UNIVERSITY POLICY

It is the policy of Widener University not to discriminate on the basis of sex, age, race, national origin or ethnicity, religion, disability, status as a veteran of the Vietnam era or other covered veteran, sexual orientation, gender identity, or marital status in its educational programs, admissions policies, employment practices, financial aid, or other school-administered programs or activities. This policy is enforced under various federal and state laws, including Title VII of the Civil Rights Act of 1964 as amended by the Civil Rights Act of 1991, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination in Employment Act, and the Americans with Disabilities Act. Further, in compliance with state and federal laws, Widener University will provide the following information upon request: (a) copies of documents pertinent to the university’s accreditations, approvals, or licensing by external agencies or governmental bodies; (b) reports on crime statistics and information on safety policies and procedures; and (c) information regarding gender equity relative to intercollegiate athletic programs—Contact: Vice President for University Advancement, Widener University, One University Place, Chester, PA 19013, 610-499-4123. Comments or requests for information regarding services and resources for disabled students should be directed to: Director of Disability Services, Widener University, One University Place, Chester, PA 19013, 610-499-1266; or Dean of Students, Delaware Campus of Widener University, P.O. Box 7474, Wilmington, DE 19803, 302-477-2177.

This publication contains information, policies, procedures, regulations, and requirements that were correct at the time of publication. In keeping with the educational mission of the university, the information, policies, procedures, regulations, and requirements contained herein are continually being reviewed, changed, and updated. Consequently, this document cannot be considered binding and must be used solely as an informational guide. Students are responsible for keeping informed of official policies and meeting all relevant requirements.

The university reserves the right and authority at any time to alter any or all of the statements contained herein, to modify the requirements for admission and graduation, to change or discontinue programs of study, to amend any regulation or policy affecting the student body, to increase tuition and fees, to deny admission, to revoke an offer of admission, and to dismiss from the university any student at any time, if it is deemed by the university to be in the best interest of the university, the university community, or the student to do so. The provisions of this publication are subject to change without notice, and nothing in this publication may be considered as setting forth terms of a contract between a student or a prospective student and Widener University.

ACCREDITATIONS & MEMBERSHIPS

Widener University is a member of the Association for Continuing Higher Education and is accredited by the Middle States Association of Colleges and Schools.

Widener University’s graduate programs are additionally accredited by the following: AACSB International—The Association to Advance Collegiate Schools of Business (School of Business Administration), American Association of Colleges of Nursing Commission on Collegiate Nursing Education (School of Nursing), American Bar Association (School of Law), American Psychological Association (Doctor of Psychology and Clinical Psychology Internship), Commission on Accreditation for Healthcare Management Education (Master of Business Administration in Healthcare Management), Commission on Accreditation in Physical Therapy Education (Doctor of Physical Council on Social Work Education (Center for Social Work Education), National Association for Education of Young Children (Child Development Center), Pennsylvania State Board of Nursing (School of Nursing), Pennsylvania Continuing Legal Education Board of the Supreme Court (School of Law), Pennsylvania Department of Education (Center for Education), Pennsylvania Department of Welfare (Child Development Center), Pennsylvania Private School Board (Center for Education).

Widener University’s graduate programs hold membership in the following: Association of University Programs in Health Administration (School of Business Administration), Association of American Law Schools (School of Law), Association of Graduate Liberal Studies Program (Master of Arts in Liberal Studies), National Association of Schools of Public Affairs and Administration (Master of Public Administration), National League for Nursing and the American Association of Colleges of Nursing (School of Nursing).

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A MESSAGE FROM THE DEAN

Welcome to the Widener School of Nursing! You have selected an exceptional School of Nursing. You will find that your professors continually strive to create rich, collaborative, and stimulating learning experiences. These experiences bond us, faculty and students, into a community of scholars that supports acquisition of knowledge and a spirit of inquiry. I encourage you to engage enthusiastically with your professors throughout your course of study. You will find that graduate study is self-directed, which may be a change from your undergraduate program. Relish the independence you gain to direct your own learning experiences, but be assured that your professors will be accessible and ready to provide guidance when you need it. Seek them out.

Graduate study provides an outstanding opportunity to learn about ourselves and our profession, to foster collegial relationships with one another, and to prepare to make the greatest contribution to those we serve. From a personal perspective, graduate work transformed my world view! As you progress through your graduate studies, I invite you to keep a journal or use another method to chronicle your insights and ‘aha’ moments.

What an exciting, energizing time it is for our profession. The nursing profession has captured the national spotlight in many ways. Thanks to nurse researchers, the contributions that nurses make toward positive patient outcomes are being illuminated. Nurses remain the most trusted profession in the United States. Let us seize this opportunity to create new systems of health care delivery, taking advantage of the unique knowledge nurses have about the needs of clients in the system. Likewise, let us foster innovation in nursing education as we move toward learner-centered methods. Let us hone our research skills to carefully evaluate these new systems and methods to determine their effectiveness. In the midst of all these accomplishments, let us remember to build our profession and develop collaborative relationships with our colleagues.

Best wishes for an outstanding graduate experience!
—Dean Deborah R. Garrison, RN, PhD

SCHOOL OF NURSING OVERVIEW

The School of Nursing is an integral part of Widener University. The university was founded in 1821 and has grown to become a multicampus comprehensive teaching institution located in the Commonwealth of Pennsylvania and the State of Delaware. The university’s mission statement emphasizes its dedication to the preservation, transmission, and advancement of knowledge in its program areas. Graduates of the university are encouraged to apply the knowledge they gain for their own personal development as well as for the good of society.

VISION

The Widener University School of Nursing aspires to be a pre-eminent school of nursing in a metropolitan university recognized for developing clinically prepared, scientifically oriented, technologically proficient, professional nurses who provide leadership as clinicians, educators, scholars, and researchers to transform the health and quality of life of diverse communities in a global society.

GOALS

- Foster a School of Nursing community whose diversity enriches the lives of all members and where our students are prepared for living in a pluralistic and ever-changing world.
- Achieve an unparalleled academic environment in the School of Nursing by promoting rigorous educational programs, productive scholarship, and lifelong learning.
- Promote the School of Nursing as a school known for offering programs that use experiential and collaborative learning, mentoring, and engaged teaching and that emphasize the linkage between the curricula and societal needs.
- Implement strategies to strengthen the integration of liberal arts and sciences and professional programs, and enrich our general education offerings to ensure that every undergraduate nursing student has common educational experiences involving civic engagement and experiential learning.
- Foster an environment within the school that encourages innovation in teaching, scholarship, and program development.
- Address the metropolitan region’s most pressing health concerns and enhance our program offerings to respond to the needs of our communities.
- Ensure academic excellence by maintaining the school’s commitment to academic freedom and by upholding faculty governance, especially in matters pertaining to pedagogy, curriculum, and scholarship.
- Expand and diversify the school’s financial resources and manage its assets in an efficient and effective manner.
- Optimize the school’s enrollment to achieve a vital university community at both undergraduate and graduate levels.
OUTCOMES
Nursing education has the mandate to both respond to and influence society and the health care system. To meet these responsibilities, the School of Nursing produces graduates who can influence society and the health care system through their leadership. Program outcomes for the baccalaureate, advanced practice, and doctoral levels are as follows:

Outcome I—The Bachelor of Science program prepares graduates to function as generalists in multiple settings. The program equips graduates to assume professional responsibility for making knowledgeable, collaborative judgments leading to nursing diagnoses and interventions. As members of a learned profession, these graduates accept personal and professional responsibility and exercise leadership within their communities by acting as consumer advocates and educators in promoting health.

Outcome II—The master of science program prepares graduates for leadership in diverse health care settings as advanced practitioners. The graduate can use knowledge in specialized areas of nursing and related fields to improve health care in a variety of cultures and settings.

Outcome III—The doctoral program prepares scholars for educational leadership roles, disciplined inquiry, and the dissemination of new knowledge.

GRADUATION REQUIREMENTS AND AWARDING OF DEGREES
Students are responsible for knowing and meeting curriculum requirements as shown in this bulletin.

A student who completes requirements for the master’s or doctoral degree at the conclusion of either summer session will be awarded the degree in August of that year; a graduation petition must be submitted by the student to the graduate nursing office by March 1. A student who completes requirements for the degree at the conclusion of the fall semester will be awarded the degree in December of that year; a graduation petition must be submitted by the student to the graduate nursing office by November 1 of the previous year. The university holds only one formal commencement in the spring to which August, December, and May graduates are invited.

A student who petitions for graduation and who, for whatever reason, is not awarded the degree, must re-petition.

TRANSCRIPTS
Students in good financial standing may have copies of their transcripts forwarded to employers, agents or institutions of higher education by contacting the Office of the Registrar. The first transcript offered on behalf of any student is provided without cost.

CAMPUS SAFETY
Widener University is committed to the safety and security of all members of the Widener community. The Widener University web site contains information on campus security and personal safety, including crime prevention, university law enforcement authority, crime reporting policies, disciplinary procedures, and other campus security matters. It also contains statistics for the three previous calendar years on reported crimes that occurred on campus, in certain off-campus buildings or property owned and controlled by the university, and on public property within or immediately adjacent to and accessible from campus.

The annual Campus Safety security reports for the Main and Exton Campuses are available online at www.widener.edu by selecting “Quick Clicks” then “Campus Safety.” The annual security reports for the Delaware and Harrisburg Campuses are available online at www.law.widener.edu by selecting “More Links,” then “Campus Safety.” If you would like a printed copy of these reports, contact the Campus Safety Office at 610-499-4203 to have a copy mailed to you. The information in these reports is required by law and is provided by the Campus Safety Office.

FINANCIAL AID

STUDENT STATUS
Students pursuing a course of studies in the School of Nursing are considered to be full-time graduate students when they are enrolled in 9 or more hours of graduate study or when they are enrolled in NURS 950 Dissertation Advisement. It is recommended that students take no more than 9 semester hours of graduate study. Students in these programs who enroll in at least 5 semester hours of graduate study are considered to be half-time students.

ACADEMIC CALENDAR
At the start of each semester, students should check online for their graduate program’s academic calendar and deadline information.
MASTER OF SCIENCE IN NURSING

INTRODUCTION
An undergraduate education that is both liberal and professional provides the foundation for the master’s program. The graduate will function as an advanced practice nurse (APN) in the health care delivery system using skills of analytical thinking and clinical decision making—plus advanced knowledge of theories in nursing, the sciences, and humanities—to improve health care in a variety of settings. In addition to the use of nursing and related theory, graduates are prepared to use research to inform evidence based nursing practice.

The master’s program provides opportunities for individuals to develop leadership in advanced practice roles as clinical nurse educators and family nurse practitioners for various health care settings. The program fosters collegial relationships with other health professionals. Since adult learners have unique needs and abilities, the master’s program is flexible and provides students with a wide range of choices that take into account past experience and future goals. The program also serves as a foundation for doctoral study.

GOALS
The primary goal of the master’s program is to prepare nurses for advanced practice roles. More specifically, the goals of the master’s program are to:

• Ensure that the graduate nursing curriculum provides the opportunity for students to acquire the knowledge and skills to be family nurse practitioners and advanced practice nurses.
• Augment communication skills using oral and written forms and electronic technology for consumers and communities.
• Promote student learning through an open, interactive, collegial environment that considers student diversity of background and experience.
• Enhance creativity, critical thinking, and diagnostic reasoning skills in clinical decision making to advance the practice of nursing.
• Engage in scholarly activities, including the use of theory and research, to advance practice and evaluate outcomes of care.
• Practice culturally sensitive health care effectively with diverse populations in a wide variety of settings, regionally, nationally, and internationally.
• Demonstrate creative leadership to guide practice and advance health care by reflecting competence in the educator/manager role aspects of advanced practice.
• Promote, maintain, and restore health in collaboration and consultation with consumers and other health care professionals through assessment, planning, implementation, and evaluation of care in multidisciplinary settings.
• Engage in moral and ethical decision making from both a personal and organizational perspective by exhibiting adherence to professional standards of practice and codes of ethics and accountability for practice.
• Access continued personal and professional development, including doctoral study.

END OF PROGRAM OUTCOMES (MSN)
By the end of the program, the graduate will:

• Synthesize theories from nursing, natural, behavioral, and social sciences to support advanced practice role development to meet the diverse and complex needs of individuals, families, and communities.
• Communicate effectively using oral and written forms and electronic technology for consumers and communities.
• Practice in open, interactive, collegial environments that consider diversity of background and experience.
• Demonstrate creativity, critical thinking, and diagnostic reasoning skills in clinical decision making and through identification, evaluation, and management of the health needs of consumers.
• Engage in scholarly activities, including the use of theory and research, to advance practice and evaluate outcomes of care.
• Practice culturally competent care with diverse populations in a wide variety of settings, regionally, nationally, and internationally.
• Demonstrate creative leadership to guide practice and advance health care by reflecting competence in the educator/manager role aspects of advanced practice.

MATRICULATION
A matriculated student is one who has been accepted officially into the master’s program. A nonmatriculated student is one who is taking a course for credit, but has not yet been officially accepted into the master’s program. A nonmatriculated student may take up to six credits in the graduate nursing program prior to matriculation.

Nonmatriculated students who wish to take a course must submit undergraduate transcripts, a completed application form, and an application fee. Students who wish to matriculate must meet the admission requirements listed below. No more than six credits earned by a student in a nonmatriculated status may be applied toward the degree in the event of later acceptance into the graduate program.

ADMISSION
Applicants must submit evidence of the following:

• Completed application form with the nonrefundable application fee.
• Bachelor’s degree in nursing from an NLNAC- or CCNE-accredited program.
• Minimum of 3.0 grade-point average (on a 4.0 scale) in a BSN program.
• Official transcripts from all previously attended institutions of higher education.
• Completion of an undergraduate statistics and research course with a grade of C or better.
• Two recommendations, preferably from professional nurses with graduate degrees, regarding applicant's practice and potential for graduate work in nursing.
• Valid Pennsylvania license as a registered nurse (U.S.). Information is available from the State Board of Nursing in Pennsylvania.
• Satisfactory scores (550 written and 213 computer-based) on the Test of English as a Foreign Language (TOEFL) for all applicants from non-English speaking countries.
• Minimum of one year of recent relevant practice in nursing.
• Personal interview with program advisor.
• Current résumé.
• Goal statement.

Applications can apply online by visiting Widener's home page at www.widener.edu. Complete applications must arrive at the School of Nursing before:

• July 15—for matriculation in the fall semester.
• November 15—for matriculation in the spring semester.
• March 15—for matriculation in summer sessions.

Information pertaining to the GRE may be obtained from the Career Advising and Planning Services Office or from:

- Graduate Record Examinations
- Educational Testing Service
- P.O. Box 6004
- Princeton, NJ 08541-6004
- Web site: www.gre.org

ADDITIONAL ADMISSION REQUIREMENTS FOR INTERNATIONAL APPLICANTS

International students should consult the International Student Services web page at www.widener.edu for international graduate student guidelines or contact the Office of International Student Services at Widener University, One University Place, Chester, PA 19013; phone: 610-499-4499.

Widener University’s School of Nursing requires a passing score on the Commission on Graduates of Foreign Nursing Schools (CGFNS) Qualifying Examination. The CGFNS Qualifying Examination is a prerequisite for taking the Registered Nurse Licensing Examination in the Commonwealth of Pennsylvania. Application materials may be requested from:

- CGFNS
- 3600 Market Street, Suite 400
- Philadelphia, PA 19014-2651 U.S.A.
- Phone: 215-349-8767
- Web site: www.CGFNS.org

The registration deadlines for these exams are several months prior to their administration. Early application is essential.

REGISTRATION

Preregistration is conducted during the fall for the following spring semester and during the spring for the following summer and fall semester courses. Preregistration information, including course schedules, is available on the university’s web site.

ACADEMIC PROGRESS

CONTINUOUS ENROLLMENT

Following matriculation, students are required to be enrolled at least two semesters (fall, spring, or summer) per calendar year. Students who do not apply for a leave of absence and have not completed at least one course per two semesters during a calendar year will be dropped from the program.

COURSE OVERLOAD

Nine credits of course work in each of the fall and spring semesters and six credits in each summer session are recognized as a “normal” course load for full-time students. Faculty believe students, as adult learners, have the right to make decisions related to their learning needs. However, faculty believe a course load above twelve credits for fall/spring or six credits in a summer session has potential for creating academic jeopardy.

Students enrolling in more than twelve credits in the fall/spring semester or six credits in one summer session must have approval from their faculty advisor and the assistant dean. Students are required to complete and sign the “Course Overload Acknowledgment” form (including rationale for request), which must also be signed by the commitment to students written acceptance of their responsibility for this decision.

INDEPENDENT STUDIES

Enrollment in an independent study course is an option available to students only when a required course is not available. An independent study course requires approval of the student's academic advisor and the assistant dean for graduate studies.

LEAVE OF ABSENCE

Matriculated students meeting the continuous enrollment policy must submit a written request for a leave of absence, with rationale, to the assistant dean. An approved leave will extend the deadline for completion of the program by the length of the leave. However, the total cumulative leave time applied to extensions shall not exceed two years.

REINSTATEMENT TO THE PROGRAM

Students who have been dropped from the program may petition for readmission by filing a new application. Such requests must be sent to the assistant dean for graduate studies no later than 30 days prior to the start of the semester in which the student expects to enroll.

TIME LIMIT

A maximum of five calendar years from the date of matriculation is allowed for completion of the master's degree.

SPECIAL ACADEMIC POLICIES

General policies are stipulated in the Widener University Graduate Student Handbook. Other academic requirements and dismissal, readmission, and other policies specific to the School of Nursing are found in the School of Nursing Master's Student Handbook.

TRANSFER STUDENTS

Students who are matriculated in another nursing graduate program and wish to transfer will be considered on an individual basis.
TRANSFER CREDIT
A maximum of two approved courses (six credits) or the equivalent completed at an institution accredited for graduate study no more than five years prior to admission may be transferred. To be considered for transfer credit into a master’s program, the student must have received a grade of A or B, or pass if taken on a pass/no pass grading system. If transfer credit is requested in lieu of required courses in the program, a course syllabus must accompany the request prior to matriculation.

After matriculation, students requesting to take a course off campus for transfer credit must submit a request via a Course Transfer Authorization form and course syllabus prior to taking the course. At the completion of the course, an official transcript reflecting the grade earned must be submitted to the Graduate Nursing Office.

REQUIREMENTS FOR CLINICAL PRACTICUM
The School of Nursing requires that each student submit evidence of the following in the semester prior to a clinical practicum:*

- Valid RN (U.S.) license.
- Completed health form (including titers) current within a year.
- Documentation of health insurance coverage.
- Documentation of malpractice insurance with limits acceptable for the specialty.
- Current CPR certification, including BLS and ACLS.
- Recent relevant clinical experience.
- Criminal record background check (current within one year).
- Pennsylvania child abuse history clearance.
- Agency confidentiality statement.

*Specific information and timetable for submission of these documents will be provided by your program advisor:

This information will be submitted to the clinical agency by the School of Nursing. It is due in the Graduate Nursing Office by mid-semester of the semester preceding the first clinical practicum. Students not adhering to this policy are not allowed to enroll in clinical courses.

GRADING AND DISMISSAL FROM THE PROGRAM
Students are expected to maintain satisfactory progress. A student’s graduate record begins with the first course credited to a degree or certificate and includes all subsequent courses.

- Master’s candidates are required to obtain at least a B (3.0) average. Only students with a B (3.0) average or better will graduate from degree and certificate programs. Courses for which grades lower than B (3.0) are received may be repeated. No more than two repetitions total and only one repetition of a particular course is allowed. A student whose academic performance is considered inadequate will be dismissed from the program.
- Students who fail clinically and are dismissed may not apply for readmission into another AP specialty.
- Conduct inconsistent with the ethical and professional standards of the discipline, whether it occurs before or after matriculation, is also grounds for dismissal from the program. Such conduct includes academic fraud. A student dismissed for academic fraud may no longer enroll in the graduate programs of the university and may not apply for admission into another division of the university. Please see the section entitled “Standards for Academic Integrity” in the University Graduate Student Handbook.

- If a course is repeated, both grades will be recorded on the transcript but only the most recent grade is used in calculating the grade-point average. However, when a student is found to be in violation of Widener’s academic fraud policies, that student is prohibited from exercising the repeat-of-course option to remove the F grade (given as a result of fraud) from the GPA calculation.
- Pass/no pass grading is optional for elective courses. A maximum of two courses required for the master’s degree may be taken pass/no pass. Students must exercise the pass/no pass option prior to the second class meeting.
- Following a request by the student, including an explanation of the extenuating circumstances involved, an instructor may give a course grade of incomplete if circumstances justify an extension of time required to complete the course requirements.
- A student with an “incomplete” grade in any course that is prerequisite to another course will not be allowed to enroll in the subsequent course until the I in the prerequisite has been removed and replaced by a satisfactory grade.
- A student with a failing grade in a required course must repeat the course at Widener in the next semester in which the course is offered. A grade of B (3.0) or better must be earned in order to proceed with the program of study. A second failure results in automatic dismissal from the program.

All requests for exceptions to these provisions should be referred to the academic dean for graduate studies. The following grades are used for graduate nursing courses:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Quality Points</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>93 – 100</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>90 – 92</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>87 – 89</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>83 – 86</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>80 – 82</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>77 – 79</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>73 – 76</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td>70 – 72</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>&lt; 70</td>
</tr>
</tbody>
</table>

I (Incomplete)
W (Withdrawn)
P/NP (Passed/Not Passed)—for courses offered on a pass/no pass basis
AU (Audit: No credit)

NOTE: Individual instructors may elect, at their discretion, not to use plus/minus grades.

The grade of I is given when a student has not completed course requirements because of excusable reasons. A student who receives a grade of I must arrange to make up all deficiencies with the instructor issuing the grade. If the work is not made up within one calendar year from the end of the semester in which the incomplete is received, the grade will be automatically converted to F, unless the course in question is a dissertation research course. Upon completion of the requirements, the instructor will institute a change of grade. (Note: A student cannot register again for a course in which the grade of incomplete has been received.) A student cannot be awarded a degree when there is an outstanding incomplete grade on the transcript, even if the incomplete is in a course not required in the degree program.
Students may withdraw from a course at any time prior to the final examination and receive the grade of W. If a course offered through these programs does not include a final examination, the deadline for withdrawing from the course with a grade of W is the final class meeting for the course.

**DEGREE REQUIREMENTS**
A master of science in nursing degree requires a minimum final GPA of 3.0. A minimum of 39–42 semester hours are required for clinical nurse specialist (CNS) and educator. Family nurse practitioner (FNP) students must achieve a minimum of 46 semester hours to graduate. Please note that a waiver of any requirement for the degree must be approved in writing by the assistant dean for graduate studies.

**MASTER’S PROGRAMS**
Advanced practice (AP) clinical nurse specialties (CNS) available at Widener University are adult health nursing, community health nursing, emergency/critical care nursing, and psychiatric/mental health nursing. Students choose one of these AP specialties. A clinical nurse educator and a family nurse practitioner (FNP) specialty are also available. Graduates of the master’s degree programs are eligible for national nursing certification appropriate to the specialty following graduation. In addition to the degree programs, post-master’s (PM) certificates are available for each AP specialty role.

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## ADULT HEALTH NURSING—AP CLINICAL ROLE

The master’s program in adult health nursing focuses on preparing graduates as advanced practice nurses (APNs) in complex practice roles by providing a broad foundation in health promotion/disease prevention, concepts of illness care and case management, community and environmental issues, and rehabilitation. The clinical experiences are in a variety of health care delivery settings. Core courses lay the foundation for in-depth study of a major health problem of the student’s choice. The program is designed to prepare graduates for the advanced practice CNS role.

### PROGRAM OF STUDY

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 611</td>
<td>Models and Theories for Advanced Practice Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS 634</td>
<td>Nursing Leadership for Advanced Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 652</td>
<td>Statistical Analysis and Interpretation</td>
<td>3</td>
</tr>
<tr>
<td>NURS 653</td>
<td>The Research Process</td>
<td>3</td>
</tr>
<tr>
<td>NURS 663</td>
<td>Advanced Nursing Practice: Current Perspectives</td>
<td>1</td>
</tr>
</tbody>
</table>

### Support/Cognate Courses (15 Credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 601</td>
<td>Advanced Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>NURS 608</td>
<td>Advanced Health Assessment</td>
<td>3</td>
</tr>
<tr>
<td>NURS 639</td>
<td>Pharmacotherapeutics for Primary Health Care Providers</td>
<td>3</td>
</tr>
</tbody>
</table>

| Cognate     | 3       |
| Elective    | 3       |

### Specialty Courses (14 Credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 654</td>
<td>Advanced Field Practicum</td>
<td>2</td>
</tr>
<tr>
<td>NURS 656</td>
<td>Specialization in Adult Health Nursing I</td>
<td>4</td>
</tr>
<tr>
<td>NURS 657</td>
<td>Specialization in Adult Health Nursing II</td>
<td>4</td>
</tr>
</tbody>
</table>

| Advanced Practice Nurse: Clinician Role Seminar and Practicum | 4       |

This 42-credit program is available at the Main Campus. Nonclinical courses may be taken at the Harrisburg Campus.

A minimum of 500 hours of faculty supervised AP clinical hours is required. The program can be completed in 18 months of full-time study or at the student’s pace for part-time study within the five-year time limit post matriculation. Graduates are eligible to sit for the ANCC adult health CNS certification examination. A post-master’s certificate is also available (see section titled “Post-Master's Certificates”).
COMMUNITY HEALTH NURSING—AP CLINICAL ROLE

The master’s program in community health nursing prepares professional nurses to assume advanced public/community health nursing positions that focus on health promotion and disease prevention for diverse populations. Students learn to synthesize knowledge and skills in the areas of epidemiology, environmental health, health policy, community assessment, program development and evaluation, program grant proposal development, health care management, and multiple level community interventions to provide leadership in the provision of population focused care. Clinical experiences are selected based on students’ interests and career goals.

PROGRAM OF STUDY

Core Courses (13 Credits)
- NURS 611 Models and Theories for Advanced Practice Nursing
- NURS 634 Nursing Leadership for Advanced Practice
- NURS 652 Statistical Analysis and Interpretation
- NURS 653 The Research Process
- NURS 663 Advanced Nursing Practice: Current Perspectives

Support/Cognate Courses (15 Credits)
- NURS 636 Dynamics of Family Health Care or NURS 638 Issues in Health Care for Underserved Populations
- NURS 670 Epidemiology
- Cognates* (e.g., health policy, health care management, grant proposal development)

Specialty Courses (14 Credits)
- NURS 654 Advanced Field Practicum
- NURS 661 Advanced Practice Nurse: Clinician Role Seminar and Practicum
- NURS 681 Community Health Nursing I
- NURS 682 Community Health Nursing II

This 42-credit program is available at the Main Campus. Nonclinical courses may be taken at the Harrisburg Campus.

A minimum of 500 hours of faculty supervised AP clinical hours is required. The program can be completed in 18 months of full-time study or at the student’s pace for part-time study within the five-year time limit post matriculation. Graduates are eligible to sit for the ANCC certification examinations (see note below). A post-master’s certificate is also available (see section titled "Post-Master’s Certificates").

*Note: There are two ANCC credentials:
1. The standard credential awarded for passing this computer-based test is APHN-BC (Advanced Public Health Nurse—Board Certified).
2. To meet the criteria for eligibility for requesting the ANCC certifying credential of PHCNS-BC (Public/Community Health Clinical Nurse Specialist—Board Certified), the following 3-credit courses must be taken in lieu of 9 credits of cognates:
   - NURS 601 Advanced Pathophysiology
   - NURS 608 Advanced Health Assessment
   - NURS 639 Advanced Pharmacotherapeutics

EMERGENCY/CRITICAL CARE NURSING—AP CLINICAL ROLE

The master’s program in emergency/critical care nursing prepares advanced practice nurses (APNs) to provide expert nursing care for critically ill individuals and those experiencing health emergencies. Clinical competence, a systems perspective, and the role of the APN as a change agent are emphasized. A large number of appropriate clinical agencies are used to meet the individual student’s objectives. Concepts of prevention and rehabilitation prepare APNs to function in expanded roles and provide leadership in improving the quality of nursing care in a variety of health care settings. The APN student focuses on role preparation as an advanced clinician or CNS clinical educator.

PROGRAM OF STUDY

Core Courses (13 Credits)
- NURS 611 Models and Theories for Advanced Practice Nursing
- NURS 634 Nursing Leadership for Advanced Practice
- NURS 652 Statistical Analysis and Interpretation
- NURS 653 The Research Process
- NURS 663 Advanced Nursing Practice: Current Perspectives

Support/Cognate Courses (15 Credits)
- NURS 601 Advanced Pathophysiology
- NURS 608 Advanced Health Assessment
- NURS 639 Pharmacotherapeutics for Primary Health Care Providers
- Cognate
- Elective

Specialty Courses (14 Credits)
- NURS 654 Advanced Field Practicum
- NURS 661 Advanced Practice Nurse: Clinician Role Seminar and Practicum
- NURS 673 Specialization in Emergency/Critical Care Nursing I
- NURS 674 Specialization in Emergency/Critical Care Nursing II

This 42-credit program is available at the Main Campus. Nonclinical courses may be taken at the Harrisburg Campus.

A minimum of 500 hours of faculty supervised AP clinical hours is required. The program can be completed in 18 months of full-time study or at the student’s pace for part-time study within the five-year time limit post matriculation. Graduates are eligible to sit for the ANCC certification examination. A post-master’s certificate is also available (see section titled "Post-Master’s Certificates").
The new master’s program in psychiatric/mental health nursing prepares graduates as advanced practice nurses (APNs) for leadership roles. The emphasis is on the promotion of mental health and treatment of mental illness. Practice opportunities include a variety of traditional and nontraditional settings in which APNs serve as providers of care, consultants, educators, and case managers. Graduates are eligible for board certification as advanced practice nurses (APN, BC) in psychiatric/mental health nursing.

**PROGRAM OF STUDY**

**Core Courses (12 credits)**
- NURS 611 Models and Theories for Advanced Practice Nursing 3
- NURS 634 Nursing Leadership for Advanced Practice 3
- NURS 652 Statistical Analysis and Interpretation 3
- NURS 653 The Research Process 3

**Support Courses (9 credits)**
- NURS 601 Advanced Pathophysiology* 3
- NURS 608 Advanced Health Assessment 3
- NURS 639 Pharmacotherapeutics for Primary Health Care Providers 3

**Specialty Courses (18 credits)**
- NURS 636 Dynamics of Family Health 3
- NURS 676 Psychobiology, Psychopathology, & Psychotherapeutics 2
- NURS 677 Advanced Practice Psychiatric Nursing I 4
- NURS 678 Advanced Practice Psychiatric Nursing II 4
- NURS 679 Advanced Practice Psychiatric Nursing III 5

* Many PMH/CNS programs allow a student to use a course in neurophysiology if they choose; also acceptable by ANCC.

**ANCC requires 18 credits psychiatric/mental health content for certification and a minimum of 500 hours of faculty supervised advanced practice.**

This 39-credit program is available at the Main Campus. Nonclinical courses may be taken at the Harrisburg Campus.

The program can be completed in 18 months of full-time study or at the student’s pace for part-time study within the five-year time limit post matriculation. A post-master’s certificate is also available (see section entitled “Post-Master’s Certificates”).

**NURSE EDUCATOR**

This master’s program prepares advanced practice nurses (APNs) for leadership roles as educators with a selected clinical specialty. The program also prepares APNs for roles as educators in health care settings; in staff development, patient, and/or community education roles; as well as in schools of nursing.

Courses that are selected in collaboration with an academic advisor in one of the clinical specialties of adult health, community health, or emergency/critical care nursing include the core, support, and specialty areas content for advanced clinical knowledge, as well as nursing education courses. A culminating field practicum with an educational focus provides students with opportunities for application of knowledge and skills in a variety of settings.

**PROGRAM OF STUDY FOR ADULT HEALTH EDUCATOR**

**Core Courses (13 Credits)**
- NURS 611 Models and Theories for Advanced Practice Nursing 3
- NURS 634 Nursing Leadership for Advanced Practice 3
- NURS 652 Statistical Analysis 3
- NURS 653 Research Process 3
- NURS 663 Advanced Practice: Current Perspectives 1

**Support/Cognate Courses (12 Credits)**
- NURS 601 Advanced Pathophysiology 3
- NURS 608 Advanced Health Assessment 3
- NURS 639 Pharmacotherapeutics for Primary Health Care Providers 3
- Cognate 3

**AP Clinical Specialty Courses (7 Credits)**
- NURS 656 Adult Health Nursing I or Adult Health Nursing II 4
- Elective 3

**Nurse Educator Specialty Courses (10 Credits)**
- NURS 662 AP Nurse: Educator Role Seminar & Practicum 4
- NURS 705 Psychology of Learning 3
- NURS 750 Evaluation Methods 3

This 42-credit program is available at the Main Campus. Nonclinical courses may be taken at the Harrisburg Campus.

The program can be completed in 18 months of full-time study or at the student’s pace for part-time study within the five-year time limit post matriculation. Graduates are eligible to sit for the NLN nurse educator certification examination. A post-master’s certificate is also available (see section titled “Post-Master’s Certificates”).

* To be eligible for ANCC national certification as an AP clinical nurse specialist (CNS), students must complete a minimum of 500 hours in the AP specialty role by completing NURS 661 AP Nurse: Clinical Role Seminar and Practicum (6 credits) in addition to NURS 662 AP Nurse: Educator Role Seminar and Practicum.
### PROGRAM OF STUDY FOR COMMUNITY HEALTH EDUCATOR*  

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td><strong>Core Courses (13 Credits)</strong></td>
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<tr>
<td>NURS 611</td>
<td>Models and Theories for Advanced Practice Nursing</td>
<td>3</td>
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<tr>
<td>NURS 634</td>
<td>Nursing Leadership for Advanced Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 652</td>
<td>Statistical Analysis</td>
<td>3</td>
</tr>
<tr>
<td>NURS 653</td>
<td>Research Process</td>
<td>3</td>
</tr>
<tr>
<td>NURS 663</td>
<td>Advanced Practice: Current Perspectives</td>
<td>1</td>
</tr>
<tr>
<td><strong>Support/Cognate Courses (12 Credits)</strong></td>
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<tr>
<td>NURS 636</td>
<td>Dynamics of Family Health Care or</td>
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<tr>
<td>NURS 638</td>
<td>Issues in Health Care for Underserved Populations</td>
<td>3</td>
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<tr>
<td>NURS 670</td>
<td>Epidemiology</td>
<td>3</td>
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<tr>
<td>Cognates</td>
<td>(e.g., health policy, health care management, grant proposal development)</td>
<td>6</td>
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<tr>
<td><strong>AP Clinical Specialty Courses (7 Credits)</strong></td>
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<tr>
<td>NURS 681</td>
<td>Community Health Nursing I</td>
<td>4</td>
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<tr>
<td>Elective</td>
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<td>3</td>
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<tr>
<td><strong>Nurse Educator Specialty Courses (10 Credits)</strong></td>
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<tr>
<td>NURS 662</td>
<td>AP Nurse: Educator Role</td>
<td>4</td>
</tr>
<tr>
<td>NURS 705</td>
<td>Psychology of Learning</td>
<td>3</td>
</tr>
<tr>
<td>NURS 750</td>
<td>Evaluation Methods</td>
<td>3</td>
</tr>
</tbody>
</table>

This 42-credit program is available at the Main Campus. Nonclinical courses may be taken at the Harrisburg Campus.

The program can be completed in 18 months of full-time study or at the student’s pace for part-time study within the five-year time limit post matriculation. Graduates are eligible to sit for the NLN nurse educator certification examination. A post-master’s certificate is also available (see section titled “Post-Master’s Certificates”).

* Graduates are NOT eligible to sit for the ANCC credentialing examination for the community/public health advanced clinical role.

### PROGRAM OF STUDY FOR EMERGENCY/CRITICAL CARE EDUCATOR  

<table>
<thead>
<tr>
<th>Course Code</th>
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<tr>
<td><strong>Core Courses (13 Credits)</strong></td>
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<td>NURS 611</td>
<td>Models and Theories for Advanced Practice Nursing</td>
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<td>Statistical Analysis</td>
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<td>Research Process</td>
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<td>NURS 663</td>
<td>Advanced Practice: Current Perspectives</td>
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<td><strong>Support/Cognate Courses (12 Credits)</strong></td>
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<td>Advanced Pathophysiology</td>
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<td>NURS 608</td>
<td>Advanced Health Assessment</td>
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<tr>
<td>NURS 639</td>
<td>Pharmacotherapeutics for Primary Health Care Providers</td>
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<tr>
<td>Cognate</td>
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<tr>
<td><strong>AP Clinical Specialty Courses (7 Credits)</strong></td>
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<tr>
<td>NURS 673</td>
<td>Emergency/Critical Care Nursing I or</td>
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<tr>
<td>NURS 674</td>
<td>Emergency/Critical Care Nursing II</td>
<td>4</td>
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<tr>
<td>Elective</td>
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<td>3</td>
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<tr>
<td><strong>Nurse Educator Specialty Courses (10 Credits)</strong></td>
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<td>NURS 662</td>
<td>AP Nurse: Educator Role</td>
<td>4</td>
</tr>
<tr>
<td>NURS 705</td>
<td>Psychology of Learning</td>
<td>3</td>
</tr>
<tr>
<td>NURS 750</td>
<td>Evaluation Methods</td>
<td>3</td>
</tr>
</tbody>
</table>

This 42-credit program is available at the Main Campus. Nonclinical courses may be taken at the Harrisburg Campus.

The program can be completed in 18 months of full-time study or at the student’s pace for part-time study within the five-year time limit post matriculation. Graduates are eligible to sit for the NLN nurse educator certification examination. A post-master’s certificate is also available (see section titled “Post-Master’s Certificates”).
FAMILY NURSE PRACTITIONER

The family nurse practitioner master's program prepares advanced practice nurses (APNs) to be providers of primary care for individuals and families across their life spans. A holistic approach to management of family health through interdisciplinary collaboration is a primary emphasis of this advanced practice role. Primary care settings include community health centers, senior and child daycare centers, family practice settings, schools, college health centers, occupational/industrial health offices, and home health agencies. Critical thinking, decision making, and leadership skills are fostered.

PROGRAM OF STUDY

<table>
<thead>
<tr>
<th>Core Courses (13 Credits)</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>NURS 611 Models and Theories for Advanced Practice Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS 634 Nursing Leadership for Advanced Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 652 Statistical Analysis and Interpretation</td>
<td>3</td>
</tr>
<tr>
<td>NURS 653 The Research Process</td>
<td>3</td>
</tr>
<tr>
<td>NURS 663 Advanced Nursing Practice: Current Perspectives</td>
<td>1</td>
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</table>

<table>
<thead>
<tr>
<th>Support Courses (15 Credits)</th>
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<tbody>
<tr>
<td>NURS 601 Advanced Pathophysiology</td>
<td>3</td>
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<tr>
<td>NURS 608 Advanced Health Assessment</td>
<td>3</td>
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<tr>
<td>NURS 636 Dynamics of Family Health Care</td>
<td>3</td>
</tr>
<tr>
<td>NURS 638 Issues in Health Care for Underserved Populations</td>
<td>3</td>
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<tr>
<td>NURS 639 Pharmacotherapeutics for Primary Health Care Providers</td>
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<table>
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<tr>
<th>Specialty Courses (18 Credits)</th>
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<tbody>
<tr>
<td>NURS 648 Advanced Family Nursing I</td>
<td>4</td>
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<tr>
<td>NURS 649 Advanced Family Nursing II</td>
<td>6</td>
</tr>
<tr>
<td>NURS 655 Advanced Family Nursing III</td>
<td>6</td>
</tr>
<tr>
<td>NURS 658 Advanced Family Nursing Field Practicum</td>
<td>2</td>
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</tbody>
</table>

This 46-credit program is available at the Harrisburg and Main Campuses. The program can be completed in 20 months of full-time study or 24 months of part-time study. A minimum of 672 hours of faculty-supervised clinical practice are required. Graduates are eligible to sit for ANCC or AANP credentialling examinations.

POST-MASTER’S ADVANCED PRACTICE CERTIFICATES

Post-master’s (PM) certificates are available for the advanced practice (AP) roles of clinical specialist, family nurse practitioner, and nurse educator.

Post-master’s certificates for the AP clinical nurse specialist are available for all four clinical specialty areas: adult health, community health, emergency/critical care, and psychiatric/mental health. The focus of these certificates is on the development of the AP role of the clinical nurse specialist. The post-master’s nurse educator certificate prepares nurses who already have an advanced practice specialty for the nurse educator role. Each certificate can be completed in 18–24 months of study. Required credits vary depending on prior education. A minimum of 500 hours of faculty-supervised advanced clinical practice is required for AP/CNS certification. Courses are available on the Main Campus only.

The family nurse practitioner certificate focuses on the development of an advanced practice nurse with expertise in providing primary health care to individuals and families across the life span using a holistic approach to management of family health through interdisciplinary collaboration. This 33-credit program, available at both the Harrisburg and Main Campuses, can be completed in 18–24 months of study; 672 hours of advanced clinical practice are required.

ADMISSION

Registered nurses with a master's degree in nursing from NLNAC- or CCNE-accredited programs are eligible to apply for the post-master's certificate programs. To apply, arrange for a personal interview and submit the following to the Graduate Nursing Office:

- A completed application form.
- A check or money order for the application fee.
- A transcript from the master's degree program.
- Evidence of one year of recent appropriate clinical experience.
- Two recommendations regarding applicant's practice and potential for the FNP or CNS advanced practice role.
- A current Pennsylvania license (U.S.) as a registered nurse.
- Current CPR certification.
- A goal statement related to FNP or CNS role.
- Health insurance.
- Liability insurance within acceptable limits of the AP specialty.
- Admission interview.

Information and an application may be obtained from the School of Nursing Graduate Office on the Main Campus, 610-499-4207, or the Harrisburg Campus, 717-541-1932, or by visiting our website at www.widener.edu.

INTERNATIONAL STUDENTS ADMISSION PROCESS

See the Graduate Student Handbook. In addition, all international nursing students must submit the “Commission of Graduates of Foreign Nursing Schools (CGFNS) Credentials Evaluation” at the time of admission. Information is available from:

CGFNS
3600 Market Street, Suite 400
Philadelphia, PA 19014-2651 USA
Phone: 215-349-8767
Web site: www.CGFNS.org
### POST-MASTER’S FOR MASTER’S-PREPARED NURSE PRACTITIONERS

This post-master's program is offered to master's prepared nurse practitioners whose degrees are in specialties other than family.

To apply, the individual must submit to the Graduate Nursing Office all of the documentation required for post-master's study. The admission requirements are the same as for the post-master's family nurse practitioner certificate. In addition, applicants will be required to demonstrate, either by transcript or portfolio review, that they have mastered the knowledge covered in the following Widener University School of Nursing courses:

<table>
<thead>
<tr>
<th>COURSES</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>NURS 601 Advanced Pathophysiology</td>
<td>3</td>
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<tr>
<td>NURS 608 Advanced Health Assessment</td>
<td>3</td>
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<tr>
<td>NURS 636 Dynamics of Family Health Care</td>
<td>3</td>
</tr>
<tr>
<td>NURS 638 Issues in Health Care for Underserved Populations</td>
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</tr>
<tr>
<td>NURS 639 Pharmacotherapeutics for Primary Health Care Providers</td>
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</tbody>
</table>

If competency is not satisfactorily demonstrated in any of the above courses, the course will need to be taken at Widener.

Courses will be taught in an intensive format (on the Main Campus only) for this 21-credit minimum course of study, which can be completed in 18 to 24 months of part-time study. Clinical practicum will be designed to meet the individual needs of each student. A minimum of 672 hours of clinical practice is required. Two credits of NURS 658 may be waived with proof of prior 112 hours of specialty practice.

Graduates are eligible to sit for national certification examinations. The program meets all of the requirements for FNP certification. Information and an application may be obtained from:

School of Nursing Graduate Office
Phone: 610-499-4207 Fax: 610-499-4216
Web site: www.widener.edu

### MSN PROGRAM FOR RNs

The MSN for RNs program is designed for RNs with a baccalaureate degree in another discipline. For information and an advising interview, contact the RN/MSN program coordinator at 610-499-4209.

The RN MSN student is required to take, or transfer from an accredited school, three undergraduate foundation courses before being admitted to the graduate program. The normal graduate nursing registration procedure and form will be used.

<table>
<thead>
<tr>
<th>UNDERGRADUATE FOUNDATION</th>
<th>Credits</th>
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<tbody>
<tr>
<td>NURS 357 Nursing Perspectives</td>
<td>3</td>
</tr>
<tr>
<td>NURS 363 Research in Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 456 Community Nursing (clinical course)</td>
<td>6</td>
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</tbody>
</table>

The applicant should begin the process for acceptance to the graduate program as described in the "School of Nursing Graduate Programs Bulletin" during the first undergraduate course (NURS 357). The clinical specialty area needs to be selected in consultation with the graduate program advisor and RN/MSN coordinator.

Following the completion of the three undergraduate courses and the fulfillment of all graduate program admission requirements, the student will be presented to the Graduate Admission Committee. Once admitted, the student will be advised by a graduate advisor in the selected advanced practice specialty area.

### COURSE REQUIREMENTS

<table>
<thead>
<tr>
<th>COURSE REQUIREMENTS</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Adult Health Nursing (17 Credits)</td>
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<td>NURS 639 Pharmacotherapeutics for Primary Health Care Providers</td>
<td>3</td>
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<tr>
<td>NURS 654 Advanced Field Practicum</td>
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<tr>
<td>NURS 656 Specialization in Adult Health Nursing I</td>
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<tr>
<td>NURS 657 Specialization in Adult Health Nursing II</td>
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<td>Community Health Nursing (17 Credits)</td>
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<td>NURS 661 Advanced Practice Nurse: Clinician Role Seminar and Practicum</td>
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<tr>
<td>NURS 670 Epidemiology</td>
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<td>NURS 673 Specialization in Emergency/Critical Care Nursing I</td>
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<tr>
<td>NURS 674 Specialization in Emergency/Critical Care Nursing II</td>
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<tr>
<td>Psychiatric/Mental Health Nursing (21 Credits)</td>
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<td>NURS 636 Dynamics of Family Health Care</td>
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<tr>
<td>NURS 639 Pharmacotherapeutics for Primary Health Care Providers</td>
<td>3</td>
</tr>
<tr>
<td>NURS 676 Psychobiology, Psychopathology, &amp; Psychotherapeutics</td>
<td>2</td>
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<tr>
<td>NURS 677 Advanced Practice Psychiatric Nursing I</td>
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<td>NURS 678 Advanced Practice Psychiatric Nursing II</td>
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<tr>
<td>NURS 679 Advanced Practice Psychiatric Nursing III</td>
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<tr>
<td>Family Nurse Practitioner (33 credits)</td>
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<tr>
<td>NURS 601 Advanced Pathophysiology</td>
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<td>NURS 649 Advanced Family Nursing II</td>
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<td>NURS 658 Advanced Family Nursing Field Practicum</td>
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</tbody>
</table>

**NOTE:** Nonclinical courses from a previous MSN program may meet requirements for the post-master’s FNP certificate. Credits may be waived depending on previous MSN course work.
POST-MASTER’S CERTIFICATE IN NURSING EDUCATION

A post-master’s certificate in nursing education is available for advanced practice nurses (APNs) who would like to improve their teaching skills but do not necessarily wish to obtain a doctorate.

All courses included in the certificate program carry regular academic credit from Widener University. Courses that are 700-level or above with an earned grade of B (3.0) or better may be applied toward the doctor of philosophy degree program if the student decides to apply for matriculation into the doctoral program. Completion of the courses in the certificate program does not guarantee admission into the doctoral program. Certificate students must meet the same criteria as other applicants for the PhD program.

In the event of limited enrollment in a course, matriculated doctoral students will have priority and take precedence over certificate students.

ADMISSION

Registered nurses with a master’s degree in nursing from an NLNAC- or CCNE-accredited program are eligible to apply for the post-master’s certificate in nursing education. To apply, the individual must submit to the Graduate Nursing Office:

• A completed application form.
• A check or money order for the application fee.
• A transcript from the master’s program.

Information and an application form may be obtained from the School of Nursing Graduate Office, 610-499-4207, and the website, www.widener.edu.

COURSE REQUIREMENTS

Students must earn a grade-point average of 3.0 or better to qualify for the certificate. To ensure quality of academic standards, a student who receives a grade less than C in a course will be dropped from the program and will not be allowed to enroll in any additional courses.

<table>
<thead>
<tr>
<th>COURSES</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 702</td>
<td>3</td>
</tr>
<tr>
<td>NURS 706</td>
<td>3</td>
</tr>
<tr>
<td>NURS 705</td>
<td>3</td>
</tr>
<tr>
<td>NURS 720</td>
<td>3</td>
</tr>
<tr>
<td>NURS 750</td>
<td>3</td>
</tr>
</tbody>
</table>

DOCTOR OF NURSING PRACTICE

GOALS

The primary goal of the doctor of nursing practice (DNP) degree program is to prepare experts in specialized advanced nursing practice. It is designed for registered nurses with a master’s degree in nursing. The graduates of this clinical doctorate will be prepared to function as expert clinicians for roles at the highest levels of clinical competence in either primary care family health, adult health, community health, emergency/critical care, or psychiatric/mental health with distinct in-depth knowledge in complex health care delivery systems. The graduates of the DNP program will distinguish themselves by their ability to provide direct care, as well as to conceptualize new delivery models based in contemporary nursing science and informed by organizational, political, cultural, and economic tenets. The ultimate goals are improving patient and health care outcomes and reducing health disparities.

OUTCOMES

Graduates of the DNP program will:

• Apply nursing science and theory with knowledge from ethics, biophysical, psychosocial, analytical, and organizational sciences to develop, evaluate, and improve advanced nursing practice.
• Apply organizational, political, and economic sciences as well as ethical principles for ongoing improvement of health outcomes within health care systems.
• Promote evidence based practice by collaboratively conducting, translating, and disseminating research to guide improvements in nursing practice and outcomes of care.
• Evaluate and use information systems and technology, considering ethical and legal implications, to support, improve, and transform health.
• Assume leadership roles in the analysis and development of health care policies through advocacy, teaching, and active participation in policy making.
• Promote collegial and collaborative relationships with inter-professional teams to improve patient and population outcomes.
• Assume leadership roles in evidence based health promotion and risk reduction/illness prevention practices in response to political, socioeconomic, cultural, and ethical issues in individual, aggregate, and population health.
• Demonstrate skills in advanced practice roles through the synthesis of biophysical, psychosocial, behavioral, sociopolitical, cultural, economic, and nursing science knowledge as appropriate for the area of specialization.

MATRICULATION

A matriculated student is one who has been accepted officially into the doctoral program. Two doctoral level courses may be taken before matriculation. Students may be required to complete supplemental course work either prior to matriculation or as part of the course of studies. A nonmatriculated student is one who is taking a course for credit but has not yet been officially matriculated into the doctoral program.

ADMISSIONS

Graduates of nationally accredited master’s programs who have or are eligible for advanced practice certification examinations are invited to apply. Students may seek admission to the DNP.
program at multiple post-master’s and post-doctoral entry points. The number of credits required to complete the DNP program varies depending on previous earned degrees. Students may begin core course work during any semester—fall, spring or summer. However, all prerequisite (level I master’s degree) courses must be satisfied prior to enrolling in advanced practice clinical course work.

Graduates of NLNAC- or CCNE-accredited master’s programs are invited to apply for admission by submitting evidence of:

- A completed online application.
- Transcripts from all previously attended higher education institutions.
- A minimum of a 3.2 grade-point average (on a 4.0 scale) in the MSN program.
- A graduate statistics course with a grade of at least C (2.0).
- Two references—one from an educator or an advanced practice nurse and one from an employer with a graduate degree.
- Goal statement that highlights the applicant’s interests with emphasis on health care practice improvement.
- Interview with a School of Nursing faculty member (this is arranged after a preliminary review of application materials).
- Current national certification in practice specialty.
- Valid RN and APRN licenses.
- Curriculum vitae.

GRE scores are not required. International applicants, as well as applicants whose native language is not English, must submit Test of English as a Foreign Language (TOEFL) scores with a minimum score of 213 for the computer-based test or 550 for the paper test.

REGISTRATION

See information pertaining to registration under the master of science in nursing program.

ACADEMIC PROGRESS TIME LIMIT

A maximum of seven calendar years from the date of matriculation is allowed for completion of the requirements for the doctoral degree.

CONTINUOUS ENROLLMENT

Students must enroll in both fall and spring semesters of the academic year through the completion of required DNP course work. Students must register for “Capstone Advisement” each fall, spring, and summer until the capstone project is completed. Students who do not follow this policy will be dropped from the program.

LEAVE OF ABSENCE

Students who do not take at least one course per semester per academic year must submit a written request for a leave of absence, including the rationale, to the associate dean for graduate studies for the semester in which they are not enrolled. Those who do not do so may be dropped from the program. A leave of absence will extend the time limit for completion of the doctoral program by the length of the leave. The total cumulative leave time applied to extensions shall not exceed two academic years. Exceptions to this policy will be referred to the associate dean for graduate studies.

REINSTATEMENT TO THE PROGRAM

Students who have withdrawn from the program may petition for readmission by filing a new application. Such requests must be sent to the associate dean for graduate studies no later than 30 days prior to the start of the academic semester in which the student expects to enroll.

TRANSFER STUDENTS

Students who are matriculated in another graduate program in nursing and wish to transfer will be considered on an individual basis.

SPECIAL ACADEMIC POLICIES

General policies are stipulated in the Widener University Graduate Student Handbook. Dismissal, readmission, academic requirements, and policies specific to the School of Nursing are found in the School of Nursing Graduate Student Handbook.

GRADING AND DISMISSAL FROM THE PROGRAM

- Students are expected to maintain satisfactory progress toward a degree. A student’s doctoral studies record begins with the first course credited to the doctoral degree program and includes all subsequent courses.
- DNP candidates are required to maintain at least a B (3.0) average. Only students with a 3.0 or better grade-point average will graduate. Courses for which grades lower than B (3.0) are received may be repeated. No more than two repetitions total and only one repetition of a particular course is allowed. If a course is repeated, both grades will be recorded on the transcript, but only the most recent grade is used in calculating the grade-point average. However, if a student is found to be in violation of Widener’s academic fraud policies, that student is prohibited from exercising the repeat-of-course option to remove the “F” grade (given as a result of fraud) from the GPA calculation. A student whose academic performance is considered inadequate will be dismissed from the program.
- Conduct inconsistent with the ethical and professional standards of the discipline, whether it occurs before or after matriculation, is also grounds for dismissal from the program. Such conduct includes academic fraud. A student dismissed for academic fraud may no longer enroll in the graduate programs of the university and may not apply for admission into another division of the university. Please see the section entitled “Policy Regarding Academic Fraud” in the Widener University Graduate Student Handbook.
- When a course is taken as a prerequisite for doctoral study, the grade will be recorded on the transcript with an asterisk, indicating that the course is not included in calculating the doctoral program grade-point average.
- Pass/no pass grading is used for grading in “Capstone Advisement.” Pass/no pass grading is optional for elective courses and the option must be exercised prior to the second class meeting. All other courses must be taken for a letter grade.
- Following a request from the student, including an explanation of the extenuating circumstances involved, a professor may give a course grade of incomplete if circumstances justify an extension of time required to complete the course. A student with an incomplete grade in any course that is prerequisite to another course will not be allowed to enroll in the subsequent course until the I in the prerequisite has been
removed and replaced by a satisfactory grade. An incomplete must be resolved within one calendar year from the end of the semester in which the course was taken or it will convert to an F.

- An independent study course may be taken when a required course is not available in a timely manner. Approval for the independent study is required from the student's academic advisor and the associate dean for graduate studies. Independent studies are offered for students requiring mastery of additional content in order to proceed with the dissertation. Students may request an independent study for a topic of special interest if the independent study credits are not needed to meet graduation requirements. The same approval process as noted above is required.
- The grading system for courses in the doctoral program is the same as for the master's program (described on page 6).
- All requests for exceptions to these policies should be referred to the associate dean for graduate studies.

**COURSE WAIVER**

Doctoral students who have completed master's or doctoral level courses comparable to courses in the DNP program are provided the opportunity to further enhance their knowledge base rather than repeating prior learning experiences. A request waiver must be submitted to the associate dean with the following documentation:

- An official transcript of the course indicating a grade of B or better.
- Evidence that the course was successfully completed within the last five years.
- A graduate-level syllabus reflecting that the course is comparable to a specific required course in the doctoral program. A maximum of six credits may be eligible for course waiver. The request is presented to the Graduate Program Committee for consideration. Students receiving an approved course waiver are required to achieve/obtain the credits that would be allocated for the waived course(s) through additional courses or independent study approved by the faculty advisor.

**CAPSTONE PROJECT**

Students are expected to complete all required Level II DNP course work prior to enrollment in the capstone course NURS 877. The DNP capstone is designed to be responsive to health care system changes and population needs. DNP students will prepare an exhaustive document that substantiates that advanced practice DNP competencies and the DNP program outcomes have been achieved. The capstone project may include an individual comprehensive case study, population or systems change improvement projects, and/or a comparative-effectiveness inquiry, and translation of evidence based research into a practice, quality improvement project. Information on the DNP capstone procedures is available in the *School of Nursing Doctoral (DNP) Student Handbook*.

**COURSE OF STUDY**

The DNP course of study is designed as a two-level completion program. It builds upon the MSN degree and requires certification in an advanced practice specialty with eligibility for license as an AP nurse in Pennsylvania. Level I (MSN requirements) must be completed prior to taking level II (DNP). The MSN core prerequisites include three graduate-level courses: Advanced Health Assessment, Advanced Pathophysiology, and Advanced Pharmacotherapeutics (each 3 credits). The DNP level II requirements include an advanced clinical practice core and a capstone project advisement core. Courses are offered through a mix of online and in-class delivery. Full-time students with an MSN may complete the 37-credit program in two calendar years. Part-time students complete the degree on their own timeline within the seven-year time limit.

**DEGREE REQUIREMENTS**

Students must complete at least 37 credits of approved DNP course work beyond the master's degree in nursing. Students must also successfully complete the capstone project. Only doctoral courses will be accepted for doctoral transfer credit. Please note that a waiver of any requirement must be approved in writing by the associate dean for graduate studies.
# DOCTOR OF NURSING PRACTICE

## PROGRAM OF STUDY

### Level I—MSN (39–46 credits, depending on CNS or FNP role)

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Courses (18–19 credits)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 634</td>
<td>Nursing Leadership for Advanced Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 652</td>
<td>Statistical Analysis &amp; Interpretation</td>
<td>3</td>
</tr>
<tr>
<td>NURS 653</td>
<td>The Research Process</td>
<td>3</td>
</tr>
<tr>
<td>NURS 638</td>
<td>Issues in Health Care for Undererved Populations</td>
<td>3</td>
</tr>
<tr>
<td>NURS 636</td>
<td>Family Dynamics (elective for all but FNP)</td>
<td>3</td>
</tr>
<tr>
<td>NURS 663</td>
<td>Advanced Nursing Practice: Current Perspectives (except P/MH)</td>
<td>1</td>
</tr>
<tr>
<td>NURS 670</td>
<td>Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td><strong>Support Courses (9–10 credits)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 601</td>
<td>Advanced Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>NURS 608</td>
<td>Advanced Health Assessment (30 clinical lab)</td>
<td>3</td>
</tr>
<tr>
<td>NURS 639</td>
<td>Pharmacotherapeutics</td>
<td>3</td>
</tr>
<tr>
<td><strong>Advanced Practice (AP) Specialties (13–19 credits in one of the following options):</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychiatric/Mental Health (13 credits, 510 clinical hours)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 676</td>
<td>Psychobiology, Psychopathology, &amp; Pharmacotherapeutics</td>
<td>2</td>
</tr>
<tr>
<td>NURS 677</td>
<td>Advanced Practice Psychiatric Nursing I (120 clinical hours)</td>
<td>4</td>
</tr>
<tr>
<td>NURS 678</td>
<td>Advanced Practice Psychiatric Nursing II (120 clinical hours)</td>
<td>4</td>
</tr>
<tr>
<td>NURS 679</td>
<td>Advanced Practice Psychiatric Nursing III (240 clinical hours)</td>
<td>5</td>
</tr>
<tr>
<td>Adult Health (14 credits, 510 clinical hours)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 656</td>
<td>Adult Health I (120 clinical hours)</td>
<td>4</td>
</tr>
<tr>
<td>NURS 657</td>
<td>Adult Health II (120 clinical hours)</td>
<td>4</td>
</tr>
<tr>
<td>NURS 654</td>
<td>AP Field Practicum (120 clinical hours)</td>
<td>2</td>
</tr>
<tr>
<td>NURS 661</td>
<td>AP Role: Seminar and Practicum (120 clinical hours)</td>
<td>4</td>
</tr>
<tr>
<td>Community Health Nursing (14 credits, 510 clinical hours) (Population Based)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 681</td>
<td>Community-Based Nursing I (120 clinical hours)</td>
<td>4</td>
</tr>
<tr>
<td>NURS 682</td>
<td>Community-Based Nursing II (120 clinical hours)</td>
<td>4</td>
</tr>
<tr>
<td>NURS 654</td>
<td>AP Field Practicum (120 clinical hours)</td>
<td>2</td>
</tr>
<tr>
<td>NURS 661</td>
<td>AP Seminar &amp; Practicum (120 clinical hours)</td>
<td>4</td>
</tr>
<tr>
<td>Emergency/Critical Care (14 credits, 510 clinical hours)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 673</td>
<td>Emergency Critical Care I (120 clinical hours)</td>
<td>4</td>
</tr>
<tr>
<td>NURS 674</td>
<td>Emergency Critical Care II (120 clinical hours)</td>
<td>4</td>
</tr>
<tr>
<td>NURS 654</td>
<td>AP Field Practicum (120 clinical hours)</td>
<td>2</td>
</tr>
<tr>
<td>NURS 661</td>
<td>AP Role: Seminar &amp; Practicum (120 clinical hours)</td>
<td>4</td>
</tr>
<tr>
<td>Family Nurse Practitioner (18 credits, 672 clinical hours)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 648</td>
<td>Advanced Family I (112 clinical hours)</td>
<td>4</td>
</tr>
<tr>
<td>NURS 658</td>
<td>Advanced Family I Practicum (112 clinical hours)</td>
<td>2</td>
</tr>
<tr>
<td>NURS 649</td>
<td>Advanced Family II (224 clinical hours)</td>
<td>6</td>
</tr>
<tr>
<td>NURS 655</td>
<td>Advanced Family III (224 clinical hours)</td>
<td>6</td>
</tr>
</tbody>
</table>

**MSN degree awarded and eligibility for national AP certification examinations.**

### Level II—DNP (37 credits)

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Courses (21 credits)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 702</td>
<td>Nursing Science I</td>
<td>3</td>
</tr>
<tr>
<td>NURS 708</td>
<td>Health Policy: A Nursing Perspective</td>
<td>3</td>
</tr>
<tr>
<td>NURS 713</td>
<td>Complex Health Care Systems &amp; Organizational Change</td>
<td>3</td>
</tr>
<tr>
<td>NURS 732</td>
<td>Evidence Based Practice I</td>
<td>3</td>
</tr>
<tr>
<td>NURS 734</td>
<td>Evidence Based Practice II: Translational Research</td>
<td>3</td>
</tr>
<tr>
<td>NURS 736</td>
<td>Informatics</td>
<td>3</td>
</tr>
<tr>
<td>NURS 740</td>
<td>Ethics &amp; Genetics in Advanced Practice</td>
<td>3</td>
</tr>
<tr>
<td><strong>DNP AP Clinical Practice Core (16 credits, 560 clinical hours beyond MSN)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 885</td>
<td>DNP I AP Clinical Internship (112 clinical hours)</td>
<td>4</td>
</tr>
<tr>
<td>NURS 886</td>
<td>DNP II AP Clinical Residency (224 clinical hours, based on 15 weeks)</td>
<td>6</td>
</tr>
<tr>
<td>NURS 887</td>
<td>DNP III Capstone Project (224 clinical hours)</td>
<td>6</td>
</tr>
<tr>
<td>NURS 889</td>
<td>Capstone Project Advisement</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL:** 37 credits of course work plus Capstone Advisement (NURS 889).

**Continuous enrollment in NURS 889 each fall, spring, and summer semester until the capstone project is completed.
DOCTOR OF PHILOSOPHY

GOALS
The primary goal of the doctoral program of the Widener University School of Nursing is the preparation of nurse scholars for educational leadership roles. Graduates will create and disseminate to the public new knowledge gained from disciplined inquiry related to nursing and nursing education.

OUTCOMES
Graduates of the doctoral program will:
• Synthesize knowledge of the theoretical foundations of nursing and related fields, as well as education within the context of nursing education.
• Integrate acquired knowledge into a philosophical and intellectual frame of reference that can be applied to nursing education.
• Skillfully apply the rigorous methods of disciplined inquiry.
• Independently conduct and communicate research that advances and extends nursing knowledge and scholarship.
• Use advanced methodology and skills in the formulation and practice of the nurse educator role.
• Develop curriculum models incorporating nursing, philosophy, and education theories.
• Provide creative leadership in response to political, social, and ethical issues in nursing education and health care.
• Promote collegial and collaborative relationships between expert and developing nurse scholars.

MATRICULATION
A matriculated student is one who has been accepted officially into the doctoral program. Two doctoral level courses may be taken before matriculation. Students may be required to complete supplemental course work either prior to admission or as part of the course of studies.

A nonmatriculated student is one who is taking a course for credit, but has not yet been accepted officially into the doctoral program. These students must submit the usual application for admission. No more than two courses earned by a student in a nonmatriculated status may be applied toward the degree in the event of later acceptance as a matriculated student.

ADMISSION
Graduates of NLNAC- or CCNE-accredited master's programs are invited to apply for admission by submitting evidence of:
• A completed application with nonrefundable application fee.
• Transcripts from previously attended higher education institutions.
• A minimum of 3.5 grade-point average (on a 4.0 scale) in the MSN program.
• Satisfactory scores on the Graduate Record Examination (GRE) taken within the past five years.
• Students achieving less than 3.0 on the Analytic Writing Score of the GRE will be required to complete a remedial graduate-level writing course prior to matriculation.
• A graduate statistics course with a grade of at least C (2.0).
• A graduate course in nursing theories and conceptual models.
• Two references—one from an educator and one from an employer with a graduate degree.
• A scholarly writing sample.
• Interview with a School of Nursing faculty member (this is arranged after a preliminary review of application materials).
• Curriculum vitae.
• Statement explaining goals for doctoral work in nursing with emphasis on proposed area of specialization.

In addition, international students need satisfactory Test of English as a Foreign Language (TOEFL) scores. They should contact the International Student Services Office at 610-499-4499 for immigration requirements. More information can also be found online at www.widener.edu/ISS.

REGISTRATION
See information pertaining to registration under the master of science in nursing program.

ACADEMIC PROGRESS

TIME LIMIT
A maximum of seven calendar years from the date of matriculation is allowed for completion of the requirements for the doctoral degree.

CONTINUOUS ENROLLMENT
The doctoral program is designed for continuous enrollment of calendar year students in fall, spring, and summer semesters and for summer option students during four consecutive summers. To maintain matriculated status, students must be enrolled as described for the calendar year or summer option program or obtain an approved leave of absence. “Dissertation Advisement” (NURS 950) must be taken each fall, spring, and summer until dissertation is completed. Students who do not follow this policy will be dropped from the program.

LEAVE OF ABSENCE
Students in the calendar year program who do not take at least one course per semester must submit a written request for a leave of absence, including the rationale, to the assistant dean for the semester in which they are not enrolled. Those who do not do so will be dropped from the program.

Students taking the summer option who do not take at least one course in each summer session in a given calendar year must submit a written request, including the rationale, to the assistant dean, for the summer in which they are not enrolled. Those who do not do so will be dropped from the program.

A leave of absence will extend the time limit for completion of the doctoral program by the length of the leave. The total cumulative leave time applied to extensions shall not exceed two years. Exceptions to this policy will be referred to the assistant dean for graduate studies.

REINSTATEMENT TO THE PROGRAM
Students who have withdrawn from the program may petition for readmission by filing a new application. Such requests must be sent to the assistant dean for graduate studies no later than 30 days prior to the start of the semester in which the student expects to enroll.

TRANSFER STUDENTS
Students who are matriculated in another doctoral program in nursing and wish to transfer will be considered on an individual basis.

SPECIAL ACADEMIC POLICIES
General policies are stipulated in the Widener University Graduate Student Handbook. Dismissal, readmission, academic requirements, and policies specific to the School of Nursing are found in the School of Nursing Graduate Student Handbook.
GRADING AND DISMISSAL FROM THE PROGRAM

- Students are expected to maintain satisfactory progress toward a degree. A student's doctoral studies record begins with the first course credited to the PhD degree and includes all subsequent courses.
- PhD candidates are required to maintain at least a B (3.0) average. Only students with a 3.0 or better grade-point average will graduate. Courses for which grades lower than B (3.0) are received may be repeated. No more than two repetitions total and only one repetition of a particular course is allowed. If a course is repeated, both grades will be recorded on the transcript, but only the most recent grade is used in calculating the grade-point average. However, if a student is found to be in violation of Widener's academic fraud policies, that student is prohibited from exercising the repeat-of-course option to remove the “F” grade (given as a result of fraud) from the GPA calculation. A student whose academic performance is considered inadequate will be dismissed from the program.
- Conduct inconsistent with the ethical and professional standards of the discipline, whether it occurs before or after matriculation, is also grounds for dismissal from the program. Such conduct includes academic fraud. A student dismissed for academic fraud may no longer enroll in the graduate programs of the university and may not apply for admission into another division of the university. Please see the section entitled “Policy Regarding Academic Fraud” in the Widener University Graduate Student Handbook.
- When a course is taken as a prerequisite for doctoral study, the grade will be recorded on the transcript with an asterisk, indicating that the course is not included in calculating the doctoral program grade-point average.
- Pass/no pass grading is used for grading “Dissertation Seminar” (NURS 900/NURS 901) and “Dissertation Advice” (NURS 950). Pass/no pass grading is optional for elective courses and the option must be exercised prior to the second class meeting. All other courses must be taken for a letter grade.
- Following a request from the student, including an explanation of the extenuating circumstances involved, a professor may give a course grade of incomplete if circumstances justify an extension of time required to complete the course. A student with an incomplete grade in any course that is prerequisite to another will not be allowed to enroll in the subsequent course until the I in the prerequisite has been removed and replaced by a satisfactory grade. An incomplete must be resolved within one calendar year from the end of the semester in which the course was taken or it will convert to an F.
- An independent study course may be taken when a required course is not available in a timely manner. Approval for the requested independent study is required from the student's academic advisor and the assistant dean for graduate studies. Independent studies are offered for students requiring mastery of additional content in order to proceed with the dissertation. Students may request an independent study for a topic of special interest if the independent study credits are not needed to meet graduation requirements. The same approval process as noted above is required.
- The grading system for courses in the doctoral program is the same as for the master's program (described on page 6).
- All requests for exceptions to these policies should be referred to the assistant dean for graduate studies.

COURSE OVERLOAD

Nine credits in the fall/spring semester and six credits in one summer session are recognized as a normal course load for full-time students. Students, as adult learners, have the right to make decisions related to their learning needs. However, faculty believe a course load above nine credits for fall/spring or six credits in a summer session has potential for creating academic jeopardy.

Students enrolling for more than nine credits during fall or spring semester or six credits in one summer session must have approval from their faculty advisor and the assistant dean.

TRANSFER CREDIT

The following guidelines have been established by the School of Nursing for acceptance of doctoral level course work taken previously at Widener University or at other institutions:

- A maximum of two doctoral level courses earned at another accredited institution within the five-year period preceding admission may be accepted for transfer after admission to the doctoral program.
- Courses taken prior to admission to the PhD program, either within or outside the university, will be accepted only if the student has earned a grade of A or B in the courses under consideration. Grades of satisfactory or pass are transferable as elective courses.

The process in considering requests for transfer of graduate credit is as follows:

- An official request for transfer credit must be submitted to the assistant dean for graduate studies. If transfer credit is requested in lieu of required courses in the program, a course syllabus must accompany the request.
- Requests for transfer of graduate credit will be approved upon recommendation of the assistant dean.
- Required graduate courses in statistics and conceptual models/theories may not be used for transfer credit because they are prerequisites for admission.

COURSE WAIVER

Doctoral students who have completed master’s or doctoral level courses comparable to courses in the PhD program are provided the opportunity to further enhance their knowledge base rather than repeating prior learning experiences.

A request for a 700-level waiver must be submitted to the assistant dean with the following documentation:

- An official transcript of the course indicating a grade of B or better.
- Evidence that the course was successfully completed within the last five years.
- A graduate-level syllabus reflecting that the course is comparable to a specific required course in the doctoral program.

A maximum of six credits may be eligible for course waiver. The request is presented to the Graduate Program Committee for consideration. Students receiving an approved course waiver are required to achieve/obtain the credits that would be allocated for the waiver through additional courses or independent study approved by their faculty advisor.
COMPREHENSIVE EXAMINATIONS
Comprehensive examinations will be taken at the successful completion of all course work. After passing the comprehensive examinations, the student is accepted as a doctoral candidate and proceeds into the dissertation seminar.

DISSERTATION PROCEDURES
Information on dissertation procedures is available in the School of Nursing Graduate Student Handbook. Students are expected to complete all required 800-level course work except one elective prior to enrollment in Dissertation Seminar (NURS 900/901). Exception to this policy requires approval from the School of Nursing Academic Council. Students are expected to then enroll in Dissertation Advisement (NURS 950) each consecutive fall, spring, and summer until the degree is granted. If another course becomes necessary to complete the dissertation, enrollment in NURS 950 may be waived while the student is taking that course.

A waiver from enrollment in NURS 950 may be granted by the student's dissertation chairperson based on the student's or chairperson's availability for dissertation work. A waiver will not alter the seven year limitation for completion of the doctoral program. For more than one semester to be waived in a year, students must obtain a leave of absence that extends the time limit for completion of the doctoral degree.

Doctoral candidates who do not have an approved dissertation proposal within two years of enrollment in “Dissertation Seminar(s)” may be required to repeat enrollment in NURS 900 and/or NURS 901 the next time they are offered, at the discretion of the dissertation chairperson. These courses would be taken in lieu of NURS 950 for that semester or summer session.

COURSE OF STUDY
The course of study consists of three related units designed to prepare competent scholarly nurse educators.

Unit One emphasizes nursing science: philosophy, epistemology, theoretical thinking, and knowledge synthesis, as well as nursing theory and nursing science development. In addition, health from a nursing perspective is addressed.

Unit Two is related to general and nursing education. It consists of specialized courses in contemporary nursing education, curriculum development, teaching concepts, and evaluation methods. Students work closely with faculty in teaching/learning situations through simulations, seminars, and projects.

Unit Three addresses qualitative and quantitative design, statistical analysis, and data interpretation while fostering disciplined inquiry as students develop and implement a dissertation proposal that will contribute to the scientific basis of nursing education.

Throughout the doctoral program, students are challenged to explore the historical, social, philosophical, ethical, and organizational implications of emergent issues that affect nursing education.

DEGREE REQUIREMENTS
The student must complete at least 48 credits of approved doctoral course work beyond the master's degree in nursing. The student must also successfully pass a comprehensive examination, “Dissertation Advisement” (NURS 950), and a dissertation for graduation. Only doctoral courses will be accepted for doctoral credit. Please note that a waiver of any requirement must be approved in writing by the assistant dean for graduate studies.

DOCTOR OF PHILOSOPHY

PROGRAM OF STUDY

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<tr>
<th>Credits</th>
<th>Level I</th>
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<tbody>
<tr>
<td></td>
<td>NURS 702 Nursing Science I: Epistemology</td>
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<td>NURS 705 Psychology of Learning</td>
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<td>NURS 706 Philosophy of Education</td>
<td>3</td>
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<tr>
<td>Total credit</td>
<td>NURS 816 Quantitative Research I: Correlational Designs</td>
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<td>NURS 817 Quantitative Research II: Experimental Designs</td>
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<th>Credits</th>
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<td>NURS 720 Curriculum Theory in Nursing</td>
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<td>NURS 750 Evaluation Methods</td>
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<tr>
<td></td>
<td>NURS 813 Nursing Science II: Synthesis in Nursing</td>
<td>3</td>
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<tr>
<td>Total credit</td>
<td>NURS 815 Qualitative Research</td>
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<tr>
<th>Credits</th>
<th>Level III</th>
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<tr>
<td></td>
<td>NURS 814 Nursing Science III: Theory Development in Nursing</td>
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<td></td>
<td>NURS 820 Higher Education Organizations</td>
<td>3</td>
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<td>NURS 853 Teaching in Nursing</td>
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<td>Elective</td>
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<th>Electives by Advisement</th>
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<tbody>
<tr>
<td></td>
<td>NURS 900 Dissertation Seminar I</td>
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<tr>
<td></td>
<td>NURS 901 Dissertation Seminar II</td>
<td>3</td>
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<tr>
<td></td>
<td>NURS 950 Dissertation Advisement**</td>
<td>3</td>
</tr>
</tbody>
</table>

TOTAL: 48 credits of course work plus Dissertation Advisement (NURS 950).

*One elective may be taken in support of dissertation topic concurrent with NURS 950.

**Dissertation Advisement (NURS 950) must be taken each fall, spring, and summer until the dissertation is completed.
ACCELERATED MASTER OF SCIENCE IN NURSING/DOCTOR OF PHILOSOPHY

GOALS
The primary goal of the accelerated master of science in nursing/doctor of philosophy (MSN/PhD) program is to prepare nurses for advanced practice and educational leadership roles at a quicker pace than the separate degree programs. Graduates will provide leadership as practitioners, teachers, and scholars in support of evidence-based practice for nursing, health care, and education.

This full-time program of study, which builds on baccalaureate nursing education, is designed to prepare nurse faculty leaders to facilitate learning, engage in professional and community service, conduct research, and advance nursing education within higher education. The master’s component prepares AP nurses with a clinical specialty focus such as family nurse practitioner (FNP) or clinical nurse specialist (CNS) in emergency/critical care (ECC). Graduates will be awarded a MSN degree at the end of the master’s component and are eligible to take national certification examinations. The doctoral component of the accelerated program has a special focus on the creation and dissemination of new knowledge gained from disciplined inquiry that advances the profession of nursing education and its practice. The PhD degree will be awarded upon successful completion of all doctoral requirements, including the dissertation.

OUTCOMES
Graduates must meet the published outcomes for both the clinical specialty MSN program and the PhD program.

MATRICULATION
A matriculated student is one who has been accepted officially into both the master’s and the doctoral degree programs. Two master’s level courses may be taken before matriculation. Students may be required to complete supplemental course work either prior to admission or as part of the course of studies. A nonmatriculated student is one who is taking a course for credit but has not yet been officially accepted into the accelerated doctoral program.

ADMISSION
Graduates of NLNAC- or CCNE-accredited baccalaureate in nursing programs are invited to apply by submitting evidence that they meet the requirements for admission to both the MSN and PhD programs. NOTE: Satisfactory scores on the Graduate Record Examination (GRE) within the past five years are required. There is no waiver for the MSN component of the program.

Requirements for admission include:
• Completed application form with the nonrefundable application fee.
• Bachelor’s degree from a nationally accredited BSN program.
• Official transcripts from all previously attended institutions of higher education.
• Satisfactory scores on GREs within the past five years.
• Completion of an undergraduate statistics and research course with a grade of C or better.
• Two recommendations from professional nurses, preferably one from a nurse educator, which speak to ability for master’s and doctoral study.
• For U.S. citizens, valid Pennsylvania (PA) license as a registered nurse. Information is available from the State Board of Nursing in Pennsylvania.
• Satisfactory scores on the Test of English as a Foreign Language (TOEFL) for all applicants from non-English speaking countries.*
• Personal interviews with appropriate master’s clinical and doctoral program advisors.
• Curriculum vitae.
• Goal statement.
*Additional admission requirements for international applicants can be found under the master’s degree section of this bulletin.

Applications may apply online. Complete applications must arrive at the School of Nursing before June 15 for matriculation in the fall semester, September 15 for the spring semester, and March 15 for the summer sessions.

Information pertaining to GREs may be obtained from:
Graduate Record Examinations
Educational Testing Service
P.O. Box 6004
Princeton, NJ 08541-6004
Web site: www.gre.org

TRANSFER STUDENTS
Matriculated students in another nursing graduate program who wish to transfer will be considered on an individual basis.

REGISTRATION
Preregistration is conducted during the spring for summer and fall courses and in the fall for spring courses. Pre-registration information, including course schedules, is available on the university’s web site (www.widener.edu).

ACADEMIC PROGRESS

TIME LIMIT
A maximum of seven calendar years from the date of matriculation into the accelerated program is allowed for completion.

CONTINUOUS ENROLLMENT
The accelerated MSN/PhD program is designed for continuous enrollment in fall, spring, and summer semesters. To maintain matriculated status, students must be enrolled each semester or obtain an approved leave of absence.

LEAVE OF ABSENCE
A leave of absence will extend the time limit for completion of the accelerated MSN/PhD program by the length of the leave. Students desiring a leave must submit a written request, including the rationale, to the assistant dean for graduate studies for the semester in which they are not enrolled. The total cumulative leave time applied to the extension shall not exceed two years. Exceptions to this policy will be referred to the assistant dean for graduate studies.

REINSTATEMENT TO THE PROGRAM
Students who have withdrawn from the program may petition for readmission by filing a new application. Such requests must be sent to the assistant dean for graduate studies no later than 30 days prior to the start of the semester in which the student expects to enroll.
SPECIAL ACADEMIC POLICIES
General policies are stipulated in the Widener University Graduate Student Handbook. Other academic requirements and policies specific to the School of Nursing are found in the School of Nursing Master’s and Doctoral Student Handbooks.

GRADING AND DISMISSAL FROM THE PROGRAM
Students are expected to maintain satisfactory progress toward both the MSN and the PhD degrees. A student’s accelerated MSN/PhD studies record begins with the first course credited to the MSN degree and includes all subsequent courses through the MSN and PhD courses. Note: Should a student choose to terminate at the MSN degree level, only the published academic progress and degree requirements for the MSN degree would apply. (See information under the master of science in nursing program.) At the PhD course of studies level, the published academic progress and degree requirements for the doctoral program would apply. (See information under the doctor of philosophy program.)

COURSE OVERLOAD
Nine credits in the fall/spring semester and six credits in one summer session are recognized as a full-time load for both the MSN and PhD components. Students enrolling for more than nine credits in fall/spring semester or six credits in one summer session must have approval from their faculty advisor or the assistant dean.

TRANSFER CREDIT
See information under the doctoral program.

COURSE WAIVER
See information under master’s or doctoral program as pertinent.

COMPREHENSIVE EXAMINATIONS AND DISSERTATION PROCEDURES
See information under doctoral program.

COURSE OF STUDY
See information under both master’s and doctoral programs. The first two years of study consist of master’s level core, support, and advanced practice (AP) clinical courses, as well as selected doctoral courses. A master’s in nursing degree is awarded at the end of year two. Year three consists of 18 credits of doctoral level courses that are designed to prepare competent, scholarly nurse educators. (See information under doctoral program course of study for content areas). In year four, students develop and implement a dissertation proposal.

DEGREE REQUIREMENTS
The student must complete at least 46 course credits within the master’s level to earn the MSN degree for the FNP role and 42 credits for the CNS role. An additional 26 credits of approved doctoral course credit are required beyond the master’s degree level. The student must also successfully pass a comprehensive examination, dissertation advisement (NURS 950), and a dissertation for graduation. Please note that a waiver of any requirement must be approved in writing by the assistant dean for graduate studies.

ACCELERATED COURSE SEQUENCING FOR MSN/PhD PROGRAM
Full-time including fall, spring, and summer semesters

CNS (ECC) OPTION

<table>
<thead>
<tr>
<th>COURSE SEQUENCING</th>
<th>Credits</th>
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<tbody>
<tr>
<td><strong>Year I</strong></td>
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<tr>
<td>NURS 601</td>
<td>Advanced Pathophysiology</td>
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<tr>
<td>NURS 608</td>
<td>Advanced Health Assessment</td>
</tr>
<tr>
<td>NURS 634</td>
<td>Nursing Leadership</td>
</tr>
<tr>
<td>NURS 673</td>
<td>Emergency/Critical Care Nursing I</td>
</tr>
<tr>
<td>NURS 702</td>
<td>Nursing Science I: Epistemology</td>
</tr>
<tr>
<td>NURS 816</td>
<td>Quantitative Research I</td>
</tr>
<tr>
<td>NURS 817</td>
<td>Quantitative Research II</td>
</tr>
<tr>
<td><strong>Year II</strong></td>
<td></td>
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<tr>
<td>NURS 639</td>
<td>Pharmacotherapeutics</td>
</tr>
<tr>
<td>NURS 654</td>
<td>APN Field Practicum*</td>
</tr>
<tr>
<td>NURS 661</td>
<td>APN: Clinician Role</td>
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<tr>
<td>NURS 663</td>
<td>APN: Current Perspectives</td>
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<tr>
<td>NURS 674</td>
<td>Emergency/Critical Care Nursing II</td>
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<tr>
<td>NURS 750</td>
<td>Evaluation Methods</td>
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<tr>
<td>NURS 705</td>
<td>Psychology of Learning</td>
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<tr>
<td><strong>Total: 42 credits minimum + 500 clinical hours.</strong></td>
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</table>

| **Year III**      |         |
| NURS 706          | Philosophy of Education | 3  |
| NURS 720          | Curriculum Theory in Nursing | 3  |
| NURS 813          | Nursing Science II: Synthesis in Nursing | 3  |
| NURS 815          | Qualitative Research     | 3  |
| NURS 814          | Nursing Science III: Theory Development in Nursing | 3  |
| NURS 820          | Higher Education Organizations | 3  |
| NURS 853          | Teaching in Nursing      | 3  |
| **Comprehensive examination completed.** |

| **Year IV**       |         |
| NURS 900          | Dissertation Seminar I  | 3  |
| NURS 901          | Dissertation Seminar II | 3  |
| NURS 950          | Dissertation Advisement** | 3  |
| **TOTAL:** 72 credits of course work for the AP clinical nurse specialist role plus NURS 950 Dissertation Advisement.** |

*A minimum of 500 hours of AP clinical hours is required. At the completion of the MSN level, graduates are eligible to sit for the ANCC certification examination.

**Dissertation Advisement (NURS 950) must be taken each fall, spring, and summer until the dissertation is completed.
### COURSES

1 semester hour = 1 credit hour.

1 classroom credit hour = 14 class hours and 1 examination (evaluation) hour per semester.

1 laboratory credit hour = 2 lab hours per week, or 30 hours per semester.

1 clinical credit hour = 4 clinical hours per week, or 60 hours per semester.

For example, NURS 608 is 3 semester hours (2,1,0), which equals 2 credit hours of class and 1 credit hour of lab and 0 credit hours of clinical work.

<table>
<thead>
<tr>
<th>COURSE SEQUENCING</th>
<th>Year I</th>
<th>Year II</th>
<th>Year III</th>
<th>Year IV</th>
</tr>
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<tbody>
<tr>
<td>NURS 601 Advanced Pathophysiology</td>
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<td>3</td>
<td>3</td>
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<tr>
<td>NURS 608 Advanced Health Assessment</td>
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<tr>
<td>NURS 614 Advanced Health Assessment</td>
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<tr>
<td>NURS 633 Advanced Family Nursing I</td>
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<tr>
<td>NURS 634 Advanced Family Nursing II</td>
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<tr>
<td>NURS 635 Advanced Family Nursing III</td>
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<tr>
<td>NURS 636 Dynamics of Family Health Care</td>
<td>3</td>
<td>3</td>
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<td>3</td>
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<tr>
<td>NURS 638 Issues in Health Care for Underserved Populations</td>
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<td>NURS 648 Advanced Family Nursing I</td>
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<td>NURS 649 Advanced Family Nursing II</td>
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<td>NURS 655 Advanced Family Nursing III</td>
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<td>NURS 658 FNP Field Practicum*</td>
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<td>NURS 663 APN: Current Perspectives</td>
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<td>NURS 702 Nursing Science I: Epistemology</td>
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<tr>
<td>NURS 705 Psychology of Learning</td>
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<td>3</td>
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<tr>
<td>NURS 706 Philosophy of Education</td>
<td>3</td>
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<tr>
<td>NURS 750 Evaluation Methods</td>
<td>3</td>
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<tr>
<td><strong>Dissertation Advisement (NURS 950) must be taken each fall, spring, and summer until the dissertation is completed.</strong></td>
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**TOTAL:** 79 credits of course work for the AP clinical nurse specialist role plus NURS 950 Dissertation Advisement.

*Required to meet 500 minimum AP clinical hours for ANCC certification examination.

### FNP OPTION

**Year II**

- NURS 636 Dynamics of Family Health Care
- NURS 638 Issues in Health Care for Underserved Populations
- NURS 648 Advanced Family Nursing I
- NURS 649 Advanced Family Nursing II
- NURS 655 Advanced Family Nursing III
- NURS 658 FNP Field Practicum*
- NURS 663 APN: Current Perspectives
- NURS 702 Nursing Science I: Epistemology
- NURS 705 Psychology of Learning
- NURS 706 Philosophy of Education
- NURS 750 Evaluation Methods

**Year III**

- NURS 720 Curriculum Theory in Nursing
- NURS 813 Nursing Science II: Synthesis in Nursing
- NURS 815 Qualitative Research
- NURS 814 Nursing Science III: Theory Development in Nursing
- NURS 820 Higher Education Organizations
- NURS 853 Teaching in Nursing

**Year IV**

- NURS 900 Dissertation Seminar I
- NURS 901 Dissertation Seminar II
- NURS 950 Dissertation Advisement**

**MSN awarded—Total 46 credits minimum + 672 clinical hours.**

**Comprehensive examination completed.**

### YEAR IV

- NURS 900 Dissertation Seminar I
- NURS 901 Dissertation Seminar II
- NURS 950 Dissertation Advisement**

**TOTAL:** 79 credits of course work for the AP clinical nurse specialist role plus NURS 950 Dissertation Advisement.

*Required to meet 500 minimum AP clinical hours for ANCC certification examination.

**Dissertation Advisement (NURS 950) must be taken each fall, spring, and summer until the dissertation is completed.**

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### COURSES

**I. ADVANCED PATHOPHYSIOLOGY**

- Concepts of physiology and pathophysiology applied to nursing practice. Emphasis is on a cellular approach to major body systems and their adaptation to diseased states. **3 semester hours (3,0,0)**

**II. ADVANCED HEALTH ASSESSMENT**

- Designed to enable the student to develop advanced clinical assessment skills appropriate for the advanced practice role. Emphasis is placed on clinical judgment and differential diagnosis. Students gain expertise in data collection, hypothesis formulation, and clinical decision making using a holistic approach through practice in the laboratory setting. **3 semester hours (2,1,0)**

**III. MODELS AND THEORIES FOR ADVANCED PRACTICE NURSING**

- An examination of selected models and theories that influence advanced practice nursing and the development of nursing science. Development and evaluation of models and theories from nursing and other disciplines will be discussed, and issues in theory development will be explored. Selected models and theories will be analyzed for their utility to advanced nursing practice. Application of models and theories to nursing practice, research, administration, and education will be evaluated. **3 semester hours (3,0,0)**

**IV. INJURY PREVENTION IN CHILDREN AND ADOLESCENTS**

- This course provides the student with a comprehensive perspective on America’s number one public health problem affecting children over the age of one— injury. Using a developmental model, this course will address mechanisms of injury specific to various developmental stages from prenatal to late adolescence. Students will be exposed to a large range of resource materials available locally and nationally from a variety of governmental, professional, and private organizations. **3 semester hours (3,0,0)**

**V. NURSING LEADERSHIP FOR ADVANCED PRACTICE**

- This course addresses leadership in organizations in which advanced practice nurses may be employed. An overview of health care organizations will be presented and the roles of the advanced practice nurse in these environments explored. Emphasis is placed on organizational design and structure; organizational culture and climate; and related theories such as motivation, leadership, communication, power, conflict, and change. The impact of changing health policy on the work environment and advanced practice roles will be examined as well. Information from this course provides the framework for graduate nursing students to begin implementation of an advanced practice role. **3 semester hours (3,0,0)**

**VI. DYNAMICS OF FAMILY HEALTH CARE**

- Students will analyze the interaction of individual, illness, and family dynamics as they affect health status. Theories that
explain family functioning are used to formulate strategies to maximize family health. Life span development as it relates to families is examined. Consideration is given to biological, psychological, sociological, and environmental factors that influence family functioning. Issues of ethnicity, gender, class, and changing family groups are also explained. Experimental exercises, role play, case studies, and discussion are used to facilitate integration of theory into practice. 3 semester hours (3,0,0)

NURS 638  ISSUES IN HEALTH CARE FOR UNDERSERVED POPULATIONS
This course explores issues surrounding the medically underserved populations in the United States. Societal influences, lifestyles, health care needs, and beliefs and solutions to problems of the medically underserved are emphasized. 3 semester hours (3,0,0)

NURS 639  PHARMACOTHERAPEUTICS FOR PRIMARY HEALTH CARE PROVIDERS
This advanced pharmacology course focuses on the study of pharmacodynamics and pharmacokinetic properties of drugs. Classifications of pharmaceuticals will be examined in relation to indication for use and evidence of efficacy. Side effects, idiosyncratic effects, interactions, and allergic reactions will be described. Specific problems related to nutritional, developmental, and health status will be explored. Legalities and regulations around prescription writing privileges will be addressed. Prerequisite: NURS 601. 3 semester hours (3,0,0)

NURS 642  CASE MANAGEMENT: A NURSING AND HEALTH CARE DELIVERY MODEL
The focus of this course is analysis of case management as a model for delivery of nursing and health care in acute and primary care settings. Systems and change theory are used as the framework for analysis of concepts and issues presented. Factors influencing the use of case management as a current and future health care delivery strategy are examined. The role of the advanced practice nurse as a case manager is evaluated. 3 semester hours (3,0,0)

NURS 645  HEALTHY AGING: CARING FOR ELDERS IN THE ACUTE CARE SETTING
This course prepares student and registered nurses for clinical leadership in the care of the acutely ill elderly. The nursing process, biopsychosocial, spiritual, and cultural concepts specific to the aging individual, systems and protocols for best practices, and community resources for seniors are central themes in this course. Comprehensive health assessment of the elderly will be integrated throughout the course. 3 semester hours (3,0,0)

NURS 648  ADVANCED FAMILY NURSING I
This course provides family nurse practitioner (FNP) students with the opportunity to incorporate strategies of health promotion, health maintenance, and disease prevention into family health care. Comprehensive primary care concepts are introduced. Using research findings and critical thinking skills, FNP students focus on the diagnosis and management of acute episodic and chronic diseases across the lifespan. Theory related to diagnostic reasoning is incorporated into case studies. Pender's Health Promotion Model forms the theoretical basis for clinical practice. Appropriate data collection (including physical examination and diagnostic procedures), differential diagnosis, selection of appropriate therapeutics, patient education, case management, and communication are used to maximize family health. Clinical seminars are scheduled intermittently to further facilitate synthesis of knowledge and skills needed in delivery of primary care. Prerequisites: NURS 601, 608, and 636. Pre/corequisite: NURS 639. 4 semester hours (2,0,2)

NURS 649  ADVANCED FAMILY NURSING II
This course focuses on the diagnosis and management of acute episodic and chronic disease states seen by the family nurse practitioner in the primary care setting. Students synthesize understanding of disease processes with knowledge of disease management and of individual and family dynamics affecting client health status in the application of comprehensive primary care. Appropriate data collection (including physical examination and ordering of diagnostic tests), differential diagnosis, selection of appropriate pharmacologic and nonpharmacologic therapeutics, patient education, case management, and communication are examined and used to maximize a family's potential for stabilization and improvement of health status. Prerequisite: NURS 648. 6 semester hours (2,0,4)

NURS 652  STATISTICAL ANALYSIS AND INTERPRETATION
This course focuses on the analysis and interpretation of collected data. Students will have the opportunity to explore the selection of appropriate statistical tests, analyze an existing data set, and gain experience in the use of the computer for data analysis. Current issues in data analysis pertinent to nursing research will be discussed. 3 semester hours (3,0,0)

NURS 653  THE RESEARCH PROCESS
This course addresses the application of inquiry to nursing problems. The focus of this course is on the critique of nursing research, the planning and development of a research proposal, and the use of appropriate models for dissemination and utilization of research findings. Current nursing research literature will be examined and evaluated. Prerequisites: NURS 611 and 652. 3 semester hours (3,0,0)

NURS 654  ADVANCED PRACTICE NURSING (APN) FIELD PRACTICUM
This course extends the advanced practice (AP) role through an extensive field practicum. Pre/corequisites: All AP clinical specialty course work. 2 semester hours (0,0,2)

NURS 655  ADVANCED FAMILY NURSING III
This third course in the Advanced Family Nursing series provides FNP students with additional opportunities to incorporate strategies of health promotion, health maintenance, and disease prevention into family health care. Comprehensive primary care concepts are reinforced. FNP students continue to use current research findings and critical thinking skills to focus on the diagnosis and management of acute episodic and chronic diseases across the lifespan. Theory related to diagnostic reasoning continues to be incorporated into case studies. Appropriate data collection (including physical examination and diagnostic procedures) differential diagnosis, selection of appropriate therapeutics, patient education, case management, and communication are used to maximize family health. Clinical seminars are scheduled intermittently to further facilitate synthesis of knowledge and skills needed in delivery of primary care. Panel discussions will focus on ethical, legal, and cultural aspects of primary care practice, issues of quality assurance, and concepts of marketing and community assessment. Students will develop a practice model that can be implemented upon completion of the FNP program. Prerequisite: NURS 649. Pre/corequisite: NURS 663. 6 semester hours (2,0,4)

NURS 656  SPECIALIZATION IN ADULT HEALTH NURSING I
In this course, students explore the theoretical and research basis of advanced nursing practice with adult clients. Concepts related to the care of adults with actual or potential chronic conditions are examined, including promotion of health. The learner is provided
with precepted experiences with AP nurses in a variety of settings that promote the health of adults. Selected themes are also examined related to chronicity and the resources available to both the client and caregiver. Prerequisites: NURS 601, 608, 611, 634, and 653. 4 semester hours (2,0,2)

NURS 657 SPECIALIZATION IN ADULT HEALTH NURSING II
This course is designed to enable the learner to continue to explore in depth the theoretical and research basis of advanced nursing practice. The learner will examine advanced nursing concepts and clinical decision making related to the care of adults with chronic conditions. Rehabilitative and home care systems will be explored relative to the needs of the adult with chronic conditions. The learner is provided a preceptored experience with advanced practice nurses in a variety of agencies that provide various dimensions of care for adults. Prerequisite: NURS 639 and 656. 4 semester hours (2,0,2)

NURS 658 ADVANCED FAMILY NURSING FIELD PRACTICUM
This course extends the family nurse practitioner (FNP) clinical practice through an intensive field practicum. Corequisites: NURS 639 and 648. 2 semester hours (0,0,2)

NURS 661 ADVANCED PRACTICE NURSE: CLINICIAN ROLE SEMINAR AND PRACTICUM
This course examines the role of the advanced practice nurse in relation to selected theories, historical development, other advanced practice roles, and various perspectives of the health care delivery system. Students analyze the various facets of the role including educator, manager, researcher, consultant, and direct care provider in clinical settings where they will interact with clients, clients’ families, and other health care providers. Clinical practice with role models in advanced practice roles provides the opportunity to apply and evaluate theories derived from nursing, role, educational, management, and biopsychoscientific theories. Prerequisite: NURS 632, 647, or 672. 4 semester hours (2,0,2)

NURS 662 ADVANCED PRACTICE NURSE: EDUCATOR ROLE SEMINAR AND PRACTICUM
This course focuses on developing knowledge and skill necessary for effective performance as an advanced practice nurse educator in a variety of settings. The role and responsibilities of the clinical nurse educator are evaluated within the context of the health care organization’s mission, goals, and objectives. Emphasis is given to the organization, administration, and evaluation of educational activities for nursing personnel, as well as client, family, and community educational programs. Adult learning theory provides the framework for planning and implementing educational activities. The associated practicum provides students with the opportunity to evaluate concepts considered throughout the course through a preceptored experience. Prerequisite: NURS 657, 674, or 682. 4 semester hours (2,0,2)

NURS 663 ADVANCED NURSING PRACTICE: CURRENT PERSPECTIVES
This course focuses on analysis of select issues inherent in current and emerging advanced practice nursing roles. State, national, and international health policy processes and strategies for influencing outcomes are emphasized. Students develop personal and group strategies that will enhance their ability to work together with other advanced practice nurses and other health care professionals. 1 semester hour (1,0,0)

NURS 668 HOLISTIC HEALTH PROMOTION
Within a unitary philosophical framework, this course synthesizes Western and Eastern traditions for the promotion of health. The emphasis is on holistic assessment and intervention strategies to prevent illness and promote health. Social, economic, and political implications of the dynamic health care delivery environment and possible entrepreneurial health promotion roles for nurses are discussed. 3 semester hours (3,0,0)

NURS 670 EPIDEMIOLOGY
This course focuses on the examination of the determinants of health and illness of individuals and groups in the community using specialized research methodology. Epidemiology, as the principal science of community health practice, will be used to study how to improve the health of the public using techniques of community assessment for planning and evaluating the effectiveness of interventions for health promotion as well as secondary and tertiary disease prevention. The course emphasizes outcome-focused evaluation of care delivered at both the individual and aggregate level. 3 semester hours (3,0,0)

NURS 673 SPECIALIZATION IN EMERGENCY/CRITICAL CARE NURSING I
This course examines various dimensions of critical care nursing, emphasizing the continuum of care from the time of a person’s emergent illness or injury through the period of acute care. The learner gains skill in integrating concepts related to prevention of disease and injury, systems for critical care and rehabilitation, and reintegration with society. The course focuses on a holistic approach to the nursing care of the critically ill person through examination of the critical care environment, role of the nurse, patient, and family as a unit in crisis, and various critical care practices issues in the context of current and future health systems. Pathophysiology, medical diagnostics and therapeutics, and technology related to specific emergent and acute health problems are addressed. From the advanced practice nurse’s perspective, students analyze issues, apply current evidence, and use the nursing process in complex situations in the clinical practice setting. Pre- or corequisites: NURS 601, 608, 611, 634, 639, 652, 653, 663. 4 semester hours (2,0,2)

NURS 674 SPECIALIZATION IN EMERGENCY/CRITICAL CARE NURSING II
This course examines various dimensions of emergency/critical care nursing and related interventions/implications for nursing practice. The focus of this course is a holistic approach to the nursing care of the acutely ill person through examination of the emergency/critical care environment; the role of the nurse, patient, and family as a unit in crisis; current ethical and legal issues in emergency/critical care nursing and emergency/critical care practice issues. Students analyze the practice environment and its impact upon the acutely ill patient/family and nursing practice in the clinical practice setting. Students are provided with precepted experiences in a variety of settings. Prerequisites: NURS 639 and 653. 4 semester hours (2,0,2)

NURS 676 PSYCHOBIOLOGY, PSYCHOPATHOLOGY, & PSYCHOTHERAPEUTICS
This is an integrative course in biobehavioral science with three components. First is an introduction to basic neurophysiology structure and function, including a review of current diagnostic studies. Second is a review of the current thinking on the relationship between behavioral disorders and neural dysregulation. The third component is an in-depth discussion of the effects, side effects, and interactions of psychoactive
medications and herbs in current use. Other traditional and complementary somatic therapies will also be reviewed. 2 semester hours (2,0,0)

NURS 677 ADVANCED PRACTICE PSYCHIATRIC NURSING I
This course introduces students to the skills required for independent practice. Advanced skills include interviewing techniques, comprehensive psychosocial and environmental assessment, and medication and substance use assessment. The individual is viewed in the context of psychological, relational, cultural, and social stressors that impact on daily life. Contemporary models of short-term individual psychotherapy are incorporated, and students learn to develop diagnostic formulations from a variety of perspectives, including cognitive, behavioral, psychosocial, social learning, and psychoanalytic. Prerequisites: NURS 601, 608, 611, 634, and 636. Pre/corequisite: NURS 639. 4 semester hours (3,0,1)

NURS 678 ADVANCED PRACTICE PSYCHIATRIC NURSING II
This course trains the advanced practice nurse to assess, analyze, and intervene with diverse groups and family constellations. Individuals are viewed in the context of groups and families through a systematic exploration of communication, development, system, and behavioral frameworks. Various models of group and family therapy provide the substrata for clinical practice while psychoeducational models are incorporated for education and consultation with clients and families. Students analyze their own participation in groups and families. Prerequisite: NURS 677. 4 semester hours (3,0,1)

NURS 679 ADVANCED PRACTICE PSYCHIATRIC NURSING III
This course focuses on the mental health and illness issues central to the provision of care to communities and special populations of the student’s choice. Community as client forms the core element of the assessments, analyses, and interventions essential to promote mental health and treat mental illness. Students analyze nursing research in the planning and conduct of direct community-based care, as well as in planning psychoeducational material. Students identify gaps in mental health services and suggest interventions to fill such gaps. Mental health regulations and funding are evaluated. Models of sociopolitical action are analyzed. Prerequisite: NURS 678. 5 semester hours (3,0,2)

NURS 681 COMMUNITY HEALTH NURSING I
This course assists learners in exploring the advanced concepts of community health nursing practice. Concepts related to people across the life span, with actual or potential chronic conditions, as well as health promotion activities are examined. Selected themes are also examined related to the promotion, protection, maintenance, and restoration of health. Prerequisites: NURS 611, 634, 636, 638, 653, and 670. 4 semester hours (2,0,2)

NURS 682 COMMUNITY HEALTH NURSING II
This course builds on “Community Health Nursing I’’ by enabling learners to continue exploring the theoretical and research basis of advanced community health nursing practice. Learners are provided a preceptoried experience with a clinical nurse specialist in a variety of agencies that encourage the application of health promotion, protection, and restoration of health. Prerequisites: NURS 681 and 6 credits of cognates. 4 semester hours (2,0,2)

NURS 699 INDEPENDENT STUDY (MASTER’S)
An individualized experience based on a student’s particular clinical interests. The study must be arranged with the written permission of the sponsoring faculty member prior to registration. 1–3 semester hours (1–3,0,0)

NURS 701 DISSEMINATING KNOWLEDGE EFFECTIVELY
This course focuses on the dissemination of knowledge using a variety of delivery forms. Students develop paper and poster presentations and begin work on a manuscript. Students must have a clinical project or scholarly paper that they would like to publish and present prior to taking this class. The goal is to provide information and learning activities so that individuals can undertake the dissemination of their research with a basic foundation in methods of presentation. 3 semester hours (3,0,0)

NURS 702 NURSING SCIENCE I: EPISTEMOLOGY
Examines the nature of knowledge based on ideas, the senses, and scientific information. Knowledge development is explored through a variety of ways of thinking and ways of knowing. Logical thinking, reasoning, and argument are discussed and practiced. 3 semester hours (3,0,0)

NURS 705 PSYCHOLOGY OF LEARNING
Current theoretical and research literature of learning. Topics include the nature of learning, characteristics of learned behavior, reinforcement, motivation, transfer, and memory. Emphasis is on learning processes of particular relevance to instruction and other educational applications. 3 semester hours (3,0,0)

NURS 706 PHILOSOPHY OF EDUCATION
Acquaints students with philosophical issues relevant to education. Beginning with an overview of central metaphysical, epistemological, and ethical systems and problems, the course moves to a consideration of specific issues in the philosophies of science and ethics that are of particular concern in education. In addition to developing an understanding of the course readings, students articulate and defend their own positions on the issues raised. 3 semester hours (3,0,0)

NURS 708 HEALTH CARE POLICY
This course provides an overview of the current national and international health care policy context and identifies opportunities and strategies for analyzing and influencing these policies. Assessment of the impact of health policy on organizations and individuals is also a component of the course, which includes an analysis of ethical issues, financial implications, and organizational opportunities and threats. 3 semester hours (3,0,0)

NURS 712 INTRODUCTION TO GRANT WRITING
The focus of this course is on the planning and development of a grant proposal. Foundation, corporation, and government grant mechanisms are discussed. Although students examine the development process for research, health services, and educational program grants, the emphasis is on the preparation of foundation grant applications. Each step of the process is delineated, discussed, and practiced through various learning activities. The final course outcome is the writing of a grant proposal. 3 semester hours (3,0,0)

NURS 713 COMPLEX HEALTH CARE SYSTEMS AND ORGANIZATIONAL CHANGE
This course examines health care delivery systems and applies theories of organizational behavior and system change. Issues of access, cost, efficacy, quality, and organizational behavior are critiqued. The application of theories of change to enhance care delivery is explored. The role of the nurse as a change agent in
case management and complex health care systems is also critiqued. Emphasis is placed on continuous quality improvement, innovation, and evidence-based systems evaluation. 3 semester hours (3,0,0)

**NURS 717 WEB-BASED EDUCATION**
This course provides learners with an introduction to the design of web-based courses in academic settings. Students gain experience in learning online and developing a teaching-learning project. A focus of this course is a reconceptualization of current teaching strategies. This course assumes that students have basic understanding and abilities in word processing and navigating the internet. 3 semester hours (3,0,0)

**NURS 720 CURRICULUM THEORY IN NURSING**
Curriculum design and evaluation in collegiate nursing programs. Content in nursing and related disciplines is considered in the context of the philosophical base, recent studies, and research. Synthesis of knowledge is attained through a curriculum development project. Prerequisites: NURS 702, 705, and 706. 3 semester hours (3,0,0)

**NURS 720 EVIDENCE-BASED PRACTICE**
Best practices are based on research. This course introduces the science of evidence-based practice (EBP) through a synthesis of research knowledge with emphasis on enhanced writing, scholarly exchange, and application. The topics of articulating questions, finding evidence, evaluating levels of evidence, and then translating research into practice are explored. The course focuses on enhancing students' ability to read, comprehend, evaluate, and apply research evidence to practice. Prerequisite: NURS 653 or faculty permission. 3 semester hours (3,0,0)

**NURS 734 EVIDENCE BASED PRACTICE II: TRANSLATIONAL INQUIRY**
This course extends the science of evidence based practice (EBP) through dissemination and evaluation of an evidence based practice guideline. The topics of organizational change theory and guideline implementation strategies and evaluation are explored. Further, this course focuses on facilitating students' implementation of a guideline into professional practice. Prerequisite: NURS 732. 3 semester hours (3,0,0)

**NURS 736 INFORMATICS**
This course examines the role of information systems and technology in supporting improvement of patient care and health care systems through the management of data and knowledge. Specific strategies related to improving patient care management include decision support systems, intervention tools, the evaluation of the efficacy of patient care technology, and program of care and outcomes assessment. Technology focused on improving systems, including budget and productivity tools, quality improvement initiatives, support for regulatory and legal compliance, and systems that support administrative decision-making are analyzed. The role of the DNP in the selection, implementation, and assessment of these technologies is a primary focus of the course. 3 semester hours (3,0,0)

**NURS 740 ETHICS AND GENETICS IN ADVANCED PRACTICE**
This course provides students with foundational knowledge and skills in responsible professional behavior that will enable them to competently reflect upon, address, and resolve the ethical and sociocultural issues presented in the clinical area. This ethics course uses a lecture and case analysis format to introduce a broad range of clinical ethical issues and to present the theoretical and practical knowledge that enables practitioners to provide leadership in responding to the ethical challenges confronting the health care system today. This course facilitates interdisciplinary collaboration and explores the strengths different health care professions bring to ethical dialogue. In addition, this course is designed to promote an understanding of human molecular genetics and its implications for health. Heredity in terms of molecular structures is explained. The role of genetic alterations in human disorders and cancers is examined. Analysis of selected clinical disorders illustrates the promise of applied genetic technology, the role of the advanced practice nurse in the field of genetics, as well as ethical, legal, and social challenges. 3 semester hours (3,0,0)

**NURS 750 EVALUATION METHODS**
A course designed to measure the attainment of learning in the cognitive, psychomotor, and affective domains. The knowledge measurement is applied in classroom and clinical situations when selecting appropriate instrumentation for measuring variables in research. Course content includes validity, reliability, and construction of test items, as well as testing in cognitive, affective, and psychomotor domains. 3 semester hours (3,0,0)

**NURS 788 SUMMER SCHOLAR**
Selected topics of interest for both master's and doctoral level students. 3 semester hours (3,0,0)

**NURS 813 NURSING SCIENCE II: SYNTHESIS IN NURSING**
In this course, concept development is explored. Emphasis is placed on an exhaustive, integrative review of the literature on a selected concept or body of knowledge. Faculty facilitated seminar presentations will focus on student demonstration of progress in synthesis of the literature. Prerequisites: NURS 702, 705, and 706. 3 semester hours (3,0,0)

**NURS 814 NURSING SCIENCE III: THEORY DEVELOPMENT IN NURSING**
In this course, emphasis is on inductive and deductive reasoning as it is related to theory development. The process of concept mapping is reviewed, and processes for theory development, analysis, and testing are explored in depth. Competing theories to explain phenomena are critiqued and compared for goodness of fit and alternative hypothesis are explored. The relationships among quantitative and qualitative research and theory development and testing are discussed. Students develop a theoretical foundation to explain a phenomenon that can serve as the basis for their doctoral dissertation. Prerequisite: NURS 813. 3 semester hours (3,0,0)

**NURS 815 QUALITATIVE RESEARCH**
This course provides the learner with an overview of research designs and methodological approaches commonly encountered in conducting qualitative research, such as ethnography, phenomenology, hermeneutics, grounded theory, and historiography. General issues and approaches associated with posing and answering qualitative research questions are examined. Triangulation of studies, data analysis techniques, and writing of studies are explored. 3 semester hours (3,0,0)

**NURS 816 QUANTITATIVE RESEARCH I: CORRELATIONAL DESIGNS**
This course focuses on the development of researchable problems, literature review, hypothesis generation and testing, and sampling within the context of correlational research design and methods. Reliability and validity of instrumentation and application of appropriate tools for data analysis are explored. Issues regarding ethical concerns and access to subjects are also addressed. 3 semester hours (3,0,0)
NURS 817  QUANTITATIVE RESEARCH II: EXPERIMENTAL DESIGNS
This course focuses on principles of comparative, experimental, and quasi-experimental research designs. The relationships among the structure of research questions, literature review, hypothesis generation and testing, design, and sampling will be explored. Approaches to meta-analysis and narrative synthesis will be discussed. Students will experience professional strategies for dissemination of research findings. Models for research utilization will be explored. Prerequisite: NURS 816. 3 semester hours (3,0,0)

NURS 818  QUALITATIVE RESEARCH II
This course provides the learner with an in-depth exploration of research designs and methodological approaches encountered in conducting qualitative research. Specific issues and approaches associated with posing and answering qualitative research questions are analyzed. The study of inductive qualitative approaches to theory generation of relevance to knowledge development is emphasized. Prerequisite: NURS 815. 3 semester hours (3,0,0)

NURS 820  HIGHER EDUCATION ORGANIZATIONS
An examination of systems of higher education, structure, governance, role conflict, and issues. Emphasis will be placed on the university faculty role in general and the nursing faculty role in particular. Cultural and demographic diversity, as well as legal and ethical issues, will be emphasized and explored. 3 semester hours (3,0,0)

NURS 853  TEACHING IN NURSING
A variety of strategies for teaching nursing are examined and applied in the classroom. Strategies are related to their philosophical base, learning theory used, content, and teaching objectives. Current research and teaching innovations are analyzed and evaluated. Prerequisites: NURS 702 and 705. 3 semester hours (3,0,0)

NURS 885  DOCTOR OF NURSING PRACTICE I
This course provides the doctor in nursing practice (DNP) student with the opportunity to incorporate strategies of health promotion, health maintenance, disease prevention, cultural competence, ethics, advanced technology, and clinical and systems management techniques in health care. Using current evidence based findings and critical thinking skills, the DNP student focuses on client and health care system management. Application of sophisticated information technology tools and techniques to manage the clinical and administrative components of full-scope advanced practice are emphasized. Further, ethical and legal consideration in all areas of advanced nursing practice and the application of population health concepts of advanced clinical practice are emphasized. Students prepared for advanced practice leadership and the expert clinician role. IRB approval, if necessary, will be sought during this course. Prerequisite: NURS 885. 6 semester hours (2,0,4)

NURS 887  DOCTOR OF NURSING PRACTICE III—CAPSTONE PROJECT
The final DNP capstone project documents AP synthesis and scholarship. The theme that links the focus of this scholarly capstone project is the use of evidence to improve either practice or health outcomes for a target population. This capstone project may include comprehensive case studies, population-based and systems change projects, program design and evaluation, translation of evidence based research into practice, action research, a quality improvement or a research (utilization) study. The capstone is individualized to the career focus of the DNP student. The capstone project can be conducted by an individual student, or by a group of students working in collaboration. Collaborative projects must demonstrate individual accomplishments of capstone goals or (outcome) competencies. IRB approval, if necessary, must be secured prior to project implementation. Prerequisite: NURS 886. 6 semester credits (2,0,4)

NURS 889  CAPSTONE PROJECT ADVISEMENT
In this course, students receive ongoing individual faculty guidance until completion and defense of the capstone project. Prerequisite: NURS 887. 3 semester hours (3,0,0)

NURS 899  INDEPENDENT STUDY (DOCTORAL)
An individualized experience based on a student’s particular interests. The study must be arranged with the written permission of the sponsoring faculty member prior to registration. 1–3 semester hours (1–3,0,0)

NURS 900  DISSERTATION SEMINAR I
Development of the dissertation proposal with guidance of the faculty. Students’ proposals are presented in the seminar for peer review and scholarly exchange aimed at refining and strengthening the proposed dissertation research. Prerequisite: Completion of all required 800-level courses. 3 semester hours (3,0,0)

NURS 901  DISSERTATION SEMINAR II
Continuation of development of dissertation proposal and selection of dissertation committee chairperson. Prerequisite: NURS 900. 3 semester hours (3,0,0)

NURS 950  DISSERTATION ADVISEMENT
Ongoing individualized faculty guidance and supervision as the dissertation is developed. Prerequisites: Completion of all required courses and NURS 901. 3 semester hours per semester (3,0,0)

FACULTY

Lois Allen
Professor of Nursing
BSN, Rutgers Univ.; MA, PhD, New York Univ. (nursing education research, nursing theory development, research instrument development, computer applications in nursing education)

Mary Baumberger-Henry
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BSN, Mount Marty College; MSN, DNSc, Widener Univ. (medical, surgical)
Ellen Boyd
Lecturer
BSN, MSN, Univ. of Delaware; Certified RN Practitioner

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Lynn E. Kelly
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(pediatrics, human development, emergency/critical care nursing, learning theory)

Anne Krouse
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Joyce Rasin
Director of Civic Engagement & Multicultural Health Affairs, Coordinator of the Community Health Program, & Associate Professor of Nursing
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/community health, gerontology)

Mary Ellen Santucci
RN/MSN Program Coordinator & Assistant Professor of Nursing

Mary, B. Walker
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David V. Ward
Adjunct Professor
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HARRISBURG CAMPUS

School of Law Classroom/Library Building .......... 1
  Classrooms
  Library
  Faculty
Student Organizations ................................. 2
  Mailroom
  Dining Services
  Book Store
  Law Clinics
Administration Building ............................... 3
  School of Law Associate Dean
  Law Admissions Office
  Financial Aid
  Registrar
  Career Planning & Placement
  Computing Services
  Dean of Students
Moot Courtroom ................................. 3A
  Audio-Visual
  School of Nursing Classroom
  Graduate Nursing Offices

DIRECTIONS TO HARRISBURG CAMPUS

From Western Pennsylvania & Ohio: Take Pennsylvania Turnpike 76 E to Exit 226/Carlisle. Take US-11 N to I-81 N. Take I-81 N to Exit 69/Progress Avenue.*

From Northeastern Pennsylvania & Central New York: Take I-81 S to Exit 69/Progress Avenue.*


From Massachusetts, Connecticut, & Eastern New York: Take I-84 W to I-81 S. Take I-81 S to Exit 69/Progress Avenue.*

From Northern New Jersey: Take I-80 E to I-81 S. Take I-81 S to Exit 69/Progress Avenue.*


From Eastern Maryland and Washington, D.C.: Take I-83 N, which becomes I-83 N/US-322 W, to I-81 S. Take I-81 S to Exit 69/Progress Avenue.*

From Western Maryland and West Virginia: Take I-81 N to Exit 69/Progress Avenue.*

*Left at bottom of exit ramp, proceed north for one mile on Progress Avenue. Turn right onto Thea Drive. Turn left onto Vartan Way. Parking is available on the left.