total Credit Hours	75

BSN-DNP Family Nurse Practitioner (70 credit hours) – Starting Fall 2026

Course	Course Title	Credits
NURS 530	Ethics and Social Justice	4
NURS 545	Safety, Digital Health, and Informatics in Advanced Nursing Practice	3
NURS 555	Advanced Pathophysiology	4
NURS 560	Advanced Health Assessment and Health Promotion	3
NURS 560L	Advanced Health Assessment Lab	1
NURS 565	Advanced Pharmacology	3
NURS 585	Epidemiology and Statistics for Advanced Nursing Practice	4
NURS 600	Theory and Quality Improvement	3
NURS 605	Research and Evidence Based Practice Methods for Advanced Nursing Practice	4
NURS 610	Healthcare Economics and Finance	3
NURS 615	Healthcare Policy, Legislation, and Advocacy	3
NURS 625	Differential Diagnosis and Disease Management	3
NURS 630	Management of Adult Health Conditions I	3
NURS 635	Management of Adult Health Conditions II	3
NURS 640	Management of Maternal, Newborn, and Child Health in Primary Care	3
NURS 641	FNP Practicum I: Foundational Skills	3
NURS 642	FNP Practicum II: Expanding Clinical Reasoning	3
NURS 643	FNP Practicum III: Advanced Clinical Management and Leadership	3
NURS 644	FNP Practicum IV: Transition to Practice	3
NURS 780	DNP Project Course 1: Evidence Translation and Foundations of Systems-Based Practice	3
NURS 780P	DNP Project Practicum 1P: Planning and Team Building	1
NURS 781	DNP Project Practicum 2: Implementation	2
NURS 782	DNP Project Course 3: Evaluaton and Dissemination	2
NURS 790	Professional Identity, Advanced Nursing Roles, and Leadership	3
	Total Credit Hours	70

BSN-DNP Psychiatric Mental Health Nurse Practitioner (72 credit hours) – Starting Fall 2026

Course	Course Title	Credits
NURS 530	Ethics and Social Justice	4
NURS 545	Safety, Digital Health, and Informatics in Advanced Nursing Practice	3
NURS 555	Advanced Pathophysiology	4
NURS 560	Advanced Health Assessment and Health Promotion	3
NURS 560L	Advanced Health Assessment Lab	1
NURS 565	Advanced Pharmacology	3
NURS 566	Neurobiology and Psychopharmacology	3
NURS 585	Epidemiology and Statistics for Advanced Nursing Practice	4
NURS 600	Theory and Quality Improvement	3
NURS 605	Research and Evidence Based Practice Methods for Advanced Nursing Practice	4
NURS 610	Healthcare Economics and Finance	3
NURS 615	Healthcare Policy, Legislation, and Advocacy	3
NURS 625	Differential Diagnosis and Disease Management	3
NURS 665	Psychotherapy Modalities and Management of Psychiatric Disorders	3
NURS 670	Psychiatric and Mental Health Diagnosis and Management	5
NURS 671	PMHNP Practicum I: Foundational Skills	3
NURS 672	PMHNP Practicum II: Expanding Clinical Reasoning	3
NURS 673	PMHNP Practicum III: Advanced Clinical Management and Leadership	3
NURS 674	PMHNP Practicum IV: Transition to Practice	3
NURS 780	DNP Project Course 1: Evidence Translation and Foundations of Systems-Based Practice	3
NURS 780P	DNP Project Practicum 1P: Planning and Team Building	1
NURS 781	DNP Project Practicum 2: Implementation	2
NURS 782	DNP Project Course 3: Evaluaton and Dissemination	2
NURS 790	Professional Identity, Advanced Nursing Roles, and Leadership	3
	Total Credit Hours	72

BSN-DNP Systems Leadership (68 credit hours)– Starting Fall 2026

Course	Course Title	Credits
NURS 530	Ethics and Social Justice	4
NURS 545	Safety, Digital Health, and Informatics in Advanced Nursing Practice	3
NURS 550	Advanced Clinical Foundations	3
NURS 585	Epidemiology and Statistics for Advanced Nursing Practice	4
NURS 600	Theory and Quality Improvement	3
NURS 605	Research and Evidence Based Practice Methods for Advanced Nursing Practice	4
NURS 610	Healthcare Economics and Finance	3
NURS 615	Healthcare Policy, Legislation, and Advocacy	3
NURS 700	Foundations of Nursing Leadership and Management	3
NURS 705	Systems and Organizational Leadership	3
NURS 710	Workforce Engagement, Belonging, and Professional Development	3
NURS 715	Care Delivery Models in Health Systems Leadership	3
NURS 720	Mitigating Risk and Cultivating Safety	3
NURS 725	Innovating Through Data Driven Outcomes in Nursing Leadership	3
NURS 731	Practicum I: Micromanagement	3
NURS 732	Practicum II: Manager	3
NURS 733	Practicum III: Advanced Leadership	3
NURS 734	Practicum IV: Leadership Immersion	3
NURS 780	DNP Project Course 1: Evidence Translation and Foundations of Systems-Based Practice	3
NURS 780P	DNP Project Practicum 1P: Planning and Team Building	1
NURS 781	DNP Project Practicum 2: Implementation	2
NURS 782	DNP Project Course 3: Evaluaton and Dissemination	2
NURS 791	Executive Leadership, Professional Identity, and healthcare Transformation	3
	Total Credit Hours	68

Post-Graduate Certificate Program Options

Description of Program Offerings – Starting Fall 2026

A post graduate certificate provides nurses who hold a master's degree the opportunity to switch to a new focus in nursing without having to earn a second master's degree. For example, a nurse practitioner who wants expertise in education, could earn the nurse educator certificate. The four post graduate certificates are Adult Gerontology Acute Care Nurse Practitioner, Family Nurse Practitioner, and Psychiatric Mental Health Nurse Practitioner. The education is delivered online using synchronous and asynchronous formats and a learning management system.

Post Graduate Certificate Curricula

Adult Gerontology Acute Care Nurse Practitioner– Starting Fall 2026

Course	Course Title	Credits
NURS 631	Acute Care Management I	2
NURS 636	Acute Care Management II	2
NURS 660	Acute Care Diagnostics and Management III	4
NURS 661	AGACNP Practicum I: Foundational Skills	3
NURS 662	AGACNP Practicum II: Expanding Clinical Reasoning	3
NURS 663	AGACNP Practicum III: Advanced Clinical Management and Leadership	3
NURS 664	AGPCNP Practicum IV: Transition to Practice	3
	Total Credit Hours	20

Family Nurse Practitioner– Starting Fall 2026

Course	Course Title	Credits
NURS 630	Management of Adult Health Conditions I	3
NURS 635	Management of Adult Health Conditions II	3
NURS 640	Management of Maternal, Newborn, and Child Health in Primary Care	3
NURS 641	FNP Practicum I: Foundational Skills	3
NURS 642	FNP Practicum II: Expanding Clinical Reasoning	3
NURS 643	FNP Practicum III: Advanced Clinical Management and Leadership	3
NURS 644	FNP Practicum IV: Transition to Practice	3
	Total Credit Hours	21

Psychiatric Mental Health Nurse Practitioner– Starting Fall 2026

Course	Course Title	Credits
NURS 565	Advanced Pharmacology	3
NURS 566	Neurobiology and Psychopharmacology	3
NURS 670	Psychiatric and Mental Health Diagnosis and Management	5
NURS 671	PMHNP Practicum I: Foundational Skills	3
NURS 672	PMHNP Practicum II: Expanding Clinical Reasoning	3
NURS 673	PMHNP Practicum III: Advanced Clinical Management and Leadership	3
NURS 674	PMHNP Practicum IV: Transition to Practice	3
	Total Credit Hours	23

Core Academic Standards and Policies

Core Performance Standards

Students admitted into the College of Nursing Program must be able to engage in the essential skills listed in the table below, with or without reasonable accommodation, throughout the period of their enrollment. These skills are essential requirements for this program and reflect what typically are deemed to be essential skills to support licensing and employment in the nursing profession. There may be other essential duties for some clinical agencies with which the College of Nursing partners, which will be disclosed to students at the time of their consideration for placement at those agencies or upon request.

Issues	Standard	Some Examples of Necessary Activities (not all inclusive)
Critical Thinking	Patient Client needs/Problem Solving/Critical thinking ability sufficient for clinical judgment. Use verbal, nonverbal cues to identify patient/ client needs/problems.	Identify cause-effect relationships in clinical situations. Develop and implement nursing care plans. Make judgments regarding appropriate interventions based on signs and symptoms.
Interpersonal Skills	Interpersonal abilities sufficient to interact with individuals, families and groups from a variety of social, emotional, economic, religious, cultural, and intellectual backgrounds.	Establish rapport with patients/clients and colleagues and other health care providers.
Communication	Communication proficiency at a competent level in English, both verbal and written, to include reading, writing, spelling, speaking and listening.	Explain treatment procedures, initiate health teaching, document and interpret nursing actions and patient/client responses. Document clearly, correctly, and without spelling errors. Read and write at College levels.
Mobility	Physical abilities sufficient to provide safe and effective nursing care. Must be able to lift up to 60 pounds and carry objects weighing up to 20 pounds.	Work in a standing position with frequent walking most of an eight-hour day; bend and stoop, push and pull objects such as a wheelchair, cart, gurney or equipment; lift and transfer clients from a stooped to an upright position.
Motor Skills	Gross and fine motor abilities sufficient to provide safe and effective nursing care.	Calibrate and use equipment; administer medications position patients/clients.
Hearing	Auditory ability sufficient to monitor and assess health needs, to communicate with individuals, families, groups, communities and health care professionals, and to provide therapeutic interventions accurately.	Hear and respond to verbal communication and requests: respond to emergency signals, auscultatory sounds, percussion and auscultation, and hear cries for help.
Visual	Visual ability sufficient for observation, assessment and provision of nursing care.	Observe and respond to patients/clients and provide therapeutic interventions accurately; closely examine images or other forms of output from diagnostic equipment or patient body fluids; visually discriminate medication and syringe labels; determine variations in skin color of client.

Issues	Standard	Some Examples of Necessary Activities (not all inclusive)
Tactile	Tactile ability is sufficient for observation, assessment and provision of nursing care.	Perform palpation and other functions of physical examination or those related to therapeutic intervention, e.g., insertion of a catheter.
Other	Mental alertness sufficient to provide safe, effective nursing care.	Observe and respond to patients/clients and provide therapeutic interventions accurately and safely. Able to concentrate and remain on task to completion.

Adapted from the Southern Council on Collegiate Education in Nursing Guidelines with minor additions or changes.

Technology Standards

The College's instructional design and technology specialist is dedicated to assisting faculty in providing active learning opportunities for students, increasing the effectiveness of current communication channels and supporting all faculty, staff and students in their use of technology.

Some of the technologies that are utilized to facilitate engaged, active learning include:

- A learning management system for all courses
- Wireless classrooms for interactive group activities
- Simulations labs that include SimMan, SimBaby, SimMan 3G, SimMom, SimNewB, and SimMan essentials
- A videoconferencing system

Minimum Computer Requirements

All College of Nursing courses require the use of a computer and an .edu e-mail account. Mobile devices should have Apple iOS 13 or newer/Android OS 8 or newer. You may use the College's computer labs or your own personal computer. If you choose to use a personal computer, you will need the following:

Hardware

- Microsoft Windows PC
- Intel Core i5 processor
- 8GB RAM
- 500GB hard drive
- Wi-Fi 6 (802.11ax)
- HDMI port
- USB 3 port
- 15" HD display
- High-capacity battery charged for class
- Video conferencing capability (microphone, speakers, webcam)
- Headphones

Software

- Adobe Acrobat Reader
- Microsoft Windows 11 Operating System
- Microsoft Edge Chromium Web Browser
- Microsoft Office
- Respondus Lockdown Browser

- VLC Media Player

Check with your professor for additional requirements specific to their course.

If you have any questions or concerns regarding computers, the learning management system, and/or student information system, please contact:

Jeff Kepler
Instructional Design and Technology Specialist
Phone: (309) 655-4121
Email: jeffrey.d.kepler@osfhealthcare.org

Social Media (OSF Social Media Policy 143)

DEFINITIONS

a. Website: Any public-facing collection of information on the Internet.
b. Social Media: Any website or mobile application that allows for open two-party communication and sharing of information on the Internet including, but not limited to:
    a. Social Networking Sites (i.e., LinkedIn, Facebook, etc.)
    b. Micro-blogging Sites (i.e., Twitter)
    c. Blogs (including company and personal blogs)
    d. Video and photo-sharing platforms (i.e., YouTube, Flickr, Instagram, Snapchat, TikTok)

PURPOSE:

1. This policy provides guidelines to all Mission Partners, volunteers, and students who create, purchase, develop or manage websites or participate in the use of social media.
2. This policy is not intended to restrict communications or actions protected or required by state or federal law or endorsed by or on behalf of OSF.

POLICY:

1. In order to minimize organizational and legal risks, to avoid loss of productivity and distraction from Mission Partners' job performance, and to ensure that IT resources and communications systems are used appropriately, OSF expects its Mission Partners to adhere to the following guidelines and rules regarding posting (See Electronic Communications (104) policy).
2. The same principles and guidelines found in all OSF policies apply to Mission Partners' activities online (See Standards of Conduct (604) policy).
3. Harassment, bullying, discrimination, or retaliation that would not be permissible in the workplace is not permissible between co-workers on websites and social media.
4. Mission Partners may be legally responsible for defamatory, obscene, or libelous statements made on websites and social media.
5. Abusive language, hate speech and personal attacks of any kind posted on websites or social media may subject the Mission Partner to Positive Discipline.
6. Unless explicitly given permission to do so by OSF Marketing and Communications, do not create, purchase, develop or manage websites or social media on behalf of OSF nor represent yourself as a spokesperson for OSF.
7. Limit the use of social media during working hours to that which is work-related and authorized by your Leader.
8. Caregivers are discouraged from interacting with patients and their families on social media to comply with HIPAA and maintain professional boundaries and therapeutic relationships.

9. Mission Partners' content should be accurate when developing any website and/or social media content. Never post any information or rumors that you know to be false about OSF, its Mission Partners, or its patients.
10. Mission Partners should refrain from endorsing or promoting any personal opinion, cause or political candidate on any OSF website or social media, except as specifically permitted by Section 7 of the National Labor Relations Act.
11. Mission Partners (who are not posting as part of their job or as OSF digital influencers or brand ambassadors) should only express personal opinions, recommendations, or endorsements on external social media. Where your connection to OSF is apparent, make it clear that you are speaking for yourself and not on behalf of OSF. In those circumstances, you should include this disclaimer: "The views expressed on this [blog; website] are my own and do not reflect the views of my employer." If the site has an "About me" section, add the above disclaimer to your blog or social media profile.
12. Mission Partners are welcome to share social media posts directly from OSF accounts to promote services, special events, and job opportunities.
13. Do not share confidential or proprietary information that you acquire in the course of your employment with OSF, including on websites or social media. Examples of confidential or propriety information include protected health information (as defined by HIPAA), information about prospective OSF business plans, trade secrets, systems, processes, products, know-how, technology, internal reports, procedures, or other internal business-related confidential communications.
    a. Maintain patient privacy as required by HIPAA and all other relevant rules, regulations and policies.
    b. Be aware that protected health information includes any information that could be used to identify a patient, such as a diagnosis, a procedure, or a room number, even if the patient's name is not used.
14. For the protection of OSF, as well as yourself, it is critical that you show proper respect for the laws governing copyright, fair use of copyrighted material owned by others, trademarks, and other intellectual property, including OSF-owned copyrights, trademarks, and brands.
15. Mission Partners are solely responsible for their individual content posted to websites.
    a. OSF reserves the right, in its sole discretion, to disallow the use of a particular website or to terminate any user's access at any time.
    b. OSF reserves the right to remove any content that Mission Partners post to an OSF website or social media.
16. The Director of Marketing Technology and the Chief Information Officer must approve Internet domain, Secure Sockets Layer (SSL) certificate and hosting service purchases.

Non-Discrimination, Non-Harassment

The Board, administration, and faculty affirm that all students in a College of Nursing degree program must possess intellectual, physical, ethical, emotional, and interpersonal capabilities necessary to complete that degree and to achieve the levels of competency required for safe professional nursing practice at that level.

Saint Francis Medical Center College of Nursing provides equal admissions, educational program, and employment opportunities to all persons without regard to race, age, religion, sex, national origin, marital status, military service, status upon military discharge, disability, or any other classification protected by law. The college is also committed to providing a professional, respectful, and safe educational environment that is free from harassment or discrimination on the basis of the above-mentioned classes.

Inquiries or complaints may be addressed to the Dean, Support Services, at 309-655-2291.

Compliance with HIPAA

All protected Health Information is held in strictest confidence. It is your responsibility as a student not to violate this confidence through indiscriminate discussion pertaining to other students, patients, physicians or facility employees and their treatment or progress, without authorization. Any unauthorized disclosure of protected health information (PHI) is a violation of the law and the College of Nursing Professional Standards for students. See the Student Handbook for additional information.

All persons accessing the information systems of any clinical agency or facility are prevented by law from willfully and wantonly disclosing confidential information. Confidential information includes but is not limited to patient or client demographic or clinical information and financial information. Disclosure of information violates the Health Insurance Portability and Accountability Act of 1996 and the Illinois Public Act 94-0526. It is also a violation of the College of Nursing Student Professional Standards as explained further in the Student Handbook.

Students will be required to participate in a training session on security awareness before having access to patient records. Students may access only the patient medical information that is pertinent to their nursing care activities.

1. In preparation for classroom, clinical or practicum experiences, students are not to put protected identifiable patient data into a personal electronic device and/or use any means of electronic or paper copying of the patient health record.
2. Students are not allowed to print any patient information from the electronic medical record.
3. Assignments with protected patient identifiable information will not be posted at the college or sent by email to students because of the inability to ensure the security of personal computers and networks.
4. Electronic health record security identifications, access codes and passwords are strictly confidential. If these security identifications, access codes and passwords involve PHI, they may not be shared with anyone. It is strictly prohibited to use valid log on information via electronic communications or misrepresent data by maliciously transforming it in print.
5. Students conducting research will have to follow agency policies and protocols for recruiting patients for the research study. Students doing research involving personal identifiable health information must complete the CITI training as required by OSF HealthCare and the Peoria Community Institutional Review Board (IRB). Research informed consent documents must include the required HIPAA language related to protection of subjects' personal health information.
6. Students are required to sign a Confidentiality Agreement. The agreement is sent electronically and stored electronically.

Transfer Credit

Undergraduate courses taken at an accredited college or university that fulfill the prerequisites for admission may be applied toward the baccalaureate degree. Transfer of credits from an institution not holding a status of candidate or regional accreditation will be evaluated on an individual basis. Quarter hours submitted for transfer credit are converted to credit hours based on the following formula: one-quarter hour equals 2/3 of a semester hour. Elective credit required at the College of Nursing may be fulfilled by upper division courses at the 300 or 400 levels taken at an accredited college or university. College of Nursing approval must be obtained for such courses.

Credit through Portfolio Review *(for students that began the RN-BSN degree or RN-MSN pathway program prior to Fall 2026)*

The College of Nursing recognizes credit by portfolio and provides a process by which students may translate professional experience and education into academic credit. Students earn credit by developing a portfolio that documents how they have acquired nursing knowledge and skills that meet the learning outcomes in a specific College of Nursing course. Students in the RN-BSN degree or RN-MSN pathway may earn a maximum of eight credits through portfolio evaluation. Credits may only be earned for *433 Experiences in Clinical Nursing* (8 credits). Upon approval of the portfolio, the course number, title, and credit with no grade will be applied to the student record. The College does not guarantee that credits given for prior learning by other colleges and universities will be accepted for transfer.

The student must pay a non-refundable processing fee of $500 to the College of Nursing. This is a processing fee to cover faculty reader(s), and faculty time to meet with students to discuss achievement of course objectives. The fee should be submitted with the Letter of Intent. The letter of intent should include a statement of intent to complete the portfolio, the semester of intended portfolio completion, and a brief summary of the student's work history as an RN. The fee is not refundable once the student submits the portfolio.

If the portfolio is not submitted during the intended semester, the fee for review will be applied to the next semester. Students may carry this fee over for one semester only. If the portfolio is not approved, the student will be allowed an opportunity to revise and resubmit once without an additional fee. The student would be charged the processing fee at that time if a third submission of the portfolio is required. No additional submissions will be accepted after the third trial. The student would be required to enroll in the course.

Completed portfolios must be submitted by October 15 for review and awarding of credit for fall semester. Completed portfolios must be submitted by March 15 for review and awarding of credit for spring semester.

Semester Credit Awarded	Letter of Intent Due	Portfolio Completion Due Date for Review
Fall	June 1	October 15
Spring	November 1	March 15

ADA Compliance Standards

In compliance with Section 504 of the Rehabilitation Act of 1973, as amended (Section 504), Saint Francis Medical Center College of Nursing does not discriminate on the basis of disability in the administration of its educational policies, programs or activities; admission policies and practices, student aid and other College administered programs or activities receiving federal funds or in the employment of its faculty and staff. Additionally, the College prohibits discrimination by others, including faculty, staff, students, partner agencies, contractors'/agents'/ licensors, and/or visitors to its programs and facilities. Section 504, states in part that, "no qualified individual with a disability in the United States as defined in section 705(20) of this title, shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance" 29 USC 794. "Individual with a disability" means person with a physical or mental health condition that substantially limits a major life activity. "Individual with a disability" also means an individual regarded as having a disability when s/he does not or who has a record of a disability. Disabilities may include but are not limited to attention deficit disorder and health, mental/psychological, physical, and sensory and learning disabilities. Major life activities include such

things as: caring for one´s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. “Qualified individual with a disability” means an individual with a disability who meets the eligibility criteria established for acceptance and continued participation in the College’s nursing program, including performance of the Core Performance Standards of the program, with or without reasonable accommodations. “Basis of disability” means on the basis of a real or perceived disability or a record of a disability.

Requesting Accommodations

The College requires students with disabilities who believe that they need special classroom/clinical accommodations to identify themselves to the appropriate Dean and provide appropriate documentation of the disability and its impact on the student’s ability to meet the Core Performance Standards. The President or his/her designee shall develop documentation guidelines to assist with this process and insure their availability to students or other individuals upon request. Whether a student is a qualified individual with a disability is an individualized decision determined by a group of knowledgeable individuals, which may include the student and the student’s medical providers if appropriate under the circumstances. Mitigating measures are not taken into consideration when the College determines whether a student is a qualified individual with a disability, other than those recognized by law, such as glasses. However, mitigating measures may be considered when determining whether requested accommodations are necessary or reasonable. Examples of mitigating measures include but are not limited to, medication or the use of assistive technology. The procedure for students and further information can be found in the Student Handbook.

Pregnancy

The College adheres to all policies related to pregnancy in the Illinois Human Rights Act, Pregnancy Discrimination Act, and Americans with Disabilities Act. Please see the Dean for questions on the policy or for requesting accommodation.

Substance Use and Abuse Standards

The health and safety of our students, patients, visitors and employees is of paramount concern. Saint Francis Medical Center College of Nursing will not tolerate drug or alcohol use that imperils the health and well-being of its students, patients, visitors and employees.

It is the policy of Saint Francis Medical Center College of Nursing that the unlawful possession, use, or distribution of drugs and alcohol by employees on the campus of Saint Francis Medical Center College of Nursing, at a clinical site, a College sponsored event, community service event, or at any of the activities of the institution is prohibited.

In response to the "Drug-Free Schools and Communities Act Amendments of 1989", Public Law 101-226, Saint Francis Medical Center College of Nursing annually distributes the following information to each student and employee:

- Clearly state that the standards of conduct at the College of Nursing prohibit the unlawful possession, use, or distribution of drugs and alcohol by students and employees on campus or at any campus activities.
- Describe the health risks associated with the use of illicit drugs and the abuse of alcohol.
- Describe the drug and alcohol counseling treatment, or rehabilitation programs that are available to employees.
- Describe the legal sanctions under local, State, and Federal law for unlawful possession, use, or distribution of illicit drugs and alcohol.
- Describe the sanctions Saint Francis Medical Center College of Nursing will impose on employees for violation of this Policy.

Description of the health risks and legal issues are available through internet links on the College website. Upon admission or hire, all students and employees must sign a form verifying that they have read the Drug and Alcohol information provided on the College's website. In addition, each fall the Dean of Support Services will disseminate updated information and collect a written acknowledgement from every student and employee that has received the updated information.

A biennial review of the College's drug and alcohol policies and program will be conducted by the Dean of Support Services, and reports filed with federal and/or state agencies as required.

Campus Safety Standards

Campus Security Report

This report includes statistics for the previous three years concerning reported crimes that occurred on the main College campus, at the White School location; and on public property within, or immediately adjacent to and accessible from, those facilities and the College building at Saint Francis Medical Center. The report also includes institutional policies concerning campus security, such as alcohol and drug use, crime prevention, the reporting of crimes, sexual assault, domestic violence, stalking, dating violence, and other matters. The complete report is available at https://www.osfhealthcare.org/sfmccon/about/consumer-information/ . Individuals may also request a paper copy of this report by contacting the Dean, Support Services at 309-655-2291.

Emergency Management Plan

The Emergency Management Plan (EMP) covers a medical emergency, fire, someone with an unauthorized weapon, utility outage, a bomb threat, severe weather alerts and other issues that may require faculty, staff and students to find shelter or evacuate the building. The EMP is updated as needed and available electronically through Canvas. Additional copies may be requested through the Dean, Support Services by calling 309-655-2291.

Title IX Compliance

Title IX legislation addresses prompt and equitable resolution of the discrimination complaints including but not limited to sexual harassment, harassment related to protected class status, sexual misconduct, and pregnancy accommodations. The college is committed to creating and maintaining an atmosphere at the College in which the administration, faculty, students, staff, College Board and volunteers may work, interact, and learn free of all forms of harassment, violence, exploitation or intimidation. Sexual harassment and misconduct or any other form of harassment by a student, an employee or a third party is prohibited and will not be tolerated.

Any student or employee who is found after an appropriate investigation to have violated this policy will be subject to disciplinary action, up to and including expulsion and termination.

The college is also committed to supporting women who are pregnant and/or recently had childbirth. The College has established an avenue for lactation during the typical academic day when at the College. Please see the Title IX coordinator for more information.

Students who need pregnancy accommodations or feel they have been a victim of harassment of any type, by another student, an employee, or a third party, may contact:

Title IX Coordinator
Dean, Support Services
Saint Francis Medical Center College of Nursing
511 NE Greenleaf
Peoria, Illinois 61603
309-655-2291
kevin.n.stephens@osfhealthcare.org

Gun-Free Campus

Firearms and other weapons are not permitted at any of the facilities owned and/or leased by Saint Francis Medical Center College of Nursing, unless carried by a law enforcement officer.

Course Descriptions

Undergraduate Program Courses

Prerequisites and co-requisites for the nursing courses are specified for classified students. Students-at-large and RN students should contact the Office of Admissions for the requirements for a specific course. Exceptions require the consent of the course faculty and Dean, Undergraduate Program. The nursing major is taken during the junior and senior years.

Numbers listed to the right of the course name indicate credit hours earned. If there are additional numbers listed in parenthesis, the first number is credit hours for theory and the second number is credit hours for laboratory or clinical.

Core Courses for Students Starting Before Fall 2026 Term:

BSN 304 Nursing and Healthcare Ethics 3
This course is designed to develop the foundations of decision-making in health care ethics. Decisions are based primarily upon a Judeo-Christian value system which has clear expression in the Ethical and Religious Directives for Catholic Health Care Services. Core assumptions of ethical systems used in health care ethics decision-making frameworks and models will be identified, evaluated and discussed. Critical examination of clinical cases provides an opportunity to analyze ethical decisions as related to professional nursing, biophysical, and psychosocial concepts. Prerequisite: Completion of Health Assessment, Pathophysiology, Pharmacological Basis in Nursing, Conceptual Basis of Nursing I Theory and Conceptual Basis of Nursing I Clinical; or with approval of the Dean of the Undergraduate Program and course faculty.

BSN 310 Health Assessment 3 (2/1)
This course uses active student learning to develop skills for physical, developmental, psychosocial, cultural, and spiritual assessment of individuals with emphasis on normal variations and common abnormalities. Communication skills, interviewing techniques, and history taking skills essential to the nursing process are learned and practiced. Opportunities for practice and validation of assessment skills are provided in the laboratory. Prerequisite: Completion of 59 credit hours pre-nursing courses; concurrent with or after completion of Learning Strategies for Nursing Students; prior to or concurrent with Conceptual Basis of Nursing I Clinical and Conceptual Basis of Nursing I Theory. Or RN who has completed 59 credit hours pre-nursing courses or is enrolled in pre-nursing curriculum or with approval of the Dean of the Undergraduate Program and course faculty.

BSN 312 Pathophysiology.....4 (3 in seat/1 on-line)
This course introduces the central concepts of pathophysiology at the cellular level and how they apply to physiological changes. A variety of pathophysiological alterations are used to illustrate these central concepts. Throughout the course, the student applies previously acquired knowledge from anatomy and physiology, chemistry, and microbiology to the study of pathophysiology. Prerequisite: Completion of 59 credit hours of pre-nursing courses. Concurrent with or after completion of Learning Strategies for Nursing Students; concurrent with or prior to Conceptual Basis of Nursing I Clinical and Theory, or with approval of the Dean of the Undergraduate Program and course faculty. Prerequisites for Student-at-Large: 6-8 credit hours anatomy and physiology, 3-4 credit hours chemistry, 3-4 credit hours microbiology, or with approval of the Dean of the Undergraduate Program and course faculty.

BSN 314 Pharmacological Basis of Nursing Practice……3
This course provides a broad overview of the nursing management of drug therapy. Content includes general principles of pharmacology and the legal, ethical, and safety aspects of medication administration. Drug information includes core drug knowledge for major drug classifications and

prototype medications on specific body systems, as well as patient variables that influence drug therapy such as health status, life span and gender, diet, and culture. Emphasis is placed on pharmacological principles and nursing responsibilities and how they apply to drug therapy. Prerequisite: Completion of 59 credit hours of pre-nursing courses. Concurrent with or after completion of Learning Strategies for Nursing Students; concurrent with or prior to Conceptual Basis of Nursing I Clinical and Theory, or with approval of the Dean of the Undergraduate Program and course faculty. Prerequisites for Student-at-Large: 6-8 credit hours anatomy and physiology, 3-4 credit hours chemistry, 3-4 credit hours microbiology, or with approval of the Dean of the Undergraduate Program and course faculty.

BSN 317 Concepts of Professional Nursing for the RN 3
This course provides an overview of the philosophy of baccalaureate nursing education and introduces the student to the philosophy and organizing framework of the College. The RN student, with unique life and work experiences, is guided to conceptualize changes in professional nursing roles. Topics discussed include caring interaction in nursing, nursing process, health promotion and maintenance, health care delivery systems, nursing theory, adult learning theories, and issues in contemporary nursing. The course provides a forum for discussion of changing perceptions and dimensions of professional nursing. The course assists the student in developing a conceptual framework for baccalaureate nursing. Prerequisites: Completion of our current enrollment in pre-nursing courses, licensed as an RN, or with approval of the Dean of the Undergraduate Program and course faculty.

BSN 318 Research for Nursing Practice 3
This course focuses on the research process and the use of evidence as an integral component of professional nursing. Prior learning from the liberal arts and sciences and nursing coursework serves as a basis for the assimilation of new knowledge and skills related to research and evidence-based practice. Terminology, concepts and constructs specific to research; types of research methodologies; and the steps in the research process are discussed. Levels of evidence are introduced to guide clinical decision making. Emphasis is given to locating reputable sources of evidence and determining applicability of the information to professional nursing practice. Prerequisite: Successful completion of Conceptual Basis of Nursing I Theory, Conceptual Basis of Nursing I Clinical, Pathophysiology, Health Assessment, Pharmacological Basis of Nursing Practice, and Learning Strategies; or with approval of the Dean of the Undergraduate Program and course faculty. Prerequisite for RNs: Concepts of Professional Nursing and pre-nursing Stats course or with approval of the Dean of the Undergraduate Program and course faculty.

BSN 321 Learning Strategies for Nursing Students..... 1
This course employs current educational research to assist students in becoming active participants in a learner-centered curriculum. The roles, responsibilities, and expectations of both the student and the faculty will be clarified. Students will practice various active learning strategies in both the traditional and non-traditional settings. The rationales for a learner-centered concept- based curriculum and the use of technology will be discussed as these relate to best practices in current nursing education. Concepts and theories from students' pre-nursing liberal arts and sciences background serve as a foundation for the development of new learning skills, which will prepare the student for the professional nursing role of life-long learner. Prerequisite: Must be taken during first 16-week semester enrolled at the College; or with approval of the Dean of the Undergraduate Program and course faculty.

BSN 322 Concepts of Care for the Older Adult……3
This course discusses and evaluates physiological and psychological concepts applicable to the older adult. Ethical, spiritual, cultural, and socioeconomic issues related to the older adult will be presented. Prior knowledge and skills in nursing, health assessment, pathophysiology, and pharmacology will be applied in the discussion of the nursing management of the older adult across the health/illness continuum. Utilizing the nursing process, students will relate the patient's history and assessment

findings, pathology, and treatment plan. The review of diagnostics and assessment findings, including functional assessment, will enable the student to plan, implement, and evaluate individualized plans of care. Prerequisite: Completion of Conceptual Basis of Nursing I Theory, Conceptual Basis of Nursing I Clinical, Pathophysiology, Pharmacological Basis of Nursing Practice, Health Assessment, and Learning Strategies for Nursing Students; or with approval of the Dean of the Undergraduate Program and course faculty.

BSN 324 Conceptual Basis of Nursing I Theory..... 4
This course provides a foundation for professional nursing practice. The emphasis is on theories, knowledge, and basic skills necessary to administer beginning level assessment and nursing interventions for adults. The course presents professional nursing, biophysical, and psychosocial concepts related to the professional roles of the nurse and care of the patient within the context of their environment. The health care delivery system and the political, economic, and social factors that affect health are discussed. The course introduces caring in nursing, critical thinking in applying the nursing process and managing patient care. Therapeutic communication, adult learning theory, collaboration, and legal and ethical practice necessary to engage in therapeutic interventions that promote and maintain individuals' health are learned. Prerequisite: Completion of 59 credit hours of required pre- nursing courses; taken concurrently with Conceptual Basis of Nursing I Clinical; concurrent with or after Health Assessment, Pharmacological Basis of Nursing Practice, Pathophysiology, and Learning Strategies for Nursing Students; or with approval of the Dean of the Undergraduate Program and course faculty.

BSN 325 Conceptual Basis of Nursing I Clinical ..... 0/2 (6 hours lab/clinical per week)
This course applies the concepts and theories of professional nursing from the course Conceptual Basis of Nursing I Theory. Opportunities to learn and practice cognitive and psychomotor skills are provided in the professional skills laboratory using simulation activities and with assigned patients in clinical settings. The emphasis is on clinical experiences that will provide opportunities for students to participate in collaborative therapeutic activities in a variety of health care settings that focus on health maintenance and promotion. Clinical experiences occur in predictable situations with individuals across the lifespan. The nursing process is used to meet the patient's needs related to health promotion and maintenance. The roles and characteristics of the professional nurse, with emphasis on the roles of caregiver and educator, are developed. Prerequisite: Completion of 59 credit hours of required pre- nursing courses; taken concurrently with or after Health Assessment, Pharmacological Basis of Nursing Practice, Pathophysiology, Learning Strategies for Nursing Student, and Conceptual Basis of Nursing I Theory; or with approval of the Dean of the Undergraduate Program and course faculty.

BSN 330 Conceptual Basis of Nursing II Theory 5
This course focuses on professional nursing, biophysical and psychosocial concepts related to human behavior, psychopathology, women's health, and the care of the family across the life span. The therapeutic use of self, education principles, institution of appropriate nursing care delivery, the nursing process, and concepts of group process are utilized as interventions for health maintenance, return of optimal health status, and adaptation of patients within their environments. The collaborative relationship between the nurse and other members of the interprofessional health care team in the clinical settings are explored. Emphasis is placed on the nursing process in assisting patients of various ages, wellness states, and cultures to reach optimal health by facilitating adaptation of physical, emotional, intellectual, social, and spiritual well-being. Prerequisite: Completion of Health Assessment, Conceptual Basis of Nursing I Theory, Conceptual Basis of Nursing I Clinical, Pathophysiology, Pharmacological Basis of Nursing Practice, and Learning Strategies for Nursing Students; concurrent with or prior to Conceptual Basis of Nursing II Clinical; or with approval of the Dean of the Undergraduate Program and course faculty.

BSN 331 Conceptual Basis of Nursing II Clinical 0/5
This course applies the concepts and theories of professional nursing from the course Conceptual Basis of Nursing II Theory. Opportunities to learn and practice therapeutic use of self, group process, cognitive and psychomotor skills are provided in the professional skills laboratory using simulation activities and with assigned patients in clinical settings. A variety of acute care, intermediate, and community settings are used for the promotion and restoration of health and rehabilitation for individuals, families, and groups. Clinical assignments provide an opportunity to implement the nursing process to meet the needs of patients related to human behavior, psychopathology, women's health, and the family across the life span. The collaborative relationship between the professional nurse and the interprofessional health care team in the clinical setting is further developed. Prerequisite: Completion of Health Assessment, Conceptual Basis of Nursing I Theory, Conceptual Basis of Nursing I Clinical, Pathophysiology, Pharmacological Basis of Nursing Practice, and Learning Strategies for Nursing Students; concurrent with or after completion of Conceptual Basis of Nursing II Theory; or with approval of the Dean of the Undergraduate Program and course faculty.

BSN 412 Trends and Issues for Professional Nursing..... 3
This course focuses on the trends and issues impacting nursing and health care. Topics include legal issues, informatics, regulatory processes, professionalism, health care policy, economics, quality, and care delivery systems. The responsibilities of the professional nurse in the current complex health care environment are emphasized. Prerequisite: Successful completion of Conceptual Basis of Nursing II Theory and Conceptual Basis of Nursing II Clinical; or with approval of the Dean of the Undergraduate Program and course faculty.

BSN 425 Promoting Healthy Communities for the RN 5 (4/1)
This course integrates professional nursing, biophysical and psychosocial concepts for care of people in the community. The concepts of health promotion, safety, health care systems, immunity, infection, and oxygenation, as related to populations, will be explored and applied. Emphasis is on the leadership roles of the nurse in managing the care of individuals, families, groups, and populations. Emphasis is on the nursing process in assisting patients of various ages, wellness states, and cultures to reach optimal health by facilitating adaptation of physical, emotional, intellectual, social, and spiritual well-being of populations. Prerequisite: RN Students Only. Completion of Health Assessment and Concepts of Professional Nursing for the RN; or with approval of the Dean of the Undergraduate Program and course faculty.

BSN 426 Conceptual Basis of Nursing III Theory……5
This course focuses on biophysical and psychosocial concepts related to cellular regulation, growth and development, perfusion, oxygenation, health promotion, coagulation, mobility, nutrition, fluid and electrolyte balance, fatigue, elimination and inflammation in patients across the lifespan. Additionally, professional nursing, biophysical, and psychosocial concepts will be discussed as they relate to the primary concepts. Emphasis is on the nursing process in assisting patients of various ages, wellness, states, and cultures to reach optimal health by facilitating adaptation of physical, emotional, intellectual, social, and spiritual well-being. Prerequisites: Completion of Conceptual Basis of Nursing II Theory and Conceptual Basis of Nursing II Clinical; concurrent with or prior to Conceptual Basis of Nursing III Clinical; after completion or concurrent with Nursing and Healthcare Ethics and Concepts of Care for the Older Adult; or with approval of the Dean of the Undergraduate Program and course faculty.

BSN 427 Conceptual Basis of Nursing III Clinical 0/5
This course applies the concepts and theories of professional nursing from the course Conceptual Basis of Nursing III Theory. Opportunities to learn and practice cognitive and psychomotor skills are provided in the professional skills laboratory using simulation activities and with assigned patients in clinical settings.

A variety of acute care, intermediate, and community settings are used for the promotion and restoration of health and rehabilitation for individuals, families, and groups. Clinical assignments provide opportunities to implement the nursing process to meet the physiological and psychosocial needs of patients across the lifespan with emphasis on the needs of children and individual family members. The collaborative relationship between the nurse and other health care team members in the clinical setting is further developed. The roles and characteristics of the professional nurse, with emphasis on the roles of caregiver, educator, and facilitator, are further developed. Prerequisite: Completion of Conceptual Basis of Nursing II Theory and Conceptual Basis of Nursing II Clinical; concurrent with or after completion of Conceptual Basis of Nursing III Theory; after completion or concurrent with Nursing and Healthcare Ethics and Concepts of Care for the Older Adult; or with approval of the Dean of the Undergraduate Program and course faculty.

BSN 433 Experiences in Clinical Nursing-RN 0/8
This course applies the concepts and theories of professional nursing from the course Conceptual Basis of Nursing IV. Opportunities to learn and practice cognitive and psychomotor skills are provided in the professional skills laboratory using simulation activities and with assigned patients in clinical settings. The nursing process is implemented in a variety of acute and intermediate care settings for the promotion and restoration of health. Students participate as an integral member of the health care team to provide comprehensive nursing care to patients across the lifespan and from diverse ethnic and socioeconomic groups. Leadership, responsibility/accountability, and interprofessional collaboration are emphasized. For those RNs wishing to meet this course requirement with a portfolio, one year of clinical experience (minimum of 1000 hours) is required. Prerequisite: Completion of Concepts of Professional Nursing - RN, and Health Assessment; or with approval of the Dean of the Undergraduate Program and course faculty.

BSN 434 Concepts in Nursing Management 3
This course focuses on the concepts and theories utilized in the managerial process related to nursing and health care. Topics discussed include leadership and management theories, change process, conflict resolution, communication, and decision making. The roles and responsibilities of an effective nurse manager and leader are emphasized. Prerequisite: Completion of Conceptual Basis of Nursing II Theory, Conceptual Basis of Nursing II Clinical, Nursing and Healthcare Ethics; prior to or concurrent with Conceptual Basis of Nursing III Theory and Conceptual Basis of Nursing III Clinical; or with approval of the Dean of the Undergraduate Program and course faculty. Prerequisite for RNs: Concepts of Professional Nursing and Health Assessment; concurrent with or after completion of Promoting Healthy Communities; or with approval of the Dean of the Undergraduate Program and course faculty.

BSN 436 Trends and Issues for Professional Nursing for the RN……3
This course focuses on the trends and issues impacting nursing and health care. Concepts discussed include legal issues, informatics, regulatory processes, professionalism, health care policy, and economics, quality, and care delivery systems. The responsibilities of the professional nurse in the current complex health care environment are emphasized. Prerequisite: Registered Nurses only. Completion of Concepts of Professional Nursing for the RN; completion of or concurrent registration in Nursing and Healthcare Ethics and Nursing Research; or with approval of the Dean of the Undergraduate Program and course faculty.

BSN 438 Conceptual Basis of Nursing IV Theory 5
This course integrates professional nursing, biophysical and psychosocial concepts related to health promotion, safety, health care systems, immunity, infection, oxygenation, perfusion, fluid and electrolyte balance and coagulation across the lifespan. Additional professional nursing concepts will be discussed as they relate to management, leadership and collaboration. Emphasis is on the leadership roles of the nurse in managing the care of individuals, families, groups, and populations. Emphasis is on the nursing process in assisting patients of various ages, wellness states, and cultures to reach optimal

health by facilitating adaptation of physical, emotional, intellectual, social, and spiritual well-being. Prerequisite: Completion of Conceptual Basis of Nursing III Theory, Conceptual Basis of Nursing III Clinical, Research for Nursing Practice, and Concepts in Nursing Management; concurrent with or prior to Conceptual Basis of Nursing IV Clinical; or with approval of the Dean of the Undergraduate Program and course faculty.

BSN 439 Conceptual Basis of Nursing IV Clinical 0/5
This course applies the concepts and theories of professional nursing from the course Conceptual Basis of Nursing IV Theory. Opportunities to learn and practice cognitive and psychomotor skills are provided in the professional skills laboratory using simulation activities and with assigned patients in clinical settings. The nursing process is implemented in a variety of acute care, intermediate, and community settings for the promotion and restoration of health, rehabilitation for individuals, families, groups, and populations. Students participate as an integral member of the health care team to provide comprehensive nursing care to patients across the lifespan and from diverse ethnic and socioeconomic groups. Leadership, responsibility/accountability, and interprofessional collaboration are emphasized. Prerequisite: Completion of Conceptual Basis of Nursing III Theory, Conceptual Basis of Nursing III Clinical, Research for Nursing Practice, and Concepts in Nursing Management; concurrent with or prior to Conceptual Basis of Nursing IV Theory; or with approval of the Dean of the Undergraduate Program and course faculty.

Electives for for Students Starting Prior to Fall 2026 Term:

NOTE: Elective course offerings vary each year depending upon the number of students and availability of faculty.

431 Independent Study..... 1-3
Health related topics of interest to the student allow for an in-depth study to enhance student learning. An independent study with a clinical focus including a seminar and experience is available in various clinical areas. A variety of elective courses may be offered pending student interest and enrollment. Prerequisite: Completion of Conceptual Basis of Nursing I, II, and III Theory and Clinical; concurrent with or after completion of Conceptual Basis of Nursing IV Theory and Clinical; or with approval of the Dean of the Undergraduate Program and course faculty.

BSN 4311H Camp Hope Experience……..1-3
In this course, concepts and theories related to the care of children with cancer or blood disorder will be implemented. The nursing process is utilized to meet the physiological and psychological needs of the child camper with an emphasis on the higher-level needs of safety, security, protection, love and belonging. Interactions between the nurse, child and family are emphasized, as well as the role of the educator. Learning experiences include opportunities to apply knowledge and skills in the care of a child who has cancer or blood disorder in a camp setting. Prerequisite: Successful completion of the first semester junior year. This includes completion of 310, 312, 314, 324 and 325, or with approval of the Dean of the Undergraduate Program and course faculty.

BSN 431.2 Emergency Nursing Care of Patient……..3
This course incorporates the nursing process in nursing care that assists patients in a variety of emergency situations. The topics discussed include standards, concepts, laws, current research, and ethical implications related to emergency care of patients. The roles and responsibilities of the nurse in emergency care are discussed. Emphasis is on priority setting, critical assessment, interviewing strategies, and the application of the nursing process to provide care and meet course outcomes. Prerequisite: Completion of Conceptual Basis of Nursing I, II, and III Theory and Clinical Courses. Concurrent with or after completion of Conceptual Basis of Nursing IV Theory and Clinical; or with approval of the Dean of the Undergraduate Program and course faculty.

BSN 431.4 Nursing Care of the Critically Ill Adult 3
This course utilizes the nursing process to study the nursing care of critically ill patients across the lifespan with a variety of problems. Topics to be covered include concepts, standards of practice, current research and ethical implications related to the care of critically ill adults. The roles and responsibilities of the nurse in the critical care setting will be discussed. Appropriate research findings are discussed as they relate to care of the critically ill patient. Prerequisite: Completion of Conceptual Basis of Nursing I, II, and III Theory and Clinical courses; concurrent with or after completion of Conceptual Basis of Nursing IV Theory and Clinical; or with approval of the Dean of the Undergraduate Program and course faculty.

BSN 431.6 Nursing Care of the Critically Ill Child……..3
This course includes the study of concepts and principles from nursing and the sciences as they relate to the care of critically ill neonatal and pediatric patients. Emphasis is placed on the psychosocial and physiologic needs of the patient and family. The roles and functions of the nurse are discussed, as well as the ethical/legal issues encountered in the pediatric critical care environment. Appropriate research findings are discussed as they relate to the care of these patients. Students utilize the critical care units to observe and assist with nursing care of the neonatal or pediatric patient. Prerequisite: Completion of Conceptual Basis of Nursing I, II, and III Theory and Clinical courses; concurrent with or after completion of Conceptual Basis of Nursing IV Theory and Clinical; or with approval of the Dean of the Undergraduate Program and course faculty.

BSN 431.8 Summer Clinical Elective 3
This course helps prepare the baccalaureate-nursing student to integrate nursing theories, concepts and experiences in the preparation for the practice as a professional nurse. Within this course, the goals of nursing are the promotion and maintenance of health; the care and rehabilitation of the sick and the injured; and the support of the dying based on the Catholic ethical principles and the Catholic social teachings. Learning is both an independent and an interdependent process. The student functions with the interdisciplinary team are assigned to a preceptor who serves as a role model and clinical resource person enrolled in the nursing education program. Prerequisites: Acceptance into the OSF Saint Francis Medical Center Intern Program and successful completion of the first semester junior year.

BSN 43111 Camp Granada Experience 3
In this course, concepts and theories related to care of the child with diabetes will be implemented. The nursing process is utilized to meet the physiological and psychological needs of the child camper with an emphasis on the higher-level needs of safety, security, protection, love and belonging. Interactions between the nurse, child and family are emphasized, as well as the role of educator. Learning experiences include opportunities to apply knowledge and skills in the care of the child who has diabetes in a rustic setting over a week-long stay. Prerequisite: Successful completion of the first semester junior year. This includes completion of 310, 312, 314, 324 and 325, or with approval of the Dean of the Undergraduate Program and coursefaculty.

BSN 431.15 Transcultural Nursing 3
The course provides students with an introduction to the theory of transcultural nursing. The core content includes the history of transcultural nursing, as well as issues of cultural beliefs, practices, values and implications for nursing practice. Students will study common beliefs and health care practices from many different cultures. Personal reflection on the student's own culture and the student's feelings towards other cultures will also be explored. The course also covers information related to consultation in transcultural nursing, as well as administration, research and issues for the future. The student will be provided tools to ensure a better understanding of various cultures, which will equip the nurse to provide culturally competent and culturally sensitive care. Prerequisite: Successful completion of the first semester junior year. This includes completion of 310, 312, 314, 324 and 325.

Accelerated BSN Courses for Students Starting Prior to Fall 2026:

NAC 344 Fundamentals of Nursing and Health Assessment……..6
Fundamentals of Nursing and Health Assessment provides students with the foundational concepts needed for all aspects of nursing. Theory and laboratory practice will be utilized. The CSJP of Dignity of the Human Person and The Call to Family and Community are introduced.

NAC 346 Accelerated Pathopharmacology I……..4
This course builds upon previous learning in anatomy, physiology, chemistry, and microbiology to introduce the student to various disease processes and medications. Emphasis will be on the nurse's role in creating a safe patient environment and the patient's response to disease and drug therapy. The Catholic Social Justice Principles (CSJP) of Rights and Responsibilities is introduced.

NAC 348 Nursing as a Profession……..……3
Nursing as a Profession examines the history of nursing and nursing theories. The Nursing Practice Act and ANA Scope and Standards are introduced. Principles of professional communication are introduced and developed. The concept of professional development as a nurse is explored. APA is introduced as students begin to demonstrate professional writing. Introduction to Christian Social Justice Principles (CSJP) and The Dignity of Work and Solidarity will occur in this course.

NAC 352 Adult Practicum I……4

PAC 342 Catholic Principles for Health Care Ethics……..4
This course is designed to develop the foundations of decision-making in health care ethics. Decisions are based primarily upon a Judeo-Christian value system which has clear expression in the Ethical and Religious Directives for Catholic Health Care Services. Core assumptions of ethical systems used in health care ethics decision-making frameworks and models will be identified, evaluated and discussed. Critical examination of clinical cases provides an opportunity to analyze ethical decisions as related to professional nursing, biophysical, and psychosocial concepts.

NAC 356 Pathopharmacology II……..……..4
Accelerated Pathopharmacology II builds on Accelerated Pathopharmacology I. Accelerated Pathopharmacology II provides the student with the opportunity to examine different systems of the body, disease, and its relationship to pharmacological interventions. Emphasis on pharmacology and pathophysiology of selected systems and health alterations. Using the nursing process, examine health deviations of the body and mind and their impact on human functioning, drug actions, and interactions in the body. Emphasis on the role of the nurse in creating a safe patient environment and the patient's response to disease and drug therapy. The Catholic Social Justice Principle of Rights and Responsibilities as related to this course is reinforced.
NAC 358 Concepts of Chronic and Acute Adult Health……..……6

NAC 359 Adult Practicum II……..……4

NAC 362 Concepts of Maternal-Child Health……..……..……4
Concepts of Maternal-Child Health focuses on assessment and planning for care of the childbearing and childrearing family. The Catholic Social Justice Principle of The Call to Family and Community is reinforced.

NAC 363 Maternal-Child Practicum……..……..……..3
Maternal-Child Health Practicum focuses on implementing and evaluating care provided to the childbearing and childrearing family. The Catholic Social Justice Principle of The Call to Family and Community is demonstrated.

NAC 432 Concepts of Community and Psychiatric Mental Health Nursing……5
Concepts of Community and Psychiatric Mental Health Nursing analyzes the scope of biopsychosocial factors which influence the health of individuals, families, and aggregates within communities. Emphasis is placed upon the integration of primary, secondary, and tertiary prevention. Nursing concepts, therapeutic communication skills, and elements of group process are integrated into theory. Social determinants of health are discussed. The Catholic Social Justice Principles of The Dignity of the Human Person and Option for the Poor and Vulnerable are reinforced.

NAC 433 Community and Psychiatric Mental Health Practicum……4
Concepts of Community and Psychiatric Mental Health Nursing Practicum focuses on providing care in diverse community and psychiatric mental health settings. Social determinants of health are addressed as they relate to patients and populations. The Catholic Social Justice Principles of The Dignity of the Human Person and Option for the Poor and Vulnerable are evaluated.

NAC 436 Introduction to Evidence Based- Practice……3
Evidence-Based Practice emphasizes the role and elements of evidence-based practice (EBP) in professional nursing practice. The focus is on the cyclical process of identifying clinical questions, searching and appraising the evidence, and implementing practice changes. Clinical questions are examined and the EBP process is carried out within the context of the course. The Catholic Social Justice Principles of Care for God's Creation and Rights and Responsibilities are reinforced and evaluated.

NAC 440 Leadership in Nursing and Healthcare……4
Leadership in Nursing and Healthcare focuses on the role of a nurse who leads and manages across the healthcare continuum. The healthcare delivery system is analyzed and discussed. The Catholic Social Justice Principles of The Dignity of Work is evaluated and Solidarity is reinforced and evaluated.

NAC 444 Clinical Immersion……4

NAC 446 NCLEX Prep Course……2

BSN Courses for Students Starting Fall 2026 Term and After:
NURS 300 Fundamentals of Nursing – Didactic ……2
This course introduces the theoretical foundations of professional nursing practice that support safe, ethical, and person-centered care. Teaching and learning strategies include interactive lectures, guided discussion, case-based activities, concept mapping, and reflective exercises to support knowledge development and beginning clinical reasoning. By the end of the course, learners will be able to describe and apply foundational nursing concepts, use the nursing process and clinical judgment frameworks in structured patient care scenarios, and recognize the role of safety, communication, professionalism, and ethics in guiding evidence-informed nursing practice.

NURS 300P Fundamentals of Nursing - Practicum ……3
This c ourse introduces foundational concepts and skills essential to professional nursing practice and safe, patient-centered care. Teaching and learning strategies include skills laboratory practice, simulation, case-based learning, and supervised clinical experiences that support active engagement and the development of beginning clinical reasoning. By the end of the course, learners will be able to perform basic nursing skills, conduct foundational health assessments, and apply principles of safety, infection prevention, communication, and documentation in structured clinical settings while providing evidence-informed, compassionate care and demonstrating professional accountability and beginning clinical judgment.

NURS 301 Fundamentals of Nursing for the Accelerated BSN……2
This course introduces the theoretical foundations of professional nursing practice that support safe, ethical, and person-centered care. Teaching and learning strategies include interactive lectures, guided discussion, case-based activities, concept mapping, and reflective exercises to support knowledge development and beginning clinical reasoning. By the end of the course, learners will be able to describe and apply foundational nursing concepts, use the nursing process and clinical judgment frameworks in structured patient care scenarios, and recognize the role of safety, communication, professionalism, and ethics in guiding evidence-informed nursing practice.

NURS 305 Health Assessment - Didactic ……..2
This course provides foundational theoretical knowledge to support health assessment, with an emphasis on systematic history taking and structured physical examination. Learners engage with course content through interactive lectures, guided activities, and introductory case-based exercises designed to support communication skills and the accurate use of medical terminology in documentation. By the end of the course, learners will be able to obtain organized health histories, perform basic physical examination techniques, recognize expected and unexpected findings, identify common risk factors, and begin to interpret assessment data within structured clinical frameworks to support safe, patient-centered care.

NURS 305L Health Assessment - Lab ……..1
This laboratory course provides experiential learning to develop foundational psychomotor skills for health assessment. Through structured laboratory practice, simulation, and guided clinical scenarios, learners practice systematic history taking, basic physical examination techniques, and accurate documentation while developing therapeutic communication skills. Emphasis is placed on proper technique and recognition of expected and unexpected findings using structured assessment approaches. By the end of the course, learners will be able to collect, document, and communicate assessment data in simulated and supervised settings, demonstrating safe performance, beginning clinical judgment, and professional communication to support patient-centered care.

NURS 309: Professional Identity and Clinical Judgement ……2
This course introduces beginning nursing students to foundational concepts of professional identity, ethical accountability, and the role of clinical judgment in safe, effective practice. Learners engage in guided learning activities that promote active participation and connection to introductory nursing contexts, including interactive discussions, reflection, case-based learning, and skill-building exercises. By the end of the course, students will be able to describe essential elements of professional nursing practice, apply the Nursing Clinical Judgment Model to basic clinical scenarios, and demonstrate emerging professional behaviors that support safe, person-centered care.

NURS 310: Ethics in Nursing Practice……3
This course introduces Catholic health care ethics and moral theology as foundations for ethical decision-making in nursing practice. Emphasizing human dignity and professional responsibility, students learn key concepts including natural law, virtue ethics, Catholic social teaching, the principle of double effect, and proportionate means of care. Learning strategies include guided discussion, introductory case-based activities, structured use of primary sources (ANA Code of Ethics and Ethical and Religious Directives), and reflective assignments. By the end of the course, students will be able to describe Catholic understanding of the human person, explain basic components of moral decision-making in health care, and apply foundational ethical principles to guided clinical scenarios.

NURS 312 Pathophysiology and Pharmacology I……..3
This first course in a two-course sequence provides foundational knowledge essential for safe, professional nursing practice through the integrated study of pathophysiology and pharmacology. Learners engage with basic physiologic regulatory mechanisms, common pathophysiologic alterations, and associated

pharmacologic therapies using learner-centered strategies such as case-based activities, interactive lectures, gamification, and collaborative learning. By the end of the course, learners will be able to explain basic pathophysiologic changes in the human body, describe common pharmacologic therapies, and apply foundational nursing roles and responsibilities in structured scenarios to support safe, effective, and ethically grounded care.

NURS 314 Pathophysiology and Pharmacology II……..4
Pathopharmacology II is the second course in a two-course sequence designed to deepen learners' understanding of pathophysiologic processes and pharmacologic management to support safe, evidence-based nursing practice. Building on foundational concepts, the course focuses on multisystem disease processes, clinical manifestations, and basic interpretation of diagnostic data and pharmacologic therapies. Learners engage through unfolding case studies, interactive lectures, and collaborative activities to strengthen clinical reasoning and application of medication management principles. By the end of the course, learners will be able to analyze alterations in health, compare and prioritize pharmacologic and non-pharmacologic interventions, and apply ethical, legal, cultural, and safety principles in structured scenarios to support patient-centered nursing care.

NURS 315 Adult Health Nursing I Didactic……3
This course builds on the theoretical foundations and nursing process introduced in Fundamentals of Nursing, focusing on the delivery of safe, evidence-based, and person-centered care to adults with common acute and chronic conditions. Learners engage through interactive lectures, case-based learning, and concept mapping to strengthen clinical judgment, prioritization, assessment, and therapeutic communication skills. Emphasis is placed on applying evidence-based practice and clinical judgment frameworks to nursing care. By the end of the course, learners will be able to use the nursing process to assess, plan, implement, and evaluate care for adult patients, prioritize nursing interventions, and integrate principles of safety, ethics, interprofessional collaboration, and professionalism to support optimal patient outcomes.

NURS 315P Adult Health I Practicum……..3
This clinical course builds on foundational nursing skills and clinical judgment developed in Fundamentals and focuses on the care of adult patients with common acute and chronic conditions. Learners engage in supervised clinical experiences, including direct patient care, simulation, and case-based learning, to apply the nursing process, clinical judgment frameworks, and evidence-based practice. Emphasis is placed on health assessment, prioritization of care, medication administration, therapeutic communication, and interprofessional collaboration. By the end of the course, learners will be able to provide safe, person-centered adult nursing care by performing essential clinical skills, prioritizing and implementing interventions, communicating and documenting accurately, and collaborating with the healthcare team while integrating principles of safety, ethics, and evidence-based practice and continuing to develop professional identity and clinical judgment.

NURS 320 Community & Population Health Didactic……..2
This didactic course introduces community and population health nursing across the continuum of disease prevention and health promotion, with emphasis on how social drivers of health influence outcomes for diverse populations and communities. Learners engage through interactive lectures, guided inquiry, case-based learning, and discussion to support clinical reasoning and application to community health contexts. By the end of the course, learners will be able to conduct basic community assessments, analyze community health data using structured approaches, and identify appropriate evidence-informed interventions that address social drivers of health to improve population and community health outcomes.

NURS 320P Community & Population Health Practicum……..……1
This clinical course immerses learners in supervised practice experiences within community and population health settings, focusing on the application of population health principles and social drivers of health across the continuum of disease prevention and health promotion. Learners engage in diverse community experiences, interprofessional collaboration, and structured reflection to strengthen clinical judgment. By the end of the course, learners will be able to assess community and population health needs, demonstrate effective communication, and implement evidence-informed, equity-focused nursing interventions in guided settings to address health disparities and promote improved health outcomes.

NURS 325 Psychiatric Mental Health Nursing Didactic……2
This course introduces foundational knowledge for understanding and delivering holistic, evidence-based care to individuals experiencing psychiatric and mental health conditions. Students engage in didactic instruction, case-based learning, reflective activities, and interdisciplinary dialogue to examine biological, psychological, social, and cultural influences on mental health. By the end of the course, students will be able to analyze key mental health concepts, apply evidence-based information to guided care planning scenarios, and explain ethical and legal considerations relevant to psychiatric nursing practice.

NURS 325P Psych Mental Health Practicum……1
This clinical course builds on theoretical foundations by providing experiential learning opportunities to apply evidence-based psychiatric nursing care. Students participate in supervised clinical experiences, including direct patient care, simulation, interdisciplinary collaboration, and reflective debriefing to strengthen clinical reasoning and therapeutic communication. By the end of the course, students will be able to perform focused psychiatric assessments, implement nursing interventions in guided settings, apply basic crisis intervention strategies, and advocate for patients within mental health care environments while demonstrating safe, therapeutic, and professional practice.

NURS 328 Safety, QI, and Informatics……3
This course prepares undergraduate nursing students to apply principles of patient safety, quality improvement, evidence-based practice, research translation, and health informatics to improve healthcare outcomes across diverse settings. Students develop clinical reasoning and systems thinking through analysis of patient safety concepts, evaluation of research evidence, and application of healthcare technologies and continuous improvement processes. Emphasis is placed on data-informed decision-making, ethical use of informatics, and collaborative approaches to quality improvement. By the end of the course, learners will integrate evidence into clinical decision-making, apply safety and quality improvement strategies, and use informatics and digital tools to support safe, high-quality nursing practice.

NURS 330 Complex Adult Heath Didactic……3
This senior-level nursing course focuses on the management of complex acute and critical care situations while fostering the development of clinical judgment and care coordination. Building on prior nursing and interdisciplinary knowledge, students apply concepts from pharmacology, pathophysiology, population health, ethics, and systems-based practice to deliver holistic, evidence-based care to adults across the health–illness continuum. Learning strategies include case-based learning, interprofessional collaboration, and structured reflection, with emphasis on leadership, communication, and ethical decision-making. By the end of the course, learners will synthesize complex assessment data, demonstrate clinical judgment with faculty guidance, collaborate within interprofessional teams, and develop comprehensive plans of care that promote safety, quality, and equity.

NURS 330P Complex Adult Health Practicum……4
This senior-level clinical practicum provides faculty-supervised practice experiences that support

students in applying and demonstrating competencies related to the care of adults experiencing complex acute and critical health conditions across diverse healthcare settings. Building on the companion complex nursing didactic course, learners integrate advanced assessment skills, clinical judgment, care coordination, and evidence-based nursing interventions while managing patients with increasing acuity and complexity. Emphasis is placed on patient safety, quality improvement, ethical practice, interprofessional collaboration, and systems-based care. Through guided clinical practice, simulation, feedback, and structured reflection, students demonstrate progressive development of competence and professional accountability in preparation for senior-level immersion and transition-to-practice experiences.

NURS 335 Maternal Health Nursing Didactic……2
This course provides an evidence-based exploration of maternal, perinatal, and newborn nursing care across the antepartum, intrapartum, postpartum, and neonatal periods, with emphasis on family-centered, culturally responsive, and safety-focused practice. Building on foundational knowledge, students synthesize concepts to assess maternal and newborn health needs, interpret clinical data, and develop evidence-based, person-centered care plans. Emphasis is placed on clinical judgment, ethical decision-making, and application of current evidence to support safe, high-quality care across the perinatal continuum.

NURS 335P Maternal Health Practicum……1
This clinical practicum provides supervised experiences in the care of pregnant, birthing, postpartum, and newborn patients across diverse settings. Students apply evidence-based principles of maternal and newborn nursing while participating in patient assessment, care planning, clinical decision-making, and interprofessional collaboration. Emphasis is placed on family-centered, culturally responsive care, patient safety, communication, and professional accountability. Through guided clinical practice, simulation, and faculty and preceptor feedback, students integrate theoretical knowledge with clinical experiences to strengthen clinical judgment and skill performance. By the end of the practicum, students will demonstrate clinical judgment with support, interpret clinical findings, and contribute to the delivery of safe, person-centered care grounded in evidence and ethical practice.

NURS 340 Pediatric Nursing Didactic……..2
This course provides an evidence-based introduction to pediatric nursing, emphasizing the physiological, developmental, and psychosocial care of children from infancy through adolescence within a family-centered context. Building on foundational knowledge, students analyze developmental concepts, interpret pediatric health data, and apply clinical reasoning to support health promotion and illness management. Emphasis is placed on growth and development, family dynamics, cultural responsiveness, and evidence-based practice. By the end of the course, students will synthesize knowledge to assess pediatric health needs, identify developmental milestones, and develop holistic, family-centered care plans that promote the health and well-being of children and their families.

NURS 340P Pediatric Nursing Practicum……1
This clinical course provides supervised experiences in the care of pediatric patients, supporting the application of knowledge from Pediatric Nursing Theory in diverse clinical settings. Students participate in pediatric assessment, medication administration, therapeutic communication with children and families, and clinical decision-making while integrating developmental and family-centered care principles. Emphasis is placed on patient safety, communication, and clinical judgment. Through guided clinical practice, simulation, and structured reflection, students refine skills and apply clinical reasoning with faculty support. By the end of the course, students will demonstrate clinical judgment with guidance, interpret clinical findings, and contribute to the delivery of safe, developmentally appropriate, and family-centered care.

NURS 345 Clinical Immersion Didactic……2
This culminating capstone nursing course synthesizes foundational and advanced nursing knowledge to prepare students for transition to professional practice. Active learning strategies—including case analysis, concept mapping, clinical data interpretation, evidence appraisal, interprofessional collaboration, and critical reflection—support application of clinical judgment and professional role development. By course completion, students demonstrate entry-level clinical judgment by synthesizing complex assessment data, applying advanced clinical reasoning and population health principles, analyzing health disparities through ethical and social justice frameworks, and designing evidence-based, equitable, client-centered strategies that promote safety, quality, leadership, advocacy, and improved health outcomes.

NURS 345P Clinical Immersion Practicum……..8
This culminating clinical course provides intensive, practice-based experiences preparing students for entry-level professional nursing practice across complex acute, community, and population settings. Through direct patient care, clinical immersion, simulation, and interprofessional collaboration, learners apply integrated knowledge of assessment, pharmacology, pathophysiology, quality improvement, evidence-based practice, and healthcare technologies to deliver comprehensive, client-centered care. Precepted experiences and reflective debriefing support demonstration of clinical reasoning, ethical practice, leadership, and advocacy for diverse populations. By course completion, students demonstrate entry-level competence by implementing safe, evidence-based care, collaborating within interprofessional teams, and contributing to improved health outcomes across systems and populations.

NURS 350 Leadership & Management in Nursing……3
This course examines principles, theories, and processes essential to nursing leadership and management within contemporary healthcare systems. Emphasis is placed on the nurse's role in promoting safe, equitable, high-quality care environments. Through analysis of leadership and management theories, students apply systems thinking to strategic planning, decision-making, prioritization, delegation, and communication in complex care settings. Additional focus includes change management, conflict resolution, team dynamics, and professional development. Using case-based scenarios and evidence-based approaches, learners analyze organizational challenges, prioritize care and resource allocation, and design leadership strategies that enhance patient outcomes, support interprofessional collaboration, and facilitate positive change across diverse healthcare environments.

NURS 390 Practice Integration Didactic……3
This course facilitates the nursing student's transition from learner to professional, entry-level registered nurse by emphasizing professional identity, role development, and preparation for licensure. Through active learning strategies, case-based scenarios, and clinical judgment activities, learners integrate knowledge and decision-making skills to support NCLEX readiness and entry-level practice expectations. By course completion, students will develop and justify an individualized transition-to-practice plan and synthesize clinical judgment, test-taking strategies, and professional standards to support successful licensure and role transition.

NURS 415 Adult Health Nursing I for Accelerated BSN – Didactic……..3
This course builds on the theoretical foundations and nursing process introduced in Fundamentals of Nursing, focusing on the delivery of safe, evidence-based, and person-centered care to adults with common acute and chronic conditions. Learners engage through interactive lectures, case-based learning, and concept mapping to strengthen clinical judgment, prioritization, assessment, and therapeutic communication skills. Emphasis is placed on applying evidence-based practice and clinical judgment frameworks to nursing care. By the end of the course, learners will be able to use the nursing process to assess, plan, implement, and evaluate care for adult patients, prioritize nursing interventions, and integrate principles of safety, ethics, interprofessional collaboration, and professionalism to support

optimal patient outcomes.

NURS 415 Adult Health Nursing I ABSN Practicum……5
This clinical course builds on foundational nursing skills and clinical judgment developed in Fundamentals and focuses on the care of adult patients with common acute and chronic conditions. Learners engage in supervised clinical experiences, including direct patient care, simulation, and case-based learning, to apply the nursing process, clinical judgment frameworks, and evidence-based practice. Emphasis is placed on health assessment, prioritization of care, medication administration, therapeutic communication, and interprofessional collaboration. By the end of the course, learners will be able to provide safe, person-centered adult nursing care by performing essential clinical skills, prioritizing and implementing interventions, communicating and documenting accurately, and collaborating with the healthcare team while integrating principles of safety, ethics, and evidence-based practice and continuing to develop professional identity and clinical judgment.

NURS 420 Community & Population Heath – Didactic……2
This didactic course introduces community and population health nursing across the continuum of disease prevention and health promotion, with emphasis on how social drivers of health influence outcomes for diverse populations and communities. Learners engage through interactive lectures, guided inquiry, case-based learning, and discussion to support clinical reasoning and application to community health contexts. By the end of the course, learners will be able to conduct basic community assessments, analyze community health data using structured approaches, and identify appropriate evidence-informed interventions that address social drivers of health to improve population and community health outcomes.

NURS 420P Community & Population Heath Nursing ABSN Practicum……1
This clinical course immerses learners in supervised practice experiences within community and population health settings, focusing on the application of population health principles and social drivers of health across the continuum of disease prevention and health promotion. Learners engage in diverse community experiences, interprofessional collaboration, and structured reflection to strengthen clinical judgment. By the end of the course, learners will be able to assess community and population health needs, demonstrate effective communication, and implement evidence-informed, equity-focused nursing interventions in guided settings to address health disparities and promote improved health outcomes.

NURS 425 Psychiatric-Mental Health Nursing for the Accelerated BSN Didactic……2
This course introduces foundational knowledge for understanding and delivering holistic, evidence-based care to individuals experiencing psychiatric and mental health conditions. Students engage in didactic instruction, case-based learning, reflective activities, and interdisciplinary dialogue to examine biological, psychological, social, and cultural influences on mental health. By the end of the course, students will be able to analyze key mental health concepts, apply evidence-based information to guided care planning scenarios, and explain ethical and legal considerations relevant to psychiatric nursing practice.

NURS 425P Psychiatric-Mental Health Nursing ABSN Practicum ……1
This clinical course builds on theoretical foundations by providing experiential learning opportunities to apply evidence-based psychiatric nursing care. Students participate in supervised clinical experiences, including direct patient care, simulation, interdisciplinary collaboration, and reflective debriefing to strengthen clinical reasoning and therapeutic communication. By the end of the course, students will be able to perform focused psychiatric assessments, implement nursing interventions in guided settings, apply basic crisis intervention strategies, and advocate for patients within mental health care environments while demonstrating safe, therapeutic, and professional practice.

NURS 428: Safety, Quality Improvement, and Informatics……..3
This course prepares undergraduate nursing students to apply principles of patient safety, quality improvement, evidence-based practice, research translation, and health informatics to improve healthcare outcomes across diverse settings. Students develop clinical reasoning and systems thinking through analysis of patient safety concepts, evaluation of research evidence, and application of healthcare technologies and continuous improvement processes. Emphasis is placed on data-informed decision-making, ethical use of informatics, and collaborative approaches to quality improvement. By the end of the course, learners will integrate evidence into clinical decision-making, apply safety and quality improvement strategies, and use informatics and digital tools to support safe, high-quality nursing practice.

NURS 430 Chronic and Acute Adult Health Nursing II……6
This course advances nursing care of adults experiencing complex, multisystem acute and chronic health alterations and builds on prior medical-surgical nursing knowledge to deepen clinical judgment in dynamic care settings. Through high-level case studies, unfolding scenarios, team-based learning, and evidence appraisal, learners analyze pathophysiology, advanced pharmacologic management, care coordination, patient education, and interdisciplinary treatment of unstable and high-risk adult populations. Emphasis is placed on prioritization, delegation, rapid recognition of deterioration, and transition planning across the continuum of care. By the end of the course, learners will be able to synthesize evidence-based nursing care for adults with complex health needs, evaluate patient outcomes, and develop safe, timely interventions that optimize recovery and quality of life.

NURS 430P Chronic and Acute Adult Health Nursing II Practicum……6
This advanced clinical practicum builds on prior adult health clinical experiences and focuses on the care of adults with complex, high-acuity, and multisystem acute and chronic conditions across diverse healthcare settings. Learners engage in supervised direct patient care, simulation, and reflective practice to strengthen clinical judgment, care coordination, and evidence-based decision-making. Emphasis is placed on management of unstable patients, prioritization of competing needs, advanced medication administration, delegation, interdisciplinary collaboration, and transitions of care. By the end of the course, learners will be able to provide safe, person-centered nursing care for adults with complex health needs by managing multiple priorities, implementing and evaluating interventions, communicating effectively, collaborating with the healthcare team, and demonstrating increasing autonomy, accountability, and professional identity.

NURS 435 Maternal Health Nursing Didactic……2
This course provides an evidence-based exploration of maternal, perinatal, and newborn nursing care across the antepartum, intrapartum, postpartum, and neonatal periods, with emphasis on family-centered, culturally responsive, and safety-focused practice. Building on foundational knowledge, students synthesize concepts to assess maternal and newborn health needs, interpret clinical data, and develop evidence-based, person-centered care plans. Emphasis is placed on clinical judgment, ethical decision-making, and application of current evidence to support safe, high-quality care across the perinatal continuum.

NURS 435P Maternal Health Nursing Practicum……1
This clinical practicum provides supervised experiences in the care of pregnant, birthing, postpartum, and newborn patients across diverse settings. Students apply evidence-based principles of maternal and newborn nursing while participating in patient assessment, care planning, clinical decision-making, and interprofessional collaboration. Emphasis is placed on family-centered, culturally responsive care, patient safety, communication, and professional accountability. Through guided clinical practice, simulation, and faculty and preceptor feedback, students integrate theoretical knowledge with clinical experiences to strengthen clinical judgment and skill performance. By the end of the practicum, students will

demonstrate clinical judgment with support, interpret clinical findings, and contribute to the delivery of safe, person-centered care grounded in evidence and ethical practice.

NURS 440 Pediatric Nursing Didactic……..2
This course provides an evidence-based introduction to pediatric nursing, emphasizing the physiological, developmental, and psychosocial care of children from infancy through adolescence within a family-centered context. Building on foundational knowledge, students analyze developmental concepts, interpret pediatric health data, and apply clinical reasoning to support health promotion and illness management. Emphasis is placed on growth and development, family dynamics, cultural responsiveness, and evidence-based practice. By the end of the course, students will synthesize knowledge to assess pediatric health needs, identify developmental milestones, and develop holistic, family-centered care plans that promote the health and well-being of children and their families.

NURS 440P Pediatric Nursing Practicum……1
This clinical course provides supervised experiences in the care of pediatric patients, supporting the application of knowledge from Pediatric Nursing Theory in diverse clinical settings. Students participate in pediatric assessment, medication administration, therapeutic communication with children and families, and clinical decision-making while integrating developmental and family-centered care principles. Emphasis is placed on patient safety, communication, and clinical judgment. Through guided clinical practice, simulation, and structured reflection, students refine skills and apply clinical reasoning with faculty support. By the end of the course, students will demonstrate clinical judgment with guidance, interpret clinical findings, and contribute to the delivery of safe, developmentally appropriate, and family-centered care.

NURS 445 Complex Adult Health Didactic……3
This senior-level nursing course focuses on the management of complex acute and critical care situations while fostering the development of clinical judgment and care coordination. Building on prior nursing and interdisciplinary knowledge, students apply concepts from pharmacology, pathophysiology, population health, ethics, and systems-based practice to deliver holistic, evidence-based care to adults across the health–illness continuum. Learning strategies include case-based learning, simulation, interprofessional collaboration, and structured reflection, with emphasis on leadership, communication, and ethical decision-making. By the end of the course, learners will synthesize complex assessment data, demonstrate clinical judgment with faculty guidance, collaborate within interprofessional teams, and develop comprehensive plans of care that promote safety, quality, and equity.

NURS 445P Complex Adult Health Practicum……4
This senior-level clinical practicum provides faculty-supervised practice experiences that support students in applying and demonstrating competencies related to the care of adults experiencing complex acute and critical health conditions across diverse healthcare settings. Building on the companion complex nursing theory course, learners integrate advanced assessment skills, clinical judgment, care coordination, and evidence-based nursing interventions while managing patients with increasing acuity and complexity. Emphasis is placed on patient safety, quality improvement, ethical practice, interprofessional collaboration, and systems-based care. Through guided clinical practice, feedback, and structured reflection, students demonstrate progressive development of competence and professional accountability in preparation for senior-level immersion and transition-to-practice experiences.

NURS 450 Health Assessment and Clinical Reasoning……4
This RN–BSN Health Assessment course builds on the registered nurse's prior clinical experience to achieve competency in comprehensive and focused health assessment for diverse patient populations. Through active, learner-centered strategies including standardized patient encounters, case-based learning, guided skills practice, and structured feedback, students engage in the application of evidence-

based knowledge, therapeutic communication, and physical examination techniques to collect and interpret subjective and objective data. By the end of the course, learners will integrate holistic assessment findings, including developmental, psychosocial, cultural, and spiritual factors, to inform clinical judgment, collaborate effectively with interprofessional team members, and utilize informatics tools to accurately document and communicate findings that support safe, high-quality, person-centered care.

NURS 455 Ethics and Roles Transition……4
This course examines ethical reasoning and professional formation as essential components of the RN-to-BSN role transition. Grounded in Catholic healthcare ethics and moral theology, it provides a framework for ethical decision-making, whole person-centered care, and professional practice within increasingly complex healthcare environments. Emphasis is placed on the integration of Catholic social teaching, virtue ethics, and professional standards to support accountability, leadership, and advocacy in baccalaureate-level nursing practice. Learning strategies include case-based analysis, reflective inquiry, discussion, and application to practice-based scenarios to support the development of professional identity. By the end of the course, learners will be able to apply ethical frameworks to clinical and professional situations, integrate ethical and professional standards into decision-making, and demonstrate professional reasoning that reflects expanded roles in collaboration, accountability, and patient and system-level advocacy.

NURS 460 Evidence-Based Practice, Quality Improvement, and Scholarly Inquiry……4
This course prepares students to integrate best evidence, clinical experience, and patient preferences to improve individual and population health outcomes. Through learner-centered strategies including case-based learning, guided appraisal of research, database searching, and application-focused activities in evidence-based practice and quality improvement, students engage in developing skills to formulate clinical questions, critically evaluate evidence, and apply findings within complex healthcare systems. By the end of the course, learners will synthesize and apply evidence using structured EBP and QI methodologies, collaborate effectively within interprofessional teams, and advance safe, equitable, and outcomes-driven care across diverse practice settings.

NURS 465 Interprofessional Collaboration and Care Coordination……4
This course explores the principles and practices of interprofessional collaboration and care coordination across healthcare settings and populations. Learners examine the roles, responsibilities, and contributions of healthcare team members in promoting safe, high-quality, and person-centered care. Emphasis is placed on communication, teamwork, care transitions, population health, health equity and access, and the coordination of services across the continuum of care. Through the analysis of complex healthcare scenarios, simulation, learners develop strategies to facilitate collaborative decision-making, optimize care outcomes, and address barriers to effective care coordination for individuals, families, communities, and populations. By the end of this course, learners will be able to analyze factors influencing interprofessional collaboration and care coordination; evaluate the effectiveness of team-based approaches to healthcare delivery; apply communication and teamwork principles to support safe, person-centered care; and develop evidence-informed strategies to improve care transitions, population health outcomes, and coordination across healthcare systems.

NURS 470 Strategic Trends in Nursing and Healthcare Systems……3
This course examines emerging strategic trends and contemporary issues shaping nursing practice and healthcare delivery in national and global contexts. Learners analyze the influence of healthcare policy, workforce dynamics, technological innovation, geopolitical factors, population health needs, quality and safety priorities, and evolving care delivery models on healthcare systems and professional nursing practice. Emphasis is placed on the nurse's role in leading change, advancing health equity and access, addressing ethical and legal challenges, and contributing to system improvement. By the end of this

course, learners will be able to analyze the impact of emerging healthcare trends, global influences, policy changes, workforce challenges, technological advancements, and ethical issues on nursing practice and healthcare systems; compare healthcare systems and trends across global contexts; and apply systems thinking and leadership principles to promote quality, safety, health equity, and person-centered care.

NURS 475 Informatics, Technology, and Data-driven Decision Making……3
This course examines the use of health informatics, data analytics, and emerging technologies to improve clinical decision-making, patient safety, collaboration, and population health outcomes. Students explore electronic health records (EHRs), clinical decision support systems, telehealth, data visualization, privacy and security standards, and ethical implications of technology in healthcare. By the end of the course, learners will be able to analyze and apply informatics tools and data to support clinical judgment, optimize care processes, and uphold ethical and regulatory standards in diverse healthcare environments.

NURS 480 Community, Population Health, and Epidemiology……4
This course applies public health nursing, epidemiology, and health promotion principles to assess and analyze population health needs and design planned *evidence-informed* interventions that promote equitable outcomes. Teaching and learning strategies include case-based learning, simulation, and facilitated discussion to engage learners in examining social drivers of health, ethics, health policy, environmental health, data sources, and disaster and emergency management within public health practice. By the end of the course, learners will be able to analyze community and population health data, interpret epidemiologic and scientific evidence, and design evidence-informed, ethically grounded health education and strategies to reduce disparities and improve population health.

NURS 485 Leadership and Management Capstone (40 practicum hours)……4
This capstone course serves as the culminating experience of the RN to BSN program, integrating leadership, management, quality improvement, and systems-based practice to prepare learners for professional practice advancement. Through a structured practicum, project-based learning, faculty and preceptor mentorship, and application of quality improvement methodologies, students engage in addressing a practice issue within a healthcare setting while developing a quality-focused capstone project. By the end of the course, learners will be able to design a quality improvement initiative, apply systems thinking to enhance safety and care outcomes, and demonstrate effective leadership, advocacy, interprofessional collaboration, and ethical decision-making in diverse healthcare environments.

NURS 490 Practice Integration……3
This course facilitates the nursing student's transition from learner to professional, entry-level registered nurse by emphasizing professional identity, role development, and preparation for licensure. Through active learning strategies, case-based scenarios, and clinical judgment activities, learners integrate knowledge and decision-making skills to support NCLEX readiness and entry-level practice expectations. By course completion, students will develop and justify an individualized transition-to-practice plan and synthesize clinical judgment, test-taking strategies, and professional standards to support successful licensure and role transition.

Graduate Program Courses

*Numbers listed to the right of the course name indicate credit hours earned. If there are additional numbers listed in parenthesis, the first number is credit hours for theory and the second number is credit hours for practicum.

Graduate Courses for Students Starting Prior to Fall 2026:

RN to MSN-Fast Track Transition Course

MSN 450 - Transition to Advanced Nursing Practice 4
This course is directed to the RN student with a non-nursing baccalaureate degree seeking to advance to the MSN level. The course will build upon prior education and experience to enhance professional practice and growth. The student will be introduced to an overview of the philosophy of baccalaureate nursing education and the organizational framework of the College. Critical components of professional nursing discussed include caring, communication, critical thinking, teaching/learning process, nursing roles and changes, legal issues, leadership, management, change theory and professional ethics.

Graduate Courses

MSN 500 - Theoretical Foundations of Advanced Nursing Practice 3
Theories from nursing and other disciplines are explored as the foundation for advanced nursing practice. Select Grand, Middle-range, and Practice nursing philosophies, models, and theories are critically analyzed. The relationship between theory, research, and practice/education/ administration is identified and critiqued. The student's own theoretical base for advanced practice is identified and developed. Prerequisite: None.

MSN 509 - Advanced Health Assessment, Clinical Reasoning & Diagnosis Across the Lifespan 3
This course focuses on theoretical and practical applications of advanced health assessment in relation to the physiological, psychological, sociological, and spiritual dimensions across the lifespan. This course will build upon health assessment knowledge developed from undergraduate professional nursing education programs. Students will refine technical and interpersonal skills required for advanced health assessment, including interview techniques, history taking, advanced physical assessment, clinical reasoning and diagnosis based on information collected. The course will emphasize techniques for identification and analysis of common abnormal findings, the process of differential diagnosis, and processes for presentation of findings. Prerequisite: None.

MSN 511 - Differential Diagnosis for the APRN 3
This course will integrate previous knowledge of patient history collection, physical exam findings and diagnostics that contribute to the formulation of differential diagnoses across the lifespan. Using an in-depth look at the patient clinical presentation from a symptom approach will assist the APRN student in the development of differential diagnoses as well as the selection of the appropriate diagnostic testing. Prerequisite: 509 and 519 or consent of instructor.

MSN 519 - Advanced Pathophysiology Across the Lifespan 3
The purpose of this course is to analyze and evaluate the concepts of the normal physiology and pathologic mechanisms of disease to serve as the foundation for clinical assessment, response to pharmacologic management of disease, decision making and disease management across the lifespan. Analysis of the impact of diagnostics and assessment findings enables the student to develop diagnostic reasoning by interpreting changes in normal function that result in symptoms indicating illness. Course content focuses on alterations in cell function and systemic manifestations using selected, prevalent disease states across the lifespan. Prerequisites: None.

MSN 529 - Pharmacotherapeutics Across the Lifespan 3
The purpose of this course is to provide the graduate with the knowledge and skills to assess, diagnose, and manage patients' common health problems in a safe, high quality, cost- effective manner. Course theory content includes cellular response, pharmacotherapeutics and pharmacokinetics of broad categories of pharmacologic agents. Also included is the concept of polypharmacy and safe dosage calculation. Students will develop competence in prescribing appropriate pharmacologic agents for

patients across the lifespan. Prerequisites: None.

MSN 531- Advanced Health Assessment/Diagnostic Reasoning, Pathophysiology & Pharmacology Across the Lifespan 3
This course will build upon pharmacology, pathophysiology knowledge, and health assessment skills developed in the professional nurse's previous educational program. Course concepts will address commonly seen pathophysiological processes of selected disease conditions and also apply the principles of advanced pharmacology, pharmacotherapeutics, pharmacokinetics and pharmacodynamics for selected disease conditions. Advanced health assessment findings, skills, and diagnostic reasoning of selected disease conditions are analyzed. Students will learn how to integrate advanced health assessment, advanced pathophysiology, and advanced pharmacology for planning patient care across the lifespan. Prerequisite: 500 and enrolled in the nurse educator track.

MSN 532 - Foundations of Education in Nursing 3
The principles of how learning occurs are introduced and explored. Learning theories are compared, contrasted, and critically analyzed, leading to application within the classroom and clinical setting. Strategies to develop critical thinking in students are examined. Aspects of curriculum development and instructional design are discussed. May be used as an elective for students in the clinician option. Prerequisites: 500 and 726 or consent of instructor.

MSN 536 - Issues and Roles in Nursing Education 3
The role of the nurse educator in academia is the focus of this course. Issues related to faculty preparation, course delivery, and the changing demographics of the student population are discussed. The societal, economic, and ethical factors affecting nursing education are examined. Prerequisites: 500, 710, and 726 or consent of instructor.

MSN 540 - Evaluation Strategies in Nursing Education 3
The process of evaluation is examined. Strategies to assess learning in classroom and clinical settings are studied. Systematic evaluation and assessment strategies in education are explored. The relationship between evaluation practices, professional development, and the improvement of instruction is discussed. Prerequisites: 500 and 726 or consent of instructor.

MSN 541 - Advanced Pharmacology for the Neonatal Nurse Practitioner 3
Scientific inquiry relative to the pharmacodynamics, pharmacokinetics and pharmacotherapeutics of broad categories of agents across the lifespan, with emphasis on the neonate and pediatric patient. Specific problems inherent in drug therapy in the neonate and implication for nutritional support and pain management will be discussed. The course also provides essential information needed to obtain prescriptive authority for neonatal nurse practitioners.

MSN 543 - Advanced Health Assessment and Diagnostic Reasoning for the Neonate NP 3
This course focuses on the knowledge and skills necessary to perform comprehensive assessments and interpretation of diagnostic data on newborns and infants commonly seen in the acute care practice settings. Systematic data collection, diagnostic reasoning, and clinical problem solving for a variety of newborns and infants will be emphasized. Content will focus on perinatal assessment, fetal assessment, gestational age assessment, neurobehavioral and developmental assessments, physical exam of newborns and infants, developmental and behavioral assessment, cultural/social family evaluation and the use of diagnostics such as laboratory studies, radiographs, and instrumentation/monitoring devices. Emphasis is placed on the recognition of assessment findings that deviate from normal. Prerequisites: 500 and 726, or consent of instructor.

MSN 546 - Advanced Physiology and Pathophysiology of the Neonate 3

This course provides a theoretical and practical knowledge of pathophysiology as it applies to the advanced nursing care of newborns and infants with acute and/or chronic illness or at risk for health problems from a high-risk pregnancy. The consequences of the intensive care environment and abnormal physiology on the normal development of the fetus, newborn and infant will be addressed. Analysis of the impact of diagnostics and assessment findings enables the student to develop diagnostic reasoning by interpreting changes in normal function that result in symptoms indicating illness. Prerequisites: 500 and 726, or consent of instructor.

MSN 551 - Neonatal Management I 3.5 (2.5/1)
This is the first of two courses that integrates the physiologic, pharmacologic, and assessment skills and principles to determine appropriate care of the ill neonate. Students demonstrate an understanding of essential intensive care nursery concepts, skills, and equipment necessary for completing direct bedside assessment and care of neonates in a safe manner. Current research and evidence-based practices are used as the course framework. The effects of critical conditions on the growth and development of the neonate, including subsequent chronic health problems as well as consequences for the child's family are emphasized. The use of specific interventions and diagnostic procedures are demonstrated and applied during the 32 hours of required clinical activities. Prerequisites: 500, 545, 546, 547, and 726, or consent of instructor. Concurrent with 550. NRP certificate.

MSN 554 - Human Resource Management.....3
This course explores human resources management in health care organizations. The overarching goal of the course is to help students develop an understanding of the concept of strategic human resources management, and the need for alignment between HR practices and an organization's strategy and mission as well as nursing standards and practice policies. The course is organized around the employee lifecycle and covers fundamental human resource functions, including job analysis, recruiting and selection, training and development, performance management, compensation and benefits, and employee retention. The course also includes a thorough review of the legal and regulatory environment of human resources management. Prerequisite: 500, 710, 726, and 816.

MSN 555.15 - Family Healthcare Management I..... 4.5 (3/1.5)
This course focuses on the advanced knowledge of acute, chronic and complex healthcare issues confronting patients from birth to age 18. Content will focus on assessment and diagnostic reasoning related to primary management of select populations. Issues include cost, quality, access, payment systems, and health information management. The family nurse practitioner role for enhancing health outcomes for diverse populations is also examined. This course requires 100 hours of clinical practicum. Pediatric experience, such as a family practice, pediatric, or internal medicine clinic, is encouraged. Specialty clinics are not appropriate for this course. Prerequisite: 500, 509, 511, 519, 529, 707, and 726, or consent of the instructor.

MSN 556.15 - Family Healthcare Management II..... 4.5 (3/1.5)
This course focuses on the advanced knowledge of acute, chronic and complex healthcare issues confronting adults. Content will focus on assessment and diagnostic reasoning related to primary management of select populations. Issues include cost, quality, access, payment systems, and health information management. The family nurse practitioner role for enhancing health outcomes for diverse populations is also examined. This course requires 100 hours of clinical practicum. The practicum experience should be completed in a family practice or internal medicine clinic. Specialty clinics are not appropriate for this course. Prerequisite: 500, 509, 511, 519, 529, 555.15, 707, and 726 or consent of the instructor.

MSN 557 - Family Healthcare Management III.....4.5 (3/1.5)
This course focuses on the advanced knowledge of acute, chronic and complex healthcare issues

confronting older adults and elderly. Content will focus on assessment and diagnostic reasoning related to primary management of select populations. Issues include cost, quality, access, payment systems, and health information management. The family nurse practitioner role for enhancing health outcomes for diverse populations is also examined. This course requires 150 hours of clinical practicum. The practicum experience should be completed in a family practice, internal medicine or geriatric clinic. Specialty clinics for a portion of the hours MAY be allowed with approval from the lead faculty. Prerequisite: 500, 509, 511, 519, 529, 556.15, 707, and 726 or consent of the instructor.

MSN 558 - Managed Care and Integrated Systems 3
This course provides an authoritative and comprehensive overview of the key strategic, tactical, and operational aspects of managed health care and health insurance. Managed health care in Medicare and Medicaid at both the corporate and hospital level will be examined. The course content focuses on important topics such as patient safety, HIPAA, ambulatory care center design and planning, health care information systems, and management of nursing systems. A historical overview and a discussion of taxonomy and functional differences between different forms of managed health care which provide the framework for the operational aspects of the industry will be addressed as well. Prerequisites: None.

MSN 559 - Neonatal Management II 3.5 (2.5/1)
This is the second of two courses that integrate the physiologic, pharmacologic, and assessment skills and principles to determine appropriate care of the ill neonate. Students demonstrate an understanding of essential intensive care nursery concepts, skill, and equipment necessary for completing direct bedside assessment and care of neonates in a safe manner. Current research and evidence-based practices are used as the course framework. The effects of critical conditions on the growth and development of the neonate, including subsequent chronic health problems as well as consequences for the child's family are emphasized. During the 32 clinical hours in this course, students will be able to assess neonates, round with physicians, and complete procedures with an experienced NNP. Prerequisites: 500, 545, 546, 547, and 726, or consent of instructor. Concurrent with 549. NRP certificate.

MSN 562.05 - Multicultural Immersion Course 2
This course prepares students academically and spiritually for a unique culturally diverse experience in an area with limited resources. This course focuses on travel medicine with a one-week cultural immersion experience. The student will explore cultural competence related to other cultures. Learning opportunities include management of outpatient clinic, home visits, hospital visits and traveling clinics while treating various acute and chronic disease processes. Reflections and readings will expand personal growth related to experiences outside of daily life while building professional relationships with others who live in a different culture.

MSN 562.10 - Multicultural Immersion Course 1
This course prepares students academically and spiritually for a unique culturally diverse experience in an area with limited resources. This course focuses on travel medicine with a one-week cultural immersion experience. The student will explore cultural competence related to other cultures. Learning opportunities include management of outpatient clinic, home visits, hospital visits and traveling clinics while treating various acute and chronic disease processes. Reflections and readings will expand personal growth related to experiences outside of daily life while building professional relationships with others who live in a different culture.

MSN 563.03 - Camp Hope Integrated Learning 1.3
This course prepares students academically and spiritually for a unique culturally diverse experience in an area with limited resources. This course focuses on travel medicine with a one-week cultural immersion experience. The student will explore cultural competence related to other cultures. Learning opportunities

include management of outpatient clinic, home visits, hospital visits and traveling clinics while treating various acute and chronic disease processes. Reflections and readings will expand personal growth related to experiences outside of daily life while building professional relationships with others who live in a different culture. (1 credit hours +10 clinical hours- per clinical day of attendance. Students spend 3 days earning 30 hours.)

MSN 563.06 - Camp Hope Integrated Learning 1.6
This course prepares students academically and spiritually for a unique culturally diverse experience in an area with limited resources. This course focuses on travel medicine with a one-week cultural immersion experience. The student will explore cultural competence related to other cultures. Learning opportunities include management of outpatient clinic, home visits, hospital visits and traveling clinics while treating various acute and chronic disease processes. Reflections and readings will expand personal growth related to experiences outside of daily life while building professional relationships with others who live in a different culture. (1 credit hours +10 clinical hours- per clinical day of attendance. Students can spend the entire duration of the camp earning 60 clinical hours.)

MSN 566 - Family Mental Health Psychopharmacology..... 3
This course builds on content from 529-Advanced Pharmacology across the Lifespan. The course will provide the graduate with advanced knowledge regarding the pharmacotherapeutics of psychotropic medications and the clinical management of target psychiatric symptoms in order to assess, diagnose, and create and manage a medication plan for this population. Single and multiple drug regimens, cost effectiveness, and client medication education/ adherence will also be reviewed. Case studies will provide opportunities for the students to apply knowledge of psychotropic drugs to prescribing and monitoring appropriate pharmacologic agents for patients across the lifespan. Prerequisites: 500, 509, 519, 710, 726, and 529, or concurrent with 529, or consent of instructor.

MSN 568- Advanced Assessment and Therapeutic Interventions 3
This course examines biopsychosocial and conceptual models/theories, psychopathology and treatment modalities necessary for the advanced practice nurse to assess, select, implement, and evaluate treatment plans for adults experiencing psychiatric disorders. The course focuses on assessment, differential diagnostic process, and management of the needs of adult clients, including older adults, who are experiencing alterations in mental health functioning. This includes the application of advanced knowledge of psychopathology, psychotherapies, psychoeducation, health promotion and disease prevention. Individual, group, and family therapy techniques and crisis management strategies will be studied. The advanced practice nurse's role in working with families and communities and providing holistic care will be explored. Standards of practice, clinical guidelines, research studies, evidence-based practices, cultural diversity, and legal and ethical issues related to clients and families with psychiatric/mental health issues will be integrated into this course. Prerequisites: 500, 509, 519, 529, 566, 710, and 726, or consent of instructor. Concurrent with 569.15.

MSN 569.15- FPMHNP Practicum I..... 1.5
Application of theories and review assessment and intervention techniques for the advanced psychiatric/mental health assessment is integral to this course. This practicum will provide the student the opportunity to refine technical and interpersonal skills in the assessment and management/intervention of an adult client with psychiatric/mental health issues. The student will incorporate the theory learned and use the DSM 5 in the assessment and diagnosis of clients. They will be responsible for developing and/or assist in implementing a therapeutic plan and evaluating the response. Psychopharmacology interventions will be reviewed and/or initiated. Therapeutic clinical interventions will be initiated and clinically supervised by faculty. The student will be responsible for clinical documentation. There are 150 practicum hours. Prerequisites: 500, 509, 519, 529, 566, 710, and

726, or consent of instructor. Concurrent with 568.

MSN 570 - Family Psychiatric Mental Health Nursing – Diagnosis and Management of Children & Adolescents……3
The purpose of this course is to prepare the learner in the assessment, diagnosis, treatment and management of psychiatric mental health problems in childhood and adolescence at the individual, family and community level. Conceptual models/ theories and treatment modalities will be examined. Theories of family development, including functional and dysfunctional behavioral patterns, will be examined. Normal and abnormal findings are differentiated. Psychotherapy, psychoeducation, health promotion and disease prevention, and application of behavior modification techniques are explored. Individual, group, and family therapy techniques will be discussed. Prerequisites: 500, 509, 519, 529, 566, 568, 569.15, 710, and 726, or consent of instructor. Concurrent with 571.

MSN 571- FPMHNP Practicum II 2
This practicum will provide the student the opportunity to incorporate education and techniques reviewed in theory courses to refine skill in the assessment and management/ intervention of children and adolescent clients with psychiatric/mental health issues. Family therapy techniques will be incorporated when available at the clinical setting. Normal and abnormal findings will be examined. The student will incorporate the theory learned and use the DSM 5 in the assessment and diagnosis of clients. They will be responsible for developing and/or assist in implementing a therapeutic plan and evaluating the response. Psycho pharmacology interventions will be reviewed and/or initiated. Therapeutic clinical interventions will be supervised by a qualified preceptor. There are 128 practicum hours. Prerequisites: 500, 509, 519, 529, 566, 568, 569.15, 710, and 726, or consent of instructor. Concurrent with 570.

MSN 572- Adv Psychiatric Nursing – Diag. & Mgmt of Adults & Specialty Populations……3
This course focuses on assessment, diagnosis and management of different populations such as: Women, minorities, indigent, clients of differing cultures, individuals with chemical dependency issues, and other vulnerable populations. The consultation-liaison role for the Psychiatric Mental Health Nurse Practitioner will be reviewed. Students will analyze the social system, client needs, availability of resources, legal and ethical issues which can affect the populations discussed. Health promotion, disease prevention, and crisis management strategies will be examined. Prerequisites: 500, 509, 519, 529, 566, 568, 569.15, 570, 571, 710, and 726, or consent of instructor. Concurrent with 573.

MSN 573- FPMHNP Practicum III 2
This practicum will provide the student the opportunity to incorporate education and techniques reviewed in theory courses to refine skill in the assessment and management/ intervention of adults and specialty populations with psychiatric/ mental health issues. Family therapy techniques will be incorporated when available at the clinical setting. Normal and abnormal findings will be examined. The student will incorporate the theory learned and use the DSM 5 in the assessment and diagnosis of clients. The student will be responsible for developing and/or assist in implementing a therapeutic plan and evaluating the response. Psychopharmacology interventions will be reviewed and/or initiated. Therapeutic clinical interventions will be supervised by a qualified preceptor. There are 128 practicum hours. Prerequisites: 500, 509, 519, 529, 566, 568, 569.15, 570, 571, 710, and 726, or consent of instructor. Concurrent with 572.

604.2 & 604.3 - Educator Practicum..... 5
May be taken over 2 semesters (604.2 and 604.3). Application and synthesis of teaching and learning theories are integral to this course. With an assigned preceptor, the student will have the opportunity to practice teaching and evaluation strategies within either a nursing program or staff development setting. Each student is guided through mutually planned experiences in the areas of classroom planning,

teaching methods and evaluations; experiences with clinical teaching; course planning, development, and evaluation. Evaluation for this practicum will include assessment of classroom and clinical teaching as well as participation in course planning. This course may be completed in one or two semesters. Prerequisites: 500, 531, 532, 536, 540, and 726, or consent of instructor.

MSN 5991HA - Independent Study - Health Assessment……1
This course enables the graduate student to explore and expand his/her learning on a self-selected program-related to theoretical and practical applications of advanced health assessment in relation to the physiological, psychological, sociological, and spiritual dimensions across the lifespan. This course will build upon health assessment knowledge developed from undergraduate professional nursing education programs.

MSN 599AHA - Graduate Independent Study - Adv Health Assessment Clin Reasoning & Diagnosis Across Lifespan……3
This course enables the graduate student to explore and expand his/her learning on a self-selected program-related to theoretical and practical applications of advanced health assessment in relation to the physiological, psychological, sociological, and spiritual dimensions across the lifespan. This course will build upon health assessment knowledge developed from undergraduate professional nursing education programs.

MSN 599APA - Graduate Independent Study - Adv Patho Across the Lifespan……1
This course enables the graduate student to explore and expand his/her learning on a self-selected program-related to theoretical and practical applications of advanced pathophysiology in relation to the physiological, psychological, sociological, and spiritual dimensions across the lifespan. This course will build upon pathophysiology knowledge developed from undergraduate professional nursing education programs.

MSN 599C1P - Graduate Independent Study - Pharmacology……1
This course enables the graduate student to explore and expand his/her learning on a self-selected program-related to advanced pharmacology with emphasis on pharmacotherapeutic, pharmacokinetic & pharmacodynamic processes across the lifespan. This course will build upon pharmacology knowledge developed from undergraduate & graduate professional nursing education programs.

MSN 604.1 – Educator Practicum……2

MSN 604.2 – Educator Practicum……2

MSN 604.3 – Educator Practicum……3

MSN 615.1 & MSN 615.2 - Management Practicum with Capstone Project 5
May be taken over 2 semesters (615.1 and 615.2). This course provides students with the opportunity to synthesize and apply their understanding of nursing management and leadership within and across complex integrated organizational and institutional boundaries. In this culminating experience, students plan, execute, and evaluate nursing practice within the context of the practice setting(s) or among a specific population of interest within the organization or in communities. The practicum provides the student an opportunity to operationalize the leadership role in appropriate agencies and facilities in conjunction with an expert nursing leader. A capstone project involving a topic of interest to both the student and the organization will be initiated. The project will focus on an identified need in the practicum setting or meet an identified need, based on national or local health initiatives. The project will culminate in a final paper which includes a literature review, methodology, and comprehensive analysis and reporting of results. Prerequisites: 500, 558, 710, 726, 736, 740, 759, 765, and 816, or consent of

instructor, may be taken concurrently with 554.

MSN 618 Acute Care Diagnostics and Therapeutics..... 4 (3/1)
This course focuses on diagnostic tests, procedures, and therapeutic management of adult geriatric patients in the acute care environment. Diagnostics, such as radiological evaluations and interventions, acute laboratory evaluations, and cardiovascular interventions will be discussed in the course. Therapeutic management, such as ventilator adjuncts, nutritional support and vasoactive medications will also be presented. Students will learn in a simulation setting, allowing for emergency management of simulated acute care patients, incorporating skill acquisition and practice. Prerequisite: 500, 509, 511, 519, 529, 707, 710, 759, or consent of instructor.

MSN 623 - Adult and Aging Management I 4.5 (3/1.5)
This course offers students theoretical knowledge and clinical experiences with a focus on the adult and aging population. Health promotion and disease preventions strategies are incorporated; culturally sensitive care is emphasized. Prerequisite: 500, 509, 511, 519, 529, 707, 710, 726, and 759, or consent of instructor.

MSN 624 Adult and Aging II 4.5 (3/1.5)
This course offers students theoretical knowledge and clinical experience related to the practitioner role with a focus on the adult and aging population. Health promotion and disease prevention strategies are incorporated; culturally sensitive care is emphasized. Prerequisite: 500, 509, 511, 519, 529, 707, 710, 726, 759, and 623, or consent of instructor.

MSN 632AG Acute Care Diagnostics and Therapeutics..... 3 (2/1) *
This course focuses on diagnostic tests, procedures, and therapeutic management of adult geriatric patients in the acute care environment. Diagnostics, such as radiological evaluations and interventions, acute laboratory evaluations, and cardiovascular interventions will be discussed in the course. Therapeutic management, such as ventilator adjuncts, nutritional support and vasoactive medications will also be presented. Students will learn in a simulation setting, allowing for emergency management of simulated acute care patients, incorporating skill acquisition and practice. Prerequisite: 500, 509, 511, 519, 529, 707, 710, 726, 759, 620AG, and 622AG, or consent of instructor. Concurrent with 633AG.

633AG Application of Acute Care Diagnostics and Therapeutics..... 1
This course provides 100 hours of clinical practicum in acute care settings focusing on diagnostic tests, procedures, and therapeutic management of the adult gerontology patient. A focus on the interdisciplinary team, including clinical pharmacists, radiologists, pulmonologists, and nutritional support professionals would be provided within the context of the acute care environment. Prerequisite: 500, 509, 511, 519, 529, 707, 710, 726, 759, 620AG, and 622AG, or consent of instructor. Concurrent with 632AG.

MSN 634.1 & MSN 634.2 - Neonatal Nurse Practitioner Practicum 6
May be taken over 2 semesters (634.1 and 634.2). The Neonatal Nurse Practitioner Practicum focuses on developing clinical competency in the advanced practice role and in the stabilization, management and evaluation of the high-risk neonate. By using the process of expert practice, consultation, collaboration, administration, and research utilization, the student will provide advanced nursing management of a caseload of high-risk newborn/infants and their families over a minimum of 576 hours. The experience is accomplished under the guidance of NNP program faculty. Prerequisites: 500, 541, 543, 546, 551, 559, 726, and 816, or consent of instructor, and NRP certificate.

MSN 636 Acute Care I 4.5 (3/1.5)
This course focused on the acute/critical care management of the adult gerontology patient presenting

with acute and chronic conditions, including cardiovascular, pulmonary, endocrine, hepatic, renal, gastrointestinal and neurological conditions. Management of optimal perfusion, ventilation, electrolyte and hemodynamic balance will be stressed as the student operates within the acute care healthcare team. The student will incorporate patient and family psychosocial needs as well as develop optimal inter-professional team behaviors. Prerequisite: 500, 509, 511, 519, 529, 707, 710, 726, 759, 618, 623, and 624, or consent of instructor.

MSN 639 Acute Care II 4.5 (3/1.5)
This course focuses on the acute/critical care management of the adult gerontology patient presenting with acute and chronic conditions, including cardiovascular, pulmonary, endocrine, hepatic, renal, gastrointestinal and neurological conditions. Management of optimal perfusion, ventilation, electrolyte and hemodynamic balance will be stressed as the student operates within the acute care healthcare team. The student will incorporate patient and family psychosocial needs as well as develop optimal inter-professional team behaviors. Prerequisite: 500, 509, 511, 519, 529, 707, 710, 726, 759, 618, 623, 624, and 636, or consent of instructor.

MSN 641 Application of Acute Care Diagnostics and Therapeutics 1
This course provides 100 hours of clinical practicum in acute care settings focusing on diagnostic tests, procedures, and therapeutic management of the adult gerontology patient. A focus on the interdisciplinary team, including clinical pharmacists, radiologists, pulmonologists, and nutritional support professionals would be provided within the context of the acute care environment. Prerequisite: 500, 509, 511, 519, 529, 707, 710, 726, 759, 623, and 624, or consent of instructor. Concurrent with 639.

MSN 642 FNP Practicum IV 4.5 (1/3.5)
The emphasis of this course is the application of family practice nursing care of a wide variety of patients across the lifespan within the primary healthcare setting. Advanced practice interventions and outcomes reflect the use of advanced health assessment research and diagnostic reasoning and evaluation of outcomes. The student functions with the interdisciplinary team and assumes consultative and collaborative roles. This course requires 350 hours of clinical practicum. The practicum hours should include a mixture of all ages of patients from across the lifespan. Specialty hours may be arranged with the instructor's consent. Prerequisite; 500, 509, 511, 519, 529, 555.15, 556.15, 557, 707, and 726, or consent of the instructor.

MSN 650.25 - FPMHNP Practicum IV..... 2.5
This practicum will provide the student with the opportunity to incorporate advanced nursing practice interventions, behavioral and psychopharmacologic therapies, education and techniques for a variety of mental health patients and families. The student, with appropriate supervision, is expected to provide the full range of psychiatric services as outlined in the Psychiatric- Mental Health Nurse Practitioner competencies (2003). The student will be responsible for interdisciplinary collaboration, making referrals, implementing a therapeutic plan and evaluating patient and family outcomes. There are 256 practicum hours. Prerequisites: 500, 509, 519, 529, 566, 568, 569.15, 570, 571, 572, 573, 710, 726, and 816, or consent of the instructor.

DNP 707 - Principles of Epidemiology and Health Promotion in Advanced Nursing Practice..... 3
This course introduces students to the study of the distribution and determinants of disease in human populations with a focus on promoting health. The epidemiologic approaches used to estimate the burden of disease; causal inferences; and primary, secondary and tertiary prevention strategies will be analyzed. This course emphasizes critical analysis of analytical studies, quantitative measure of association and other current research. Evidence-based health promotion and treatment for common disorders/diseases such as those identified in Healthy People 2020 will be integrated. Students will

identify and evaluate the impact of culturally diverse and vulnerable populations on the health care delivery system. Sociocultural, ecological and systems of care delivery factors that contribute to health disparities will be explored. Prerequisites: None.

DNP 710 - Biostatistics 3
The course will cover advanced skills needed to understand, plan, and implement the data analysis component of a nursing research study, including the benefits and limitations that arise from using data collected from different types of studies. Analysis of quantitative data in nursing research will be explored. The use of descriptive and inferential statistics, including measures of central tendency, association, correlation, prediction and means comparisons will be applied in drawing conclusions from statistical data. Prerequisite: None.

DNP 726 - Analysis of Evidence-Based Practice 3
This course introduces the concepts associated with evidence-based nursing practice. Professional nursing practice at all levels is grounded in the ethical translation of current evidence into practice. Fundamentally, nurses need a questioning/inquiring attitude toward their practice and the care environment. The course prepares the graduate student to examine practice or leadership policies and seek evidence for every aspect of practice, thereby translating current evidence into practice and identifying gaps where evidence is lacking. The steps in implementing evidence-based practice are explored in depth, including the following: selecting a clinical or knowledge question or problem, forming a team, retrieving the evidence from published literature, evaluating the strength of the evidence, critiquing research and practice guidelines, synthesizing the research and examining patient preferences. Issues related to information management technology will be introduced. Strategies for creating a culture of evidence-based practice, both for individuals and systems, will be identified and the barriers to evidence-based practice will also be identified. This course will assist the student to develop the skills necessary to bring evidence-based practice to both individual patients for whom they directly care and to those patients for whom they are indirectly responsible. These skills include knowledge acquisition and dissemination, working in groups and change management. Prerequisites: 500 and 710, or consent of instructor.

DNP 736 - Translation of Evidence Based into Practice 3
This course prepares students to evaluate and use concepts associated with evidence- based nursing practice models. The steps in translating evidence-based practice are explored in depth, including the following: making evidence-based practice recommendations, deciding to change practice, implementing the practice change, evaluating the outcomes and diffusing the innovation. Strategies for patient education, marketing, ethical resource allocation, and formative and summative evaluation techniques are analyzed as applicable in advanced nursing practice. Issues related to information management technology will be reviewed. The concept of translation science and tools for applying evidence to practice will be emphasized. The goal of this course is to provide the student with the knowledge and skills necessary to assume a leadership role in transforming health care environments. Also, the processes of program development, planning, implementation and evaluation in health care and health promotion are examined. Strategies for creating a culture of evidence-based practice both for individual and systems will be evaluated and barriers to evidence-based practice will also be identified with corresponding action plans. Critical analysis of research and other current evidence focuses on study design, methodological issues and evaluation of program outcomes. Strategies for patient education, marketing, ethical resource allocation and formative and summative evaluation techniques are analyzed and applied in advanced nursing practice. Statistical methods used to evaluate program outcomes are analyzed. Prerequisites: 500, 710, and 726, or with consent of instructor.

DNP 753 - Impact of Ethics & Law on the Role of the DNP 3
This course will explore the interrelationships between policy, ethics and the law and their impact on

clinical practice and health care. Broader social issues common to vulnerable populations will be examined using ethical and legal frameworks. Recurring issues in clinical practice and leadership will be examined for how legislation and regulation impacts care. System issues relevant to health and health care delivery will be explored for its impact on care and policy implications. Practices/ protocols/policies that are compliant with legal and ethical mandates will be explored. Organizational and social communicating and advocating for policy change will be developed. Exploration of current ethical issues, including relevant contextual factors within the health care disciplines and within the student's area of scholarship and clinical practice as it relates to the DNP will be achieved. Prerequisites: 500 and 710, or consent of instructor.

DNP 756 - Nursing Informatics.....3
This course provides an introduction to the field of nursing informatics, the current state of the science, and major issues for research, development, and practice. It includes the clarification of the concepts of nursing, technology, and information management. It comprises theoretical underpinnings of nursing informatics, the practice of nursing informatics, and the social, ethical and legal issues in nursing and health care informatics. Graduate standing or consent of instructor.

DNP 759 - Information Systems & Technology for Transformation of Health Care 3
This course will provide a comprehensive examination of health care informatics and the application for improvement and transformation of patient-centered health care. The role of nurses in advanced practice with relation to policy making, application design, technology selection, usability, safety, security, outcome data analysis and interdisciplinary clinical workflow integration will be explored. Emphasis is placed on application of information technology essential to improve patient care, implement evidence-based practice recommendations, transform health care and manage patient care data with clinical information systems. Prerequisites: None

DNP 799Prb - Independent Study Probability Statistics 1
This course enables the doctoral student to explore and expand his/her learning on probability in statistics. Course activities that are commensurate with graduate education will be focused on application of probability statistics within the practice environment. The student will also develop individualized course outcomes related to the topic being studied and a plan of action to achieve the given outcomes. The individualized outcomes must address two or more of the program outcomes and be deemed appropriate by the faculty.

DNP 816 - Organizational Management and Leadership in Health Care Systems 4
The purpose of this course is to provide a comprehensive exploration of leadership theories and principles, as well as innovative leadership techniques. Units of content will focus on systems thinking, values and ethics, human resource utilization, legal issues, decision- making, organizational culture and climate, communication skills, succession planning, theories of change and change leadership, creation of learning communities, organizational and global leadership, professional accountability and leadership within professional nursing organizations. Qualities and behaviors associated with exemplary leadership will be identified. This course will assist the student in developing and refining leadership skills necessary to transform practice and educational environments. The student will be expected to use his/her own work environment as a learning environment to assess and develop existing leadership structures. The student will engage in forecasting, processes of decision-making based on data and decision trees, making choices for location and physical layout design of health care services, processes associated with reengineering and work redesign, using data in determining staffing and scheduling decisions, measuring productivity, making resource allocation and inventory decisions, using data in quality initiatives, project management and capacity planning. Prerequisite: 500 or consent of instructor.

DNP 834.1 DNP Project I ..... 3(2/1)
This course provides the student with the opportunity to synthesize previous learning in the implementation and evaluation of a system level change designated to immediately improve healthcare outcomes. During the 200 practicum hours associated with the course, the student will prepare to conduct a change project based on principles of science and evidence-based practice, cultural diversity, healthcare quality and systems leadership. In addition, the student will collaborate with the mentor and DNP advisor to develop the first 2 sections of the DNP project and complete IRB submission. Practicum hours will consist of project team meetings as well as mentor meetings and preparation of the agency for the project. Seminar discussions will focus on guiding the student through all aspects of the DNP project design, implementation and evaluation. Prerequisite: 500 or MSN, 707, 710, 726, 736, 753, 759, 765, and 816.

DNP 834.2 DNP Project II 4 (2/2)
This course provides the student with the opportunity to synthesize previous learning in the implementation and evaluation of a system level change designated to immediately improve healthcare outcomes. During the 200 practicum hours associated with the course, the student will prepare to conduct a change project based on principles of science and evidence-based practice, cultural diversity, healthcare quality and systems leadership. In addition, the student will complete the needs assessment, education, budget, and implementation plan for the project. Practicum hours will consist of meeting with advisers, project team and providing education for the evidence-based practice change. Seminars will focus on guiding the student through all aspects of DNP project design, implementation and evaluation. Prerequisites: 500 or MSN, 707, 710, 726, 736, 753, 759, 765, 816, and 834.1.

DNP 834.3 DNP Project III ..... 3(1/2)
This course provides the student with the opportunity to synthesize previous learning in the implementation and evaluation of a system level change designated to immediately improve healthcare outcomes. During the 100 practicum hours associated with the course, the student will conduct an evidence-based change project based on principles of science and evidence-based practice, cultural diversity, healthcare quality and systems leadership. It is expected that the DNP Project will demonstrate the measurement and evaluation of outcomes resulting from the organizational changes. Successful completion of the required practicum hours will require the student to present the results of the change project to his/her DNP project team for their approval of the cumulative scholarly work. Prerequisites: 500 or MSN, 707, 710, 726, 736, 753, 759, 765, 816, 834.1, and 834.2.

Graduate Courses for Students Starting Fall 2026 Term and After:

NURS 500 Theoretical Foundations & Methods of Nursing Education……..…3
This foundational course in the MSN Nurse Educator program examines the theoretical underpinnings and evidence-based methods that guide nursing education in academic and clinical settings with emphasis on learning theories, instructional strategies for diverse learners. By the end of the course, students will be able to apply educational theory and evidence-based teaching methods to design, implement, and evaluate learner-centered educational experiences that promote clinical competence and support safe, high-quality nursing practice.

NURS 510 Evaluation and Assessment Strategies in Nursing Education……..3
This course introduces the principles and processes used to design high-quality nursing courses within competency-based nursing education programs. Emphasis is placed on curriculum development, outcome alignment, assessment planning, instructional strategy selection, and academic quality standards. Learners engage in curriculum mapping, course design workshops, assessment development activities, peer review, and analysis of educational standards to create an evidence-informed course framework. By the end of the course learners will be able to design a fully aligned nursing course that incorporates professional standards, competency-based outcomes, evidence-based instructional strategies, and assessment

methods that support learner achievement and program goals.

NURS 512 Curriculum Design and the Academic Review Process in Nursing Education……3
This course builds on foundational curriculum design knowledge learned in NURS 510 by focusing on the implementation, evaluation, and continuous improvement of nursing courses and educational programs. Learners examine strategies for analyzing learner performance, evaluating educational effectiveness, conducting academic review processes, and using evidence to drive curriculum revision. Through case studies, data analysis, quality improvement projects, accreditation review activities, and scholarly evaluation of educational outcomes, learners apply nurse educator competencies to assess and strengthen course quality. By the end of the course learners will be able to implement, evaluate, and continuously improve a nursing course using learner performance data, program outcomes, accreditation standards, and evidence-based educational practices to promote excellence in nursing education.

NURS 515 Roles and Issues in Nursing Education……3
This course explores the roles, responsibilities, and professional expectations of nurse educators across academic, clinical, and healthcare settings. Learners examine the transition from clinician to educator while exploring faculty roles in teaching, advising, mentoring, scholarship, service, leadership, and academic governance. Emphasis is placed on educational policy, legislation, academic integrity, faculty career pathways, role fit, professional identity formation, and contemporary issues influencing nursing education and workforce development. Learners engage through professional interviews, case studies, reflective activities, policy analysis, leadership discussions, and career development exercises designed to support successful role transition and long-term career success. The course also addresses resilience, self-care, workload management, and strategies for preventing burnout while fostering personal and professional well-being. By the end of the course, learners will be able to navigate the nurse educator role, evaluate issues affecting nursing education, and develop strategies that support professional growth, learner success, and educational excellence.

NURS 520 Systems and Finance for Nurse Educators……3
This course examines the organizational, financial, regulatory, and leadership principles that influence nursing education and healthcare systems. Learners explore the relationships among educational institutions, healthcare organizations, accreditation bodies, and policy environments to understand how system-level decisions affect educational quality, resource allocation, faculty and workforce development, and learner outcomes. Emphasis is placed on budgeting, financial stewardship, strategic planning, organizational leadership, and the use of data to support decision-making and continuous improvement. Learners engage through case studies, budget analysis, strategic planning exercises, leadership simulations, and evaluation of organizational and educational performance metrics. By the end of the course, learners will be able to apply systems thinking and financial management principles to support effective leadership, resource stewardship, and evidence-informed decision-making within nursing education and healthcare environments.

NURS 530 Ethics and Social Justice……4
This course examines healthcare ethics, culture, and structural forces shaping nursing leadership and evidence-based practice, with particular emphasis on advocacy for socially and culturally vulnerable populations. Designed for advanced nursing practice students, the course integrates theological and moral principles with professional nursing standards to prepare nurses to navigate complex clinical, organizational, and policy dilemmas with moral clarity, cultural humility, and professional integrity. Building on this ethical foundation, the course explores how cultural systems, structural inequities, and social drivers of health shape care delivery, clinical decision-making, and population health outcomes. Through case-based learning, applied analysis, and reflective inquiry, students develop skills to critically analyze ethical dilemmas and design ethically grounded, culturally responsive, and equity-oriented interventions. Upon completion, students will apply Catholic moral and social teachings and professional

ethical frameworks to advance justice and equity across individual, organizational, and population levels.

NURS 535 Applied Theory, EBP, QI & Research……4
This master's-level course introduces foundational concepts of applied nursing theory, evidence-based practice, quality improvement, and nursing research relevant to advanced nursing practice. Emphasis is placed on understanding the purposes and relationships among theory, research, evidence-based practice, and quality improvement and applying these approaches to clinical decision-making and practice improvement. Learners apply theoretical frameworks to practice situations, appraise and interpret scholarly evidence, distinguish among research, evidence-based practice, quality improvement, and evaluation approaches, and use evidence and quality data to inform advanced nursing practice. By the end of the course, learners will be prepared to apply evidence-informed approaches and participate in quality improvement within their advanced nursing role.

NURS 540 Integrated Literature Synthesis……..1
This course develops graduate learners' competence in conducting an integrated literature synthesis to inform scholarly inquiry and evidence-based practice. Emphasizing rigor, transparency, and relevance, the course prepares students to systematically examine and integrate diverse sources into a coherent body of evidence; learning engages students through guided database searching, structured critical appraisal, iterative drafting, peer feedback, and individualized faculty coaching. By the end of the course, learners will demonstrate the ability to independently produce an integrated literature synthesis that articulates the state of the evidence, identifies gaps, and supports practice, education, or research decision-making.

NURS 545 Safety, Digital Health & Informatics in Advanced Nursing Practice……3
This course equips graduate nursing students to apply patient safety science, digital health technologies, including emerging artificial intelligence (AI)-enabled tools, and informatics to improve quality, equity, and outcomes in complex healthcare systems. Through case-based analysis and applied informatics exercises, learners use health information systems and analytics to identify safety risks, evaluate technology's impacts on clinical decisions and workflows, and design data-informed improvement strategies. Learners integrate ethical, legal, professional and regulatory standards for privacy and security and develop advocacy skills to support safe, equitable technology adoption in advanced nursing practice and leadership.

NURS 550 Advanced Clinical Foundations……..3
This course provides advanced study of the core clinical foundations of advanced nursing practice, including advanced pathophysiology, advanced pharmacology, and advanced health assessment, with an emphasis on integrating scientific knowledge to support clinical reasoning and decision-making. Learners engage in case-based learning, simulation experiences, diagnostic reasoning activities, clinical skill development, and collaborative discussions designed to strengthen the application of the 3Ps across diverse patient populations and healthcare settings. By the end of the course, learners will be able to synthesize advanced pathophysiologic, pharmacologic, and assessment principles to evaluate health status, formulate evidence-based clinical judgments, and develop safe, person-centered plans of care while demonstrating the clinical expertise necessary to teach these concepts effectively to nursing students.

NURS 555 Advanced Pathophysiology……..4
This course explores advanced principles of human pathophysiology across the lifespan, with a focus on the scientific mechanisms underlying disease and their impact on individuals and populations. Through the integration of case-based learning, interactive lectures, and critical analysis of current evidence, students will engage in active exploration of person-centered manifestations of illness, with attention to developmental, cultural, and population health perspectives. By the end of the course, learners will be able to apply advanced pathophysiological concepts to explain disease processes, support clinical

reasoning, and develop individualized, evidence-informed care strategies for diverse populations across all spheres of care.

NURS 556 NNP Advanced Neonatal Pathophysiology……..3

NURS 560 Advanced Health Assessment & Health Promotion……3
This course prepares students to perform advanced comprehensive and focused health assessments across the lifespan, integrating physiological, psychological, sociocultural, and spiritual dimensions of health. Through active learning strategies—including case-based simulation, peer collaboration, and guided practice—students refine advanced history-taking, physical examination, and clinical reasoning skills. Emphasis is placed on risk assessment, preventive screening, and health promotion counseling to support disease prevention and health optimization. By the end of the course, students will be able to differentiate normal from abnormal findings, synthesize and document assessment data, and develop assessment driven health promotion and prevention strategies while communicating effectively within interprofessional teams to support holistic, person-centered care.

NURS 560L Advanced Health Assessment Lab……1
This laboratory course provides students with hands-on practice in advanced, comprehensive, and focused health assessment skills across the lifespan. Using simulation, virtual patients, and skill validation, students apply concepts from the concurrent didactic course to perform advanced history taking, physical examination techniques, and clinical reasoning in realistic clinical scenarios. Emphasis is placed on skill mastery, accurate identification of normal and abnormal findings, real-time clinical judgment, and professional communication within interprofessional contexts to support holistic, person-centered care, including identification of health risks, preventive needs, and opportunities for health promotion and patient education across the lifespan.

NURS 561 Advanced Health Assessment and Health Promotion for the NNP……..4

NURS 565 Advanced Pharmacology……3
This course prepares advanced nursing students to apply pharmacokinetic, pharmacodynamic, and pharmacogenetic principles to safe, effective, and equitable prescribing across diverse populations. The course emphasizes clinical judgment, evidence-based decision-making, and person-centered care. Learners develop the ability to select, evaluate, and manage pharmacologic therapies by integrating current evidence, patient-specific factors, and professional standards.
At the end of the course, the student will be able to apply scientific principles to individualized prescribing, analyze evidence to guide therapy selection, evaluate medication-related risks, uphold ethical and legal standards, and use clinical judgment to optimize outcomes through interprofessional collaboration.

NURS 566 Neurobiology & Psychopharmacology……3
This course prepares graduate nursing learners to apply advanced neurobiological principles and psychopharmacologic knowledge to the assessment of psychiatric disorders and the development of pharmacotherapeutic treatment approaches across the lifespan. Emphasis is placed on pharmacokinetics, pharmacodynamics, and evidence-based prescribing to support safe, effective, and individualized medication management. Through case-based analysis, guided application of clinical guidelines, and clinical decision-making exercises, learners integrate neurobiological theory with patient-specific assessment data. The course develops advanced clinical reasoning skills necessary for ethical, culturally responsive, and accountable psychopharmacologic practice in the care of diverse populations.

NURS 567 Advanced Neonatal Pharmacology……3

Nurse 585 Epidemiology & Statistics for Advanced Nursing Practice……4
This course prepares students to apply epidemiologic and statistical principles to inform population-focused, evidence-based nursing practice. Learners analyze epidemiologic, clinical, and health systems data to examine patterns of health, illness, and care delivery across diverse populations and settings. Through applied learning experiences—including data analysis, case-based population health scenarios, virtual simulations, and critical appraisal of research—students develop competencies in interpreting epidemiologic measures, evaluating study design, bias, and validity, and selecting appropriate statistical approaches. Emphasis is placed on analyzing social determinants of health, health disparities, and policy influences to support data-driven clinical, organizational, and policy decision-making in advanced nursing practice.

NURS 590 Policy, Professional Identity, and Advanced Nursing Roles……3
This course prepares master's-level nurse practitioner students to critically engage with health policy, advocacy, and professional identity within advanced nursing roles. Emphasis is placed on understanding how policy processes, sociopolitical forces, and professional standards influence NP practice and patient outcomes. Learners will engage through case-based analysis, policy briefs, reflective inquiry, and guided advocacy activities that promote active application of concepts to practice-relevant contexts. By the end of the course, students will be able to competently analyze policy and practice issues, articulate the professional role of the NP, and apply advocacy strategies that support ethical, effective, and population-responsive advanced nursing practice.

NURS 591 Nurse Educator Practicum I: Project Planning and Implementation……2
This introductory practicum provides learners with guided experiences in the nurse educator role across academic, clinical, simulation, laboratory, or staff development settings. Emphasis is placed on observing and participating in educational activities that support teaching and learning, learner development, assessment, curriculum implementation, and faculty responsibilities. Under the supervision of an experienced nurse educator preceptor, learners engage in teaching preparation, instructional delivery, learner support, and reflective practice to begin integrating nurse educator competencies into professional practice. By the end of the course, learners will be able to apply foundational nurse educator competencies while participating in the planning, delivery, and evaluation of learning experiences that support learner achievement and professional growth.

NURS 592 Nurse Educator Practicum II: Direct Care……2
This intermediate practicum builds upon foundational educator experiences by emphasizing the design, implementation, and evaluation of teaching and learning activities within nursing education environments. Learners assume increasing responsibility for instructional delivery, learner assessment, curriculum implementation, and educational decision-making while collaborating with faculty, preceptors, and educational leaders. Experiences focus on applying evidence-based teaching strategies, evaluating learner performance, and analyzing educational effectiveness to support continuous improvement. By the end of the course, learners will be able to implement and evaluate educational experiences that integrate curriculum, assessment, and learner-centered teaching practices in alignment with professional nursing education standards.

NURS 593 Nurse Educator Practicum III: Project Evaluation and Dissemination……1
This capstone practicum provides immersive experiences that prepare learners to function independently in the nurse educator role. Learners integrate teaching, assessment, curriculum evaluation, leadership, scholarship, and continuous quality improvement activities while demonstrating achievement of the NLN Nurse Educator Competencies. Under faculty and preceptor guidance, learners assume responsibility for educational planning, instructional delivery, learner evaluation, course improvement initiatives, and

professional leadership activities. Emphasis is placed on educational quality, program effectiveness, innovation, and evidence-informed decision-making. By the end of the course, learners will be able to independently apply nurse educator competencies to design, implement, evaluate, and improve educational experiences that foster learner success and advance nursing education practice.

NURS 600 Theory & Quality Improvement……3
This course examines nursing theories and theories from related disciplines as a foundation for graduate-level nursing practice, emphasizing the critical analysis and application of middle-range theories and quality improvement frameworks to address complex healthcare challenges. Learners will engage in scholarly inquiry through guided readings, theory application to practice with case-based analysis, and applied learning activities that integrate theory with research, practice, education, leadership, and systems-level decision-making. By the end of the course, learners will understand how to apply appropriate frameworks to scaffold practice-based evidence, plan quality improvement initiatives, and influence system-level change that advances equitable, evidence-based care across populations and settings.

NURS 605 Research & EBP Methods for Advanced Nursing Practice……..4
This course prepares advanced nursing students to apply evidence-based practice and research methods to inform decision-making and practice improvement. Students develop competencies in appraising, synthesizing, and applying health-related research within ethical, organizational, and population-based contexts. Emphasis is placed on formulating relevant questions, evaluating the strength and applicability of evidence, and using evidence-based practice and quality improvement frameworks to support practice-focused inquiry. By the end of the course, students demonstrate the ability to synthesize credible evidence to inform a practice-focused proposal and contribute to a culture of evidence-based advanced nursing practice.

NURS 610 Healthcare Economics & Finance……..3
This course prepares DNP students to apply principles of business, finance, and health economics to the design and evaluation of practice-level and system-wide healthcare initiatives. Learners collaboratively analyze clinical or organizational problems and develop an evidence-informed business plan that integrates market analysis, operational workflows, human resources, marketing strategies, budgeting, and financial projections. Emphasis is placed on systems-based leadership, strategic decision-making, and financial sustainability to support quality, safety, and population health outcomes. The course culminates in the professional presentation of a feasible business plan relevant to advanced nursing practice leadership.

NURS 615 Healthcare Policy, Legislation & Advocacy……..3
This course prepares DNP students to analyze and evaluate health policy at local, state, federal, and organizational levels and to understand how policy decisions shape population health outcomes, access to care, quality, cost, and equity. Students engage through applied learning strategies, including analysis of epidemiologic and health systems data, use of structured health policy analysis frameworks, and case-based examination of legislation, regulation, payment, and organizational policy mechanisms, with particular attention to impacts on diverse and vulnerable populations. By the end of the course, learners will be able to apply data-informed, ethically grounded policy analysis to evaluate and advocate for policy options that address clinical, organizational, and population health problems relevant to advanced nursing practice and leadership.

NURS 625 Differential Diagnosis and Disease Management……..3
This course focuses on the application of advanced clinical reasoning and evidence-based decision-making to support accurate and timely differential diagnosis across diverse populations. Through learner-centered strategies such as case-based learning, simulation, and reflective practice, students will engage with

complex clinical scenarios to integrate scientific knowledge, comprehensive health assessment, pathophysiology, and diagnostic reasoning. By the end of the course, students will be able to identify and prioritize health problems while demonstrating ethical, culturally responsive, and collaborative care strategies aligned with professional standards across the lifespan and in varied care settings.

NURS 630 Management of Adult Health Conditions I……..3
This course provides advanced study of acute, chronic, and complex health conditions affecting adults, emphasizing comprehensive assessment, diagnostic reasoning, and primary care management through the lens of systems-based, person-centered practice. Learners will engage in case-based clinical application, integrate evidence-informed decision-making, evaluate cost, quality, access, and payment structures, and apply informatics and health technologies to support safe and equitable care. By the end of the course, students will be able to synthesize advanced clinical reasoning, symptoms-based diagnoses, and professional role competencies to deliver high-quality, person-centered care and demonstrate the capabilities of the family nurse practitioner in improving health outcomes for diverse adult populations.

NURS 631 Adult Gerontology Acute Care Management I……..2
This course prepares adult-geriatric acute care nurse practitioner students to assess and manage acutely ill and injured patients across the adolescent, adult, and geriatric continuum. Emphasis is placed on focused assessment, clinical reasoning, differential diagnosis, and development of initial evidence-based management plans in high-acuity settings. Students apply pathophysiologic principles, diagnostic data, and patient-centered considerations to recognize clinical deterioration and support timely escalation of care. The course also develops competencies in accurate documentation, clinical communication, and culturally responsive care essential to safe and effective acute care practice.

NURS 635 Management of Adult Health Conditions II……..3
Management of Adult Health Conditions II builds on foundational adult primary care competencies to advance diagnostic reasoning and management of acute, chronic, and complex health conditions across diverse adult populations. Emphasis is placed on symptom-based evaluation, clinical interpretation, prioritization, and longitudinal, person-centered care. Students apply advanced clinical reasoning to interpret complex diagnostic data, refine differential diagnoses, and manage pharmacologic and nonpharmacologic therapies. The course integrates informatics, health technologies, care coordination, and healthcare system considerations to promote quality, safety, equity, and cost-effective care delivery. Learners demonstrate progression toward advanced nurse practitioner practice through performance-based application of evidence-informed management strategies.

NURS 636 Adult Gerontology Acute Care Management II……..2
Acute Care Management II builds on Acute Care Management I to advance adult-gerontology acute and critical care management for patients age ≥13 through end of life. Using interactive lectures, skills lab, case discussions, and high-fidelity simulations, students apply advanced assessment and diagnostic reasoning to recognize deterioration and prioritize differentials. Learners develop initial evidence-based management plans, including therapeutics, procedures, consultation, and resource utilization, and produce culturally responsive documentation and handoffs that incorporate social determinants of health. Emphasis is placed on clinical judgment, patient- and family-centered care, quality and safety, and interprofessional collaboration in high-acuity settings.

NURS 637 Advanced Assessment and Diagnostic Applications for the NNP……2
NURS 638 Procedures, Diagnostics, and Differential Diagnosis for the NNP……..3

NURS 640 Management of Maternal, Newborn, and Child Health in Primary Care……..3
Management of Maternal, Newborn, and Child Health in Primary Care prepares family nurse practitioner students to provide advanced, evidence-based care to maternal, newborn, and pediatric populations in

primary care settings. The course emphasizes health promotion, disease prevention, developmental assessment, and management of common and complex conditions across the lifespan. Students develop clinical judgment through the application of current guidelines, diagnostic reasoning, and culturally responsive, family-centered care. By course completion, learners demonstrate competency in delivering safe, holistic, and equitable care that integrates social, cultural, and developmental considerations into comprehensive clinical decision-making for diverse families.

NURS 641: Family Nurse Practitioner Practicum I: Foundational Skills……..3
This foundational primary care practicum prepares family nurse practitioner learners to apply essential assessment and communication competencies within supervised clinical settings. Emphasis is placed on comprehensive and focused health histories, physical examination, accurate clinical documentation, and patient-centered communication across the lifespan. Through structured preceptorship, simulation, reflective practice, and case-based learning, learners develop the ability to synthesize clinical data and clearly communicate findings to support safe, evidence-informed diagnostic reasoning. This practicum emphasizes the development of professional, ethical, and collaborative behaviors essential to entry-level advanced nursing practice in primary care.

NURS 642 Family Nurse Practitioner Practicum II: Expanding Clinical Reasoning……3
This advanced Family Nurse Practitioner practicum builds upon foundational advanced practice competencies with an emphasis on expanding clinical reasoning, diagnostic accuracy, and management of patients across the lifespan. Learners participate in supervised primary care clinical experiences that foster the synthesis of clinical data, refinement of differential diagnoses, and delivery of evidence-informed care for patients with increasing complexity and comorbidities. Through progressive responsibility in patient care and collaboration with preceptors and interprofessional team members, learners strengthen their ability to implement, evaluate, and adapt individualized management plans that promote health, prevent disease, and support safe, high-quality primary care practice.

NURS 643 Family Nurse Practitioner Practicum III: Advanced Clinical Management & Leadership…….3
FNP Practicum III provides advanced supervised clinical experiences focused on the management of common and complex health conditions across the lifespan in primary care settings. Emphasis is placed on advanced diagnostic reasoning, chronic disease and multimorbidity management, preventive care, care coordination, and leadership within interprofessional teams. Learners apply evidence-informed approaches to develop, implement, and evaluate comprehensive management strategies that promote safety, quality, and continuity of care. This practicum prepares family nurse practitioner learners to deliver patient-centered, equitable, and population-informed care while assuming increasing clinical accountability and leadership in practice.

NURS 644 Family Nurse Practitioner Practicum IV: Transition to Practice……..3
This culminating practicum prepares family nurse practitioner learners for transition into independent primary care practice. Emphasis is placed on the full integration of advanced assessment, diagnostic reasoning, and comprehensive management of acute, chronic, and preventive health needs across the lifespan. Under supervised clinical immersion, learners demonstrate clinical judgment, evidence-informed decision-making, care coordination, and leadership within diverse primary care settings. The practicum promotes professional accountability, ethical practice, interprofessional collaboration, and readiness to deliver safe, high-quality, patient-centered care consistent with the role of the entry-level, independent family nurse practitioner.

NURS 650 Adult Gerontology Primary Care NP Management of the Older Adult……..3
This course prepares advanced practice nurses to assess and manage complex health conditions in older adults across diverse primary care settings. Learning will take place through case-based activities, simulation, and structured clinical reasoning lectures, with an emphasis on symptom-focused diagnostic

reasoning and evidence-based management of multimorbidity, functional and cognitive decline, frailty, geriatric syndromes, and polypharmacy. By the end of the course, learners will develop clinical decision-making skills that support safe, ethically grounded, and culturally responsive care while applying geriatric principles, care coordination strategies, and outcome evaluation to demonstrate competencies essential for optimizing health, function, and quality of life in older adult populations.

NURS 651 Adult Gerontology Primary Care NP Nurse Practitioner Practicum I: Foundational Skills……3
This practicum provides the initial supervised clinical immersion for Adult–Gerontology Primary Care Nurse Practitioner students. Emphasis is placed on developing foundational competencies in health assessment, clinical reasoning, and professional role behaviors across diverse primary care settings. Under close faculty and preceptor supervision, students engage in direct patient care to apply advanced practice knowledge in real-world contexts. By the end of the practicum, learners perform comprehensive and focused assessments, synthesize clinical data to formulate prioritized differential diagnoses, contribute to evidence-informed management plans for common health conditions, and demonstrate professional communication, documentation, and collaborative behaviors consistent with the entry-level advanced practice role.

NURS 652 Adult Gerontology Primary Care NP Nurse Practicum II: Expanding Clinical Reasoning……..3
This intermediate Adult–Gerontology Primary Care practicum builds upon foundational advanced practice competencies to strengthen clinical reasoning, diagnostic decision-making, and evidence-based management of adolescents, adults, and older adults in primary care settings. Through supervised precepted clinical experiences, learners apply advanced assessment and diagnostic skills to manage acute, chronic, and increasingly complex conditions, including multimorbidity. Emphasis is placed on synthesizing clinical data, implementing and evaluating individualized care plans, integrating health promotion and disease prevention strategies, and engaging in collaborative care to support healthy aging and functional outcomes across the adult–gerontology continuum.

NURS 653 Adult Gerontology Primary Care NP Practicum III: Advanced Clinical Management & Leadership……3
This advanced practicum prepares Adult–Gerontology Primary Care Nurse Practitioner learners to manage complex and chronic health conditions in adolescents, adults, and older adults across diverse primary care settings with increasing autonomy. Emphasis is placed on advanced diagnostic reasoning, multimorbidity, chronic disease management, preventive care, care transitions, and population health perspectives. Through supervised clinical practice, simulation, case-based learning, and structured preceptor feedback, learners strengthen advanced clinical judgment and leadership in interprofessional collaboration. The practicum focuses on the coordinated implementation and evaluation of comprehensive, evidence-informed management strategies that promote health equity, patient safety, functional optimization, and healthy aging.

NURS 654 Adult Gerontology Primary Care NP Practicum IV: Transition to Practice……3
This capstone clinical practicum prepares Adult–Gerontology Primary Care Nurse Practitioner learners for entry into independent practice. Emphasis is placed on full integration of advanced assessment, diagnostic reasoning, and comprehensive management of adolescents, adults, and older adults across diverse primary care settings. Through intensive supervised clinical immersion, structured preceptorship, simulation, and reflective debriefing, learners refine clinical judgment, leadership, care coordination, and professional accountability. By course completion, learners demonstrate readiness to independently manage complex acute and chronic conditions, coordinate care across settings, and deliver evidence-informed, patient-centered primary care that promotes healthy aging, functional optimization, and quality outcomes.

NURS 660 Adult Gerontology Acute Care NP Diagnostics and Management III……4
This course provides advanced preparation in the assessment, diagnostic reasoning, and management of adult and older-adult patients with complex, high-acuity, and critical illnesses. Emphasis is placed on the clinical interpretation and application of advanced diagnostic studies, including imaging, hemodynamic monitoring, laboratory trends, and specialty testing, to guide timely decision-making for unstable patients. Through integrated didactic instruction, case-based analysis, skills laboratories, and immersive simulation, learners apply advanced clinical reasoning to develop and manage comprehensive, evidence-based treatment plans. The course also emphasizes foundational critical-care procedures, pharmacologic stabilization, ethical practice, and interprofessional leadership in diverse acute and critical-care environments.

NURS 661 Adult Gerontology Acute Care NP Practicum: Foundational Skills……3
This 200-hour clinical practicum develops foundational AGACNP skills for care of adults and older adults with acute and exacerbated conditions in diverse acute care settings. Under faculty and preceptor supervision, learners perform focused histories and physical examinations, interpret common diagnostic tests, and formulate initial differential diagnoses and management plans grounded in current evidence and guidelines. Learners recognize early clinical deterioration, escalate care using appropriate resources, and communicate patient-centered recommendations to interprofessional teams to support safe transitions. Simulation, skills practice, case review, and iterative feedback strengthen clinical judgment, professionalism, and readiness for subsequent practicum experiences.

NURS 662 Adult Gerontology Acute Care NP Practicum II: Expanding Clinical Reasoning……3
This practicum advances advanced practice clinical reasoning and management of acutely and critically ill adolescents, adults, and older adults across acute and complex care settings. Learners apply complex physiologic and diagnostic data to prioritize unstable conditions, refine differential diagnoses, and deliver evidence-informed interventions for acute illness, trauma, multisystem disorders, and exacerbations of chronic disease. Emphasis is placed on evaluating treatment response, preventing complications, and coordinating interprofessional care to support safe escalation, consultation, and transitions across the adult–gerontology acute care continuum.

NURS 663 Adult Gerontology Acute Care NP Practicum III:
Advanced Clinical Management & Leadership……3
This practicum prepares Adult-Gerontology Acute Care Nurse Practitioner learners to manage complex, unstable, and high-acuity conditions in adolescents, adults, and older adults across acute and critical care settings. Emphasis is placed on advanced diagnostic reasoning, management of acute and exacerbated chronic conditions, multimorbidity, and prevention of complications. Through supervised clinical experiences with structured preceptorship and faculty feedback, learners strengthen advanced clinical judgment, rapid decision-making, risk stratification, care coordination, and leadership in interprofessional practice to promote patient safety, physiologic stability, and optimal outcomes across transitions of care.

NURS 664 Adult Gerontology Acute Care NP Practicum IV: Transition to Practice……3
This final immersion practicum prepares Adult–Gerontology Acute Care Nurse Practitioner learners for transition to independent practice through full integration of advanced assessment, diagnostic reasoning, and comprehensive management of acutely and critically ill adolescents, adults, and older adults across acute, critical, and transitional care settings. Learners engage in intensive, supervised clinical experiences supported by structured preceptorship, simulation, and targeted feedback to refine advanced clinical judgment, rapid decision-making, leadership, and accountability. Emphasis is placed on autonomous management of complex and unstable conditions, care coordination across settings, and readiness for entry into professional AGACNP practice.

NURS 665 Psychotherapy Modalities & Management of Psychiatric Disorders……..3
This course prepares Psychiatric Mental Health Nurse Practitioner students to deliver evidence-based psychotherapeutic care to individuals, families, and populations experiencing mental and behavioral health concerns across the lifespan. Through interactive instruction, case-based analysis, and laboratory-based application and simulation experiences, including objective structured clinical examinations (OSCEs), students develop and apply skills in psychiatric assessment and psychotherapy modalities while gaining foundational knowledge in the management of acute and chronic mental health conditions. Students engage in individual, family, and group psychotherapy approaches while developing skills in the use of standardized assessment tools, application of therapeutic frameworks, ethical principles, and integrating theoretical frameworks into care that supports safe, person-centered, and culturally responsive psychiatric practice.

NURS 670 Psychiatric and Mental Health Diagnosis and Management……..5
This course prepares Psychiatric–Mental Health Nurse Practitioner (PMHNP) students to perform comprehensive psychiatric assessment, diagnostic reasoning, and management of mental and behavioral health conditions across the lifespan. Students apply biopsychosocial, developmental, cultural, and ethical frameworks to formulate differential diagnoses and establish evidence-based treatment plans. Emphasis is placed on clinical decision-making, safety, shared decision-making, recovery-oriented and trauma-informed care, and professional accountability. Through clinically grounded learning experiences, students develop competency in managing complex and high-risk presentations, monitoring treatment responses, and modifying care plans to support optimal mental health outcomes in advanced practice.

NURS 671 PMHNP Practicum I: Foundational Skills……..3
This practicum is the first in a four-course sequence and provides 200 hours of supervised clinical experience focused on developing foundational competencies essential to psychiatric mental health nursing practice across the lifespan. Students are introduced to the PMHNP role through supervised participation in comprehensive psychiatric assessments, therapeutic communication, clinical documentation, and patient safety practices in diverse mental health settings. Learning activities include direct patient care observation and participation, guided skills practice, structured reflection, and formative faculty and preceptor feedback. Emphasis is placed on ethical practice, professional role development, and safe clinical engagement in preparation for increasingly complex clinical reasoning in subsequent practicums.

NURS 672 PMHNP Practicum II: Expanding Clinical Reasoning……..3
This is the second in a four-course practicum sequence and provides 200 hours of supervised clinical experience focused on strengthening diagnostic reasoning and initial treatment planning across the lifespan. Building on foundational assessment skills, students synthesize assessment data to formulate differential diagnoses and develop evidence-based psychopharmacologic and psychotherapeutic treatment plans. Learning strategies include direct patient care, case-based discussion, structured reflection, and preceptor-guided feedback. Students practice with increasing clinical responsibility while applying ethical, cultural, and professional standards in preparation for advanced clinical management and leadership roles in subsequent practicum experiences.

NURS 673 PMHNP Practicum III: Advanced Clinical Management & Leadership……3
This practicum is the third course in the sequence and provides 200 hours of supervised clinical experience focused on advanced clinical management, leadership development, and increasing autonomy in psychiatric mental health care across the lifespan. Students manage increasingly complex psychiatric presentations through the integration of advanced assessment, diagnostic reasoning, psychopharmacologic and psychotherapeutic interventions, and systems-based care. Learning strategies include direct patient care, faculty-guided reflection, case analysis, interdisciplinary collaboration, and structured preceptor feedback. Emphasis is placed on leadership within healthcare teams, refinement of

clinical judgment, and professional accountability in preparation for immersion and transition to independent PMHNP practice.

NURS 674 PMHNP Practicum IV: Transition to Practice……3
This capstone practicum provides 200 hours of immersive supervised clinical experience focused on demonstrating readiness for independent practice as a Psychiatric-Mental Health Nurse Practitioner. Students will demonstrate competency by conducting comprehensive psychiatric assessment and diagnosis, psychopharmacologic and psychotherapeutic management, outcome evaluation, patient and family education, and interdisciplinary collaboration. Emphasis is placed on systems-based practice, ethical decision-making, quality improvement, and professional identity formation. By the end of the course, students demonstrate competency, while exhibiting professional accountability and identity, ethical reasoning, cultural humility, and readiness for national certification and entry into advanced practice.

NURS 679 NNP Neonatal Management I……..3
NURS 680 NNP Neonatal Management II……3
NURS 681 NNP Neonatal NP Practicum I……..3
NURS 682 NNP Neonatal NP Practicum II……4
NURS 683 NNP Neonatal NP Practicum III……4

NURS 690 Graduate Independent Study…….
This independent study course permits graduate students to pursue applicable topics in greater depth. A syllabus for each independent study course is developed through consultation between the student, faculty member, program dean, and provost. The course must align with the needs and interests of the student and the expected outcomes of the degree and track in which the student is enrolled. Permission to grant an independent study is by discretion of the graduate program dean.

NURS 695 Multicultural Immersion Elective……..3

NURS 700 Foundation of Nursing Leadership and Management……3
This course examines leadership and management principles that prepare nurses to analyze and influence care delivery within complex healthcare systems and microsystems. Learning occurs through case-based analysis, structured application of systems thinking, interpretation of quality and financial data, and experiential activities such as team-based problem solving, negotiation exercises, and ethics case evaluation. By the end of the course, learners will be able to analyze organizational and microsystem performance, apply leadership, ethical, legal, and financial frameworks to inform decision-making, and develop a focused, evidence-informed improvement summary addressing a defined quality, safety, or workforce issue within a healthcare setting.

NURS 705 Systems and Organizational Leadership……..3
NURS 710 Workforce Engagement, Belonging, and Professional Development……..3
NURS 715 Care Delivery Models in Health Systems Leadership……3
NURS 720 Mitigating Risk and Cultivating Safety……3
NURS 725 Innovating Through Data Driven Outcomes in Nursing Leadership……3
NURS 731 DNP Systems Leadership Practicum I Micromanagement……3
NURS 732 DNP Systems Leadership Practicum II Management……3
NURS 733 DNP Systems Leadership Practicum III: Advanced Leadership……3
NURS 734 DNP Systems Leadership Practicum IV: Leadership Immersion……3

NURS 780: DNP PROJECT COURSE 1: Evidence Translation & Foundations of Systems-Based Practice…..3
This course prepares students to plan and design a Doctor of Nursing Practice (DNP) scholarly project by identifying a significant practice or quality gap and conducting a comprehensive population- and

organizational-focused needs assessment. Emphasis is placed on integrating evidence-based practice, systems thinking, health equity, ethical and regulatory considerations, stakeholder engagement, and organizational readiness for change. Students apply implementation or improvement science frameworks to develop a comprehensive DNP project proposal that demonstrates alignment with organizational priorities and population needs. Upon completion, students produce a proposal suitable for organizational review and approval, demonstrating readiness to proceed to project implementation.

NURS 780P DNP Project Practicum 1P: Planning & Team Building……1
This practicum course focuses on the early development of the Doctor of Nursing Practice (DNP) project through structured engagement in a healthcare or community practice setting. Learners evaluate organizational context, resources, and stakeholder readiness for an evidence-based practice change while collaborating with faculty and practice mentors. Emphasis is placed on applying implementation or improvement science frameworks to design a feasible, context-responsive project proposal. Through competency-based project planning activities—including stakeholder engagement, data exploration, and regulatory preparation—students operationalize professional and scholarly skills necessary to advance DNP project refinement and approval in alignment with the AACN Essentials for advanced-level nursing practice.

NURS 781 DNP Project Practicum 2: Implementation……..2
In this course, students lead the implementation of an approved DNP project within a practice setting. Emphasis is placed on applying evidence-based change management, systems thinking, leadership, and interprofessional collaboration to operationalize the project intervention. Students engage in implementation activities such as workflow integration, staff engagement, resource coordination, and fidelity monitoring while evaluating project processes in real time. Through guided clinical practice and didactic learning, students demonstrate doctoral-level leadership, integrate quality and safety principles, and adapt implementation strategies to achieve meaningful, sustainable improvements in patient care and organizational outcomes within complex healthcare systems.

NURS 782 DNP Project Course 3: Evaluation & Dissemination……2
This course focuses on the evaluation and dissemination of the Doctor of Nursing Practice (DNP) project. Students evaluate project outcomes by analyzing and interpreting quantitative and qualitative data to determine effectiveness, organizational impact, cost implications, and sustainability. Emphasis is placed on translating findings into practice-focused recommendations that support quality improvement and systems-level change. Students disseminate project outcomes through the development of scholarly products, including a poster, podium presentation, and a manuscript with an actionable executive summary suitable for professional and organizational audiences and potential publication.

NURS 790 Professional Identity, Advanced Nursing Roles & Leadership……3
This course prepares advanced practice nursing students to function as leaders in complex healthcare environments through the development of professional identity, leadership capacity, and role accountability. Emphasis is placed on ethical practice, systems thinking, emotional intelligence, and leadership across organizational and population health contexts. Through application-based learning strategies, students examine leadership theories, professional standards, policy engagement, and advocacy to influence quality, safety, and equity in healthcare. Learners synthesize a personal leadership philosophy and develop a professional development plan that integrates lifelong learning, resilience, and role competencies. By course completion, students demonstrate the ability to lead, influence change, and advance nursing practice within evolving healthcare systems.

NURS 791 Executive Leadership, Professional Identity, and healthcare Transformation……3



College Personnel

College Board Members

Phillip Baer, MBA
Director of Medical Imaging, Radiology
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Dean, Admissions and Marketing – Austin Blair.....309-624-4890
Dean, Dean Institutional Effectiveness, Assessment and Accreditation- Dr. Beth Harp.....815-282-7900
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Recruiter – Reanna Hamm.....309-655-2245
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Disclaimer

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SFMC Academic Calendar 2026 to 2030

STUDENT CALENDAR	2026-2027	2027-2028	2028-2029	2029-2030
FALL SEMESTER				
New Student Orientation & Boot Camp	August 19-20	August 18-19	August 23-24	August 22-23
Classes Begin	August 24	August 23	August 28	August 27
Opening Mass	August 31	August 30	September 11	September 10
Last day to add/drop 1st 7.5-week courses	August 28	August 27	September 1	August 31
Last day to add/drop 15-week courses	September 2	September 1	September 6	September 5
Labor Day – college closed	September 7	September 6	September 4	September 3
White Coat				
Last day to withdraw 1st 7.5-week Courses	September 23	September 22	September 27	September 26
1st 7.5-week Classes End	October 13	October 12	October 17	October 16
1st 7.5-week courses final grades due in SONIS by 8:00 a.m.	October 16	October 15	October 20	October 19
2nd 7.5-week courses start	October 14	October 13	October 18	October 17
Last day to add/drop 2nd 7.5-week courses	October 19	October 18	October 23	October 22
Last day to withdraw 15-week courses	October 30	October 29	November 3	November 2
Spring and Summer Registration	October 19 – November 2	October 18 – November 1	October 23 – November 6	October 22 – November 5
Last day to withdraw 2nd 7.5-week course	November 13	November 12	November 17	November 16
Fall Break – no classes	Nov 23-25	Nov 22-24	Nov 20-22	Nov 19-21
Thanksgiving Day – college closed	Nov 26	Nov 25	Nov 23	Nov 22
Black Friday – campus closed	Nov 27	Nov 26	Nov 24	Nov 23
Classes End	December 4	December 3	December 8	December 7
Final Examinations	December 7-11	December 6-10	December 11-15	December 10-14
Fall Commencement	December12	December11	December16	December15
Winter Break – no classes	December 21-January 8	December 20 – January 7	December 18 – January 15	December 14 – January 11
Christmas Holiday– campus closed	December 24-25	December 23-24 (observed)*	December 25-26 (observed)*	December 24-25

STUDENT CALENDAR	2026-2027	2027-2028	2028-2029	2029-2030
SPRING SEMESTER				
New Student Orientation & Boot Camp	January 6-7	January 5-6	January 10-11	January 9-10
Classes Begin	January 11	January 10	January 16	January 14
Opening Mass SFMC	January 25	January 24	January 22	January 28
Last day to add/drop 1st 7.5-week courses	January 15	January 14	January 22	January 18
Martin Luther King, Jr. Day – campus closed	January 18	January 17	January 15	January 21
White Coat Ceremony				
Last Day to add/drop 15-week courses	January 20	January 19	January 25	January 23
Last day to withdraw 1st 7.5-week Courses	February 10	February 9	February 15	February 13
1st 7.5-week Classes End	March 2	February 29	March 13	March 12
2nd 7.5-week courses start	March 3	March 1	March 14	March 13
Last day to add/drop 2nd 7.5-week courses	March 15	March 13	March 19	March 18
Last day to withdraw 15-week courses	March 25	March 24	March 29	March 29
Fall Registration	3/29-4/09	3/27-4/07	3/26-4/06	3/25-4/05
Last day to withdraw 2nd 7.5-week course	April 9	April 7	April 13	April 12
Spring Break - no classes	March 8-12	March 6-10	March 5-9	March 4-8
Good Friday – campus closed	March 26	April 14	March 30	April 19
Classes End	April 23	April 21	April 27	April 26
Final Examinations	April 26-30	April 24-28	April 30-May 4	April 29-May 3
Spring Commencement	May 15	April 29	May 5	May 4

STUDENT CALENDAR	2026-2027	2027-2028	2028-2029	2029-2030
SUMMER SESSION				
Classes Begin	May 10	May 8	May 14	May 13
Last day to add/drop	May 17	May 15	May 21	May 20
Memorial Day – college closed	May 31	May 29	May 28	May 27
Independence Day – college closed	July 5	July 4	July 4	July 4
Juneteenth – campus closed	June 19	June 19	June 19	June 19
Last Day to Withdraw	June 25	June 23	June 29	June 28
Classes End	July 16	July 14	July 20	July 19
Final Examinations	July 19-23	July 17-21	July 23-27	July 22-26

