The programs and degree requirements specified in this publication apply to students who commence their studies at Research College of Nursing/Rockhurst University during the academic year 2015-2016 and who remain in continuous enrollment at the institution until they graduate. This publication does not, however, constitute a contract between the College and a student. The College reserves the right to make changes in degree requirements, course offerings, and procedures as educational and/or financial considerations require.

Although academic requirements are subject to change without notice, as a general rule, and whenever possible, students may elect to comply with new academic requirements or elect to remain under the academic requirements in effect when they began their studies. Policies may be implemented during a student’s academic experience that will be considered effective at the time of implementation. Students will be expected to comply with those policies. Students who withdraw and are subsequently readmitted will be bound by the program and degree requirements in force during the academic year in which they are readmitted.

Information in this Catalog concerning academic programs, tuition, financial aid, academic rules and regulations, and faculty is current as of July 1, 2015. This information and any subsequent changes may also be found on the web site http://www.researchcollege.edu.

The Research College of Nursing pin (pictured above), adopted in 1984 and modeled after the Research School of Nursing pin, summarizes pictorially the history and inspiration of the College. The inscription of both Research College of Nursing and Rockhurst University denotes the partnership forming the B.S.N. program. The Latin phrase in the center translates "We Serve Humankind," signifying the spirit of professional nursing.

The pin has undergone several modifications since it was designed and awarded in 1906 to the first graduates of the School of Nursing. The current design reflects the tradition of nursing education at Research and the Baccalaureate program.
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## Information

### Research College of Nursing

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<th>Phone</th>
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<tbody>
<tr>
<td>General Information</td>
<td>(816) 995-2800</td>
</tr>
<tr>
<td>President</td>
<td>(816) 995-2815</td>
</tr>
<tr>
<td>Dean</td>
<td>(816) 995-2855</td>
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<tr>
<td>Registrar</td>
<td>(816) 995-2808</td>
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<tr>
<td>Director of Transfer &amp; Graduate Recruitment</td>
<td>(816) 995-2820</td>
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<tr>
<td>Director of Student Affairs</td>
<td>(816) 995-2806</td>
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<tr>
<td>Director of Technological Resources and Data Management</td>
<td>(816) 995-2818</td>
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<tr>
<td>Student Affairs Office</td>
<td>(816) 995-2812</td>
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<tr>
<td>Director of Financial Aid</td>
<td>(816) 995-2832</td>
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<tr>
<td>Learning Resource Center</td>
<td>(816) 276-4740</td>
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<tr>
<td>Fax</td>
<td>(816) 995-2817</td>
</tr>
<tr>
<td>Research Homepage</td>
<td><a href="http://www.researchcollege.edu">www.researchcollege.edu</a></td>
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### Research Medical Center

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<tbody>
<tr>
<td>Operator</td>
<td>(816) 276-4000</td>
</tr>
<tr>
<td>Information (Lobby)</td>
<td>(816) 276-4127</td>
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<tr>
<td>Employment</td>
<td>(816) 276-4175</td>
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<td>Safety and Security</td>
<td>(816) 276-4411</td>
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<tr>
<td>Homepage</td>
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### Rockhurst University

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<tr>
<td>General Information</td>
<td>(816) 501-4000</td>
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<tr>
<td>Vice President for Academic Affairs</td>
<td>(816) 501-4617</td>
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<tr>
<td>Alumni Office</td>
<td>(816) 501-4025</td>
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<tr>
<td>Student Accounts</td>
<td>(816) 501-4175</td>
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<td>Career Center</td>
<td>(816) 501-4061</td>
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<td>College of Arts &amp; Sciences</td>
<td>(816) 501-4076</td>
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<tr>
<td>Student Development Office</td>
<td>(816) 501-4125</td>
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<tr>
<td>Registrar</td>
<td>(816) 501-4057</td>
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<tr>
<td>Office of Admission and Financial Aid</td>
<td>(816) 501-4100</td>
</tr>
<tr>
<td>Toll Free</td>
<td>1-800-842-6776</td>
</tr>
<tr>
<td>Rockhurst Homepage</td>
<td><a href="http://www.rockhurst.edu">www.rockhurst.edu</a></td>
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Accreditation and Affiliations

Research College of Nursing is accredited by the Commission on Collegiate Nursing Education (CCNE), The Higher Learning Commission of the North Central Association of Colleges and Schools (NCA) and has full approval granted by the Missouri State Board of Nursing. Research College of Nursing holds membership in the Greater Kansas City Collegiate Nurse Educators, the American Association of Colleges of Nursing, the Missouri Association of Colleges of Nursing, and the Jesuit Conference of Nursing Programs.

Commission on Collegiate Nursing Education
One Dupont Circle, NW, Suite 530
Washington, DC 20036-1120
202-887-6791

North Central Association of Colleges & Schools
The Higher Learning Commission
230 South LaSalle Street, Suite 7-500
Chicago, Illinois 60604
800-621-7440

Missouri State Board of Nursing
3605 Missouri Boulevard
P.O. Box 656
Jefferson City, Missouri 65109
573-751-0681
Access
In compliance with the Americans with Disabilities Act, Research College of Nursing provides a range of services to allow persons with disabilities to participate in educational programs. For support services, contact the Dean of Nursing.

Anti-Discrimination Policy
Research College of Nursing is committed to providing equal opportunities for all persons and does not discriminate or retaliate on the basis of race, color, creed, religion, sex, pregnancy status, sexual orientation, marital status, national origin or ancestry, age, gender, disability, citizenship or intending citizenship status, gender identity, veteran status, or any other status protected by law (“protected status”). This policy extends to admissions, financial aid (Title IV funding as well as institutional), employment, housing, services, and in the other educational programs and activities that Research College of Nursing operates (collectively “programs and activities”).

Family Educational Rights and Privacy Act (FERPA)
The Family Educational Rights and Privacy Act of 1974 (FERPA), as amended, is a federal law that regulates the maintenance and release of student records at educational institutions and related agencies. The purpose of the FERPA is to protect the privacy of student education records and affords students certain rights concerning their education records. The primary rights afforded to students include: (1) the right to inspect and review education records, (2) the right to request to have the education records amended, (3) the right to consent to or prohibit the disclosure of certain information retained by the College, and (4) the right to file a complaint with the United States Department of Education if the student believes his or her FERPA rights have been violated. Research College of Nursing annually informs students of their FERPA rights through a variety of methods such as the College website, Catalog, and on campus at the Office of Academic Programs. This policy statement sets forth the College’s procedures for maintaining the privacy of education records, responding to request for amendments, and disclosing student records in compliance with FERPA. The complete FERPA policy is available at www.researchcollege.edu in the Resources & Forms tab.

Sexual Misconduct Policy and Complaint Resolution Procedures
I. POLICY STATEMENT
Research College of Nursing (the “College”) is committed to providing a learning, working, and living environment that promotes personal integrity, civility, and mutual respect in an environment free of discrimination on the basis of sex. The College considers sex discrimination in all its forms to be a serious offense. Sex discrimination constitutes a violation of this policy, is unacceptable, and will not be tolerated. Sex discrimination includes discrimination on the basis of pregnancy, gender identity, and failure to conform to stereotypical notions of femininity and masculinity.

Sexual harassment, whether verbal, physical, visual, or digital, is a form of prohibited sex discrimination. The specific definitions of sexual harassment and sexual violence, including examples of such conduct, are set forth below.

II. SCOPE
This policy applies to all College employees, including staff, faculty, and administrators; students; applicants for employment; customers; third-party contractors; and all other persons that participate in the College’s educational programs and activities, including third-party visitors on campus (the “College Community”). This policy prohibits sex discrimination, sexual harassment, and sexual violence when the complainant and alleged perpetrator are members of the same or opposite sex, and it applies regardless of national origin, immigration status, or citizenship status. The College’s prohibition on sex discrimination and sexual harassment extends to all aspects of its educational programs and activities, including, but not limited to, admissions, employment, academics, housing, and student services.

The College has jurisdiction over Title IX-related complaints regarding conduct that occurred on campus, during or at an official College program or activity (regardless of location), or off campus when the conduct could
create a hostile environment on campus. The College will investigate all complaints made under this policy and, if necessary, take action to prevent the recurrence of sex discrimination and remedy its effects.

III. TITLE IX STATEMENT

It is the policy of the College to comply with Title IX of the Education Amendments of 1972 and its implementing regulations, which prohibit discrimination based on sex in the College’s educational programs and activities. Title IX and its implementing regulations also prohibit retaliation for asserting claims of sex discrimination. The College has designated the following Title IX Coordinator to coordinate its compliance with Title IX and to receive inquiries regarding Title IX, including complaints of sex discrimination:

Amanda Gray
Student Affairs Director/Title IX Coordinator
816-995-2806

A person may also file a complaint of sex discrimination with the United States Department of Education’s Office for Civil Rights regarding an alleged violation of Title IX by visiting www2.ed.gov/about/offices/list/ocr/complaintintro.html or by calling 1-800-421-3481.

IV. SEXUAL MISCONDUCT

A. Sexual Misconduct

“Sexual misconduct” is an umbrella term covering sex discrimination, sexual harassment, and sexual violence and this term will be used throughout the remainder of this policy and the Complaint Resolution Procedures when collectively referring to these types of conduct.

B. Sexual Harassment

1. Definition of Sexual Harassment

Sexual harassment is unwelcome conduct of a sexual nature and includes sexual advances, requests for sexual favors, and other verbal, physical, visual, or digital conduct of a sexual nature when:

- Submission to such conduct is made or threatened to be made, either explicitly or implicitly, a term or condition of an individual’s employment or education
- Submission to or rejection of such conduct by an individual is used or threatened to be used as the basis for academic or employment decisions affecting that individual, or
- Such conduct has the purpose or effect of substantially interfering with an individual’s academic or professional performance or creating what a reasonable person would perceive as an intimidating, hostile, or offensive employment, education, or living environment

2. Examples of Sexual Harassment

Some examples of sexual harassment include:

- Pressure for a dating, romantic, or intimate relationship
- Unwelcome touching, kissing, hugging, rubbing, or massaging
- Pressure for sexual activity
- Unnecessary references to parts of the body
- Sexual innuendos, jokes, humor, or gestures
- Displaying sexual graffiti, pictures, videos or posters
- Using sexually explicit profanity
- Asking about, or telling about, sexual fantasies, sexual preferences, or sexual activities
- Social media use that violates this policy
- Leering or staring at someone in a sexual way, such as staring at a person’s breasts or groin
- Sending sexually explicit emails or text messages
- Commenting on a person’s dress in a sexual manner
- Giving unwelcome personal gifts such as flowers, chocolates, or lingerie that suggest the desire for a romantic relationship
- Commenting on a person’s body, gender, sexual relationships, or sexual activities
- Sexual violence (as defined below)

C. Sexual Violence

1. Definition of Sexual Violence

Sexual violence is a form of prohibited sexual harassment. Sexual violence includes physical sexual acts perpetrated against a person’s will or where a person is incapable of giving consent because of his or her temporary or permanent mental or physical incapacity, because he or she is below the minimum age of consent in the applicable jurisdiction, or because of his or her incapacitation due to the use of drugs and/or alcohol.

2. Examples of Sexual Violence

Some examples of sexual violence include:

- Rape or sexual assault: sexual intercourse (anal, oral, or vaginal) by a man or woman upon a man or woman without consent
- The use of force or coercion to effect sexual intercourse or some other form of sexual contact with a person who has not given consent
- Unwilling sexual penetration (anal, vaginal, or oral) or other sexual touching with any object or body part that is committed by force, threat, intimidation, or otherwise without consent
- Having sexual intercourse with a person who is unconscious because of drug or alcohol use
- Hazing that involves penetrating a person’s vagina or anus with an object
- Sexual exploitation, which includes, but is not limited to, the following:
  - Sexual voyeurism
  - Use of the “date rape drug” to effect sexual intercourse or some other form of sexual contact with a person
  - Knowingly transmitting a sexually transmitted disease such as HIV to another person through sexual activity
  - Coercing someone into having sexual intercourse by threatening to expose their secrets
  - Secretly videotaping or photographing sexual activity where the other party has not consented
  - Disseminating sexual pictures or videos of another person without consent regardless if the pictures or videos were obtained with consent
  - Prostituting another person

3. Consent

Lack of consent is a critical factor in determining whether sexual violence has occurred. Consent is informed, freely given, and mutually understood. Consent requires an affirmative act or statement by each participant. Consent is not passive.

- If coercion, intimidation, threats, and/or physical force are used, there is no consent
• If a person is mentally or physically incapacitated or impaired by alcohol or drugs such that the person cannot understand the fact, nature, or extent of the sexual situation, there is no consent
  o Warning signs of when a person may be incapacitated due to drug and/or alcohol use include: slurred speech, falling down, passing out, and vomiting
• If a person is asleep or unconscious, there is no consent
• If a person is below the minimum age of consent in the applicable jurisdiction, there cannot be consent
• Consent to one form of sexual activity does not imply consent to other forms of sexual activity
• Consent can be withdrawn: A person who initially consents to sexual activity is deemed not to have consented to any sexual activity that occurs after he or she withdraws consent
• Being in a romantic relationship with someone does not imply consent to any form of sexual activity
• Effective consent may not exist when there is a disparity in power between the parties (e.g., faculty/student, supervisor/employee)

D. Domestic Violence, Dating Violence, and Stalking

The crimes of domestic violence, dating violence and stalking can also constitute sexual misconduct when motivated by a person’s sex. These crimes, no matter the motivation behind them, are a violation of this policy.

1. Domestic Violence

“Domestic violence” includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of a victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse or the victim under the domestic or family violence laws of the jurisdiction […], or by any other person against an adult or youth victim who is protected from that person’s acts under the domestic or family violence laws of the jurisdiction.

• Missouri’s definition of domestic violence can be found at Mo. Rev. Stat. § 455.010.
• Under Missouri law, domestic violence also includes the crime of “domestic assault” which can be found at Mo. Rev. Stat. §§ 565.072-565.074.

2. Dating Violence

“Dating violence” means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of the relationship, and the frequency of interaction between the persons involved in the relationship.

• Missouri law does not specifically define dating violence, but conduct of this nature is covered by Missouri’s definitions of domestic violence and domestic assault.

3. Stalking

“Stalking” means engaging in a course of conduct directed at a specific person that would cause a reasonable person to (A) fear for his or her safety or the safety of others; or (B) suffer substantial emotional distress.

• Missouri’s definition of stalking can be found at Mo. Rev. Stat. § 455.010 and § 565.225.
V. ROLES AND RESPONSIBILITIES

A. Title IX Coordinator

It is the responsibility of the Title IX Coordinator to: (1) receive complaints under this policy; (2) coordinate dissemination of information and education and training programs; (3) assist members of the College Community in understanding that sexual misconduct is prohibited by this policy; (4) answer questions about this policy; (5) ensure that employees and students are aware of the procedures for reporting and addressing complaints of sexual misconduct; and (6) to implement the Complaint Resolution Procedures or to designate appropriate persons for implementing the Complaint Resolution Procedures.

B. Administrators, Deans, Department Chairs, and Other Managers

It is the responsibility of administrators, deans, department chairs, and other managers (i.e., those that formally supervise other employees) to:

- Inform employees under their direction or supervision of this policy
- Work with the Title IX Coordinator to implement education and training programs for employees and students
- Implement any corrective actions that are imposed as a result of findings of a violation of this policy

C. Employees

Throughout this policy, the term “employees” includes all faculty, staff, and administrators. It is the responsibility of employees to review this policy and comply with it.

D. Students

It is the responsibility of students to review this policy and comply with it.

E. The College

When the College is aware that a member of the College Community may have been subjected to or affected by conduct that violates this policy, the College will take prompt action, including a review of the matter and, if necessary, an investigation and appropriate steps to stop and remedy the sexual misconduct. The College will act in accordance with its Complaint Resolution Procedures.

VI. COMPLAINTS

A. Making a Complaint

1. Employees

All College employees have a duty to report sexual misconduct to the Title IX Coordinator when they receive a report of such conduct, witness such conduct, or otherwise obtain information about such conduct. This includes employees who may have a professional license requiring confidentiality if they are not employed by the College in that professional role. An employee not reporting sexual misconduct as required by this policy may be disciplined accordingly, up to and including termination.

This section does not apply to those identified in Section VI.A.4 of this policy.
2. **Students**

Students who wish to report sexual misconduct should file a complaint with the Title IX Coordinator. Students should be aware that all employees at the College, other than those identified in Section VI.A.4 below, have an obligation to report sexual misconduct that they become aware of or witness.

Students may also file a complaint with the United States Department of Education’s Office for Civil Rights, as set forth in Section III above.

3. **Other Persons**

Any other persons who are involved in the College’s programs and activities, including visitors on campus, who wish to report sexual misconduct, should file a complaint with the Title IX Coordinator. They may also file a complaint with the United States Department of Education’s Office for Civil Rights, as set forth in Section III above.

4. **Confidential Discussions**

If a victim desires to talk confidentially about his or her situation, there are resources available. The following resources are available to assist you and will not further disclose the information you provide, unless otherwise required to do so by law (e.g., if the victim is a minor):

- Rockhurst University Counseling Center, Massman 5, 816-501-4275
- Pastoral Care: Dr. Chuck Roebertson, Research Medical Center, 816-276-4120, Charles.robertson@hcamidwest.com

5. **Content of the Complaint**

So that the College has sufficient information to investigate a complaint, the complaint should include: (1) the date(s) and time(s) of the alleged conduct; (2) the names of all person(s) involved in the alleged conduct, including possible witnesses; (3) all details outlining what happened; and (4) contact information for the complainant so that the College may follow up appropriately.

6. **Information Provided to Complainant and Respondent**

A complainant who makes a claim of sexual misconduct to the College will be given a copy of the document titled “Explanation of Rights and Options After Filing a Complaint Under the Sexual Misconduct Policy.” This document provides information about this policy and the Complaint Resolution Procedures used to investigate and resolve complaints of sexual misconduct, options for filing complaints with the local police, resources that are available on campus and in the community, etc. A person against whom a complaint has been filed will also be given information about the process.

7. **Conduct that Constitutes a Crime**

Any person who wishes to make a complaint of sexual misconduct that also constitutes a crime—including sexual violence, domestic violence, dating violence, or stalking—is encouraged to make a complaint to local law enforcement. If requested, the College will assist the complainant in notifying the appropriate law enforcement authorities. In the event of an emergency, please contact 911. A victim may decline to notify such authorities.

8. **Special Guidance Concerning Complaints of Sexual Violence, Domestic Violence, Dating Violence, or Stalking**

If you are the victim of sexual violence, domestic violence, dating violence, or stalking, do not blame yourself. These crimes are never the victim’s fault. When physical violence of a sexual nature has been perpetrated against you,
the College recommends that you immediately go to the emergency room of a local hospital and contact local law enforcement, in addition to making a prompt complaint under this policy.

If you are the victim of sexual violence, domestic violence, or dating violence, do everything possible to preserve evidence by making certain that the crime scene is not disturbed. Preservation of evidence may be necessary for proof of the crime or in obtaining a protection order. As necessary to preserve evidence, victims of sexual violence, domestic violence, or dating violence should not bathe, urinate, douche, brush teeth, or drink liquids until after they are examined and, if necessary, a rape examination is completed. Clothes should not be changed. When necessary, seek immediate medical attention at an area hospital and take a full change of clothing, including shoes, for use after a medical examination.

It is also important to take steps to preserve evidence in cases of stalking, to the extent such evidence exists. In cases of stalking, evidence is more likely to be in the form of letters, emails, text messages, etc., rather than evidence of physical contact and violence.

Once a complaint of sexual violence, domestic violence, dating violence, or stalking is made, the complainant has several options such as, but not limited to:
- Contacting parents or a relative
- Seeking legal advice
- Seeking personal counseling (always recommended)
- Pursuing legal action against the perpetrator
- Pursuing disciplinary action through the College
- Requesting that no further action be taken
- Requesting further information about the College’s policy and procedures for addressing sexual misconduct
- Requesting further information about available resources

9. Vendors, Contractors, and Third-Parties

This policy applies to the conduct of vendors, contractors, and third parties. Members of the College Community who believe they have been subject to sexual misconduct in violation of this policy by a vendor, contractor, or other third party can make a complaint in the manner set forth in this section.

10. Retaliation

It is a violation of this policy to retaliate against any member of the College Community who reports or assists in making a complaint of sexual misconduct or who participates in the investigation of a complaint in any way. Persons who believe they have been retaliated against in violation of this policy should make a complaint in the manner set forth in this section.

11. Protecting the Complainant

Pending final outcome of an investigation in accordance with the Complaint Resolution Procedures, the College will take steps to protect the complainant from further discrimination or harassment. This may include assisting and allowing the complainant to change his or her academic, living, transportation, or work situation, to the extent that the College has control over these environments, if options to do so are reasonably available and upon request of the complainant. Such changes may be available regardless of whether the victim chooses to report the crime to campus security or local law enforcement. Requests to change an academic, living, transportation, or work situation, or for any other protective measure, should be made to the Title IX Coordinator.

If a complainant has obtained an ex parte order of protection, full order of protection, or any other temporary restraining order or no contact order against the alleged perpetrator from a criminal, civil, or tribal court, the complainant should provide such information to the Title IX Coordinator. The College will take all reasonable and legal action to implement the order.
12. **Amnesty**

The College recognizes that an individual who has been drinking alcohol or using drugs may be hesitant to report sexual misconduct. To encourage reporting, the College will not take disciplinary action for drug or alcohol use against an individual reporting sexual misconduct, either as the complainant or as a witness, provided that these conduct violations did not and do not place the health or safety of any other person at risk. The College may, however, require the reporting individual to attend a course or pursue other educational interventions related to alcohol and drugs.

The College’s commitment to amnesty in these situations does not prevent action by police or other legal authorities against an individual who has illegally consumed alcohol or drugs.

**B. Timing of Complaints**

The College encourages persons to make complaints of sexual misconduct as soon as possible because late reporting may limit the College’s ability to investigate and respond to the conduct complained of.

**C. Investigation and Confidentiality**

All complaints of sexual misconduct will be promptly and thoroughly investigated in accordance with the Complaint Resolution Procedures, and the College will take disciplinary action where appropriate. The College will make reasonable and appropriate efforts to preserve an individual’s privacy and protect the confidentiality of information when investigating and resolving a complaint. However, because of laws relating to reporting and other state and federal laws, the College cannot guarantee confidentiality to those who make complaints.

In the event a complainant requests confidentiality or asks that a complaint not be investigated, the College will take all reasonable steps to investigate and respond to the complaint consistent with the request for confidentiality or request not to pursue an investigation. If a complainant insists that his or her name not be disclosed to the alleged perpetrator, the College’s ability to respond may be limited. The College reserves the right to initiate an investigation despite a complainant’s request for confidentiality in limited circumstances involving serious or repeated conduct or where the alleged perpetrator may pose a continuing threat to the College Community.

The Title IX Coordinator is the person responsible for evaluating requests for confidentiality. The Title IX Coordinator may consult with other appropriate College officials and legal counsel as necessary when assessing a confidentiality request.

**D. Resolution**

If a complaint of sexual misconduct is found to be substantiated, the College will take appropriate corrective and remedial action to prevent the recurrence of the conduct and correct its discriminatory effects. Students and employees found to be in violation of this policy will be subject to discipline up to and including written reprimand, probation, suspension, demotion, termination, or expulsion. Affiliates and program participants may be removed from College programs and/or prevented from returning to campus. Remedial steps may also include counseling for the complainant, academic, transportation, work, or living accommodations for the complainant, separation of the parties, and training for the respondent and other persons.

**E. Bad Faith Complaints**

While the College encourages all good faith complaints of sexual misconduct, the College has the responsibility to balance the rights of all parties. Therefore, if the College’s investigation reveals that a complaint was knowingly false, the complaint will be dismissed and the person who filed the knowingly false complaint may be subject to discipline.
VII. ACADEMIC FREEDOM

While the College is committed to the principles of free inquiry and free expression, sexual misconduct is neither legally protected expression nor the proper exercise of academic freedom.

VIII. EDUCATION

Because the College recognizes that the prevention of sexual misconduct, as well as domestic violence, dating violence, and stalking, is important, it offers educational programming to a variety of groups such as: campus personnel; incoming students and new employees participating in orientation; and members of student organizations. Among other elements, such training will cover relevant definitions, procedures, and sanctions; will provide safe and positive options for bystander intervention; and will provide risk reduction information, including recognizing warning signs of abusive behavior and how to avoid potential attacks. To learn more about education resources, please contact the Title IX Coordinator.

SEXUAL MISCONDUCT COMPLAINT RESOLUTION PROCEDURES

I. GENERAL PRINCIPLES

A. Applicability

These Complaint Resolution Procedures apply to the resolution of all reports under the Sexual Misconduct Policy. They apply to the resolution of complaints against students, faculty, administrators, staff, and third parties, and they are the exclusive means of resolving complaints of sexual misconduct.

B. Administration

For purposes of these Complaint Resolution Procedures, “Investigating Officer” means the individual(s) designated by the Title IX Coordinator to investigate a particular complaint. The Investigating Officer shall have responsibility for administering these Complaint Resolution Procedures.

C. Promptness, Fairness and Impartiality

These procedures provide for prompt, fair, and impartial investigations and resolutions. The Investigating Officer shall discharge his or her obligations under these Complaint Resolution Procedures fairly and impartially. If the Investigating Officer determines that he or she cannot apply these procedures fairly and impartially because of the identity of a complainant, respondent, or witness, or due to any other conflict of interest, the Investigating Officer shall designate another appropriate individual to administer these procedures.

D. Training

These procedures will be implemented by officials who receive annual training on the issues related to sexual misconduct, domestic violence, dating violence, and stalking and how to conduct an investigation that protects the safety of victims and promotes accountability.
II. INVESTIGATION AND RESOLUTION OF THE COMPLAINT

A. Preliminary Matters

1. Timing of the Investigation

The College will endeavor to conclude its investigation and resolution of the complaint within sixty (60) calendar days of receiving it. Both the complainant and the respondent will be given periodic updates regarding the status of the investigation. If either the complainant or respondent needs additional time to prepare or to gather their witnesses or information, they shall notify the Investigating Officer in writing explaining how much additional time is needed and why it is needed. The Investigating Officer shall respond to any such request within three (3) days.

2. Informal Resolution

Informal means of resolution, such as mediation, may be used in lieu of the formal investigation and determination procedure. The following standards apply to any informal resolution method that is utilized:

• Can only be used with the complainant’s voluntary cooperation and the involvement of the Title IX Coordinator
• The complainant will not be required to work out the problem directly with the respondent
• Either party may terminate the informal process at any time and elevate the complaint to the formal investigation procedures described below
• Informal means, even on a voluntary basis, will not be used to resolve complaints alleging sexual assault

3. Interim Measures

At any time during the investigation, the Investigating Officer may determine that interim remedies or protections for the parties involved or witnesses are appropriate. These interim remedies may include separating the parties, placing limitations on contact between the parties, suspension, or making alternative class-placement or workplace arrangements. Failure to comply with the terms of these interim remedies or protections may constitute a separate violation of the Sexual Misconduct Policy.

4. Support Person/Advisor

During the investigation process, both a complainant and a respondent may ask a support person/advisor to accompany him or her at all stages of the process. In cases involving multiple complainants or respondents, the support person/advisor cannot be another complainant or respondent. The support person/advisor does not serve as an advocate on behalf of the complainant or respondent, may not be actively involved in any proceedings, and must agree to maintain the confidentiality of the process. A support person/advisor may be removed if he or she becomes disruptive or does not abide by the limitations discussed in the previous sentence.

5. Pending Criminal Investigation

Some instances of sexual misconduct may also constitute criminal conduct. In such instances, the complainant is also encouraged to file a report with the appropriate law enforcement authorities and, if requested, the College will assist the complainant in doing so. The pendency of a criminal investigation, however, does not relieve the College of its responsibilities under Title IX. Therefore, to the extent doing so does not interfere with any criminal investigation, the College will proceed with its own investigation and resolution of the complaint.
6. Rights of the Parties

During the investigation and resolution of a complaint, the complainant and respondent shall have equal rights. They include:

- Equal opportunity to identify and have considered witnesses and other relevant evidence
- Similar and timely access to all information considered by the Investigating Officer
- Equal opportunity to review any statements or evidence provided by the other party
- Equal access to review and comment upon any information independently developed by the Investigating Officer should the Investigating Officer share such information with the other party
- Equal opportunity to appeal determinations pursuant to Section III, below

B. Commencement of the Investigation

Once a complaint is made, the Investigating Officer will commence an investigation of it as soon as practicable, but not later than seven (7) days after the complaint is made. The purpose of the investigation is to determine whether it is more likely than not that the alleged behavior occurred and, if so, whether it constitutes sexual misconduct. During the course of the investigation, the Investigating Officer may receive counsel from College administrators, the College’s attorneys, or other parties as needed.

In certain narrow circumstances, the Investigating Officer may commence an investigation even if the complainant requests that the matter not be pursued. In such a circumstance, the Investigating Officer will take all reasonable steps to investigate and respond to the matter in a manner that is informed by the complainant’s articulated concerns.

C. Content of the Investigation

During the investigation, the complainant will have the opportunity to describe his or her allegations and present supporting witnesses or other evidence. The respondent will have the opportunity to respond to the allegations and present supporting witnesses or other evidence. The Investigating Officer will review the statements and evidence presented and may, depending on the circumstances, interview others with relevant knowledge, review documentary materials, and take any other appropriate action to gather and consider information relevant to the complaint. All parties and witnesses involved in the investigation are expected to cooperate and provide complete and truthful information.

D. Resolution

At the conclusion of the investigation, the Investigating Officer will prepare a written report. The written report will explain the scope of the investigation, identify findings of fact, and state whether any allegations in the complaint were found to be substantiated by a preponderance of the evidence. The report will be provided to the Title IX Coordinator.

If the written report determines that sexual misconduct occurred, the Title IX Coordinator shall set forth in an addendum to the written report those steps necessary to maintain an environment free from discrimination and harassment and to protect the safety and well-being of the complainant and other members of the College Community. Such actions will also include reasonable steps to correct the effects of such conduct on the complainant and others and to prevent the recurrence of discrimination, harassment, and retaliation. Examples of such action include: no-contact orders, classroom reassignment, the provision of counseling or other support services, training, and discipline for the perpetrator, including up to termination, expulsion, or other appropriate institutional sanctions.

The complainant and the respondent will receive a copy of the written report and any addendum within three (3) days of its completion. If necessary, the version of the addendum provided to the complainant and/or respondent will be redacted to ensure that information concerning any remedial and/or disciplinary measures is disclosed in a manner consistent with Title IX, the Family Educational Rights and Privacy Act (“FERPA”), and the Clery Act, as

The written report of the Investigating Officer and addendum, if applicable, shall be final subject only to the right of appeal set forth in Section III, below.

E. Special Procedure Concerning Complaints Against the President, the Title IX Coordinator, or Other Administrators Ranked Higher than the Title IX Coordinator

If a complaint involves alleged conduct on the part of the College’s President, the College’s Board of Directors (“Governing Board”) will designate the Investigating Officer. Based on the information gathered by the investigation, the Governing Board will prepare and issue the written report determining the complaint. The determination of the Governing Board is final and not subject to appeal.

If a complaint involves alleged conduct on the part of the Title IX Coordinator or any administrator ranked higher than the Title IX Coordinator, the President will designate the Investigating Officer. Based on the information gathered by the investigation, the President will prepare and issue the written report determining the complaint. The determination of the President is final and not subject to appeal.

III. APPEALS

A. Grounds for Appeal

The complainant or respondent may appeal the determination of a complaint only on the following grounds:

- There is a substantial likelihood that newly discovered information, not available at the time evidence was presented to the Investigating Officer, would result in a different decision
- There was a procedural error significant enough to call the outcome into question
- There was a clear error in factual findings
- Bias or prejudice on the part of the Investigating Officer, or
- The punishment or the corrective action imposed is disproportionate to the offense

B. Method of Appeal

Appeals must be filed with the appropriate Appellate Officer within seven (7) days of receipt of the written report determining the outcome of the complaint. When the complaint involves an employee respondent or third-party respondent, the Appellate Officer shall be the President (Dr. Nancy DeBasio, nancy.debasio@researchcollege.edu). When the complaint involves a student respondent, the Appellate Officer shall be the Dean of Students (Dr. Julie Nauser, julie.nauser@researchcollege.edu). When an absence or conflict of interest necessitates, an Appellate Officer may review and resolve an appeal within the jurisdiction of the other.

The appeal must be in writing and contain the following:
- Name of the complainant
- Name of the respondent
- A statement of the determination of the complaint, including corrective action if any
- A detailed statement of the basis for the appeal including the specific facts, circumstances, and argument in support of it, and
- Requested action, if any

The Appellate Officer will promptly provide written notification to the non-appealing party when an appeal has been filed.
The appealing party may request a meeting with the Appellate Officer, but the decision to grant a meeting is within the Appellate Officer’s discretion. However, if a meeting is granted, then the non-appealing party will be granted a similar opportunity.

C. Resolution of the Appeal

The Appellate Officer will resolve the appeal within ten (10) days of receiving it and may take any and all actions that he/she determines to be in the interest of a fair and just decision. The decision of the Appellate Officer is final. The Appellate Officer shall issue a short and plain, written statement of the resolution of the appeal, including any changes made to the Investigating Officer’s previous written determination and/or the sanctions and remedial measures imposed. The written statement shall be provided to the complainant, respondent, and the Title IX Coordinator within three (3) days of the resolution.

IV. DOCUMENTATION

Throughout all stages of the investigation, resolution, and appeal, the Investigating Officer, the Title IX Coordinator, and the Appellate Officer, as the case may be, are responsible for maintaining documentation of the investigation and appeal, including documentation of all proceedings conducted under these Complaint Resolution Procedures, which may include written findings of fact, transcripts, and audio recordings.

V. INTERSECTION WITH OTHER PROCEDURES

These complaint resolution procedures are the exclusive means of resolving complaints alleging violations of the Sexual Misconduct Policy. To the extent there are any inconsistencies between these complaint resolution procedures and other College grievance, complaint, or discipline procedures, these complaint resolution procedures will control the resolution of complaints alleging violations of the Sexual Misconduct Policy.

**Student Right-to-Know and Jeanne Clery Campus Security Act**

This Act defines the responsibilities of Research College of Nursing for collecting relevant crime statistics, establishing appropriate security policies and making this information available to current and prospective students through publication and distribution. Persons interested in this information may inquire at the Rockhurst Office of Admission and Financial Aid and the Research College of Nursing Student Affairs Office.
Introduction to Research College of Nursing

Undergraduate Programs
Research College of Nursing was founded in 1979 and admitted its first class in 1980. Research College of Nursing, in partnership with Rockhurst University, offers a Bachelor of Science in Nursing program. The Bachelor of Science in Nursing degree is awarded jointly by the two institutions. Research College of Nursing is a private non-sectarian institution of higher learning sponsored by Research Medical Center.

The B.S.N. program is organized and available to qualified students in two undergraduate options: Traditional B.S.N. option and the Accelerated B.S.N. option.

The Traditional B.S.N. option is for first-time-in-college students and transfer students. It is designed to be completed in four years on a full-time basis.

The Accelerated B.S.N. option is for students who have completed a baccalaureate degree in a field other than nursing at an accredited institution. The clinical nursing component of the option is designed to be completed in one calendar year (twelve months).

Students of the B.S.N. program are enrolled at both institutions. The B.S.N. degree consists of 65 credit hours in liberal arts and sciences and 63 credit hours in nursing courses for a total of 128 credit hours. The majority of the liberal arts and science courses are taken prior to nursing courses.

The faculty and administration of both institutions have carefully designed the nursing program to provide a consistent, integrated educational experience. Information about Research College of Nursing, its mission, the curriculum and policies and procedures of the College are provided in this catalog. Students and other interested persons should also review the Rockhurst University Catalog for information about the mission, curriculum, and policies and procedures of Rockhurst University.

Graduate Programs
Research College of Nursing began offering a Master of Science in Nursing degree in 1997. Currently six tracks are offered in the graduate program. The Family Nurse Practitioner (FNP) and Adult-Gerontological Nurse Practitioner (AGNP) tracks prepare graduates for an advanced practice role as a health care provider in a variety of settings. The Executive Practice & Healthcare Leadership (EPHL) track provides nurses with the skill sets necessary to function in management roles in complex health care delivery systems. The Nurse Educator (NE) track prepares nurse educators with knowledge and strategies for teaching in both clinical and academic settings. The Clinical Nurse Leader (CNL) track prepares highly skilled nurses focused on implementing evidence-based practice to ensure that patients benefit from the latest innovations in care delivery. The RN-MSN track provides the opportunity for Associate Degree or Diploma nurses to continue their education toward a master’s degree in nursing.

Four post-master’s certificate programs are offered: the Family Nurse Practitioner, Adult-Gerontological Nurse Practitioner, Executive Nurse Practice, and the Nurse Educator. The certificate programs are designed for individuals prepared with a Bachelor of Science in Nursing degree and a Master’s degree in nursing or a health related field who would like to develop specialty knowledge in these roles.

Mission
The mission of Research College of Nursing is to educate students as professional nurses who provide safe, quality health care. Through a commitment to excellence in nursing education, this academic community promotes development of the individual as a scholar and leader dedicated to providing service to the greater society.

Research College of Nursing is committed to the following values and behaviors which are incorporated in key terms of the Mission:

Professionalism:
protection of the public
responsible & accountable  
professional standards, code of ethics, & values  
grounded in nursing theories and body of knowledge  
lifelong learner  

Provision of safe, quality care:  
positive patient outcomes  
standards of nursing care  
evidence-based practice  
quality improvement  

Commitment to excellence in nursing education:  
nurtures a culture of respect and caring  
innovative teaching strategies grounded in the scholarship of teaching  
encouragement and support for faculty development  
emphasize on current trends in higher education and nursing education  
institutional support of scholarship  

Development of the individual as:  
Scholar:  
critical thinking, clinical reasoning  
rooted in evidence based practice  
research knowledge & skills  

Leader:  
brings out the best in self & others  
inspire to connect  
models behaviors expected of others  

Service to the greater society:  
attends to the needs of others;  
the individual  
the community  
global society  

Program Learning Outcomes  

Undergraduate Student Learning Outcomes  
At the generalist level, the RCN graduate will:  

1. Engage in professional nursing practice to assure safe, quality health care.  
2. Utilize the principles of health promotion and disease prevention to provide nursing care across the lifespan.  
3. Communicate effectively to facilitate teamwork and collaboration in the delivery of patient centered care.  
4. Apply clinical reasoning using current evidence to plan, implement and evaluate outcomes of care.  
5. Employ a global view to provide culturally sensitive nursing care and service to diverse populations.  
6. Utilize technology and information management tools to improve patient outcomes and support safe health care environments.  
7. Demonstrate basic knowledge of healthcare policy, finance, regulatory processes relevant to the provision of care.  
8. Apply leadership concepts in the delivery of care in complex health systems.
Graduate Student Learning Outcomes

The RCN graduate will:

1. Integrate evidence to inform advanced nursing practice.
2. Demonstrate organizational and systems leadership in advanced nursing practice.
3. Apply methods of quality improvement within an organization.
4. Utilize informatics and healthcare technologies in advanced nursing roles.
5. Utilize the policy development process in advanced nursing roles.
6. Demonstrate interprofessional collaboration in advanced nursing roles.
7. Apply the principles of clinical prevention and population based care in advanced nursing roles.

Nursing Licensure

Graduates earning the Bachelor of Science in Nursing degree are eligible to apply to write the NCLEX-RN, National Comprehensive Licensure Examination - Registered Nurse. However, graduation does not automatically ensure eligibility to write the licensure examination. Each graduate must apply to write the licensure exam; the application includes a criminal background check (Missouri and FBI search with fingerprinting). There is not any one specific type of crime that will disqualify an applicant. The Missouri State Board of Nursing reviews all criminal records and supporting documentation on a case-by-case basis to determine if an application will be approved or denied. Section 335.066, RSMo, of the Nursing Practice Act, which can be viewed at http://pr.mo.gov/boards/nursing/npa.pdf, lists the reasons for which a person may be denied a license.

Upon passing the NCLEX-RN, the nurse is able to practice in the state where they applied for licensure. Nurses practice under the provisions of each state’s nurse practice act. In Missouri, it is the Nursing Practice Act, Missouri Statutes Chapter 335. Students are expected to possess a copy of and be familiar with the entire Practice Act which can be found at http://pr.mo.gov/boards/nursing/npa.pdf.

Advanced Practice Certification

Graduates earning the Master of Science in Nursing with the NP track are eligible to apply to write the corresponding Nurse Practitioner Certification Exam they are enrolled in through a nationally recognized credentialing organization. NP graduates are also eligible to apply for Advanced Practice Nurse recognition in Missouri and Kansas. Graduates who wish to apply for recognition in other states should contact the state board of nursing. Graduates of the Executive Practice & Healthcare Leadership track may be eligible to sit for the American Nurses Credentialing Centers (ANCC) Nursing Administration certification examination. Graduates of the Nurse Educator track are eligible for certification through the national League of Nursing (NLN). Graduates of the Clinical Nurse Leader track are required to sit for the CNL certification examination offered by the Commission on Nurse Certification.
Tuition and Fees

Tuition and fees help cover the costs of providing educational programs for students. Definitions of charges, payment policy, refund policy and schedules are described here. Differences for undergraduate options and the graduate program are noted. Otherwise it is applicable to all students.

Freshman and sophomore nursing students register and pay fees at Rockhurst University, please refer to their website for a list of fees. Junior, senior and graduate students register and pay fees at Research College of Nursing. Accelerated option students register and pay fees at Rockhurst for prerequisites taken prior to enrolling in the one year of nursing. Subsequently, accelerated option students register and pay fees at Research College of Nursing.

Definitions

Tuition Deposit. After a student has been accepted and intends to enroll, they must preregister for classes and submit a non-refundable tuition deposit to reserve space in selected classes.

Undergraduate Tuition. This is the cost of the actual courses taken. Full time tuition covers from 12 to 18 credit hours per semester. Part time students are charged tuition per credit hour (up to 11 hours). Full time students who enroll in more than 18 credit hours in any one semester are charged additional tuition per credit hour.

Graduate Tuition. Graduate students are charged per credit hour each semester.

Application Fee. Non-refundable fee charged to all students that covers application for admission processing.

Undergraduate Activity Fee (Research & Rockhurst). Provides social and recreational activities planned each year by the Student Government Association (Research) and the Social Activities Board (Rockhurst). These activities include dances, film series, lectures, etc. These fees also support various clubs and organizations. Freshmen and first semester sophomore nursing students are not charged the Research Activity Fee. Second semester sophomore students are charged the activity fee for both institutions. Junior and senior students are also charged an activity fee for both institutions.

Assessment Testing Fee. Provides software and related services on the Research campus for testing.

Clinical Fees. Nursing courses with a clinical component have an additional charge based on the number of credit hours allocated to clinical due to additional expense beyond what tuition covers.

Computer Fee. Provides computer and other technology resources on the Research campus.

Library Fee. Provides nursing and other health related resource materials for the Carl R. Ferris Library on the Research campus.

Late Registration Fee. Charged to all students who register for classes after scheduled registration sessions have ended.

Housing Fees. Charged to students who live on campus either at Rockhurst or Research. Rockhurst resident students must also participate in a board (meal) plan.

NSNA Total School Enrollment Fee. Provides membership to National Student Nurses’ Association, Missouri Nursing Students’ Association and Research Student Nurses’ Association for one year.

Undergraduate Graduation Fee. Covers expenses associated with graduation including the Pinning Ceremony, Baccalaureate Mass, and Commencement.

MSN Graduation Fee. Covers expenses associated with completion of the degree including such things as the diploma, and Hooding and Graduation ceremony.

Graduate Activity Fee. The fee benefits all graduate students through the support of the programs as well as contributing to a pool of funds that will be available through application process to support conference travel and other professional development opportunities. For additional information, please see your program coordinator.

Additional fees include the certified background check and the family care safety registry fee. These fees are paid by the student to the outside agencies. For more information about these fees, visit the Assistant to the President’s office.
Payment Policy

Full tuition and fees, including housing, are due at the time of registration. Alternative payment plans are available and may be exercised by eligible students. In order to qualify for any plan the student must have no history of account delinquency. Please contact the financial aid office for any exceptions.

No one who has an unpaid balance from a prior semester will be registered for a subsequent session. Transcripts of records and Certification of Education will not be issued for anyone delinquent in financial obligation to Research College of Nursing or Rockhurst University.

Delinquent Accounts

Overdue accounts will be sent to a collection agency. Collection costs and fees for unpaid balances forwarded to outside agencies for collection will be borne by the student. Transcripts of academic records will not be issued by the Registrar’s Office at Research College of Nursing or Rockhurst University for any student or former student whose student account is delinquent or for any student or former student whose Federal Nursing Loan or HCA repayments are delinquent. Delinquent balances must be paid in full or repayment plans brought current prior to the issuance of academic transcripts.

Refunds

Traditional Undergraduate, Accelerated Option and Graduate Student Refund Schedule

Students withdrawing or dismissed after the first week are eligible for refunds in accordance with the schedule as indicated on the Rockhurst University website, www.rockhurst.edu (Academics, Registrar, Drop/Add/Refund).

Students receiving federal financial aid will also have a refund calculated based on Department of Education requirements.

Students receiving financial aid which exceeds the cost of tuition, fees, room and board will be required to repay the appropriate fund as stipulated in federal regulations.

No refunds, either for withdrawal from single classes or for entire withdrawal from the College, are made unless the student has withdrawn properly in writing through the appropriate office. Notification of the individual teacher does not constitute an official withdrawal. Until the Financial Aid Office is informed by an official withdrawal notice the student is billed as though he/she were still attending classes.

Students may appeal the calculated refund if exceptional circumstances exist. The appeal will be reviewed by the Loan and Scholarship Committee and a decision will be sent to the student within two weeks.

Return of Federal Funds

The return of federal funds formula provides for return of Title IV aid if the student received federal financial assistance and withdrew on or before completing 60% of the semester/term. Funds are returned as follows:

1. Unsubsidized Federal Stafford Loan
2. Subsidized Federal Stafford Loan
3. Federal PLUS Loan
4. Federal Pell Grant
5. Federal Supplemental Educational Opportunity Grant (FSEOG)
6. Other Title IV funds
7. Other federal, state, private, or institutional sources of aid
8. Student

If funds released to a student because of a credit balance on the student’s account, then the student may be required to repay some of the federal grants or loans released to the student.

Students receiving federal financial aid who withdraw from anything less than 100 percent of their courses will have tuition refunded using the schedule below. All other students not receiving federal financial aid who withdraw from one or all of their courses (both officially and administratively), will also have tuition refunded according to the schedule below.
Students will receive the following refund if proper written withdrawal is made before the following weeks:

<table>
<thead>
<tr>
<th>End of week</th>
<th>1st week</th>
<th>2nd week</th>
<th>3rd week</th>
<th>4th week</th>
<th>5th week and thereafter</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>100%</td>
<td>75%</td>
<td>50%</td>
<td>25%</td>
<td>0%</td>
</tr>
</tbody>
</table>

The College's refund policies are subject to change to comply with applicable laws.

**Tuition and Fee Schedules**

Separate tuition and fee schedules are published for traditional option, accelerated option and graduate program.

The undergraduate tuition and fee schedule is published each year in the Spring for the following year. A tuition and fee schedule for the current academic year is available from the Office of Admission and Financial Aid located on the Rockhurst University campus or from the Financial Aid Office at Research College of Nursing. The schedule also appears on the Rockhurst University website [http://www.rockhurst.edu/registrar/tuition.asp](http://www.rockhurst.edu/registrar/tuition.asp). Tuition and Fee Schedules for the accelerated option and the graduate program are available in the Research College of Nursing Financial Aid Office. Tuition and fees are subject to change without notice.

**Tuition and Fees for 2015-2016**

Following is a list of tuition charges and fees applicable to undergraduate nursing students, accelerated option students, graduate students and students who wish to live on the Research campus. For more information about other fees refer to the current issue of the Schedule of Courses and Registration Guide.

**Tuition and Fees for Undergraduate – Traditional Option**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate tuition per semester (12-18 hrs. inclusive), charges are for both semesters</td>
<td>$34,000.00</td>
</tr>
<tr>
<td>Tuition for day classes per credit hour (1-11)</td>
<td>$1134.00</td>
</tr>
<tr>
<td>Tuition for evening classes per credit hour (1-11)</td>
<td>$567.00</td>
</tr>
<tr>
<td>Tuition per credit hour for undergraduate hours over 18</td>
<td>$1134.00</td>
</tr>
<tr>
<td><strong>Research College of Nursing Fees per semester</strong></td>
<td></td>
</tr>
<tr>
<td>Research Activity Fee (Jr. &amp; Sr. only)</td>
<td>$75.00</td>
</tr>
<tr>
<td>Library Fee</td>
<td>$50.00</td>
</tr>
<tr>
<td>Computer Fee</td>
<td>$50.00</td>
</tr>
<tr>
<td>Rockhurst Activity Fee</td>
<td>$50.00</td>
</tr>
<tr>
<td>HESI (Jr. only)</td>
<td>$75.00</td>
</tr>
<tr>
<td>HESI (Sr. only)</td>
<td>$200.00</td>
</tr>
<tr>
<td>EBI Survey (Sr. final semester)</td>
<td>$50.00</td>
</tr>
<tr>
<td><strong>Course Fees (if taken)</strong></td>
<td></td>
</tr>
<tr>
<td>Clinical Fee (per clinical credit hour)</td>
<td>$50.00</td>
</tr>
<tr>
<td>Simulation Charting, Sophomore spring term</td>
<td>$260.00</td>
</tr>
<tr>
<td><strong>Special Fees</strong></td>
<td></td>
</tr>
<tr>
<td>Late Registration Fee</td>
<td>$150.00</td>
</tr>
<tr>
<td>Graduation Fee</td>
<td>$135.00</td>
</tr>
<tr>
<td>Rockhurst University Parking Fee</td>
<td>$125.00</td>
</tr>
<tr>
<td>NSNA Total School Enrollment Fee</td>
<td>$30.00</td>
</tr>
<tr>
<td>Certified Background</td>
<td>$131.00</td>
</tr>
<tr>
<td>Drug Testing</td>
<td>$42.00</td>
</tr>
<tr>
<td>Missouri Family Care Safety Registration</td>
<td>$13.25</td>
</tr>
<tr>
<td>Syllabus Copying Fee</td>
<td>$10.00</td>
</tr>
</tbody>
</table>

Note: Not all fees are listed. For additional information refer to the Course Schedule & Registration Guide available at both Rockhurst University and Research College of Nursing.

Tuition and fees are subject to change without notice.
### Tuition and Fees for Accelerated Option

<table>
<thead>
<tr>
<th>2015 Fall Term</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$10,165.00</td>
</tr>
<tr>
<td>Activity Fee</td>
<td>$75.00</td>
</tr>
<tr>
<td>Library</td>
<td>$50.00</td>
</tr>
<tr>
<td>Clinical Fee</td>
<td>$400.00</td>
</tr>
<tr>
<td>Computer</td>
<td>$50.00</td>
</tr>
<tr>
<td>HESI</td>
<td>$100.00</td>
</tr>
<tr>
<td>NSNA Total School Enrollment Fee</td>
<td>$30.00</td>
</tr>
<tr>
<td>Simulation Charting, one-time fee</td>
<td>$110.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$10,980.00</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2016 Spring Term</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$12,305.00</td>
</tr>
<tr>
<td>Activity Fee</td>
<td>$75.00</td>
</tr>
<tr>
<td>Library</td>
<td>$50.00</td>
</tr>
<tr>
<td>Clinical Fee</td>
<td>$400.00</td>
</tr>
<tr>
<td>Computer</td>
<td>$50.00</td>
</tr>
<tr>
<td>HESI</td>
<td>$100.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$12,980.00</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2016 Summer Term</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$8,025.00</td>
</tr>
<tr>
<td>Activity Fee</td>
<td>$75.00</td>
</tr>
<tr>
<td>Library</td>
<td>$50.00</td>
</tr>
<tr>
<td>Clinical Fee</td>
<td>$400.00</td>
</tr>
<tr>
<td>Computer</td>
<td>$50.00</td>
</tr>
<tr>
<td>HESI</td>
<td>$100.00</td>
</tr>
<tr>
<td>EBI Survey</td>
<td>$50.00</td>
</tr>
<tr>
<td>Graduation Fee</td>
<td>$135.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$8,885.00</strong></td>
</tr>
</tbody>
</table>

**Grand Total** $32,845.00

Tuition and fees are subject to change without notice.

### Tuition and Fees for Graduate Program

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition per credit hour (AGNP, CNL, EPHL, FNP, NE Tracks)</td>
<td>$500.00</td>
</tr>
<tr>
<td>Tuition per credit hour (RN-MSN Track ONLY)</td>
<td>$350.00</td>
</tr>
<tr>
<td>Application Fee, non-refundable, through NursingCAS</td>
<td>$65.00</td>
</tr>
<tr>
<td>Clinical Fee (per clinical credit hour)</td>
<td>$25.00</td>
</tr>
<tr>
<td>Library (Spring &amp; Fall/Summer)</td>
<td>$25.00/$12.50</td>
</tr>
<tr>
<td>Computer (Spring &amp; Fall/Summer)</td>
<td>$25.00/$12.50</td>
</tr>
<tr>
<td>Nurse Practitioner Tracking System (NU 7110)</td>
<td>$80</td>
</tr>
<tr>
<td>Nurse Practitioner Diagnostic Readiness Test (NU 7451)</td>
<td>$70</td>
</tr>
<tr>
<td>Graduate Activity Fee</td>
<td>$5.00 per credit hour</td>
</tr>
<tr>
<td>Graduation Fee</td>
<td>$100.00</td>
</tr>
<tr>
<td>EBI Survey (final semester)</td>
<td>$50</td>
</tr>
</tbody>
</table>

Tuition and fees are subject to change without notice.
### Housing Fees per Contract Period for Research Student Village Fall 2015 & Spring 2016

<table>
<thead>
<tr>
<th># Residents per bedroom</th>
<th>Furnished</th>
<th>Unfurnished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Townhouse 2BR</td>
<td>$1507.00</td>
<td>$2466.00</td>
</tr>
<tr>
<td>Apartment 1BR</td>
<td>$3014.00</td>
<td>$2466.00</td>
</tr>
</tbody>
</table>

### Housing Fees Per Contract Period for Research Student Village Summer 2014

<table>
<thead>
<tr>
<th># Residents per bedroom</th>
<th>Furnished</th>
<th>Unfurnished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Townhouse 2BR</td>
<td>$1125.00</td>
<td>$1800.00</td>
</tr>
<tr>
<td>Apartment 1BR</td>
<td>$2250.00</td>
<td>$1800.00</td>
</tr>
</tbody>
</table>

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### Financial Aid

Freshman and sophomore students of the Research/Rockhurst BSN Program who wish to apply for financial aid do so through Rockhurst University. Junior, senior, accelerated option and graduate nursing students apply for financial aid through Research College of Nursing.

Research College of Nursing and Rockhurst University subscribe to the principle that financial aid programs exist primarily to provide financial assistance to students who, without such aid, would be unable to attend the college of their choice. The free Federal Application for Student Aid (FAFSA) is the preferred form used to evaluate need for all financial aid.

Both institutions are committed to the concept that a student should select a college on educational rather than financial grounds. The financial aid programs, therefore, exist to assist students who have chosen a college for its educational merit to overcome any demonstrated need which might prevent a student from attending their college of choice.

### Application for Financial Aid

Students who wish to apply for financial aid should:

1. Complete the admission procedure outlined in the chapter “Admission to the Undergraduate and Graduate Programs.”
2. File a Financial Aid Form (preferably by March 1). The free Federal application (FAFSA) is the preferred form. No financial aid will be awarded until formal admission has been granted. Title IV code: 006392.
   a) Both dependent and independent students must file a FAFSA.
   b) Students can apply for all types of aid, including institutional, federal and state assistance by completing the FAFSA.

An undergraduate student who qualifies for financial aid typically receives any one or a combination of various types of aid--scholarship, grant, or loan. Financial aid awards are for one year only, so the student must reapply each year. The aid offered may vary from year to year due to changes in funding, statutory provisions, or student circumstances.

Undergraduate students completing a second degree and graduate students are eligible to participate in financial aid programs. The types of aid are limited due to federal regulations.

Students enrolled in the post-master certificate programs (Family Nurse Practitioner, Adult-Gerontological Nurse Practitioner, Nurse Educator and Executive Practice & Healthcare Leadership) are NOT eligible for federal financial aid.

### Hours Required to Receive Financial Aid

Undergraduate students: Students that are full-time (12-18) credit hours are eligible for institutional aid, federal aid and outside sources. Students that are half-time (6-11) are only eligible for federal aid. Any student taking less than six hours is not eligible for any aid.

Graduate students: Students must be enrolled in at least 4.5 (half-time) credit hours to be eligible for federal aid in a major semester (fall and spring). Students must be enrolled in at least 2 (half-time) credit hours in the summer to be eligible to receive federal aid. Any student enrolled in fewer hours will not be eligible for federal aid.
Scholarships and Grants

A number of scholarships and grants are available for qualified nursing students who need assistance to finance their college education. Some scholarships do not have a financial need prerequisite for consideration. All students applying for financial aid are considered for aid for which they qualify. Students do not need to apply for specific scholarships and grants except for the HCA Midwest Division Scholarship/Loan Program.

Following are scholarships available to nursing students through Research College of Nursing.

Harmon Presidential Scholar Scholarship.
The Research College of Nursing Governing Board, in an effort to attract highly qualified students to the nursing program, offers a full scholarship. The Harmon Presidential Scholar scholarship provides tuition for all four years of the nursing program. Qualified applicants are invited to participate in a competitive interview program. The winner is selected based on interview ratings. Applicants who are seniors in high school and who have outstanding academic records based on class standing and test scores are reviewed for selection. The scholarship award is for four years and the recipient must maintain a cumulative grade point average of 3.4 (A=4.0) after freshmen year and 3.5 for each succeeding year of the nursing program. In order to be considered for this scholarship, students must file a completed application for admission PRIOR to January 15.

HCA Midwest Division Scholarship/Loan Program.
This program offers a combination of scholarship and loan funding to qualified junior and senior nursing students as well as accelerated option students. Traditional Rockhurst students must have a 3.2 cumulative GPA as well as a 3.0 science GPA while transfer students must have a 3.2 cumulative GPA and a 3.5 science GPA. Qualified Accelerated Option students must have a 3.2 cumulative GPA or a 3.5 science GPA. Students who meet the GPA requirement are invited to interview with a panel of healthcare professionals from the area HCA Hospitals. Students who receive the funding agree to a work commitment following graduation. Traditional students agree to 3 years and accelerated option students agree to 2 years.

Research College of Nursing Grant.
Awarded based on need.

The following scholarships are available to junior and senior nursing students with a grade point average of at least 2.5 (A=4.0) and are awarded based on financial need through The Research Foundation.

The Foundation also awards scholarships to nursing students once a year. Students must submit applications to their office during the application period. The Foundation office will inform students when this period begins and provide applications.

Alumni Award Scholarship.
Each year the Research Nursing Alumni Association gives scholarships to senior nursing students in the name of the recipient of the Outstanding Alumnus Award. The scholarships are based on the criteria of excellence in clinical nursing skills and patient care.

Cheryl A. Burchett Memorial Scholarship.
Established in 2001 by her family and friends in memory of Cheri Burchett, former Team I Leader and faculty member, a scholarship is awarded to an outstanding student annually.

Dr. Kay Sullivan Scholarship.
Established in 1999 by her family in honor of Kay Sullivan, former Coordinator of the Accelerated BSN Option, a scholarship is awarded to an outstanding accelerated option student each year.

Mary Lutz Memorial Scholarship.
Provided in memory of Mary Lutz, M.N., R.N., a member of the faculty 1990-1996.

Sally S. Robinson Scholarship.

Research Belton Scholarship.
Provided by the Research Belton Hospital Foundation.
Research Scholarship for MSN in Nursing Education.
Scholarship program is funded by the Research Foundation. Compensation for each year will be up to $2,500 for a period not to exceed 5 years for a total amount of $5,000. The period of one-year may be defined as beginning in the fall, continuing through spring and summer. For each $2,500 utilized, the individual is required to commit one-year of employment as a faculty member in the Greater Kansas City community following the completion of the MSN. Applications are available on line at www.theresearchfoundationkc.org.

Following is a list of scholarships and grants available through Rockhurst University. These are available for freshman and sophomore nursing students. These scholarships are funded through Research College of Nursing for upper division nursing students provided criteria are met.

Achievement Scholarship.
Renewable scholarships awarded to highly qualified entering freshmen students. Students are selected based on their academic credentials including grades, class rank, and standardized test scores. Recipients must maintain a cumulative grade point average of 3.0 (A=4.0) at the end of each academic year in order to renew the Achievement Scholarship. In order to be considered for this award, students must file a completed application for admission PRIOR to May 1.

Alumni Grant.
Dependent children of Rockhurst or Research graduates are eligible to receive $500 Alumni Grants assuming they are enrolled as full-time undergraduate students.

Chancellor’s Scholarship.
Renewable scholarships are awarded to highly qualified entering freshmen students. Students are selected based upon their academic credentials including grades, class rank, standardized test scores and extracurricular activities. Recipients must maintain a cumulative grade point average of 3.2 (A=4.0) at the end of each academic year in order to renew the Chancellor’s Scholarship. In order to be considered for this scholarship, students must file a completed application for admission PRIOR to May 1.

Dean’s Scholarship.
Renewable scholarships are awarded to highly qualified entering freshmen students. Students are selected based upon their academic credentials including grades, class rank, standardized test scores and extracurricular activities. Recipients must maintain a cumulative grade point average of 3.0 (A=4.0) at the end of each academic year in order to renew the Dean’s Scholarship. In order to be considered for this scholarship, students must file a completed application for admission PRIOR to May 1.

Director’s Scholarship.
Renewable scholarships are awarded to highly qualified entering freshmen students. Students are selected based upon their academic credentials including grades, class rank, standardized test scores and extracurricular activities. Recipients must maintain a cumulative grade point average of 3.0 (A=4.0) at the end of each academic year in order to renew the Director’s Scholarship. In order to be considered for this scholarship, students must file a completed application for admission PRIOR to May 1.

Finucane Service Award.
Renewable awards valued at $1500 per academic year are awarded to entering freshmen students who have, in addition to a sound academic record, demonstrated outstanding service in their communities. The award is renewable based on service participation documentation by the Center of Service Learning, and maintenance of a cumulative grade point average of 2.5 (A=4.0) at the end of each academic year.

Family Award.
Should more than one family member be simultaneously enroll as full-time undergraduate students at Rockhurst and/or Research, each person may be given a Family Award of $1,000.

Rockhurst Need-Based Grant.
These need-based grants funded by the University are awarded to students demonstrating financial need. (NOTE: For upper division students this becomes the Research College of Nursing Grant.)
Trustee’s Scholarship.
Renewable scholarships valued at full tuition are awarded to highly qualified entering freshman students. Students are selected based upon a competitive interview program. Students are selected to participate in the interview program based upon their academic credentials from high school including grades, class rank, standardized test scores and extracurricular activities. Recipients must maintain a cumulative grade point average of 3.4 (A=4.0) after the freshman year, and 3.5 (A=4.0) at the end of each subsequent academic year in order to renew the Trustee’s Scholarship. In order to be considered for this scholarship, students must file a completed application for admission PRIOR to January 15 and meet the criteria for the Chancellor’s Scholarship.

Athletic Awards.
NCAA, Division II – awards of variable amount. Awarded by the Rockhurst Athletic Department based on athletic ability and sport. Nursing students receiving athletic awards continue to receive them from Rockhurst University as long as they continue to meet the requirements set forth.

Following is a list of scholarships and grants available through Rockhurst University. These are for transfer students. These scholarships are funded through Research College of Nursing for upper division nursing students provided criteria are met.

Distinguished Scholar.
Scholarships valued at $12,000 per academic year awarded to transferring students who bring in and maintain a cumulative GPA of 3.6 to 4.0.

Founders Scholarship
Scholarships valued at $11,000 per academic year awarded to transferring students who bring in and maintain a cumulative GPA of 3.3 to 3.59.

Jesuit Opportunity Scholarship
Scholarships valued at $9,000 per academic year awarded to transferring students who bring in and maintain a cumulative GPA of 3.0 to 3.29.

Endeavor Scholarship
$5,000 awarded to transferring students who have a cumulative GPA 2.75-2.99.

Phi Theta Kappa
Scholarship awarded at $20,000 to transferring students who have proof of membership. This supersedes any other scholarship you receive from Rockhurst or Research.

Greater Kansas City Community College Scholarship
Scholarships valued at $2,000 per academic year awarded to transferring full-time students from the regional community college systems. Students must have at least 12 credit hours and a 3.0 cumulative GPA. (Donnelly, JCCC, KCKCC, MCC)

Family Award
Should more than one family member be simultaneously enroll as full-time undergraduate students at Rockhurst and/or Research, each person may be given a Family Award of $1,000.

Government Aid
Students without a prior degree are eligible to receive all the following sources of financial aid. Students with a prior degree are limited to the Stafford, Perkins, Federal Nursing Loan and GRAD PLUS programs.

Federal Pell Grant.
This federal grant is administered by the Department of Education to undergraduate students demonstrating a high level of financial need. The amount of these grants varies and is determined by the Department of Education.

Federal Supplemental Education Opportunity Grants (FSEOG).
These federal grants are awarded through Research to students demonstrating a high financial need. The amount of these grants varies and awards are limited.
Charles Gallagher Grant (Missouri Student Grant).
These need-based grants are awarded to undergraduate students who are Missouri residents demonstrating financial need. Eligibility is determined by the state based upon data from the student’s need analysis form. Applications must be mailed no later than April 1 for consideration.

Brite Flight Scholarship.
Sponsored through the State of Missouri, this scholarship is awarded to Missouri residents who attend a Missouri college/university of their choice and have scored in the top 3% on either the ACT or SAT exam. The scholarship is automatically matched by Rockhurst University and by Research College of Nursing for those indicating nursing as a major. The scholarship is renewable for all four years of the program if the student maintains a 3.3 grade point average.

Federal Stafford Student Loan Programs.
These low interest loans are available to students who demonstrate financial need. Students may qualify for either a subsidized Stafford Loan (interest does not accrue until after graduation) or an unsubsidized Stafford Loan (interest begins accruing immediately). Interest rates on these loans are variable based on the 91-day Treasury Bill, but not higher than 8.25 percent (at time of printing). Loan amounts vary dependent upon year of enrollment in college, the level of demonstrated financial need, and previous loan history. Graduate and undergraduate students are eligible for these programs.

Federal Parent Loan for Undergraduate Students (PLUS), Grad PLUS
These loans are not based on demonstrated financial need. Parents may borrow up to the cost of attending college less any other financial assistance their son or daughter is receiving. Credit history is taken into account by the lender when determining eligibility for a PLUS Loan. Grad students may borrow up to the cost of attending college less any other financial assistance they are receiving. Credit history is taken into account by the lender when determining eligibility.

Federal Nursing Loan.
These federal loan funds are awarded to upper division nursing students based on demonstrated need. Repayment begins following a nine month; interest free grace period after a student ceases to be enrolled on at least a half-time basis (six (6) credit hours). Repayment is based on a simple interest rate (5 percent at time of printing) on the unpaid balance with up to ten years to repay the loan in full.

Further details on these programs may be obtained from the Financial Aid Office.

Reasonable Academic Progress for Continued Receipt of Financial Aid
Students receiving financial aid must make reasonable academic progress toward graduation according to federal and state regulations in order to receive financial aid. Rockhurst University and Research College of Nursing also adhere to the same expectation for students receiving financial aid from institutional sources.

Maximum Attempted Enrollment Credit Hours Time Frame
The maximum attempted enrollment credit hours a student may enroll for to complete their College program of study must not exceed 192 attempted enrollment credit hours for the completion of a 128 credit hour degree program. For students who transfer in the College, the 192 attempted enrollment credit hours maximum includes attempted credit hours at other colleges/universities attended, if transfer hours were accepted by the College. Note: For academic programs requiring less or more than 128 credit hours for degree completion, the maximum attempted enrollment credit hours for program completion is 150% of required credit hours for the program.

Completion Percentage
In order to maintain measurable progress toward the completion of their degrees, students must successfully complete 67 percent of all credit hours attempted. (Hours attempted include repeated courses, dropped courses, withdrawals, and incomplete courses).

Qualitative Requirement: Cumulative College Grad Point Average (GPA)
Students must also maintain a College GPA of 2.00 in order to demonstrate Satisfactory Academic Progress. The College cumulative 2.00 GPA requirement applies to all federal/state student aid programs and or certain College scholarship programs as detailed within each scholarship/award program. Certain College scholarship/award programs require a higher minimum College cumulative GPA that must be maintained in order to maintain renewal eligibility in addition to other
program requirements. See each scholarship/award program description for the minimum renewal College cumulative GPA requirement, other requirements and maximum duration of award eligibility.

Changing Majors, Repeat and Remedial Coursework, Incompletes and Withdrawals, and Second Degree Coursework

In the case where a student changes degree programs, courses taken that do not contribute to the new degree program do not count toward the 150% requirement.

Any remedial coursework (including English as Second Language coursework) do not contribute towards the 150% completion time frame, but are counted towards the qualitative 2.00 GPA requirement.

Any non-credit coursework, repeat coursework or coursework for which a grade of incomplete or withdrawn is given counts toward both quantitative and qualitative measures for calculating SAP.

Any student pursuing a second-degree program is subject to both 150% timeframe and the 2.00 cumulative GPA requirements.

Monitoring Satisfactory Academic Progress

Each student’s progress will be reviewed at the end of each semester to determine satisfactory academic progress. Students not meeting the standard for a particular term will be placed on financial aid warning, receive a one-semester financial aid award, and are notified in writing by the Financial Aid Office. Financial aid warnings consist of the summer term and the semester following placement of warning. Students have a one-semester grace period to make up academic deficiencies. Students on financial aid warning who fail to meet the standard by the end of the next semester will be placed on financial aid suspension until all academic requirements are met. No institutional, state or federal financial assistance eligibility can be certified until academic deficiencies are satisfied.

Once financial aid eligibility has been terminated due to lack of satisfactory academic progress, the student must make up all deficiencies in cumulative grades and/or credit hours earned for his or her academic level before financial aid eligibility will be reinstated. Only Research or Rockhurst courses can be used to make up deficiencies in cumulative grade point average, but courses that are pre-approved for transfer credit can make up deficiencies in hours.

Students may appeal the withdrawal of financial aid to the Loan and Scholarship Committee. This written appeal must be submitted no more than one week after being informed of the withdrawal of financial aid and should explain any mitigating circumstances which apply to the particular situation.

The Loan and Scholarship Committee reviews the appeal and responds to the student within two weeks from receipt of the appeal.

Entrance and Exit Interviews

As required by federal regulations, Research College of Nursing requires that both entrance and exit interviews are completed by students receiving financial aid in the form of loans. Students can complete these interviews at www.studentloans.gov. Students are informed of all relevant information regarding their loans such as interest rates, amount of indebtedness, length of repayment period and the amount of expected monthly payment.

Federal regulations require the College to maintain signed documentation of the interviews. The Financial Aid Office will provide documents to sign for verification of these interviews.

Maintenance of Financial Aid Records

Research College of Nursing maintains all individual financial aid records in accordance with applicable Federal laws.
Admission to Research College of Nursing

Admission to Research College of Nursing is based on the applicant's academic record, evidence of scholastic ability, and interest in the goals of the College. Admission decisions are made on a competitive basis. Admission will be offered to applicants who are, in the view of the College, best qualified.

The Bachelor of Science degree is offered through a partnership with Rockhurst University. Prospective students for the undergraduate program should also review the Rockhurst University Catalog for additional information not covered in this catalog. Both publications should serve as a guide to students seeking undergraduate admission.

The Master of Science degree is offered solely by Research College of Nursing. This catalog provides guidance for students seeking admission to the graduate program.

Organization

The Bachelor of Science in Nursing (B.S.N.) program is organized and available to qualified students in two undergraduate options: Traditional B.S.N. and Accelerated B.S.N. These options are designed to meet the needs of different populations, long term trends in health care delivery systems and, more specifically, the nursing profession.

   The Traditional B.S.N. is designed for students who have completed high school or its equivalent and meet all the admission requirements. Many of these students are recent graduates of high school, however, there are increasing numbers of students who transfer from community colleges and other institutions and adults who are entering college for the first time or who are changing careers.

   The Accelerated B.S.N. is designed for students who have an undergraduate degree in a field other than nursing. Accelerated students also must satisfactorily complete liberal arts and science prerequisites and nursing prerequisites with a minimum of 9 credit hours of residency at Rockhurst University and Research College of Nursing prior to beginning nursing coursework. The required nursing coursework is completed in one 12 month calendar year.

The Master of Science in Nursing (M.S.N.) program offers the following tracks: the Adult- Gerontological Nurse Practitioner (AGNP) track; the Clinical Nurse Leader Track (CNL); the Executive Practice & Healthcare Leadership (EPHL) track; the Family Nurse Practitioner (FNP) track; the Nurse Educator (NE) track; and the RN-MSN Track. Students who successfully complete an undergraduate baccalaureate nursing program and meet the admission criteria for the graduate program may be admitted directly into the AGNP, CNL, EPHL, FNP, or NE tracks. Students who have earned an associate degree or diploma in nursing who desire to continue their education toward a master’s degree in nursing and meet the admission criteria for the RN-MSN program may be directly admitted into the CNL, EPHL, or NE tracks.

   The Adult- Gerontological Nurse Practitioner track prepares the adult-gerontological primary care NP to provide patient-centered, quality care using evidence-based practice to the adult (starting at age 13) and older adult population. The AGNP role includes preventative healthcare, as well as assessment, diagnosis and treatment of acute and chronic conditions. The program of study requires each student to complete 45 credit hours. Graduates of the AGNP track are qualified to sit for the Adult- Gerontological Nurse Practitioner certification examination. The curriculum for this track builds upon the MSN core courses.

   The Clinical Nurse Leader (CNL) track prepares nurses as generalists at the Master’s degree level. The CNL is a bedside leader in quality improvement, communication, and lateral integration of care. The CNL has specialized knowledge in evidence-based practice and horizontal leadership while being accountable for the management of care, patient outcomes, and the care environment for a specific population of patients. The CNL program is 40 credit hours. Students are required to sit for the CNL certification exam for program completion.

   The Executive Practice & Healthcare Leadership (EPHL) track prepares nurses for leadership and management roles in diverse healthcare delivery systems. The program of study requires each student to complete 35 credit hours. At the completion of the program, students may be eligible to sit for the Nursing Administration certification exam.
The **Family Nurse Practitioner** track prepares nurses to care for individuals and families across the lifespan. The FNP role includes preventative healthcare, as well as the assessment, diagnosis and treatment of acute and chronic illness and preventative health care for individuals and families. Family nurse practitioners demonstrate a commitment to family-centered care and understand the relevance of the family’s identified community in the delivery of family-centered care. The program of study requires each student to complete 45 credit hours. Students are then eligible to sit for the Family Nurse Practitioner certification exam.

The **Nurse Educator** track prepares nurse educators with knowledge and strategies for teaching in both clinical and academic settings. The program of study requires each student to complete 36 credit hours. Graduates of the program are eligible to sit for the NLN certification examination for Nurse Educators.

Four **Post Master’s Certificate Programs** are also offered for individuals who are prepared with a Bachelor of Science in Nursing and a Master’s degree in nursing or a health related field. The post master’s certificates provide academic credit focusing on particular content and skills. The **Adult-Gerontological Nurse Practitioner** certificate program totals 22 credit hours of Adult-Gerontological Nurse Practitioner specialty courses. The **Family Nurse Practitioner** certificate program totals 22 credit hours of Family Nurse Practitioner specialty courses. The **Executive Practice and Healthcare Leadership** certificate program consists of 15 credit hours. The **Nurse Educator** certificate program consists of 11 credit hours.
Admission to the Undergraduate Programs

Admission to the undergraduate programs is based on the applicant's academic record, evidence of scholastic ability, and interest in the goals of the College. Admission decisions are made on a competitive basis for both the Traditional and Accelerated Option B.S.N. programs. Admission will be offered to applicants who are, in the view of the College, best qualified.

Prospective students for the undergraduate program should also review the Rockhurst University Catalog for additional information not covered in this catalog. Both publications should serve as a guide to students seeking undergraduate admission. The B.S.N. program is organized and available to qualified students in two undergraduate options: Traditional B.S.N. and Accelerated B.S.N. These options are designed to meet the needs of different populations, long term trends in health care delivery systems and, more specifically, the nursing profession.

The Traditional B.S.N. is designed for students who have completed high school or its equivalent and meet all the admission requirements. Many of these students are recent graduates of high school, however, there are increasing numbers of students who transfer from community colleges and other institutions and adults who are entering college for the first time or who are changing careers.

The Accelerated B.S.N. is designed for students who have an undergraduate degree in a field other than nursing. Accelerated students also must satisfactorily complete liberal arts and science prerequisites, nursing prerequisites, and complete 15 credit hours of residency at Rockhurst University. The required nursing coursework is completed in one 12 month calendar year.

Admission to the Traditional B.S.N. Program

Admission from High School
Application is made to the Director of Admission, Rockhurst University, 1100 Rockhurst Road, Kansas City, Missouri 64110-2561. Upon receipt of a completed application, the application fee, all official transcripts of credit and ACT or SAT scores, the applicant will be notified by the Rockhurst University Admission Office of his or her admission status.

Credit for Nontraditional Work
For advanced placement, dual credit, International Baccalaureate credit and College Level Examination credit, see the current Rockhurst University Catalog at www.rockhurst.edu.

Admission from Another College (Without Nursing Credits)
Students who wish to transfer to Research College of Nursing should apply online to NursingCAS to begin the nursing coursework in January of each year. The website to begin the application process is https://portal.nursingcas.org. The deadline to apply is February 15th prior to the January a student wishes to enroll. Admission decisions are made on or about March 1st. Students must have a minimum college GPA of 2.7 to be considered however the admission process is competitive and based on overall GPA as well as your science and math GPA. Transfer admission is very limited and the average admission GPA is higher than our required minimum. Students do not have to complete all the pre-requisites to apply. The nursing curriculum is 2.5 years from the January a student begins.

Admission with Nursing Credits
Students who wish to transfer from another college where nursing courses have been completed should follow the procedures as outlined in "Admission from Another College.” In addition, the student should:
1. Present a letter of recommendation from the Dean or Director of the nursing program attended.
2. Recognize an interview with the Research College of Nursing Traditional B.S.N. Program Director may be required.

Transfer applicants must present evidence of a grade point average of not less than 2.7 (A=4.0) in courses taken at other institutions. In collaboration with course coordinators, the Dean of Nursing will determine if previously earned nursing course credits are equivalent to Research College of Nursing courses.
Admission from Rockhurst University (Internal Transfer)
Rockhurst students who wish to enroll in the nursing program should:
1. Submit an internal transfer application form. No application fee is required.
2. Schedule an appointment with the Director of Transfer and Graduate Recruitment.

Internal transfer applicants within Rockhurst University must present evidence of a cumulative grade point average of not less than 2.7 (A = 4.0) in courses taken to be eligible for admission to the nursing major. Space for the spring sophomore nursing courses is limited and admission is competitive.

Admission to the Accelerated B.S.N. Option
Prospective students who have earned a baccalaureate degree in a field other than nursing with a minimum grade point average of 2.8 from a regionally accredited college of university will be considered for admission.

Accelerated students make application to NursingCAS at https://portal.nursingcas.org. Students can apply beginning 1-1.5 years prior to the anticipated start date. Admission interviews begin in June, a year ahead of the anticipated start date and will continue through the fall and spring. This time frame is necessary to allow students to complete remaining pre-requisites in addition to the 9 hour residency requirement at Rockhurst University. It is recommended that students complete the 9 hours at Rockhurst in the summer following admission notification to the Accelerated B.S.N. Option. The minimum GPA to be considered is 2.8 with grades of B- or better in all required science courses. Application is made through submission of a completed application packet. A completed application packet includes all official transcripts and two letters of recommendation as well as a personal statement. For questions related to the NursingCAS application, please contact NursingCAS support directly by phone at 617-612-2880 Monday-Friday 9am-5pm Eastern or by email at nursingcasinfo@nursingcas.org.

Orientation Program for Accelerated B.S.N. Students
Students who have been accepted into the accelerated program will be invited to attend information sessions at the College during the year preceding the start of classes in August. In addition, a required two day Orientation Program will be held the week prior to beginning the accelerated nursing courses.

International Student Admissions
International students seeking an undergraduate degree should follow the procedures for admission as described in the current Rockhurst University Catalog. In addition, Research College of Nursing requires all international students (any student who is not a citizen or permanent resident of the United States), who are from countries in which English is not the only official language and primary and secondary instruction may not be in English, to complete the TOEFL, Test of Written English (TWE) and Test of Spoken English (TSE) prior to admission. The following scores are considered to be the minimum for admission without restrictions:
TOEFL: Paper-based: Total score of 550 with all sub-section scores in the 55-58 range or greater. Computer-based: Total score of 213 with all sub-section scores in the 22-24 range or greater. Internet-based: Score of 79 TWE: 4.5 (not required with computer-based test) TSE: 50.

Standards to Apply for Licensure to Practice as a Registered Nurse
To practice as a registered nurse, graduates must successfully complete the NCLEX-RN™, the National Comprehensive Licensure Examination for Registered Nurses. Graduation from the nursing program does not guarantee eligibility to take the licensure examination. Applicants must meet certain standards to be eligible to sit for this examination.

A written application must be submitted to the board showing the applicant’s education. Applicants shall be of good moral character. Non-English-speaking applicants shall be required to submit evidence of proficiency in the English language. The application requires a criminal background check; the Missouri State Board of Nursing has the right to denial, revocation, or suspension of nursing licenses for just cause. For more information, see Sections 335.046.1 and 335.066, RSMo, of the Nursing Practice Act at http://pr.mo.gov/boards/nursing/npa.pdf.
Undergraduate Academic Policy

This section describes policies that apply across the undergraduate curriculum. Faculty may establish other course specific policies.

Academic Year
Classes do not meet on certain holidays which are listed on the appropriate academic calendar published prior to the start of each academic year.

Traditional B.S.N. Option
The academic year for the Traditional B.S.N. is divided into two semesters, with each semester approximately sixteen weeks in length. Some classes are offered during summer sessions of varying length.

Accelerated B.S.N. Option
The academic year for the Accelerated B.S.N. is divided into three terms which occur sequentially through the twelve month calendar year. An Accelerated B.S.N. calendar is published each year which shows the specific sequence of courses and the schedule of breaks which occur between each term.

Academic Advising
Traditional B.S.N. and Accelerated B.S.N.
Upon admission, students are assigned to Research College of Nursing faculty advisors who assist them in selecting courses, reviewing grade reports and completing degree requirements. Academic advising is under the general supervision of the Undergraduate Program Directors. While students are responsible for meeting program requirements, faculty advisors facilitate the progression of students through their program of study. Students experiencing problems may consult their faculty advisor, course faculty, the Learning Centers at Research College of Nursing or Rockhurst University, or the Counseling Center at Rockhurst University for assistance.

Assessment
Research College of Nursing assesses student abilities, achievement, and satisfaction at various times throughout its academic programs. The purpose of assessment is ongoing improvement in student learning, in their overall college experience, and the overall function of the college in meeting its Mission. Students are required to complete assessment tests and other measures as part of this effort. Time is provided as part of the regular course schedule to minimize any inconvenience to students. Rockhurst University has a similar assessment process appropriate to its Mission and Purposes which nursing students participate in as Rockhurst University students. Assessment activities begin during the orientation program and continue to graduation. Alumni are also asked to complete surveys and program evaluation measures.

Attendance Policy
Traditional B.S.N. and Accelerated B.S.N.
Students are required to attend classroom, lab and clinical sessions. Each tardy or absence, defined as a student’s failure to be present when roll is taken at the beginning of class, is counted as an absence. To enable the student to keep up with class work, faculty may admit a tardy student to class, but the absence is counted. Any class missed as a result of delayed or incomplete registration, failure to meet Research College of Nursing policies, or absences accrued during suspension, are subject to the attendance policy.

When illness or other special circumstances prevent attendance, the student is responsible for contacting course faculty as soon as possible to plan for meeting course requirements. Clinical sessions are planned in advance. Make-up clinical sessions are at the discretion of the faculty and may not be identical to the missed session in content or substance. Excessive absence due to illness or special circumstances may require repetition of the course. Faculty may grade a student Incomplete "I" (see Undergraduate Grading System) for excessive absence due to illness or special circumstance. Program Directors and the Dean of Nursing will be notified when students have excessive absences.
If a student brings a child/infant to class or clinical activity, an absence will be counted. Bringing a child/infant to class or clinical activities is not permissible as it presents a potential distraction to the learning environment and is deemed inconsistent with the Mission of the College. If this occurs, the student will be asked to leave the class.

Absence is excessive when the total number of contact hours (classroom, lab, clinical) missed, exceeds three times the number of credit hours assigned to the course. A student may be given a failing course grade (F) for excessive absences.

Administrative Requirements for Enrollment and Progression

Traditional B.S.N. and Accelerated B.S.N.

Enrollment for upper division nursing course work requires participation in the registration process through Rockhurst University.

Research College of Nursing has partnered with Certified Background and all students will initiate an account through Certified Background to manage the students’ documentation of clinical requirements. The following are clinical requirements that are in compliance with expectations of clinical agencies. Failure to meet these requirements will result in suspension from classroom, clinical and lab sessions or may result in course failure which could result in dismissal from the program.

1. Tuberculin Testing: At the start of the program, individuals must provide proof of the absence of active tuberculosis (TB) disease.
   a. An initial TB skin test (TST) or IGRA* (blood test for TB) will be required within 60 days prior to start of clinical education. If documented TST in the past 12 months, see below. If you have never been skin tested for TB, you will need to do a 2-step screening as follows:
      i. If first TB Skin test (TST) is positive (+)—individual is considered infected (see guideline for + TST in next column).
      ii. If first TST is negative (−)—do the second TST 1-3 weeks later.
      iii. If second TST is positive (+)—individual is considered infected (see guideline for + TST in next column).
      iv. If second TST is negative (−)—considered a negative (−) baseline.
   b. If you have documentation of a TST done within the past 12 months, you will need to have one additional TST within 60 days of the start of clinical education.
   c. If contraindication to TB skin testing (examples include: History of (+) TST or History of BCG vaccination against TB), or if personal preference dictates, the individual will provide documentation of a negative (−) Interferon-Gamma-Release-Assays (IGRA) within 60 days of the start of the clinical education.
      i. If IGRA is negative (−), individual will provide documentation annually of a negative (−) IGRA
   d. Notes:
      i. Be aware if receiving a live virus immunization (such as varicella, MMR or Flu), you will need to have your TST done either at the same time, or wait 4 weeks.
      ii. TB Screening compliance must remain current throughout the clinical rotation.
      iii. Chest X-ray is not permitted in lieu of TB screening
      iv. Unique situations/exceptions can be found in the Clinical Orientation Manual at kchealthcareers.com p. 81-82.
   e. Throughout the program, TB screen tests are completed annually and must be current (less than one year) for the entire academic year. Documentation must include the type, date, and results of the screening.

2. Rubella, Rubeola (Measles), and Mumps (MMR). Provide documentation of 2 (two) MMR vaccinations at least 28 days apart, OR serological proof of immunity (+) positive IgG titers for rubella, rubeola and mumps.

3. Varicella (Chicken Pox): Provide documentation of 2 (two) varicella (chicken pox vaccine) immunizations at least 28 days apart, OR serological proof of immunity (+) positive IgG for varicella.
4. Hepatitis B immunization. Evidence of 3 (three) immunizations over a six month period followed by a post-series positive hepatitis B surface antibody titer 4-8 weeks after the last vaccine is given. Though not recommended, this vaccine can be waived; a signed waiver is required to be kept on file. Additional information about additional steps to take if a positive antibody cannot be attained can be found in the Clinical Orientation Manual at kchealthcareers.com p. 82-83.

5. Tetanus-Diptheria-Acellular Pertussis (Tdap). Evidence of one dose of Tdap. A Td booster is required every 10 years or, if wound injury occurs, after 5 years since last dose.

6. Influenza. Proof of vaccination during the flu season (October 1-March 31), according to the current CDC guidelines and pending availability.
   a. In the rare occurrence a student has a medical contraindication or request for religious exemption, an appropriate accommodation form must be completed, approved by a designated hospital representative, and on file. [Agencies may not honor an accommodation—please allow 3-4 weeks for this process to take place.]
   b. Some agencies will not accept accommodation requests.
   c. There is an alternative vaccine for those with egg allergies.
   d. Wearing a mask at the clinical site may or may not be an option for non-immunized; check at specific facilities for policy on non-immunized persons.

7. Proof of Health Insurance. Contracts with clinical agencies require that all students provide evidence of health insurance coverage or a waiver. Traditional B.S.N. students are required to enroll in the Rockhurst University health plan or provide evidence of an appropriate hard waiver indicating insurance coverage through their parents. Insurance for Accelerated B.S.N. students is optional; however students may enroll in a health insurance plan through Rockhurst. Accelerated students who do not choose to carry health insurance must sign a waiver indicating that they assume responsibility for all costs of medical treatment due to illness or injury. All students must be aware that if illness or injury occurs during a clinical or classroom experience, they may be required to seek appropriate medical care at a health care facility and assume the cost of any required testing or treatment. Documentation of health insurance or waiver must be provided annually.

8. American Heart Association (AHA) for Healthcare Providers BLS certification. Students must maintain current Healthcare Provider (AHA Standards with a two-year expiration date) certification throughout their clinical courses. AHA Healthcare Provider BLS certification/recertification should be completed at a time when it will be valid for an entire academic year.

9. Color Blindness. An assessment for color blindness is administered by the nursing program. The screening must be done using a test which is approved by an ophthalmologist (Ishihara’s test).

10. The follow items must be completed annually (every August) through Blackboard under the NU OSHA link.
   a. Clinical Orientation Competency Exam with score 90% or better.
   b. Confidentiality Statement. Students must print Confidentiality Statement, sign, write Clinical Orientation Competency Exam score on it, and upload it to Certified Background.
   c. HIPAA Competency Exam with score of 90% or better. Additional HIPAA testing may be required by specific clinical agencies.
   d. HIPAA Certificate of Completion. Students must print Certificate of Completion, sign and write HIPAA Competency Exam score and ‘graded by computer’ on it, and upload to Certified Background.
   e. Substance Abuse Quiz with score of 90% or better.
   f. Exhibit A, B, and C. Exhibit A and B forms are signed with the name of the facility left blank; Exhibit C form requires completion of student information leaving the signature area blank. Students must
bring the forms to their orientation or registration. The Office of the Registrar will upload these forms to Certified Background after the Dean’s signature has been obtained.

11. Criminal Background Check. Students must have a criminal background check completed by Certified Background prior to enrollment in nursing clinical courses. A single negative check does not preclude the requirement of additional checks at a future time. Students should be aware that any affirmative results from a criminal background check may result in an inability to participate in required clinical activities and therefore may result in the student’s inability to complete degree requirements. In the event that a student’s criminal background check is reported affirmatively, the student will have the opportunity to request an additional criminal background check. The rationale and policy related to repetition of criminal background checks is found in the federal Fair Credit Reporting Act.

12. Missouri Family Care Safety Registry. Students must register for this state required safety registry.

13. Drug Screen: Students must complete a drug testing through Certified Background. Previous drug testing done through a physician’s office or an employer is not accepted. A positive drug screen without appropriate documentation could jeopardize the student’s ability to complete the clinical rotation. The school will determine the student’s ability to progress in the nursing program.

14. Absence of any infectious disease. A student with an infectious disease shall promptly disclose this information to the appropriate faculty member so that a determination can be made concerning whether the student's condition poses a direct threat of harm to the student's own health or safety, or to the health or safety of others. This determination will be made in consultation with appropriate medical personnel as needed.

15. Meningococcal vaccination. See below with housing statement.

If for some reason a student cannot be immunized or otherwise satisfactorily meet the requirements above, the Dean of Nursing will consider appropriate options on a case by case basis.

**Students living on the Rockhurst Campus**

Rockhurst University requires all incoming freshmen living on campus to comply with the meningococcal vaccination requirement either by providing documentation of vaccination OR by completing a waiver.

**Students Living on the Research Campus**

Students living in the Research Townhouse Village must also comply with the meningococcal vaccination requirement or complete a waiver.

**Academic Requirements for Enrollment**

**Academic Requirements Prior to Enrollment in Nursing Courses**

1. Students will fulfill all prerequisite courses prior to enrolling in nursing courses. The APG Committee is responsible for decisions related to progression.

2. To enroll in 2000 level nursing courses of the Research/Rockhurst joint program, students must meet the Science/Math grade requirements below.

   **Traditional B.S.N. program:** Students must achieve a minimum grade of C in all Science and Math courses.

   **Accelerated B.S.N. program:** Students must achieve a minimum grade of B- in all Science and Math courses.

3. To enroll in 2000 level nursing courses of the Research/Rockhurst joint program, students must meet the GPA requirements below.

   **Traditional B.S.N. program:**
   A. Students must have a minimum cumulative Rockhurst GPA of 2.7 or greater at the end of the summer of their freshman year. If students do not achieve this GPA, they will be placed on a waiting list for consideration for admission with the next cohort group the following January.
B. Those students who have a cumulative GPA of 2.7 must continue to maintain this GPA following completion of the fall sophomore coursework in order to enter the January nursing cohort. If students do not achieve a cumulative Rockhurst GPA of 2.7 for the fall semester, they will be placed on a waiting list to be reconsidered for admission with the next cohort the following January.

C. All students placed on the waiting list will be evaluated on a competitive basis; placement on the waiting list does not guarantee admission to the nursing coursework.

Accelerated B.S.N. program: Students must have a minimum GPA of 2.8.

Academic Requirements for Progression

Traditional B.S.N. Students
Students must achieve minimum grades in all science, and math, and nursing courses as follows in order to continue progression in the nursing program. A grade of less than C (C-, D+, D, F, WF) or an AU is not satisfactory for progression.

Accelerated B.S.N. Students
Accelerated B.S.N. students must achieve a grade of C in all nursing courses. A grade of less than C (C-, D+, D, F, WF) or an AU is not satisfactory for progression.

All Students
1. Students must maintain a cumulative GPA of 2.00 to progress in the nursing curriculum. Students whose cumulative GPA falls below 2.0 will not be allowed to enroll in any other nursing course until they have raised their cumulative GPA to 2.0.
2. No nursing course may be repeated in which the student receives an original grade of C or better.
3. A student who receives a grade of C- or below is placed on academic probation. The Dean of Nursing shall determine when a student may repeat a course based on space available. No student will be permitted to repeat a course more than once in an attempt to achieve a grade of C or better.
4. A student who receives a grade of C- or below in any nursing course must repeat the entire course and achieve a minimum grade of C.
5. A student who receives two course grades below C (including C-, D+, D, F, NP, WF) whether in the same course or another nursing course will be dismissed from the nursing program. This policy applies to nursing courses completed at Research College as well as any completed for transfer credit.

Interruption in Enrollment

Traditional B.S.N. and Accelerated B.S.N.
Nursing students who do not continue their coursework in subsequent spring or fall terms must apply for readmission to the Director of Transfer and Graduate Recruitment at Research College of Nursing. There is no application fee. Readmission to the nursing program is dependent upon meeting academic requirements and the availability of space in nursing courses. The student seeking readmission should:
1. Complete the readmission application form.
2. Have up-to-date official transcripts of credit sent from each college attended since the last enrollment at Research College of Nursing.

Accelerated B.S.N.
Accelerated B.S.N. students who experience an interruption in enrollment may be able to take some courses with Traditional B.S.N. students to complete program requirements if space is available in the courses. Approval must be obtained from the Accelerated B.S.N. Program Director, the Traditional B.S.N. Program Director, and the Dean of Research College of Nursing.

Traditional B.S.N. and Accelerated B.S.N.
In all cases of re-enrollment following an interruption in continuous enrollment, the Dean of Nursing, in collaboration with program directors and appropriate course faculty, will make a determination regarding repeating courses or additional requirements to assure current knowledge. Course registration will be decided by the Dean of Nursing on a space available basis.
Changes in Enrollment

Traditional B.S.N. and Accelerated B.S.N.
Changes in registration for students enrolled in nursing courses must be initiated in the Office of Registrar at Research College of Nursing. Class additions will not be allowed after the first week of the semester. Students who stop attending class(es) without processing the official withdrawal forms will receive grades of F. No credit will be allowed for a course in which the student is not appropriately registered.

Classification of Students

Traditional B.S.N.
Traditional B.S.N. degree-seeking students are classified as follows:
Freshman 0-29 earned semester hours
Sophomores 30-59 earned semester hours
Juniors 60-89 earned semester hours
Seniors 90 and above earned semester hours

Enrollment Status

Traditional B.S.N.
Full-time status as an undergraduate student is defined as a minimum of 12 semester hours of credit during a regular Fall, Spring or Summer semester. An undergraduate student is considered to be attending full-time if the minimum 12 semester hours is taken over the course of multiple sessions within a regular semester. Half-time status as an undergraduate student is enrollment in 6 to 11 semester hours during a regular Fall, Spring or Summer semester. Undergraduate enrollment status is considered to be less than half time if the student is enrolled in less than six semester hours during a regular Fall, Spring or Summer semester.

Visiting status as an undergraduate student is defined as a non-degree seeking student who may be admitted to specific courses based on certification from another school that the student is in good standing there. In addition, the student must have permission to take courses at Research College of Nursing to apply toward the program at the primary school.

Declaration of a Major

Traditional B.S.N.
Undergraduate students may be accepted into the nursing program as freshmen. In order to continue into upper division, students must complete a Declaration of Major Application. This application must be on file prior to the start of any 3000 level nursing course. This application will initiate a review of the student’s record by the Registrar and a credit evaluation is completed to ensure that all lower division requirements have been fulfilled.

Course Progress

Traditional B.S.N. and Accelerated B.S.N.

Using Blackboard Grade Book
Students may view their progress and grades in all nursing courses using the grade book feature of Blackboard at any time during the academic term. It is the student’s responsibility to remain aware of progress in courses and consult with course faculty if additional assistance is needed.

Using Rockhurst University Rockweb
Currently-enrolled undergraduate students may view their midterm and final semester grades on Rockhurst University’s Rockweb in a secure environment after obtaining a Personal Identification Number (PIN) from Rockhurst University Computer Services. Final grades are available for viewing after the close of the academic session or semester. Midterm grades, issued for undergraduate students, are progress reports only and do not affect the student’s GPA. Undergraduate advisors may also view their advisee’s midterm grades on Rockweb. Midterm grades provide an opportunity for students and advisors to discuss academic progress.
# Undergraduate Grading Scale

**Traditional BSN and Accelerated BSN**

Course requirements and the methodology for assigning grades are the prerogative of the teaching faculty of each nursing course. One letter grade is recorded on the transcript for each course.

The grade schedule and equivalent numerical percentages for Research College of Nursing is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
</tr>
<tr>
<td>B+</td>
<td>88-89%</td>
</tr>
<tr>
<td>B</td>
<td>84-87%</td>
</tr>
<tr>
<td>B-</td>
<td>80-83%</td>
</tr>
<tr>
<td>C+</td>
<td>78-79%</td>
</tr>
<tr>
<td>C</td>
<td>75-77%</td>
</tr>
<tr>
<td>C-</td>
<td>70-74%</td>
</tr>
<tr>
<td>D+</td>
<td>68-69%</td>
</tr>
<tr>
<td>D</td>
<td>65-67%</td>
</tr>
<tr>
<td>F</td>
<td>0-64%</td>
</tr>
</tbody>
</table>
The quality point values for each grade are listed below. Plus and minus grades indicate upper and lower ranges of each grade category. A+ and D- are not recognized grades. **Grades marked with an asterisk (*) do not allow progression in nursing courses.**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Point Value</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
<td>indicates the highest level of achievement and an outstanding level of intellectual scholarship.</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
<td>indicates high achievement and an unusual degree of intellectual initiative.</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
<td>indicates a consistently good level of achievement and an intelligent fulfillment of course requirements in a manner that approaches the quality of the highest grade.</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
<td>indicates a good level of achievement, intelligent understanding and application of subject matter.</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
<td>indicates attainment well above the average.</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
<td>indicates a level of achievement and fulfillment of course requirements that somewhat exceeds average requirements.</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
<td>indicates a [work of average or] satisfactory level of work.</td>
</tr>
<tr>
<td>C-*</td>
<td>1.67</td>
<td>indicates a below average, unsatisfactory and unacceptable level of work.</td>
</tr>
<tr>
<td>D+*</td>
<td>1.33</td>
<td>indicates unsatisfactory and unacceptable level of work.</td>
</tr>
<tr>
<td>D*</td>
<td>1.00</td>
<td>indicates work of inferior, unacceptable quality.</td>
</tr>
<tr>
<td>F*</td>
<td>0.00</td>
<td>indicates work which lacks even the minimum level of understanding and is unacceptable.</td>
</tr>
<tr>
<td>AU*</td>
<td>(Audit Status)</td>
<td>means no credit given. Students are expected to attend all class sessions, but are not required to complete assignments or to take examinations.</td>
</tr>
<tr>
<td>I*</td>
<td>(Incomplete)</td>
<td>means incomplete and may be assigned only for serious reasons. Program Directors and the Dean of Nursing will be notified. An incomplete must be removed within six weeks or it will automatically become an F.</td>
</tr>
<tr>
<td>NP*</td>
<td>(No Pass)</td>
<td>means an unsatisfactory performance in a clinical course that will not add credit and will not affect the grade point average but will count as a failure in a nursing course.</td>
</tr>
<tr>
<td>P</td>
<td>(Pass)</td>
<td>means a satisfactory performance in a clinical course that will add credit but will not affect the grade point average.</td>
</tr>
<tr>
<td>X*</td>
<td></td>
<td>means absence from final examination; may be assigned only when an extension of time has been granted for serious reasons; must be removed within six weeks or automatically becomes an F.</td>
</tr>
<tr>
<td>W*</td>
<td>(Withdraw)</td>
<td>means the student was allowed to withdraw without penalty.</td>
</tr>
<tr>
<td>WF*</td>
<td>0.00</td>
<td>(Withdraw Fail) means the student was failing at the time of withdrawal and will not affect the grade point average, but will count as a failure in a nursing course.</td>
</tr>
</tbody>
</table>

All grades are part of the student's academic record and are computed in the student's cumulative GPA (except those indicated above) and are applicable under any dismissal policy. Grades of C-, D+, D or F are not calculated in a student's cumulative GPA after the student has successfully repeated the course with a grade of C or above. **Course grades of C-, D, D+, F, WF, or NP remain part of the academic record and are subject to the dismissal policy.**

**Transcripts of Records**

**Traditional B.S.N. and Accelerated B.S.N.**

No transcript, official or unofficial, or Certification of Education will be issued to or for a student or alumnus who is delinquent in financial obligations to Rockhurst University or Research College of Nursing. Undergraduate students wishing transcripts of records to transfer from Research College of Nursing to another college or for other purposes should submit a written, signed request to the Registrar at Rockhurst University.
Standards of Academic Conduct

Traditional B.S.N. and Accelerated B.S.N.

The College has two codes of conduct: one for academic conduct and one for student conduct. A student may be disciplined or dismissed from the nursing program for either academic misconduct or student misconduct. The standards of academic conduct address meeting established academic criteria and behavioral integrity in performing the academic work of the College. The standards of student conduct relate to matters outside the context of academic courses. The Student Conduct Policy can be found in the Research College of Nursing Guide to Student Life.

Honesty and integrity are prerequisites to academic life and more specifically, to the practice of nursing. Honesty is defined as being truthful, free of deceit and having integrity (Webster, 1976). Integrity is defined as utter honesty and adherence to a code of values (Webster, 1976). Integrity also encompasses "being truthful, avoiding acts of cheating, fraud or outright lying, and refusing to engage in deception or false representation in practice" (Hoyer, Booth, Spelman & Richardson, 1991, p. 171). Professional integrity in nursing is reflected in the American Nurses Association (ANA) Guide to the Code of Ethics for Nurses (2010), ANA Nursing: Scope and Standards of Practice, 2nd ed. (2010).

Nursing practice is further guided by institutional standards. Nursing students must adhere to both institutional and professional standards in the classroom, clinical sites, and the community to meet the College’s standards of conduct.

Academic Misconduct

Academic misconduct is a breach of honesty or integrity and standards. Examples of academic misconduct include but are not limited to the following:

1. Cheating: giving or receiving unauthorized assistance in any assignment.
2. Plagiarism: the use of ideas, language or work of another without sufficient acknowledgment that the material is not one’s own or submission of the work of another, whether altered or unaltered, as one’s own. Students are to be guided by the latest edition of the Publication Manual of the American Psychological Association.
3. Manipulation or alteration of another student’s or faculty’s academic work.
4. Unauthorized use, removal, concealment or defacement of library, Learning Resource Center or faculty resources, e.g., books, equipment, files, papers, tests.
5. Submitting the same work or portions of work for more than one class without prior written approval of faculty.
7. Lying: conveying any untruth either verbal or written.
8. Disregarding the well-being and needs of patients: acts of commission or omission that could adversely affect the patient, e.g., medication errors, failure to provide safe appropriate care, failure to follow supervisor/faculty instructions for care, breach of client confidentiality.

Sanctions imposed by faculty for academic misconduct include but are not limited to:

1. Written notification of the student’s act of academic misconduct and potential consequences placed in the student’s file.
2. Giving a "0" (no points) for a test, assignment or paper.
3. Giving a failing course grade.
4. Recommending dismissal from the program.

Resolution of Situations of Academic Misconduct

Academic misconduct issues may be resolved either informally or formally at the discretion of the faculty. Face to face meetings to resolve academic misconduct issues are the preferred method. However, meetings may be conducted using speakerphone or other electronic transmission methods for students who are unable to participate in a face to face meeting.

Informal Resolution:
The faculty should request a meeting with the student suspected of dishonesty and inform him or her of the exact nature of the perceived problem.
1. The student should be informed that the meeting is not mandatory, but if the student refuses to meet the matter may be referred for formal resolution. The student should also be informed that he or she may request formal resolution.

2. It is recommended that another faculty member be present at the meeting as a witness.

3. If the student admits dishonesty, he or she should agree to the penalty selected by the faculty. This agreement must be obtained in writing and a copy placed in the student’s academic file.

4. Faculty members have the right to impose sanctions described in the Academic Misconduct Policy in the College Catalog.

5. A student who receives a failing course grade as a result of a faculty imposed sanction for academic misconduct may appeal the failing course grade through the Academic Appeal process as described in the College Catalog.

**Formal Resolution:**

1. The faculty and/or student(s) notify the chair of the Academic Integrity Review Committee (AIRC) that it is believed academic misconduct has occurred and request that the AIRC meet to hear evidence. To assure credibility of charges, students may not report academic misconduct anonymously.

2. Within three (3) College working days the faculty and/or student(s) submit a written description of the alleged incident and any evidence to the chair of the committee.

3. Within three (3) College working days the chair of the committee notifies committee members that a hearing is pending.

4. The involved student(s) will be notified of the charges by letter sent to the most recent address of record. The letter will contain a description of the charges and referral to this policy.

5. The hearing will be held within ten (10) College working days of the initial complaint.

6. Prior to the hearing, the chair of the committee will distribute copies of the description of the incident and any evidence to committee members and the involved student(s).

7. All evidence and discussion presented at the hearing is confidential.

8. All parties choosing to present evidence to the committee will be heard individually and committee members will be given an opportunity to seek clarification from all parties.

9. The accused student(s) may choose a peer (student) or faculty support person to help them prepare for the hearing and to accompany them to the hearing. This person is present for support only and may not contribute to the hearing process.

10. When all parties have been heard, the committee will discuss the evidence presented and determine, by majority vote, to dismiss the charges or to impose a sanction(s).

11. If a sanction is to be imposed, the committee will discuss the options and by majority vote, select an appropriate sanction(s). The committee may review the student’s academic record for past academic misconduct. Evidence of past academic misconduct may be considered when imposing sanctions.

12. Minutes of the hearing and its outcome will be recorded by the chair of the committee.

13. Minutes of the hearing and its outcome will be recorded by the chair of the committee.

14. The minutes, copies of letters notifying faculty and the accused student(s) of the outcome of the hearing and copies of any evidence will be kept in a locked file in the office of the Assistant to the Dean of Nursing. If the accused student is found to have committed academic misconduct, a letter will be placed in the student’s academic file. If the charges of academic misconduct are dismissed, there will be no indication in the student’s academic record that a hearing occurred.

15. All parties will be notified in writing of the outcome of the hearing and recommendations of the committee. An explanation of the reasons for the decision will be provided.

**Sanctions:**

The committee may

1. Place a letter of sanction in the student’s academic record describing the incident.

2. Recommend that the faculty give a “0” on the exam, paper or assignment.

3. Recommend that the faculty assign a failing course grade.

4. Recommend that the APG Committee hear the case for possible recommendation of dismissal from the program.
If the student(s) initiates formal resolution, the faculty is encouraged to abide by the recommendations of the committee. If faculty chooses to use the formal procedure to resolve issues of academic misconduct, the faculty agrees to abide by the recommendations of the AIRC.

Composition of the Academic Integrity Review Committee (AIRC):
1. Four students, one from the Sophomore, Junior and Senior classes and one from the Accelerated Option class will be appointed by the Traditional B.S.N. and Accelerated B.S.N. Program Directors.
2. Three faculty who are not members of the APG committee, will be appointed by the Dean of Nursing as needed.
3. Chair of the APG committee to serve a non-voting member and chair of the committee.

Responsibilities:
1. Review policies and procedures related to academic integrity biennially.
2. Conduct hearings related to academic dishonesty.
3. Impose and recommend sanctions for academic dishonesty.

Conflict of Interest:
1. Any faculty member of the committee who is directly involved in requesting a hearing will be replaced by another faculty member. Superficial knowledge of the case or the persons involved does not disqualify a member.
2. Any student member of the committee, who is accused of academic misconduct, will be replaced for the hearing by another member of the same class. The replacement member will be selected by the other student members of the committee.
3. Any student member of the committee, who is sanctioned in any way for academic misconduct, will be removed from the committee. The student may state to peers that he/she needed to resign from the committee. A new committee member will be elected from the same class.

Guidelines for Students
Students often become aware or suspicious of academic misconduct first. In order for the College to maintain an environment that is supportive of academic integrity, students are encouraged to maintain the standards for academic conduct. In situations where students are in doubt as to the integrity of one’s own or one’s peer’s actions, it is advisable to consult one of the following: course faculty, course coordinator, program director, or academic advisor.
As noted in a previous section, students must adhere to both institutional and professional standards in the classroom, clinical sites, and the community.

Academic Appeal
Traditional B.S.N. and Accelerated B.S.N.
A student may appeal any of the following:
1. Failing final course grade (C- or below)
2. Recommendation for dismissal.

An appeal is initiated by submitting a typed statement to the Chair of the Admission, Progression and Graduation (APG) Committee, no later than seven (7) College working days after being notified of the failing final course grade or recommendation for dismissal. The typed statement must include the following:
1. A statement of the issue;
2. Specific steps that have already been taken to resolve the issue with the faculty, course coordinator and/or Program Director.
3. Evidence supporting why the student believes the decision made was inconsistent with existing Research College of Nursing or course policy, was arbitrary, or lacked sufficient evidence.

In preparing the appeal, it is the student’s responsibility and burden to prove that the action taken by the faculty was inconsistent with existing policy, arbitrary, or lacked sufficient evidence. The student may seek assistance from a Research College of Nursing faculty member as an advisor in preparing the statement for an appeal. The role of the advisor is to assist the student in understanding the policy and procedure. The advisor’s role does not include gathering information or presenting evidence.
The student will submit the letter of appeal with supporting documents to the Chair of the APG Committee. The Chair will forward appeal documents to faculty involved in the subject matter of the appeal or its resolution. Faculty will submit to the Chair of the APG Committee within five (5) College working days their response to the appeal document including their supporting documentation. The Chair of the APG Committee will forward the faculty’s response to the student.

The APG Committee will meet within seven (7) College working days of receiving all the written appeal documents to hear the appeal. The student may request one continuance, not to exceed one week, for good cause. A student appealing a failing grade may continue in course work until the appeal is resolved.

The student and faculty will be notified 72 hours before the hearing of the time, date and location of the hearing. It is preferable that students and faculty attend the APG committee hearing in person. However, the College will accommodate the use of speakerphone or other electronic transmission methods for students who are unable to participate in a face to face hearing. The appeal will be heard by members of the APG Committee, the involved student and faculty and the student’s faculty advisor. The meeting is confidential and restricted to those persons listed. If an incident involves more than one student, each student will be heard individually.

An APG Committee member, who has been directly involved in the awarding of a failing course grade or recommending dismissal will be replaced by a faculty member appointed by the Dean of Nursing. If an APG Committee member is the involved student’s faculty advisor, a replacement APG Committee member will be assigned by the Dean of Nursing for the purpose of the appeal.

The student may be accompanied to the APG Committee hearing by his/her faculty advisor. When the APG Committee has heard all the evidence, the APG Committee members will meet in private to discuss the appeal. The APG Committee will make a decision within seven (7) College working days after the hearing. In an appeal of a failing course grade, the APG Committee can either: 1) uphold the assigned grade or 2) return the grade to the faculty for reconsideration. If the faculty is asked to reconsider a grade by the APG Committee, the faculty can uphold the assigned grade or change the grade. The faculty member will notify the APG Committee of their decision within 72 hours. The faculty’s decision is final.

The APG Committee will notify the Dean of Nursing and the student of the outcome of the appeal. The student can receive and sign for the APG Committee’s written decision or the decision will be sent by certified mail to the student.

If the outcome of an appeal results in dismissal from the program, the student may make one last appeal to the President. The President of the College may take any action she/he deems is appropriate under the circumstances of the case. The decision of the President is final.

**Readmission Following Dismissal**

**Traditional B.S.N. and Accelerated B.S.N.**

A student who has been dismissed for failure to adhere to the following should not expect to be readmitted:

1. Administrative Requirements for Enrollment and Progression
2. Academic Requirements for Enrollment and Progression
3. Standards of Academic Conduct

If a student chooses to reapply for admission, the student must submit an application for readmission to the Director of Transfer and Graduate Recruitment at Research College of Nursing and a letter to the Chair of the Admissions, Progression, Graduation Committee (APG) describing what actions the student has taken to warrant consideration for readmission and evidence of probable future academic success. Readmission will not be considered until one full semester/term has elapsed from the time of dismissal.

**Withdrawal from the Nursing Program**

**Traditional B.S.N. and Accelerated B.S.N.**

Students desiring to withdraw from Research College of Nursing during a semester must secure a withdrawal permit from the Office of the Registrar and have it signed by the student’s academic advisor and Dean of Nursing. Fees paid by a student...
authorized to withdraw are refundable only as indicated under Refunds from the “Tuition and Fees” section of this catalog. Failure to process withdrawals correctly will result in an automatic grade of F.

A student who withdraws during the semester/term or before final examinations forfeits credit for work done that semester/term. After the first two weeks of the semester, any student who wishes to withdraw from a course should confer with the course faculty and advisor. The student’s right to withdraw remains regardless of the course faculty or advisor’s recommendation.

The last date for withdrawal from a Research College of Nursing undergraduate course is the date established by the Rockhurst University Registrar’s Office unless otherwise noted in the course syllabus and calendar.

**Academic Probation**

Traditional B.S.N. and Accelerated B.S.N.

An undergraduate student who receives a final course grade of C- or below in one nursing course, assuming their GPA is above a 2.0, is placed on academic probation until such time as the course is successfully repeated. If a student earns a grade of C- or below in the repeated course or in another nursing course, the student will be dismissed from the program.

**Suspension**

Traditional B.S.N. and Accelerated B.S.N.

A student may be suspended from any classroom, lab or clinical session for inappropriate or unsafe behavior or failure to adhere to any Research College of Nursing Academic Policies. Suspension may last from several hours to one calendar year. Suspension results in denied access to Blackboard for quizzes, exams, assignments or other course related materials in every course in which a student is enrolled. Suspension means that the student may not attend class, lab or clinical **AND** will not be allowed to make up any work or assignments or exams that are due during the suspension.

**Faculty imposed:** Faculty are solely responsible for making the immediate decision to suspend a student from classroom, clinical, or lab sessions in progress for inappropriate or unsafe behaviors. At the time of a suspension by the faculty, conditions for reinstatement are explained. Failure to meet the conditions of reinstatement may result in course failure.

**College imposed:** The Dean of Nursing is solely responsible for imposing suspension for failure to adhere to Research College of Nursing academic policies. At the time of a suspension by the Dean of Nursing, the conditions of reinstatement are explained. Failure to meet the conditions of reinstatement may result in course failure or dismissal from the nursing program. The student cannot attend classroom, lab or clinical sessions during the suspension.
Undergraduate Program Requirements

Degree Offered
Research College of Nursing and Rockhurst University confer the Bachelor of Science in Nursing degree for graduates of the undergraduate program. This degree enables the graduate to apply to write the National Comprehensive Licensure Examination for Registered Nurses (NCLEX-RN) to become a licensed registered nurse (RN). Graduation does not automatically ensure eligibility to write the licensure examination. For more information, see Section 335.066, RSMo, of the Nursing Practice Act at http://pr.mo.gov/boards/nursing/npa.pdf.

This section contains a description of degree requirements for Traditional B.S.N. students entering with no previous college credit. It also contains information on the Accelerated B.S.N. Each option is designed to provide a quality educational experience for the student population it serves.

Transfer students in the Traditional B.S.N. option and students with a degree must have an evaluation of all transcripts of credit to determine what courses are needed to meet the degree requirements for the B.S.N. It is recommended that students meet with their advisers to develop a plan of study. As circumstances dictate, the plan may be revised.

Traditional B.S.N. Degree Requirements
The Bachelor of Science in Nursing degree consists of a liberal core curriculum rooted in the values and beliefs expressed in the Rockhurst mission statement (see the Overview section of the Rockhurst University Catalog) and the nursing curriculum which is rooted in the values and beliefs expressed in the Research College of Nursing Mission found in this catalog. The curriculum for the B.S.N. degree program has four categories of courses: the modes of inquiry, proficiencies, prerequisites for the nursing major, and the nursing major.

“The modes of inquiry—that is, the methods or systems by which the human intellect pursues some essential knowledge, truth or aspect of truth—give structure to the core curriculum (that set of required courses taken by all degree-seeking undergraduate students) in a way that encourages the full development of students in various aspects of their humanity. As methods or systems, each mode suggests the appropriate kinds of questions to be asked in its study, organizes the steps by which study is furthered, and measures what counts as progress in its particular sphere” (Rockhurst University Catalog 2014-2016).

Proficiencies consist of oral and written communications and math, representing basic skills and abilities required of all degree-seeking undergraduate students. Prerequisites are those required courses that establish a foundation for the nursing major. Honors Program – Rockhurst and Research offer the Honors Program for outstanding students who want to make the very most of their education. Honors Program students take specially designed liberal arts courses and modified nursing courses which meet program requirements. Nursing students participating in the Honors Program should consult the director of the Honors Program for the appropriate course substitutions. Additional information about the Honors Program, including course descriptions, is available in the Rockhurst University catalog.

The Bachelor of Science in Nursing requires successful completion of the equivalent of 128 semester credit hours which must include:

1. A total of 66 semester credit hours in liberal arts and sciences as follows.
   A. Courses (12 hours) in the Liberal Arts and Sciences designated to meet proficiency requirements:
      Proficiency in Oral Communication (OCP): CT 2000 Fundamentals of Communication (3 credits)
      Proficiency in Written Communication (WCP): EN 1110 College Composition I (3 credits) and EN 1120 College Composition II (3 credits)
      (Note: Advanced Students may satisfy the proficiency in written communication by the single semester course EN 1140 English Composition.)
      Proficiency in Mathematics : MT 1190 Precalculus (3 credits) or completion of an approved equivalent course.
B. Students must successfully complete at least one approved three-hour, upper-division course with a Global Perspectives designation. Students can also fulfill this requirement with two semesters of the same college-level foreign language.

C. A total of 40 hours in the Modes of Inquiry as follows:

   **Artistic**
   1 level-one course (3 credits)

   **Historical**
   1 level-one course (3 credits)

   **Literary**
   1 level-one course (3 credits)
   (Note: Level-one requirements in the artistic, historical, and literary modes of inquiry may all be satisfied simultaneously by the two semester sequence of HU 2110 and HU 2120, Integrated Humanities.)

   **Either Historical or Literary**
   1 level-two course (3 credits)

   **Scientific Causal**
   1 level-one course (4 credits)
   CH 1050/1060 Principles of General Chemistry

   **Scientific Relational**
   1 level-one course (3 credits)
   PY 1000 Introduction to Psychology
   1 level-one or level-two course from an area that is not psychology (3 credits)

   **Either Scientific Relational or Scientific Causal (3 credits)**
   1 level-two course
   PY 3400 Developmental Psychology

   **Philosophical**
   1 level-one course (3 credits)
   PL 1100 Reality and Human Existence
   1 level-two course (3 credits)
   PL 3100 Ethical Theory

   **Theological**
   1 level-one course (3 credits)
   1 level-two course (3 credits)
   Any TH course in the 3000s or 4000s

   **Philosophy or Theology 1 level-two course (choose one)**
   PL 3300 Philosophy of Death and Dying (3 credits)
   PL 4700 Seminar in Ethics: Medical Ethics (3 credits)
   TH 4350 Theology, Morality & Health Care (3 credits)
   TH 4375 Christian Theologies of the Body (3 credits)

D. Courses (13 hours) in the liberal arts and sciences which are required support courses for the nursing major.

   **BL 2929** Cellular Basis for Human Anatomy and Physiology (1 credit)
   **BL 2930/2931** Human Anatomy & Physiology I (4 credits)
   **BL 2940/2941** Human Anatomy & Physiology II (4 credits)
2. A total of 63 semester credit hours in the nursing major as follows.
   Each theory (T) credit hour is equivalent to one clock hour.
   Each clinical (C) credit hour is equivalent to three clock hours.
   Each lab (L) credit hour is equivalent to two clock hours.

1000 Level Course (1 credit hour)
   NU 1000 Freshmen in Nursing (1T) – required for first-time college students only

2000 Level Courses (10 credit hours)
   NU 2030 Foundations of Nursing Practice (2T, 1L)
   NU 2050 Nursing Health Assessment (1T, 1L)
   NU 2750 Normal Nutrition (2T)
   NU 2850 Pathophysiology (3T)

3000 Level Courses (39 credit hours)
   NU 3100 Professional Concepts (3T)
   NU 3200 Adult Health Nursing I (3T)
   NU 3210 Adult Health Nursing Practice I (3C)
   NU 3220 Older Adult Health (2T)
   NU 3230 Older Adult Health Practice (1C)
   NU 3430 Adult Health Nursing II (4T)
   NU 3440 Adult Health Nursing Practice II (4C)
   NU 3510 Mental Health Nursing (2T)
   NU 3530 Mental Health Nursing Practice (1C)
   NU 3550 Pharmacology (2T)
   NU 3570 Nursing Research (2T)
   NU 3730 Maternal–Newborn Nursing (3T)
   NU 3750 Child Health Nursing (3T)
   NU 3770 Maternal–Child and Family Nursing Practice (3C)
   NU 3790 Professional Development Strategies (1T)
   NU ___ Nursing Elective (2T)

4000 Level Courses (13 credit hours)
   NU 4100 Leadership and Professional Issues (3T)
   NU 4210 Community Health Nursing (3T)
   NU 4230 Community Health Nursing Practice (2C)
   NU 4400 Capstone: Leadership in Professional Nursing Practice (5C)

3. Achieve a minimum grade of C in all math and science courses. *Note: Students must have a C or better in BL 2930/2931 prior to enrollment in BL 2940/2941 and BL 3100/3101.

4. Have a minimum Rockhurst cumulative grade point average of 2.7 to initially enroll in any NU 2000 nursing courses and maintain a cumulative GPA of 2.00 to progress.

5. Achieve a final minimum cumulative grade point average of 2.00 and a minimum grade of C in all nursing courses for graduation.

6. Meet the residency requirement by completing 15 semester credit hours at Research, 15 semester credit hours at Rockhurst and the final 30 semester credit hours at either Research or Rockhurst.
## Lower Division Prerequisites

This section illustrates courses which must be completed to progress in the nursing major. Certain courses must be successfully completed before others can be taken. (* nursing courses ending in “1” are in accelerated option curriculum)

### Required Courses for:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>NU 2030/2031*</td>
<td>Foundations of Professional Nursing</td>
</tr>
<tr>
<td>BL 2929</td>
<td>Cellular Basis for Human Anatomy and Physiology</td>
</tr>
<tr>
<td>BL 2930/31</td>
<td>Human Anatomy &amp; Physiology I</td>
</tr>
<tr>
<td>BL 2940/2941</td>
<td>Human Anatomy &amp; Physiology II</td>
</tr>
<tr>
<td>BL 2965 (Accelerated students)</td>
<td>Accelerated Human Anatomy &amp; Physiology</td>
</tr>
<tr>
<td>MT 1190</td>
<td>Precalculus (or approved equivalent course)</td>
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</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>NU 2050/2051*</td>
<td>Nursing Health Assessment</td>
</tr>
<tr>
<td>BL 2929</td>
<td>Cellular Basis for Human Anatomy and Physiology</td>
</tr>
<tr>
<td>BL 2930/2931</td>
<td>Human Anatomy &amp; Physiology I</td>
</tr>
<tr>
<td>BL 2940/2941</td>
<td>Human Anatomy &amp; Physiology II</td>
</tr>
<tr>
<td>BL 2965 (Accelerated students)</td>
<td>Accelerated Human Anatomy &amp; Physiology</td>
</tr>
<tr>
<td>PY 1000</td>
<td>Introduction to Psychology</td>
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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>NU 2850</td>
<td>Pathophysiology</td>
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<tr>
<td>CH 1050/1060</td>
<td>Principles of General Chemistry</td>
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<tr>
<td>BL 2929</td>
<td>Cellular Basis for Human Anatomy and Physiology</td>
</tr>
<tr>
<td>BL 2930/2931</td>
<td>Human Anatomy &amp; Physiology I</td>
</tr>
<tr>
<td>BL 2940/2941</td>
<td>Human Anatomy &amp; Physiology II</td>
</tr>
<tr>
<td>BL 2965 (Accelerated students)</td>
<td>Accelerated Human Anatomy &amp; Physiology</td>
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### Recommended courses prior to lower division nursing

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>EN 1110/1120</td>
<td>College Composition I &amp; II</td>
</tr>
<tr>
<td>PY 3400</td>
<td>Developmental Psychology</td>
</tr>
<tr>
<td>CT 2000</td>
<td>Fundamentals of Communication</td>
</tr>
</tbody>
</table>

## Upper Division Prerequisites

The following courses must be completed satisfactorily for progression to upper division. Deficits in prerequisites prohibit a student’s progression.

### Required courses prior to upper division nursing courses (3000 and 4000 level courses):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>BL 3100/3101</td>
<td>Microbiology</td>
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<tr>
<td>PY 3400</td>
<td>Developmental Psychology</td>
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<td>CT 2000</td>
<td>Fundamentals of Communication</td>
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<tr>
<td>NU 2750</td>
<td>Normal Nutrition</td>
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<td>NU 2850</td>
<td>Pathophysiology</td>
</tr>
<tr>
<td>NU 2030/2031</td>
<td>Foundations of Nursing Practice</td>
</tr>
<tr>
<td>NU 2050/2051</td>
<td>Nursing Health Assessment</td>
</tr>
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</table>
Typical Four-Year Curriculum (Traditional B.S.N.)

Students work closely with their advisers throughout their college years to fulfill program requirements. To illustrate the degree requirements a curriculum guide has been developed. This is intended as a model only. Actual sequence and course selections are developed by individual students and their advisers, following guidelines for prerequisites and progression.

<table>
<thead>
<tr>
<th>First Year – Fall</th>
<th>Course #</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>NU 1000</td>
<td>Freshman in Nursing</td>
<td>1</td>
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</tr>
<tr>
<td>CH 1050/1060</td>
<td>General Chemistry</td>
<td>4</td>
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<tr>
<td>EN 1110</td>
<td>College Composition I</td>
<td>3</td>
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<tr>
<td>PL 1100</td>
<td>Reality and Human Existence</td>
<td>3</td>
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<td>PY 1000</td>
<td>Introduction to Psychology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MT 1190</td>
<td>Precalculus</td>
<td>3</td>
<td></td>
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<td><strong>Total Credits</strong></td>
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<th>Course Title</th>
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<tbody>
<tr>
<td>BL 2929</td>
<td>Cellular Basis for Anatomy and Physiology</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>BL 2930/2931</td>
<td>Human Anatomy &amp; Physiology I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>EN 1120</td>
<td>College Composition II</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>TH level one</td>
<td>Christianity I: Foundations, TH 1020 Introduction to New Testament or TH 2000 Introduction to World Religions</td>
<td>3</td>
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<tr>
<td>SR</td>
<td>Science Relational Level 1 or Level 2 (not psychology)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HS</td>
<td>Level 1</td>
<td>3</td>
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<td><strong>Total Credits</strong></td>
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<table>
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<th>Course #</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BL 2940/2941</td>
<td>Human Anatomy &amp; Physiology II</td>
<td>4</td>
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<tr>
<td>PY 3400</td>
<td>Developmental Psychology</td>
<td>3</td>
<td></td>
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<tr>
<td>CT 2000</td>
<td>Fund of Communication</td>
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<td>AR/MS/TA</td>
<td>Artistic Mode Level 1</td>
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<tr>
<td>BL 3100/3101</td>
<td>Microbiology</td>
<td>4</td>
<td></td>
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<td><strong>Total Credits</strong></td>
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<thead>
<tr>
<th>Second Year – Spring</th>
<th>Course #</th>
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<tr>
<td>NU 2030</td>
<td>Found of Nsg Practice</td>
<td>3</td>
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<tr>
<td>NU 2050</td>
<td>Nursing Health Assessment</td>
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<td>NU 2750</td>
<td>Normal Nutrition</td>
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<td>NU 2850</td>
<td>Pathophysiology</td>
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<td>EN ____</td>
<td>Literary Mode Level 1</td>
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<tr>
<td>HS/EN ____</td>
<td>Historical or Lit Mode Level 2</td>
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<tr>
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### Third Year Fall

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<th>Course Title</th>
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<tr>
<td>NU 3200</td>
<td>Adult Health Nursing I</td>
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<td>NU 3210</td>
<td>Adult Health Nursing Practice I</td>
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<tr>
<td>NU 3100</td>
<td>Professional Concepts</td>
<td>3</td>
</tr>
<tr>
<td>NU 3550</td>
<td>Pharmacology</td>
<td>2</td>
</tr>
<tr>
<td>NU 3220</td>
<td>Older Adult Health</td>
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<tr>
<td>NU 3230</td>
<td>Older Adult Health Practice</td>
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<tr>
<td>PL 3100</td>
<td>Ethical Theory</td>
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<tr>
<td><strong>Total Credits</strong></td>
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### Third Year – Spring

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<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>NU 3430</td>
<td>Adult Health Nursing II</td>
<td>4</td>
</tr>
<tr>
<td>NU 3440</td>
<td>Adult Health Nursing Practice II</td>
<td>4</td>
</tr>
<tr>
<td>NU 3510</td>
<td>Mental Health Nursing</td>
<td>2</td>
</tr>
<tr>
<td>NU 3530</td>
<td>Mental Health Nursing Practice</td>
<td>1</td>
</tr>
<tr>
<td>NU XXXX</td>
<td>Nursing Elective</td>
<td>2 or 3</td>
</tr>
<tr>
<td>OR</td>
<td>Nursing Research (2 credits)</td>
<td></td>
</tr>
<tr>
<td>TH level two</td>
<td>Any TH course numbered in the 3000s or 4000s</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
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</tr>
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</table>

### Fourth Year Fall

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>NU 3730</td>
<td>Maternal-Newborn Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NU 3750</td>
<td>Child Health Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NU 3770</td>
<td>Maternal-Child and Family Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NU 3790</td>
<td>Professional Development Strategies</td>
<td>1</td>
</tr>
<tr>
<td>NU 3570</td>
<td>Nursing Research</td>
<td>2</td>
</tr>
<tr>
<td>OR</td>
<td>Nursing Elective</td>
<td>2 or 3</td>
</tr>
<tr>
<td>TH 4350</td>
<td>Theology, Morality and Health Care</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td>Philosophy of Death and Dying (3 credits)</td>
<td></td>
</tr>
<tr>
<td>OR</td>
<td>Medical Ethics (3 credits)</td>
<td></td>
</tr>
<tr>
<td>OR</td>
<td>Christian Theologies of the Body (3 credits)</td>
<td></td>
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<tr>
<td><strong>Total Credits</strong></td>
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</tr>
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</table>

### Fourth Year – Spring

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 4100</td>
<td>Leadership &amp; Prof Issues</td>
<td>3</td>
</tr>
<tr>
<td>NU 4210</td>
<td>Community Health Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NU 4230</td>
<td>Community Health Nursing Practice</td>
<td>2</td>
</tr>
<tr>
<td>NU 4400</td>
<td>Capstone: Leadership Professional Nursing Practice</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td><strong>13</strong></td>
</tr>
</tbody>
</table>
Accelerated B.S.N. Degree Requirements

Accelerated B.S.N. students are considered to have met the general education requirements (liberal arts and sciences) with their prior degree. There are, however, certain prerequisites necessary for progression to the nursing major. An evaluation of transcripts of credit will determine which of these may already be met by previous study.

The Accelerated B.S.N. option requires successful completion of the equivalent of 128 semester credit hours.

1. A total of 66 semester credit hours in Liberal Arts and Sciences* as follows.

   A. Prerequisite courses and minimum semester credit hours required:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of General Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>Anatomy and Physiology</td>
<td>6</td>
</tr>
<tr>
<td>Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Theology or Philosophy (Ethics recommended)</td>
<td>6</td>
</tr>
<tr>
<td>Electives</td>
<td>43</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>66</strong></td>
</tr>
</tbody>
</table>

   * Science credits earned more than seven years before entering the accelerated curriculum will be evaluated individually. Proficiency testing may be necessary to demonstrate comparable knowledge for those courses taken beyond the seven year limit. Students may be required to repeat science courses.

2. A total of 62 semester credit hours in the nursing major as follows:

   A. The following are nursing courses taken in the nursing major prior to commencing the one year nursing curriculum.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nutrition</td>
<td>2</td>
</tr>
<tr>
<td>Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>5</strong></td>
</tr>
</tbody>
</table>

   B. The following are nursing courses taken during the one year nursing curriculum. Each theory (T) credit hour is equivalent to one clock hour; each clinical (C) credit hour is equivalent to three clock hours; each lab (L) credit hour is equivalent to two clock hours.

   **Nursing Curriculum**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 2031</td>
<td>Foundations of Nursing Practice</td>
<td>2T, 1L</td>
</tr>
<tr>
<td>NU 2051</td>
<td>Nursing Health Assessment</td>
<td>1T, 1L</td>
</tr>
<tr>
<td>NU 2750</td>
<td>Normal Nutrition</td>
<td>2T</td>
</tr>
<tr>
<td>NU 2850</td>
<td>Pathophysiology</td>
<td>3T</td>
</tr>
<tr>
<td>NU 3101</td>
<td>Professional Concepts</td>
<td>3T</td>
</tr>
<tr>
<td>NU 3201</td>
<td>Adult Health Nursing I</td>
<td>3T</td>
</tr>
<tr>
<td>NU 3211</td>
<td>Adult Health Nursing Practice I</td>
<td>3C</td>
</tr>
<tr>
<td>NU 3221</td>
<td>Older Adult Health</td>
<td>2T</td>
</tr>
<tr>
<td>NU 3231</td>
<td>Older Adult Health Practice</td>
<td>1C</td>
</tr>
<tr>
<td>NU 3431</td>
<td>Adult Health Nursing II</td>
<td>4T</td>
</tr>
<tr>
<td>NU 3441</td>
<td>Adult Health Nursing Practice II</td>
<td>4C</td>
</tr>
<tr>
<td>NU 3511</td>
<td>Mental Health Nursing</td>
<td>2T</td>
</tr>
<tr>
<td>NU 3531</td>
<td>Mental Health Nursing Practice</td>
<td>1C</td>
</tr>
<tr>
<td>NU 3551</td>
<td>Pharmacology</td>
<td>2T</td>
</tr>
<tr>
<td>NU 3571</td>
<td>Nursing Research</td>
<td>2T</td>
</tr>
<tr>
<td>NU 3731</td>
<td>Maternal–Newborn Nursing</td>
<td>3T</td>
</tr>
<tr>
<td>NU 3751</td>
<td>Child Health Nursing</td>
<td>3T</td>
</tr>
<tr>
<td>NU 3771</td>
<td>Maternal-Child and Family Nursing Practice</td>
<td>3C</td>
</tr>
</tbody>
</table>
3. Achieve a minimum grade of B minus in all science courses. Maintain a cumulative GPA of 2.00 to progress in the nursing program.

4. Achieve a final cumulative grade point average of 2.00 and a minimum grade of C in all nursing courses.

5. Meet the residency requirement by completing 9 semester credit hours at Rockhurst University and Research College of Nursing before starting the nursing sequence and the final 30 semester credit hours at Research College of Nursing.

Typical Accelerated Option Curriculum

<table>
<thead>
<tr>
<th>Term 1 A</th>
<th>ReLU</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 2031</td>
<td>Foundations of Nursing Practice</td>
</tr>
<tr>
<td>NU 2051</td>
<td>Nursing Health Assessment</td>
</tr>
<tr>
<td>NU 3551</td>
<td>Pharmacology</td>
</tr>
<tr>
<td>Term 1 B</td>
<td>ReLU</td>
</tr>
<tr>
<td>NU 3551</td>
<td>Pharmacology (Continued)</td>
</tr>
<tr>
<td>NU 3201</td>
<td>Adult Health Nursing I</td>
</tr>
<tr>
<td>NU 3211</td>
<td>Adult Health Nursing Practice I</td>
</tr>
<tr>
<td>NU 3511</td>
<td>Mental Health Nursing</td>
</tr>
<tr>
<td>NU 3531</td>
<td>Mental Health Nursing Practice</td>
</tr>
<tr>
<td>NU 3101</td>
<td>Professional Concepts</td>
</tr>
<tr>
<td>Term 2 A &amp; B</td>
<td>ReLU</td>
</tr>
<tr>
<td>NU 3221</td>
<td>Older Adult Health</td>
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<tr>
<td>NU 3231</td>
<td>Older Adult Health Practice</td>
</tr>
<tr>
<td>NU 3431</td>
<td>Adult Health Nursing II</td>
</tr>
<tr>
<td>NU 3441</td>
<td>Adult Health Nursing Practice II</td>
</tr>
<tr>
<td>NU 3731</td>
<td>Maternal–Newborn Nursing</td>
</tr>
<tr>
<td>NU 3751</td>
<td>Child Health Nursing</td>
</tr>
<tr>
<td>NU 3771</td>
<td>Maternal-Child &amp; Family Nursing Practice</td>
</tr>
<tr>
<td>NU 3571</td>
<td>Nursing Research</td>
</tr>
<tr>
<td>NU 3791</td>
<td>Professional Development Strategies</td>
</tr>
<tr>
<td>Term 3 A &amp; B</td>
<td>ReLU</td>
</tr>
<tr>
<td>NU ___</td>
<td>Nursing Elective</td>
</tr>
<tr>
<td>NU 4101</td>
<td>Leadership and Professional Issues</td>
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<tr>
<td>NU 4211</td>
<td>Community Health Nursing</td>
</tr>
<tr>
<td>NU 4231</td>
<td>Community Health Nursing Practice</td>
</tr>
<tr>
<td>NU 4401</td>
<td>Capstone: Leadership Professional Nursing Practice</td>
</tr>
</tbody>
</table>

Graduation Honors
A candidate for a B.S.N. degree who has a cumulative grade point average of 3.5 graduates Cum Laude; one who has an average of 3.7 graduates Magna Cum Laude; and one who has an average of 3.85 graduates Summa Cum Laude. In
computing honors, the average of all college work or work only at Rockhurst University and Research College of Nursing is used, whichever is lower. These honors are announced at commencement.
Undergraduate Program Course Descriptions

Students have the opportunity to enroll on an elective basis in the full range of courses and academic disciplines offered at Rockhurst University. Course descriptions for Rockhurst University courses may be found in the Rockhurst University 2012-2014 Catalog and at http://www.rockhurst.edu/registrar/catalog/index.asp

The following section provides course descriptions for all nursing courses specifically required in the Research/Rockhurst Bachelor of Science in Nursing Program.

Outstanding students who are invited to participate in the Rockhurst University Honors Program take a specially designed curriculum which substitutes for courses normally required. Descriptions of this program and honors courses may be found in the Rockhurst University Catalog. More information may be obtained from the Director of the Honors Program.

Undergraduate courses are numbered from 1000 to 4990. Courses numbered from 1000 through 1990 are intended primarily for students in their first year of post-secondary study. Courses numbered from 2000 to 2990 are intended primarily for sophomore students. Courses numbered from 3000 to 3990 are intended primarily for junior students. Courses numbered from 4000 to 4990 are intended primarily for senior students. Nursing course numbers ending in 0 are for the traditional option and those ending in 1 are for the accelerated option.

The number in parentheses following the course number and title indicates the semester credit hours for that course.

Nursing Courses

NU 1000 Freshmen in Nursing (1)
The purpose of this course is to help first-time college students as they transition from high school to Rockhurst University and then into the nursing program. Freshmen in Nursing Seminar will facilitate student progress by connecting pre-nursing students with resources, developing their academic and interpersonal communication skills, and encouraging self-reflection and personal growth. Pre-requisite: Direct admission into the nursing program.

NU 2030/2031. Foundations of Nursing Practice (3)
This course focuses on foundational concepts and nursing skills essential for the practice of professional nursing. Learning experiences occur in the classroom and college laboratory. Prerequisites: BL 2929, BL 2930/2931, BL 2940/2941 (or BL 2965); and MT 1190 for Traditional Option.

NU 2050/2051. Nursing Health Assessment (2)
In this course, students learn to assess adult client health status. The emphasis is on normal assessment findings and recognition of deviations from normal. Learning experiences occur in the classroom and college laboratory. Prerequisites: BL 2929, BL 2930/2931, BL 2940/2941 (or BL 2965); and PY 1000.

NU 2750. Normal Nutrition (2)
This course focuses on principles of nutrition which promote health and normal growth across the lifespan. Nutritional practices which enhance health are explored. Factors which affect food habits and nutritional practices are examined. Common nutritional problems are discussed. The student is introduced to methods to assess nutritional status across the lifespan.

NU 2850/2851. Pathophysiology (3)
This course focuses on alterations in biologic processes that affect the body’s internal homeostasis. A conceptual approach will be used to emphasize general principles of pathophysiology. The etiology, pathogenesis, clinical manifestations, and sequelae of various alterations of human structure and function will be examined. Knowledge from the basic and clinical sciences will be integrated. Prerequisites: CH 1050/1060; BL 2929, BL 2930/2931; 2940/2941 (or BL 2965).

NU 3100/3101. Professional Concepts (3)
This course focuses on professional concepts and values central to nursing. Selected topics will be examined to promote the student’s professional development. All NU 2000 courses, PY 3400, CT 2000, BL 3100/3101, Pre or Corequisites: NU 3200/3201, NU 3210/3211.
NU 3200/3201. Adult Health Nursing I (3)
The primary focus of this course is the nursing management of adult health. Strategies for disease management and health promotion are addressed in the care of adult clients with fluid and electrolyte, cardiovascular, endocrine, musculoskeletal, and sensory-perceptual alterations. Prerequisites: All NU 2000 courses, PY 3400, CT 2000, BL 3100/3101, Pre or Corequisites: NU 3100/3101, NU 3210/3211, NU 3550/3551.

NU 3210/3211. Adult Health Nursing Practice I (3)
The focus of this course is the clinical application of nursing concepts, skills, and health assessment techniques. Students utilize the nursing process while caring for adult clients on medical-surgical acute care units. Prerequisites: All NU 2000 courses, PY 3400, CT 2000, BL 3100/3101, Pre or Corequisites: NU 3100/3101, NU 3200/3201, NU 3550/3551.

NU 3220/3221. Older Adult Health (2)
This course focuses on the concepts of healthy aging and the maintenance of functional capacity in the later years. Content addresses common physiological, psychological and social changes, challenges, and adaptations of older people. Prerequisites: All NU 2000 courses, PY 3400, CT 2000, BL 3100/3101, Pre or Corequisites: NU 3100/3101, NU 3230/3231, NU 3550/3551.

NU 3230/3231. Older Adult Health Practice (1)
This course focuses on the clinical application of nursing care concepts in the maintenance of functional capacity and quality of life for older adults. Students utilize the nursing process while partnering with older adults living in the community in a variety of settings. These may include independent living sites, Shepherd’s Centers, AARP groups, HCA Health to You groups, assisted living facilities, and church groups. Prerequisites: All NU 2000 courses, PY 3400, CT 2000, BL 3100/3101, Pre or Corequisites: NU 3100/3101, NU 3220/3221, NU 3550/3551.

NU 3430/3431. Adult Health Nursing II (4)
The primary focus of this course is the nursing management of adult health. Strategies for disease management and health promotion are addressed in the care of adult clients with integumentary, genitourinary, gastrointestinal, neurological, immune, autoimmune, pulmonary and hematological alterations. Prerequisites: NU 3100/3101, NU 3200/3201, NU 3210/3211, NU 3550/3551; Corequisite: NU 3440/3441.

NU 3440/3441. Adult Health Nursing Practice II (4)
The focus of this course is the clinical application of nursing concepts, skills and health assessment techniques. Students utilize the nursing process while caring for adult clients on complex medical-surgical units including critical care settings. Prerequisites: NU 3100/3101, NU 3200/3201, NU 3210/3211, NU 3550/3551: Pre or Corequisite: NU 3430/3431.

NU 3510/3511. Mental Health Nursing (2)
The primary focus of this course is the nursing management of selected mental health issues across the lifespan. Disease management and health promotion provide the framework for the study of mental health. Prerequisites: All NU 2000 courses, PY 3400, CT 2000, BL 3100/3101, Pre or Corequisite: NU 3100/3101, NU 3530/3531, NU 3550/3551.

NU 3530/3531. Mental Health Nursing Practice (1)
The focus of this course is the clinical application of nursing concepts, mental health assessment, and interpersonal skills in psychiatric nursing process in the care of patients with mental health alterations in acute care and selected community settings. Prerequisites: All NU 2000 courses, PY 3400, CT 2000, BL 3100/3101, Pre or Corequisite: NU 3100/3101, NU 3510/3511, NU 3550/3551.

NU 3550/3551. Pharmacology (2)
This course is designed to provide foundational knowledge and understanding of pharmacological therapy. The content is organized according to the following classifications: infectious agents, autonomic nervous system, cardiovascular, hematological, respiratory, pain, gastrointestinal, neurologic and neuromuscular, anti-inflammatory, endocrine, psychogenic, and visual, auditory and integument. Emphasis is placed on nursing implications and responsibilities in pharmacological therapy. Prerequisite: All NU 2000 level courses, BL 3100/31001
NU 3570/3571. Introduction To Nursing Research (2)
The focus of this course is the research process and its application to nursing. Learning activities provide the student with the opportunity to develop skills needed to become a competent consumer of research. Emphasis is placed on the role of evidence-based practice as the basis for clinical decision making. Prerequisite: All NU 2000 level courses.

NU 3730/3731. Maternal – Newborn Nursing (3)
The primary focus of this course is the nursing management of maternal and newborn health. Strategies for disease management and health promotion are addressed. Selected issues related to the study of families, genetics, reproductive and women’s health care also included. Prerequisites: NU 3100/3101, NU 3200/3201, NU 3210/3211, NU 3550/3551, Pre or Corequisites: NU 3750/3751, NU 3770/3771.

NU 3750/3751. Child Health Nursing (3)
The primary focus of this course is the nursing management of the health of children, adolescents, and their families. Strategies for disease management and health promotion are addressed throughout the course. Prerequisite: NU 3100/3101, NU 3200/3201, NU 3210/3211, NU 3550/3551, Pre or Corequisite: NU 3730/3731, NU 3770/3771.

NU 3770/3771. Maternal – Child and Family Nursing Practice (3)
The focus of this course is the clinical application of nursing concepts, skills, and health assessment techniques to children, maternal-newborn clients and their families. Students utilize the nursing process while caring for clients in selected pediatric and obstetrical acute care and community-based settings. Prerequisite: NU 3100/3101, NU 3200/3201, NU 3210/3211, NU 3550/3551, Pre or Corequisites: NU 3730/3731, NU 3750/3751.

NU 3790/3791. Professional Development Strategies (1)
This course focuses on the strategies for successful entrance into the profession. Topics such as nursing resume preparation, interview techniques, portfolio development and tactics for success on NCLEX are included. Prerequisite: NU 3100/3101, NU 3200/3201, NU 3210/3211, NU 3550/3551, Pre or Corequisites: NU 3730/3731, NU 3750/3751.

NU 4100/4101. Leadership and Professional Issues (3)
This course focuses on leadership and management concepts as they relate to the professional nursing role and the delivery of health care. Theories and evidence-based practice supporting delivery of health care are examined. Topics such as resource management, risk management and quality improvement strategies are included. The economic and ethical impact of health care costs, market trends, and cost effective quality care are analyzed. Prerequisite: All NU 3000 courses, Pre or Corequisites: NU 4210/4211, NU 4230/4231, NU 4400/4401.

NU 4210/4211. Community Health Nursing (3)
This course focuses on public health concepts and the nursing leadership role for the management of health of communities and global society. Factors that impact the community as client are analyzed. Frameworks for planning health education programs focus on health promotion, risk reduction, and disease prevention. To facilitate the management of health in communities, selected areas of study may include community assessment, epidemiology, environment, vulnerable populations, disaster management and global health. Prerequisite: All NU 3000 courses, Pre or Corequisite: NU 4100/4101, NU 4230/4231, NU 4400/4401.

NU 4230/4231. Community Health Nursing Practice (2)
This clinical practicum provides the opportunity for students to incorporate leadership skills and community concepts in a variety of community settings. The focus is on health promotion, risk reduction and disease prevention programs with selected at risk populations. Activities may include assisting community agencies and organizations to plan, implement, and evaluate health promotion programs. Prerequisite: All NU 3000 courses, Pre or Corequisites: NU 4100/4101, NU 4210/4211, NU 4400/4401.

NU 4400/4401. Capstone: Leadership in Professional Nursing Practice (5)
This clinical practicum provides the opportunity to synthesize knowledge and skills from previous or current nursing courses through a focused clinical experience. This course culminates with leadership role acquisition relevant to the clinical site. The course provides for autonomous and collaborative functioning, which includes synthesis and integration of knowledge, skills, and attitudes requisite to professional nursing practice. Prerequisite: All NU 3000 courses, Pre or Corequisite: NU 4100/4101, NU 4210/4211, NU 4230/4231.
NU 4990. Independent Study in Nursing (1-3)
Guided study or research on some aspect of nursing. Prerequisite: Dean of Nursing and Instructor approval.

Nursing Electives
Nursing electives afford the student the opportunity to pursue an area of interest to develop knowledge and skills beyond the core content of the curriculum. The variety of course offerings or faculty-guided independent study in a given term is subject to availability of faculty and institutional resources. Selected courses in the College of Arts and Sciences are identified and may be used to meet the nursing elective requirement.

NU 3625. Nursing Management of Patients with Dysrhythmias (2)
This course will focus on nursing care of patients experiencing dysrhythmias. Interpretation of dysrhythmias originating in the SA node, AV node, AV bundle, and ventricle will provide the foundation for a systematic discussion of related nursing care. Pharmacological interventions, as well as electrophysiological interventions, for common dysrhythmias will be addressed. Application of the nursing process to the care of patients experiencing dysrhythmias secondary to conduction defects, acute coronary syndrome (ACS), and congestive heart failure (CHF) will be emphasized. Pre- and post-operative care of the patient undergoing pacemaker placement, including interpretation of paced cardiac rhythms, will also be included. Review and appraisal of current evidence-based guidelines for nursing management of cardiac dysrhythmias, such as those developed by the American Heart Association (AHA), will be incorporated throughout the course. Prerequisite: NU 3200/3201, NU 3210/3211, NU 3430/3431, NU 3440/3441.

NU 3630 Transcultural Nursing Immersion Experience I (2)
This course will provide students the opportunity to prepare for a transcultural nursing immersion experience that will occur after this course is completed. This experience will vary depending on the identified needs of the community. Students will have the opportunity to explore nursing in the assigned culture. Students will also explore the social, political and economic aspects of life that shape the health care of the community. Students will be required to complete assigned readings and activities.

NU 3640. Addictive/Compulsive Behavior and Nursing (2)
This course is designed to explore different theories as they apply to various addictive and compulsive behaviors and disorders. Topics could include, but are not limited to, alcoholism, problem drinking, eating disorders, obsessive/compulsive disorder, gambling, smoking, “addictive” relationships, cults, chemical abuse, and compulsive working, shopping, and sexual behavior. Particular attention will be given to the impaired nurse, characteristics of nurses, and nursing care in general. Family dynamics and broader issues related to societal impact will be addressed. Students must be prepared to discuss their informed opinions in their particular area of interest. Pre-requisite: All 2000 level nursing courses or instructor approval.

NU 3670 Transcultural Nursing Immersion Experience II (1)
This course will provide students the opportunity to reflect on a transcultural nursing immersion experience that occurred during the summer. Students will be required to complete assigned readings and activities.

NU 3700. Family Nursing (2)
This course is designed to provide the student with a foundation in concepts, theories, and paradigms of family health care nursing across the life span and to explore the application of these ideas in a variety of health care settings. The student will have opportunities to learn and apply special skills relating to nursing process in working with families. Alternative family life styles and cultures will be addressed. Substantial student participation is required. Pre-requisite: All 2000 and 3200 level nursing courses, NU 3430/3431 and NU 3440/3441 or instructor approval.

NU 3780. Issues in Critical Care (2)
This course is designed to explore issues, concepts, tools, and technologies in critical care. Students will be expected to utilize the nursing process, concepts in pathophysiology, and current nursing research to facilitate case analysis. Pre-requisite: All 2000 level nursing courses or instructor approval; NU 3200/3201; NU 3210/3211.

NU 3785. Issues in Pediatric/Neonatal Critical Care Nursing (2)
This course is designed to explore issues, concepts, tools, and technologies in critical care of the neonate and pediatric client. Students will be expected to utilize the nursing process, concepts in pathophysiology, and current nursing research to facilitate case analysis. Pre-requisite: All 2000 level nursing courses; NU 3200/3201; NU 3210/3211.
NU 3800. Introduction to Statistics (3)
This course is designed for undergraduate students to become familiar with introductory key terms and concepts for elementary statistics. Students will become familiar with the nature of data, descriptive statistics, the use of inferential statistics in hypothesis testing, the types of inferential statistical tests, and commonly used correlational techniques. The course is offered in an online format.

NU 3820. Humor and Health (2)
In this course students examine the history, art and science of mirth and humor as well as its application to professional and personal life. The connections between humor and health will be explored. Prerequisites: 2000 level nursing courses and/or instructor approval.

NU 3852 Global Perspective in Public Health (3)
This course will allow students to examine global public health issues. Students will examine these issues using the public health methodology of epidemiology. Students will use the fundamental epidemiologic concept of interaction among agent, host, and environmental factors that influence the health and development of illnesses among peoples of the world, to guide their examination of these issues. (GPR)

NU 3880. History of Nursing (2)
This course is designed to examine the rich development of nursing as a discipline and profession, from a historical perspective. Past nursing issues will be identified and discussed. The social, philosophical, and political forces which have impacted the course of nursing history will be examined. Pre-requisite: All 2000 level nursing courses or instructor approval.

CT 3700. (Rockhurst) Health Communication (3)
This course will cover the broad topics regarding health and communication. Students learn how communication constructs people’s perceptions of how people define health. Other topics will cover health illness and narratives, which gives different perspectives on health care treatment from a patients’ perspective, patient-provider communication, and how communication occurs within health care organizations. Additionally, the course will examine how media campaigns are created to educate the public regarding health care issues. The course allows students to learn how various communication contexts and processes impact health/healthcare. The class would be ideal for students interested in working in healthcare contexts, whether as a practitioner, in an healthcare organization or even as a recipient of health care services.

HP 3500. (Rockhurst) Perspectives in Global Health (3)
This course identifies the major determinants of health on a global scale and examines the differences in health and health care from the perspectives of culture, geography, and socio-economic status. Topics may include the impact of poverty, nutrition, clean water, sanitation, disease, and access to health care. Upon completion of this course, students will understand the global threats to health and well-being outside of their own health care model. (GPR).

HP 3700. (Rockhurst) Global Perspectives on Disability (3)
This course is designed for students interested in issues related to disability. It will critically examine the position of persons with disabilities historically and in contemporary society across the globe. The class will analyze perspectives of various cultures on disability and the impact theses perspectives have on societal institutions and the lives of people with disabilities in various nations. Assignments and discussion will be directed at enhancing awareness and understanding of the global disability community. Students will explore historical and contemporary views and discuss strides made as well as challenges the disability community still faces. Students will devise strategies for promoting positive messages and vehicles for advocacy. (GPR)

PY 2100. (Rockhurst) Introduction to Statistics for Behavioral Sciences (3)
Basic concepts of statistical analysis are applied to empirical questions from psychology, social sciences and life science to foster the scientific perspective, to incite critical thinking, and to produce better consumers of information. This course focuses on basic descriptive concepts (e.g. central tendency, variability) and techniques (e.g. correlation, regression), basic issues in hypothesis testing (e.g. probability, decision, errors) and basic parametric techniques (e.g. t-test, one- and two-factor ANOVAs).
PY 3600. (Rockhurst) Psychology of Sexual Behavior (3)
A psychological perspective on human sexuality and patterns of behavior. Sexual functioning, gender identity, sexual disorders and treatment are considered. The role of personality, attitudes and emotional factors are emphasized. Prerequisite: PY 1000. (SRI or SRII)

PY 3700. (Rockhurst) Health Psychology (3)
Health psychology is one of the most rapidly expanding areas in the field of psychology. This course will discuss the role psychological factors play in physical illness. The role of psychological treatments for individuals with psychophysiological disorders will be discussed. This course will also address the role of the health psychologist in the health care system and topics such as chronic pain, obesity, nicotine addiction. Prerequisite: PY 1000.

SO 3670 (Rockhurst) Sociology of Death and Dying (3)
The focus of this course is the sociological analysis of death and dying, both in the U.S. and in other parts of the world. The course examines how the intensely personal experiences of dying, death and bereavement are shaped by society and culture. Prerequisite: Sophomore standing. (SRII)

SP 3070 (Rockhurst) Medical Spanish II (3)
Continuation of SP 2070. This course introduces the student to the technical language of medicine: anatomy, illness, and treatment. It also prepares the student to conduct consultation and conversations in the Latino cultural context. Prerequisite: SP 2150 or approval of instructor. (GPR)

SP 4060 (SP 6070) (Rockhurst) Spanish for the Health Care Professional (3)
The purpose of this course is to provide students with the ability to overcome cross-cultural barriers in a medical setting and to communicate effectively with speakers of Spanish. Background information on Hispanic cultures (e.g. customs, conceptions of the role of health care providers and courtesy) as well as some medical terminology will be provided. Issues raised by the difference in conceptions of the role of doctors, medicine and health care will be addressed. The graduate course SP 6070 requires independent accelerated additional work appropriate for master's level study. Prerequisite: SP 3100 or approval of the instructor.
Admission to the Graduate Program

Admission to the graduate programs is based on the applicant’s academic record, evidence of scholastic ability, and interest in the goals of the College. Admission will be offered to applicants who are, in the view of the College, best qualified.

Admission to the MSN Program

Applications for the Nurse Practitioner tracks will be reviewed each year beginning on March 1. The deadline to apply is February 15.

A rolling admission process is used for the Nurse Educator, Executive Practice & Healthcare Leadership, Clinical Nurse Leader and the RN-MSN tracks.

Application is made through submission of a completed application packet through NursingCAS, http://nursingcas.liaisoncas.com. A completed application packet includes all official transcripts and references as well as a résumé and personal essay. For questions related to the NursingCAS application, please contact NursingCAS support directly by phone at 617-612-2880 Monday-Friday 9am-5pm Eastern or by email at nursingcasinfo@nursingcas.org.

Three (3) references are required. Two references should be from the employer and the third from either the employer or from the associate or baccalaureate program. New graduates can use two from the associate or baccalaureate program.

Admission Eligibility

Regular Admission for the M.S.N. tracks
1. Possess a Bachelor of Science in Nursing degree from an ACEN or CCNE accredited nursing program with a cumulative grade point average of 3.00 or higher on a four-point scale.
2. If applying for the RN-MSN track, must possess an Associate Degree in Nursing from a regionally accredited college or university or a diploma in nursing with a cumulative grade point average of 3.00 or higher on a four-point scale.
3. Possess current licensure as a registered nurse (RN).

Admission Process

After the application packet is completed through NursingCAS the admission committee will review each file and notify the applicant of the next step.

Admissions decisions are made on a competitive basis and the applicant’s complete profile will be considered. The profile includes previous academic work, nursing experience, and professional references. Admission to the Nurse Practitioner tracks requires an interview with Nurse Practitioner faculty. Faculty in other tracks may request an interview for admission; students should expect a phone consultation with the track coordinator as a part of the admission process.

Each applicant will be notified in writing regarding the admission decision. Graduate students applicants will be accepted, accepted with probationary admission, accepted with provisional admission, accepted with conditional admission or denied.

Probationary Admission for M.S.N. tracks for students with less than 3.0 Grade Point Average

Applicants meeting all of the above eligibility requirements except a 3.0 cumulative grade point average may be granted Probationary Admission. A cumulative grade point average of 3.0 in the first six hours of graduate credit is required for full admission.

Provisional Admission for A.D.N. or B.S.N. graduates who are not licensed as a Registered Nurse

Provisional admission is a term reserved for applicants who hold an A.D.N. or a B.S.N. but who are not yet licensed as a registered nurse. Provisional admission is applicable only for the first semester of enrollment. Individuals who are provisionally admitted may not enroll in any courses with clinical/practicum components.

Applicants who have earned an A.D.N. or a B.S.N. and are not yet licensed as a Registered Nurse may be provisionally admitted to the graduate program for one semester provided that they complete the application process stated above and:
1. Possess an Associate Degree in Nursing or a Bachelor of Science in Nursing degree from a NLNAC or CCNE accredited nursing program with a cumulative grade point average of 3.00 or higher on a four-point scale.
2. Complete the NCLEX-RN examination during the semester immediately following graduation.
The student who successfully completes the NCLEX-RN examination will be fully admitted to the graduate program upon verification of RN licensure.

Individuals who have not successfully completed the NCLEX-RN examination will be considered in an unclassified status and are not eligible for federal financial aid.

**Conditional Admission** for individuals who are within six months of completing an A.D.N. or B.S.N. degree are eligible to be admitted and enroll if they:

1. Complete the application process and meet the admission criteria.
2. Successfully complete their A.D.N. or B.S.N. with a grade point average of 3.0 or higher and pass the NCLEX licensure exam.
3. These stipulations must be met within one semester of graduation to maintain conditional admission status.

**Unclassified Status**

A student may complete an application to enroll in a course in an unclassified status. This status is intended for students who are non-degree seeking or enrolling for a limited period until the admission process can be completed. Unclassified students are expected to meet all course prerequisites and will be enrolled on a space available basis as determined by the Dean of Nursing.

Unclassified students are not guaranteed admission to the graduate program and credit earned as an unclassified student is not guaranteed to meet degree requirements.

- Current RCN students taking graduate courses while in a RCN undergraduate program may complete a maximum of nine (9) credit hours as an unclassified student.
- Students not currently enrolled in a RCN undergraduate program may take a maximum of three (3) credit hours as an unclassified student.

Unclassified students must be fully admitted into the graduate program before requesting that any transfer courses be accepted for degree credit.

**Transfer Credit**

A maximum of nine (9) hours of graduate credit completed at another institution within the last five (5) years may be accepted as fulfilling the requirements of the tracks. Only courses in which a grade of B or better was earned may be accepted for graduate credit.
Graduate Academic Policy

This section describes policies that apply across the graduate curriculum. Faculty may establish other course specific policies.

Academic Year
The graduate program is conducted yearly over two semesters and a summer session. Each semester is approximately 15 weeks in length. Classes do not meet on certain holidays. These holidays are listed on the academic calendar published prior to each academic year.

Academic Advising
Upon admission, students are assigned to Research College of Nursing faculty advisors who assist them in selecting courses, reviewing grade reports and completing degree requirements. Faculty advisors facilitate the progression of students through their program of study.

For the graduate program all courses taken must have the approval of the Academic Advisor and Dean of Nursing in order to meet degree requirements.

Academic advising is under the general supervision of the Graduate Program Director. Students experiencing academic problems may consult their faculty advisor, course faculty or the Graduate Program Director for assistance.

Attendance
Students are required to attend classroom, laboratory and clinical sessions regularly. Attendance policies are delineated in course syllabi.

Administrative Requirements for Enrollment and Progression
In order to be fully admitted to the graduate program, the student must provide proof of a current license as a registered nurse (RN) in the state in which they will be completing practica courses. Professional liability insurance is provided for all students through the College; however students may secure additional insurance if they wish.

Students are expected to maintain continuous enrollment until the program is completed. Students in good academic standing who interrupt their continuous enrollment for more than two (2) semesters will be evaluated in regard to their status in the program. Prior to non-enrollment for the second semester, students should submit a letter to the Graduate Program Director identifying their need for an interruption in enrollment.

Practicum Course Requirements
In order to participate in practicum courses, students in all tracks of the graduate program must hold a license as an RN in the state in which the practicum experience is based. NP and RN to MSN students must hold a license in both Kansas and Missouri. In addition, students in practicum courses must meet the clinical requirements of the agency in which the practicum experiences occur. Requirements vary according to the type of agency but often include those listed below.

Research College of Nursing has partnered with Certified Background and all students will initiate an account through Certified Background to manage the students’ documentation of clinical requirements. The following are clinical requirements that are in compliance with expectations of clinical agencies. Failure to meet these requirements will result in suspension from classroom, clinical and lab sessions or may result in course failure which could result in dismissal from the program.

1. Tuberculin Testing: At the start of the program, individuals must provide proof of the absence of active tuberculosis (TB) disease.
   a. An initial TB skin test (TST) or IGRA* (blood test for TB) will be required within 60 days prior to start of clinical education. If documented TST in the past 12 months, see below. If you have never been skin tested for TB, you will need to do a 2-step screening as follows:
      i. If first TB Skin test (TST) is positive (+)—individual is considered infected (see guideline for + TST in next column).
      ii. If first TST is negative (−)—do the second TST 1-3 weeks later.
      iii. If second TST is positive (+)—individual is considered infected (see guideline for + TST in next column).
iv. If second TST is negative (–) – considered a negative (–) baseline.
b. If you have documentation of a TST done within the past 12 months, you will need to have one
additional TST within 60 days of the start of clinical education.
c. If contraindication to TB skin testing (examples include: History of (+) TST or History of BCG
vaccination against TB), or if personal preference dictates, the individual will provide
documentation of a negative (–) Interferon-Gamma-Release-Assays (IGRA) within 60 days of the
start of the clinical education.
i. If IGRA is negative (–), individual will provide documentation annually of a negative (–)
IGRA
d. Notes:
i. Be aware if receiving a live virus immunization (such as varicella, MMR or Flu), you will
need to have your TST done either at the same time, or wait 4 weeks.
ii. TB Screening compliance must remain current throughout the clinical rotation.
iii. Chest X-ray is not permitted in lieu of TB screening.
iv. Unique situations/exceptions can be found in the Clinical Orientation Manual at
kchealthcareers.com p. 81-82.
e. Throughout the program, TB screen tests are completed annually and must be current (less than
one year) for the entire academic year. Documentation must include the type, date, and results of the
screening.

2. Rubella, Rubeola (Measles), and Mumps (MMR). Provide documentation of 2 (two) MMR vaccinations at least
28 days apart, OR serological proof of immunity (+) positive IgG titers for rubella, rubeola and mumps.

3. Varicella (Chicken Pox): Provide documentation of 2 (two) varicella (chicken pox vaccine) immunizations at least
28 days apart, OR serological proof of immunity (+) positive IgG for varicella.

4. Hepatitis B immunization. Evidence of 3 (three) immunizations over a six month period followed by a post-
series positive hepatitis B surface antibody titer 4-8 weeks after the last vaccine is given. Though not
recommended, this vaccine can be waived; a signed waiver is required to be kept on file. Additional information
about additional steps to take if a positive antibody cannot be attained can be found in the Clinical Orientation
Manual at kchealthcareers.com p. 82-83.

5. Tetanus-Diptheria-Acellular Pertussis (Tdap). Evidence of one dose of Tdap. A Td booster is required every 10
years or, if wound injury occurs, after 5 years since last dose.

6. Influenza. Proof of vaccination during the flu season (October 1-March 31), according to the current CDC
guidelines and pending availability.
   a. In the rare occurrence a student has a medical contraindication or request for religious exemption, an
   appropriate accommodation form must be completed, approved by a designated hospital
   representative, and on file. [Agencies may not honor an accommodation—please allow 3-4 weeks for
   this process to take place.]
   b. Some agencies will not accept accommodation requests.
   c. There is an alternative vaccine for those with egg allergies.
   d. Wearing a mask at the clinical site may or may not be an option for non-immunized; check at specific
   facilities for policy on non-immunized persons.

7. Proof of Health Insurance. Contracts with clinical agencies require that all students provide evidence of
health insurance coverage or a waiver. Insurance for M.S.N. students is optional; however students who
do not choose to carry health insurance must sign a waiver indicating that they assume responsibility for
all costs of medical treatment due to illness or injury. All students must be aware that if illness or injury
occurs during a clinical or classroom experience, they may be required to seek appropriate medical care at
a health care facility and assume the cost of any required testing or treatment. Documentation of health
insurance or waiver must be provided annually.
8. American Heart Association (AHA) for Healthcare Providers BLS certification. Students must maintain current Healthcare Provider (AHA Standards with a two-year expiration date) certification throughout their clinical courses. AHA Healthcare Provider BLS certification/recertification should be completed at a time when it will be valid for an entire academic year.

9. Color Blindness. An assessment for color blindness is administered by the nursing program. The screening must be done using a test which is approved by an ophthalmologist (Ishihara’s test).

10. The follow items must be completed annually (every August) through Blackboard under the NU OSHA link.
   a. Clinical Orientation Competency Exam with score 90% or better.
   b. Confidentiality Statement. Students must print Confidentiality Statement, sign, write Clinical Orientation Competency Exam score on it, and upload it to Certified Background.
   c. HIPAA Competency Exam with score of 90% or better. Additional HIPAA testing may be required by specific clinical agencies.
   d. HIPAA Certificate of Completion. Students must print Certificate of Completion, sign and write HIPAA Competency Exam score and ‘graded by computer’ on it, and upload to Certified Background.
   e. Substance Abuse Quiz with score of 90% or better.
   f. Exhibit A, B, and C. Exhibit A and B forms are signed with the name of the facility left blank; Exhibit C form requires completion of student information leaving the signature area blank. Students must bring the forms to their orientation or registration. The Office of the Registrar will upload these forms to Certified Background after the Dean’s signature has been obtained.

11. Criminal Background Check. Students must have a criminal background check completed by Certified Background prior to enrollment in nursing clinical courses. A single negative check does not preclude the requirement of additional checks at a future time. Students should be aware that any affirmative results from a criminal background check may result in an inability to participate in required clinical activities and therefore may result in the student's inability to complete degree requirements. In the event that a student's criminal background check is reported affirmatively, the student will have the opportunity to request an additional criminal background check. The rationale and policy related to repetition of criminal background checks is found in the federal Fair Credit Reporting Act.

12. Missouri Family Care Safety Registry. Students must register for this state required safety registry.

13. Drug Screen: Students must complete a drug testing through Certified Background. Previous drug testing done through a physician’s office or an employer is not accepted. A positive drug screen without appropriate documentation could jeopardize the student’s ability to complete the clinical rotation. The school will determine the student’s ability to progress in the nursing program.

14. Absence of any infectious disease. A student with an infectious disease shall promptly disclose this information to the appropriate faculty member so that a determination can be made concerning whether the student's condition poses a direct threat of harm to the student's own health or safety, or to the health or safety of others. This determination will be made in consultation with appropriate medical personnel as needed.

15. For MSN students living on campus: Meningococcal vaccination or signed waiver.

If for some reason a student cannot be immunized or otherwise satisfactorily meet the requirements above, the Dean of Nursing will consider appropriate options on a case by case basis.
**Academic Requirements for Progression**

1. A cumulative grade point average of 3.0 is required to progress in the program.
2. A grade of C or below in any graduate course is not accepted for degree credit in any graduate course.
3. Any course in which a grade of C or below is earned must be repeated and progression in the program is affected as outlined below:
   a. If the cumulative grade point average is at or above a 3.0, the student may enroll in another course, assuming that prerequisites have been met, and repeat the course in which the grade of C or less was earned when it becomes available.
   b. If the cumulative grade point average falls below a 3.0, the course must be repeated before enrolling in another course. After repeating the course, the student must have a cumulative grade point average of 3.0 or better to remain in the program.
4. Two grades of C or below result in dismissal from the graduate program regardless of cumulative grade point average.
5. Clinical practicum courses are graded Pass/No Pass (P/NP). Pass grades are not calculated into the grade point average. No Pass grades are transcripted as an F and affect the grade point average.
6. A grade of No Pass in one clinical practicum course results in dismissal from the graduate program.

Dismissal from the graduate program is a serious action and results when two (2) grades of C or below are earned in any graduate level nursing course, or when a failure in a clinical practicum course occurs, regardless of the cumulative grade point average. Therefore, a student who has been dismissed from the graduate program should not expect to be readmitted.

**Changes in Registration**

Changes in registration must be initiated in the Office of Registrar. Class additions will not be allowed after the first week of the semester. Students who stop attending class(es) without processing the official withdrawal forms will receive grades of F. No credit will be allowed for a course in which the student is not appropriately registered.

**Classification of Students**

**Enrollment Status**

A **full-time** graduate student is one who enrolls in at least 9 credit hours during the fall or spring 15-week semester. Full time enrollment in the summer term is a minimum of 4 credit hours.

A **part-time** graduate student is one who enrolls in less than 9 credit hours during the fall or spring 15-week semester. In order for a student to be eligible to receive financial aid funds during the fall or spring semester he or she must be enrolled in a minimum of 4.5 credit hours. Part-time enrollment in the summer term is a minimum of 2 credit hours.

**Grade Reports**

Graduate students receive final grade reports only at the end of each semester and at the end of each summer session during which they have taken at least one course. Grade reports are sent to the permanent home address.

**Graduate Grading System**

Course requirements and the methodology for assigning grades are the prerogative of the teaching faculty of each nursing course. A uniform grading system will be used for all graduate courses at Research College of Nursing. The grading scale consists of the following grades with their corresponding quality point values. Grades marked with an asterisk (*) do not allow progression in nursing courses.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Point Value</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>Denotes superior academic performance at the graduate level.</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
<td>Denotes above average academic performance at the graduate level.</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>Denotes average academic performance at the graduate level.</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>Denotes below average academic performance at the graduate level which will not be accepted for degree credit in any Research College of Nursing graduate degree program and may affect progression.</td>
</tr>
<tr>
<td>F*</td>
<td>0.0</td>
<td>Denotes academic performance of poor quality which will not be accepted for degree credit.</td>
</tr>
</tbody>
</table>
I* Denotes that the course has not been completed. This grade may be assigned only for serious reasons and with the approval of the Dean of Nursing; must be removed within six weeks or automatically becomes an F.

NP* 0.0 No Pass. This grade is given only in clinical practicum courses. A grade of NP will be transcripted as an F which will affect the grade point average.

P Pass. This grade is given only in clinical practicum courses. A grade of P adds credit but does not affect the grade point average.

W* Denotes that the student is allowed to withdraw without penalty.

AU* Audit. Student enrolled on a non-credit basis. No grade or credit given.

IP Denotes “in progress”. IP will be assigned for NU 7480/7500 until completion of the project/thesis.

Graduate Program Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>92-100</td>
<td>A</td>
</tr>
<tr>
<td>87-91</td>
<td>B+</td>
</tr>
<tr>
<td>80-86</td>
<td>B</td>
</tr>
<tr>
<td>70-79</td>
<td>C</td>
</tr>
<tr>
<td>0-69</td>
<td>F</td>
</tr>
</tbody>
</table>

Grade Point Average

Grade point averages for the Master of Science in Nursing program are calculated on the basis of graduate credit hours attempted and quality points earned at Research College of Nursing. Courses taken on a pass/no pass basis are not computed in the grade point average. With the exception of the Dean’s Award for Graduate Achievement, the grade point average is calculated using Research College of Nursing credits only.

Graduation Requirements

All candidates for the MSN degree must successfully complete degree requirements within six (6) years from time of admission. The minimum number of credits required for each track is:

- Adult–Gerontological Nurse Practitioner 45 credits
- Clinical Nurse Leader 40 credits
- Family Nurse Practitioner 45 credits
- Executive Practice 35 credits
- Nurse Educator 36 credits
- RN-MSN 49-54 credits

Students should file the Application for Degree Candidacy no later than one semester before the semester in which completion of the degree is anticipated. The application should be submitted to the Office of Registrar, and official transcripts of transfer credit from other institutions requested to prepare for graduation.

Leaves of Absence

Leaves of absence will be considered on an individual basis. Students’ requests for a leave of absence should be submitted to the Graduate Program Director in writing. Students are responsible for ensuring that all graduation requirements are met. Questions on these matters should be directed to the student’s faculty advisor or the Graduate Program Director.
Transcripts of Records
No transcript, official or unofficial, or Certification of Education will be issued to or for a student or alumna(us) who is delinquent in financial obligations to Research College of Nursing.

Graduate students wishing transcripts of records to transfer from Research College of Nursing to another college or for other purposes should submit a written, signed request to Research College of Nursing Office of Academic Programs. The processing charge for transcripts is $10.00.

Standards of Conduct
The College has two codes of conduct: one for academic conduct and one for student conduct. A student may be disciplined or dismissed from the nursing program for either academic misconduct or student misconduct. The standards of academic conduct address meeting established academic criteria and behavioral integrity in performing the academic work of the College. The standards of student conduct relate to matters outside the context of academic courses. The Student Conduct Policy can be found in the Research College of Nursing Guide to Student Life.

Honesty and integrity are prerequisites to academic life and more specifically, to the practice of nursing. Honesty is defined as being truthful, free of deceit and having integrity (Webster, 1976). Integrity is defined as utter honesty and adherence to a code of values (Webster, 1976). Integrity also encompasses “being truthful, avoiding acts of cheating, fraud or outright lying, and refusing to engage in deception or false representation in practice” (Hoyer, Booth, Spelman & Richardson, 1991, p. 171). Professional integrity in nursing is reflected in the American Nurses Association (ANA) Code for Nurses (2001), ANA Standards of Professional Nursing Practice and Performance (1991) and the Scope and Standards of Advanced Practice for Registered Nursing (1996). Nursing practice is further guided by institutional standards. Nursing students must adhere to both institutional and professional standards in the classroom, clinical sites, and the community to meet the College’s standards of conduct.

Academic Misconduct
Academic misconduct is a breach of honesty or integrity and standards. Examples of academic misconduct include but are not limited to the following:

1. Cheating: giving or receiving unauthorized assistance in any assignment.
2. Plagiarism: the use of ideas, language or work of another without sufficient acknowledgment that the material is not one’s own or submission of the work of another, whether altered or unaltered, as one’s own. Students are to be guided by the latest edition of the Publication Manual of the American Psychological Association.
3. Manipulation or alteration of another student’s or faculty’s academic work.
4. Unauthorized use, removal, concealment or defacement of library, Learning Resource Center or faculty resources, e.g., books, equipment, files, papers, tests.
5. Submitting the same work or portions of work for more than one class without prior written approval of faculty.
7. Lying: conveying any untruth either verbal or written.
8. Disregarding the well-being and needs of patients: acts of commission or omission that could adversely affect the patient, e.g., medication errors, failure to provide safe appropriate care, failure to follow supervisor/faculty instructions for care, breach of client confidentiality.

Sanctions imposed by faculty for academic misconduct include but are not limited to:

1. Written notification of the student’s act of academic misconduct and potential consequences placed in the student’s file.
2. Giving a zero (no points) for a test, assignment or paper.
3. Giving a failing course grade.
4. Recommending dismissal from the program.
Guidelines for Students

Students often become aware or suspicious of academic misconduct first. In order for the College to maintain an environment that is supportive of academic integrity, students are encouraged to maintain the standards for academic conduct. In situations where students are in doubt as to the integrity of one’s own or one’s peer’s actions, it is advisable to consult one of the following: course faculty, course coordinator, team leader, or academic advisor. As noted in a previous section, students must adhere to both institutional and professional standards in the classroom, clinical sites, and the community.

Withdrawal

Students desiring to withdraw from Research College of Nursing during a semester must complete a Change of Registration form obtained from the Office of Registrar. This process may be accomplished in person or through use of the official Research College of Nursing Email. The completed form must be signed by the student (or email request to withdraw attached), the course faculty, the student’s academic advisor and in some cases the Dean of Nursing.

Fees paid by a student authorized to withdraw are refundable only as indicated under “Refunds”. (see Catalog chapter “Tuition and Fees”) Failure to process withdrawals correctly will result in an automatic grade of F.

A student withdrawing during the semester forfeits credit for work done that semester. Any student who wishes to withdraw from a course should confer with the course faculty and advisor. The student’s right to withdraw remains regardless of the course faculty or advisor’s recommendation.

The last date for withdrawal from a course is the date at which 2/3 of the scheduled term for the course has been completed. This withdrawal date will be referred to as the “2/3” date. The 2/3 date will be specified in the course syllabus. Courses dropped during the first week of the course are not recorded on the student’s academic record. Courses dropped after the first week of the course and until the 2/3 date are recorded with grade notations of W (Withdrawal). Following the 2/3 date, course withdrawal will not be allowed.

This policy applies regardless of the length of the course. The procedures and deadlines for withdrawal from individual courses also apply to changes to audit status in any class.

Suspension

A student may be suspended from any classroom, lab or clinical session for inappropriate or unsafe behavior or failure to adhere to any Research College of Nursing Academic Policies. Suspension may last from several hours to one calendar year.

Faculty imposed

Faculty are solely responsible for making the immediate decision to suspend a student from classroom, clinical, or lab sessions in progress for inappropriate or unsafe behaviors. At the time of a suspension by the faculty, conditions for reinstatement are explained. Failure to meet the conditions of reinstatement may result in course failure.

College imposed

The Dean of Nursing is solely responsible for imposing suspension for failure to adhere to Research College of Nursing Academic Policy. At the time of a suspension by the Dean of Nursing, the conditions of reinstatement are explained. Failure to meet the conditions of reinstatement may result in course failure or dismissal from the nursing program. The student cannot attend classroom, lab or clinical sessions during the suspension.

Academic Appeal

A student may appeal any of the following:

1. Failing final course grade (C or below for graduate).
2. Recommendation for dismissal.

An appeal is initiated by submitting a typed statement to the Chair of the Admission, Progression and Graduation (APG) Committee, no later than seven (7) College working days after being notified of the failing final course grade or recommendation for dismissal. The typed statement must include the following:

1. A statement of the issue;
2. Specific steps that have already been taken to resolve the issue with the faculty, course coordinator and/or Graduate Program Director.

3. Evidence supporting why the student believes the decision made was inconsistent with existing Research College of Nursing or course policy, was arbitrary, or lacked sufficient evidence.

In preparing the appeal, it is the student’s responsibility and burden to prove that the action taken by the faculty was inconsistent with existing policy, arbitrary, or lacked sufficient evidence. The student may seek assistance from a Research College of Nursing faculty member as an advisor in preparing the statement for an appeal. The role of the advisor is to assist the student in understanding the policy and procedure. The advisor’s role does not include gathering information or presenting evidence.

The student will submit the letter of appeal with supporting documents to the Chair of the APG Committee. The Chair will forward appeal documents to faculty involved in the subject matter of the appeal or its resolution. Faculty will submit to the Chair of the APG Committee within five (5) College working days their response to the appeal document including their supporting documentation. The Chair of the APG Committee will forward the faculty’s response to the student.

The APG Committee will meet within seven (7) College working days of receiving all the written appeal documents to hear the appeal. The student may request one continuance, not to exceed one week, for good cause.

The student and faculty will be notified 72 hours before the hearing of the time, date and location of the hearing. It is preferable that students and faculty attend the APG committee hearing in person. However, the College will accommodate the use of speakerphone or other electronic transmission method for students who are unable to participate in a face to face hearing. The appeal will be heard by members of the APG Committee, the involved student and faculty and the student’s faculty advisor. The meeting is confidential and restricted to those persons listed. If an incident involves more than one student, each student will be heard individually.

An APG Committee member, who has been directly involved in the awarding of a failing course grade or recommending dismissal will be replaced by a faculty member appointed by the Dean of Nursing. If an APG Committee member is the involved student’s faculty advisor, a replacement APG Committee member will be assigned by the Dean of Nursing for the purpose of the appeal.

The student may be accompanied to the APG Committee hearing by his/her faculty advisor. When the APG Committee has heard all the evidence, the APG Committee members will meet, in private, to discuss the appeal. The APG Committee will make a decision within seven (7) College working days after the hearing.

In an appeal of a failing course grade, the APG Committee can either: 1) uphold the assigned grade or 2) return the grade to the faculty for reconsideration. If the faculty is asked to reconsider a grade by the APG Committee, the faculty can uphold the assigned grade or change the grade. The faculty member will notify the APG Committee of their decision within 72 hours. The faculty’s decision is final. The APG Committee will notify the Dean of Nursing and the student of the outcome of the appeal. The student can receive and sign for the APG Committee’s written decision or the decision will be sent by certified mail to the student.

If the outcome of an appeal results in dismissal from the program, the student may make one last appeal to the President. The President of the College may take any action she/he deems is appropriate under the circumstances of the case. The decision of the President is final.

Readmission Following Dismissal
Dismissal from the graduate program is a serious action and results when two (2) grades of C or below are earned in any graduate level nursing course, or when a failure in a clinical practicum course occurs, regardless of the cumulative grade point average. Therefore, a student who has been dismissed from the graduate program should not expect to be readmitted.

A student who is dismissed from the graduate program may choose to apply for readmission through the Admission, Progression and Graduation (APG) Committee. The APG Committee may consider an application for readmission if there is clear evidence of probable future academic success.

It is the student’s responsibility to support the application for readmission by submitting the following materials to the chairperson of the APG Committee:
1. A letter indicating the student’s interest to be considered for readmission and including a written plan for achieving future academic success in the program.

2. Letters of recommendation for readmission from both the academic advisor and another graduate faculty member from the most recent course taken.

The APG Committee reviews these materials and the student’s overall academic record in making a decision and reserves the right to stipulate additional requirements for readmission.
Graduate Program Requirements

Research College of Nursing offers the Master of Science in Nursing (MSN) degree program. Six tracks are offered leading to the MSN degree: Adult- Gerontological Nurse Practitioner (AGNP), Clinical Nurse Leader (CNL), Executive Practice & Healthcare Leadership (EPHL), Family Nurse Practitioner (FNP), Nurse Educator (NE) and RN-MSN Program.

Four post master’s certificate programs are offered: the Executive Nurse and the Nurse Educator, Family Nurse Practitioner, and Adult-Gerontological Nurse Practitioner. While completing their MSN degree, students may be dually enrolled in a certificate program.

Many courses are offered in an online (OL) format and these are identified following the course title in this section.

Adult-Gerontological Nurse Practitioner (AGNP) Track

The Adult-Gerontological Nurse Practitioner track prepares the adult-gerontological primary care NP to provide patient-centered, quality care using evidence-based practice to the adult (starting at age 13) and older adult population. The AGNP role includes preventative healthcare, as well as assessment, diagnosis and treatment of acute and chronic conditions. The program of study requires each student to complete 45 credit hours. Graduates of the AGNP track are qualified to sit for the Adult-Gerontological Nurse Practitioner certification examination. The curriculum for this track builds upon the MSN core courses.

The curriculum for this track is based upon the MSN core courses. Courses in advanced health assessment, pathophysiology and pharmacology provide a core of essential content for the Adult- Gerontological Nurse Practitioner specialty courses. These courses will focus on health promotion, health protection and disease prevention and commonly occurring health conditions for adolescent, adult, and older adult populations. Health management practices associated with such conditions will be emphasized with the integration of environmental factors on health.

The program also includes 660 total clinical practicum clock hours. Clinical practicum clock hours are determined using a 1:4 ratio (one credit hour is equivalent to 4 clock hours). For example, a 3 credit practicum course includes 12 clinical practicum hours/week for 15 weeks = 180 clinical practicum clock hours within the semester.

Adult –Gerontological Nurse Practitioner Curriculum

Master of Science in Nursing Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 6020</td>
<td>Theoretical Foundations of Nursing (OL)</td>
<td>3</td>
</tr>
<tr>
<td>NU 6060</td>
<td>Role Development in Advanced Nursing (OL)</td>
<td>3</td>
</tr>
<tr>
<td>NU 6080</td>
<td>Nursing Research (OL)</td>
<td>3</td>
</tr>
<tr>
<td>NU 6040</td>
<td>Contemporary Issues in Nursing (OL)</td>
<td>2</td>
</tr>
<tr>
<td>NU 7xxx</td>
<td>Research Option** (OL)</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credit Hours</strong></td>
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</tbody>
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** Students choose from these Research Options

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 7480</td>
<td>Research Project</td>
<td>2 – 4</td>
</tr>
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<td>NU 7490</td>
<td>Research Utilization Project</td>
<td>2</td>
</tr>
<tr>
<td>NU 7500</td>
<td>Research Thesis (OL)</td>
<td>5 – 8</td>
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Advanced Practice Nursing Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 7040</td>
<td>Advanced Pathophysiology (OL)</td>
<td>3</td>
</tr>
<tr>
<td>NU 7060</td>
<td>Advanced Health Assessment (OL)</td>
<td>3</td>
</tr>
<tr>
<td>NU 7063</td>
<td>Advanced Health Assessment Lab for the Nurse Practitioner*</td>
<td>1</td>
</tr>
<tr>
<td>NU 7080</td>
<td>Advanced Pharmacology (OL)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credit Hours</strong></td>
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</tr>
</tbody>
</table>

*The course includes 30 total lab clock hours. Clock hours are calculated using a 1:2 ratio (1 credit hour = 2 clock hours) multiplied by 15 practicum weeks per semester.
Nurse Practitioner Specialty Courses

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>NU 7100</td>
<td>Primary Care I</td>
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</tr>
<tr>
<td>NU 7110</td>
<td>Primary Care I Practicum*</td>
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</tr>
<tr>
<td>NU 7030</td>
<td>Gerontology for the AGNP</td>
<td>3</td>
</tr>
<tr>
<td>NU 7142</td>
<td>Primary Care II Women’s Health</td>
<td>2</td>
</tr>
<tr>
<td>NU 7143</td>
<td>Primary Care II Principles of Geriatric Care</td>
<td>2</td>
</tr>
<tr>
<td>NU 7152</td>
<td>Primary Care II Practicum for the AGNP*</td>
<td>3</td>
</tr>
<tr>
<td>NU 7452</td>
<td>Independent Primary Care Practicum for the AGNP*</td>
<td>5</td>
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<table>
<thead>
<tr>
<th>Total Credit Hours</th>
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<tbody>
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<td>Total Program Credit Hours</td>
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*The program includes 660 total clinical practicum clock hours. Clock hours are calculated using a 1:4 ratio (1 credit hour = 4 clock hours) multiplied by 15 practicum weeks per semester.

Typical Program of Study: Adult- Gerontological Nurse Practitioner Track

Following is a sample guide for sequencing and grouping courses. Individual programs of study may vary. Students will select courses each semester based on full-time or part-time status. The NP specialty courses (NU 7100, 7110, 7142, 7152, 7452) are completed at the end of the program.

**Year One**

<table>
<thead>
<tr>
<th>FALL</th>
<th>SPRING</th>
<th>SUMMER</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 6020 Theoretical Foundations</td>
<td>3</td>
<td>NU 6080 Nursing Research</td>
</tr>
<tr>
<td>NU 7080 Adv. Pharm.</td>
<td>3</td>
<td>NU 7030 Gero. for AGNP</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NU 7040 Adv. Patho.</td>
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<table>
<thead>
<tr>
<th>FALL</th>
<th>SPRING</th>
<th>SUMMER</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 7060 Adv. Assessment</td>
<td>3</td>
<td>NU 7100 Primary Care I</td>
</tr>
<tr>
<td>NU 7063 Adv. Assessment Lab for the NP</td>
<td>1</td>
<td>NU 7152 Primary Care II for AGNP</td>
</tr>
<tr>
<td>NU 7490 Research Utilization</td>
<td>2</td>
<td>NU 7110 Primary Care I Practicum</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NU 7142 Primary Care II Women’s Health</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NU 7143 Primary Care II Principles of Gero. Care</td>
</tr>
<tr>
<td><strong>Total credits</strong></td>
<td>6</td>
<td><strong>Total credits</strong></td>
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</table>

**Year Three**

<table>
<thead>
<tr>
<th>FALL</th>
<th>SPRING</th>
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<tbody>
<tr>
<td>NU 6040 Cont. Issues</td>
<td>2</td>
</tr>
<tr>
<td>NU 7452 Indep. Primary Care Practicum</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total credits</strong></td>
<td>7</td>
</tr>
</tbody>
</table>
**Post Master’s Adult- Gerontological Nurse Practitioner Certificate Program**

The Adult- Gerontological Primary Care Nurse Practitioner certificate program is designed for individuals prepared with a Master’s of Science in Nursing who wish to gain specialty knowledge in this role. Students must proceed through the admission process including interview with other candidates for the Adult- Gerontological Primary Care Nurse Practitioner track.

The certificate consists of adult-gerontological primary care nurse practitioner courses. The program totals 22 credit hours and can be completed in 3 consecutive semesters (including summer semester). Students enrolled in post master’s certificate programs are not eligible to receive any Title IV student loan funds.

PLEASE NOTE: Student must complete advanced pathophysiology, advanced physical assessment and advanced pharmacology prior to beginning clinical courses. An individual program of study will be developed by the advisor based on previous coursework.

**Typical Program of Study: Adult-Gerontological Nurse Practitioner Certificate Program**

Following is a sample guide for sequencing and grouping courses. Individual programs of study may vary and will be developed by the advisor based on previous coursework.

<table>
<thead>
<tr>
<th>SPRING</th>
<th>SUMMER</th>
<th>FALL</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 7100 Primary Care I</td>
<td>4</td>
<td>NU 7142 Primary Care II Women’s Health</td>
</tr>
<tr>
<td>NU 7110 Primary Care I Practicum</td>
<td>3</td>
<td>NU 7143 Primary Care II Principles of Gero. Care</td>
</tr>
<tr>
<td>NU 7030 Gero. for AGNP</td>
<td>3</td>
<td>NU 7152 Primary Care II for AGNP</td>
</tr>
<tr>
<td><strong>Total credits</strong></td>
<td><strong>10</strong></td>
<td><strong>Total credits</strong></td>
</tr>
</tbody>
</table>

*Practicum courses equal 660 clock hours. Clock hours are calculated using a 1:4 ratio (1 credit hour = 4 clock hours) multiplied by 15 practicum weeks per semester.*

77
Clinical Nurse Leader (CNL) Track

The Clinical Nurse Leader (CNL) track prepares nurses as generalists at the Master’s degree level. The CNL is a bedside leader in quality improvement, communication, and lateral integration of care. The CNL has specialized knowledge in evidence-based practice and horizontal leadership while being accountable for the management of care, patient outcomes, and the care environment for a specific population of patients.

Courses in advanced health assessment, pathophysiology and pharmacology provide the advanced core content for the CNL specialty courses. The specialty courses focus on evidence based practice, evaluation of outcomes, risk analysis, quality improvement and patient safety. Leadership in the health care delivery system is emphasized including cost-effective resource utilization, enhancement of communication across all levels, interprofessional collaboration and influencing healthcare policy.

The program includes 90 hours of lab activity in NU 7061 Advanced Health Assessment Lab for the CNL, NU 7520 Environment of Care Management, and NU 7530 Clinical Outcomes Management. Another 360 clinical immersion hours are completed in the NU 7540 Clinical Residency to meet the requirements. The total program credit hour requirement is 40 with a total of 450 lab/clinical practicum hours. Clinical practicum hours for the residency are determined using a 1:6 credit to clock hours ratio. Students are required to sit for the CNL certification exam for program completion.

Clinical Nurse Leader Curriculum

Master of Science in Nursing Core Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
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<tr>
<td>NU 6020</td>
<td>Theoretical Foundations of Nursing (OL)</td>
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<td>NU 6040</td>
<td>Contemporary Issues in Nursing (OL)</td>
<td>2</td>
</tr>
<tr>
<td>NU 6060</td>
<td>Role Development (OL)</td>
<td>3</td>
</tr>
<tr>
<td>NU 6080</td>
<td>Nursing Research (OL)</td>
<td>3</td>
</tr>
<tr>
<td>NU 7xxx</td>
<td>Research Options** (OL)</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td></td>
<td>13</td>
</tr>
</tbody>
</table>

**Students choose from these Research Options

NU 7480 Research Project 2-4 credits
NU 7490 Research Utilization Project 2 credits
NU 7500 Research Thesis 5-8 credits

Advanced Nursing Practice Core Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 7040</td>
<td>Advanced Pathophysiology (OL)</td>
<td>3</td>
</tr>
<tr>
<td>NU 7060</td>
<td>Advanced Health Assessment (OL)</td>
<td>3</td>
</tr>
<tr>
<td>NU 7061</td>
<td>Advanced Health Assessment Lab for the Clinical Nurse Leader*</td>
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</tr>
<tr>
<td>NU 7080</td>
<td>Advanced Pharmacology (OL)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td></td>
<td>10</td>
</tr>
</tbody>
</table>

*The course includes 30 total lab clock hours. Clock hours are calculated using a 1:2 ratio (1 credit hour = 2 clock hours) multiplied by 15 practicum weeks per semester.

Clinical Nurse Leader Specialty Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 7600</td>
<td>Healthcare Leadership and Organizational Behavior (OL)</td>
<td>3</td>
</tr>
<tr>
<td>NU 7520</td>
<td>Environment of Care Management (30 lab hours)</td>
<td>4</td>
</tr>
<tr>
<td>NU 7530</td>
<td>Clinical Outcomes Management (30 lab hours)</td>
<td>4</td>
</tr>
<tr>
<td>NU 7540</td>
<td>Clinical Residency (360 clinical hours)</td>
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<tr>
<td><strong>Total Credit Hours</strong></td>
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<tr>
<td><strong>Total Program Credit Hours</strong></td>
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</table>
Typical Program of Study: Clinical Nurse Leader Track

Following is a sample guide for sequencing and grouping courses. Individual programs of study may vary.

Year One

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<tr>
<th>FALL</th>
<th>SPRING</th>
<th>SUMMER</th>
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<tbody>
<tr>
<td>NU 6060 Role Development</td>
<td>NU 6020 Theoretical Foundations</td>
<td>NU 6040 Cont. Issues</td>
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<td>3</td>
<td>2</td>
</tr>
<tr>
<td>NU 7080 Adv. Pharm.</td>
<td>NU 7060 Adv. Assessment</td>
<td>NU 6080 Nursing Research</td>
</tr>
<tr>
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<td>3</td>
<td>3</td>
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<tr>
<td>NU 7061 Adv. Assessment</td>
<td>NU 6040 Cont. Issues Lab for the CNL (30 lab hours)</td>
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<tr>
<td>Total credits</td>
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Year Two

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<tr>
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<th>SUMMER</th>
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</thead>
<tbody>
<tr>
<td>NU 7520 EOC Mngmt. (30 lab hours)</td>
<td>NU 7600 Leadership &amp; Organizational Behavior</td>
<td>NU 7490 Research Utilization</td>
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<td>3</td>
<td>2</td>
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<td>NU 7040 Adv. Patho.</td>
<td>NU 7530 Outcome Mngmt. (30 lab hours)</td>
<td>NU 7540 Residency (120 clock hours)</td>
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Year Three

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<th>FALL</th>
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<th>SUMMER</th>
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<tbody>
<tr>
<td>NU 7540 Residency (240 clock hours)</td>
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<tr>
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<td></td>
</tr>
<tr>
<td>4</td>
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</tbody>
</table>
Executive Practice & Healthcare Leadership (EPHL) Track

The Executive Practice & Healthcare Leadership track prepares nurses for leadership and management roles in diverse health care delivery systems. The current Research College of Nursing core courses along with the leadership courses offer a strong foundation of nursing theory as well as needed concepts from business and organizational management. The program of study requires each student to complete 35 credit hours including 360 hours of clinical experience. At the completion of the program, students may be eligible to sit for the Nursing Administration certification exam.

Executive Practice & Health Care Leadership Curriculum

Master of Science in Nursing Core Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 6020</td>
<td>Theoretical Foundations of Nursing (OL)</td>
<td>3</td>
</tr>
<tr>
<td>NU 6040</td>
<td>Contemporary Issues in Nursing (OL)</td>
<td>2</td>
</tr>
<tr>
<td>NU 6060</td>
<td>Role Development in Advanced Nursing (OL)</td>
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</tr>
<tr>
<td>NU 6080</td>
<td>Nursing Research (OL)</td>
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</tr>
<tr>
<td>NU 7xxx</td>
<td>Research Option** (OL)</td>
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** Students choose from these Research Options

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<th>Credits</th>
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<tbody>
<tr>
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<td>Research Project</td>
<td>2 - 4 credits</td>
</tr>
<tr>
<td>NU 7490</td>
<td>Research Utilization Project</td>
<td>2 credits</td>
</tr>
<tr>
<td>NU 7500</td>
<td>Research Thesis</td>
<td>5 - 8 credits</td>
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</table>

Health Care Leadership Specialty Courses

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<tr>
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<td>NU 7600</td>
<td>Healthcare Leadership and Organizational Behavior (OL)</td>
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<tr>
<td>NU 7610</td>
<td>Human Resource Management (OL)</td>
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<td>NU 7620</td>
<td>Health Systems (OL)</td>
<td>3</td>
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<td>NU 7630</td>
<td>Health Policy and Politics (OL)</td>
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Executive Nurse Practice: Specialty Courses

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<th>Course Title</th>
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<tbody>
<tr>
<td>NU 7200</td>
<td>Executive Nurse Seminar I (OL)</td>
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</tr>
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<td>NU 7210</td>
<td>Executive Nurse Practicum I*</td>
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</tr>
<tr>
<td>NU 7220</td>
<td>Executive Nurse Seminar II (OL)</td>
<td>2</td>
</tr>
<tr>
<td>NU 7230</td>
<td>Executive Nurse Practicum II*</td>
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<td><strong>Total Credit Hours</strong></td>
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<td><strong>Total Program Credit Hours</strong></td>
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*Practicum courses equal 180 clock hours per semester for a total of 360. Clock hours are calculated using a 1:4 ratio (1 credit hour = 4 clock hours) multiplied by 15 practicum weeks per semester.
Typical Program of Study for EPHL Track
Following is a sample guide for sequencing and grouping courses. Individual programs of study may vary.

### Year One

<table>
<thead>
<tr>
<th>FALL</th>
<th>SPRING</th>
<th>SUMMER</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU6020 Theoretical Foundations</td>
<td>NU 6080 Nursing Research</td>
<td>NU 7490 Research Utilization</td>
</tr>
<tr>
<td>NU 6060 Role Development</td>
<td>NU 7630 Health Policy and Politics</td>
<td></td>
</tr>
<tr>
<td><strong>Total credits</strong></td>
<td></td>
<td><strong>Total credits</strong></td>
</tr>
<tr>
<td>6</td>
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</tr>
</tbody>
</table>

### Year Two

<table>
<thead>
<tr>
<th>FALL</th>
<th>SPRING</th>
<th>SUMMER</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 7620 Health Systems</td>
<td>NU 7600 Leadership and Organizational Behavior</td>
<td>NU 7610 Human Resource Mngmt.</td>
</tr>
<tr>
<td><strong>Total credits</strong></td>
<td></td>
<td><strong>Total credits</strong></td>
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<td>5</td>
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### Year Three

<table>
<thead>
<tr>
<th>FALL</th>
<th>SUMMER</th>
<th>SPRING</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 7230 Exec. Nurse Practicum II</td>
<td></td>
<td>NU 7225 Exec. Nurse Practicum II</td>
</tr>
<tr>
<td><strong>Total credits</strong></td>
<td></td>
<td><strong>Total credits</strong></td>
</tr>
<tr>
<td>5</td>
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</tr>
</tbody>
</table>

### Post Master's Executive Nurse Practice Certificate Program

The Executive Nurse Practice certificate program is designed for individuals prepared with a Bachelor of Science in Nursing and a Master's degree in nursing or a health related field who wish to gain specialty knowledge in this role.

The certificate consists of executive nurse focused courses and two executive nurse practica. The program totals 15 credit hours and can be completed in one calendar year. Students enrolled in post master’s certificate programs are not eligible to receive any Title IV student loan funds.

**Typical Program of Study: Executive Nurse Practice Certificate**

<table>
<thead>
<tr>
<th>SPRING</th>
<th>SUMMER</th>
<th>FALL</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 7215 Exec. Nurse Practicum I</td>
<td></td>
<td>NU 7225 Exec. Nurse Practicum II</td>
</tr>
<tr>
<td>Choice of one 3 credit course:</td>
<td></td>
<td>NU 7620 Health Systems</td>
</tr>
<tr>
<td>NU 7600 Healthcare Leadership &amp; Organ. Behavior</td>
<td></td>
<td><strong>Total credits</strong></td>
</tr>
<tr>
<td>NU 7630 Health Policy and Politics</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td><strong>Total credits</strong></td>
<td><strong>Total credits</strong></td>
<td>3</td>
</tr>
<tr>
<td>6</td>
<td>6</td>
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</tbody>
</table>

*Practicum courses equal 60 clock hours per semester for a total of 120. Clock hours are calculated using a 1:4 ratio (1 credit hour = 4 clock hours) multiplied by 15 practicum weeks in a semester.*
Family Nurse Practitioner (FNP) Track

The Family Nurse Practitioner track prepares nurses to care for individuals and families across the lifespan. The FNP role includes preventative healthcare, as well as the assessment, diagnosis and treatment of acute and chronic illness and preventative health care for individuals and families. Family nurse practitioners demonstrate a commitment to family-centered care and understand the relevance of the family’s identified community in the delivery of family-centered care. The program of study requires each student to complete 45 credit hours. Students are then eligible to sit for the Family Nurse Practitioner certification exam.

Courses in advanced health assessment, pathophysiology and pharmacology provide a core of essential content for the family nurse practitioner specialty courses. These courses will focus on health promotion, health protection and disease prevention and commonly occurring health conditions for populations across the life span. Health management practices associated with such conditions will be emphasized with the integration of environmental factors on health.

The program also includes 660 total clinical practicum clock hours. Clinical practicum clock hours are determined using a 1:4 ratio (one credit hour is equivalent to 4 clock hours). For example, a 3 credit practicum course includes 12 clinical practicum hours/week for 15 weeks = 180 clinical practicum clock hours within the semester.

Family Nurse Practitioner Curriculum

Master of Science in Nursing Core Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 6020</td>
<td>Theoretical Foundations of Nursing (OL)</td>
<td>3</td>
</tr>
<tr>
<td>NU 6060</td>
<td>Role Development in Advanced Nursing (OL)</td>
<td>3</td>
</tr>
<tr>
<td>NU 6080</td>
<td>Nursing Research (OL)</td>
<td>3</td>
</tr>
<tr>
<td>NU 6040</td>
<td>Contemporary Issues in Nursing (OL)</td>
<td>2</td>
</tr>
<tr>
<td>NU 7xxx</td>
<td>Research Option** (OL)</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td></td>
<td>13</td>
</tr>
</tbody>
</table>

** Students choose from these Research Options

- NU 7480 Research Project
- NU 7490 Research Utilization Project
- NU 7500 Research Thesis

2 - 4 credits
2 credits
5 - 8 credits

Advanced Practice Nursing Core Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 7040</td>
<td>Advanced Pathophysiology (OL)</td>
<td>3</td>
</tr>
<tr>
<td>NU 7060</td>
<td>Advanced Health Assessment (OL)*</td>
<td>3</td>
</tr>
<tr>
<td>NU 7063</td>
<td>Advanced Health Assessment for the Nurse Practitioner</td>
<td>1</td>
</tr>
<tr>
<td>NU 7080</td>
<td>Advanced Pharmacology (OL)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td></td>
<td>10</td>
</tr>
</tbody>
</table>

*The course includes 30 total lab clock hours. Clock hours are calculated using a 1:2 ratio (1 credit hour = 2 clock hours) multiplied by 15 practicum weeks per semester.

Family Nurse Practitioner Specialty Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 7100</td>
<td>Primary Care I</td>
<td>4</td>
</tr>
<tr>
<td>NU 7110</td>
<td>Primary Care I Practicum*</td>
<td>3</td>
</tr>
<tr>
<td>NU 7200</td>
<td>Family and Community Concepts (OL)</td>
<td>3</td>
</tr>
<tr>
<td>NU 7141</td>
<td>Primary Care II Peds</td>
<td>2</td>
</tr>
<tr>
<td>NU 7142</td>
<td>Primary Care II Women’s Health</td>
<td>2</td>
</tr>
<tr>
<td>NU 7151</td>
<td>Primary Care II Practicum for the FNP*</td>
<td>3</td>
</tr>
<tr>
<td>NU 7451</td>
<td>Independent Primary Care Practicum for the FNP*</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
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</tr>
<tr>
<td><strong>Total Program Credit Hours</strong></td>
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<td>45</td>
</tr>
</tbody>
</table>

*The program includes 660 total clinical practicum clock hours. Clock hours are calculated using a 1:4 ratio (1 credit hour = 4 clock hours) multiplied by 15 practicum weeks per semester.
Typical Program of Study: FNP Track

Following is a sample guide for sequencing and grouping courses. Individual programs of study will vary. Course offerings may vary. Students will select courses each semester based on full-time or part-time status. The NP specialty courses (NU 7100, 7110, 7142, 7152, 7452) are completed at the end of the program.

**Year One**

<table>
<thead>
<tr>
<th>FALL</th>
<th>SPRING</th>
<th>SUMMER</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 6080 Nursing Research</td>
<td>NU 6060 Role Development</td>
<td>NU 6020 Theoretical Foundations</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>NU 7040 Adv. Patho.</td>
<td>NU 7080 Adv. Pharm.</td>
<td>NU 7020 Family and Community Concepts</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Total credits</strong></td>
<td><strong>Total credits</strong></td>
<td><strong>Total credits</strong></td>
</tr>
<tr>
<td>6</td>
<td>6</td>
<td>6</td>
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</tbody>
</table>

**Year Two**

<table>
<thead>
<tr>
<th>FALL</th>
<th>SPRING</th>
<th>SUMMER</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 7060 Adv. Assessment</td>
<td>NU 7100 Primary Care I</td>
<td>NU 7141 Primary Care Pediatrics</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>NU 7063 Adv. Assessment Lab</td>
<td>NU 7110 Primary Care I</td>
<td>NU 7142 Primary Care II Women’s Health</td>
</tr>
<tr>
<td>1</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>NU 7490 Research Utilization</td>
<td>NU 7110 Primary Care I Practicum</td>
<td>NU 7151 Primary Care II Practicum for FNP</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Total credits</strong></td>
<td><strong>Total credits</strong></td>
<td><strong>Total credits</strong></td>
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<tr>
<td>6</td>
<td>7</td>
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</table>

**Year Three**

<table>
<thead>
<tr>
<th>FALL</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 6040 Cont. Issues</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>NU 7451 Independent</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Primary Care Practicum for</td>
<td></td>
<td>FNP</td>
</tr>
<tr>
<td>NU 7510 Primary Care II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NU 7151 Primary Care II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NU 7151 Primary Care II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NU 7151 Primary Care II</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total credits</strong></td>
<td></td>
<td>7</td>
</tr>
</tbody>
</table>
Post Master's Family Nurse Practitioner Certificate Program

The Family Nurse Practitioner certificate program is designed for individuals prepared with a Master's of Science in Nursing who wish to gain specialty knowledge in this role. Students must proceed through the admission process including interview with other candidates for the Family Nurse Practitioner track.

The certificate consists of family nurse practitioner courses. The Family Nurse Practitioner Specialty Course, NU 7020 Family and Community Concepts, must be taken after admission to the FNP track, but prior to clinical coursework. The program totals 22 credit hours of Family Nurse Practitioner Specialty Courses, and clinical courses can be completed in 3 consecutive semesters (including summer semester). Students enrolled in post master’s certificate programs are not eligible to receive any Title IV student loan funds.

PLEASE NOTE: Student must complete advanced pathophysiology, advanced physical assessment and advanced pharmacology prior to beginning clinical courses. An individual program of study will be developed by the advisor based on previous coursework.

Typical Program of Study: Family Nurse Practitioner Certificate Program

Following is a guide for sequencing and grouping courses. Individual programs of study may vary and will be developed by the advisor based on previous coursework.

NU 7020 is a Family Nurse Practitioner Specialty Course and must be taken after admission into the track, but before beginning clinical courses.

Year One

<table>
<thead>
<tr>
<th>SPRING</th>
<th>SUMMER</th>
<th>FALL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NU 7020 Family and Community Concepts</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total credits</td>
<td>3</td>
</tr>
</tbody>
</table>

Year Two

<table>
<thead>
<tr>
<th>SPRING</th>
<th>SUMMER</th>
<th>FALL</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 7100 Primary Care I</td>
<td>4</td>
<td>NU 7141 Primary Care II Peds</td>
</tr>
<tr>
<td>NU 7110 Primary Care I Practicum</td>
<td>3</td>
<td>NU 7142 Primary Care II Women’s Health</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NU 7151 Primary Care II Practicum for FNP</td>
</tr>
<tr>
<td>Total credits</td>
<td>7</td>
<td>Total credits</td>
</tr>
</tbody>
</table>

*The program includes 660 total clinical practicum clock hours. Clock hours are calculated using a 1:4 ratio (1 credit hour = 4 clock hours) multiplied by 15 practicum weeks per semester.
**Nurse Educator (NE) Track**

The Master of Science of Nursing with an education focus is designed to meet the needs of current and potential nurse educators in academic or healthcare settings to develop and refine their practice as teachers of students, clients and/or employees. The program includes the MSN core courses, clinically focused advanced practice nursing core courses, and educationally focused courses. Students will be prepared with a strong clinical foundation as well as theory and practice in the role of the nurse educator in a focused area.

**Nurse Educator Curriculum**

Master of Science in Nursing Core Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 6020</td>
<td>Theoretical Foundations of Nursing (OL)</td>
<td>3</td>
</tr>
<tr>
<td>NU 6060</td>
<td>Role Development in Advanced Nursing (OL)</td>
<td>3</td>
</tr>
<tr>
<td>NU 6080</td>
<td>Nursing Research (OL)</td>
<td>3</td>
</tr>
<tr>
<td>NU 6040</td>
<td>Contemporary Issues in Nursing (OL)</td>
<td>2</td>
</tr>
<tr>
<td>NU 7xxx</td>
<td>Research Option** (OL)</td>
<td>2</td>
</tr>
</tbody>
</table>

**Credit Hours**

| **Credit Hours** | 13 |

**Students choose from these Research Options**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 7480</td>
<td>Research Project</td>
<td>2 - 4 credits</td>
</tr>
<tr>
<td>NU 7490</td>
<td>Research Utilization Project</td>
<td>2 credits</td>
</tr>
<tr>
<td>NU 7500</td>
<td>Research Thesis</td>
<td>5 - 8 credits</td>
</tr>
</tbody>
</table>

**Advanced Practice Nursing Core Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 7040</td>
<td>Advanced Pathophysiology (OL)</td>
<td>3</td>
</tr>
<tr>
<td>NU 7060</td>
<td>Advanced Health Assessment (OL)</td>
<td>3</td>
</tr>
<tr>
<td>NU 7062</td>
<td>Advanced Health Assessment Lab for the Nurse Educator*</td>
<td>1</td>
</tr>
<tr>
<td>NU 7080</td>
<td>Advanced Pharmacology (OL)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Credit Hours**

| **Credit Hours** | 10 |

*The course includes 30 total lab clock hours. Clock hours are calculated using a 1:2 ratio (1 credit hour = 2 clock hours) multiplied by 15 practicum weeks per semester.*

**Nurse Educator: Specialty Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 7300</td>
<td>Instructional Strategies (OL)</td>
<td>3</td>
</tr>
<tr>
<td>NU 7310</td>
<td>Evaluation Strategies (OL)</td>
<td>3</td>
</tr>
<tr>
<td>NU 7320</td>
<td>Program Development (OL)</td>
<td>3</td>
</tr>
<tr>
<td>NU 7330</td>
<td>Nursing Focused Practicum *</td>
<td>2</td>
</tr>
<tr>
<td>NU 7340</td>
<td>Education Focused Practicum *</td>
<td>2</td>
</tr>
</tbody>
</table>

**Credits**

| **Credits** | 13 |

**Total Program Credits**

| **Total Program Credits** | 36 |

* Practicum courses equal 120 clock hours each for a total of 240. Clock hours are calculated using a 1:4 ratio (1 credit hour = 4 clock hours) multiplied by 15 practicum weeks per semester.*
Typical Program of Study: Nurse Educator (NE) Track

Following is a sample guide for sequencing and grouping courses. Students will select courses each semester based on preference for full-time or part-time status.

Year One

<table>
<thead>
<tr>
<th>FALL</th>
<th>SPRING</th>
<th>SUMMER</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 6020 Theoretical Foundations</td>
<td>NU 6080 Nursing Research</td>
<td>NU 6060 Role Development</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>NU 7062 Adv. Assess. Lab for the NE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total credits 6</td>
<td>Total credits 7</td>
<td>Total credits 5</td>
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</table>

Year Two

<table>
<thead>
<tr>
<th>FALL</th>
<th>SPRING</th>
<th>SUMMER</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 7300 Instructional Strategies</td>
<td>NU 7310 Evaluation Strategies</td>
<td>NU 7320 Program Development</td>
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<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>NU 7080 Adv. Pharm.</td>
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<td></td>
</tr>
<tr>
<td>3</td>
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</tr>
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<td>Total credits 6</td>
<td>Total credits 3</td>
<td>Total credits 3</td>
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Year Three

<table>
<thead>
<tr>
<th>FALL</th>
<th>SPRING</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 6040 Cont. Issues</td>
<td>NU 7340 Education Focused Practicum</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>NU 7330 Nursing Focus Practicum</td>
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<td>2</td>
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</tr>
<tr>
<td>Total credits 4</td>
<td>Total credits 2</td>
</tr>
</tbody>
</table>

Post Master's Nurse Educator Certificate Program

The Nurse Educator certificate program is designed for individuals who are prepared with a Bachelor of Science in nursing and a Master's degree in nursing or a health related field who wish to gain specialty knowledge in this role.

The certificate consists of education focused courses and an individualized practicum for a total of eleven (11) credit hours. The program can be completed part-time in four consecutive semesters. Students enrolled in post master’s certificate programs are not eligible to receive any Title IV student loan funds.

Typical Program of Study: Nurse Educator Certificate

Year One

<table>
<thead>
<tr>
<th>FALL</th>
<th>SPRING</th>
<th>SUMMER</th>
<th>SUMMER</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>NU 7300 Instructional Strategies</td>
<td>NU 7320 Program Development</td>
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<tr>
<td></td>
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<td>3</td>
</tr>
<tr>
<td></td>
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<td>Total credits 3</td>
<td>Total credits 3</td>
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</table>

Year Two

<table>
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<tr>
<th>FALL</th>
<th>SPRING</th>
<th>SUMMER</th>
<th>SUMMER</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 7310 Evaluation Strategies</td>
<td>NU 7340 Education Focused Practicum*</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total credits 3</td>
<td>Total credits 2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Practicum course equals 120 clock hours. Clock hours are calculated using a 1:4 ratio (1 credit hour = 4 clock hours) multiplied by 15 practicum weeks per semester.
**RN-MSN Track**

The RN-MSN program is designed for associate degree or diploma nurses who desire to continue their education toward a Master’s of Science degree in Nursing; students in the RN-MSN track do not earn a bachelor’s degree. Students are admitted as graduate students and may focus on the Nurse Educator, Executive Practice & Healthcare Leadership, or Clinical Nurse Leader track. The program allows the transfer courses to meet pre-requisites and some upper division nursing coursework. Much of the coursework at Research College of Nursing is completed online.

The **Nurse Educator track** is designed to meet the needs of current and potential nurse educators in academic or healthcare settings to develop and refine their practice as teachers of students, clients and/or employees. The program includes the MSN core courses, clinically focused advanced practice nursing core courses, and educationally focused courses. Students will be prepared with a strong clinical foundation as well as theory and practice in the role of the nurse educator in a focused area. Graduates of this track are eligible to sit for the NLN certification examination for Nurse Educators.

The **Executive Practice & Healthcare Leadership track** prepares nurses for leadership and management roles in diverse health care delivery systems. The current Research College of Nursing core courses along with the Healthcare Leadership courses offer a strong foundation of nursing theory as well as needed concepts from business and organizational management. Graduates of this track may be qualified to sit for the certification examination in Nursing Administration.

The **Clinical Nurse Leader track** (CNL) prepares a generalist nurse at the Master’s degree level with the major focus being quality improvement based on evidence and the lateral integration of care. The CNL has specialized knowledge in horizontal leadership and is accountable for the management of care and the care environment. In addition to generalist preparation in nursing with enhanced clinical skills, the CNL is primarily unit or setting based and is responsible for a specified cohort of patients. Students are required to sit for the CNL certification exam for program completion.

**Program Prerequisites**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry with Lab</td>
<td>4</td>
</tr>
<tr>
<td>Anatomy and Physiology with Lab</td>
<td>6</td>
</tr>
<tr>
<td>Microbiology with Lab</td>
<td>4</td>
</tr>
<tr>
<td>Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>General or Intro Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>English Comp I</td>
<td>3</td>
</tr>
<tr>
<td>English Comp II</td>
<td>3</td>
</tr>
<tr>
<td>Social Science</td>
<td>3</td>
</tr>
<tr>
<td>Statistics</td>
<td>3</td>
</tr>
<tr>
<td>Communication/Speech</td>
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<tr>
<td>Humanities, Philosophy or Theology</td>
<td>12</td>
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<tr>
<td>Electives (computer course recommended)</td>
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<tr>
<td><strong>TOTAL HOURS OF PREREQUISITES</strong></td>
<td><strong>62 HOURS</strong></td>
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<tr>
<td><strong>ADN/DIPLOMA TRANSFER HOURS</strong></td>
<td><strong>35 HOURS</strong></td>
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**RN-MSN Specialty Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 4102 Leadership and Professional Issues (OL)</td>
<td>3</td>
</tr>
<tr>
<td>NU 4212 Community Health Nursing (OL)</td>
<td>3</td>
</tr>
<tr>
<td>NU 4232 Community Health Nursing Practice</td>
<td>2</td>
</tr>
<tr>
<td>NU 4412 Leadership in Professional Nursing Practice</td>
<td>2</td>
</tr>
<tr>
<td>NU 5020 Transitions in Nursing (OL)</td>
<td>4</td>
</tr>
<tr>
<td><strong>Credit Hours</strong></td>
<td><strong>14</strong></td>
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</tbody>
</table>
Master of Science in Nursing Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 6020</td>
<td>Theoretical Foundations of Nursing (OL)</td>
<td>3</td>
</tr>
<tr>
<td>NU 6060</td>
<td>Role Development in Advanced Nursing (OL)</td>
<td>3</td>
</tr>
<tr>
<td>NU 6080</td>
<td>Nursing Research (OL)</td>
<td>3</td>
</tr>
<tr>
<td>NU 6040</td>
<td>Contemporary Issues in Nursing (OL)</td>
<td>2</td>
</tr>
<tr>
<td>NU 7xxx</td>
<td>Research Option** (OL)</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>** Students choose from these Research Options</td>
<td></td>
</tr>
<tr>
<td>NU 7480</td>
<td>Research Project</td>
<td>2 - 4 credits</td>
</tr>
<tr>
<td>NU 7490</td>
<td>Research Utilization Project</td>
<td>2 credits</td>
</tr>
<tr>
<td>NU 7500</td>
<td>Research Thesis</td>
<td>5 - 8 credits</td>
</tr>
<tr>
<td></td>
<td>** Credit Hours 13</td>
<td></td>
</tr>
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</table>

Advanced Practice Nursing Core Courses (completed by those pursuing the Clinical Nurse Leader or Nurse Educator track)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 7040</td>
<td>Advanced Pathophysiology (OL)</td>
<td>3</td>
</tr>
<tr>
<td>NU 7060</td>
<td>Advanced Health Assessment (OL)</td>
<td>3</td>
</tr>
<tr>
<td>NU 7061 or NU 7062</td>
<td>Advanced Health Assessment Lab for the Clinical Nurse Leader or Nurse Educator*</td>
<td>1</td>
</tr>
<tr>
<td>NU 7080</td>
<td>Advanced Pharmacology (OL)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>** Credit Hours 10</td>
<td></td>
</tr>
</tbody>
</table>

*The course includes 30 total lab clock hours. Clock hours are calculated using a 1:2 ratio (1 credit hour = 2 clock hours) multiplied by 15 practicum weeks per semester.

Typical Program of Study: RN-MSN Nurse Educator (NE) Track (50 Hours)

**Year One**

<table>
<thead>
<tr>
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<th>SPRING</th>
<th>SUMMER</th>
<th>FALL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NU 4212 Community Health Nursing</td>
<td>3</td>
<td>NU 4102 Leadership and Prof. Issues</td>
</tr>
<tr>
<td></td>
<td>NU 4232 Community Health Nursing Practice</td>
<td>2</td>
<td>NU 4412 Leadership in Professional Nursing Practice</td>
</tr>
<tr>
<td></td>
<td>NU 5020 Transitions in Nursing</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NU 6020 Theoretical Foundations</td>
<td>3</td>
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</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total credits 12</strong></td>
<td><strong>Total credits 5</strong></td>
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</tbody>
</table>

**Year Two**

<table>
<thead>
<tr>
<th></th>
<th>SPRING</th>
<th>SUMMER</th>
<th>FALL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NU 6080 Nursing Research</td>
<td>3</td>
<td>NU 6060 Role Development</td>
</tr>
<tr>
<td></td>
<td>NU 7060 Adv. Assessment</td>
<td>3</td>
<td>NU 7320 Program Development</td>
</tr>
<tr>
<td></td>
<td>NU 7062 Adv. Assessment Lab for NE</td>
<td>1</td>
<td>NU 7320 Nursing Focus Practicum</td>
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<tr>
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<td>NU 7310 Evaluation Strategies</td>
<td>3</td>
<td>NU 7490 Research Utilization</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total credits 10</strong></td>
<td><strong>Total credits 8-14</strong></td>
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88
Year Three

<table>
<thead>
<tr>
<th>SPRING</th>
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</thead>
<tbody>
<tr>
<td>NU 7340 Education Focused Practicum</td>
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<tr>
<td><strong>Total credits</strong></td>
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</tbody>
</table>

Typical Program of Study for RN-MSN Executive Practice in Healthcare Leadership Track (49 Hours)

**Year One**

<table>
<thead>
<tr>
<th>SPRING</th>
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<th>FALL</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 4212 Community Health Nursing</td>
<td>NU 4102 Leadership and Prof. Issues</td>
<td>NU 6040 Cont. Issues</td>
</tr>
<tr>
<td>NU 4232 Community Health Nursing Practice</td>
<td>NU 4412 Leadership in Professional Nursing Practice</td>
<td>NU 6080 Nursing Research</td>
</tr>
<tr>
<td>NU 5020 Transitions in Nursing</td>
<td></td>
<td>NU 7620 Health Systems</td>
</tr>
<tr>
<td>NU 6020 Theoretical Foundations</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total credits</strong></td>
<td>12</td>
<td><strong>Total credits</strong></td>
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</table>

**Year Two**

<table>
<thead>
<tr>
<th>SPRING</th>
<th>SUMMER</th>
<th>FALL</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 7200 Exec. Nurse Seminar I</td>
<td>NU 6060 Role Development</td>
<td>NU 7220 Exec. Seminar II</td>
</tr>
<tr>
<td>NU 7600 Leadership and Organization Behavior</td>
<td></td>
<td>NU 7490 Research Utilization</td>
</tr>
<tr>
<td>NU 7630 Health Policy and Politics</td>
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<tr>
<td><strong>Total credits</strong></td>
<td>11</td>
<td><strong>Total credits</strong></td>
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</table>
### Typical Program of Study for RN-MSN Clinical Nurse Leader Track (54 Hours)

#### Year One

<table>
<thead>
<tr>
<th>SPRING</th>
<th>SUMMER</th>
<th>FALL</th>
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<tbody>
<tr>
<td>NU 4212 Community Health Nursing</td>
<td>NU 4102 Leadership and Prof. Issues</td>
<td>NU 7040 Adv. Patho</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>NU 4232 Community Health Nursing Practice</td>
<td>NU 4412 Leadership in Professional Nursing Practice</td>
<td>NU 7080 Adv. Pharm</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>NU 5020 Transitions in Nursing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NU 6020 Theoretical Foundations</td>
<td></td>
<td></td>
</tr>
<tr>
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</table>

**Total credits**: 12 **Total credits**: 5 **Total credits**: 6

#### Year Two

<table>
<thead>
<tr>
<th>SPRING</th>
<th>SUMMER</th>
<th>FALL</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 6080 Nursing Research</td>
<td>NU 6060 Role Development</td>
<td>NU 6040 Cont. Issues</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>NU 7060 Adv. Assessment</td>
<td>NU 7061 Adv. Assessment Lab for the CNL</td>
<td>NU 7520 EOC Mngmt. (30 lab hours)</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>4</td>
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<tr>
<td>NU 7600 Leadership and Organizational Behavior</td>
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<tr>
<td>3</td>
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</table>

**Total credits**: 10 **Total credits**: 3 **Total credits**: 6

#### Year Three

<table>
<thead>
<tr>
<th>SPRING</th>
<th>SUMMER</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 7490 Research Utilization</td>
<td>NU 7540 Residency (240 clock hours)</td>
</tr>
<tr>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>NU 7530 Outcome Mngmt. (30 lab hours)</td>
<td>NU 7540 Residency (120 clock hours)</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
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</table>

**Total credits**: 8 **Total credits**: 4
Graduate courses are categorized according to core, advanced practice core, and tracks. The course listing is below by course number, name, and number of credit hours in parentheses. Specific course descriptions begin in page 82.

**Master of Science in Nursing Core Courses**

NU 6020. Theoretical Foundations of Nursing (3)
NU 6040. Contemporary Issues in Nursing (2)
NU 6060. Role Development in Advanced Nursing (3)
NU 6080. Nursing Research (3)
NU 7480. Research Project (2 - 4)
NU 7490. Research Utilization Project (2)
NU 7500. Research Thesis (5 - 8)
NU 6990. Independent Study (.5 - 6)

**Advanced Practice Nursing Core Courses**

NU 7040. Advanced Pathophysiology (3)
NU 7060. Advanced Health Assessment (3)
NU 7061. Advanced Health Assessment Lab for the Clinical Nurse Leader (1)
NU 7062. Advanced Health Assessment Lab for the Nurse Educator (1)
NU 7063. Advanced Health Assessment Lab for the Nurse Practitioner (1)
NU 7080. Advanced Pharmacology (3)

**Adult-Gerontological Nurse Practitioner Specialty Courses**

NU 7030. Gerontology for the AGNP (3)
NU 7100. Primary Care I (4)
NU 7110. Primary Care I Practicum (3)
NU 7142. Primary Care II Women’s Health (2)
NU 7143. Primary Care II: Principles of Geriatric Care
NU 7152. Primary Care II Practicum for the AGNP (3)
NU 7452. Independent Primary Care Practicum for the AGNP (5)

**Clinical Nurse Leader Specialty Courses**

NU 7520. Environment of Care Management (4)
NU 7530. Clinical Outcomes Management (4)
NU 7540. CNL Clinical Residency (6 credits; 360 clinical hours)
NU 7600. Healthcare Leadership and Organizational Behavior (3)

**Executive Practice & Healthcare Leadership: Specialty Courses**

NU 7200. Executive Nurse Seminar I (2)
NU 7210. Executive Nurse Practicum I (3)
NU 7220. Executive Nurse Seminar II (2)
NU 7230. Executive Practicum II (3)
NU 7600. Healthcare Leadership and Organizational Behavior (3)
NU 7610. Human Resource Management (3)
NU 7620. Health Systems (3)
NU 7630. Health Policy and Politics (3)
Executive Nurse Certificate: Practicum Courses
NU 7215. Executive Nurse Practicum I (1)
NU 7225. Executive Nurse Practicum II (1)

Family Nurse Practitioner Specialty Courses
NU 7020. Family and Community Concepts (3)
NU 7100. Primary Care I (4)
NU 7110. Primary Care I Practicum (3)
NU 7141. Primary Care II Pediatrics (2)
NU 7142. Primary Care II Women’s Health (2)
NU 7151. Primary Care II Practicum for the FNP (3)
NU 7451. Independent Primary Care Practicum for the FNP (5)

Nurse Educator: Specialty Courses
NU 7300. Instructional Strategies (3)
NU 7310. Evaluation Strategies (3)
NU 7320. Program Development (3)
NU 7330. Nursing Focused Practicum (2)
NU 7340. Education Focused Practicum (2)

RN-MSN Track: Specialty Courses
NU 4102. Leadership and Professional Issues (3)
NU 4212. Community Health Nursing (3)
NU 4232. Community Health Nursing Practice (2)
NU 4402. Capstone: Leadership in Professional Nursing Practice (5)
NU 5020. Transitions in Nursing (4)
Graduate Program Course Descriptions

The following section provides course descriptions for courses offered and required in the Research College of Nursing Graduate Program. The number in parentheses following the course number and title indicates the semester credit hours for that course.

NU 4102. Leadership and Professional Issues (3)
This course focuses on leadership and management concepts as they relate to the professional nursing role and the delivery of health care. Theories and evidence-based practice supporting delivery of health care are examined. Topics such as resource management, risk management and quality improvement strategies are included. The economic and ethical impact of health care costs, market trends, and cost effective quality care are analyzed. Prerequisite: NU 5020 Pre or Corequisites: NU 4212, NU 4232, NU 4402. Online format.

NU 4212. Community Health Nursing (3)
This course focuses on public health concepts and the nursing leadership role for the management of health of communities and global society. Factors that impact the community as client are analyzed. Frameworks for planning health education programs focus on health promotion, risk reduction, and disease prevention. To facilitate the management of health in communities, selected areas of study may include community assessment, epidemiology, environment, vulnerable populations, disaster management and global health. Prerequisite: NU 5020, Pre or Corequisite: NU 4102, NU 4232, NU 4402. Online format.

NU 4232. Community Health Nursing Practice (2)
This clinical practicum provides the opportunity for students to incorporate leadership skills and community concepts in a variety of community settings. The focus is on health promotion, risk reduction and disease prevention programs with selected at risk populations. Activities may include assisting community agencies and organizations to plan, implement, and evaluate health promotion programs that build upon previous nursing experience of the RN-MSN student. Prerequisite: NU 5020 Pre or Corequisites: NU 4102, NU 4212, NU 4402.

NU 4412. Leadership in Professional Nursing Practice (2)
This clinical practicum provides the opportunity to synthesize knowledge and skills from previous or current nursing courses through a focused clinical experience that builds upon previous nursing experience of the RN-MSN student. This course culminates with leadership role acquisition relevant to the clinical site. The course provides for autonomous and collaborative functioning, which includes synthesis and integration of knowledge, skills, and attitudes requisite to professional nursing practice. Prerequisite: NU 5020 Pre or Corequisites: NU 4102, NU 4212, and NU 4232.

NU 5020. Transitions in Nursing (4)
In this course students will be prepared to transition from an associate degree or diploma program to the role of the baccalaureate prepared nurse. Embedded in the course are the concepts of professional role development, the scope of practice for baccalaureate nurses, evidence-based practice, as well as cultural, political, economic, and social factors affecting health care. Students will be prepared to commence and complete further coursework toward the Master of Science in Nursing degree. This course will focus on the AACN Baccalaureate Essentials with an introduction to the AACN Master’s Essentials. Online format.

NU 6020. Theoretical Foundations of Nursing (3)
The focus of this course is the examination of nursing theories and theories that support nursing and their application to advanced nursing practice. Students will analyze the literature related to theories to inform their future advanced practice role. In the process of theory exploration, students will enhance their ability to review and critique literature and demonstrate scholarly writing abilities. Online format.
NU 6040. Contemporary Issues in Nursing (2)
The course is the examination and analysis of current issues and trends as they relate to advanced nursing practice. The major topics for discussion are education, practice trends, health policy and you and the future of nursing. The discussion of these topics will include the integration of leadership, relationships, social perspectives, professionalism, and personal opinion. The course is offered in discussion format which includes well constructed written postings which integrates current literature, current practice perspective and well-reasoned opinion. **Online format.**

NU 6060. Role Development in Advanced Nursing (3)
The focus of this course is on role development in advanced nursing roles. Theories of role development, historical perspectives and current practice are explored. The sociocultural, political, legal, and economic environment of health care is examined as it relates to advanced nursing. Competencies and skills of various advanced nursing roles, accountability and responsibility for professional practice, and quality health care are emphasized. Students are expected to be active participants in the learning experience. **Online format.**

NU 6080. Nursing Research (3)
This course provides the foundation for evaluating current evidence-based research, original research, and practice guidelines. Students will analyze research literature, create a data base, and develop an extensive review of literature on an advanced practice, nursing education, or executive nursing problem and formulate recommendations for change in practice. Students bring previous knowledge of the scientific process, steps of the research process, and major research designs. Students will critique research studies in groups and through asynchronous online discussions will explore key areas of the research process. Guided experience of the critical appraisal process provides the foundation for determining best practices, solving practice problems, insuring patient safety, and improving health outcomes through integration and dissemination of new knowledge. **Online format.** Prerequisites: Undergraduate statistics course.

NU 6990. Independent Study (5 - 6)
This course is used to meet individual needs related to the required program of study. It provides guided study on selected topics and/or areas of nursing. Student learning objectives and activities are mutually developed between the student and faculty member. **Online format.** Prerequisite: Faculty permission.

NU 7020. Family and Community Concepts (3)
This course provides the advanced practice nursing student with the evidence base necessary to examine family and community needs and plan interventions. Students explore selected family and community issues. Strategies to promote healthy family and community functioning are identified and interventions are designed. Students’ group projects simulate organizational group leadership in community collaboration. **Online format.**

NU 7030. Gerontology for the Adult-Gerontological Nurse Practitioner
This course provides the advanced practice nursing student with the theoretical base necessary to examine the needs of older adults and plan interventions. Students explore the management of transitions across the continuum of care. Students discuss and integrate the interdisciplinary care functions of the adult gerontology nurse practitioner. The complex interplay of the political, economic, legal, environmental, and ethical factors that influence health care delivery to older adults is examined. **Online format.**

NU 7040. Advanced Pathophysiology (3)
This course examines complex physiologic cellular processes essential to an understanding of health deviations. Concepts are explored in relation to body systems. Age specific alterations are correlated with clinical manifestations and diagnostic findings to provide the student with a basis for clinical decision making, diagnostic reasoning and pharmacotherapeutics. **Online format.**

NU 7060. Advanced Health Assessment (3)
This course focuses on comprehensive health assessment including clinical significance and diagnostic reasoning. Variations and deviations from normal health assessment parameters will be discussed. Identification of risk factors and strategies for promoting health will be incorporated. **Prerequisite:** Successful completion of Undergraduate Health Assessment course or equivalent. **Online format.**
NU 7061. Advanced Health Assessment Lab for the Clinical Nurse Leader (1)
This course focuses on the development of advanced health assessment skills and application of diagnostic reasoning for the clinical nurse leader. **Online format.**

NU 7062. Advanced Health Assessment Lab for the Nurse Educator (1)
This course focuses on the development of advanced health assessment skills and application of diagnostic reasoning for the nurse educator. **Online format.**

NU 7063. Advanced Health Assessment Lab for the Nurse Practitioner (1)
This course focuses on the application of advanced health assessment skills and development of diagnostic reasoning for the nurse practitioner. **Online and/or on-ground format.**

NU 7080. Advanced Pharmacology (3)
The focus of this course is on the clinical use of drugs commonly used in primary care settings. Pharmacokinetics, pharmacodynamics, and pharmacotherapeutics of selected categories of drugs are explored. Variables such as age, race, and gender will be explored in relationship to specific prescribing practices. **Online format.**

NU 7100. Primary Care I (4)
This course focuses on the health maintenance and the management of common acute conditions and chronic conditions in adolescent, adult, and older adult patients. Students examine health changes with adolescent, adult, and older adult populations and will develop the theoretical and experiential base to conduct health promotion and maintenance activities in these populations. Students are prepared in the area of diagnoses and management of common self-limiting conditions and chronic conditions in a primary care setting. Prerequisites: NU 6020, NU 6060, NU 6080, NU 7040, NU 7060; NU 7080.

NU 7110. Primary Care I Practicum (3)
This course offers clinical experience with adolescent, adult, and older adult patients in the primary care setting. Students have the opportunity to apply previous knowledge learned in didactic to the clinical area, explore practice patterns of nurse practitioners and/or physician preceptors, understand their role as a member of an interdisciplinary team, and begin to implement plans of care. Clinical sites are in primary care settings and provide student practice opportunities with patients. Students are focused on health maintenance and the management of common acute and chronic conditions with adolescent, adult, and older adult populations. All clinical practice is faculty supervised and performance based to ensure that students demonstrate competency in practice. Total clock hours equal 180. Prerequisite or Corequisite: NU 7100. Corequisite: NU 6080 with faculty permission.

NU 7141. Primary Care II Pediatrics (2)
This course allows the students to examine health maintenance and management of common acute and chronic conditions with the pediatric population. The student will develop the theoretical and experiential base to conduct health promotion and maintenance activities. Students are prepared to diagnose and manage pediatric conditions in the primary care setting. Prerequisites: NU 7100 and NU 7110; or permission of faculty.

NU 7142. Primary Care II Women’s Health (2)
This course examines health maintenance and management of common acute and chronic conditions seen in women’s health care. The student develops his or her own theoretical and experiential base to conduct health promotion and maintenance activities with emphasis on women’s health. Furthermore, the student is prepared in the area of diagnosis and management of common acute and chronic conditions. **Online format.** Prerequisites: NU 7100 and NU 7110; or permission of faculty.

NU 7143. Primary Care II: Principles of Geriatric Care
This course examines health maintenance and management of common acute and chronic conditions seen in geriatrics. The student develops his or her own theoretical and experiential base to conduct health promotion, provide anticipatory guidance and maintenance activities with emphasis on geriatric health. Furthermore, the student is prepared in the area of diagnosis and management of common acute and chronic conditions. **Online format.** Prerequisites: NU7100 and NU7110, or permission of faculty.
NU 7151. Primary Care II Practicum for the FNP (3)
This course offers the clinical experience with patients across the lifespan, with a particular interest in women’s health and pediatrics. Students have the opportunity to apply theory in the clinical arena, analyze practice patterns of nurse practitioners and/or physician preceptors, function as a member of an interdisciplinary team, and implement plans of care. Clinical sites will be in primary care, pediatric, or women’s health, providing the student practice opportunities with patients. Students will focus on health maintenance, management of selected common acute conditions, stable chronic disease states and acute changes within these chronic states. All clinical practice is faculty supervised and performance based to ensure that students demonstrate competency in practice. Total clock hours equal 180. Prerequisites: all core courses, advanced core courses, NU 7100, NU 7110. Corequisite: NU 7141 and NU 7142; or with faculty permission.

NU 7152. Primary Care II Practicum for the AGNP (3)
This course offers the clinical experience with patients across the lifespan, with a particular interest in women’s health and geriatric care. Students have the opportunity to apply theory in the clinical arena, analyze practice patterns of nurse practitioners and/or physician preceptors, function as a member of an interdisciplinary team, and implement plans of care. Clinical sites will be in primary care, gerontology, or women’s health, providing the student practice opportunities with patients. Students will focus on health maintenance, management of selected common acute conditions, stable chronic disease states and acute changes within these chronic states. All clinical practice is faculty supervised and performance based to ensure that students demonstrate competency in practice. Total clock hours equal 180. Course Prerequisites: all core courses, advanced core courses, NU 7100, NU 7110, NU7142, NU7152, NU7143; or permission of faculty

NU 7200. Executive Nurse Seminar I (2)
This course covers intra-organizational content in the areas of organizational management and organizational structure (human resources, internal policy and procedure). The health care delivery system and its environment are also addressed along with issues such as ethics, legal and regulatory and economic concepts. Specific attention is given to the application of these concepts specifically as students encounter learning situations regarding the above concepts. This course is intended to serve as a companion course to NU 7210, Executive Nurse Practicum I. Online format. Prerequisites: NU 6020, NU 6060, NU 6080, NU 7600, NU 7620, or faculty permission; Concurrent: NU 7210.

NU 7210. Executive Nurse Practicum I (3)
This course provides clinical practicum experiences that allow students opportunity to apply theoretical and executive management concepts with a focus on intra-organizational issues. All major theoretical concept areas are applied including organizational structure, economic factors, human resources, ethics and legal/regulatory concerns. Clinical supervision is provided by college faculty and selected preceptors who are nurse executives. Clinical conferences with faculty provide opportunity for integration of the executive role, understanding of professional issues and discussion of problem-solving processes. This course is intended to serve as a companion course to NU 7200, Executive Nurse Seminar I. Online format. Total clock hours equal 180. Prerequisites: NU 6020, NU 6060, NU 6080, NU 7600, NU7620; Concurrent: NU 7200 or faculty permission

NU 7215. Executive Nurse Practicum I (1)
This course provides clinical practicum experiences that allow students opportunity to apply selected theoretical and executive management concepts with a focus on intra-organizational issues. Major theoretical concept areas are applied including organizational structure, economic factors, human resources, ethics and legal/regulatory concerns. Clinical supervision is provided by college faculty and selected preceptors who are nurse executives. Discussions with faculty provide opportunity for integration of the executive role, understanding of professional issues and discussion of problem-solving processes. This course is intended to serve as a companion course to NU 7200, Executive Nurse Seminar I. Total clock hours equal 60 hours. Online format.
NU 7220. Executive Nurse Seminar II (2)
This course covers extra-organizational content in the areas of organizational management and organizational structure (human resources, internal policy and procedure). The health care delivery system and its environment are also addressed along with issues such as ethics, legal/regulatory and economic concepts. Specific attention is given to the application of these concepts as students encounter learning situations regarding these concepts. This course is intended be the second in a two course sequence (NU7200 and NU 7220) and to serve as a companion course to NU 7230, Executive Practicum II. **Online format.** Prerequisites: NU 6020, NU 6060, NU 6080; NU 7600, NU 7620; Concurrent: NU 7230 or faculty permission.

NU 7225. Executive Nurse Practicum II (1)
This course provides clinical practicum experiences that allow students opportunity to apply selected theoretical and executive management concepts with a focus on extra-organizational issues. Major theoretical concept areas are applied including organizational structure, economic factors, human resources, ethics and legal/regulatory concerns. Clinical supervision is provided by college faculty and selected preceptors who are nurse executives. Discussions with faculty provide opportunity for integration of the executive role, understanding of professional issues and discussion of problem-solving processes. This course is intended to serve as a companion course to NU 7220, Executive Nurse Seminar II. Total clock hours equal 60 hours. **Online format.**

NU 7230. Executive Practicum II (3)
This course provides clinical practicum experiences that allow students opportunity to apply theoretical and executive management concepts with a focus on extra-organizational issues. All major theoretical concept areas are applied including organizational structure, economic factors, human resources, ethics and legal/regulatory concerns. Clinical supervision is provided by college faculty and selected preceptors who are nurse executives. Clinical conferences with faculty provide opportunity for integration of the executive role, understanding of professional issues and discussion of problem-solving processes. This course is intended to be the second in a two course sequence (NU 7210 and NU 7230) and to serve as a companion course to NU 7220, Executive Nurse Seminar II. **Online format.** Total clock hours equal 180. Prerequisites: NU 6020, NU 6060, NU 6080; NU 7600, NU7620 or faculty permission. Concurrent: NU 7220.

NU 7300. Instructional Strategies (3)
In this course students examine the instructional process. The focus is on learning theories, the learning environment, and instructional strategies. **Online format.**

NU 7310. Evaluation Strategies (3)
In this course students examine the evaluation process. The focus is on the evaluation process, measurement strategies and related sociocultural, ethical, and legal issues. **Online format.** Pre-requisite NU 7300 or with faculty permission.

NU 7320. Program Development (3)
In this course students examine curriculum processes for educational program development. The focus is on examination of the theoretical foundations for program philosophy, curriculum design, and analysis of the impact of external and economic factors on program development. **Online format.**

NU 7330. Nursing Focused Practicum (2)
In this course students are provided with an opportunity to integrate previous knowledge and develop proficiency in a focused area of clinical nursing. Students will collaborate with faculty to identify individualized plans for focused study that will be implemented with a nurse preceptor who specializes in a focused area. Total clock hours equal 120. Prerequisites: NU 7040, NU 7060, and NU 7080. **Online format.**

NU 7340. Education Focused Practicum (2)
In this course, students are expected to integrate previous knowledge and develop proficiency in the role of nurse educator. Students will collaborate with faculty to develop an individualized plan of study related to their educational interest. Total clock hours equal 120. Prerequisites: NU 6020, NU 6060, NU 6080, NU 7040, NU 7060, NU 7080, NU 7300, NU 7310, NU 7330 or with faculty permission. **Online format.**
NU 7451. Independent Primary Care Practicum for the FNP (5)
This course focuses on the incorporation of previous knowledge and integration of nurse practitioner role behaviors in primary care practice. The student should integrate the knowledge from previous clinical and academic experiences to care for persons with chronic and acute conditions throughout the lifespan. Health maintenance recommendations should be included in all practice domains. All clinical practice is faculty supervised and performance based to ensure that students demonstrate competency in practice. Seminars with faculty provide opportunities to integrate the nurse practitioner role, to discuss professional issues and the process of effective change within the health care system. Total clock hours equal 300. Course Prerequisites: all core courses, advanced core courses, NU 7100, NU 7110, NU 7141, NU7142, NU7151; or permission of faculty.

NU 7452. Independent Primary Care Practicum for the AGNP (5)
This course focuses on the incorporation of previous knowledge and integration of nurse practitioner role behaviors in adult gerontology primary care practice, which includes care from adolescence through the older adult. The student should integrate the knowledge from previous clinical and academic experiences to care for persons with chronic and acute conditions in this population. Health maintenance recommendations should be included in all practice domains. All clinical practice is faculty supervised and performance based to ensure that students demonstrate competency in practice. Seminars with faculty provide opportunities to integrate the nurse practitioner role, to discuss professional issues and the process of effective change within the health care system. Total clock hours equal 300. Course Prerequisites: all core courses, advanced core courses, NU 7100, NU 7110, NU7142, NU7152, NU7143; or permission of faculty.

NU 7480. Research Project (2-4)
The research project provides an opportunity for scholarly work and application of theory acquired through the graduate program of study. The project should have relevance and make a contribution to the field of nursing. Under the direction of a student selected research project committee, the graduate student will refine the research project proposal typically initiated in NU 6080, submit the proposal to appropriate review committees, collect and analyze data, and prepare a complete research project report. The student will present the project. Research project credits are intended to be used in 0.5 credit hour increments over four semesters totaling two to four credit hours. Students should register for a minimum of 0.5 credit hours each semester (summer semester optional) until the project is completed. Ideally all research work should be completed before the last clinical semester in the program, unless special permission is obtained. Online format. Prerequisites: NU 6080, or faculty permission.

NU 7490. Research Utilization Project (2)
(Students with previous credit in NU 7480 may register for variable credit [0.5 to 2.0] in one semester) to complete the Research Project)
The focus of the course will be a research utilization project which will provide an opportunity for scholarly work and application of theory. The project should have relevance and make a contribution to the field of nursing, health care administration, or nursing education. Under the direction of course faculty a student will develop a research utilization project applicable to their graduate area of study. Please refer to the Guidelines for Research Utilization Project for more specific directions. Online format. Prerequisites: NU 6080.

NU 7500. Research Thesis (5-8)
This course expands the research experience of the student. Under the direction of a faculty member and thesis committee, the student will prepare and orally defend a nursing research thesis. Students may select the thesis option initially or may use this course to expand the research project to a thesis. Online format. Prerequisites: NU 6080. Faculty permission.

NU 7520. Environment of Care Management (4)
This course provides a comprehensive introduction to team coordination in a healthcare system, healthcare policy, quality improvement, and ethics. CNL students will integrate knowledge of advanced leadership skills, risk reduction methods, basic healthcare business principles, healthcare policy, and ethical client care to improve the health and wellness of a microsystem. Prerequisites: All Core Courses. Online format.
NU 7530. Clinical Outcomes Management (4)
Students will apply knowledge of illness and disease management as well as health promotion and disease prevention to manage care outcomes based on evidence based practices and patient risk analysis. The student will educate clients and families on how they can acquire additional resources, be health literate, and be independent managers of their own care. A health literacy plan as a component of the plan of care will be required. Content in genetics and selected global health issues will be incorporated into the course. Prerequisites: All Core Courses. Online format.

NU 7540. CNL Clinical Residency (6 credits; 360 clinical hours)
This course provides the student with a total immersion experience to become proficient in applying concepts from all previous courses with a specific population. In a hospital department, students will practice the role of the Clinical Nurse Leader (CNL) guided by a designated clinical preceptor and faculty partner. Students will utilize CNL competencies acquired in previous courses and apply the clinical microsystem methodology of quality improvement to develop and implement a process improvement activity in collaboration with their clinical preceptor and faculty partner. Weekly conferences will provide the opportunity for students to examine their role successes and discuss ongoing opportunities to successfully achieve objectives. Students are required to take a total of 6 credit hours to meet course requirements. The students may complete this requirement in two semesters, summer and fall only. Prerequisites: NU 7520 and NU 7530. Online format.

NU 7600. Healthcare Leadership and Organizational Behavior (3)
This course is designed to increase students’ awareness of organizational processes and practices including leadership, management, motivation, morale group dynamics, interpersonal communications, conflict and group problem solving. This course provides conceptual insights and behavioral skills needed for successful leadership of continuous improvement in individual, team and organizational performance. The course also highlights unique ethical, technological, regulatory and practical considerations for leadership within healthcare organizations. Online format.

NU 7610. Human Resource Management (3)
This course focuses on the emerging role of the human resources function in enabling higher levels of organizational performance. Traditional HR functions such as recruitment, selection, training, performance management, employee relations, career development, succession planning, equal employment, benefits and compensation are covered. Students will also discuss organizational structures and explore state-of-the-art employee participation and organizational design trends. Online format. Prerequisite: NU 7600.

NU 7620. Health Systems (3)
Health Systems surveys the major components and organizational interrelationships of the United States health service system. Students examine the various health care organizations (HCOs), personnel issues, delivery systems, policy, and payment mechanisms. This course introduces students to the public policy and business practice issues associated with access, cost and quality. Online format.

NU 7630. Health Policy and Politics (3)
This course examines political issues affecting contemporary health care services by analyzing policy goals, public policy formulation processes, and external environments with special attention to nursing’s contribution. Content blends political analysis (process and structure), advocacy, and health services research to advance healthcare policy, economic analysis, with utilization of public health initiatives case studies. Future health care leaders also gain an appreciation for how political structures determine interactions with local and national governments. Online format.
Facilities and Services

The association between Research College of Nursing, Research Medical Center and HCA Midwest Division makes a vast array of clinical, educational and personal services and facilities available to students.

Research College of Nursing is located at 2525 East Meyer Boulevard, across the street from Research Medical Center. Some of the buildings and facilities students may use which are located on the campus include:

**Administrative Offices**
Offices for the President, Dean of Nursing, Student Affairs, Financial Aid, Transfer and Graduate Recruitment, Technology, Student Organizations and Faculty Support Staff are located on the first floor of the College of Nursing. The close proximity of administration offices to student housing and parking provides easy access to students.

**Child Development Center**
A program offering developmental care for children of employees of Research Medical Center (RMC) and staff and students of Research College of Nursing is provided and subsidized by Research Medical Center. The daily educational program has been designed to meet the individual needs of each child. The center is located northwest of RMC.

**Classrooms**
Located on B-level of Research Medical Center and in the College of Nursing, spacious classrooms with comfortable seating provide a pleasant learning environment. Modular walls in some of the classrooms allow for flexible and creative arrangements to facilitate the educational process. An auditorium provides facilities for special presentations and accommodates larger groups of students.

**Clinical Facilities**
To offer a complete education experiences take place in a variety of health-related settings in the Kansas City metropolitan area. Several of these are HCA Midwest Division agencies including Research Medical Center, Menorah Medical Center, Centerpoint, Belton Regional Medical Center, Lee’s Summit Medical Center, and Overland Park Regional Medical Center. Additional clinical sites offer students experiences in community-based settings, industry, long-term care, and ambulatory care settings. It is the responsibility of students to provide their own transportation to off-campus sites.

**Computer Lab at 2525 Building**
Students may use the computer lab on the third floor of the College at 2525 East Meyer Boulevard. This lab contains 15 personal computers that provide word processing and other software applications and access to the internet. Learning programs that support the nursing curriculum are also available on these computers.

**Faculty Offices**
Faculty are provided comfortable offices to accommodate the need for one-on-one interaction with other faculty and students. Offices, a faculty library and small conference rooms are located in the College of Nursing on the second and third floors.

**Learning Resource Center**
The Learning Resource Center (LRC) is a centralized facility that provides coordinated educational services and learning activities to prepare the learner to enter the professional work place as a competent practitioner. The LRC has a variety of mechanisms available for the dissemination of information to a wide range of learners that best meets individual learning styles and needs. Computers, audio-visual equipment, learning models, and manikins are available for students to use in the LRC. The LRC offers a learning environment free from the traditional classroom setting. The supportive environment of the LRC allows students to become adult learners capable of independent, self-directed learning through a variety of methods. The LRC provides students with a comfortable meeting space. The LRC can be used by undergraduate and graduate students. Students are assisted in use of the LRC by the Assistant Director, LRC staff, and faculty.

**Library**
The Carl Ferris, M.D., Medical Library, located along the hallway connecting RMC A-Level and the first floor of Research Tower building, provides library services to the College. Remote access to a wide array of electronic medical and nursing journals and practice guidelines is provided for all nursing students through several electronic databases. A significant
portion of the books in the collection are devoted to nursing. Many of the most important indexes to nursing and health science literature are available. A cooperative courier service facilitates access to desired materials held in other health sciences libraries in metropolitan Kansas City and the library is part of regional and national lending networks. Library staff is available to provide assistance in finding needed information. Access to online databases offers quick, complete bibliographic data on selected topics.

Library Hours:
   Monday – Friday       8:00 a.m. – 4:30 p.m.
   Saturday & Sunday      Closed

Access to the Library after hours is arranged on an as needed basis. Students should contact the Director of the Library at least 24 hours in advance to arrange access.

Physical Recreation Facilities
Health and fitness are encouraged through the curriculum and as a part of student life. An exercise facility is provided by Research Medical Center. Memberships for three, six and 12 month periods are available to nursing students at nominal fees. Weight machines, free weights, treadmills, stationary bikes and other exercise machines are available. Contact the Cardiac Rehab Department in Research Medical Center for more information.

Research Medical Center
Because Research College of Nursing is located on the campus of Research Medical Center, there are numerous services and facilities available. A few of these include: emergency health care, credit union, and gift shop. For more information about these and other services and facilities consult the Research College of Nursing Guide to Student Life.

Research Psychiatric Center
Located on the campus of Research Medical Center, this 100 bed private, freestanding psychiatric hospital provides services for adolescents, adults and senior adults. Services include substance abuse treatment programs and an intensive care unit.

Seelos Simulation Center
The Center is a state-of-the-art simulation environment which utilizes scenario-based learning to create realistic clinical situations. Students work with faculty, Center staff and peers to develop the clinical reasoning skills necessary to provide safe, quality care in complex healthcare settings. Practice in this simulated environment offers students the opportunity to provide care without posing risks to actual patients; to learn effective communication skills; and to function as a member of an interprofessional team. A critical element of simulation is the process of debriefing and reflection which occurs following each scenario. Through this process, students gain an understanding of the factors which impact their ability to provide safe, evidence-based care.

Student Housing
Students may live in the Student Village, located west of Research Medical Center. The village consists of eight buildings containing two-bedroom townhouses and single bedroom apartments. Housing is available to all students, married students and students with children.
College Life

Research College of Nursing believes in promoting the development of the individual student. Programs, services, activities and other opportunities are provided to help meet student needs beyond the academic program. The following section describes some of the services and programs available. Note that all students in the undergraduate program have the opportunity to utilize all services and participate in student activities on both the Research College of Nursing campus and the Rockhurst University campus during each year of their enrollment.

Graduate students have access to services and facilities on the Research campus unless otherwise noted.

Campus Ministry

Research College of Nursing respects the religious beliefs of all members of the college community and seeks to support the personal and spiritual development of each member of the College within the context of her/his own beliefs. Students who desire assistance or participation in religious activities should contact either the Office of Campus Ministry at Rockhurst or the Pastoral Care Office at Research Medical Center.

Counseling

The college years are times of rapidly expanding self-awareness and it is not unusual for students to experience difficulty with adjustment to emotional and interpersonal concerns. Faculty advisers are available to assist students with their educational and personal concerns. Additionally, students may seek counseling assistance by contacting the Student Affairs office at Research College of Nursing for referral or the Counseling Center at Rockhurst University. Graduate students may use the Rockhurst center on a fee basis.

Health Services

Students who become ill during a college class or clinical should seek care as required by the situation with their primary care provider or through the services of University District Medical Care. Seriously ill students may use the Emergency Department at the Research or Brookside campus of Research Medical Center. Research College of Nursing students are encouraged to select a local primary care provider for medical care during their college years. Health insurance or a waiver is required for all nursing students. For further information regarding health insurance please see the sections on undergraduate and graduate academic policies.

Housing

Students who do not wish to commute may choose to live on campus. Housing is available to nursing students at either Research College of Nursing or Rockhurst University. Graduate students may live on the Research campus. Students interested in housing at Rockhurst should contact the Office of Residence Life for more information.

Housing at Research includes two bedroom townhouses and one bedroom apartments. Units are mostly unfurnished and may be occupied continuously throughout the year provided certain criteria are met. Married and single parent students are welcome. Housing services are administered through the Student Affairs Office.

Research Nursing Alumni Association

The Research Nursing Alumni Association is the official organization of graduates of Research. The Association promotes strong ties between the College and its graduates. Alumni activities include college recruitment, college and program promotion, reunions, an annual alumni weekend, recognition of outstanding alumni and fund raising for scholarship programs.

Sports and Recreation

Undergraduate students may participate on intercollegiate, intramural and club sport teams at Rockhurst University. Athletic facilities at Rockhurst University are available to nursing students and accommodate over 30 different activities to choose from.

Student Organizations

Undergraduate students may participate in several different organizations to meet their interests in professional development, intellectual accomplishment, community awareness and social activities. Students may form new student
organizations as the need or desire arises. Policies and procedures for forming new organizations are available from the Student Affairs Office.

Following are descriptions of currently recognized student organizations.

**Research Student Nurses’ Association (RSNA)**
This organization is the campus chapter of the Missouri Nursing Students’ Association (MNSA) and the National Student Nurses’ Association (NSNA). Students interested in learning more about the historical significance, current issues and future trends in nursing may wish to join this group. The organization conducts service and fund raising projects and brings nursing scholars to the campus to discuss different aspects of the nursing profession. Students also attend state and national nursing conferences.

**Student Government Association (SGA)**
This organization is comprised of elected representatives of each undergraduate class to promote the interests of students and of the College. Students develop an activities calendar and are responsible for social and service programs for the Research College of Nursing community. The Office of Student Affairs assists students in the administration of these programs.

**Student Nurse Christian Fellowship**
Open to all students with no membership fees or requirements, the Student Nurse Christian Fellowship provides a forum for students to meet and share their Christian faith through prayer, discussion and fellowship.

**The College Community: Expectations and Standards**

**Diversity Statement**
Research College of Nursing is committed to building a community in which diversity in all of its forms unites in a spirit of learning to celebrate the uniqueness of each individual and affirm human differences. We are dedicated to being leaders within our community by fostering an environment where the principles of personal responsibility, mutual respect and the pursuit of social justice are vigorously pursued.

**Respect Statement**
Nursing is a caring and compassionate profession that is rooted in personal and professional accountability. Treating others with respect and dignity is central to our mission and purposes. Faculty, students, staff and clinical partners are considered equal and active members of our community. All who work, live, study, and teach in our community are here by choice and as a part of that choice should be committed to principles of respect which are an integral part of Research College of Nursing. As members of a community, our goal is to treat others and ourselves with respect, dignity and care.

We will achieve that goal by engaging in the following activities:

- Sensitive communication practices and behaviors.
- Acknowledging each person’s self-worth and unique contributions to the community.
- Recognizing our individual backgrounds, outlooks, values and styles.
- Sharing principles of personal responsibility, mutual respect and common decency.
- Celebrating the uniqueness of the individual and developing our understanding and tolerance of differences in gender, ethnicity, age, spiritual belief, sexual orientation, and physical or mental potential.
- Growing and sustaining a caring culture, nurturing growth and fulfillment in one another and in the larger communities of which we are a part.
- Discouraging intolerance, hatred, and injustice and promote constructive resolution of conflict.
As members of our community, students are expected to:

- Respect the sanctity of the education process by expressing respect for the faculty member as the organizer and guide through this learning experience as well as for fellow students.
- Take responsibility for their own learning.
- Treat other members of our community with respect, a sense of cooperation and with concern for their welfare.

As members of our community, faculty members are expected to:

- Respect the sanctity of the education process by honoring their commitment to students in terms of time, fairness and enthusiasm.
- Provide responsible teaching to the students.
- Treat other members of our community with respect, a sense of cooperation and with concern for their welfare.

As members of our community, staff members are expected to:

- Respect the sanctity of the education process by acknowledging the importance of education and supporting the process to the fullest.
- Treat other members of our community with respect, a sense of cooperation and with concern for their welfare.

Members of our community are honor bound to address disruptive, disrespectful or discriminatory behavior. We will work together to achieve our goal of treating others with respect, dignity and care and work toward sensitizing ourselves to what could be interpreted as disrespect. This goal should be reflected in our daily lives and our interactions and moments with other members of our community and with our clinical partners.

Research College of Nursing insists on the highest standards of academic and professional integrity. The College will not tolerate dishonesty in any form. Anyone found in a dishonest act may be disciplined according to the policies and standards contained in the Research College of Nursing Guide to Student Life.

The academic community is represented by the Governing Board, faculty, administrators, students and friends. This community has an obligation for the growth and development of its members and it sets the standards of behavior for its members. Disciplinary and academic policies are set in place to guide and support the accomplishments of these obligations and goals.

Specific policies, procedures and regulations may be found in this catalog, the Guide to Student Life, and in other official notices and publications.
Academic Calendar 2015-2016

Traditional B.S.N. and Graduate Program

Fall Semester 2015

August 17  Regular Registration (One day only. Late fee assessed after this date.)
August 19  Classes Begin
August 25  Last day for delayed entrance into classes (End of Drop/Add period)
September 7  Labor Day Holiday: No Classes
September 15  Mass of the Holy Spirit
September 18  Research College Fall Convocation: All students attend
Graduate Courses Withdrawal Dates  RESEARCH CLASSES: See syllabi for course specific withdrawal dates
October 21-23  Midterm Break: No Classes
November 6  ROCKHURST CLASSES: Last day to withdraw from a class
November 25-27  Thanksgiving Holiday: No Classes
December 7  Last Day of Classes
December 9-15  Final Examinations
December 19  Research College of Nursing M.S.N. Hooding and Graduation Ceremony

Spring Semester 2016

January 11  Regular Registration (One day only. Late fee assessed after this date.)
January 12  Classes Begin (act as Monday class; no Tuesday class this week)
January 14  Sophomore Welcome Ceremony
January 18  Martin Luther King, Jr. Holiday: No Classes
March 14-18  Spring Break: No Classes
March 25-28  Easter Break: No Classes
April 22  Scholarship Day: All Students Attend
May 3  Last Day of Classes
May 5-11  Final Examinations
May 13  Baccalaureate Mass
May 13  Sigma Theta Tau Induction
May 14  Pinning Ceremony and Graduation

Summer Semester 2016

May 16  Graduate Courses for Summer 12 Week Session Begin
May 30  Courses for Summer 10 Week Session Begin
August 5/August 5  Graduate Courses for Summer 12 Week/ 10 Week Session End

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# Academic Calendar 2015-2016

## Accelerated B.S.N. Program

### Term One  
**Fall 2015**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>August 13-14</td>
<td>Orientation: Mandatory for all Accelerated students</td>
</tr>
<tr>
<td>August 17</td>
<td>Classes Begin</td>
</tr>
<tr>
<td>September 7</td>
<td>Labor Day: No Classes</td>
</tr>
<tr>
<td>September 18</td>
<td>Research College Fall Convocation: All Students Attend</td>
</tr>
<tr>
<td>Withdrawal Dates</td>
<td>RESEARCH CLASSES: See syllabi for course specific withdrawal dates</td>
</tr>
<tr>
<td>October 21-23</td>
<td>Fall Break: No Classes</td>
</tr>
<tr>
<td>November 25-27</td>
<td>Thanksgiving Holiday: No Classes</td>
</tr>
<tr>
<td>December 17</td>
<td>Term One Classes End</td>
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</tbody>
</table>

### Term Two  
**Spring 2015**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>January 4</td>
<td>Term 2A Classes Begin</td>
</tr>
<tr>
<td>Withdrawal Dates</td>
<td>RESEARCH CLASSES: See syllabi for course specific withdrawal dates</td>
</tr>
<tr>
<td>January 18</td>
<td>Martin Luther King Day: No Classes</td>
</tr>
<tr>
<td>March 10</td>
<td>Term 2A Classes End</td>
</tr>
<tr>
<td>March 14-18</td>
<td>Spring Break: No Classes</td>
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<tr>
<td>March 21</td>
<td>Term 2B Classes Begin</td>
</tr>
<tr>
<td>March 25-28</td>
<td>Easter Break: No Classes</td>
</tr>
<tr>
<td>April 22</td>
<td>Scholarship Day: All students attend</td>
</tr>
<tr>
<td>May 13</td>
<td>Sigma Theta Tau Induction</td>
</tr>
<tr>
<td>May 19</td>
<td>Term 2B Classes End</td>
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### Term Three  
**Summer 2015**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>May 23</td>
<td>Term 3 Classes Begin</td>
</tr>
<tr>
<td>May 27-30</td>
<td>Memorial Day Break: No Classes</td>
</tr>
<tr>
<td>Withdrawal Dates</td>
<td>RESEARCH CLASSES: See syllabi for course specific withdrawal dates</td>
</tr>
<tr>
<td>July 4</td>
<td>Independence Day Holiday: No Classes</td>
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<tr>
<td>August 4</td>
<td>Classes End</td>
</tr>
<tr>
<td>August 6</td>
<td>Pinning Ceremony</td>
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</tbody>
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Faculty and Administration

Research College of Nursing Governing Board
Linda Clarkson
Nancy O. DeBasio, Ph.D., RN, FAAN
Jacqueline DeSouza
Donna Forgey, Ph.D.
Tom D. Harmon
Eleanor Howell, Ph.D., R.N.
Jeff Jernigan
Cyndi Johnson, M.A., R.N.
Rex Joyce, M.D.
Karin McCrary, R.N.
Cynthia Randazzo
Sandra K. Rozen
Patricia Wyatt, R.N.

Research College of Nursing Administration
Nancy DeBasio, Ph.D., R.N., F.A.A.N.
President
Julie Nauser, Ph.D., R.N.
Dean of Nursing
Leslie Burry, B.A.
Director of Transfer and Graduate Recruitment
Will Givens
Director of Technology Resources and Data Management
Amanda Gray, M.A.
Director of Student Affairs
Michele Haefele, M.S., R.N.
Director of Institutional Effectiveness
Glenna Mahoney, D.N.P., R.N.
Traditional BSN Program Director
Sheryl Max, M.N., R.N.
Director of Web Based Education
Julia Payne, M.S.N, R.N., R.N.C.-OB C.N.E.
Coordinator of Learning Resource Center
Rebecca Saxton, Ph.D., R.N., C.N.E.
Director of Academic-Clinical Practice Partnerships
Sharon Snow, Ph.D., R.N.
Accelerated BSN Program Director
Tobey Stosberg, M.S.N., M.A.E., R.N.
Director of the Seelos Center
Lynn Warmbrodt, Psy.D., R.N.
Graduate Program Director
Camelia Williams, B.F.A.
Registrar
Stacie Withers, B.S.
Director of Financial Aid
Research College of Nursing Faculty

Adjunct Faculty

Jan Andrews (2008)
Professor
B.S.N., Graceland University, 1981; M.S.N., University of Missouri Kansas-City, 1986; Ph.D., Medical College of Georgia, 1997.

Leslie Bachar (2006)
Instructor
B.S.N., Wichita State University, 1986; M.S.N., University of Phoenix, 2007.

Margaret A. Bjelica (2004)
Assistant Professor

Holly Burch (2014)
B.S.N., Chamberlain College of Nursing, 2010; M.S.N., University of Central Missouri, 2014.

Cheri A. Burchett (1992) (in memoriam)
Assistant Professor
B.S.N., St. Louis University, 1976; M.S.N., University of Kansas, 1991.

Susan E. Chrisman (1984)
Professor
B.S.N., St. Louis University, 1980; M.S.N., 1984; Ph.D., University of Kansas, 1995.

Teresa Chang (2005)
Clinical Faculty
B.S.N., Kaohsime Medical College, 1982; M.S.N., Research College of Nursing, 2006.

Barbara A. Clemence (1985) (in memoriam)
Professor Emeritus

Jo Ellen Collette (2014)
B.S.N., California State University Northridge, 2001; M.S.N., University of California Los Angeles, 2003.

Karen Cooper (2015)
Assistant Professor
B.S.N., University of Kansas, 1985; M.S.N., University of Kansas, 1996.

Lana K. Davies (1992)
Assistant Professor
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