

Indiana University School of Nursing

Welcome to the Indiana University School of Nursing!

The Indiana University School of Nursing opened its doors in Indianapolis in 1914. Since that time, it has evolved into one of the nation's most eminent schools, as evidenced by our achievements:

- US News & World Report Graduate School rankings for 2020 place the MSN and DNP programs #1 in the state of Indiana with the **Master's program** ranked in the top 50 in the nation. IUSON is the only program in Indiana to have a nationally ranked nursing specialty - Nursing Leadership in Health Systems - which was ranked 12th.
- The **Doctor of Nursing Practice (DNP)** at the IU School of Nursing is a graduate organizational and systems leadership program.
- The **PhD in Nursing Science** at the IU School of Nursing prepares advanced practice nurses to generate knowledge and shape nursing practice to meet society's need for safe, quality and compassionate care.
- The **Research in Palliative and End-of-Life Communication and Training (RESPECT) Center**, co-directed by two IU School of Nursing and one IU School of Medicine faculty, brings together an interdisciplinary team dedicated to improving the care of patients with serious and terminal illness through research, communication and collaboration.
- The Indiana University School of Nursing **Champion Center for Cancer Control** research expands and strengthens the schools research and reasearch training program in cancer prevention and control. With 14 faculty pursuing oncology research, IUSON has the largest number of oncology-intensive faculty in the country.
- Over 80 faculty, emerita faculty, and affiliates hold distinctions in the **American Academy of Nursing, Sigma Theta Tau International, National League for Nursing, American Academy of Nursing Practitioners, and National Academy of Medicine.**

Last updated April 2019

Accreditation, Memberships & Designations

Accreditation

- The baccalaureate, master's, Doctor of Nursing Practice, and post-graduate APRN certificate programs in nursing at Indiana University School of Nursing in Bloomington, Fort Wayne and Indianapolis are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW Suite 750, Washington, DC 20001, 202-887-6791.
- Indiana State Board of Nursing; BSN program
- American Nurses Credentialing Center's Commission on Accreditation Center for Professional Development and Lifelong Learning

Memberships

The School of Nursing is an agency member of the National League for Nursing's Council of Baccalaureate and Higher Degree Programs, Commission on Collegiate Nursing Education (CCNE), as well as the Committee for Institutional Cooperation (CIC). The school is also a constituency member of the National League for Nursing and the American Association of Colleges of Nursing.

Designations

We are designated an NLN Center of Excellence in Nursing Education in two categories, and are the first school in the history of the National League for Nursing to carry two designations:

- Center of Excellence in Nursing Education; Creating Environments that Promote the Pedagogical Expertise of Faculty, 2017-2022
- Center of Excellence in Nursing Education; Creating Environments that Advance the Science of Nursing Education, 2016-2021

Last updated April 2019

Administration

- Robin P. Newhouse, PhD, RN, NEA-BC, FAAN, Dean and Distinguished Professor
- Cynthia Bemis, DNP, RN, NE-BC, Interim Department Chair, Community Health Systems
- Janet S. Carpenter, PhD, RN, FAAN, Associate Dean for Research & Scholarship and Distinguished Professor
- Christopher Coleman, PhD, MS, MPH, FAAN, PMHCNS-BC, Associate Dean, Fort Wayne
- Mary Lynn Davis-Ajami, PhD, MBA, MS, FNP-C, RN, Associate Dean, Bloomington
- Deborah DeMeester, PhD, RN, CNE, Interim Associate Dean for Undergraduate Programs and Clinical Associate Professor
- Chandra Dyson, MS, MS Ed, Assistant Dean for Student Services
- Janet Fulton, PhD, RN, ACNS-BC, FAAN, Associate Dean for Graduate Programs and Professor
- Eileen Hacker, PhD, APN, AOCN, FAAN, Department Chair, Science of Nursing and Professor
- Diane Von Ah, PhD, RN, FAAN, Associate Dean for Academic Operations and Associate Professor

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Center for Academic Affairs

The Indiana University School of Nursing Center for Academic Affairs (CAA) serves students with academic advising, records management, and other academic needs. CAA serves as the home for the Associate Deans for Undergraduate and Graduate Programs, the Assistant Dean for Pre-Licensure Programs, the Assistant Dean for Student Services, the Director of Diversity & Enrichment, Academic Advisors, Recorders, and more.

Values

To provide the highest quality services and advisement to achieve student and programmatic success. We do this by applying and demonstrating effective listening skills,

personalized attention, strategic problem solving referrals, and team efforts.

Mission

To ensure the integrity of our academic programs and assist learners to meet their educational goals by effectively using resources to serve and support students, faculty, staff, and external stakeholders.

Last updated April 2019

Contact Information

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[Alumni & Giving](#)

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[Center for Professional Development and Lifelong Learning](#)

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Office of Research Support
600 Barnhill Drive, NU 338
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History

The Indiana University School of Nursing opened its doors in Indianapolis in 1914. Since that time, it has evolved into one of the nation's most eminent nursing schools.

Historical Milestones

1914 Indiana University Training School for Nurses opened at Indianapolis

1922 Alpha Chapter of Sigma Theta Tau International (STTI) was founded by six IUSON students

1932 Curricula established for Bachelor of Science in Nursing on Bloomington campus for public health nursing, administration and supervision of nursing service, and teaching in schools of nursing offered for registered nurses in Bloomington

1944 Division of Nursing Education placed in School of Education with preparation for teachers of science, nursing arts, medical-surgical, maternity, and pediatric nursing

1945 Master of Science in Nursing Education first offered at IU Bloomington

1950 Bachelor of Science in Nursing (BSN) Program first offered

1956 Name of school officially changed to Indiana University School of Nursing

1957 Original National League for Nursing (NLN) accreditation for the Master of Science in Nursing (MSN) Program

1960 Last diploma school graduates

1961 Original NLN accreditation for the BSN Program

1962 MSN degree first offered

1965 All nursing programs organized into one administrative unit to form the School of Nursing, the 10th school of Indiana University

1968 Original NLN accreditation for the Associate of Arts Program, IUPUI

1968 Specialist in Clinical Nursing program approved

1970 Implementation of the RN-MSN mobility option

1974 School of Nursing building dedicated at IUPUI

1975 NLN accreditation for ASN Program continued to 1983, IUPUI

1976 Original American Nurses' Association (ANA) accreditation for the Continuing Education program

1976 Doctor of Nursing Science (D.N.S.) program approved

1976 NLN accreditation for BSN and graduate programs continues

1978 First doctoral students admitted

1980 New upper-division baccalaureate curriculum initiated

1981 First Doctor of Nursing Science degree awarded

1982 NLN accreditation for BSN and graduate programs continued until 1990

1985 First master's degree courses offered at five sites—Indiana Higher Education Telecommunications System (IHETS)

1985 Office of Nursing Practice established

1987 Approval of Licensed Practical Nurse (LPN) to ASN mobility option at IUPUI Columbus

1989 School reorganized into academic departments

1990 Formal planning for a PhD program in nursing initiated

1990 Institute of Action Research for Community Health established

1991 Designation of Institute of Action Research for Community Health as a World Health Organization Collaborating for Healthy Cities

1991 Establishment of Mary Margaret Walther Program in Oncology Care Research

1993 Accreditation of BSN and MSN programs by the National League for Nursing for eight years

1995 Transition from DNS to PhD degree program approved

1996 First class of PhD in Nursing Science students admitted

1998 Emily Holmquist Endowed Professorship instituted

1998 Commission on Collegiate Nursing Education (CCNE) Board of Commissioners granted IUPUI preliminary approval of the baccalaureate and master's nursing education programs

2000 Accreditation of BSN and MSN programs continued by the National League for Nursing Accrediting Commission for eight years

2000 New 10-year accreditation of BSN and MSN programs by the Commission on Collegiate Nursing Education

2003 First class of students in PhD in Nursing Science distance-accessible option admitted

2006 Appointment of first Edward W. and Sarah Stam Cullipher Chair

2006 Appointment of first Sally Reahard Chair

2006 Awarded designation as a Center of Excellence by the National League for Nursing

2006 Center for Research in Nursing Education was formed

2008 Grand opening of the Jean Johnson Schaefer Resource Center for Innovation in Clinical Nursing Education

2008 Designation of IUSON as a "system school" ended June 30, 2008

2008 Designation of IUSON as a "Core Campus School"-Bloomington, Columbus, Indianapolis

2009 Re-designation as a National League for Nursing Center of Excellence in Nursing Education to Promote the Pedagogical Expertise of Faculty, 2009 - 2012

2009 Doctor of Nursing Practice (DNP) approved by the Indiana Commission for Higher Education

2009 95th anniversary of nursing at Indiana University

2010 RN to BSN Degree Completion Program begins in coordination with the state-wide consortium of IU system Schools of Nursing

2011 Doctor of Nursing Practice (DNP) accredited by the Commission on Collegiate Nursing Education (CCNE)

2011 Appointment of first Angela Barron McBride Professorship in Mental Health Nursing

2012 Re-designation as a National League for Nursing Center of Excellence in Nursing Education to Promote the Pedagogical Expertise of Faculty, 2012-2017

2012 Designation as a National League for Nursing Center of Excellence in Nursing Education to Advance the Science of Nursing Education, 2012-2016

2014 100th Anniversary of nursing at Indiana University

2015 IU School of Nursing Columbus, received independent CCNE accreditation

2016 Re-designation as a National League for Nursing Center of Excellence in Nursing Education to advance the Science of Nursing Education, 2016-2021.

2016 Ball Nurse's Sunken Garden re-dedication.

2016 Indiana University School of Nursing Champion Center for Cancer Control Research established.

2017 Re-designation as a National League for Nursing Center of Excellence in Nursing Education to Promote the Pedagogical Expertise of Faculty, 2017-2022.

2018 Indiana University School of Nursing Fort Wayne established.

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Mission, Vision & Values

Mission

Indiana University School of Nursing (IUSON) prepares outstanding nurses to be clinicians, educators, leaders, innovators, and scientists. We partner with students, healthcare professionals, organizations, and communities to inspire lifelong learning and create knowledge to improve the health of the people we serve. (12/2012)

Vision

Indiana University School of Nursing (IUSON) is a global leader in creating innovative learning environments that support excellence in education and research to advance the health of the world's citizens. (12/2012)

Strategic Priorities for 2016 - 2021

Focus Area #1: Educate nurses prepared to delivery state-of-the-art care, conduct cutting edge research, and lead significant healthcare improvements in Indiana and beyond.

Focus Area #2: Recruit and retain high-quality faculty and staff.

Focus Area #3: Be a national leader in innovative science to improve patient outcomes.

Core Values

These core values are fundamental to the success of the nursing profession and the Indiana University School of Nursing community. They serve as the foundation for our work, how we interact with one another, and help guide the strategies we employ to fulfill our vision, mission, and strategic goals. We are supportive of one another's efforts, loyal to one another, and care for one another both professionally and personally. We embrace, own, and are energized by these core values.

- **Respect:** We create a positive environment by treating all people with mutual respect and

sensitivity, recognizing the importance of their contributions and diversity.

- **Responsibility:** We accept responsibility for our actions.
- **Trust:** We foster trust by acting with honesty, integrity, and openness.
- **Dialogue:** We build community through dialogue by sharing and respecting our diversity of opinions, views, and expertise.

Diversity Statement

Recognizing the rapidly increasing diversity of America and of higher education, and in support of the mission of Indiana University School of Nursing, faculty and staff are committed to promoting an educational environment that values, respects, and reflects a global view of diversity. To fulfill this commitment, we strive to:

- Promote curriculum content that reflects a commitment to diversity
- Develop a comprehensive academic success model
- Recruit and retain students, faculty, and staff from diverse backgrounds
- Establish and maintain links to the diverse communities of the city, the state, the nation, and the world
- Identify resources that support diversity, promote academic excellence, and enrich our academic environment
- Promote research that reflects commitment to cultural diversity
- Promote culturally competent practice among students, graduates and faculty

Statement by the Dean

Since its founding in 1914, Indiana University School of Nursing (IUSON) has grown into one of the largest schools of nursing in the country. The school holds an excellent national reputation for nursing education with expert faculty in the areas of science and teaching/learning approaches. IU School of Nursing's Master's and DNP programs are ranked #1 in Indiana according to *US News & World Report* Rankings Best Nursing Schools 2021 edition. In addition, *US News & World Report 2020 Best Online Rankings* placed the Master's program in the top 50, with the Nursing Education track ranking #4 in the nation. At IUSON we offer the full range of academic degrees, from undergraduate through doctoral levels, as well as postdoctoral research training and extensive lifelong education options. The school has a National League for Nursing (NLN) designation as a Center of Excellence in two categories simultaneously: 1) Creating Environments that Promote the Pedagogical Expertise of Faculty, and, 2) Creating Environments that Advance the Science of Nursing Education. IUSON was first in the history of the National League for Nursing to hold two Center of Excellence designations.

We are committed to preparing you for a career in the profession of nursing. We have over 21,000 living alumni, and our graduates are chief nursing executives of large health facilities, deans of nursing schools, clinical specialists, advanced practice registered nurses, entrepreneurs, and staff nurses in urban and rural settings around Indiana and throughout the world.

Faced with the challenges of changing health care delivery, nurses will be called on areas as leading clinicians in areas never dreamed of by earlier generations. The faculty members of IUSON are committed to your success, to help you realize your professional aspirations in every career transition that you undertake, and to enable you to seize your own preferred future. IUSON has forged strong links between nursing education and nursing clinical services across settings in order to improve the health of individuals, families, and communities. We invite you to become a part of our extended IUSON family.

Robin P. Newhouse, PhD, RN, NEA-BC, FAAN
Dean and Distinguished Professor

Last updated April 2020

Academic Standing and Probation

Good Standing

Students who maintain a minimum cumulative grade point average (GPA) of 2.0 and earn a grade of "C" (2.0) or better in all required general education and didactic courses and a grade of "S" in all required practicum/clinical courses and are progressing normally will be considered in good standing.

Academic Probation

Students enrolled in the Indiana University School of Nursing BSN Program will be placed on academic probation when any of the following conditions exist:

1. The cumulative GPA falls below "C" (2.0)
2. The semester GPA falls below "C" (2.0)
3. A grade below "C" (2.0) has been received in a required didactic course, or a grade of "F" has been earned in a required practicum/clinical course-this includes required general education courses, as well as nursing major courses.
4. A Failing grade may be given for the following:
 - 1. failure to meet course objectives;
 - 2. academic dishonesty, misconduct, or personal misconduct as defined by Indiana University;
 - 3. unsafe clinical behavior: including (but not limited to) HIPAA violations, breaking agency policies, breaking course rules related to clinical behavior.

Students who are on Academic Probation shall:

1. Meet with a designated academic advisor for the home campus at least three sessions, adhering to posted timeline for completing meetings. Walk in meetings are not acceptable. Each campus may specify one or more group meetings that may count in this process. The purpose of the meetings is to plan for academic success. Students may not register until they complete the three meetings, and

each campus will set timing parameters that are required to ensure that students are engaged early in the semester and not simply rushing in late in a semester.

2. Complete a required plan for tutoring/remediation during the time period in which he/she is on probation. This plan is completed with the designated faculty or professional staff person by campus. *Students on academic probation will not be released to register for the next semester until these conditions have been fully met.*

Academic Probation will be removed and a student returned to “good standing” when all of the following conditions exist:

1. The cumulative GPA returns to “C” (2.0) or higher.
2. The semester GPA is “C” (2.0) or higher.
3. A minimum grade of “C” (2.0) has been received in the required didactic courses completed, and a grade of “S” has been earned in the required practicum/clinical courses completed. All other specific conditions, if required, have been met.
4. The student has secured a permanent placement in a new cohort.

Note: Students who have been dismissed and reinstated will remain on academic probation throughout the remainder of the program.

Please refer to School of Nursing Policy AFS-21.

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Academic Progression

Problems related to a student's academic progression that emerge during enrollment in their undergraduate nursing program are handled through a committee hearing process. Students requesting an exception to policy may petition for a waiver to the BSN Admission, Progression, and Graduation (APG) Committee. Students wishing to make an appeal to APG should consult an academic advisor in the School of Nursing for information regarding this process.

Last updated April 2020

Academic Standing

Good Standing

Students who maintain a minimum cumulative grade point average (GPA) of 2.0 and earn a grade of “C” (2.0) or better in all required general education and didactic courses and a grade of “S” in all required practicum/clinical courses and are progressing normally will be considered in good standing.

Out of Sequence (OOS)

A student who has maintained the minimum cumulative GPA, and earned a passing grade in all required courses, but who has interrupted his/her course of study, or is in part time study in tracks in which dictated full time

progression plan is in place (e.g. not applicable to RN to BSN students whose plan of study is flexible). This includes:

- Students transferring in to IUSON are out of sequence:
 - Temporary transfer students are always considered out of sequence.
 - Permanent transfer students are out of sequence until such time as they have been placed in a permanent seat in a cohort.
- Students who have withdrawn from required courses for any reason are out of sequence until the student has successfully completed the courses that he/she has withdrawn from.
- Students who have opted to sit out from required courses for any reason are out of sequence until the student has successfully completed a full semester upon return.

Note: Once an out of sequence student has been permanently placed in a new cohort in full timestudy, (and after one initial successful semester following the interruption or transfer) he/she is no longer out of sequence (and is in good standing). Part time students are always out of sequence.

Students who have interrupted their program of study for any reason or desiring transfer to an IUSON core school are required to submit a written request to the chairperson of the BSN C/SA Admission, Progression, and Graduation (APG) Committee. Students seeking reentry should make their request (received by the APG committee) by March 15 for fall semester and September 15 for spring. All requests for reentry will be evaluated on the basis of the availability of resources. Reentry of students who have interrupted their study for any reason is not guaranteed. Students who reenter must adhere to the policies and curriculum of the School of Nursing that are in effect at the time of reentry. Transfer students should refer to the student transfer policies for details (AFS-32 Student Permanent Transfer; AFS-33 Student Temporary Transfer; AFS-34 Student Permanent Transfer from Other University; AFS-67 Student Permanent Transfer within the Core).

Please refer to School of Nursing Policy AFS-21 BSN Academic Standing.

For more details, please see IUSON Box site for policy <https://iu.box.com/iuson-policies>.

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Alternative Course Credit in the BSN Program

This policy applies to core campus undergraduate nursing students who wish to seek equivalency related to nursing courses in order to award course credit and/or exemption for undergraduate nursing courses, with the exception of the capstone course in the BSN. This policy does not apply for students seeking credit for graduate level nursing courses.

Course Equivalency

This policy applies to nursing students who wish to seek equivalency related to nursing courses in order to award

course credit and/or exemption for undergraduate nursing courses, with the exception of the capstone course in the BSN. This policy does not apply for students seeking credit for graduate level nursing courses.

- The student will receive blinded written feedback regarding the outcome of the review, and written feedback and outcome of the review will be posted to the student record. There is no appeal process for the course equivalency request.
- Undergraduate nursing students may submit the syllabus/syllabi from a prior nursing course to determine equivalency for a course in the student's plan of study for a BSN degree.
- The course must have been passed with a "C" or better, as documented by transcript.
- The course must be eligible for course credit as determined by campus administration.
- Graduate level courses may be submitted for credit for undergraduate credit equivalency, but if accepted for undergraduate credit, are not later eligible for consideration toward a graduate degree at IUSON.
- The course will be subjected to a review process, and only courses (or combinations of courses) that demonstrate achievement of at least 75% of the learning outcomes/objectives for the course will be eligible for equivalency.
- The request for equivalency review must be submitted at least 3 months prior to the time when the student would begin the course, according to the student's plan of study.

For more details, please see IUSON Box site for policy <https://iu.box.com/iuson-policies>.

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Portfolio

Students may validate prior learning (academic work, or professional experience) by preparing a portfolio to demonstrate acquisition of content and skills commensurate with outcomes/competencies/ objectives or specific course(s). Students may also submit course syllabi and transcripts for course equivalency. The student must demonstrate satisfactory academic standing.

1. Student meets with academic advisor to review portfolio process, criteria needed to portfolio, and deadline dates (two semesters before the course is offered).
2. Student meets with instructor for a brief review of the student's work/experiences/previous courses.
3. If faculty agrees there is potential to portfolio, student sees advisor and registers for Z480.
4. Academic advisor notifies instructor of student registration for Z480.
5. Student gathers evidence for the portfolio following the IUSON guidelines, and sends the portfolio to the instructor by a specific time/date.
6. Instructor reviews the material, notifies the student and completes the Portfolio Review Form. It is sent to the Associate Dean for Undergraduate Programs (or appropriate administrative designee) for a signature. Dean's office sends approved portfolio to academic advisor to initiate "special credit".

7. If all course requirements are complete, the academic advisor applies for "special credit".
8. If Special Credit is approved with minor changes, the student is to register for the course or for Independent Study and complete faculty expected course outcomes/objectives:
 1. Instructor informs student of the activities needed for portfolio (see attached "SpecialRequirements" form).
 2. Faculty signs this form upon the completion of the needed items and returns the form to the academic advisor.
 3. Academic advisor sends the Special Credit form to the Registrar.
9. If Special Credit is denied the student meets with the academic advisor and registers for the required course.

Please refer to School of Nursing Policy AFS-20

For more details, please see IUSON Box site for policy <https://iu.box.com/iuson-policies>.

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Practicum and Clinical Absence Policy

Students are required to participate in all regularly scheduled or substituted clinical practicums. Clinical practicums are defined and indicated as: practicum/clinical/simulation/Inter-Professional Education/laboratory experiences as they strive to meet course objectives/outcomes. Failure to complete all regularly scheduled or substituted clinical practicums places the student at risk for not meeting course objectives. Students absent from more than 20 percent of scheduled clinical practicums will either receive a failing grade, be allowed to withdraw according to IUSON Policy VI-A-12, or take an incomplete according to University policy as dictated by the timing and circumstances surrounding the absences.

1. Students are responsible for notifying clinical faculty prior to a scheduled clinical practicum when there is an illness or personal crisis preventing them from safely and effectively participating in the learning experience. Designated notification method (e.g., phone call, email) and time (e.g., at least one hour prior to the scheduled experience except in the case of emergency) will be published in course material and may differ from course to course. Texting may be initial notification, but a mandatory email through Canvas to confirm an absence is required. Clinical attendance is not allowed if student has symptoms of a communicable disease in the past 24 hours.
2. Students are also responsible for notifying the appropriate agency contacts (e.g., preceptor, person(s) on the clinical unit and/or other care settings) by the published, designated, notification method and time if they will be unable to safely and effectively participate in the learning experience.
3. During the practicum orientation, course faculty will inform students of expectations regarding notification method (e.g., phone call, email), time (e.g., at least one hour prior to the scheduled experience except in the case of emergency), and excusable circumstances for absence from a clinical practicum.

4. Students who do not notify course faculty and appropriate agency contacts as outlined in procedures one and two may fail the course and receive a grade of "F".
5. Students, who are absent from a required, regularly scheduled or substituted clinical practicum must contact course faculty within 24 hours of the absence to determine the consequence of the absence. If the clinical course schedules make-up days, these will be listed on the practicum schedule and students are instructed during orientation that these days are to be kept open as needed for clinical make-up. These clinical make-up days are not alternative options for regularly scheduled, clinical days. Clinical make-up days are intended for illnesses, snow days, and unexpected circumstances that may occur preventing students and/or faculty from safely and effectively participating in clinical. Nursing-related job interviews and/or professional conference attendance may be considered an excused absence at the discretion of faculty.
6. Course faculty will determine the most appropriate consequence of missing required, regularly scheduled or substituted clinical practicums according to published course expectations. Faculty will determine and schedule substitute-learning opportunities for students who are absent. Consideration for this option is defined by course objectives/outcomes, student learning needs, and available resources.
7. Students must be on time to the assigned clinical unit. On time means that students are fully prepared at the designated facility location and start time, as determined by the clinical faculty. Course faculty will determine the most appropriate consequence in regards to clinical tardiness. Excessive tardiness (2 occurrences) may result in a documented absence and could result in failure of the clinical course.
8. In accordance with Title IX, all absences associated with pregnancy and/or childbirth will be considered excused. In addition, students incurring severe illness and/or injury (e.g., severe injuries sustained in a motor vehicle accident, cancer treatment) will also be considered excused. Ordered military duties and jury duty will be considered excused. In these circumstances, students may be assigned an incomplete if hours are not made up in the current semester. Students who are assigned an incomplete will have one year (from the time of absence) to complete all required hours.
9. Students will not be able to make-up unexcused absences, which will result in a course failure. Examples of unexcused absences include, but are not limited to, non-compliance with immunization policies, job commitments, planned trips, or taking the day off. If a student has a special circumstance for requesting an excused absence from a clinical day, the student is responsible for contacting the clinical faculty and course leader within the first week of the semester. The clinical faculty and course leader, with input from department leadership, will discuss the situation and decide whether the absence will be excused or unexcused.
10. Missing clinical orientation may result in the student needing to withdraw from clinical if there are pre-

requisites to clinical that cannot be replicated (e.g., computer training only offered on orientation day).

Please refer to School of Nursing Policy AFS-22.

For more details, please see IUSON Box site for policy <https://iu.box.com/iuson-policies>.

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Course Grade Appeals

The purpose of the course grade appeal is to provide recourse to a student who has evidence or believes that evidence exists to show that an inappropriate grade has been assigned. Faculty have the authority and responsibility to fairly judge the quality of student work in the courses they teach, including written, examination, clinical, and laboratory performance. The purpose of the policy on student grade appeals is to provide a system that affords recourse to a student who has evidence or believes that evidence exists to show that an inappropriate grade has been assigned as a result of prejudice, caprice, or other improper conditions such as mechanical error, or assignment of a grade inconsistent with those assigned to other students. The grade appeals procedure is designed to protect students from grade assignments that are inconsistent with policy followed in assigning grades to others in the course.

School of Nursing Policy AFS-18 outlines the Course Grade Appeal process and the appropriate procedural steps therein. A grade will not be raised because a faculty member graded tests, projects, or assignments very severely, providing the faculty member applied the same rigorous standards to all students. Nor will proof that a faculty member has been antagonistic toward the student be sufficient cause to raise a grade unless evidence exists that such antagonism did in fact result in a lower grade. The grounds for appeal are limited. If you are not certain whether you have grounds for appeal, you should discuss your case with the Assistant Dean for Student Services at IUPUI; Assistant Director for Student & Nursing Advisor at IUB or Associate Dean at IUFW.

Appeal Protocol Levels:

1. **Primary Level:** Should a student have a concern about a course grade the student should first seek an appointment to discuss the grade with the course faculty member. The student should contact the faculty member in this case within 5 working days of receipt of the grade. A working day includes Monday – Friday excluding university holidays or other days that the university is closed for any reason. The grade may be received through a formal notification of the grade as may occur at the end of a clinical course, or through the grade posted on One.IU, which ever comes first. The faculty member shall meet with the student promptly to discuss the concern.
2. **Intermediate Level:** Following this meeting, if the student continues to believe that an inappropriate grade has been assigned, the student should promptly seek an appointment with the Department Chair or designee at IUPUI, or Associate Dean at IUB or Associate Dean at IUFW, who will meet with the student, consider evidence in the matter, and

draw a conclusion which shall be communicated to the faculty member and student.

3. Final Level: Following this meeting, if the student continues to believe that an inappropriate grade has been assigned, the student should promptly seek an appointment with the Associate Dean for Undergraduate Programs. The Associate Dean for Undergraduate Programs shall meet with the student, consider the matter fully, and provide a written summary of the final findings to the student, copied to the faculty, and chair or administrator.

Please refer to School of Nursing Policy AFS-18

For more details, please see IUSON Box site for policy <https://iu.box.com/iuson-policies>.

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Dismissal and Reinstatement

Dismissal

A student will be dismissed from the BSN program when, in the judgment of the Admission, Progression, and Graduation (APG) Committee on the Core campus, there is either:

- A lack of progress towards the degree, including, but not limited to any of the following:
 - Failure to achieve a 2.0 semester grade point average in any two (2) consecutive semesters
 - Failure to achieve a grade of C (2.0) or S (Satisfactory) in any two (2) required nursing courses (didactic or practicum/clinical) on the first attempt
- Failure to achieve a grade of C (2.0) or S (Satisfactory) in any required nursing course (didactic or practicum/clinical) by the second attempt
- Failure of more than three (3) general education courses required for the BSN degree. Of the three courses, only two (2) failures will be allowed in science coursework (including both preadmission and during degree coursework). Any grade below a C (2.0) is considered failing
- A pattern of repeated withdrawals from nursing courses (over two (2) or more semesters) constitutes a lack of progress
- Failure to meet IUSON Essential Abilities expectations
- **OR**
- An issue pertaining to personal integrity or conduct. Issues will include, but not be limited to, the following:
 - Failure to meet Code of Student Rights, Responsibilities, and Conduct. For example:

falsification of records or reports; plagiarism; or cheating on an examination, quiz, or any other assignment (see Code of [Student Rights, Responsibilities, and Conduct](#)).

- Personal integrity or conduct demonstrating unfitness to continue preparation for the profession of nursing. Integrity and conduct will be judged according to the standards of the most recent as adopted by the American Nurses' Association.

Reinstatement

A student who has been dismissed from the School of Nursing for academic failure or any other reason may request reinstatement only one time. A student who has been dismissed from and been denied reinstatement to any of the three tracks at the Indiana University School of Nursing (Traditional BSN, Accelerated BSN or RN-to-BSN) may after a period of seven years re-apply to the School of Nursing upon the discretion of APG.

Please refer to School of Nursing Policy AFS-31

For more details, please see IUSON Box site for policy <https://iu.box.com/iuson-policies>.

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Eligibility for Licensure

Those who apply for licensure examination as a registered nurse in the state of Indiana must meet all requirements set forth by the Indiana Professional Licensing Agency and are required to submit to the Indiana State Board of Nursing (ISBN) written evidence, confirmed by oath, that they:

1. Have not been convicted of any act that would constitute grounds for disciplinary sanction under the Indiana State Board of Nursing rules and regulations or of any felony that has direct bearing on their ability to practice competently (note that relevant convictions include the possession and use of drugs or controlled substances);
2. Have completed a high school course of study or its equivalent as approved by the appropriate educational agency;
3. Have completed all graduation requirements at a state-accredited school of nursing.

Each student is responsible for meeting licensure application deadlines. Students who wish to be licensed in another state must contact that state's board of nursing directly. Students are responsible for processing all required licensure-related forms and applications and for meeting all state requirements for licensure. A graduate is eligible to schedule a date to take the computerized licensure examination once the State Board of Nursing has cleared the graduate to do so. Detailed instructions for completed the licensure process can be found at the Indiana State Board of Nursing [website](#).

International students and graduates of foreign nursing programs should contact the Indiana State Board of

Nursing for licensure requirements specific to them if they wish licensure in this state.

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Undergraduate Policies

- Academic Probation
- Academic Progression
- Academic Standing
- Alternative Course Credit
- Clinical and Practicum Absences Policy
- Course Grade Appeals
- Dean's List
- Dismissal & Reinstatement
- Eligibility for Licensure
- Grade Replacement
- Incomplete Grade Process
- Orientation
- Post Auto W
- Repeating & Auditing Courses
- Residency Requirements
- Time Limits
- Transfer
- Withdrawal

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Orientation

All students enrolled for the first time in nursing program courses in the School of Nursing are required to attend the nursing orientation program at the beginning of the semester for which they are admitted. Freshmen and transfer students are expected to attend the campus orientation program.

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Auditing Courses

Auditing of Courses

Students may register for general-education classes that will not apply to their BSN degree on a credit or audit basis. Students auditing a course must officially register for the class and pay any applicable fees. Upon completion, the course is entered on the permanent university transcript as taken for no credit (NC). Required general-education courses taken for NC will not apply toward completion of nursing degree requirements. Students should check with an academic counselor as to procedures and fees for auditing classes.

Students may not audit nursing practicum courses. Permission to audit a didactic nursing course depends on availability of space, faculty consent, and demonstration of adequate program progression on the part of the student.

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Time Limits

Time limits placed on courses used for application to the BSN

Knowledge and competencies developed in courses that fulfill the requirements for Anatomy, Human Physiology, Finite Math, Microbiology, and Statistics are considered to be time limited for individuals pursuing an undergraduate degree in nursing. If any of these courses were taken

more than **seven years prior** to the application to the nursing undergraduate degree, the applicant must validate the related knowledge and competencies through testing, portfolio, or repeating the course to be eligible for admission and progression.

Please refer to School of Nursing Policy AFS-15, AFS 16 & AFS 30.

For more details, please see IUSON Box site for policy <https://iu.box.com/iuson-policies>.

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Time limits on completion of the BSN Program

Students pursuing the Traditional track must complete all BSN degree requirements within five years of enrolling in the first nursing course in the nursing major.

Students pursuing the Accelerated track must complete all BSN degree requirements within three years of enrolling in the first nursing course in the nursing major.

Students pursuing the RN-BSN track must complete all BSN degree requirements within four years of enrolling in the first nursing course in the nursing major, per IU RN-BSN Consortium guidelines.

Please refer to School of Nursing Policy AFS-26.

For more details, please see IUSON Box site for policy <https://iu.box.com/iuson-policies>.

Last updated April 2020

Transfer

Students requesting a transfer of any type should meet with the academic advisors at IUSON. Students on any IU Campus must meet with and receive a letter that supports the transfer from the Nursing Dean or Director on the campus that they are transferring from. This letter must be sent directly from the Nursing Dean/Director to the Chair of the Indiana University School of Nursing BSN Admission, Progression, and Graduation (APG) Committee. The student must also notify the Academic Advisor on the campus they are transferring from regarding their intent to transfer. The policies listed below will further outline the detailed procedures for each type of transfer request. For more details, please reference IUSON policy found in the IUSON Box site for policy <https://iu.box.com/iuson-policies>.

Student Permanent Transfer

The School of Nursing provides a mechanism for students who wish to permanently transfer from any other Indiana University Campus to the BSN Program on the Core Campus.

Please refer to School of Nursing Policy AFS-32

For more details, please see IUSON Box site for policy <https://iu.box.com/iuson-policies>.

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Student Temporary Transfer

The School of Nursing provides a mechanism for students who wish to temporarily transfer from another Core School of Nursing campus or any other Indiana University Campus to the BSN Program on the three Core Campuses.

Please refer to School of Nursing Policy AFS-33

For more details, please see IUSON Box site for policy <https://iu.box.com/iuson-policies>.

Last updated April 2020

Student Permanent Transfer from Other University

The School of Nursing provides a mechanism for nursing students from ACEN or CCNE Accredited BSN Programs other than Indiana University to permanently transfer to the BSN Program on the Core Campus. Indiana University School of Nursing reserves the right to accept or deny transfer of credit based on the guidelines below.

Please refer to School of Nursing Policy AFS-34

For more details, please see IUSON Box site for policy <https://iu.box.com/iuson-policies>.

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Student Permanent Transfer within the Core

To provide a mechanism for students who wish to permanently transfer within the Core Campus.

Please refer to School of Nursing Policy AFS-67

For more details, please see IUSON Box site for policy <https://iu.box.com/iuson-policies>.

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Withdraw

Withdrawals (grade of W) are issued to students wishing to withdraw from any or all courses during designated periods in the academic term.

Students must abide by the deadline dates posted by the registrar for each campus. A grade of W will appear on student transcripts when students self-withdraw during the electronic drop (edrop) period.

Following this, students wishing to withdraw must complete the official withdrawal form for each course and obtain the appropriate signature; with the faculty assigning a grade of W or F, per university policy. If the student performance was at a C level or satisfactory in a pass/fail course, a grade of W will be assigned, whereas students not passing at the time of withdrawal will be assigned an F grade. The instructor and campus dean/associate dean/designee will determine if the grade of W will be issued.

A grade of F will be recorded on the official transcript if a student stops attending but does not officially withdraw from a class.

Students withdrawing from nursing course work must complete this work prior to progression in the program. Students enrolled in non-standard nursing courses may withdraw according to the following guide:

- Students may withdraw with an automatic grade of W during the first 50% of the term.
- Students withdraw with appropriate signature any time after the first 50% of the term, up until a full 75% of the term is complete. Withdrawals during this period are assigned a W or an F, according to university policy (delineated above).
- Calendar start and stop dates posted with the registrar are adhered to for non-standard terms, regardless of the proportion of work completed

via self-scheduled or self-paced clinicals or courses of study.

Withdrawal from a required didactic nursing course requires withdrawal from co-requisite nursing practicum course(s), unless a full 75 percent of the practicum course has been completed. Withdrawal from a required practicum nursing course requires withdrawal from co-requisite nursing didactic course(s), unless a full 75 percent of the didactic course has been completed.

Withdrawal from nursing program courses constitutes a disruption in progression and requires that a student seek APG approval to retake the course(s). Students withdrawing from required nursing coursework will be considered out-of-sequence students. The date of graduation for out of sequence students is not guaranteed.

Students who withdraw from the nursing major in the first semester without beginning coursework, must seek readmission to the program (i.e. students who do not show up for the program at the start of the term).

More than three academic withdrawals in a semester from nursing or required science courses are considered lack of progress toward the degree. If a student withdraws from a course that requires automatic withdrawal from a co-requisite course, this withdrawal from the two courses will be counted as one withdrawal. A pattern of multiple withdrawals across more than one semester (more than four in over two semesters, or a similar pattern) may be considered lack of progress toward the degree by the Admission, Progression, and Graduation committee and may influence a request for consideration of reinstatement to the nursing program.

Students are encouraged to seek advice from advisors, faculty, or the Director for Diversity and Enrichment when considering withdrawing from coursework, retaking coursework, and upon reinstatement to the BSN program.

Please refer to School of Nursing Policy AFS-23.

For more details, please see IUSON Box site for policy <https://iu.box.com/iuson-policies>.

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Academic Procedures & Requirements

Academic Procedures & Requirements

Below is a select list of key student processes and requirements. For a comprehensive list of all School of Nursing policy, including detailed information and procedures, please reference IUSON policy found in the IUSON Box site for policy <https://iu.box.com/iuson-policies>.

Completion of Degree Requirements

The School of Nursing must receive notices of removal of Incomplete and Deferred grades, special credit grades, and independent study course grades no later than three weeks before the end of classes in the student's last semester prior to graduation.

Professional Liability Insurance

Indiana University provides liability insurance to each nursing student while in the clinical setting, provided that the student is enrolled in clinical course work. Students not enrolled in clinical courses are not covered by liability insurance and will not be allowed into the clinical setting. Students who are employed in a health care facility should check with their employer regarding liability insurance requirements. IU School of Nursing does not cover students beyond the classroom and/or clinical settings.

Health Insurance

Health insurance is mandatory and students are expected to demonstrate insurance coverage upon entrance to the program and continued coverage throughout the program (For more details, see Policy AFS-08).

Criminal Background Checks

Students currently enrolled in the IU School of Nursing will be required to submit a national criminal background check upon admission and will be required to renew it annually. It is the responsibility of each applicant and student to pay the fee for the screening directly to Castle Branch-Certified Profile. Each year, students will be required to submit their request for an updated national criminal background check report (For more details, see Policy AFS-35).

An updated national criminal background check will also be required for any student being readmitted or transferring to the program.

CPR Requirements

Current certification in cardiopulmonary resuscitation (CPR) is required. Students must be certified through an approved course or instructor. The approved courses are American Red Cross Professional Rescuer and American Heart Association Health Care Provider. The School of Nursing Office of Student Services office may offer a CPR course. CPR training must include:

- Infant
- Child
- Adult
- Individual rescue
- Two-person rescue
- Automated external defibrillation

Current CPR certification must be maintained throughout the student's entire nursing program. Evidence of certification must be filed with your campus' School of Nursing prior to beginning the clinical experiences. Students must also file evidence of re-certification prior to entering the second year of the major. Students must have current CPR certification on file in order to participate in clinical settings.

Immunizations and Other Health Requirements

Immunizations are required to protect both students and patients. Additionally, clinical agencies and the School of

Nursing also require additional immunizations, trainings, and/or screenings. Evidence of receipt of all immunization requirements should be in the form of a signed statement from the healthcare provider or copy of titer results from an approved provider. Students who do not have proof of all required immunizations will be administratively withdrawn from all nursing classes. Please contact the Center for Academic Affairs for a complete and current list of the required immunizations (all immunizations, trainings, and screenings are at the student's expense). For more details, see Policy AFS-03.

Drug Screening

Students currently enrolled in the IU School of Nursing will be required to complete a drug screen upon admission and will be required to renew it annually. It is the responsibility of each applicant and student to pay the fee for the screening directly to the IUSON approved vendor. Please contact the Center for Academic Affairs for detailed information about scheduling a screening.

Students may be asked to submit to random drug screens anytime throughout their program in compliance with contract requirements of clinical agencies where students are placed. Positive drug screens may prevent a student from participating in clinical learning experiences. Lack of participation could constitute course failure and potential for dismissal from the program.

Students with Disabilities

To facilitate the success and adaptation of undergraduate students in the School of Nursing with disabilities, the School of Nursing conforms to the applicable federal, state and university policies, regulations and definitions regarding students with disabilities. These include providing services that comply with external and internal policies and laws to qualified students through Adaptive Educational Services, providing reasonable and appropriate accommodations, academic adjustments, and/or auxiliary aids for students with disabilities upon a timely request from the student; upholding academic standards in the context of these policies and services; assisting qualified students with disabilities by providing auxiliary aids and obtaining reasonable accommodations including modifications of programs and courses that do not fundamentally alter the essential nature of the program, through collaborative efforts with AES and academic and service units of IUPUI; and maintaining legally appropriate confidentiality for students with disabilities except where permitted by law. For more details, see Policy AFS-11.

Students with physical, mental, or learning impairments are encouraged to consult with counselors from the Adaptive Educational Services for assistance in meeting degree requirements. Students with disabilities must meet all academic and technical skill requirements of their program. Programs for academically disadvantaged students are available on all IU campuses.

Special Expenses

Students at the School of Nursing can expect to have special expenses as they progress through the BSN program. Expenses can include but are not limited to:

- Clinical and/or lab supplies

- Clinical fees; certain courses at the School of Nursing are assessed clinical fees in addition to credit hour charges
- Uniform; All undergraduate nursing students must purchase designated uniform/IUSON polo/scrubs and wear it, along with appropriate identification, while in clinical settings as required. Registered nurse students may wear a professional uniform appropriate to the clinical setting. Students not appropriately attired will be asked by their instructor to leave the clinical area
- Assessment Test fees associated with BSN application, and as required at any time during the program
- Integrated Testing fees
- Programmatic expenses, such as annual criminal background check fees, computing expenses, and immunization costs
- IP Education Fees

Technology and Information

School of Nursing students must be able to send and receive e-mail, and send and receive attachments. They should be comfortable using a Web browser to access Canvas, the University's learning management system, and to navigate the course environment and use the tools included in their courses. Students should use appropriate Internet etiquette in online communications. They should be able to search for and access nursing-related materials on the Web, and to return to those sites later by using stored Web addresses. Students should be able to competently use Microsoft Word and PowerPoint to create and appropriately format written assignments and basic presentations. They should be able to differentiate between scholarly and popular sources of information on the Web and to evaluate sources for general reliability and trustworthiness. To update skills, students have many opportunities for both classroom and online learning sources through the [University Information Technology \(UITS\) IT Training](#).

Students participating in Web-based courses and/or those using videoconferencing should have consistent access to computers with appropriately configured software and reliable Internet access at sufficient speeds (see <https://kb.iu.edu/d/antk> for specific information). The University officially supports both Macintosh and Windows based computers, but some software is not available for Macintosh computers. Students can download applications by logging in with their IU Network ID and password to <https://iuanyware.iu.edu/vpn/index.html>. Students are expected to install and maintain up-to-date virus detection software to prevent spreading harmful viruses and malware to faculty and other students when sharing files.

Use of Social Media

IUSON faculty, staff, and students must adhere to the IU and IUSON policies and procedures and [HIPAA](#) obligations related to patient privacy, confidentiality and code of conduct at all times when using the Internet and social media sites. IUSON policies toward the use

of social media are guided by the National Council of State Boards of Nursing. In the event that a violation of the social networking policy has occurred, the student's case will be handled according to the IUSON process for dealing with academic misconduct as outlined in the IUPUI Bulletin and IU Code of Student, Ethics Rights and Responsibilities. Students who violate the policy are subject to disciplinary actions which may lead to dismissal from the program. For more details, please see Policy AFS-10.

Formal Communication

The School of Nursing recognizes students' Indiana University e-mail address as the only official means of formal communication via e-mail with students. All students are required to have Indiana University e-mail account.

Transportation

Clinical practice learning experiences are varied in setting and are located within the the communities and counties surrounding the Core Campuses of IUPUI, IU Bloomington and IU Fort Wayne. Students are expected to travel to and from all clinical experiences, are responsible for providing their own transportation, and are expected to carry the appropriate insurance. The School of Nursing is not liable for any traffic violations or auto accidents that occur during student commutes.

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Graduate and Professional Policies

Policies for the Indiana University School of Nursing Graduate Programs

Student Responsibility

It is a student's responsibility to familiarize themselves with all School of Nursing graduate program policies, and to remain currently informed throughout their program of study. All provisions of this Bulletin are in effect from the year in which the graduate student enters the nursing program. The Indiana University School of Nursing reserves the right to change the regulations in this Bulletin at any time during the period for which it is in effect, and to add, modify, or withdraw courses at any time.

Residency Requirement for Degree PurposesThe institution maintains structures or practices that ensure the coherence and quality of the programs for which it awards a degree. All candidates for graduate degrees must complete at least 30 credit hours of graduate work while enrolled on campuses of Indiana University. The residency requirement must be met on the campus where the degree-granting unit is located. Any variation from the typical minima must be explained and justified.

Full versions of all School of Nursing policies impacting graduate students may be found in [Box](#). School of Nursing policies impacting graduate students include, but are not limited to:

- **AFS-03 All Students Immunizations**
Prior to registration in any clinical course and at the student's expense, every full time or part time,

- graduate or undergraduate, nursing student must provide proof of vaccinations required for clinical participation or provide documentation of titers proving disease immunity. Any student who has a medical contraindication for receiving an immunization is responsible for contacting their advisor or appropriate person on their campus for further instructions.
- **AFS-06 All Students Essential Abilities (MSN students)**
The School of Nursing faculty has specified essential abilities (technical standards) critical to the success of students in any core IU nursing program. Students must demonstrate these essential abilities to succeed in their program of study. Qualified applicants are expected to meet all admission criteria and matriculating students are expected to meet all progression criteria, as well as these essential abilities (technical standards) with or without reasonable accommodations.
 - **AFS-10 All Students Social Networking**
The purpose of this policy is to outline the IUSON guidelines for appropriate use of Internet social networking sites by students engaging in online discourse and identifying themselves with IUSON.
 - **AFS-aa Students with Disabilities**
The School of Nursing must conform to the applicable federal, state and university policies, regulations and definitions regarding students with disabilities.
 - **AFS-46 MSN Admission**The objective of this policy is to delineate any criteria for admission and progression that is specific to the MSN program in the School of Nursing, including Leaves of Absence (LOA).
 - **AFS-47 National Criminal Background Check for Graduate Students**A national criminal background check is required of all individuals prior to matriculating into an IUSON graduate degree program and annually thereafter. Students are required to complete an original criminal history from the required national database. No criminal history check will be accepted from any other source. Once admitted, students will submit an updated national criminal background check on an annual basis, and at any time required by a clinical agency or change in their status. Students are responsible for notifying the Assistant Dean for Student Services in the IUSON Center for Academic Affairs on the IUPUI campus within seven(7) working days of any change in their status. Students are financially responsible for obtaining all national criminal background information.
 - **AFS-48 MSN Course Grade Appeals**Students have the right to appeal a final course grade assigned by a faculty member. The grounds on which a student may appeal a grade include prejudice, caprice, or other improper conditions such as mechanical error, or assignment of a grade inconsistent with those assigned to other students. Additionally, a student may challenge the reduction of a grade for alleged scholastic dishonesty.
 - **AFS-52 Transfer of Credits into the Graduate Program**Graduate students may request to transfer in graduate credits earned at another institution to satisfy the requirements for their IUSON degree program. Guidelines for the acceptance of graduate credits may vary depending on the graduate degree program in which the student is enrolled.
 - **AFS-53 Graduate Students Completion of Courses**
Graduate students must receive a B- or better in all courses that co students must also maintain a cumulative GPA of 3.0 to remain in good academic standing.
 - **AFS-55 Graduate Student Progression & Dismissal from PhD**
PhD students who fail to progress will be dismissed from the program. Failure to progress may occur at any point in the program – during coursework, prior to candidacy, or during the dissertation phase of the program.
 - **AFS-56 PhD Dissertation Format**
PhD in Nursing Science students will follow the guidelines for preparing dissertations set forth in the Indiana University Graduate School Bulletin.
 - **AFS-57 DNP Admission & Progression**The objective of this policy is to delineate any criteria for admission and progression that is specific to the DNP program in the School of Nursing, including Leaves of Absence (LOA).
 - **AFS-58 DNP Failure to Progress & Dismissal**
Students are admitted to a designated DNP Cohort and must maintain continued enrollment and successfully progress within the program according to a written program plan of study. Students failing to progress will be dismissed from the program. Failure to progress may occur at any point in the program.
 - **AFS-59 PhD Admission & Progression**The objective of this policy is to delineate any criteria for admission and progression that is specific to the PhD program in the School of Nursing, including Leaves of Absence (LOA).
 - **AFS-60 PhD Candidacy Exams**
PhD students in IUSON complete qualifying exams as outlined in the Indiana University Graduate School Bulletin. The exam: Covers the student's major subjects; Includes the minor subject at the direction of the Advisory Committee; Includes a required written Examination; an oral component is optional; Is taken immediately after the completion of course work; Is passed at least 8 months prior to awarding of the PhD degree; May be retaken once if student is unsuccessful.
 - **AFS-63 MSN Progression & Dismissal**To delineate the circumstances constituting and consequences for failure to progress in MSN program in the School of Nursing.
 - **AFS-68 Grading of Graduate Nursing Courses**
Equal intervals will be used for grade distribution in all School of Nursing Graduate Program courses in which percentage based evaluation is employed. The establishment of percentage intervals for use in

graduate program courses will ensure consistency in final grade assignment.

- **AFS-70 Graduate Preceptor Appointment Policy**
IUSON offers non-paid (volunteer) preceptor appointments to nurses and other health related professionals practicing in advanced roles to provide practicum supervision to graduate students completing required practicum experiences. These appointments are school endorsed positions for persons who have expertise useful for the accomplishment of the practicum education of graduate students. Preceptor appointments are not faculty appointments and do not carry a faculty title or rank.

Indiana University policies impacting students may be found at: <https://policies.iu.edu/>. University policies impacting graduate students include, but are not limited to:

- **Distinction & Honors**
- **Cheating & Plagiarism**
- **English as a Second Language**
- **Semester Load**
- **Auditing of Courses**
- **Withdrawals**
- **Incomplete (I) Grades**
- **Deferred Grades**
- **Addition of Courses/Change of Section**
- **Cumulative Grade Point Average**

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Professional and Technical Standards

Professional & Technical Standards

Both the program learning outcomes in the Baccalaureate program, and the supporting curriculum components adhere to the American Association of Colleges of Nursing (AACN) [Essentials of Baccalaureate Education for Professional Nursing Practice](#). BSN students are expected to demonstrate the ability to meet the competency statements of the BSN Essentials by the completion of the BSN program. Students are also held to the following professional and technical standards:

1. **American Nurse Association (ANA) Standards of Practice & Standards of Professional Performance**
2. **American Nurse Association (ANA) Code of Ethics**

Essential Abilities

The School of Nursing faculty has specified essential abilities (technical standards) critical to the success of students in any IU nursing program. Students must demonstrate these essential abilities to succeed in their program of study. Qualified applicants are expected to meet all admission criteria and matriculating students are expected to meet all progression criteria, as well as these

essential abilities (technical standards) with or without reasonable accommodations.

1. Essential judgment skills to include: ability to identify, assess, and comprehend conditions surrounding patient situations for the purpose of problem solving patient conditions and coming to appropriate conclusions and/or prioritized course of actions.
2. Essential physical functions to include: ability to meet physical expectations to safely and competently perform interventions required in the practice of nursing. Behaviors that demonstrate essential physical expectation include, but are not limited to freely walking, lifting, bending, and stretching without limitations consistent with course and program expectations. Additionally, being able to properly perform hand hygiene and use Personal Protective Equipment (PPE) consistently for the safety and protection of student and patients.
3. Essential neurological functions to include: ability to use the senses of sight, hearing, touch, and smell to make correct judgments regarding patient conditions. Behaviors that demonstrate essential neurological include, but are not limited to observation, listening, understanding relationships, writing, and sensory abilities consistent with course and program expectations.
4. Essential communication skills to include: ability to communicate effectively with fellow students, faculty, patients, families, and all members of the health care team. Verbal, non-verbal, electronic, and written skills will consistently demonstrate effective, professional communication.
5. Essential emotional coping skills to include: ability to demonstrate the mental health necessary to safely engage in the practice of nursing as determined by professional standards of practice. Uncontrolled anger, lack of self-control, disengagement, lethargy, and labile mood are examples of behaviors indicative of ineffective coping.
6. Essential intellectual/conceptual skills to include: ability to measure, calculate, analyze, synthesize, and critically evaluate in order to engage competently in the safe practice of nursing.
7. Other essential behavioral attributes: ability to engage in activities consistent with safe nursing practice free from the influence of any substance that may impair behavior or judgment. The student must demonstrate responsibility and accountability for actions as a student in the School of Nursing and as a developing professional nurse.
- 8.

Students failing to meet these essential abilities, as determined by faculty, at any point in their academic program may have their progress interrupted until they have demonstrated their ability to meet these essential abilities within negotiated time frames.

For more details, please reference IUSON policy AFS-06 found in the IUSON Box site for policy <https://iu.box.com/iuson-policies>.

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Academic Standing & Progression

Academic Standing & Progression

After admission to the BSN Program, placement in nursing courses for the academic year is based on a priority ranking system.

Good Standing

Students who maintain a minimum cumulative grade point average (GPA) of 2.0 and earn a grade of "C" (2.0) or better in all required general education and didactic courses and a grade of "S" in all required practicum/clinical courses and are progressing normally will be considered in good standing.

Out of Sequence (OOS)

A student who has maintained the minimum cumulative GPA, and earned a passing grade in all required courses, but who has interrupted his/her course of study, or is in part time study in tracks in which a dictated full time progression plan is in place (e.g. not applicable to RN to BSN students whose plan of study is flexible). This includes:

- Students transferring in to IUSON are out of sequence:
 - Temporary transfer students are always considered out of sequence.
 - Permanent transfer students are out of sequence until such time as they have been placed in a permanent seat in a cohort.
- Students who have withdrawn from required courses for any reason are out of sequence until the student has successfully completed the courses that he/she has withdrawn from.
- Students who have opted to sit out from required courses for any reason are out of sequence until the student has successfully completed a full semester upon return.

Note: Once an out of sequence student has been permanently placed in a new cohort in full timestudy, (and after one initial successful semester following the interruption or transfer) he/she is no longer out of sequence (and is in good standing). Part time students are always out of sequence.

Students who have interrupted their program of study for any reason or desiring transfer to an IUSON core school are required to submit a written request to the chairperson of the BSN C/SA Admission, Progression, and Graduation (APG) Committee. Students seeking reentry should make their request (received by the APG committee) by March 15 for fall semester and September 15 for spring. All requests for reentry will be evaluated on the basis of the availability of resources. Reentry of students who have interrupted their study for any reason is not guaranteed. Students who reenter must adhere to the policies and curriculum of the School of Nursing that are in effect at the time of reentry. Transfer students should refer to the student transfer policies for details (AFS-32 Student Permanent Transfer; AFS-33 Student Temporary Transfer; AFS-34 Student Permanent Transfer from Other

University; AFS-67 Student Permanent Transfer within the Core).

Please refer to School of Nursing Policy AFS-21 BSN Academic Standing.

For more details, please see IUSON Box site for policy <https://iu.box.com/iuson-policies>.

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Progression in coursework in the nursing major

Nursing courses must be taken in the sequence indicated in the curriculum plan. A student must complete the entire level of nursing courses before progressing to the next level. Permission to take a course outside of the planned sequence must be approved by the APG committee.

Academic Probation

Students enrolled in the Indiana University School of Nursing BSN Program will be placed on academic probation when any of the following conditions exist:

1. The cumulative GPA falls below "C" (2.0)
2. The semester GPA falls below "C" (2.0)
3. A grade below "C" (2.0) has been received in a required didactic course, or a grade of "F" has been earned in a required practicum/clinical course-this includes required general education courses, as well as nursing major courses.
4. A Failing grade may be given for the following:
 - 1. failure to meet course objectives;
 - 2. academic dishonesty, misconduct, or personal misconduct as defined by Indiana University;
 - 3. unsafe clinical behavior: including (but not limited to) HIPAA violations, breaking agency policies, breaking course rules related to clinical behavior.

Students who are on Academic Probation shall:

1. Meet with a designated academic advisor for the home campus at least three sessions, adhering to posted timeline for completing meetings. Walk in meetings are not acceptable. Each campus may specify one or more group meetings that may count in this process. The purpose of the meetings is to plan for academic success. Students may not register until they complete the three meetings, and each campus will set timing parameters that are required to ensure that students are engaged early in the semester and not simply rushing in late in a semester.
2. Complete a required plan for tutoring/remediation during the time period in which he/she is on probation. This plan is completed with the designated faculty or professional staff person by campus. *Students on academic probation will not be released to register for the next semester until these conditions have been fully met and met with advisor.*

Academic Probation will be removed and a student returned to "good standing" when all of the following conditions exist:

1. The cumulative GPA returns to "C" (2.0) or higher.

2. The semester GPA is "C" (2.0) or higher.
3. A minimum grade of "C" (2.0) has been received in the required didactic courses completed, and a grade of "S" has been earned in the required practicum/clinical courses completed. All other specific conditions, if required, have been met.
4. The student has secured a permanent placement in a new cohort.

Note: Students who have been dismissed and reinstated will remain on academic probation throughout the remainder of the program.

Please refer to School of Nursing Policy AFS-21 BSN Academic Standing.

For more details, please see IUSON Box site for policy <https://iu.box.com/iuson-policies>.

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BSN Degree Requirements

Bachelor of Science in Nursing (BSN)

Students in the BSN program are responsible for meeting the following degree requirements. Though the School of Nursing makes every attempt to provide students with academic advising and program planning assistance, the students are accountable for complying with all published academic policies related to the BSN program. There are three program options for completion of BSN degree requirements. To be eligible for graduation from the Bachelor of Science in Nursing program, students must complete a minimum overall number of credit hours required for the degree, as well as a minimum number of credit hours which must reflect nursing major courses, dependent upon program option which they are pursuing. Credits earned in remedial learning skill courses do not count towards the credit hour requirement. Credits from successfully repeated courses can only be used once toward the overall credit hours needed for the BSN degree.

BSN Traditional Track

Complete a minimum of 120 credit hours with a grade of C or higher in each didactic course and an S (Satisfactory) in all clinical/practicum courses required for the degree. Of the 120 credit hours, 75 credit hours must reflect nursing major courses.

BSN Accelerated Second Degree Track

Complete a minimum of 120 credit hours with a grade of C or higher in each didactic course and an S (Satisfactory) in all clinical/practicum courses required for the degree required for the degree. Of the 120 credit hours, 64 credit hours must reflect nursing major courses.

RN to BSN Online Degree Completion Option

Complete a minimum of 120 credit hours with a grade of C or higher in each course. Of the 120 credit hours, 33 credit hours reflect nursing major courses which includes 2 required nursing electives, 34 credit hours will be granted via special credit, 30 credit hours fulfill the general education requirement, and an additional 23 credit hours of course work will be required

Additionally, all students in the BSN program are responsible for meeting the following degree requirements.

1. Achieve an IU cumulative grade point average of at least a 2.0 (C). This includes all transfer course work applied to degree.
2. Complete at least 30 credit hours of required nursing courses on the IU campus awarding the BSN degree.
3. Complete all BSN degree requirements within four years of enrolling in the first nursing course in the nursing major.
4. Apply for degree candidacy the semester prior to completing all degree requirements following the published procedures on campus awarding degree.

For additional information about the Bachelor of Science in Nursing, please view the following information:

- Academic Policies and Procedures
- Accelerated Track
- Admission Requirements
- Academic Expectations & Progression
- Honors Study Option
- School Requirements

Please refer to School of Nursing Policy AFS-26

For more details, please see IUSON Box site for policy <https://iu.box.com/iuson-policies>.

Last updated April 2020

BSN Accelerated Second Degree Track

BSN Accelerated Second Degree Track

The Bachelor of Science in Nursing (BSN) Accelerated Second Degree track is designed for students who have earned a bachelor's degree in a non-nursing field and want to pursue a nursing career. The program moves at a fast pace - 4 semester year round of full-time study - with a concept-based, cutting-edge curriculum that prepares you for a career as a professional nurse.

You will work with nursing faculty in the school and expert nurse preceptors in the community as part of the clinical and practical experiences of the program, gaining exposure to hospital and community-based nursing. In addition, you will participate in simulation exercises and interprofessional education experiences with IU students in other healthcare fields.

BSN Accelerated Second Degree Track Sample Curriculum Plan

| Semester One | Credits |
|--|---------|
| Promoting Healthy Populations (NURS B237) | 3 |
| Health Assessment Lab (NURS B245) | 2 |
| Fundamentals of Nursing Practice (NURS B260) | 5 |

| | |
|--|-----------|
| Pathophysiology & Pharmacology for Nursing (NURS B261) | 4 |
| Comprehensive Health Assessment (NURS B247) | 3 |
| Total Credits | 17 |
| Semester Two Credits | |
| Nursing Research and Evidence-Based Practice (NURS R375) | 3 |
| Transitional Care of Families & Populations (NURS B334) | 5 |
| Professionalism in Collaborative Practice (NURS B253) | 3 |
| Biophysical Processes (NURS H356) | 5 |
| Total Credits | 16 |
| Semester Three Credits | |
| Interactive Processes (NURS H360) | 5 |
| Adaptive Processes (NURS H371) | 5 |
| Leadership in Healthcare Delivery and Policy (NURS L330) | 4 |
| Healthcare Ethics (S474) | 3 |
| Total Credits | 17 |
| Semester Four Credits | |
| Complex Processes (NURS H476) | 5 |
| Capstone (NURS S483) | 3 |
| Managing Transitions Across Care Environments (NURS B445) | 3 |
| Second Degree Synthesis for Professional Nursing (NURS S489) | 3 |
| Total Credits | 14 |

****This includes 56 total general education and prerequisite credits***

Last updated April 2020

BSN Admission Requirements: Accelerated Second Degree Track

BSN Admission Requirements: Accelerated Second Degree Track

Application deadlines and due dates for the BSN Accelerated Second Degree Track IUSON at IUPUI are found below and may also be found at the [IU School of Nursing website](#).

January Entry IUPUI only

- Applications available online: July 15th

- Deadline to apply: September 15th
- Application closes at 5:00pm on September 15th

May Entry IUPUI only

- Applications available online: October 15th
- Deadline to apply: January 15th
- Application closes at 5:00pm on January 15th

August Entry IUPUI and IUB

- Applications available online: January 15th
- Deadline to apply: March 15th
- Application closes at 5:00pm on March 15th

The admission process is selective, and acceptance depends on the number of applicants and the applicant's ability to compete academically in the pool of applicants.

Admission to the baccalaureate nursing major and concomitant entrance to the School of Nursing is open to those meeting the following admission criteria (Policy AFS-16):

1. Students may apply for admission to the Accelerated BSN Second Degree Track during the senior year of the initial baccalaureate degree; or following graduation, so long as all of the application criteria are fulfilled. If applying during completion of the initial baccalaureate degree, admission will be conditional on degree completion with a 2.7 cumulative GPA. (failure to complete the baccalaureate degree with the required GPA will cause an admission offer to be rescinded).
2. Students must be admitted to Indiana University (specifically to the campus applying for) as a second degree-seeking student.
3. Students must have fully completed all the general education requirements of the Indiana University campus applying for by the established deadline.
4. Anticipated completion or completing of a bachelor's degree must be from a regionally accredited institution, and the baccalaureate degree should have at least 120 credits.
5. Students must **fully complete** the following BSN required prerequisite coursework by the established deadline. (students may not apply while enrolled in these courses beyond the established deadline; a satisfactory grade must be on the transcript by the established deadline). **These grades will constitute the Nursing Application GPA:**
 1. Anatomy (BIOL N261 or acceptable transfer course, in-person lab required)
 2. Physiology (BIOL N217 or acceptable transfer course, in-person lab required)
 3. Microbiology (MICR J210 or acceptable transfer course, in-person lab required)
 4. 300 or 400 level Statistics course
 5. English Composition (ENG W131 or acceptable transfer course)
 6. Introductory Psychology (PSY B110 or acceptable transfer course)
 7. Introductory Sociology (SOC R100 or acceptable transfer course)
 8. Each campus within the IU School of Nursing Core will utilize coursework within a student's first degree on the application to satisfy the general education core, as it exists on each

campus. These grades will be incorporated into the Nursing Application GPA.

Required BSN course work may be completed at Indiana University or transferred from another college or university. If transfer credit, the student may not apply until this credit is evaluated and accepted by Indiana University.

6. Students must demonstrate a grade point average of 3.0 on a 4.0 scale for all required prerequisite coursework used for application to this track of the BSN program.
 7. Students must complete the first baccalaureate degree with a GPA of at least 2.7. If the student graduates with an overall GPA below 2.7, the conditional admission offer will be rescinded.
 8. Time limitation on specific courses: Knowledge and competencies developed in courses that fulfill the requirements for anatomy, human physiology, microbiology, and upper division statistics are considered to be time limited for individuals pursuing an undergraduate degree in nursing. If any of these courses were taken more than seven years prior to the application (at time of application) to the nursing undergraduate degree, the applicant must validate the related knowledge and competencies through testing, portfolio, or repeating the course to be eligible for admission and progression.
 9. No more than three (3) courses may be repeated in order to meet the minimum required grade of C (2.0). Of the three courses, only two (2) failures will be allowed in required science courses.
 10. Must have a minimum grade of C (2.0) in each required BSN general education course by the second attempt. This criterion also applies to any student wishing to transfer required courses from a college or university other than IU.
 11. Students who wish to apply to this track of the BSN program must not have been dismissed from another school of nursing.
 12. In order to be eligible for clinical placement students must have a social security number in order to apply. Students applying without a social security number will have an offer of admission rescinded.
 13. Must submit application by specified published dates. Applications received after deadlines may not be considered for requested admission cycle. Students wishing to reapply for a following academic cycle are invited to do so.
 14. Please note also that entering students must complete a national criminal background check. If there are findings on the background check that preclude clinical placement, the admission offer will be rescinded. Consult with an academic advisor if you have questions.
2. Students meeting above admission criteria and applying for a specific admission cycle will be admitted based on the Nursing Application GPA. :
 3. Students will be admitted to Accelerated BSN Second Degree Track for a specific admission cycle, and are expected to enter that cycle. Students not entering that specific admission cycle may reapply for admission to a subsequent admission cycle.
 4. Students will be held to all existing BSN policies related to admission, progression, and graduation not addressed in this policy.

Please refer to School of Nursing Policy AFS-16

For more details, please see IUSON Box site for policy <https://iu.box.com/iuson-policies>.

Last updated April 2020

BSN Admission Requirements: Traditional Pre-Licensure Track

BSN Traditional Track Admission Requirements

Application deadlines and due dates for the IUSON Core Campus of Indianapolis, Fort Wayne and Bloomington are found below and may also be found at each campus' School of Nursing website. Students interested in nursing on another IU campus should consult the website of that campus for more information about nursing.

August Entry for IUPUI, IUFW and IUB

- Applications available online: January 15th
- Deadline to apply: March 15th
- Application closes at 5:00 p.m. on March 15th

January Entry IUPUI

- Applications available online: July 15th
- Deadline to apply: September 15th
- Application closes at 5:00 p.m. on September 15th

January Entry IUFW

- Applications available online: September 15th
- Deadline to apply: November 15th
- Application closes at 5:00 p.m. on November 15th

The admission process is competitive, and acceptance depends on the number of applicants and the applicant's ability to compete academically in the pool of applicants. Students seeking admission to the nursing major must meet the following eligibility criteria:

1. The applicant must be admitted to Indiana University as a degree-seeking student and must submit official transcripts from other universities attended so that credits may be transferred.
2. The applicant must achieve an application overall GPA of 3.00 in all nursing program requirements.
3. All applicants must meet the nursing program core course requirements. The nursing program requires the following five courses: English Composition, Introductory Psychology, Introductory Sociology, Human Anatomy [or Anatomy & Physiology I (A & P I) at IUFW] and Finite Math (or Calculus). These five courses comprise 65% of the weighted admission score and are required for admission to any of the

Admission Process

1. Students may apply to Indiana University and the Accelerated BSN Second Degree Track Students transferring to Indiana University from another institution will have their transcript evaluated by the Admission Office of Indiana University and the School of Nursing before determining admission eligibility.

- three Core Campuses (IUPUI, IU Bloomington, or IU Fort Wayne).
4. Of the five nursing program required courses, up to three courses may be repeated one time to achieve a minimum grade of C (2.0).
 5. All applicants must also meet three or four additional campus specific general education requirements. Required general education courses are listed below by campus. These courses comprise 35% of the weighted admission score. The total number of credit hours used to meet the application requirements is typically 29-31 credits. While completing the BSN degree program, a maximum of two science/math courses (including physiology and microbiology) may be repeated one time in order to achieve a minimum grade of C (2.0).
 - At IUPUI:
 - Speech, *required*
 - Human Physiology, *required*
 - Arts and Humanities and/or Cultural Understanding General Education course , and/or MATH-M110 or M111 (Maximum of 2 courses – one General Education Course is required)
 - At IUB:
 - One 3-5 credit Critical/Analytical/Science or Natural and Mathematical Science course (specific courses selected by School of Nursing faculty from the approved N&M and Critical/Analytical Science lists)
 - Additionally, three courses from the following General Education requirement groups are to be entered on the application:
 - Social and Historical (maximum of 1 course);
 - World Language/World Culture (maximum of 2 courses) and/or
 - Arts and Humanities (maximum of 2 courses)
 - At IUFW:
 - Speech, *required*
 - Anatomy and Physiology 2, *required*
 - Additionally, one course from each of the following groups is to be entered on the application:
 - Arts and Humanities
 - College Level Chemistry (3 credits)
 6. In the case of courses with a laboratory component, the didactic and lab are considered one course. The grade earned on the most recent attempt will be used for calculation of GPA for admission purposes. This policy relates to IU and transfer courses, and students who are not able to meet the minimum criteria are ineligible for admission consideration.
 7. The applicant must achieve a grade of C (2.0) or higher for each course and an application overall GPA of 3.00 in all nursing program requirements. This criterion also applies to any student wishing to transfer required courses from a university other than Indiana University. Applicants may use up to a maximum of 7 credits of Special Departmental (S) or Test (T) credit (e.g. Advanced Placement or departmental examination credit). The Anatomy, Physiology, and Microbiology requirements must be met with graded college coursework, not by S or T credits.
 8. The applicant must complete all required course work by an established deadline date. This includes independent studies, correspondence course work and courses for which students have received an incomplete (I). Students wishing to transfer required course work from a university other than Indiana University must be in good academic standing in that university (i.e., must not have been dismissed) and have achieved a grade of C (2.0) or higher in courses for which transfer is being requested.
 9. The student must have a Nursing GPA of 3.0 at the time of final application processing. The Nursing GPA includes all courses listed on the application for which there are grades at the time of final application processing. The Nursing GPA includes transfer grades. Applicants will complete a separate application to the specific Core Campus (IUPUI, or IUB, or IUFW) they aspire to be admitted to. Although students may apply to more than one campus, students must meet all the admission requirements for the specific campus to which they submit an application. IUSON Core Advisors will maintain a list of some common courses (posted in Box) to facilitate the transferability of General Education course for students intending to apply to more than one campus. Students are required to complete the Intercampus Transfer form by the application deadline (March 15 for Fall admission and November 1 for Spring admission). Students planning to transfer to a different Core campus are required to meet with a Nursing or Pre-Nursing advisor on the campus to which they are applying.
 10. Preference will be given to students who have completed 51% of application credits at a Core campus (IUPUI, IUB or IUFW). If additional seats are available, students who have completed fewer than 51% of their application courses at a Core campus will be considered. Students who did not attend a Core campus who will be submitting an application should work with a nursing advisor to determine exact courses to be placed on the application.
 11. Students who have been dismissed from another School of Nursing are not eligible for admission.
 12. Students must have a social security number at the time of application.
 13. Students must be at least 18 years of age at the time of admission.
- As part of the application process the applicant must submit a Student Criminal Disclosure form to communicate any issues that would be documented on a national criminal background check. Students who have a criminal history that precludes clinical placement will not be eligible for admission (consult with an academic advisor).
- If a student has taken a set of combined-content Anatomy and Physiology courses at another university, each of the Core Campuses admissions department will

determine how they transfer in. Because there may be campus differences, the IUSON will record on the nursing application the exact grades the student received in all components which meet the requirement with the grade awarded by the institution where the student took the course. For example, if the Anatomy requirement is met with a combination of Anatomy and Physiology part 1 and 2 with separate grades for the lectures and labs, there would be four separate entries on the nursing application.

:

Core Required Courses GPA (65%):

- English Composition
- Introductory Psychology
- Introductory Sociology
- Human Anatomy (or A & P I for IUFW)
- Finite Math or Calculus

General Education Courses GPA (35%):

The remaining courses listed on the application constitute the General Education course requirements. The applicant must have completed a minimum of 9-13 credit hours. The applicant must designate which courses will be applied to meet the general education requirements where course choice is an option. These courses may come from approved course lists relevant to the campus to which the student is seeking admission.

Grades earned in transfer courses accepted and applied to required general education credit hours will count in the calculation of either the General Education Courses GPA or the Required Courses GPA.

Test of Essential Academic Skills (ATI TEAS):

The Test of Essential Academic Skills (ATI TEAS), published by Assessment Technologies, Inc. is a standardized test of achievement, measuring basic essential skills in the academic content domains of reading, mathematics, science, and English and language usage.

Students may take the TEAS test up to two times to obtain a score of Proficient (58.7%). Students must receive an overall ATI TEAS score of Proficient (58.7%) to be eligible to apply. In the instance of a student taking the TEAS test two times the scores will be compared and the higher of the two scores will be used for application eligibility. The TEAS Score will not be used in the weighted admission score to rank students competitively.

When multiple students are tied for the final position available in an incoming class the Center for Academic Affairs will:

1. Extend the number of decimal places presented in the Admission Score to identify and select the student with the higher score.
2. Compare the tied students' Nursing GPA and choose the student with the higher Nursing GPA.
3. Compare the tied students' Required Course GPA and choose the student with the higher Required Course GPA.

:

Knowledge and competencies developed in courses that fulfill the requirements for Anatomy, Human Physiology,

Finite Math, Microbiology, and Statistics are considered to be time limited for individuals pursuing an undergraduate degree in nursing. If any of these courses were taken more than seven years prior to application to the nursing undergraduate degree, the applicant must validate the related knowledge and competencies through testing, portfolio, or repeating the course to be eligible for admission and progression.

:

Students will be admitted to the baccalaureate nursing degree program for a specific semester and are expected to enter the program that semester. Students must formally accept or decline admission by the deadline indicated in the provisional acceptance letter. Students who do not accept admission by the deadline are considered to have declined and the offer of admission is null.

Students who have received an offer of admission will need to submit documentation of the following requirements prior to beginning in the nursing degree program:

1. Required immunizations
2. Proof of health insurance
3. CPR training
4. National criminal background check: our clinical partners have requirements about who may participate in clinical rotations, therefore applicants with positive criminal background checks will be reviewed to determine eligibility for participation in the program.
5. Drug Screen – Our clinical partners have requirements about who may participate in clinical rotations. Therefore, applicants with positive drug screens will be reviewed to determine eligibility for participation in the program.

If the requirements are not met, the offer of admission will be rescinded.

Applicants who are offered admission to the Bachelor of Science in Nursing Program but then fail a required course in the interim between an initial offer of admission and program entry will still be eligible to begin the first semester in the School of Nursing. Students must successfully complete the required course in the semester in which the course appears in the admitted student's plan of study.

The Human Anatomy, Human Physiology and Microbiology courses must include in-person lab sections. Labs may not be taken online.

Social Security Number Requirement:

Most health care facilities which provide clinical training space to the IU School of Nursing require that participating students have a Social Security Number to be granted a computer ID and password to access patient records and other information. Therefore, to be eligible for admission to the BSN program, students must have a valid Social Security number. There are no exceptions.

:

If denied admission, the applicant may reapply to the Bachelor of Science in Nursing Program in a subsequent

semester if eligibility is maintained. The applicant is not automatically considered; the student must re-submit an application.

Students will be admitted to the baccalaureate nursing degree program for a specific semester and are expected to enter the program that semester. Students not entering that specific semester must reapply for a subsequent semester on a competitive basis. Students will not be considered for further admission if they have declined an admission offer two times.

Please refer to School of Nursing Policy AFS-15

For more details, please see IUSON Box site for policy <https://iu.box.com/iuson-policies>.

Last updated April 2020

BSN Honors Study Option

BSN Honors Study Option

The IU School of Nursing partners with the IUPUI Honors College to offer exceptionally talented BSN traditional track students the opportunity to participate in the BSN honors program. You will gain hands-on experience in research, develop leadership skills, work with nursing research leaders, and connect with a faculty mentor. Your participation in this program prepares you for graduate study and participation in healthcare research.

Students admitted to the IUPUI Honors College prior to School of Nursing admission who meet minimum GPA requirements are eligible for the BSN honors program.

Why pursue the nursing honors program? You will:

- Gain an introduction and exposure to the field of research
- Discover the importance of research to the discipline and practice of nursing
- Partner with faculty research mentors and participate in research teams
- Prepare and present a research poster and/or presentation
- Submit results from the study for publication

IUSON Honors Program Study Requirements

For a copy of the latest IU School of Nursing Honors Program curriculum please contact the School of Nursing Center for Academic Affairs at 317-274-2806, or visit us in Nursing Building room 122.

Last updated April 2019

BSN School Requirements

BSN School Requirements

There are three distinct tracks in the BSN Program; the BSN Traditional Track, the BSN Accelerated Second Degree Track, and the RN to BSN Online Degree Completion Option. Students in each track must complete the same program learning outcomes and requirements which are addressed in a curriculum plan that is planned to meet the learner's needs. The BSN curriculum is subject to continuous evaluation and revision. If curriculum changes occur, updated information can be obtained from the academic counselor.

The BSN Traditional Track has been designed for students with no prior RN license or academic degree beginning their academic studies on the IUSON Core Campus (IUB, IUPUI and IUPUI campuses). This track requires a minimum of four academic years to complete. Students in the Accelerated Second Degree Track complete 4 semesters of continuous study, and use a curriculum modified for second degree learners. Students in the RN to BSN Online Degree Completion Option complete a plan of study designed for maximum flexibility, and can complete the degree in a part time or full time timeline, with most students completing the degree in 12 to 24 months.

The following is an example of a full-time plan of study for the BSN Traditional track. Each student will work, with the assistance of an academic advisor, to meet specific campus expectations. Students who have already completed courses towards other majors, transfer students, part-time students, or students required to enroll in preparatory coursework may take longer than four years to finish the BSN degree.

BSN Traditional Track Sample Curriculum Plan

Freshman Year

| Semester One | Credits |
|-------------------------------------|-----------|
| English Composition (W131) | 3 |
| Introductory Psychology (PSY B110) | 3 |
| Finite Math (MATH M118) | 3 |
| Human Anatomy (BIOL N261) | 5 |
| First Year Seminar | 1 |
| Total Credits | 15 |
| Semester Two | Credits |
| Human Physiology (BIOL N217)* | 5 |
| Arts & Humanities | 3 |
| Fundamentals of Speech (COMM R110) | 3 |
| Introductory Sociology (SOC 3 R100) | 3 |
| Cultural Understanding | 3 |
| Total Credits | 17 |

Sophomore Year

| Semester Three | Credits |
|---|-----------|
| Life & Physical Science | 3 |
| Health Assessment (NURS B244/245) | 5 |
| Promoting Healthy Populations (NURS B234/235) | 5 |
| Professionalism in Collaborative Practice (NURS B253) | 3 |
| Total Credits | 16 |
| Semester Four | Credits |
| Microbiology (MICR J210)* | 4 |

| | |
|--|-----------|
| Fundamentals of Nursing Practice (NURS B260) | 5 |
| Pathophysiology & Pharmacology for Nursing (NURS B261) | 4 |
| Health Care Delivery Systems (NURS L230) | 3 |
| Total Credits | 16 |

* Microbiology must be completed with a C grade or higher before progressing to Semester Five.

Junior Year

| Semester Five | Credits |
|---|-----------|
| Data Analysis in Clinical Practice and Health-Care Research (NURS H355) | 3 |
| Clinical Care I: Biophysical Processes (NURS H356) | 5 |
| Transitional Care of Families & Populations (NURS B334) | 5 |
| Open Elective | 3 |
| Total Credits | 16 |
| Semester Six | Credits |
| Clinical Care II: Interactive Processes (NURS H360) | 5 |
| Clinical Care III: Adaptive Processes (NURS H371) | 5 |
| Nursing Research & Evidence Based Practice (NURS R375) | 3 |
| Total Credits | 13 |

Senior Year

| Semester Seven | Credits |
|---|-----------|
| Clinical Care IV: Complex Processes (NURS H476) | 5 |
| Leadership in Healthcare Delivery & Policy (NURS L 430) | 5 |
| Open Elective | 3 |
| Pediatric Clinical Care (NURS H303) | 1 |
| Total Credits | 14 |
| Semester Eight | Credits |
| Nursing Synthesis (NURS S488) | 2 |
| Nursing Practice Capstone (NURS S483) | 3 |
| Healthcare Ethics (NURS S474) | 3 |
| Nursing Intensive: Managing Health & Illness Across Care Environments (NURS B444) | 5 |
| Total Credits | 13 |

BSN Traditional Track Total Credit Hours 120

Last updated April 2020

Program Learning Outcomes; Applicable to all BSN students

Program Learning Outcomes; applicable to all BSN students

As a graduate of the BSN program you will be:

- A critical thinker who demonstrates intellectual engagement and uses evidence as a basis for clinical reasoning and decision making
- A culturally sensitive individual who provides holistic, individual, family, community, and population-centered nursing care
- A knowledgeable care coordinator who facilitates access to resources across the continuum of healthcare environments in order to meet the evolving healthcare needs of individuals, families, communities, and populations
- An individual who understands and considers the impact of healthcare policy, finance, and regulatory environments on care delivery
- An individual who embodies the professional identity of the nurse and who translates the inherent values of the nursing profession into the ethical and legal practice of nursing
- An effective communicator who collaborates with inter-professional team members, patients, and their support systems for improved health outcomes
- A competent care provider who is prepared to practice to the full capacity of the professional nurse role in diverse health care environments
- An accountable leader and manager who applies principles of systems and organizational processes and balances resources to promote quality care and patient safety
- An individual who embraces and employs innovations in information management and technology in the delivery of quality patient care

Last Updated April 2019

RN to BSN Online Degree Completion Option

RN to BSN Online Degree Completion Option

The RN to BSN Online Degree Completion Option is designed for the working RN who has earned a two-year associate degree or diploma in nursing and is busy with career and family responsibilities but wants to be prepared to meet the future challenges of health care by completing a Bachelor of Science in Nursing (BSN) degree.

All nine Indiana University School of Nursing campuses across the state of Indiana collaboratively created the RN to BSN Online Degree Completion Option. What does that mean for you?

- Nursing courses are distance accessible, using web-based and video technologies so that you don't have to come to campus.

- Earn your BSN where you live, in the midst of a busy schedule.
- The program is flexible: once you complete general education coursework, you can complete nursing courses in 12 months of full-time study or 18–24 months of part-time study.
- Nursing courses are delivered in condensed, six- or eight-week learning modules.
- Tailored clinical experiences where you work.

Because this program builds on the courses you have already completed, you'll also receive credit for many of the general education courses completed as part of your ASN or diploma program.

- RN to BSN Degree Completion Option: Advanced Placement
- RN to BSN Degree Completion Option: Program Requirements
- RN to BSN Degree Completion Option: Residency Requirements

Last updated May 2020

Admission

Admission

Associate degree or diploma prepared registered nurses who graduated from an Accrediting Commission for Education in Nursing (ACEN) (formerly NLN-AC) accredited program are eligible to apply to the BSN program if they meet the published admission criteria for the RN to BSN Online Degree Completion Option. Registered nurses seeking admission to the Indiana University School of Nursing apply to IU Online anytime throughout the academic year.

How to Apply

1. Apply for admission to in the fall, spring, or summer semesters.

An application can be obtained through IU Online (<http://online.iu.edu/>) Admission criteria are listed below.

2. Transfer of credit from other colleges or universities is completed at the time of admission to the university by the Office of Undergraduate Admissions. Transfer credit will be awarded for courses with a minimum grade of C, if courses being transferred are essentially equivalent to required course work. Official transcripts, verifying previous academic background, are required to complete the transfer process.

To be eligible to apply to the RN to BSN Degree Completion Option, students must meet the following requirements:

1. Be admitted to Indiana University as a degree-seeking student (meet IU requirements for admission).
2. An Associate in Nursing degree or a Nursing Diploma from an ACEN (formerly NLNAC) accredited school. Additionally, you must have an ASN or diploma from a college or university that has regional accreditation, so that your credits will be

transferable to IUPUI. To determine if your school is regionally accredited:

- Visit admissions.iupui.edu/apply
- Click "How do I figure out if my coursework will transfer to IUPUI"
- Click the "Transfer Rule Catalog" link
- Find your school in the alphabetical list of institutions from which IUPUI accepts credits

3. Have a current, unencumbered RN license in the state in which you are practicing and/or plan to meet practicum requirements.
4. Achieve a minimum cumulative grade point average (GPA) of 2.5 on a 4.0 scale for all courses attempted.
5. Complete up to nine required general education courses with a grade of C or above; a C- is not acceptable. A grade of C or above must be obtained by the second attempt; students may repeat a required course no more than twice.
6. Comply with immunization requirements. Failure to meet immunization requirements will prevent participation in practicum experiences.
7. Provide proof of current CPR certification and health insurance coverage
8. Purchase a national criminal background report from the Certified Background Company.

Last updated May 2020

Special Credit Courses

Special Credit Courses

Following the successful completion of the first semester of nursing classes, special credit is awarded for the courses listed below. In order to receive a BSN degree, your official transcript must reflect fulfillment of all requirements, including 34 hours of special credit for these courses:

B261: Pathophysiology & Pharmacology, 4 cr.
 B260: Fundamentals of Nursing Practice, 5 cr.
 H356: Biophysical Processes, 5 cr.
 B334: Transitional Care of Families, 5 cr.
 H360: Interactive Processes, 5 cr.
 H371: Adaptive Processes, 5 cr.
 H476: Complex Processes, 5 cr.

Last updated April 2020

RN to BSN Online Degree Completion Option Requirements & Sample Curriculum Plan

RN to BSN Online Degree Completion Option Requirements

The minimum requirement for RN to BSN students pursuing the BSN degree is 120 credit hours. Students beginning the required nursing courses must complete all coursework in four years. Failure to register in each

sequential semester, excluding summer sessions, constitutes an interruption in the program. Students who reenter must adhere to the policies and curriculum in effect at the time of reentry. Students who interrupt their program of study jeopardize their chances of completing nursing courses in four years.

Required coursework

RN to BSN coursework consists of general education and nursing courses. All courses must be completed with a grade of C or above by the second attempt. General education courses completed at other universities may be applicable toward your degree program if credits are accepted by the Office of Admissions or determined to be equivalent by the IUSON. Complete no less than nine required general education courses before enrolling in nursing courses.

Plans of Study

Designed to be flexible with your work schedule and busy lifestyle, the RN to BSN Online Degree Completion Option can be pursued by following a full- or part-time plan of study, outlined below. To obtain a program planning sheet tailored to your educational goals, first be admitted to IUPUI, IUPUI, or IUB, then contact an IUSON Academic Advisor.

Sample Curriculum Plans

Full time study (12 months, or 3 semesters)

| | |
|-----------------------|--|
| Semester One | 12 Total Credits |
| 1st 8 weeks | B331 Transition to BSN Nursing B304 Nursing Seminar 1: Health Policy |
| 2nd 8 weeks | S475 Health of the Community H355 Data Analysis |
| Semester Two | 12 Total Credits |
| 1st 8 weeks | S474 Health Care Ethics R375 Nursing Research & Evidence Based Practice |
| 2nd 8 weeks | Nursing Practice Elective S487 Nursing Management |
| Semester Three | 6 Total Credits |
| 1st 8 weeks | B404 Nursing Seminar 2: Informatics Nursing Practice Elective |
| 2nd 8 weeks | R470 Clinical Nursing Practice Capstone |

Part-time study (18 months, or 4 semesters)

| | |
|---------------------|---|
| Semester One | 9 Total Credits |
| 1st 8 weeks | B331 Transition to BSN Nursing |
| 2nd 8 weeks | R375 Nursing Research & Evidence Based Practice H355 Data Analysis |
| Semester Two | 9 Total Credits |
| 1st 8 weeks | S474 Healthcare Ethics |

| | |
|-----------------------|--|
| 2nd 8 weeks | Nursing Practice Elective S475 Health of the Community |
| Semester Three | 9 Total Credits |
| 1st 8 weeks | B304 Nursing Seminar 1: Health Policy Nursing Practice Elective |
| 2nd 8 weeks | S487 Nursing Management |
| Semester Four | 6 Total Credits |
| 1st 8 weeks | B404 Nursing Seminar 2: Informatics |
| 2nd 8 weeks | R470 Clinical Nursing Practice Capstone |

Part-time study (24 months, or 6 semesters)

| | |
|-----------------------|---|
| Semester One | 6 Total Credits |
| 1st 8 weeks | B331 Transition to BSN Nursing |
| 2nd 8 weeks | Nursing Practice Elective |
| Semester Two | 6 Total Credits |
| 1st 8 weeks | B304 Nursing Seminar 1: Health Policy |
| 2nd 8 weeks | H355 Data Analysis |
| Semester Three | 6 Total Credits |
| 1st 8 weeks | S474 Healthcare Ethics |
| 2nd 8 weeks | S475 Health of the Community |
| Semester Four | 6 Total Credits |
| 1st 8 weeks | B404 Nursing Seminar 2: Informatics |
| 2nd 8 weeks | S487 Nursing Management |
| Semester Five | 6 Total Credits |
| 1st 8 weeks | Nursing Practice Elective |
| 2nd 8 weeks | R375 Nursing Research |
| Semester Six | 3 Total Credits |
| 2nd 8 weeks | R470 Clinical Nursing Practice Capstone |

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Residency Requirements

Residency Requirements

Thirty hours of residency credit is required for the BSN degree. This requirement is met by completing 30 hours of nursing courses through Indiana University. Independent study via correspondence courses will not count towards the residency requirement.

Last updated April 2020

Degree Programs

Degree Programs

The baccalaureate program offers a cutting edge, concept and competency based curriculum for the education of professional nurses competent in meeting the current and future health needs of society. The curriculum prepares

graduates to function across a continuum of health care environments, using evidence-based interventions in the practice of nursing. The curriculum provides a foundation for leadership positions and graduate study.

The BSN program is offered on the IUSON core campus (IUPUI, IU Fort Wayne and IU Bloomington). Prospective students should acquaint themselves with curriculum requirements, course sequencing, and other degree requirements, along with the requirements for admission to the BSN program on the campus they wish to attend.

Bachelor of Science in Nursing (BSN)

- BSN Traditional Track
- BSN Accelerated Track
- RN to BSN Option

Last updated April 2020

Distinction, Awards & Scholarships

Distinction & Awards

Students have the opportunity to be recognized for academic excellence both during their program and at graduation. Full-time nursing students will be placed on the Dean's List for each semester in which they earn a grade point average (GPA) of 3.5 or higher. Part-time students are eligible for the Dean's List after the completion of 12 credit hours, and for each semester they have accumulated an additional 12 credit hours of course work with a GPA of 3.5 or higher.

BSN candidates who are in the top 10 percent of their graduating class and who have demonstrated a high level of academic achievement may be selected to graduate with academic distinction. To be eligible, BSN students must have completed a minimum of 60 graded credit hours at IU. Minimum grade point averages used in determining the category of academic distinction awarded are:

- 3.83-4.00—Highest Distinction
- 3.66-3.82—High Distinction
- 3.50-3.65—Distinction

A GPA used to determine distinction is calculated from all grades in courses up to and including the seventh semester for the BSN taken at IU. The GPA does not include transfer grades, special credit, and open electives, but does include grades received in courses that are repeated because of program stipulations. Not all students who meet the criteria for distinction may be selected for this honor.

IU School of Nursing Scholarships

Thanks to the generosity of alumni and donors the IU School of Nursing is able to administer more than \$700,000 in scholarships annually to aid current IUSON undergraduate and graduate students. Typical scholarships range from \$1,000 to \$2,500 per student for the academic year. Each award is split equally in two payments to be distributed for fall and spring semesters and applied directly to your IU Student Account. The

scholarship application is available only online; read the [eligibility criteria](#) before accessing the online application.

Last updated April 2020

Guidance & Counseling

Guidance & Counseling

Academic advisors are available as a resource for students in the Indiana University School of Nursing. To schedule an appointment with an advisor at IUPUI call 317-274-2806, at IUFW call 260-481-6816, and at IUB call 812-855-1736. Walk in advising hours are also available on Tuesday, Wednesday, and Thursday from 8:00am to 4:00pm.

Pre-BSN Traditional Track students are advised to meet with an academic advisor at the [IUPUI Health & Life Sciences Advising Center](#) to help you learn, explore, plan, and transition into Nursing or other health and life sciences fields.

Students may also consult the Counseling and Psychological Services (CAPS) or <http://studentaffairs.iupui.edu/health-wellness/counseling-psychology/>, or other local agencies for specialized counseling.

Last updated April 2020

Undergraduate Programs

Philosophy Statement

Faculty members in the BSN program believe that a BSN education prepares students to meet the current and future health needs of society through a comprehensive academic foundation in the sciences and humanities coupled with exceptional professional preparation, preparing students for current and future roles across the continuum of settings for health care delivery. Faculty in the BSN program understand that our students bring a wide range of educational and other experience to the educational setting, and believe that the educational plan should be tailored to the needs of our learners. To achieve this goal, we have developed three tracks within the BSN to meet needs of different learners. Faculties in the BSN program also recognize that learning encompasses knowledge, skill, and affective domains. In each track of the BSN coursework focuses on mastery of conceptual knowledge; demonstration of competencies in nine program outcome areas; and embodiment of exemplary professionalism that includes the values inherent in the profession. Recognizing that BSN graduates will practice in an ever changing health care environment, students are prepared to understand health care policies and their rapidly changing impact on care delivery. Faculty have planned each track of the BSN to offer a cutting edge and evidence based curriculum to prepare students for careers as professional nurses who are competent care providers, prepared to practice to the full capacity of the professional nurse role in diverse settings and situations. We value diversity and prepare students to provide ethical, holistic, culturally sensitive patient centered care; which may focus on and include acute and chronic care; wellness and illness situations, and considering those diverse patients and clients we serve: individuals across

the lifespan; families in different developmental stages; as well as communities, aggregates, and populations. As part of professional nursing in today's complex care environments, nurses must be accountable leaders and managers, as well as knowledgeable care coordinators, engaging as full partners with interprofessional team members. Furthermore, the faculty believes that as professional nurses, BSN graduates must be exceptional communicators, collaborating effectively, and who are able to use and embrace technology and information management systems to achieve high quality, save patient care outcomes.

Purpose

The baccalaureate program offers a curriculum plan designed to meet learner needs while preparing professional nurses competent in meeting the current and future health needs of society. The curriculum prepares graduates to function as practitioners in a variety of settings including acute care, primary care, and community focused care to name a few. The BSN also provides a foundation for leadership positions and graduate study.

The graduate of the BSN program possesses a broad knowledge of the humanities, the biological and social sciences, and nursing. As a BSN graduate, the nurse applies well-developed problem-solving skills in caring for individuals, families, and communities.

Program Learning Outcomes

As a graduate of the BSN program you will be:

- A critical thinker who demonstrates intellectual engagement and uses evidence as a basis for clinical reasoning and decision making
- A culturally sensitive individual who provides holistic, individual, family, community, and population-centered nursing care
- A knowledgeable care coordinator who facilitates access to resources across the continuum of healthcare environments in order to meet the evolving healthcare needs of individuals, families, communities, and populations
- An individual who understands and considers the impact of healthcare policy, finance, and regulatory environments on care delivery
- An individual who embodies the professional identity of the nurse and who translates the inherent values of the nursing profession into the ethical and legal practice of nursing
- An effective communicator who collaborates with inter-professional team members, patients, and their support systems for improved health outcomes
- A competent care provider who is prepared to practice to the full capacity of the professional nurse role in diverse health care environments
- An accountable leader and manager who applies principles of systems and organizational processes and balances resources to promote quality care and patient safety
- An individual who embraces and employs innovations in information management and technology in the delivery of quality patient care

The BSN program is offered on the IUSON Core Campus (IUB, IUPUI and IUPUI campuses). Prospective students should acquaint themselves with curriculum requirements, course sequencing, and other degree requirements, along with the requirements for admission to the BSN program on each campus. Students are responsible for meeting all degree requirements.

- Academic Expectations/ Progression
- Academic Policies and Procedures
- Degree Requirements
- Honors Study Option
- BSN: School Requirements
- Accelerated Track

Last updated April 2020

Center for Academic Affairs

Center for Academic Affairs

The mission of the Center for Academic Affairs (CAA) at the Indiana University School of Nursing (IUSON) is to promote and facilitate the success of its students. This mission is implemented through the functions of academic counseling, recruitment, admissions, registration, certification, academic record maintenance, academic performance monitoring, orientation programs, diversity affairs, graduation, and student activities. Student services personnel serve as liaisons between students, faculty, and other groups in interpreting School of Nursing and university policies and procedures, and in advocating students' rights and responsibilities.

Orientation

Students new to the School of Nursing will receive orientation materials prior to the program start.

Guidance and Counseling

Graduate Advisors in CAA are available as a resource for students, and may be reached at 317-274-2806. Additionally, the Assistant Dean for Student Services is available in CAA to assist all students. To learn more about the support available through CAA, please call 317-274-2806 to schedule an appointment.

Students at IUPUI may also consult the [Counseling and Psychological Services \(CAPS\)](#) at 317-274-2548, or other local agencies for specialized counseling.

Last updated March 2020

How to Apply

How to Apply

Admission criteria and instructions related to the online application process can be accessed through the [IU School of Nursing Web site](#). Instructions and the link to the Indiana University Graduate application can be found on our [How to Apply](#) page. International applicants must indicate on the graduate application that they are an International student.

Deadlines

- NP and CNS tracks admit yearly for Fall, application deadline **January 15th**.
- Education and Leadership applications accepted each semester; start dates vary with course availability.

- PhD Program admits yearly for Summer (May); application deadline is **November 15th** of each year. *Please note: the PhD Program may move to a Fall (August) program start in 2021.*
- DNP Program admission varies by track:
 - Admission to the Post-MSN Executive Leadership or Advanced Clinical tracks is offered one time per year; cohorts start every August. Priority application deadline is **March 15th**.
 - Admission to the MSN & DNP Dual Degree track is offered one time per year; cohorts start every August. Priority application deadline is **July 15th**. Applicants to this track will apply first to the MSN Leadership track.
 - Admission to the MBA or MHA to DNP Transition track is offered one time per year; cohorts start every January. Priority application deadline is **November 15th**.

Last updated June 2020

DNP Admission

Doctor of Nursing Practice (DNP) Admission

Admission to the Indiana University School of Nursing (IUSON) [DNP program](#) requires approval by the faculty and is based on the applicant's qualifications as evidenced by the admission criteria and application materials, including an admission interview. Acceptance into the DNP program is competitive.

DNP Program Tracks

- Post-MSN Executive Leadership Track
- Post-MSN Advanced Clinical Track
- MBA or MHA to DNP Transition Option
- MSN & DNP Dual Degree Track

DNP Admission Criteria

Applicants to all tracks will possess an unencumbered RN license in their state of practice. All applicants for the Post-MSN and MBA or MHA to DNP tracks will have successfully completed a 3 credit hour, graduate-level Statistics course with a grade of B- (3.0) or higher.

- **Post-MSN DNP tracks:** Earned a Bachelor of Science of Nursing from an NLNAC, ACEN, or CCNE accredited program, and earned a Master of Science degree in Nursing (MS in nursing or MSN) from an NLNAC, ACEN, or CCNE accredited program with a cumulative grade point average (GPA) of 3.0 or higher on 4.0 scale
- **MBA & MHA to DNP Transition Tracks:** Earned a Bachelor of Science of Nursing from an NLNAC, ACEN, or CCNE accredited program, and earned an MBA or MHA from an AACSB or CEPH accredited program with a cumulative grade point average (GPA) of 3.0 or higher on 4.0 scale for both degrees.
- **MSN & DNP Dual Degree track:** Earned a Bachelor of Science of Nursing from an NLNAC, ACEN, or CCNE accredited program with a cumulative grade point average (GPA) of 3.0 or higher on 4.0 scale

DNP Application Packet Materials

Applicants will submit the online [DNP application](#) and provide the following supporting materials:

- Official transcripts for all prior earned degrees and all prior post-secondary coursework. Official transcripts should be submitted directly to the Graduate Advisor electronically, or by mail to the address below; copies of transcripts uploaded into the online application will not be accepted.
- Verification of master's clinical hours completed for post-MSN tracks; MSN Clinical Hour Verification form to be completed by the institution granting the master's degree
- Three professional references indicating ability to succeed in DNP program, including at least one from a nurse faculty member who has knowledge of the applicant's academic ability
- Personal statement indicating your goals and ability to succeed in the DNP; 2-3 pages in length
- Evidence of the capacity for writing as demonstrated by reports, published and unpublished papers, or a thesis
- Current resume or CV
- Copy of your current, unencumbered RN license and any certifications held
- If applicant's native language is not English, submission of proof of English proficiency by taking the "Test of English as a Foreign Language" (TOEFL)

All qualified applicants will be invited to participate in a formal admission interview with DNP faculty.

[Graduate Advisor for Doctoral Programs](#)

Indiana University School of Nursing Center for Academic Affairs

600 Barnhill Drive, Room NU147
Indianapolis, IN 46202-5107

For more information about the DNP program or the admission criteria, please contact:
Graduate Advisor for Doctoral Programs
Phone: (317) 274-2806

Last updated March 2020

Graduate Admissions

- Application
- MSN Admissions
- Graduate Certificate: Teaching in Nursing
- PhD Program
- DNP Program
- Center for Academic Affairs

MSN Admissions

MSN Admissions

Admission to the master's program requires approval by the faculty in the department in which study is desired. Admission is based on the composite of qualifications

(as evidenced by the application), official transcripts, and references. Acceptance into the master's program is competitive.

The criteria that follow must be met for admission:

1. A Bachelor's degree in Nursing from a program accredited by CNEA, CCNE, or ACEN.
2. A grade point average (GPA) of 3.0 or higher on a 4.0 scale, or equivalent.
3. A current active, unencumbered registered professional nurse license in the state in which the student practices.
4. Ability to use computer technologies including accessing, retrieving, receiving, and communicating information.

Admission of Students on Academic Probation

Students with undergraduate GPAs lower than 3.0 may be admitted on a case-by-case basis upon the recommendation of the academic department in which they desire a major and with the endorsement of the MSN Curriculum and Student Affairs Committee.

Maintaining Active Status of Admission

Admission is valid only for the enrollment period designated in the admission letter. Deferment of up to one year may be granted upon written request, subject to adjustment of admission status to requirements of the new enrollment period. Applications and transcripts are kept on file for one year only; beyond that period, reapplication is required.

Time Limitation

Course work must be completed within the six-year limitation period. Students must consult with their MSN track coordinator for any program plan changes.

Last updated June 2020

PhD Admission

PhD Admission

Successful applicants will meet the following admission criteria and submit the application materials prior to the application deadline. The application deadline is November 15th of each year, and admitted students will enter the PhD Program the following Summer semester (May). *Please note that the PhD Program start may move to August in 2021.*

PhD Admission Criteria

- Earned a Bachelor of Science in Nursing or a Master of Science degree in Nursing from an ACEN or CCNE accredited program
- Cumulative grade point average (GPA) of 3.0 on a 4.0 scale for the BSN and MSN or MS in Nursing
- Applicants to the MSN-PhD track only will have successfully completed a 3 credit hour, graduate level Statistics course with a grade of B- (3.0) or higher before the program start date.

PhD Application Packet Materials

All applicants will submit the online [PhD application](#) and provide the following supporting materials:

- Official transcripts for all prior earned degrees and all prior post-secondary coursework

- Confirmation of support from an IU School of Nursing faculty member that indicates congruency between faculty and applicant's research interest and willingness of the faculty member to serve as applicant's research mentor
- Three references indicating ability to succeed in the PhD program, including at least one from a nurse faculty member who has knowledge of the applicant's academic ability
- Personal statement indicating immediate and long-range professional goals and a proposed area of research; 2-3 pages in length
- Evidence of the capacity for original scholarship and research in nursing, as demonstrated by reports, published and unpublished papers, or a thesis.
- Current resume or CV
- If applicant's native language is not English, submission of proof of English proficiency by taking the "Test of English as a Foreign Language" (TOEFL)

All qualified applicants will be invited to participate in a formal admission interview with PhD faculty.

Application materials should be uploaded to the online application or submitted electronically to the Graduate Advisor for Doctoral Programs by the application deadline.

Official transcripts should be submitted to the Graduate Advisor electronically, or by mail to the address below; copies of transcripts uploaded into the online application will not be accepted.

[Graduate Advisor for Doctoral Programs](#)

Indiana University School of Nursing Center for Academic Affairs

*600 Barnhill Drive, Room NU147
Indianapolis, IN 46202-5107*

For more information about the PhD program or the admission criteria, please contact:
Graduate Advisor for Doctoral Programs
Phone: (317) 274-2806

Last updated March 2020

Teaching in Nursing

Certificate Programs

Teaching in Nursing

The School of Nursing offers a Graduate Certificate in Teaching in Nursing. The certificate (17 credit hours) requires completion of prescribed courses, 75 clock hours in advanced clinical practice, and a 150 clock hours teaching practicum. The academic certificate is for students with bachelors's or master's degrees in Nursing, or who are currently enrolled in a master's program with the career goal of teaching in an academic setting.

Admissions Requirements and Procedures

Admission to the certificate program requires a bachelor's degree in nursing from an accredited institution with a recommended minimum GPA of 3.0. Appropriate work experience also will be taken into account in making decisions about admission. Students will be required to submit a statement of interest and three references. Students already admitted into the Indiana University

graduate program are automatically eligible to earn a certificate. Such students must declare their participation in the degree program and also submit a statement of interest.

Minimum Overall GPA

Students will be required to receive a final overall grade point average of 3.0 or better to be awarded the certificate. The minimum grade accepted in any single course is B.

Maximum Number of Credits That Can Be Transferred from Another Institution

If students are able to document appropriate graduate course work at another institution, they can request that they transfer a maximum of 3 credits. The faculty members who oversee the program will approve all waivers and substitutions. No undergraduate courses can be applied to this certificate program.

Maximum Time for Completion

Maximum time for program completion is four years with no significant breaks (i.e., more than two semesters) between courses. (This field and its underlying technology changes too rapidly for longer breaks.)

Number of Credit Hours Taken Prior to Admission to the Certificate Program That May Be Counted to Completion of the Degree

There is no limit to the number of graduate courses that can be taken prior to admission to the certificate program, provided that all course work is completed within a four-year period.

Required Courses for the Teaching in Nursing Certificate

- T601 Advanced Nursing Education (4 cr.)
- T604 Curriculum in Nursing (3 cr.)
- T618 Evaluation in Nursing (3 cr.)
- T620 Computer Technologies for Nurse Educators (3 cr.)
- T680 Nursing Education Practicum (4 cr.)

Last updated Junel 2020

Certificate Program

Certificate Program

- Teaching in Nursing Graduate Certificate

For information concerning this program of study, write Graduate Programs, Indiana University School of Nursing, 600 Barnhill Drive, NU 122, Indianapolis, IN 46202-5107; or telephone (317) 274-2806 or visit www.nursing.iu.edu.

Master of Science in Nursing

Master of Science in Nursing

Philosophy

Nursing is a scientifically and theoretically based service profession. By embracing the contextual nature of practice through integration of multiple ways of knowing including critical thinking, research, reflection, and intuition, MSN graduates become expert nurses who provide holistic, ethical, evidence-based care within an

interdisciplinary environment. Through the educational process, students become visionary leaders who advance the profession of nursing and influence the future of healthcare.

Purpose

The IUSON MSN program educates nurses to become leaders within dynamic healthcare environments. As nurse leaders they are prepared to provide and improve care to patients, families, and/or communities and to lead educational and complex healthcare systems.

Program Outcomes

The goal of the Master of Science in Nursing (MSN) program is to prepare graduates for leadership roles in advanced nursing practice, those of clinical nurse specialist, nurse practitioner, nurse educator, and nurse leader. Students select one of 9 track areas of study when they apply for admission. In addition, graduate certificates are offered in nursing informatics and teaching in nursing. Post-master's study options are available in all tracks. All degree requirements must be met within six years of initial enrollment. The pattern and duration of a program of study for individual students is determined in consultation with their MSN Track Coordinator. Degree requirements can be met through a combination of distance-accessible, online, and on-campus learning opportunities.

All graduates of the master's degree program are expected to achieve the following outcomes:

1. Model excellence in nursing leadership to improve nursing practice within a complex health care system.
2. Conduct advanced nursing practice within ethical–legal guidelines, professional policies and regulations, and standards of practice associated with a specialty area of practice.
3. Synthesize knowledge from nursing as well as biological, behavioral, social, administrative, educational, and communication sciences for application to a chosen domain of advanced practice nursing.
4. Demonstrate scholarly inquiry and reflection that exemplifies critical, creative, and systems thinking to advance the practice of nursing.
5. Frame problems, design interventions, specify outcomes, and measure achievement of outcomes while balancing human, fiscal, and material resources to achieve quality health outcomes.
6. Use information technology and knowledge-based resources to manage and transform data that inform clinical practice.
7. Systematically apply evidence from research findings to answer clinical questions, solve clinical problems, and develop innovative nursing interventions and health policies for selected patient populations.
8. Demonstrate collaborative practice and interpret nursing science within an interdisciplinary context.
9. Articulate the effects of culture, diversity, values, and globalization in the design, delivery, and evaluation of health services.
10. Engage in life-long learning activities that contribute to professional development as well as to the advancement of nursing.

The goal of the MSN program is to prepare its graduates for leadership roles in advanced nursing practice. Post-master's options are also available in all the tracks. Students select a track area of study when they apply for admission.

Students may elect to follow a full-time or part-time course of study. Minimum time for completion of degree requirements is three semesters. All degree requirements must be met within six years of initial enrollment. The pattern and duration for the individual student is determined in consultation with their MSN Track Coordinator.

Selected master's courses are distance accessible using a variety of technologies.

- Degree Requirements
- Academic Standing of Students
- Curriculum Design
- Post-Master's Option

Curriculum Design

Master of Science in Nursing

Curriculum Design

Minimum completion time for the master's degree program is five semesters. The pattern and duration for the individual student is determined in consultation with the student's faculty coordinator.

All majors include the following areas of study:

1. **Core Courses.** General requirements for all majors:
 - 3 credit graduate statistics course; 500-level, faculty-approved course; NURS-R 505 is preferred.
 - 3 credit course each in nursing theory, nursing leadership for advanced practice nursing, and research methodology for a total of 9 credits.
2. **Additional Core Courses.** Requirements for Nursing Education, CNS, and NP majors:
 - 3 *stand alone* courses in advanced pathophysiology, advanced pharmacology, and advanced physical assessment for a total of 10 credits.
3. **Courses in the Nursing Major.** Between 17 and 21 credit hours in specialty courses from the major department.
4. **Focus Area Courses.** These are required for some majors and requirements vary from 3-6 credit hours of electives chosen by the student in consultation with their MSN Coordinator.

Last updated April 2019

Degree Requirements

Master of Science in Nursing

Degree Requirements

Candidates must meet both the general requirements of the master's program in the School of Nursing and the specific requirements of the specialty track.

All candidates for the degree of Master of Science in Nursing must fulfill the following requirements:

1. Complete a minimum of 42 - 43 credit hours of courses, depending on the track, and fulfill departmental requirements. A maximum of 3 credit hours may be taken at the undergraduate level if the track offers an elective option. Courses meeting the requirement of advanced nursing practice must be taken in or through the School of Nursing.
2. Remove all conditions, deficiencies, probation, and Deferred or Incomplete grades.
3. Achieve a 3.0 grade point average by the time the student has completed 42 credit hours of course work, as required by the major department. Credit hours toward the degree are not granted for courses with a grade below B-. All grades are included in computing the grade point average.
4. Complete all degree requirements within six years of the date the student begins course work.
5. File intent to graduate forms at least one semester before the final semester of study. A new intent to graduate form must be filed if the graduation date changes. Application forms are online and filed with the recorder for graduate programs. The School of Nursing is not responsible for certification for the degree if the student fails to file the application.
6. Complete the School of Nursing Exit Survey, which is part of the intent to graduate form.

Last updated April 2019

Academic Standing

Master of Science in Nursing

Academic Standing

Good Standing

A student is in good academic standing when his or her cumulative grade point average is 3.0 or higher.

Disciplinary Probation

Disciplinary probation is administered under the Code of Student Rights, Responsibilities, and Conduct. The faculty reserve the right to request the withdrawal of a student when problems related to personal integrity, health, maturity, or safety in the practice of nursing demonstrate the student's unfitness to continue preparation for professional nursing.

Academic Probation

A student is placed on academic probation when the cumulative grade point average falls below 3.0 or if he or she earns a C+ or lower in a required course. The probationary status is removed within one semester or its equivalent (9 credit hours). Students who do not regain good academic standing after three semesters of probation will be dismissed from the program.

Maintaining Status

- Students who do not register for a period of three consecutive semesters will be dismissed from the program.
- Students must maintain a cumulative GPA of 3.0 throughout the duration of the program. Course grades lower than B- will constitute course failure.
- Students must achieve a cumulative GPA of 3.0 to be eligible for graduation.
- Students who receive a failing course grade in a non-clinical course will be placed on academic probation and monitored by the MSN Curriculum and Student Affairs Committee. The student may request an opportunity to repeat the course one time.
- Students who receive a failing grade in a clinical course or in more than one course (clinical and/or didactic) within the same semester will be dismissed from the program. Students receiving a grade of 'F' in any course will be dismissed from the program.
- If a course must be repeated, the department may specify additional conditions relating to progression in the program until the course is successfully completed.
- Students will remain on academic probation, even after successful completion of a repeated course, until cumulative GPA meets or exceeds 3.0.
- Students who are on academic probation and/or have one or more course Incomplete(s) outstanding cannot enroll in further coursework unless approved by the MSN Curriculum and Student Affairs Committee.
- Evidence of lack of progress toward the degree is described as failure to successfully attain a B- or higher in a course in which an unsatisfactory grade has been previously received. Students who do not complete all degree requirements within a six-year period following initial registration will be dismissed.

Last updated April 2019

Post-Master's Option

Master of Science in Nursing

Post-Master's Option

Post-master's options are available in all Nurse Practitioner and Clinical Nurse Specialist tracks. The option varies from 17 to 33 credits, depending on previous course work. Applicants must have a Master's degree in Nursing. Admission to the Post-MSN option is on a space-available basis.

Program Descriptions

Students select a specialty track at the time they apply for admission. Post-master's options are available in all clinical areas.

Clinical Specialists

- Adult-Gerontology Clinical Nurse Specialist
- Pediatric Clinical Nurse Specialist

Nurse Practitioners

- Pediatric Primary Care Nurse Practitioner
- Adult-Gerontology Acute Care Nurse Practitioner
- Adult-Gerontology Primary Care Nurse Practitioner
- Family Nurse Practitioner

- Psychiatric-Mental Health Nurse Practitioner - Lifespan

PhD in Nursing Science Program

Degree Programs

PhD in Nursing Science

Professional nursing is a distinct scientific discipline with a specific body of knowledge obtained through research. The Doctor of Philosophy program builds upon baccalaureate or master's nursing education and emphasizes the use of creativity in the development and formulation of ideas that contribute to nursing science. Through research, analysis, and evaluation, students are empowered to transform knowledge and critical data into viable propositions through effective communication, critical inquiry, and clinical application. As students progress through the PhD program, they are socialized to the value of research and interdisciplinary inquiry. Today's PhD in nursing science scholar is entrusted with shaping and preserving the quality and vitality of professional nursing.

- On-Campus and Distance-Accessible PhD Options
- Focus Areas of Study
- PhD Curriculum
- Opportunities for Postdoctoral Study

Last updated March 2020

Curriculum & Program Learning Outcomes

PhD in Nursing Science

Curriculum

The PhD curriculum consists of 90 total credit hours across six core areas: Professional Development, Nursing Theory, Nursing Science Research Major, Nursing Science Concentration, the Minor, and Dissertation. MSN to PhD students can transfer up to 30 graduate credit hours from their Master of Science in Nursing course work. BSN-PhD students complete 12 Masters-level bridge core credits and an additional 18 graduate level credits, resulting in a 90 credit hour PhD. The 18 graduate credits are selected by the student and their faculty mentor to enhance the student's PhD research focus.

| Core | BSN to PhD track | MSN to PhD track |
|--------------------------------|------------------|------------------|
| Professional Development Core | 6 credits | 6 credits |
| Nursing Theory Core | 6 credits | 6 credits |
| Nursing Science Research Major | 15 credits | 15 credits |
| Nursing Science Concentration | 8 credits | 8 credits |
| Minor, external or internal | 9-12 credits | 9-12 credits |
| Dissertation | 16 credits | 16 credits |
| MSN "Bridge" core courses | 12 credits | 0 credits |
| Additional graduate credits | 18 credits | 0 credits |

| | | |
|---------------------------------|-------------------|-------------------|
| Graduate level transfer credits | 0 credits | 30 credits |
| TOTAL PROGRAM CREDITS | 90 credits | 90 credits |

For a complete outline of the courses required for each core, visit the Indiana University School of Nursing [PhD program website](#).

As a PhD graduate, you are well positioned for a successful career as a leader within academic and practice settings to:

- Master and synthesize knowledge from nursing and other disciplines to conduct original research, generate, and disseminate new ideas;
- Critique and integrate perspectives from diverse disciplines in the development of new knowledge for the discipline;
- Assume leadership in the conduct of culturally competent, ethical research and scholarship to improve nursing practice and health outcomes;
- Incorporate the components of scholarship, namely: research, teaching, mentoring, and service within your professional role;
- Prepare the future generation of nurses.

Last updated March 2020

Focus Areas of Study w/ Wide Applications PhD in Nursing Science

As a PhD student, you are linked with faculty researchers who provide supportive mentoring throughout your entire PhD program. You can choose to work with faculty experts in **clinical nursing science** or **health systems**.

Clinical nursing science concentrates on the interrelationships of health promotion, health behavior, symptom management, and quality of life in acute and chronic illness throughout the lifespan. This focus area includes the prevention and early detection of disease and disability across the continuum of care and the enhancement of the health and well-being for individuals, families, and communities. Examples of scholarship and faculty research in clinical nursing science include:

- Symptom management and improving quality of life in persons with chronic illness
- Behavioral oncology across the cancer continuum (including cancer prevention, detection, and symptom management)
- Childhood and family adaptation to chronic illness
- Family caregiving across the lifespan
- Tailored intervention studies to improve quality of life
- Patient care safety

Health systems operate to create structures and resources that enable individuals and communities to achieve optimal health. This focus area includes the science of nursing education, health policy, and administration. Examples of scholarship and faculty research within the focus of health systems include:

- Health systems administration
- Nursing Education
- Teaching and learning in web-based courses

- Clinical reasoning
- Assessment of learning and program evaluation
- Health policy and public policy analysis
- Computer systems to enhance care delivery
- Patient care simulations
- Community-based care coordination

Last updated March 2020

On-Campus and Distance-Accessible PhD PhD in Nursing Science

On-Campus and Distance-Accessible PhD

The Indiana University School of Nursing PhD Program is delivered both on-campus and via distance-accessible technologies. Our program flexibility offers bachelor's and master's prepared nurses across the country access to our PhD program through the use of in-person or distance-accessible course options, using video conferencing and other emerging technologies to allow students to communicate and participate in synchronous classroom lectures and discussions. This hybrid, distance-accessible program synchronously places you in the classroom with your classmates. You can also choose in-person classes if you prefer to learn in a face-to-face setting. We attempt to schedule required PhD courses across one day each week so that students know in advance which day to plan to be available for class. PhD students will attend two required on-campus, PhD Intensives during the first two years of the PhD program. The PhD Intensives are typically held in early summer of the first two years of the PhD Program and give you the opportunity to interact with other students and with faculty, attend professional development sessions, meet with faculty mentors, and network during a variety of informal receptions.

Last updated March 2020

Pre and Postdoctoral Study PhD in Nursing Science

Postdoctoral Study

Several training opportunities exist to provide you a continuum of education:

- Behavioral Cooperative Oncology Group (BCOG), Center for Symptom Management Predoctoral and Postdoctoral Fellowship Program
- Training in Research for Behavioral Oncology and Cancer Control Program - R-25 Fellowship
- Training in Behavioral Nursing Research (T32) Fellowships

These fellowships provide you with opportunities to conduct research alongside mentors in your chosen area of focus. Our goal is to help you reach your career goals in the healthcare profession and prepare you to meet the lifelong challenges and possibilities you will face as nurse researchers. More information is available at the IU School of Nursing [Pre-and-Postdoctoral Training](#) web page.

Last updated March 2020

Doctor of Nursing Practice (DNP)

Doctor of Nursing Practice (DNP)

Purpose

The Doctor of Nursing Practice (DNP) is a professional doctorate featuring foci in Executive Leadership or Advanced Clinical Practice. Graduates of the program are prepared to assume advanced leadership positions in nursing and health care, both at system and direct patient care levels. DNP graduates lead teams, manage a service line or clinical department, impact health policy, or take on a leadership role in a wide range of healthcare organizations. For more information about the program and the application process, please visit the IU School of Nursing [DNP web site](#).

DNP Learning Outcomes

The DNP Learning Outcomes reflect executive leadership knowledge and skills and design of sustainable new models of care. As a DNP graduate you are well positioned for a successful career as a leader within healthcare settings. Graduates of the program are expected to:

- Use executive leadership knowledge and skills to advance population health, enhance safety and quality, and disseminate new knowledge in complex systems
- Create value through novel practice change, translation of evidence, appropriation of resources, and performance improvement.
- Synthesize multiple sources of information to transform clinical practice and design sustainable new models of care and/or care delivery systems
- Advocate for diverse patient, family, and community health by actively engaging in design, implementation, and evaluation of health policy at multiple levels
- Integrate ethical obligations, legal and regulatory recommendations, professional standards, practice guidelines, and professional accountability in own practice
- Apply interprofessional collaborative relationships to promote cultures of inclusion, inquiry, professional governance, and ongoing partnership

Outcomes approved by DNP Curriculum & Student Affairs 10/11/18

DNP Program Tracks

The IU School of Nursing DNP Program features four program tracks designed to meet student needs:

- The Post-MSN Executive Leadership track (37-41 credits) is designed to prepare nurses to lead teams, work at the highest level of advanced practice, manage a service line or clinical department, impact health policy, or take on a leadership role in a wide range of healthcare and education organizations.
- The Post-MSN Advanced Clinical track (37-41 credits) is designed to prepare nurses to move into high demand clinical practice nursing roles, fulfilling both the career advancement needs of Indiana's nursing workforce as well as the state's

need for more advanced nurses skilled in achieving population health outcomes.

- The MBA or MHA to DNP transition track (50 credits) allows practicing nurses with an earned Master of Business Administration (MBA) or Master of Health Administration (MHA) to move more quickly into high demand executive nurse leader roles. BSN-prepared licensed nurses complete 12 "transition credits" (4 courses) in the MSN program covering essential content and allowing students to transition seamlessly into the DNP program. The Executive Nurse Leadership DNP is designed to prepare nurses to lead teams, work at the highest level of advanced practice, manage a service line or clinical department, impact health policy, or take on a leadership role in a wide range of healthcare and education organizations.
- The MSN-DNP Dual Degree track (67 credits) is designed to accelerate the pathway from BSN to DNP, saving both time and money. MSN-DNP Dual Degree track students move seamlessly from the MSN to DNP curriculum. Twelve credits (4 courses) are counted for both degrees saving time and money. The MSN is awarded at the completion of the required MSN courses; students then complete the additional DNP courses and are awarded the DNP. Graduates are prepared to lead teams, work at the highest level of advanced practice, manage a service line or clinical department, impact health policy, or take on a leadership role in a wide range of healthcare and education organizations.

DNP Curriculum Core Courses for all tracks

| Course Number | Course Title | Credits |
|--------------------------|--|---------|
| NURS-D 615 | Performance Improvement & Patient Safety in Health Systems | 3 |
| NURS-D 650 | Data Analysis in Administrative and Clinical Decision Making | 3 |
| NURS-D 709 or NURS-D 708 | Executive Leadership Practicum (Executive Leadership track) or Population Health Practicum (Advanced Clinical track) | 1 |
| NURS-D 710 | Analytical thinking for Evidence Based Practice | 3 |
| NURS-D 721 | Advanced Leadership in Complex Systems | 3 |
| NURS-D 722 | Theoretical Basis of Project Implementation and Evaluation | 3 |

| | | |
|------------|--|-----|
| NURS-D 735 | Population Health Surveillance & Management | 3 |
| NURS-D 743 | Trans-disciplinary Approaches to Influencing Public Health Policy | 3 |
| NURS-D 744 | Strategic Resource Management in Nursing & Health Systems | 3 |
| NURS-D 748 | Leading Patient-Centered Interprofessional Collaborative Practice Environments | 3 |
| NURS-D 750 | DNP Project Planning | 1-2 |
| NURS-D 760 | DNP Project Implementation | 2-4 |
| NURS-D 770 | DNP Project Evaluation & Dissemination | 3-4 |
| | Elective | 3 |

Last updated March 2020

Degree Programs

The School of Nursing faculty offers the following degrees:

- Master of Science in Nursing (MSN)
- Doctor of Nursing Practice (DNP)
- Doctor of Philosophy in Nursing Science (PhD)

The School of Nursing also offers the following certificate:

- Teaching in Nursing Graduate Certificate

For information concerning these programs of study, write Graduate Programs, Indiana University School of Nursing, 600 Barnhill Drive, NU 122, Indianapolis, IN 46202-5107; or telephone (317) 274-2806 or visit www.nursing.iupui.edu.

The Master of Science in Nursing (MSN) program, the PhD in Nursing Science, and the Doctor of Nursing Practice (DNP) programs are offered through the Indianapolis campus. Selected courses for all programs are offered through Internet-based technologies that support student access.

Last updated April 2019

Graduate Certificates

Graduate Certificates

Certificate Program in Nurse Teaching

All participants who complete the nurse teaching certificate program are expected to achieve the following outcomes:

1. Facilitate learning effectively

2. Facilitate Learner Development and Socialization
3. Use Assessment and Evaluation Strategies
4. Participate in Curriculum Design and Evaluation of Program Outcomes
5. Function as a Change Agent and Leader
6. Pursue Continuous Quality Improvement in the Nurse Educator Role
7. Engage in Scholarship
8. Function within the Educational Environment

Certificate Program in Nursing Informatics

The goal of the certificate in nursing informatics is to prepare graduates with knowledge and skills to enhance patient-care delivery, promote consumer health, utilize nursing research, and provide education through information technology. All participants who complete the nursing informatics certificate program are expected to achieve the following outcomes:

1. Synthesize knowledge of system design, selection, implementation, and evaluation of information systems for nursing care delivery, including human factors and organizational change management.
2. Manage structured and unstructured data for representing nursing knowledge to inform clinical and administrative decision making, monitor quality and effectiveness of nursing care, and support evidence-based nursing practice.
3. Utilize standardized languages for storage and retrieval of healthcare information and nursing data.
4. Integrate principles of computer science, information science, cognitive and decision sciences, and nursing science within computerized decision support systems
5. Demonstrate project management skills for implementation of technological solutions to nursing and healthcare problems.
6. Develop policies to safeguard access to health information and to ensure information security, accessibility, and quality.
7. Analyze the social and ethical issues related to computerized healthcare information delivery.

Doctoral Programs

Student Learning Outcomes

Doctor of Nursing Practice (DNP)

The Doctor of Nursing Practice curriculum is built on Program Learning Outcomes that will advance knowledge, skills, and abilities as you progress through the DNP program. Graduates of the Doctor of Nursing Practice Program are expected to:

- Use executive leadership knowledge and skills to advance population health, enhance safety and quality, and disseminate new knowledge in complex systems
- Create value through novel practice change, translation of evidence, appropriation of resources, and performance improvement.
- Synthesize multiple sources of information to transform clinical practice and design sustainable new models of care and/or care delivery systems
- Advocate for diverse patient, family, and community health by actively engaging in design,

implementation, and evaluation of health policy at multiple levels

- Integrate ethical obligations, legal and regulatory recommendations, professional standards, practice guidelines, and professional accountability in own practice
- Apply interprofessional collaborative relationships to promote cultures of inclusion, inquiry, professional governance, and ongoing partnership

Outcomes approved by DNP Curriculum & Student Affairs 10/11/18

Doctor of Philosophy in Nursing Science (PhD)

As a PhD graduate you are well positioned for a successful career as a leader within academic and practice settings. Graduates of the program are expected to:

- Synthesize knowledge from nursing as well as biological and behavioral sciences to investigate health phenomena.
- Utilize analytical and empirical methods to extend nursing knowledge and scholarship.
- Conduct and communicate Independent research that advances the body of scientific knowledge.
- Defend the social significance of the expanded knowledge base of nursing.
- Interpret nursing science within an inter-disciplinary context.

Last updated March 2020

Student Learning Outcomes

- Doctor of Nursing Practice (DNP)
- Doctor of Philosophy in Nursing (PhD)
- Master of Science in Nursing (MSN)

Master of Science in Nursing (M.S.N)

Student Learning Outcomes

Master of Science in Nursing (M.S.N)

The goal of the Master of Science in Nursing (MSN) program is to prepare graduates for leadership roles in advanced nursing practice, those of clinical nurse specialist, nurse practitioner, nurse educator, and nurse administrator. Students select one of 9 major areas of study when they apply for admission. In addition, a graduate certificate is offered in Teaching in Nursing. Post-master's study options are available in all NP and CNS majors. All degree requirements must be met within six years of initial enrollment. The pattern and duration of a program of study for individual students is determined in consultation with a faculty advisor. Degree requirements can be met through a combination of distance-accessible and on-campus learning opportunities.

1. LEAD: Lead nursing and healthcare teams to improve practice within complex systems, recognizing political, institutional, social, and economic forces.
2. PRACTICE: Practice at the highest level of nursing, integrating ethical, legal, professional, and regulatory standards and guidelines.

3. SYNTHESIZE KNOWLEDGE: Synthesize knowledge from nursing and related sciences for application to selected domains of nursing practice.
4. INQUIRY: Demonstrate intellectual curiosity and scholarly inquiry in the pursuit of innovative approaches to improving health outcomes.
5. PROBLEM SOLVING: Apply evidence to problem solving at the clinical and system level to advance nursing practice and improve outcomes.
6. INFORMATION TECHNOLOGY: Use technology to deliver, measure, monitor, and improve clinical care delivery and enhance safe outcomes.
7. APPLY EVIDENCE: Engage in policy analysis, development, and advocacy to influence health at the individual, group, community, and population level.
8. COLLABORATIVE PRACTICE: Practice in interprofessional teams that communicate, collaborate, and consult in coordinating patient-centered care.
9. CULTURE: Incorporate the influences of culture, diversity, values, and globalization in the design, delivery, and evaluation of nursing and healthcare services.
10. LEARNER: Recognize the value of being a lifelong learner who is committed to personal professional growth, the development of the profession, and the health of the public.

Last updated April 2019

Contact Information

Contact Information

Graduate Programs

Indiana University School of Nursing
Center for Academic Affairs
600 Barnhill Drive, NU 122
Indianapolis, IN 46202-5107
Phone: 317.274.2806
www.nursing.iu.edu

Financial Information

Graduate

Financial Information

There are a number of different options to help students fund their graduate studies at the IU School of Nursing. Students are encouraged to consider all resources to help make their education as affordable as possible.

For general information about the financial aid process, applying for federal financial aid, grants, and loans, please visit the IUPUI Office of [Student Financial Services](#).

Funding is also available through the university and the [IU School of Nursing](#). Visit the IUPUI Office of [Student Scholarships](#) and the [IUPUI Graduate Office](#) for information about institutional awards.

Information about current tuition and fee rates can be obtained from the IUPUI [Office of the Bursar](#).

Updated March 2020

Graduate Programs

Graduate

The School of Nursing offers the following graduate degrees:

- Master of Science in Nursing (MSN)
- Doctor of Nursing Practice (DNP)
- Doctor of Philosophy in Nursing Science (PhD)

For information concerning these programs of study, please contact Graduate Programs, Indiana University School of Nursing, 600 Barnhill Drive, NU 122, Indianapolis, IN 46202-5107; or by telephone at (317) 274-2806 or by visiting www.nursing.iupui.edu.

Last updated March 2020

Courses

All courses are preceded by the abbreviation "NURS." The number of credit hours is indicated in parentheses following the course title. The abbreviation "P" refers to the course's prerequisite(s); "C" refers to corequisite(s).

Bachelor of Science in Nursing (BSN) Courses

NURS-B 234 Promoting Healthy Populations (4 cr.)

C: NURS-B 235. (Traditional) This course focuses on preventative health care and health promotion in individuals, families, and communities, considering the influence of culture and lifespan development. Using biophysical, environmental, sociocultural and economic determinants of health, students focus on improving health outcomes with individuals, families, and communities.

NURS-B 235 Health Populations Practicum (1 cr.)

C: NURS-B 234. (Traditional) Students assess individuals, families, and communities, providing needed education, preventative services, and support. Students provide individual and population based care in community based settings, giving consideration to the perspective of those being served.

NURS-B 237 Promoting Healthy Populations for Second Degree (3 cr.) (Accelerated)

This course for second degree students focuses on preventative health care and health promotion in individuals, families, and communities, considering the influence of culture and lifespan development. Using biophysical, environmental, sociocultural and economic determinants of health, students focus on improving health outcomes with individuals, families, and communities.

NURS-B 244 Comprehensive Health Assessment (3 cr.)

P: or C: Anatomy, Physiology, or Microbiology. C: NURS-B 245. This course focuses on helping students acquire skills to conduct a comprehensive health assessment, including the physical, psychological, social, functional, and environmental aspects of health. The process of data collection, interpretation, documentation, and dissemination of assessment data will be addressed.

NURS-B 245 Comprehensive Health

Assessment:Practicum (2 cr.) C: NURS-B 244.

(Traditional / Accelerated) Students will have the opportunity to use techniques of interview, observation, percussion, palpation, inspection, and auscultation in

assessing clients across the life span in simulated and actual environments.

NURS-B 247 Comprehensive Health Assessment for Second Degree (3 cr.) C: NURS-B 245.

(Accelerated) This second degree course focuses on helping students acquire skills to conduct a comprehensive health assessment, including the physical, psychological, social, functional, and environmental aspects of health. The process of data collection, interpretation, documentation, and dissemination of assessment data will be addressed.

NURS-B 253 Professionalism in Collaborative Practice (3 cr.) (Traditional, Accelerated)

Students practice communication skills for working with health team members and clients, including self-awareness, interpersonal communication, team skills, and technological communication. Students are introduced to the scope and standards of nursing practice, roles of health team members, and components of professional practice. Students are introduced to leadership and ethical standards.

NURS-B 260 Fundamentals of Nursing Practice (5 cr.)

P: Anatomy, Physiology. C: NURS-B 261. (Traditional, Accelerated) This course focuses on the fundamentals of nursing from a theoretical, evidence base. Students will gain a knowledge base for, and have an opportunity to apply, fundamental nursing concepts, skills and the nursing process. The evidence based knowledge gained forms a basis for clinical reasoning and decision making as students develop their nursing skills.

NURS-B 261 Pathophysiology and Pharmacology for Nursing Practice (4 cr.)

P: Anatomy, Physiology. C: NURS-B 260. (Traditional, Accelerated) This course provides a foundation in the pathophysiology of key disease processes and pharmacological therapies. Principles of pathophysiology and pharmacology are presented in an integrated manner to provide a basis for study of selected medications that are used to treat or manage diseases with an application to nursing practice.

NURS-B 334 Transitional Care of Families and Populations (5 cr.) (Traditional, Accelerated)

Using the childbearing family as an extensive exemplar, this course focuses on family and community health: community assessment, epidemiology, and intervention with individuals, families, communities and populations. Students address prenatal care, normal and high risk pregnancy and childbirth, newborn care, genetic counseling, care coordination, complementary care, and environmental health.

NURS-B 444 Managing Health and Illness across Care Environments (4 cr.) P: B334

(Traditional) Students study a focused clinical area of concern for nursing, exploring the ways in which culture, health disparity, transitions between care environments, and health policy impact care for an aggregate, population, or specialty. Immersed in a care environment, students gain relevant clinical knowledge as well as an understanding of the aggregate health concerns.

NURS-B 445 Managing Health and Illness across Care Environments (3 cr.)

(Accelerated) Second degree students explore the ways in which culture, health disparity, transitions between care environments, and health policy impact care for an aggregate, population, or specialty. Students gain relevant nursing knowledge as well as an understanding of the aggregate health concerns.

NURS-H 303 Pediatric Clinical Immersion (1 cr.)

(Traditional) This clinical course addresses the specific needs of the pediatric population who are experiencing acute and chronic health problems using a patient and family centered approach. Emphasis will be placed on growth and development, family centered care, and the inter-professional approach to the care of this complex population.

NURS-H 355 Data Analysis for Practice and Research (3 cr.)

(Traditional) This course introduces nursing and other health sciences students to the basic concepts and techniques of data analysis needed in professional health-care practice. Principles of measurement, data summarization, and univariate and bivariate statistics are examined. Differences in types of qualitative data and methods by which these types of data can be interpreted are also explored. Emphasis is placed on the application of fundamental concepts to real-world situations in client care.

NURS-H 356 Clinical Nursing Care 1: Biophysical Processes (5 cr.)

(Traditional, Accelerated) This course focuses on providing nursing care for individuals and families with acute and chronic biophysical illnesses across the lifespan. Particular attention is focused on developing clinical reasoning and competent nursing practice at a beginning level.

NURS-H 360 Clinical Nursing Care 2: Interactive Processes (5 cr.)

(Traditional, Accelerated) This course focuses on nursing care management of individuals and families experiencing acute and chronic health problems related to interaction with the environment and others: sensory, motor, cognitive, affective, and interpersonal processes. Using a holistic approach this course addresses health problems occurring across the lifespan.

NURS-H 371 Clinical Nursing Care 3: Adaptive Processes (5 cr.)

(Traditional, Accelerated) This course builds on Biophysical Processes. The primary focus is on the nursing care management of individuals and families experiencing acute and chronic health problems using an adaptive and holistic approach. Particular attention is focused on developing clinical reasoning and competent nursing practice at an intermediate level.

NURS-H 403 Nursing Clinical Intensive (2 cr.)

(Traditional) This intensive clinical course, comprised of clinical and simulation experiences, incorporates skills, knowledge and behaviors consistent with the nursing process. Students will refine clinical skills and master the nursing process. Attention is focused on developing clinical reasoning, demonstration of critical thinking, and competent nursing practice at an advanced level.

NURS-H 476 Clinical Nursing Care 4: Complex Processes (5 cr.)

(Traditional, Accelerated) The primary focus is on the nursing care management of individuals and families experiencing complex and significant

illnesses across the lifespan. Particular attention is focused on developing clinical reasoning and competent nursing practice at an advanced level.

NURS-L 230 Health Care Delivery Systems (3 cr.)

(Traditional, Accelerated) Students examine health care delivery systems, leadership, health policy, regulation and economics. Students explore quality practices of health care organizations. Students analyze the impact of informatics on health care and nursing including the electronic health record, information technology in healthcare, and information literacy.

NURS-L 330 Leadership in Healthcare Delivery and Policy (4 cr.)

(Accelerated) This course focuses on development of effective leadership skills within healthcare delivery systems. Students examine health policy, study information management, and use healthcare data and research evidence to facilitate quality outcomes with care delivery through change initiatives.

NURS-L 430 Leadership in Healthcare Delivery and Policy (5 cr.)

(Traditional) This course focuses on development of effective leadership skills relevant in health care systems. Students examine health policy, information management, and processes that result in exceptional organizational outcomes. Students use healthcare data and research evidence in quality improvement and change initiatives.

NURS-S 474 Applied Health-Care Ethics (3 cr.)

(Traditional, Accelerated) This course is designed to introduce the student to major ethical theory, principles, and models for the recognition, analysis, and resolution of ethical dilemmas in health-care practice.

NURS-S 483 Clinical Nursing Practice (3 cr.)

C: B444, S474, S488 (Traditional, Accelerated). Students will have the opportunity to demonstrate competencies consistent with program outcomes and to refine their nursing care practice skills. Students will collaborate with faculty and a preceptor in choosing a care setting, planning and organizing a learning experience, and practicing professional nursing in a safe and effective manner.

NURS-S 488 Synthesis for Professional Nursing Practice (2 cr.)

(Traditional, Accelerated). Students integrate knowledge and skills acquired throughout the program: critical thinking, information technology, cultural competence, care coordination, leadership, collaboration, and communication skills. Students demonstrate competence in evidence-based practice and quality and safety initiatives, as achieved in a complex and changing health care environment. Students begin the transition to professional practice.

NURS-S 489 Second Degree Synthesis for Professional Nursing Practice (3 cr.)

C: B445, S474, S483 (Accelerated) Second-degree students integrate knowledge and skills acquired: critical thinking, information technology, cultural competence, care coordination, leadership, collaboration, and communication skills. Students demonstrate competence in evidence-based practice and quality and safety initiatives, as achieved in a complex and changing health care environment. Students begin the transition to professional practice.

NURS-Z 480 BSN. Portfolio Review for Course Substitution (1-6 cr.)

P: Permission of instructor. The

portfolio review process is available to all undergraduate students who believe that they can meet the learning objectives/competencies required of a specific nursing course within their program of study. The portfolio is a mechanism used to validate the acquisition of knowledge and skills congruent with course expectations and student learning outcomes. The portfolio provides objective evidence that students have acquired necessary content and skills through prior learning and/or practice experiences.

NURS-Z 490 Clinical Experience in Nursing (1-6 cr.)

Opportunity for independent study of clinical experience related to nursing practice. Before enrolling in an independent study option, each student must obtain permission from a faculty member who will supervise the study and file appropriate forms prior to registration. Planned and supervised clinical experiences will be arranged in the area of the student's major interest.

NURS-Z 492 Individual Study in Nursing (1-6 cr.)

Opportunity for independent study of topics related to nursing practice. Before enrolling in an independent study option, each student must obtain permission from a faculty member who will supervise the study and file appropriate forms prior to registration.

Pre-Nursing Courses

NURS-A 100 Nursing: Drug Dosage Calculation (2 cr.)

Provides a review of basic mathematics and presents a method of solving problems involving drug dosages. Course is open to those interested in nursing.

Electives

NURS-H 370 Senior Nursing Honors Research Internship (3 cr.)

Specifically for students accepted to the Nursing Honors Program. This course provides intensive mentoring to help students execute a senior research project.

NURS-H 498 Nursing Honors Colloquium (1-5 cr.)

Specifically for students accepted to the Nursing Honors Option. This course will cover various research topics in each semester of the nursing major, helping prepare students to complete a senior research project.

NURS-K 436 Contemporary Global Health Issues (1-3 cr.)

Students will study another country's nursing and healthcare system and healthcare issues. The focus will be exploring the ways in which culture, care delivery, and health policy impact the design of care. Immersed in a global nursing care environment, students gain relevant intercultural and clinical knowledge as well as an understanding of the aggregate health concerns.

NURS-K 490 Clinical Elective (1-6 cr.) Many clinical nursing elective courses are offered under this number. These elective offerings vary from year to year depending on student interest and available resources. Students are kept informed of elective offerings both through informational forums and through listings in the online course offerings.

NURS-K 492 Nursing Elective (1-6 cr.) Many nursing elective courses are offered under this number. These elective offerings vary from year to year depending on student interest and available resources. Students are kept informed of elective offerings both through

informational forums and through listings in the online course offerings.

Graduate Courses

Core Courses

NURS-N 502 Nursing Theory I (3 cr.) Focus is on evaluating the factors and issues influencing the development of theory in nursing. Theoretical terminology and criteria for the evaluation of theories are examined. Linkages applied between theory, practice, and research are explored.

NURS-N 504 Leadership for Advanced Nursing Practice (3 cr.)

This course addresses core competencies essential to all advanced nursing practice roles and health care in complex systems.

NURS-R 500 Nursing Research (3 cr.) P: NURS-N 502.

This course provides a survey of research in nursing with a focus on evaluating nursing research for usability in practice.

NURS-R 505 Measurement and Data Analysis (3 cr.)

Principles and applications of scientific measurement, data summarization, and univariate and bivariate inferential statistics are addressed. The research purpose and the phenomena under study are considered as determinants of measurement techniques and data analysis.

NURS-R 900 Continuation in Study or Thesis (1 cr.)

Following enrollment in NURS-R 899, the student must enroll every semester and first summer session in NURS-R 900 until the study or thesis has been completed.

NURS-Y 515 Advanced Pathophysiology Across the Lifespan (3 cr.)

This course teaches students advanced principles of human physiology and pathophysiology across the lifespan. It explores the physiological manifestation and clinical presentation of disease processes in preparation for advanced nursing practice. Graduate students learn to differentiate between normal and abnormal human physiology and the clinical data necessary to identify abnormal pathogenesis and disease processes.

NURS-Y 612 Advanced Pharmacology Across the Lifespan (3 cr.)

This course prepares graduate students to understand the principles of advanced pharmacology across the lifespan as it relates to advanced nursing practice.

NURS-Y 625 Advanced Physical Assessment Across the Lifespan (4 cr.)

This course prepares graduate students to perform individualized health histories and physical examinations for clients across the lifespan.

Other Courses

NURS-C 550 Child and Family Wellness Assessment (3 cr.) P: NURS-Y 625

This course focuses on health and wellness of children and families. Emphasis is placed on understanding the theoretical and scientific basis of family health and on developing clinical decision-making in the promotion and maintenance of health of children from the newborn period through adolescence care. Clinical diagnostic and reasoning skills are advanced through a problem-oriented focus, and interactive hands-on practice experiences in a simulated lab environment.

NURS-C 551 Health Maintenance of the Pediatric Client (3 cr.) P: NURS-C 550. This course focuses on clinical decision-making for managing health and developmental needs of children from newborn to adolescence. Emphasis is on the principles of primary care in the continuum of care for children and the role and responsibility of advanced practice nurses in delivering care to children and their families.

NURS-C 552 Advanced Nursing Care of Children and Families I (3 cr.) P: NURS-C 550, C: NURS-C 551 225 clinical hours. This course will enable the student to establish a basis for applying clinical decision-making skills in the management of the health of children in families. Clinical experiences in a variety of health care settings will be arranged with emphasis on the independent and collaborative function of the nurse practitioner in pediatric primary health care.

NURS-C 556 Advanced Nursing Management of the Pediatric Client (3 cr.) P: NURS-C 551. To prepare the student to use research data and clinical knowledge of mental, infectious, acute and chronic re-occurring conditions in supporting advanced nursing practice in primary health care nursing of children.

NURS-C 666 Collaborative Clinical Practice in Pediatric Primary Health Care (5 cr.) P: NURS-C 556 300 clinical hours. Seminar provides students with the opportunity to present and discuss complex, multi-faceted clinical situations with faculty and peers. The clinical component provides students with the opportunity to develop advanced clinical skills in pediatric primary health-care settings. Emphasis is on continuity and comprehensiveness of nursing interventions with pediatric clients.

NURS-D 602 Responsible Conduct of Research (1 cr.) Students will develop knowledge regarding the responsible conduct of research, including conflict of interest, responsible authorship, policies for handling misconduct, data management, data sharing, policies regarding the use of animals and/or human subjects, and institutional vs. individual responsibilities for scientific integrity. This meets the NIH requirements for instruction of pre- and postdoctoral fellows.

NURS-D 607 Theoretical Perspectives of Nursing Science (3 cr.) This course focuses on comparison of philosophical approaches to knowledge development. Emphasis will be on concepts as building blocks of theory and approaches to concept development and analysis for theory development.

NURS-D 608 Middle Range Theory (3 cr.) This course focuses on evaluation of theory, the utility of theories in research, and the influence of various theoretical perspectives on research strategies. Emphasis is on midrange, multidisciplinary theories relevant to nursing research.

NURS-D 609 State of the Science Seminar (2 cr.) P: NURS-D 607. This course focuses on increasing the students' understanding of how knowledge has developed relevant to their phenomena of interest. Each student will develop skills needed to critically analyze and synthesize relevant literature in the area of a specific phenomenon.

Special emphasis is placed on the application on critical analysis and synthesizing skills.

NURS-D 615 Performance Improvement and Patient Safety in Health Systems (3 cr.) This course prepares students to lead the development, implementation, and evaluation of performance improvement and patient safety initiatives for patient populations across a variety of health systems. Performance improvement science, quality and safety theories, selection of appropriate process and outcomes measures, and principles of organizational learning are emphasized.

NURS-D 627 Menopause: Bio-psychosocial-cultural perspectives (3 cr.) P: Graduate status or permission of the instructor. This course focuses on examination and discussion of the myths, theories and scientific evidence surrounding menopause. The course explores biocultural, evolutionary, adaptationist, ecological, and gerontological theories and scientific controversies surrounding women's experiences and outcomes. Content is relevant across multiple majors.

NURS-D 650 Data Analysis for Clinical and Administrative Decision Making (3 cr.) P: Stats R505 and Research R500. This course focuses on understanding and applying information systems for informed clinical, administrative, and educational decision-making. Emphasis is placed on using computer-based systems for data management and statistical analyses. Students engage in manipulating, interpreting, and analyzing quantitative data using advanced statistical methods. Application of information systems in nursing and health care is emphasized.

NURS-D 660 Improving Population Health: Application of Evidence for Individual#Level Behavior Change (3 cr.) This course focuses on the application of evidence for supporting health behavior change for individuals in a selected population. Students evaluate evidence and design health behavior interventions for persons experiencing the same or similar health problems/health risks. Students create a plan for implementing, evaluating and monitoring the impact of the intervention on the health of the population.

NURS-D 701 Nursing Inquiry and Scholarship: Introduction to Doctoral Study (3 cr.) P: Admission to the Ph.D. program. C: NURS-D 607. Examination and development of knowledge, skills, and strategies to support critical and creative thinking, identification of research and evaluation interests, socialization, and development of scholarship in nursing.

NURS-D 708 Population Health Practicum (1 clinical cr.) This practicum course will enable the student to analyze health outcomes in a population and develop relationships in communities of practice. Through a population assessment, the student will evaluate factors that influence the health of populations, communities and potential sites for practice scholarship.

NURS-D 709 Executive Leadership Practicum (1 practicum cr.) The executive leadership practicum enables students to analyze their own leadership practice and develop relationships with system-level healthcare leaders and communities of practice. Through an

organizational assessment, students will evaluate potential sites for practice scholarship.

NURS-D 710 Analytical Thinking for Evidence-based Practice (3 cr.)

This course focuses on advanced concepts of evidence appraisal, including identifying current best evidence, review of the literature, critical evaluation of individual studies, and synthesis of multiple studies. Strengths and limitations of existing evidence and its application to patient health outcomes will be emphasized.

NURS-D 721 Advanced Leadership in Complex Systems (3 cr.)

This course focuses on synthesis of leadership research, theory, and organizational models within the context of health systems. Environmental influences, team relationships, partnership models, organizational culture, and achieving performance outcomes are explored and applied. Self-knowledge, strategic vision, risk-taking, and effective communication are discussed relative to complex systems.

NURS-D 722 Theoretical Basis of Project Implementation and Evaluation (3 cr.)

This course focuses on the translation and evaluation of evidence in health systems, organizations, and policy environments. Emphasis is placed on improvement of population health outcomes, integration of relevant theories and methods, and responsiveness to contextual factors that influence sustainable projects and programs.

NURS-D 735 Population Health Surveillance and Management (3 cr.) Providing students with intermediate concepts related to population health surveillance and management is the focus. Principles and methods of data analysis central to understanding health-related indicators for population health management will be used. Students will be prepared to function as members of a research team.

NURS-D 743 Trans-disciplinary Approaches to Influencing Health Policy (3 cr.)

Designed for nurses and other professionals, this course focuses on policy and advocacy at institutional, local, state, national, and international levels. Participants communicate with policy makers, analyze factors and apply evidence to influence health policy decisions.

NURS-D 744 Strategic Resource Leadership in Nursing and Health Systems (3 cr.) This course examines advanced financial and human resource leadership in values-based health systems. Importance is placed on building the business case for the nurse executive's role in health systems' strategic planning, achievement of operating objectives, and workforce productivity.

NURS-D 748 Leading Patient-Centered Interprofessional Collaborative Practice Environments (3 cr.)

This course is designed to prepare DNP students for leadership roles in patient-centered interprofessional collaborative practice environments. Students will explore theoretical and empirical evidence for building high performing interprofessional teams and analyze factors related to team effectiveness. Interprofessional leadership

competencies for improving safe, high quality care for a population will be emphasized.

NURS-D 749 DNP Practica-Advanced Topics (1-3 cr.)

P: Leadership Immersion Experience I & II taken in sequence; - On-Campus Integrative Experience I, II, and III taken in sequence; - None for At-Student-Option Immersion Experience(s). Practica advanced topics enable students to synthesize and integrate knowledge about leadership, methods of inquiry, translation of evidence into practice, business, law, ethics, policy, and information/technology management while developing their clinical and leadership expertise. Learning experiences include integrative and immersive engagements with experts from multiple disciplines and communities of practice.

NURS-D 750 Doctor of Nursing Practice Project Planning (1-2 clinical cr.) In this course, students integrate their new knowledge and skills in planning a project to improve outcomes through organizational/systems leadership, quality improvement processes and the translation of evidence into practice.

NURS-D 751 Quality of Life in Acute and Chronic Illness (3 cr.) P: Admission to the Ph.D. program. This course examines in depth the concept of quality of life research, beginning with the clients' perspectives across a variety of social contexts. Theoretical underpinnings and conceptualizations, research methods, and measurements are examined for congruence with various perspectives for usefulness in advancing nursing science.

NURS-D 751 Health Behaviors (3 cr.) P: NURS-D 607, NURS-R 603. The focus of this course is an in-depth analysis of the theoretical and research literature that supports health behavior change. Students will have the opportunity to critically evaluate theories/models applicable to health behavior and to complete an intensive analysis of a health behavior relevant to their area of research.

NURS-D 751 Advanced Topics in Nursing Science (3 cr.) P: Admission to the Ph.D. program. This course provides an evaluation of models, theories, methods and research that supports strategic learning, knowledge work and knowledge translation in complex systems.

NURS-D 752 Directed Research Practicum (3 cr.)

P: Admission to the Ph.D. program. C: Linked in curriculum to NURS-D 751 but need not be taken concurrently. Students will develop research skills through directed study and supervised research experience. Learning is related to a NURS-D 751 focus course and the student's interest area. Multidisciplinary research experience may include, but is not limited to, pilot-testing and evaluating research methods, data collection, data analysis, and secondary analysis of existing datasets relevant to the student's research interests. This course may be taken more than once.

NURS-D 760 Doctor of Nursing Practice (DNP) Project Implementation (2-4 clinical cr.)

This course focuses on the implementation of the DNP project in consultation with the DNP project team. Emphasis is placed on effective and efficient implementation in the project site.

NURS-D 770 Doctor of Nursing Practice (DNP) Project Evaluation and Dissemination (3-4 clinical cr.)

This course focuses on the evaluation and dissemination of DNP project outcomes in consultation with the DNP project team. Emphasis is placed on comprehensive analysis and verbal/written dissemination.

NURS-F 571 Family Nurse Practitioner I (3 didactic cr.)

This introductory management course prepares the family nurse practitioner (FNP) student with a knowledge base for promoting health and making clinical decisions for the treatment of acute and chronic illnesses across the lifespan, in a primary care setting.

NURS-F 573 Family Nurse Practitioner I Practicum (3 clinical cr.)

The family nurse practitioner (FNP) student will apply critical thinking skills to assess, diagnose and develop plans of care for patients across the lifespan in a primary care setting, under the direct supervision of an approved licensed health care provider. This course will apply content learned in FNP I didactic.

NURS-F 575 Family Nurse Practitioner II (3 didactic cr.)

This advanced management course builds on the previous course (FNP I) and prepares the family nurse practitioner (FNP) student with knowledge to perform clinical decision making for common complex health problems across the lifespan, in a primary care setting.

NURS-F 577 Family Nurse Practitioner II Practicum (3 clinical cr.)

The advanced family nurse practitioner (FNP) student will apply critical thinking skills to treat complex disease processes across the lifespan in a primary care setting, under the direct supervision of an approved licensed health care provider. This course will apply content learned in FNP II.

NURS-F 579 Family Nurse Practitioner III (3 cr.)

This terminal practicum for family nurse practitioners focuses on synthesis and application of knowledge and skills for autonomous practice across the lifespan. Students complete clinical experiences under supervision of a community based primary care provider preceptor.

NURS-G 901 Advanced Research (Independent Study) (6 cr.)

Individual assignments arranged for doctoral students.

NURS-I 640 Informatics in Nursing Leadership (3 cr.)

This course will examine the nurse leader's role across the continuum of care in the selection, implementation, and integration of healthcare technologies and information systems to enhance health outcomes. This course will examine theories and research related to healthcare technology and information systems. A focus on emerging technologies for clinical practice and healthcare leadership will be emphasized.

NURS-J 595 Topical Seminar (2-4 cr.)

Seminar topic to be announced each semester.

NURS-J 690 Readings in Clinical Nursing (1-3 cr.)

Topic arranged depending on the needs and interests of the student.

NURS-J 692 Independent Study in Nursing (1-6 cr.)

Individual assignments arranged.

NURS-L 577 Nursing Leadership and Organizational Behavior in Complex Health Systems (3 cr.)

This course provides an overview of leadership and organizational concepts, theories, and research relevant to nursing leadership and patient care delivery systems across the continuum of care. Emphasis is placed on effective leadership principles and organizational processes applicable to safe and quality health care systems, such as systems thinking, organizational culture, interprofessional communication, resource utilization, ethics, and change models.

NURS-L 578 Financial, Legal, and Ethical leadership in Health Systems (3 cr.)

This course is designed to prepare nurse leaders for resource allocation, risk mitigation, regulatory compliance, corporate policy development and ethical leadership practice in health care systems. The focus of the course is on leadership decisions that ensure value in health care.

NURS-L 580 Nursing Leadership in Health Systems Practicum III (3 clinical cr.)

This final practicum course focuses on synthesis of the nurse leader role, including accountabilities for safe and effective care delivery.

Emphasis is placed on extended responsibilities of nurse leaders, such as partnerships, service-based approaches, continuum-defined health care systems, self-managed teams, health innovations, and values-based care. Through a guided learning opportunity, students will participate in and assess complex structures and processes designed to create value in health systems.

NURS-L 581 Economic Analysis of Nursing and Health Systems (3 cr.)

This course provides the economic context for leadership in nursing systems and a forum for students to analyze concepts of cost and cost effectiveness, reimbursement, health equity, and value to the community they serve. Examination of health expenditures, alternative care delivery systems and business strategies that influence health outcomes will be emphasized.

NURS-L 582 Nursing Leadership Practicum I (1 didactic cr, 2 clinical cr.)

This course focuses on developing the leadership role at the microsystem level with aggregate populations in complex and dynamic work environments. Students will assess the application of leadership theories, evidence-based leadership practices, and organizational dynamics as they apply to the nurse leader role.

NURS-L 592 Nursing Leadership Practicum II (1 didactic cr, 2 clinical cr.)

This course focuses on developing the nurse leader role at the mesosystem (multidepartmental) level by expanding the focus on strategic and daily operations of multiple nursing and health services departments. Students will examine decision-making, teamwork, conflict resolution, problem-solving, coaching, and work engagement experiences with individuals and teams in health systems.

NURS-L 596 Nursing Leadership Seminar (3 cr.)

This didactic course provides students with opportunities to explore the impact of contemporary topics confronting current and future health systems leaders. Emphasis

is placed on the interaction of theory and research on leadership practice.

NURS-L 775 Organizational Theories in Nursing (3 cr.) An analysis of existing organizational theory for the purpose of identifying, extending, or modifying theory for application in the nursing service or education sectors.

NURS-M 559 Dynamics of Stress and Coping: Promoting Client Functioning (3 cr.) This course focuses on analyzing psychological and psychophysiological theories of stress and coping. Students apply principles of interviewing to identify experiences of stress, and use clinical reasoning to diagnose stress related problems for adults across the life span. Students design, implement and evaluate evidence-based nursing stress management interventions for individuals and their families.

NURS-M 560 Enhancing Health Behaviors Through Psycho-Educational Nursing Interventions (3 cr.) This course focuses on the application of science to enhance individual health behaviors of adults across the lifespan through psycho-educational interventions. Emphasis is on the development of psycho-educational interventions to support health-related decision-making and self-management through learning and cognitive restructuring. Learning and other relevant theories are presented to guide intervention design, implementation and evaluation.

NURS-M 570 Clinical Nurse Specialist I: Scientific Basis of Practice - Developing the Expert Nurse (4 cr.) Understanding the clinical nurse specialist role as expert advanced practice nurse. Emphasis is on theory and science related to chronic illness prevention, risk reduction and management. Students diagnose problems amenable to nursing interventions. The course includes both didactic and clinical (150 clinical hours) learning experiences.

NURS-M 580 Clinical Nurse Specialist II: Symptom and Functional Enhancement - Developing Problem Solver (5 cr.) Application of theory and science to address clinical problems and improve patient outcomes related to symptoms and functional status in the context of wellness in chronic illness. Theory, research and evidence are analyzed in the design, implementation and evaluation of nursing interventions to optimize outcomes for specialty population groups across the life span. This course includes both didactic and clinical (150 clinical hours) learning experiences.

NURS-M 590 Clinical Nurse Specialist III: System Leadership for Innovation in Nursing Practice (5 cr.) Prepares clinical nurse specialists to function as innovation leaders within complex health systems. Students synthesize and apply theories and research to advance the practice of nursing for a specialty population of adults across the lifespan experiencing chronic illness. Emphasis is on leading nurses and multidisciplinary teams in achieving safety, quality and cost-effective outcomes. This course includes both didactic and clinical (225 clinical hours) learning experiences.

NURS-M 595 Specialty for Advanced Clinical Practice (3 cr.)

Focused on integrating in-depth understanding of the theory and science underpinning care for a selected specialty population.

NURS-P 510 Neuro-Psychopharmacology (3 cr.) Neurobiological processes relevant to mental health and the pathogenesis and treatment of mental illness provide the framework for this course. The course emphasizes neuroanatomy, neurophysiology, and neuropathology; interactions among body systems; and the nurse's role in the management of psychopharmacological agents in adult psychiatric nursing.

NURS-P 675 Substance Use/Abuse and Co-Morbid Disorders Across the Lifespan (3 cr.) This course presents advanced concepts of substance use. Specific content of the course explores complex biology of psychoactive substances focusing on stimulants, depressants, inhalants, etc. along with substance use/abuse prevention and prevalence. Examines psychological and sociological theories to explain substance use/abuse. Explores policies on substance use/abuse and Medication Assisted Therapy.

NURS-P 677 Advanced Clinical Practice Family PMHNP I Across the Lifespan (4 cr.) P: NURS-Y625 This course builds on advance health assessment knowledge with emphasis on the advanced psychiatric assessment. Utilizes individual and family frameworks, theories, research findings, and cultural perspectives. Experienced Psychiatric-Mental Health Nurse Practitioners, Psychiatrists, and other related mental-health providers provide learning experiences in clinical practicum. Includes introductory professional role socialization.

NURS-P 680 Advanced Clinical Practice Family PMHNP II Across the Lifespan (5 cr.) P: NURS-P677 This course builds on PMHNP I and provides further theoretical foundations and clinical practicum for population-based mental health care. Emphasis on assessment, diagnoses, psychotherapeutic and psychopharmacologic treatments of evidence-based outcomes. Integrates theoretical knowledge of health promotion and disease prevention to achieve optimal health outcomes. Includes professional role socialization.

NURS-P 682 Advanced Clinical Practice Family PMHNP I Across the Lifespan (5 cr.) P: NURS-P680 This course builds on PMHNP II and provides continuing theoretical foundations and clinical practicum for population-based mental health care. Emphasis expanded to include integrative health and mental health policy. Integrates theoretical knowledge of group dynamics and the development of evidence-based therapeutic strategies. Includes ethical and legal professional role socialization.

NURS-R 601 Instrumentation and Measurement (3 cr.) P: NURS-R 603, NURS-R 604, or consent of faculty. This course provides an opportunity for the student to develop expertise in developing and testing the psychometric properties of an instrument to measure health-related phenomena. Content focuses on theoretical foundations of measurement, item construction, questionnaire design, and content analysis, item analysis, assessment of

reliability and validity, accuracy and precision, and manuscript preparation to report psychometric properties.

NURS-R 603 Foundations of Quantitative Research (3 cr.) P: Doctoral students with a graduate course in research design in methods. This course is intended for students enrolled in a doctoral program who have had a graduate course in research design and methods. The focus of this course is an in-depth critique of quantitative research designs and methods including those used to test interventions. In depth critique of strengths of limitations of quantitative research will lead to development of a research study to evaluate a phenomenon of interest.

NURS-R 605 Design and Applications of Advanced Research Designs/Interventions (3 cr.) P: NURS-R 603, NURS-R 604. Evaluates and applies issues relevant to intervention research and health services research. Content will include intervention dosage, sensitivity, mediators and moderators, and quality assurance and feasibility of intervention delivery. Translational research, multisite research, intent-to-treat, nested designs, and outcome designs will be discussed for application.

NURS-R 610 Foundations of Qualitative Research (3 cr.) The focus of this course is on in-depth critique of the quality indicators for qualitative research designs. Designs, sampling methods, data collection methods, and analysis methods are evaluated for credibility, neutrality, consistency and usefulness of findings. In addition, the consistency among research questions, purpose, design, data analysis and conclusions are examined.

NURS-R 611 Advanced Qualitative Research Methods (3 cr.) P: NURS-R 500, NURS-R 603, NURS-R 610, or consent of faculty. Elective course provides context for deeper analysis of selective qualitative methodologies. Critical skills include developing research questions appropriate for selected methodologies and defending methodological choice. Students refine and conduct a pilot research project, including IRB submission, data collection/analysis, application of quality criteria, and preparation of a publishable research report.

NURS-R 613 Grounded Theory Research (3-3 cr.) P: NURS-R 610 or introductory course in qualitative methods. This course focuses on the methods of grounded theory research within the context of its origins, history and philosophical foundations.

NURS-R 615 Comparative Effectiveness Research and Patient-Centered Outcomes Research (CER/PCOR) (3 cr.) This course provides an overview of comparative effectiveness and patient-centered outcomes research (CER/PCOR). Topics include history, definitions, and key terms; engaging patients and stakeholders; evidence-based medicine; health technology assessment; policy issues; government and private sector roles and programs; CER/PCOR funding; role of cost and quality; and methods and standards.

NURS-R 899 Dissertation in Nursing (1-9 cr.) P: All doctoral coursework and the qualifying exam must be completed. Dissertation research is facilitated through individualized research mentoring. Each semester, goals/objectives and a timeline for work to be accomplished are mutually determined by the student and chair. The student and dissertation chair meet regularly and dissertation

committee members are involved as needed to ensure consistent progress.

NURS-S 674 Management of the Acutely Ill Adult /Geriatric (5 cr.) This course focuses on assessment, diagnosis, and collaborative management of adult & geriatric clients experiencing acute and exacerbation of chronic illness commonly seen across the continuum of acute care delivery systems. Through didactic information, clinical practice, and laboratory experiences students develop knowledge and skills fundamental to promoting health maintenance and disease prevention.

NURS-S 675 Management of the Acutely Ill Adult 2 (6 cr.) P: NURS-S 674. This course focuses on assessment, diagnosis, and collaborative management of adults who are acutely/critically ill or are experiencing exacerbation of a chronic health problem. Clinical focus is on the role of the acute care nurse practitioner working with a multidisciplinary team to facilitate and accelerate the patient's return to optimal health. 15 clinical hrs./wk.

NURS-S 676 Management of the Acutely Ill Adult 3 (6 cr.) P: NURS-S 674 and NURS-S 675. This course focuses on assessment, diagnosis, and collaborative management of adults who are acutely/critically ill or experiencing exacerbation of a chronic health problem. Clinical focus is on the role of the acute care nurse practitioner working with a multidisciplinary team to facilitate/accelerate the patient's return to optimal health. 15 clinical hrs./wk.

NURS-T 601 Advancing Nursing Education (4 cr.) This course exposes students to development and evaluation of clinical/didactic instruction. Learner diversity and multicultural/global education are discussed, and the role of the nurse educator is explored. 75 hours of clinical are required in a clinical area of specialty to meet requirements of graduate level clinical practice content and experience.

NURS-T 604 Curriculum in Nursing (3 cr.) The focus of this course is on the process of curriculum and program development, implementation, revision and evaluation. Philosophical, social, economic, and professional issues that are relevant to nursing education curriculum are explored.

NURS-T 618 Evaluation in Nursing (3 cr.) This course focuses on the theoretical and empirical basis for assessment and evaluation in nursing education. Emphasis is placed on concepts, models, frameworks and strategies for applicability to nursing teaching and learning environments including classroom, on-line, laboratory/simulation, and clinical settings.

NURS-T 620 Computer Technologies for Nurse Educators (3 cr.) This course focuses on knowledge and skills for technologies to support teaching-learning in nursing. Emphasis is placed on principles of distance learning, use of the internet, and integrating computer and other technologies into nursing education. Theoretical frameworks for guiding selection, use and integration of technologies in nursing education are discussed.

NURS-T 680 Nursing Education Practicum (4 cr.)

The student functions in an educator role in a clinical or academic setting by designing, implementing and evaluating lesson plans, modules, or courses. Through portfolio, students reflect on improving their role as a nurse educator. Learning experiences are negotiated to meet learning goals in a preceptor-supervised practicum of 150 hours.

NURS-T 800 Preparing Future Faculty (2 cr.)

P: Students should have completed one year of doctoral level coursework.

This course helps students develop competencies as doctorally-prepared educators in academic and other complex organizations. Course concepts include functioning within the educational environment; understanding the relationship between teaching, research/scholarship and service and preparing to be a doctorally prepared member of the faculty.

NURS-W 540 Writing for Publication (3 cr.)

P: Permission of the faculty. This course focuses on writing for publication. The goal is to enable students to gain skill in presenting their ideas for readers of the professional/scientific literature in any discipline. The content of the course is organized to help the student through the process from the conceptualization of an idea to submission of the paper for journal review. Achieving success and overcoming obstacles, such as lack of self-confidence in writing skills and avoidance behavior, will be emphasized. Assignments are designed to facilitate the process, and students will receive personal reviews from faculty at each stage of manuscript development. The end-product will be a paper that is ready for submission for publication.

NURS-Y 512 Advanced Concepts in Gerontology (3 cr.)

P: Consent of instructor. Introductory course which enables students to synthesize advanced theoretical concepts in the care of aging adults, using a multidisciplinary approach. Transitioning between institutional settings across the continuum of care is examined for older adults with complex health problems.

NURS-Y 535 Dynamics of Family Health Care (3 cr.)

Provides students with opportunities to study families within the community context. Consideration is given to theories of family functioning and roles in family health care, using family assessment tools and other nursing intervention strategies.

NURS-Y 552 Health Promotion in Adult Gerontology Primary Care (2 cr.)

Enables the nurse practitioner student to develop a strong theoretical framework for clinical decision-making in the assessment and management of health care needs of young to older adults. Emphasis is on health promotion and maintenance, and disease screening and prevention with a primary care focus.

NURS-Y 554 Advanced Practice Management in Adult Gerontology Primary Care (2 cr.)

Integrates the application of physical assessment, differential diagnosis, pathophysiology, and pharmacology in the management of adults and aging individuals with chronic, complex health problems.

NURS-Y 555 Adult Gerontology Collaborative Primary Care Practicum II (4 cr.) Provides students with the necessary clinical skills to manage care of adults and aging individuals with chronic, complex health problems in a variety of primary care settings. (20-24 hours/week).

NURS-Y 560 Adult Gerontology Primary Care of Adolescents to Older Adults Practicum I (3 cr.)

This course integrates the application of physical assessment, differential diagnosis, pathophysiology, and pharmacology in the management of adolescents, adults, and aging individuals with acute, minor health problems in a primary care population. (16 hours/week).

NURS-Y 600 Clinical Reasoning & Diagnostic Processes in Advanced Practice Nursing (3 cr.)

P: NURS-Y 625, or permission of instructor. Course for Family and Adult Nurse Practitioner students. Introduces students to clinical reasoning, formulation of differential diagnosis and diagnostic processes necessary when delivering health care to a primary care population. This course builds upon the cognitive and psychomotor skills attained in advanced health assessment and pathophysiology with an application to evidence based practice. Issues related to third party reimbursement, regulation and scope of practice, and the ethics of diagnostic decision making are included.

RN to BSN Online Degree Completion Option Courses

NURS-B 304 Health Policy (3 cr.) (RN-BSN) Social, ethical, cultural, economic, and political issues that affect the delivery of health and nursing services globally are critically analyzed. Government and entrepreneurial interests are examined. Emphasis is placed on the impact of policy decisions on professional nursing practice and health services.

NURS-B 331 Transition to Baccalaureate Nursing Practice (3 cr.)

This course bridges the nurse to the essential elements of baccalaureate professional practice. Students examine intra and inter professional communication, collaboration, and teamwork to enhance quality patient care. Students explore nursing professional organizations, issues in professional practice, and the impact of lifelong learning on career development.

NURS-B 334 Comprehensive Health Assessment (3 cr.)

(RN to BSN) This course focuses on the complete health assessment, the nursing process, and its relationship to the prevention and early detection of disease across the life span. Students learn the skills of interview, inspection/observation, palpation, percussion, and auscultation in assessing clients across the life span and comparing normal from abnormal findings.

NURS-B 403 Aging With Dignity (3 cr.) (RN-BSN) This course promotes a holistic approach to persons in the later years of life. Death and dying, legal and ethical issues, family care giving, and future challenges will be discussed in the context of best practices as outlined by the John A Hartford Foundation: Institute for Geriatric Nursing.

NURS-B 404 Informatics (3 cr.) (RN-BSN) This course addresses nursing informatics: state of the science and issues for research, development, and practice. It

clarifies concepts of nursing, technology, and information management; and comprises theory, practice, and the social and ethical issues in nursing and health care informatics.

NURS-H 355 Data Analysis in Clinical Practice and Health-Care Research (3 cr.) P: All fourth-semester nursing courses. (RN-BSN) This course introduces nursing and other health sciences students to the basic concepts and techniques of data analysis needed in professional health-care practice. Principles of measurement, data summarization, and univariate and bivariate statistics are examined. Differences in types of qualitative data and methods by which these types of data can be interpreted are also explored. Emphasis is placed on the application of fundamental concepts to real-world situations in client care.

NURS-R 375 Nursing Research and Evidence-Based Practice (3 cr.)

(Traditional, Accelerated). This course focuses on nursing research and evidence-based practice. Students develop skills in retrieving and appraising literature relevant to clinical problems, understanding the research process, and critiquing evidence from research publications and other sources to inform evidence-based nursing practice.

NURS-K 301 The Art and Science of Complementary Health (3 cr.) (RN-BSN)

This course will serve as an introduction to a variety of complementary therapies, including healing touch, guided imagery, hypnosis, acupuncture, aromatherapy, reflexology, and massage. The class will critically examine each therapy through assigned readings, literature reviews, presentations, guest lecturers, and optional experiential activities.

NURS-K 305 New Innovations in Health and Health Care (3 cr.) (RN-BSN)

This course explores emergent trends in health and health care, including technological advances in health care, developing approaches to care based on new knowledge and/ or research findings, and trends in health care delivery in a themed, survey or independent study format.

NURS-K 434 Current Trends in Global Health Nursing (3 cr.) (RN-BSN)

This dynamic course provides learning opportunities for global health issues that contribute to health disparities and ways in which healthcare workers are striving to address them. Priority is given to healthcare issues highlighted by the World Health Organization including infectious and chronic illness, women's health, environmental impacts and disaster response.

NURS-K 499 Genes and Precision Health (3 cr.)

(RN-BSN) This course introduces nurses to genetics and genomics. The role of the nurse; genetic basis of selected alterations to health across the lifespan; precision medicine/epigenetic treatments; and ethical, legal, cultural and social issues in genetic healthcare are examined from a nursing perspective.

NURS-P 345 Pharmacology (3 cr.) (RN-BSN)

This course focuses on basic principles of pharmacology. It includes the pharmacologic properties of major drug classes and individual drugs, with an emphasis on the clinical application of drug therapy through the nursing process.

NURS-R 470 Clinical Nursing Practice Capstone (3 cr.)

(RN-BSN) This course allows students to synthesize knowledge and skills learned in the baccalaureate program and to demonstrate competencies consistent with program outcomes and to refine their nursing practice skills. Students will plan and organize learning experiences, design a project, and practice professional nursing in a safe and effective manner.

NURS-S 410 Emergency Preparedness and Disaster Response (3 cr.)

(RN to BSN) This course focuses on the theoretical and practical perspectives of disaster response and emergency management for nursing professionals. Students will explore disaster/ emergency response preparedness, leadership principles, decision-making, and recovery training measures for health care providers devoted to supporting community disaster resilience.

NURS-S 420 Care Coordination in Transitions of Care (3 cr.)

(RN to BSN) Students will synthesize knowledge and skills relevant to care coordination to ensure smooth care transition. Students will develop an understanding of the role of the RN as a member of a interprofessional team, as well as options for the most appropriate care setting for an individual patient.

NURS-S 474 Applied Health-Care Ethics (3 cr.) P: All

sixth-semester nursing courses. (RN-BSN) Building on the ANA Code of Ethics for Nurses, this course explores the nurse's role in ethical clinical practice, academic work, health policy, and research conduct, focusing particularly on the advocacy role of the nurse. Common ethical problems are discussed and strategies for resolution of ethical dilemmas are applied.

NURS-S 475 A Multisystem Approach to the Health of the Community (3 cr.) (RN-BSN)

Basic epidemiological principles and community health nursing models are applied in collaboration with diverse groups. Disease prevention strategies are applied to individuals and populations to promote health. Students apply the concepts of community assessment, disease prevention, and health promotion to plan, implement, and evaluate interventions for populations in the community.

NURS-S 487 Nursing Management (3 cr.) (RN-BSN)

This course focuses on development of management skills assumed by professional nurses, including delegation of responsibilities, networking, and facilitation of groups, conflict resolution, leadership, case management, and collaboration. Concepts addressed include organizational structure, delivery systems, change, managing quality and performance, budgeting and resource allocation, staffing, scheduling, evaluation and career development.