Western University of Health Sciences

College of Graduate Nursing

2023/2024 Catalog

COVID-19 Impact

The contents of this 2023-2024 catalog reflect standard operating conditions for the academic year. However, the global COVID-19 pandemic has resulted in a rapidly changing environment for higher education, and Western University of Health Sciences will respond to those changes in the interest of the health and well-being of all our students, faculty, staff, and administration. Changes to COVID-19 Vaccine policy, procedure and practice may be necessary from time to time, and these changes will be published using typical communication channels, including mail, email, publication to the university web site, press releases, and other channels as deemed appropriate. These changes may supplement and supersede any inconsistent provisions found in this Catalog.

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Accreditation

All programs offered by the College of Graduate Nursing (CGN) are California Board of Registered Nursing approved and professionally accredited by the Commission on Collegiate Nursing Education (CCNE). The Emergency Nurse Practitioner program has also been validated and approved by AAENP. Graduates of the MSN-Entry program are eligible to sit for the National Council Licensure Examination (NCLEX). Graduates of our Post-Masters Family Nurse Practitioner and Master of Science in Nursing/Family Nurse Practitioner, Emergency Nurse Practitioner and Psychiatric Nurse Practitioner programs are eligible to apply for state certification and to sit for the appropriate national certification examination. Graduates from the Health Systems Leadership specialties are also eligible to apply for certification; Clinical Nurse Leader (CNL) upon graduation and Administrative Nurse Leader (ANL) after working in a leadership role for 2 years after graduation. MSN students who specialize in Ambulatory Care Nursing are eligible to apply for ANCC certification (AMB-BC) after completing 2000 clinical hours in ambulatory care within 3 years following graduation. Pre-licensure students and students who enter the MSN program with an Associate Degree will be eligible to apply for Public Health Nurse Certification with the California Board of Registered Nursing upon graduation.

Filing a Complaint with CCNE

The College of Graduate Nursing strives for continuous program improvement in compliance with the accreditation standards set forth by CCNE. Any student directly affected by the policies or actions of the College of Graduate Nursing may send a formal complaint to the accrediting body or to the California Board of Registered Nursing at the following locations:

Commission on Collegiate Nursing Education (CCNE):
655 K Street, NW,
Suite 750, Washington, DC 20001
(202) 887-6791
Board of Registered Nursing for the State of California

Complaints may be filed by completing the complaint form and submitting to:

Board of Registered Nursing
Attn: Complaint Intake
PO Box 944210
Sacramento, CA 94244-2100
Fax: (916) 574-7693

General Information

The College of Graduate Nursing's mission, vision, and values set the foundation to achieve educational excellence through a structure that addresses nursing education, leadership, quality improvement, and diversity, equity, and inclusion (DEI) through interprofessional collaboration, scholarship, and practice.

Mission
Our mission is to advance nursing education, using a humanistic approach, to enhance health equity and quality of life.

We accomplish this mission by cultivating relationships and academic-service partnerships across health systems that furthers interprofessional collaboration, scholarship, and practice.

Vision
We are innovative catalysts educating nursing professionals who become expert clinicians, leaders, and system partners transforming the health of people worldwide.

Purpose
The College of Graduate Nursing (CGN) at Western University of Health Sciences offers a variety of specialty concentrations within two graduate programs to advance the profession of nursing. The terminal degree for educational programs culminates in a Master of Science in Nursing or Doctor of Nursing Practice degree through both campus-based programs and a hybrid web- based and seminar campus-based delivery model, to meet the needs of working professionals and adult learners. All CGN graduate programs meet nursing educational standards by the American Association of Colleges of Nursing (AACN)http://www.aacn.nche.edu/. Furthermore, CGN programs are Board of Registered Nursing (BRN) approved and professionally accredited by the Commission on Collegiate Nursing Education (CCNE) .

The CGN model assumes graduate students are diverse, active, self- directed adult learners, committed to safe and effective professional practice and rigorous courses of study. As learning is a personal responsibility, graduate students, guided by faculty mentors, are accountable for the integrity of academic accomplishments, professional practice and self-assessment. Students bring diverse and distinct professional and personal backgrounds and have differing responses to the learning process. CGN

successes include high licensing and certification pass rates (NCLEX, advanced practice certification), expedient employment rates, employer satisfaction, and student satisfaction.

Philosophy

Western University of Health Sciences' (WesternU) College of Graduate Nursing (CGN) prepares nursing leaders entering the profession (Master's Entry) and advancing education to the masters and/or doctoral level (MSN and/or DNP). CGN graduates are prepared to lead healthcare innovation in multiple practice settings. The following philosophy reflects the beliefs of the CGN regarding the profession of nursing, nursing education, and student-centered learning environments.

The Discipline of Nursing

The profession and discipline of Nursing as a science and an art requires foundational knowledge in liberal arts and human sciences. The societal demand to improve health and health care outcomes of diverse populations provides context for nursing theory, research, and evidence-based nursing practice. Professional nurses are autonomous in providing preventive care, population health management, and direct patient-centered care based on the American Nursing Association's social policy statement (ANA, 2015). Graduate level nurses actively participate in the four spheres of care: Wellness, disease prevention; Chronic disease care; Regenerative/restorative care, and hospice, palliative care. Within healthcare systems of local and global communities, nursing roles include advocates, coordinators of care, direct care providers, leaders, administrators, educators, and researchers.

Healthcare Systems

The Future of Nursing 2020-2030 report (National Academy of Sciences, Engineering, and Medicine, 2021) articulates that advancing nursing leadership will improve care of patients and communities. The CGN is uniquely positioned with its programs led by expert faculty and administrators to prepare nursing leaders to meet this challenge. Improvement of quality of life and patient satisfaction are indicators of nursing excellence. At the same time, healthcare cost containment assures patient centered care while providing efficient and effective use of resources. Therefore, nursing must encompass the larger context of the healthcare system and participate in economic solutions.

Inclusivity in Local and Global Communities

The CGN represents students, faculty and staff from a variety of unique backgrounds and regions. Embracing inclusivity provides opportunity for enrichment as well as influence on local and global communities. Through the unique hybrid format, the CGN students and faculty reach beyond the University creating innovative learning environments. In doing so, inclusivity is valued as local and global communities are impacted by the scholarship and core characteristics seeded in our students, graduates, faculty and staff.

Nursing Education

Competency-based nursing education is where students are at the center of the learning experience. It is a process that provides multiple opportunities for self-assessment to ensure reliable demonstration of progressive competency development and achievement. Nursing education draws upon various professions and disciplines and involves organized learning experiences that augment previous knowledge and skill in the preparation to practice graduate level nursing. The educational process supports personal, social, and intellectual development of graduate students to facilitate their achievement of academic and professional goals. The CGN seeks to evoke honesty and the excitement of discovery, while encouraging self-expression, to promote life-long learning.

Nursing education at the CGN is supported by eight pillars. Four represent the core characteristics of our graduates, faculty, and staff, and four represent the Boyer Model of Scholarship (Boyer, 1990).

CGN Core Characteristics

Leadership

Nursing professionals, as leaders, must be strategically placed at the forefront of healthcare change as full partners with other health care professionals. Therefore, graduating masters and doctoral prepared nurses are essential to advance healthcare and lead reform.

Innovation

The current healthcare system demands innovation and creative solutions to enhance quality patient outcomes in a safe environment. The future of healthcare will require new thinking, competencies, and inter-professional collaboration to create new systems of care.

Collaboration

Optimizing the use of resources for the best outcomes requires working together in an inter-professional and intra-professional collaborative effort. Interdisciplinary collaboration enhances the capacity to recognize the diversity of others to optimize patient outcomes and achieve health systems' goals. A common purpose is achieved by sharing risks, resources, responsibilities, and rewards. Nurses at a graduate level practice beyond basic communication, coordination, and cooperation to become fully engaged collaborative partners.

Compassion

Compassion is caring in action and humanism is a core value of WesternU. Together compassion and humanism guide the nursing curriculum in the context of valuing diversity and the quality of life for individuals, families and communities. The recipients of inclusive, compassionate, and humanistic nursing care are diverse complex beings influenced through genetic, biological, behavioral, cultural and environmental factors.

Boyer Model of Scholarship

Scholarship is integral to the learning environment and helps define outcomes achieved by students, faculty, and staff. The CGN embraces the Boyer Model of Scholarship as a dynamic framework fitting for leaders in advanced practice nursing who engage in activities that transcend knowledge acquisition and traditional learning.

Discovery

The pursuit of new knowledge through research and creative activities such as publishing journal articles, authoring/editing books, presenting at conferences, reporting on new research, and/or literary works.

Integration

The connection of knowledge and discovery into larger patterns and contexts, creating new perspectives and transcending disciplinary boundaries to give meaning to isolated facts.

Application

The employment of disciplinary expertise to results that can be shared and/or evaluated by peers. The application advances beyond the provision of service to those within WesternU to the greater community of health care and education.

Sharing knowledge

Theory, evidence-based practice and research create a dynamic process that fosters creativity, independence, clinical reasoning, and moral imagination.

Student-Centered Learning Environments

Student-Centered Learning Environments position students to be active participants in the learning experience. In safe and respectful environments, faculty and staff engage in interactive processes with students. In this atmosphere, faculty act as facilitators and role models while focusing on the provision and organization of the curriculum to guide students in the construction and structure of their nursing knowledge. Together, students and faculty co-create a milieu of respectful questioning, mutual growth and evaluation. Students bring self-directed learning, a desire to excel, reflection, a respectful attitude, and willingness to participate in active engagement. The CGN staff guide students through University and college processes and requirements to assure support within learning environments.

References

Alqurashi, E. (2020). *Handbook of research on fostering student engagement with instructional technology in higher education*. Hershey, PA: IGI-Global.

American Nurses Association. (2020 edition). *Nursing's social policy statement: The essence of the profession.* Silver Springs, MD: Nursesbooks.org

Boyer, E. L. (1990). *Scholarship reconsidered: Priorities of the professoriate*. San Francisco, CA: Jossey-Bass.

National Academies of Sciences, Engineering, and Medicine. (2021). *The future of nursing 2020–2030: Charting a path to achieve health equity*. Washington, DC: The National Academies Press. https://doi.org/10.17226/25982.

Program Offerings

The College of Graduate Nursing offers two graduate degrees and three professional certifications. There is currently one possible path of entry into the Doctor of Nursing Practice program, three paths into the Master of Science in Nursing program and six concentrations within the MSN degree offerings:

Degrees and Certificates

- Master of Science in Nursing

- Doctor of Nursing Practice

- Post-Master's Family Nurse Practitioner Certificate

- Post-Graduate Emergency Nurse Practitioner Certificate

- Post-Master's Psychiatric Mental Health Nurse Practitioner

MSN Entry Pathways

- Master of Science in Nursing (ADN/RN to MSN)

- Master of Science in Nursing-Entry (Bachelor's to RN/MSN)

- Master of Science in Nursing (BSN/RN to MSN)

MSN Degree Concentrations
- Ambulatory Care Nursing

- Family Nurse Practitioner

- Psychiatric Mental Health Nurse Practitioner

- Health Systems Leadership – Administrative Nurse Leader

- Health Systems Leadership – Clinical Nurse Leader

- Nursing Generalist (for MSN-Entry Level only)

Program Descriptions

Online learning is integrated into all programs. Our hybrid graduate level courses combine online learning with campus-based seminars, intensives or clinical skills days specific to the program of study. Online learning includes reading and video assignments, asynchronous and/or synchronous discussion boards, group projects, written assignments, competency assessments and other learning activities. On-campus or virtual synchronous sessions include didactic classes, clinical training and workshop simulation experiences, faculty and peer interaction, student presentations, competency assessments, and guest presentations. This educational model is designed to meet the needs of traditional and non-traditional learners, minimize time on campus for some programs and prepare graduate-level professional nurses. MSN-Entry courses also include online learning, clinical simulation and interactive computer-based exercises in an on-campus environment.

Nursing Curriculum – 30 Unit option for Licensed Vocational Nurses

The California Board of Registered Nursing mandates a 30-unit option and candidates completing this are eligible to take the National Council of State Boards of Nursing Examination (NCLEX) to acquire licensure as a Registered Nurse in the State of California. Other states may not recognize this option as valid preparation for R.N. licensure and, therefore; not grant interstate licensure. Individuals completing this option are not graduates of Western University of Health Sciences and a master's degree in nursing is not awarded upon completion of the 30-unit option. Applicants are admitted on a space available basis. Students seeking this option should contact the College of Graduate Nursing Student Affairs office during the month of May each year to determine space availability. Accepted students will need to show verification of a current LVN license, completion of all required pre-requisite courses and complete a Non-Degree Seeking Student Application.

MSN, ADN/RN to Master's Program (ADN/RN-MSN)

The Master of Science in Nursing – Associate Degree in Nursing/RN to master's program (ADN/RN to MSN) is designed for Registered Nurses with an Associate Degree in Nursing to complete the Baccalaureate in Nursing Essentials (bridge) courses and progress into the master's specialty concentration of their choice. ADN-MSN students complete 44 didactic and 11 clinical semester units for the Health Systems Leadership - Clinical Nurse Leader concentration, 41 didactic and 7 clinical semester units for Health Systems Leadership – Administrative Nurse Leader, or 42 didactic units and 7 clinical semester units for the Ambulatory Care Nursing concentration. This program can be completed in six semesters however,

extended three-year curriculum grids are available for students who plan to continue full-time practice while in the program.

Students who do not have previous RN work experience are expected to be employed as a Registered Nurse (RN) prior to acceptance into the program and must continue practicing as an RN during completion of graduate coursework. Concurrent nursing practice with graduate education provides students with the unique opportunity to apply and integrate advanced knowledge and skills into new professional roles.

ADN/RN students interested in the post-Master's FNP program may submit an application towards the end of the MSN program. Students wishing to enter the FNP program immediately following the completion of the MSN complete an internal CGN application to enter the program. Any student who chooses to enter the program at a later date submits a standard application to the FNP program as described on the university website. As a prerequisite to the FNP Program, MSN graduates are required to have completed 1800 hours (1-year, full time) RN practice experience prior to acceptance into the FNP program. All WesternU College of Graduate Nursing graduates are given first consideration for a seat in the FNP program.

The College of Graduate Nursing's (CGN's) admission standards for associate degree prepared nurses includes evidence of current RN licensure in good standing from a Board of Registered Nursing approved program, completion of all pre-requisite courses, suitable letters of reference from former faculty or direct supervisors at the workplace, and evidence of scholarly writing. Given multiple entry points to the profession of nursing, the CGN faculty believes that an Associate Degree prepared Registered Nurse (RN) will successfully meet rigorous course demands and will be well-prepared to advance the profession of nursing with graduate education. The goal of the ADN/RN to MSN program is to offer students opportunities to master AACN Level One Essentials beyond their Associate degree curriculum through community health, research and theory, and leadership courses. ADN/RN to MSN students continue their studies to achieve Level Two AACN Essentials.

Students are required to complete pre-program orientation prior to fall entry. The orientation introduces graduate students to online learning, CGN policies, and resources.

MSN, Entry Program (MSN-E)
The Master of Science in Nursing–Entry Program (MSN-E) is designed as an entry into master's level nursing for students with bachelor's degrees that are not in nursing. MSN-E students complete 90 units (54 units didactic and 36 units clinical) in the curriculum, (The MSN-Entry program adheres to the nursing education standards from the American Association of Colleges of Nursing (AACN) Master's Essentials and Quality and Safety in Nursing Education. Graduates of the program are prepared to lead patient quality and safety initiatives, apply evidence-based practice with interprofessional teams, and lead systems of care delivery.

The curriculum is delivered in 6 semesters with a full-time unit load, all campus-based. Upon successful completion of the program, students will be eligible to take the National Council Licensure Examination (NCLEX) and receive an MSN degree.

The goal of the MSN-E program is to prepare students to meet society's need for professional nurses who think critically and exercise leadership in providing competent nursing care. The semesters are focused on the application of the nursing process, which incorporates clinical decision making for assessing, diagnosing, implementing and evaluating a plan of care. The nursing process provides a framework for

making decisions that require humanistic technical skills and scientific knowledge for nursing interventions. Nursing education and the nursing process incorporate the evidence-based care components of health promotion, disease prevention and restoration of health, client advocacy, cultural sensitivity, client safety/protection, hygiene, care and comfort.

The curriculum for the MSN-E program combines didactic learning on-campus and clinical training at regional clinical facilities, as well as skills practice and critical experiences in simulation. Students can expect to be on campus a minimum of two days a week and at a clinical agency an additional two to three days per week. MSNE students must complete the three-course Master Project series that integrates *AACN's Level One Essentials* in the form of a proposed quality improvement project to improve patient care, patient outcomes, or work design.

MSN-E students who wish to enter the FNP program will first receive the MSN degree and will be required to submit a Post-Master's application. Students wishing to enter the FNP program must submit a standard application through the Office of Admissions. MSN graduates will be required to have completed 1800 hours (1 year, full-time) RN work experience prior to acceptance into the FNP program. All WesternU College of Graduate Nursing graduates will be given priority consideration for a seat in the FNP program.

MSN/Ambulatory Care (MSN/AC)
The Master of Science in Nursing/Ambulatory Care program (MSN/AC) requires students to complete 35 didactic semester units, 5 semester units of clinical experience and can be completed over 6 semesters (2 years). A three-year extended option is available. The goal of the MSN Ambulatory Care program is to advance primary care for patients, families and communities in a variety of outpatient settings, incorporating the AACN Level Two Essentials and Ambulatory competencies. The master's degree prepared nurse utilizes evidence-informed practice to optimize patient, family, and community health in outpatient ambulatory settings such as, but not limited to: Family practice and specialty clinics, public health, global health, home health, school health, Employee health, same-day surgical centers, dialysis centers and prison healthcare clinics.

Students are required to complete pre-program orientation prior to fall entry. The orientation introduces graduate students to online learning, CGN policies, and resources.

MSN/Health Systems Leadership–Administrative Nurse Leader (MSN/ANL)
The Master of Science in Nursing/Health Systems Leadership – Administrative Nurse Leader (MSN/ANL) curriculum requires students to complete 37 didactic and 5 clinical (leadership practicum) semester units and can be completed in six semesters (two years). A three-year extended option is available. The goal of this graduate program is to provide the bachelor's prepared Registered Nurse with the latest knowledge and applied skills incorporating the AACN Level Two Essentials to be an effective administrative leader advancing better care, better health and lower costs through American Organization of Nurse Leader competencies. Today's health care systems require nurse leaders who can integrate experience, knowledge, research and technology to lead at the unit, clinic or department level. This program combines the flexibility of on-line learning, preceptored practicums and seminar weekends to facilitate graduate education for professional nurses.

Students are required to complete pre-program orientation prior to fall entry. The orientation introduces graduate students to online learning, CGN policies, and resources.

MSN/Health Systems Leadership–Clinical Nurse Leader (MSN/CNL)
The Master of Science in Nursing/Health Systems Leadership – Clinical Nurse Leader (MSN/CNL) curriculum requires students to complete 40 didactic and 9 clinical semester units. This program can be completed in six semesters (two years). A three-year extended option is available. This graduate program is designed for baccalaureate prepared Registered Nurses interested in becoming advanced generalists at the point of care. The goal of this program is to guide students learning the CNL role by incorporating the AACN Level Two Essentials and CNL Competencies. The CNL is prepared to lead patient safety and quality improvement, evidence-based practice, risk reduction, and care coordination. The CNL works with interprofessional teams caring for a variety of patient populations in all practice settings. This program combines the flexibility of on-line learning, preceptored practicums and seminar weekends to facilitate graduate education for professional nurses.

Students are required to complete pre-program orientation prior to fall entry. The orientation introduces graduate students to online learning, CGN policies, and resources.

MSN/Family Nurse Practitioner (MSN/FNP)
The Master of Science in Nursing/Family Nurse Practitioner (MSN/FNP) curriculum requires the completion of 49 didactic semester units and 17 clinical semester units over a two- or three-year period. A three-year curriculum option is recommended for those students who need to work full-time while progressing in the program. This program requires the completion of 750 precepted clinical hours. Students begin clinical experiences in the first semester, after they have been cleared by the FNP faculty in basic clinical assessment skills. MSN/FNP students will average 8-12 clinical hours per week. Graduates will be prepared to meet the criteria established by the California Board of Registered Nursing as advanced practice nurses and be eligible for national certification. The goal of this program is to guide students learning the FNP role by incorporating the AACN Level Two Essentials and Criteria for Evaluation of Nurse Practitioner Programs (NTF) and Nurse Practitioner Core Competencies with Curriculum Content (2021). Students will achieve the FNP Program outcomes by graduation. Family Nurse Practitioners work in a variety of health care settings independently, or in groups of health care professionals, under collaboratively developed and agreed upon standardized procedures.

Students are required to complete pre-program orientation prior to fall entry. The orientation introduces graduate students to online learning, CGN policies, and resources.

MSN/Psychiatric Mental Health Nurse Practitioner (MSN/PMHNP)
The Master of Science in Nursing/Psychiatric Mental Health Nurse Practitioner (MSN/PMHNP) curriculum requires the completion of 43 didactic semester units and 17 clinical semester units over a two- or three-year period. A three-year curriculum option is recommended for those students who need to work full-time while progressing in the program. This program requires the completion of 750 precepted clinical hours. MSN/PMHNP students will average 8-12 clinical hours per week. Graduates will be prepared to meet the criteria established by the California Board of Registered Nursing as advanced practice nurses and be eligible for national certification. The goal of this program is to guide students learning the PMHNP role by incorporating the AACN Level Two Essentials, Criteria for Evaluation of Nurse Practitioner Programs (NTF), Nurse Practitioner Core Competencies with Curriculum Content (2017), and the Psychiatric Mental Health Nursing Scope and Standards of Practice (2014). Students will achieve the PMHNP Program outcomes by graduation. Psychiatric Mental Health Nurse Practitioners work in a variety of health care settings independently, or in groups of health care professionals, under collaboratively developed and agreed upon standardized procedures.

Students are required to complete pre-program orientation prior to fall entry. The orientation introduces graduate students to online learning, CGN policies, and resources.

Doctor of Nursing Practice (DNP)

The Doctor of Nursing Practice (DNP) program is designed for master's level prepared nurses. The curriculum requires the completion of 33-39 didactic semester units and (1,000 hours of supervised direct or indirect practice hours) over a two-year period. An extended three-year option is also available. Supervised clinical and practice hours completed in the student's Master's in Nursing program or related health care field may contribute to the DNP practice hours, per College of Graduate Nursing review. Practice hours can be completed each semester. Students complete a practice-based DNP Project. Graduates will be prepared for the expanding role functions and the needs of future advanced nursing practice. The goal of this program is to guide students by incorporating the AACN Level Two Essentials to transform health care delivery recognizing the critical need for clinicians to design, evaluate and continuously improve the context within which care is delivered. Nurses prepared at the doctoral level with a blend of clinical, organizational, economic, and leadership skills will be able to affect health systems, policy, and safety outcomes.

Post-Master's FNP Certificate (Post Master's FNP)

The Post-Master's Family Nurse Practitioner Certificate program (Post Master's FNP) curriculum requires 29 didactic semester units and 17 clinical units and can be completed in three semesters (one year); however, a two-year option is available. The two-year option is recommended for those students who need to work while completing the program. This program requires the completion of 750 precepted clinical hours. The Post-Master's FNP certificate program is for nursing professionals who have a Master's in Nursing degree, Master's degree in a health-related discipline, and/or a doctorate in nursing and want to become certified as a Family Nurse Practitioner. Post Masters FNP students will average 12-32 clinical hours per week depending on their choice of a 1 year or 2-year option. Individuals who complete the curriculum will be prepared to meet the criteria established by the California Board of Registered Nursing as advanced practice nurses and be eligible for national certification. The goal of this program is to guide students learning the FNP role by incorporating the Criteria for Evaluation of Nurse Practitioner Programs (NTF) and Nurse Practitioner Core Competencies with Curriculum Content (2017). Students will achieve the FNP Program outcomes by graduation.

Students are required to complete pre-program orientation prior to fall entry. The orientation introduces graduate students to online learning, CGN policies, and resources.

Post-Graduate Emergency Nurse Practitioner Certificate

The Post Graduate Emergency Nurse Practitioner (ENP) Certificate curriculum is a flexible web-accessible program including clinical preceptorship in the urgent care and emergency department setting. Two on-campus application-procedural skills intensives are offered and completed in two semesters. The ENP Post-Graduate Certificate is offered for the nationally certified Family Nurse Practitioner (FNP). CGN's two semester post-graduate certificate curriculum allows students to be eligible to apply for the national certification exam as Emergency Nurse Practitioners in a short seven months. The goal of this program is to guide students learning the ENP role by incorporating the American Academy of Emergency Nurse Practitioners and Emergency Nurses Association competencies for the ENP Specialty (2021). The curriculum itself consists of two, 6-unit courses that combine didactic and clinical immersion experience. The ENP curriculum includes 500 supervised clinical practice hours in the urgent care and emergency department setting divided across the two semesters.

Post-Master's PMHNP Certificate (Post Master's PMHNP)

The Post-Master's Psychiatric Mental Health Nurse Practitioner Certificate program (Post Master's PMHNP) curriculum requires 12-22 didactic semester units and 17 clinical units and can be completed in 3 semesters for the APRN This program requires the completion of 750 precepted clinical hours. The Post-Master's PMHNP certificate program is for nursing professionals who have taken Advanced Pharmacology, Advanced Pathophysiology, Advanced Physical Assessment and have a Master's in Nursing degree, Master's degree in a health-related discipline, and/or a doctorate in nursing and want to become certified as a Psychiatric Mental Health Nurse Practitioner. The goal of this program is to guide students learning the PMHNP role by incorporating the Criteria for Evaluation of Nurse Practitioner Programs (NTF), Nurse Practitioner Core Competencies with Curriculum Content (2017), and the Psychiatric Mental Health Nursing Scope and Standards of Practice (2014). Post Masters PMHNP students will average 8-15 clinical hours per week. Individuals who complete the curriculum will be prepared to meet the criteria established by the California Board of Registered Nursing as advanced practice nurses and be eligible for national certification. Students will achieve the PMHNP Program outcomes by graduation.

Students are required to complete pre-program orientation prior to fall entry. The orientation introduces graduate students to online learning, CGN policies, and resources.

Instructional Design

Campus Learning (MSN-E Courses)
The curriculum for the MSN-E program is designed for the adult learner and uses both traditional campus-based learning and introduction to online learning. Didactic courses include lecture, simulated clinical experiences, clinical skills training, and structured laboratory experiences. Students will begin acute care hospital experiences in semester one.

Hybrid Learning (Post-Licensure Courses)
The College of Graduate Nursing programs are designed for the non-traditional based learner. The design uses educational and instructional learning theories that emphasize outcome competencies as the desired goal, rather than time on task, and individualized instructional strategies as well as classroom and clinical instruction.

The instructional modality that is most evident in this curriculum is online learning. The majority of courses include required asynchronous and synchronous discussion sessions in which students and faculty participate in collaborative learning. These sessions may be given as synchronous sessions via Zoom, depending on the program. Students are expected to be online and engaged in learning activities from the first day of the first semester. The CGN learning management system is Canvas and courses are designed to provide the learner with the information needed to be successful in each course including learning objectives, content, learning activities, evaluation methods and grading criteria.

Integrated Courses
For the Family Nurse Practitioner concentrations (MSN/FNP and Post Master's FNP) health care issues are studied with a focus on common, acute, chronic and complex health problems across the life span. Didactic and clinical are concurrent throughout the program.

Domains Essential for Nursing Practice

Domain 1: Knowledge for Nursing Practice Descriptor: Integration, translation, and application of established and evolving disciplinary nursing knowledge and ways of knowing, as well as knowledge from other disciplines, including a foundation in liberal arts and natural and social sciences. This distinguishes the practice of professional nursing and forms the basis for clinical judgment and innovation in nursing practice.
Domain 2: Person-Centered Care Descriptor: Person-centered care focuses on the individual within multiple complicated contexts, including family and/or important others. Person-centered care is holistic, individualized, just, respectful, compassionate, coordinated, evidence-based, and developmentally appropriate. Person-centered care builds on a scientific body of knowledge that guides nursing practice regardless of specialty or functional area.
Domain 3: Population Health Descriptor: Population health spans the healthcare delivery continuum from public health prevention to disease management of populations and describes collaborative activities with both traditional and non-traditional partnerships from affected communities, public health, industry, academia, health care, local government entities, and others for the improvement of equitable population health outcomes.
Domain 4: Scholarship for Nursing Discipline Descriptor: The generation, synthesis, translation, application, and dissemination of nursing knowledge to improve health and transform health care.
Domain 5: Quality and Safety Descriptor: Employment of established and emerging principles of safety and improvement science. Quality and safety, as core values of nursing practice, enhance quality and minimize risk of harm to patients and providers through both system effectiveness and individual performance.
Domain 6: Interprofessional Partnerships Descriptor: Intentional collaboration across professions and with care team members, patients, families, communities, and other stakeholders to optimize care, enhance the healthcare experience, and strengthen outcomes.
Domain 7: Systems-Based Practice Descriptor: Responding to and leading within complex systems of health care. Nurses effectively and proactively coordinate resources to provide safe, quality, equitable care to diverse populations.
Domain 8: Informatics and Healthcare Technologies Descriptor: Information and communication technologies and informatics processes are used to provide care, gather data, form information to drive decision making, and support professionals as they expand knowledge and wisdom for practice. Informatics processes and technologies are used to manage and improve the delivery of safe, high-quality, and efficient healthcare services in accordance with best practice and professional and regulatory standards.
Domain 9: Professionalism Descriptor: Formation and cultivation of a sustainable professional nursing identity, accountability, perspective, collaborative disposition, and comportment that reflects nursing's characteristics and values.
Domain 10: Personal, Professional, and Leadership Development Descriptor: Participation in activities and self-reflection that foster personal health, resilience, and well-being, lifelong learning, and support the acquisition of nursing expertise and assertion of leadership.

	CGN Level 1 Outcomes	CGN Level II Outcomes
1	Incorporate specialized knowledge, theories, and models of care from nursing and related disciplines across all domains of scholarship.	Develop effective strategies and specialized knowledge using models of care from nursing theories, nursing research and related disciplines across all domains of scholarship.
2	Demonstrate leadership skills through decision-making in high quality health care delivery using complex principles in the design, delivery, and evaluation of health care at the microsystem level.	Apply and implement leadership skills through decision-making in high quality health care delivery using complex principles in the design, delivery, and evaluation of health care at the macrosystem level.
3	Lead quality initiatives that integrate and analyze best available evidence to improve and sustain optimal health care quality and safety at the individual and system level.	Design, develop, and evaluate quality initiatives that integrate the best available evidence that improves and sustains optimal health care quality and safety at the population level.
4	Critically assess and integrate evidence for evaluating practice outcomes across care delivery systems.	Design, implement, and evaluate processes across care delivery systems to direct changes in practice outcomes and trends in population health.
5	Participate in the application of nursing knowledge through the integration of theory and research.	Translate relevant theories and research to improve practice and practice environments.
6	Analyze current and emergent technologies to support safe practice environments, optimize patient safety, maximize cost effectiveness, and improve health outcomes.	Develop and execute strategies to extract data from information systems including databases that optimize healthcare models and improve health outcomes.
7	Discuss the multi-level political, social, and ethical factors of nursing practice and health care delivery systems.	Apply and engage in multi-level political, social, and ethical factors associated with nursing practice and health care delivery systems to demonstrate advocacy for vulnerable populations.
8	Participate in interprofessional collaborative teams throughout multilevel healthcare delivery systems.	Lead interprofessional collaborative teams throughout multi-level healthcare delivery systems.
9	Apply population-based care concepts throughout all levels of healthcare delivery.	Engage as a change agent to lead population-based care throughout all levels of healthcare delivery.

The College of Graduate Nursing faculty acknowledge the new AACN Level One and Two Essentials and are working to align the curriculum in all programs to incorporate a competency-based educational model.

Certifications and Licensures

National Council on Licensure Exam (NCLEX)

The Board of Registered Nursing (BRN) allows the candidates for RN licensure to complete the necessary paperwork for the NCLEX exam two weeks prior to the completion of the MSN-E curriculum. Students are directed to the California BRN for current information regarding the NCLEX application. The college will submit required verification of courses following the BRN guidelines. Official transcripts need to be ordered by the student in order for the university to process and send them to the BRN. If the student fails the exam the first time, they will be required to wait forty-five days before retaking the exam.

National Certification as a Family Nurse Practitioner

Graduates are strongly encouraged to take one of the national certification examinations as a Family Nurse Practitioner within six months of graduation. Most states require students to pass a national certification exam for state recognition, and most employers require certification. Therefore, students are encouraged to contact their Board of Registered Nursing prior to enrollment to clarify state requirements. Currently there are two bodies which provide certification for nurse practitioners: the American Nurses Credentialing Center (ANCC) of the American Nurses Association and the American Association of Nurse Practitioners (AANP). Students should check with their state's board of nursing to determine if a specific exam is required. Preparation for this national certification examination occurs throughout the FNP courses, and during a mandatory 3-day review course that is held in conjunction with the July seminar session at the end of each academic year.

National Certification as an Emergency Nurse Practitioner

Emergency Nurse Practitioner certificate graduates are eligible to take the national certification examination as an Emergency Nurse Practitioner following completion of the program with the American Association of Nurse Practitioners Certification Board (AANP-CB). Preparation for this national certification examination is done throughout the ENP courses and procedural skills intensives. Emergency Nurse Practitioner certification review courses are provided by a number of professional educational associations and students are highly encouraged to enroll to prepare for achieving national certification as an ENP.

National Certification as a Psychiatric Mental Health Nurse Practitioner

Graduates are strongly encouraged to take the national certification examinations as a Psychiatric Mental Health Nurse Practitioner within six months of graduation. Most states require students to pass a national certification exam for state recognition, and most employers require certification. Therefore, students are encouraged to contact their Board of Registered Nursing prior to enrollment to clarify state requirements. Currently the American Nurses Credentialing Center (ANCC) offers the PMHNP national certification examination. Students should check with their state board of nursing to determine if a specific exam is required. Preparation for this national certification examination occurs throughout the PMHNP courses, and during a mandatory review course.

Personal Competencies for Admission and Matriculation

A candidate for admission to the College of Graduate Nursing program must possess, or be able to achieve through reasonable accommodation, certain intellectual, emotional, and physical abilities, in order to perform the activities described in the following sections. Upon matriculation to the program, the student must continue to possess, or be able to achieve through reasonable accommodation, the personal competencies outlined below throughout their progression in the College of Graduate Nursing program. Graduate Nursing requires the performance of specific essential functions, which include but are not limited to the broad skills categories defined below.

For candidates or students who require a reasonable accommodation to meet the competencies outlined below, please contact the Harris Family Center for Disability and Health Policy (HFCDHP) at Disability Accommodations (e-mail) or (909) 469-5297 or visit the HFCDHP web site.

Under all circumstances, a candidate or student should be able to perform the following in a reasonably independent manner, with or without a reasonable accommodation:

Computer Literacy
Students are expected to have basic computer literacy skills prior to enrollment. Students should demonstrate skill in basic word processing, Microsoft applications (Word, PowerPoint, and Excel), use of the Internet, e-mail, and on-line literature searches. Students will be expected to meet Basic Computer Competencies, Information Literacy, and Clinical Information Management competencies as outlined in the TIGER (Technology Informatics Guiding Education Reform) initiative.

Intellectual Skills
In addition to essential academic content and performance skills, each course requires learning activities that foster intellectual skill development for critical thinking and decision making as well as oral and written communication.

Technical Guidelines for Nursing Practice (MSN-E)
Nursing education requires not only the accumulation of scientific knowledge, but also the simultaneous acquisition of technical skills and professional attitudes and behavior. Nursing school faculties have a responsibility to society to matriculate and graduate the best possible nurses. Admission to nursing school has been offered to those most qualified for the practice of nursing. Technical standards presented in this document are prerequisite for admission and graduation from the College of Graduate Nursing at Western University of Health Sciences. Graduates of the CGN must have the knowledge and skills to function safely and with competence in a broad variety of clinical situations and to render a wide spectrum of patient care services. All courses in the MSN-E curriculum are required in order to develop the essential skills necessary to become a competent nurse.

There are essential functions or abilities necessary for admission and progression in the College of Graduate Nursing program at Western University of Health Sciences. The candidate must be able to perform all essential functions (with or without accommodations). These essential functions include, but are not limited to, the following:

Observation (sensory)

Candidates must be able to observe patients and demonstrations, close up and at a distance, to learn skills and to gather patient data (e.g., observe a patient's color, respiratory rate, gait, appearance, posture, etc.). Candidates also must possess functional use of the sense of vision and somatic sensation. Observation is enhanced by the functional use of the sense of smell.

Communication

Candidates must have the ability to communicate orally and in writing with patients, families, groups and other members of the healthcare team, as well as faculty and peers. Candidates must also be able to interpret communication of others. Candidates also must be able to read and comprehend written materials at a graduate level.

Psychomotor Skills

Candidates must have sufficient motor function to perform nursing tasks and to obtain data from patients using tactile, auditory, and visual maneuvers. Candidates must be able to execute motor movements to provide required general nursing care as well as emergency treatments.

Mobility and Stamina

A student must possess sufficient gross and fine motor skills and endurance to provide safe and effective nursing care in all health care settings. Students must have the ability to perform basic life support (including CPR); function in an emergency situation; safely assist a patient in moving (e.g., from wheelchair to commode, from chair to bed, lift and transfer from gurney to bed); calibrate and use equipment; perform treatments and procedures; apply pressure to stop bleeding; manipulate diagnostic instruments to adequately perform a physical assessment; and sit, stand and move about in patient environments for 12-hour periods.

Tactile

A student must have sufficient tactile ability to perform a physical assessment of a patient and to perform procedures necessary for nursing care. Students must have the ability to perform palpation and other functions necessary for a physical examination; assess texture, shape, size and vibration; note temperature changes in skin and equipment; perform therapeutic functions (e.g., inserting a urinary catheter or IV, change dressings, give medications).

Intellectual and Cognitive Abilities

Candidates must be able to measure, calculate reason, analyze, synthesize, integrate, and apply information in making clinical judgments. Problem solving, a clinical skill required of nurses, requires all of these intellectual abilities. In addition, candidates must be able to comprehend 3-D relationships and to understand the special relationships of structures.

Behavioral and Social Attributes

Candidates must possess the emotional health required to use their intellectual abilities fully. This may be demonstrated by exercising good judgment; promptly completing all responsibilities attendant to the care of patients and aggregates; and developing mature, sensitive, and effective relationships with patients, families and other health care workers as well as faculty and peers. Candidates must be able to tolerate physically taxing workloads and to function effectively under stress. They must be able to adapt to changing environments, to display flexibility, and to learn to function in the face of uncertainties and ambiguities.

Ethical Standards

A candidate must demonstrate the ability to reason morally and practice nursing in a professional, civil, and ethical manner with patients, families, and other health care workers as well as with faculty, staff, colleagues, and peers. The CGN faculty, staff, and students follow the American Nurses Association Code of Ethics for Nurses (2015).

Admissions Policies and Procedures

Department of Education Regulations for Out of State Applicants

State and federal laws require that colleges and universities obtain authorization to offer online degree programs in any state where their students reside. All applicants from outside the state of California, or those in-state applicants who are contemplating moving to another state at some time during the completion of the program, should review the current list of acceptable states located on our web site before submitting their application.

https://www.westernu.edu/nursing/about/department-of-education/

Non-Discrimination, Anti-Harassment and Non-Retaliation Policy

In accordance with all applicable federal, state, and local laws, Western University of Health Sciences (WesternU) is committed to ensuring a campus community free from unlawful discrimination. Accordingly, WesternU prohibits unlawful discrimination on the basis of race, color, national origin ancestry, citizenship, ethnicity, creed, religion or religious creed, sex or gender (including gender identity), marital status, sexual orientation, disability (both physical and mental) including HIV and AIDS, medical condition (cancer and genetic characteristics), pregnancy (which includes childbirth, breastfeeding and medical conditions related to pregnancy, childbirth or breastfeeding), age, genetic information, military and veteran status, or any other characteristic protected under applicable law, in the administration of its programs or activities. WesternU also prohibits unlawful harassment, including Sexual Harassment (see below pertaining to Sexual and Gender-Based Harassment, Interpersonal Violence, and other Sexual Misconduct (SIM) policy and procedure). Lastly, WesternU is committed to providing equal access to and equal opportunities to all members of its campus community, and applicants, in accordance with all applicable laws.

WesternU also prohibits any form of retaliation against a person, who under good faith, reported a violation under the policy or who participated in any investigation or proceeding under the policy. Violations of the policy will lead to prompt and appropriate administrative action, including and up to termination of employment or expulsion from the University.

Reasonable Accommodation for Disabilities

Candidates and students must be able to perform all the essential functions of the program with or without reasonable accommodation. The College of Graduate Nursing will provide reasonable accommodations but is not required to make modifications that would substantially alter the nature or requirements of the program. A candidate or student with questions regarding reasonable accommodation can contact the Harris Family Center for Disability and Health Policy Office (HFCDHP). See Harris Family Center for Disability and Health Policy (HFCDHP) section of the University catalog for more information.

Application Requirements

The application requirements shown in this catalog apply to applicants who are seeking entry for the 2023/2024 academic year. Current admission and application requirements for the programs offered in the College of Graduate Nursing, including prerequisite coursework requirements, can be located on the Prospective Student website.

ADN/RN to MSN
- Completed Application
- Two completed Reference Forms (1 from professional colleague, 1 from faculty/employers)
- Curriculum Vitae/Résumé
- Personal Statement which addresses your motivation for graduate study to become a master's prepared nurse, personal career goals, and how your background strengthens your aptitude to become a master's prepared nurse
- Application fee
- Official transcripts from all colleges/universities attended
- Registered Nurse (RN) active and unencumbered licensure in the state where precepted clinical hours will be completed
- TOEFL scores for ESL applicants
- Phone interview (for selected applicants)

MSN-E
- Completed application
- Two Reference Forms (1 from professional colleague, 1 from faculty/employers)
- Curriculum Vitae/Résumé
- Personal Statement which addresses your motivation for graduate study to become a nurse, personal career goals, and how your background strengthens your aptitude to become a master's prepared nurse
- Application fee
- Official transcripts from all colleges/universities attended
- TOEFL scores for ESL applicants
- On-campus or virtual interview

Post-Masters FNP, MSN/FNP, MSN/ANL, MSN/CNL, MSN/AC, Post-Masters PMHNP, MSN/PMHNP
- Completed Application
- Two Reference Forms for MSN/FNP, MSN/ANL, MSN/CNL, and MSN/AC; One reference form for Post-Masters FNP and Post-Masters PMHNP (faculty & employers within past two years)
- Curriculum Vitae/Résumé
- Personal Statement
    - MSN/FNP, MSN/AC,MSN/PMHNP, MSN/ANL, and MSN/CNL programs: Address your understanding of advanced practice nursing, your personal career goals and how your background strengthens your aptitude regarding becoming a masters prepared nurse and/or an advanced practice nurse.
    - Post-Masters FNP and Post-Masters PMHNPL programs: Address how your obtainment of a post-graduate certificate will contribute to your professional development through advancing practice and describe how well prepared you are for online learning.

- Application Fee (waived for CGN alumni)
- Official transcripts from all colleges/universities attended
- License number, state, and expiration date for all applicable, active and unencumbered licenses
- TOEFL scores for ESL applicants
- Phone interview (for selected applicants)

DNP
- Completed Application
- Personal Statement (career trajectory)
- Two completed Recommendation forms (from persons who can attest to the applicant's capacity for doctoral level work)
- Curriculum Vitae/Résumé
- Sample of scholarly writing (publication, unpublished manuscript, academic thesis or paper, work product or report, curriculum, other examples)
- Application Fee (waived for CGN alumni)
- Official transcripts from all colleges/universities attended
- License number, state, and expiration date for all applicable, active and unencumbered licenses and certifications
- Documentation of previous practice hours from MSN program (if applicable)
- TOEFL scores for ESL applicants
- Phone interview (for selected applicants)

Post-Graduate Emergency Nurse Practitioner Certificate (ENP)
- Completed Application
- One Reference Form (faculty & employers within the past two years)
- Curriculum Vitae/Resume
- Scholarly Essay
    - The scholarly essay should reflect how obtaining the ENP certificate would contribute to your professional development through advancing practice.
- Application Fee (waived for CGN alumni)
- Official Transcript Reflecting Graduate Degree in Nursing
- All official transcripts are due upon acceptance
- License number, state, and expiration date for all applicable, active and unencumbered licenses and National Certification
- Phone Interview (for selected applicants)

Decisions of the Admissions Committee regarding the admission of applicants to its programs are final.

Prerequisite Requirements
Nursing Curriculum 30 Unit option – Licensed Vocational Nurse to RN (LVN-RN)
- LVN unencumbered licensure
- GPA of 3.0
- Completion of the following prerequisite courses with a grade of C or better in each:
    - Human Physiology (4 semester units) with lab
    - Microbiology (4 semester units) with lab

Master of Science in Nursing – Associate Degree/RN to Master's Concentration (ADN/RN - MSN)
- Associate degree in Nursing from a Board of Nursing approved institution
- GPA of 3.0 in the last 60 semester units or 90 quarter units
- Completion of the following prerequisite courses with a grade of C or better in each:
    - Communications/English Composition (6 semester units)
    - Statistics (3 semester units)

- Social Sciences (3 semester units)
- Psychology (3 semester units)
- Nutrition (3 semester units) (may be waived if integrated in your ADN program)
- Human Anatomy (4 semester units) with lab (minimum of 5 units if combined with Physiology)
- Human Physiology (4 semester units) with lab (minimum of 5 units if combined with Anatomy)
- Microbiology (4 semester units) with lab
- Demonstrated capacity to succeed at a graduate degree level
- Registered Nurse (RN) active and unencumbered licensure in the state where precepted clinical hours will be completed
- 1 year (1,800 hours) of full-time experience as a Registered Nurse (RN) preferred. Students who do not have previous RN work experience are expected to be employed as registered nurses before being accepted into the program and must continue working as an RN as they complete graduate coursework.

Master of Science in Nursing – Entry Concentration (MSN-E)
- Bachelor's degree in any field other than nursing from an accredited institution
- GPA of 3.0 in the last 60 semester units or 90 quarter units
- Completion of the following prerequisite courses with a grade of C or better in each:
  - Communications/English Composition (6 semester units; two courses minimum of 3 semester units each/8 quarter units; two courses minimum of 4 quarter units each)
  - Statistics (3 semester units/4 quarter units)
  - Social Sciences (3 semester units/4 quarter units)
  - Psychology (3 semester units/4 quarter units)
  - Nutrition (3 semester units/4 quarter units)
  - Human Anatomy (4 semester units/6 quarter units) with lab (minimum of 5 semester units/7 quarter if combined with Physiology)
  - Human Physiology (4 semester units) with lab (minimum of 5 semester units/7 quarter if combined with Anatomy
  - Microbiology (4 semester units/6 quarter units) with lab

Master of Science in Nursing/Ambulatory Care Nursing Concentration (MSN/AC)
- Bachelor of Science in Nursing from a Nationally accredited program (Bachelor's in a nursing related field will be reviewed on a case-by-case basis)
- GPA 3.0 in the last 60 semester units or 90 quarter units
- Statistics (3 semester units) with a grade of C or better from a regionally accredited U.S. institution
- Registered Nurse (RN) active and unencumbered licensure in the state where precepted clinical hours will be completed
  - 1 year (1,800 hours) of full-time experience as a Registered Nurse (RN). Students who do not have previous RN work experience are expected to be employed as registered nurses before being accepted into the program and must continue working as an RN as they complete graduate coursework.

Master of Science in Nursing/Health Systems Leadership/Administrative Nurse Leader Concentration (MSN/HSL/ANL)

- Bachelor of Science in Nursing from a Nationally accredited program (Bachelor's in a nursing related field will be reviewed on a case-by-case basis)
- GPA 3.0 in the last 60 semester units or 90 quarter units
- Statistics (3 semester units) with a grade of C or better from a regionally accredited U.S. institution
- Registered Nurse (RN) active and unencumbered licensure in the state where precepted clinical hours will be completed
- 1 year (1,800 hours) of experience as a Registered Nurse (RN). Students who do not have previous RN work experience are expected to be employed as registered nurses before being accepted into the program and must continue working as an RN as they complete graduate coursework.

Master of Science in Nursing/Health Systems Leadership/Clinical Nurse Leader Concentration (MSN/HSL/CNL)

- Bachelor of Science in Nursing from a Nationally accredited program (Bachelor's in a nursing related field will be reviewed on a case-by-case basis)
- GPA 3.0 in the last 60 semester units or 90 quarter units
- Statistics (3 semester units) with a grade of C or better from a regionally accredited U.S. institution
- Registered Nurse (RN) active and unencumbered licensure in the state where precepted clinical hours will be completed
- 1 year (1,800 hours) of experience as a Registered Nurse (RN). Students who do not have previous RN work experience are expected to be employed as registered nurses before being accepted into the program and must continue working as an RN as they complete graduate coursework.

Master of Science in Nursing/Family Nurse Practitioner Concentration (MSN/FNP)

- Bachelor of Science in Nursing from a Nationally accredited program (Bachelor's in a nursing related field will be reviewed on a case-by-case basis)
- GPA of 3.0 in the last 60 semester units or 90 quarter units
- Statistics (3 semester units) with a grade of C or better from a regionally accredited U.S. institution
- Registered Nurse (RN) active and unencumbered licensure in the state where precepted clinical hours will be completed
- 1 year (1,800 hours) of experience as a Registered Nurse (RN)

Master of Science in Nursing/Psychiatric Mental Health Nurse Practitioner Concentration (MSN/PMHNP)

- Bachelor of Science in Nursing from a Nationally accredited program (Bachelor's in a nursing related field will be reviewed on a case-by-case basis)
- GPA of 3.0 in the last 60 semester units or 90 quarter units
- Statistics (3 semester units) with a grade of C or better from a regionally accredited U.S. institution
- Registered Nurse (RN) active and unencumbered licensure in the state where precepted clinical hours will be completed

- 1 year (1800 hours) or more of experience as a Registered Nurse (RN)

Doctor of Nursing Practice (DNP)
- Master of Science in Nursing from a Nationally accredited program. Individuals with a Bachelor of Science (BSN) degree in nursing and with a master's degree in another field will be considered on a case-by-case basis.
- Research (2 graduate semester units) with a grade of B- or better
- Registered Nurse (RN) active and unencumbered licensure in the state where practice hours will be completed

Post-Master's Family Nurse Practitioner Concentration (FNP)
- Master of Science in Nursing or a Masters/Doctoral degree in a related field from a Nationally accredited program
- Bachelor of Science in Nursing from a Nationally accredited program (Bachelor's in a nursing related field will be reviewed on a case-by-case basis)
- GPA of 3.0 in the last 60 semester units or 90 quarter units
- Statistics (3 semester units) with a grade of C or better from a regionally accredited U.S. institution
- Registered Nurse (RN) active and unencumbered licensure in the state where precepted clinical hours will be completed
- 1 year (1,800 hours) of experience as a Registered Nurse (RN)

Post-Graduate Emergency Nurse Practitioner Certificate (ENP)
- Registered Nurse (RN) active and unencumbered licensure in the state where precepted clinical hours will be completed
- Verification of an active family nurse practitioner national certification by the ANCC or AANP.

Post-Master's Mental Health Nurse Practitioner Concentration (PMHNP)
- Master of Science in Nursing or a Masters/Doctoral degree in a related field from a Nationally accredited program
- Bachelor of Science in Nursing from a Nationally accredited program (Bachelor's in a nursing related field will be reviewed on a case-by-case basis)
- GPA of 3.0 in the last 60 semester units or 90 quarter units
- Advanced Pathophysiology (3 semester units) with a grade of B- or better from a regionally accredited U.S. institution
- Advanced Pharmacology (3 semester units) with a grade of B- or better from a regionally accredited U.S. institution
- Advanced Physical Assessment (3 semester units) with a grade of B- or better from a regionally accredited U.S. institution
- Statistics (3 semester units) with a grade of C or better from a regionally accredited U.S. institution
- Registered Nurse (RN) active and unencumbered licensure in the state where precepted clinical hours will be completed
- 1 year (1800 hours) or more of experience as a Registered Nurse (RN)

International Applicants

International applicants who are not U.S. citizens and who are living in the U.S. should be prepared to provide proof of legal U.S. residency at the time of interview. Proof of legal U.S. residency is required prior to any offer of acceptance. For detailed information, please visit our web page for International Students.

Transfers from Other Schools/Course Waivers/Prior Military Education and Experience

The College of Graduate Nursing does not accept undergraduate course work for graduate level credit, (with the exception of the MSNE BRN core courses required for licensure or ADN-MSN bridge courses). Graduate level courses taken at accredited institutions and prior military education and experience can be used for credit transfer if the course work meets the corresponding requirements of the CGN course.

A student may request transfer of credit in the following situation: If they can demonstrate that a similar graduate level course was taken at another accredited academic institution, within the past five years, with a minimum grade of C+ (pre-licensure) or B- (post-licensure) earned in that course and with equivalent semester units. A similar course is defined as a course that covers a significant portion of the WesternU course content (to be determined by the WesternU course instructor).

No transfer credit will be given for the following courses:

- IPE 5000 – Patient Centered Cases I
- IPE 5100 – Patient Centered Cases II
- IPE 6000 – Team Training in Healthcare I
- IPE 6100 – Team Training in Healthcare II
- GN 5410 – Advanced Emergency Care Concepts for the Emergency Nurse Practitioner Clinician I
- GN 5420 – Advanced Emergency Care Concepts for the Emergency Nurse Practitioner Clinician II
- GN 5690 – Clinical Comps I
- GN 5691 – Clinical Comps II
- GN 5692 – Clinical Comps III
- GN 5900 – Collaborative Project
- GN 5990 – APN Master's Project
- GN 5999 – Master's Project
- GN 7550 – RN Clinical Seminar
- GN 7570 – Administrative Nurse Leader Clinical Experience /CNL Clinical Experience
- GN 8090 – Practice Immersion Project
- GN 8999 – Continuous Enrollment/Dissertation

Procedure for Transfer Credit

Any student who wishes to receive transfer credit must submit in writing to the Program Director at least thirty (30) days prior to matriculation in the program:

1. Their intent to transfer course credit, and;

2. Documentation, including course description, course outlines, course syllabus, completed work, transcripts, military transcripts, etc., to demonstrate course equivalency.

Military transcripts in accordance with American Council Education (ACE) guidelines shall contain the following information:

- Personal service member data

- Military course completions —with full descriptions and credit recommendations

- Military occupations — full descriptions, skill levels, and credit recommendations

- College-level test scores

It is the responsibility of the student to provide sufficient documentation to show equivalency to WesternU coursework. Upon receipt of the student's intent to use transfer credit and the written documentation of course equivalency, the Program Director will submit the written documentation to the faculty member teaching the WesternU course that is being challenged for review and consideration of credit transfer approval. The faculty member will review the documentation and issue a recommendation to allow or deny the transfer to the Program Director at least 10 days prior to the date of registration. No tuition fees are paid for transfer credits, and the courses do not count in the computation of the GPA.

Partial Course Waiver (Challenge) Policy

Course challenge is defined as a student's request for exemption from a specific CGN course requirement (assignment, clinical hours, or partial course requirement) due to prior similar coursework including prior military education and experience. The College of Graduate Nursing recognizes that our nursing students come into the college with previous academic experience, military education and experience or nursing degrees and that not all courses meet the full transfer requirements. Therefore, a student may choose to challenge a portion of the course or request to have a portion of the clinical hours waived.

Requests for waivers must meet the same standards and follow the same required procedure as listed in the Course Transfer policy. See the Clinical Policy section of this catalog for more information regarding FNP or PMHNP clinical hour waiver.

Appealing Course Transfer or Waiver Decisions

Students have a right to appeal the faculty member's recommendation to deny a course transfer or waiver. Such appeals will be forwarded to the Dean of the CGN who has final authority in the waiver determination. The Registrar will be informed of the final determination of the course transfer request. Decisions related to Course Transfer or Waiver Decisions are not appealable to the Provost (See University Catalog, Student Appeal Process).

Residency Requirement

A minimum of 17 units must be taken in residence at Western University of Health Sciences to receive a Nurse Practitioner Certificate or Master of Science in Nursing degree from the University, 12 units for the ENP certificate and 18 units for the Doctor of Nursing Practice degree.

Additional Matriculation Requirements

Computer Requirements for all Programs
Due to the nature of the College of Graduate Nursing programs, laptop computers with web cam and Internet access are required. The minimum and recommended specifications can be found at https://support.westernu.edu/TDClient/1848/Portal/KB/ArticleDet?ID=78200.

CPR Certification
Current American Heart Association Basic Life Support for Healthcare Providers certification is required throughout all programs of study. All students are required to complete an American Heart Association Basic Life Support for Healthcare Providers course prior to beginning courses. It is the responsibility of the student, not the College of Graduate Nursing to assure that requirements are met and maintained. A copy of a current card verifying completion of a course must be on file in the College prior to beginning the program. If not completed, students will be blocked from registration or removed from classes. Students can contact the American Heart Association at www.americanheart.org for dates, times, and location of CPR certification classes.

ENP Post Graduate Certificate Program will require an addition to Basic Life Support / Advanced Cardiac Life Support (ACLS) and Pediatric Advanced Life (PALS) certification course via an American Heart Association approved program.

Background Check and Drug Screen
To meet State regulations and hospital accreditation requirements, health care facilities require nursing students to complete criminal background checks or Live Scan prior to the first day of clinical. This regulation serves to assure patient safety.

Certain convictions may prevent students from entering hospitals or clinics, which may hinder a student's ability to complete the program. If a criminal conviction is shown on the report, hospitals or other health care facilities have discretion as to whether the individual may enter the clinical facility as a nursing student. In certain cases, the results of the Background check may require that our offer of acceptance be revoked.

Certain convictions may also prevent students from obtaining RN licensure in the State of California or other states. Please visit the California Board of Registered Nursing website at www.rn.ca.gov for more information about Live Scan reports required for RN licensure.

If a student takes a leave of absence or is placed on academic or conduct suspension during the program, the student will be required to submit to a new Background Check or Live Scan prior to returning.

All students will be required to complete a Background Check or Live Scan prior to matriculation. Upon acceptance of admission to the program, applicants will be given the necessary information for completing the required Background Check, Live Scan, or drug screening.

MSN-Entry students will be required to complete a drug screening shortly before entry into the program. Other CGN students may be required to complete a drug screening for certain clinical sites.

Additional Live Scan Fingerprinting for ADN/RN-MSN MSN-E, PMHNP, and FNP Students

Students admitted to the MSN-E program will be required to complete additional Live Scan fingerprinting at the end of their third semester, in preparation for Community Health Nursing and in their sixth semester in preparation for taking the nursing boards.

Students admitted to the ADN to MSN program may be required to complete Live Scan fingerprinting at the end of their first semester in preparation for entering Community Health clinical in their second semester.

Students admitted to the FNP and PMHNP program may be asked to complete Live Scan fingerprinting before entering county facilities or when listed as a requirement with the affiliated site.

Student Release of Information

All entering students will need to sign a release of information form authorizing the College of Graduate Nursing to release the student's social security number, health and immunization status, background check results, BLS verification, and health insurance coverage to any requesting agency that enters into a clinical partnership with the College. Additionally, some facilities may require fingerprinting. This is required for government and military health facilities who serve clients 18 years of age or younger.

New Student Orientation

All students enrolled in the College of Graduate Nursing will be required to attend the University campus orientation in August or December (for DNP and ENP students who select a spring entry) prior to beginning classes their first year. College orientation will be conducted virtually via Zoom for all post-licensure programs and both virtually and in person for the MSN-Entry students. During orientation, students will participate in both college and university sessions. Students will be provided with information regarding the orientation program. Following college guidelines, students are welcome to invite their family members to attend the annual Convocation and White Coat ceremonies, which occur at the end of orientation week. Students will have the opportunity to purchase medical equipment, textbooks, and uniforms (if applicable) during the on-campus portions of Orientation/Welcome Week.

Pre-Program Orientation (better known as Welcome Week)

During Welcome Week/Orientation, students in all programs are required to attend mandatory synchronous sessions, whether on campus or online. All students entering the College of Graduate Nursing will be required to complete the asynchronous/online orientation course via the college learning management system (Canvas). Students must accept their seat offer and pay the admission deposit before taking the course. Students will have 4 to 5 weeks to complete this course during the summer term prior to fall term matriculation. The completion of this course is required to register for the first semester of the first year. Student will work through 9 self-paced, asynchronous modules which will provide orientation to the resources and skills needed to successfully navigate through the students' academic program. There is no tuition cost charged for this course and no letter or pass/no pass grade is given for this course. Successful completion of this course requires the completion of all modules and associated knowledge checks, which can be taken as many times as needed to pass. Students will be provided with information on how to access and the orientation course via email from college administration.

Registration

All WesternU students are required to register by the registration deadlines specified by the University Registrar. Registration dates are posted on the Registrar's Office website. Failure to register by the deadline may be grounds for administrative withdrawal. All students registering after the posted deadline will be assessed a $30.00 per business day late fee.

Full tuition and fees and all prior debts must be paid in full on or by posted deadlines each academic year. Matriculation is subject to the satisfactory completion of all academic requirements and payment of all outstanding debts to the University. The receipt of the final transcript(s) from all colleges/universities attended and a physical examination with documentation of required immunizations (if applicable) prior to registration are additional requirements for incoming students.

Registration Late Fee Appeals

If you are assessed late fees for a registration period, you may submit an appeal to the Registrar. For additional information on the appeal process, please see the Registration Late Fees page on the Registrar's Office website.

Student Health Insurance Requirement

All full-time students at Western University of Health Sciences are required to have active health insurance while enrolled. All students are automatically assessed half of the entire year's insurance premium and will be enrolled in the student health insurance plan until they submit proof of coverage that meets the University's requirements. For additional information on student health insurance requirements and/or waiving out of the student health insurance plan, please see the Student Health Insurance page on the Registrar's Office website.

Student Initiated Changes in Enrollment Status

Course Drop/Withdrawal

Students may voluntarily drop a class by working with the Assistant Dean of Student Affairs and completing the necessary paperwork. For students enrolling in Pre-licensure courses, students may voluntarily drop a class by working with the Assistant Dean of Student Affairs and completing the necessary paperwork. Course drops are processed as follows:

0-20% of Course Completed (Based on Course Start/End Dates)	Course is removed from student's registration and will not appear on student's academic transcript.
20-99% of Course Completed (Based on Course Start/End Dates)	Course is assigned a grade of 'W' to indicate the student withdrew from the course. 'W' grades will appear on the student's academic transcript but will not be included in the student's GPA calculation.
100% of Course Completed (Based on Course Start/End Dates)	Course is assigned the grade earned.

Leave of Absence

A student may request a Leave of Absence (LOA) with the occurrence of a medical emergency or illness, personal issues, financial hardship, or military service. For additional information on requesting a Leave

of Absence, please see 'Student Initiated Changes in Enrollment Status' in the University Catalog, General Academic Policies and Procedures section.

Withdrawal from University/Academic Program

Matriculation at the University is a privilege granted in consideration of specified levels of performance and of maintaining established standards of scholarship as well as personal and professional conduct. The University reserves the right to require withdrawal at any time deemed necessary to safeguard standards of scholarship, conduct, and orderly operation. The student concedes this right by act of matriculation. For additional information on Withdrawing from the College of Graduate Nursing, please see 'Student Initiated Changes in Enrollment Status' in the University Catalog, General Academic Policies and Procedures section.

Time Limits

Standard admission and matriculation to the CGN programs are intended for full-time enrollment. Depending upon the program some students may select a part-time/extended curriculum. Each of the programs offered is built around a sequence of courses that builds on knowledge and skills attained in prior courses. Consequently, academic progression is based on successful completion of each course in a program, in sequence. Students are expected to enroll in and successfully complete each course in a sequential progression. Most CGN programs offer an extended curriculum that meets full time semester status to meet financial aid requirements.

Part-time or extended enrollment is possible for all programs except the MSNE program. Students requiring part-time enrollment are encouraged to meet with the program director prior to matriculation. Students who decide that they need to switch from full-time enrollment to part-time enrollment are required to meet with the program director before sending the request to the Assistant Dean of Student Affairs.

The maximum time allowed for completion of all academic requirements is shown below. Students who are unable to complete degree requirements prior to the maximum time for completion may be referred to the Student Performance Committee which may result in the Administrative Withdrawal of the student.

Full-Time Enrollment	Normal Time to Completion	Maximum Time to Completion
ADN/RN-MSN	2 years	3 years
BSN/RN-MSN	2 years	3 years
MSNFNP	2 years	3 years
MSNPMHNP	2 years	3 years
MSN-E	2 years	3 years
FNP	1 year	1 year, 6 months
ENP	2 semesters	3 semesters
PMHNP	1 year	1 year, 6 months
DNP	3 years	4 years, 6 months

Extended Enrollment	Normal Time to Completion	Maximum Time to Completion
ADN/RN-MSN (3 YR Extended)	3 years	4 years, 6 months
BSN/RN-MSN (3 YR Extended)	3 years	4 years, 6 months
MSN/FNP	3 years	4 years, 6 months
MSN/PMHNP	3 years	4 years, 6 months

FNP (2 YR Extended)	2 years	3 years
PMHNP (2 YR Extended)	2 years	3 years
DNP (3 YR Extended)	4 years	6 years

Full-Time/Part-Time Status

Graduate nursing students enrolled in 5.00 or more units are considered full-time students. Graduate nursing students enrolled in 3.75 to 4.99 units are considered three-quarters-time students. Graduate nursing students enrolled in 2.50 to 3.74 units are considered part-time students.

Tuition and Fees

By action of the Board of Trustees, CGN tuition and fees for the 2023/2024 academic year (subject to change) are as follows:

$ 1,337.00	Per credit hour tuition, DNP
$ 1,262.00	Per credit hour tuition, MSN-E
$ 1,022.00	Per credit hour tuition, ADN/RN-MSN
$ 1,022.00	Per credit hour tuition, BSN/RN-MSN
$ 1,022.00	Per credit hour tuition, MSN/FNP
$ 1,022.00	Per credit hour tuition, MSN/PMHNP
$ 1,022.00	Per credit hour tuition, Post-Master's FNP
$ 1,022.00	Per credit hour tuition, Post-Graduate ENP
$ 1,022.00	Per credit hour tuition, Post-Master's PMHNP
$ 750.00	Clinical Fee, per semester for clinical enrollment
$40.00	Annual Student Body Fee*

Other Fees and Expenses

$15.00	Name Tag (One-time cost)
$30.00	Registration Late Fee (per business day)
$50.00	Late Payment Fee (per month)
$350.00	Graduation Fee for degree seeking students
$180.00	Completion Fee for non-degree students (post-Master's FNP and PMHNP, Post-Graduate ENP)
$235.00	Annual Parking Permit (Auto) (optional)
$40.00	Locker Key Replacement Charge (if applicable)
$10.00	Official Transcript (Each)
$21.00	Rush Transcript, First Class Mail (Each)
$25.00	Rush Transcript, Federal Express (Each)
$10.00	Student ID Replacement Fee

Additional Fees and Expenses (Pre-Licensure Programs)

$2,200.00	Required texts (approximate)
$200.00	Uniforms (approximate)
$120.00	Per semester, On-line Curriculum Support Tool
$60.00	Background Check (approximate)
$60.00	Drug Screening (approximate)
$110.00	1-2-day Nursing Conference (required)
$2,000.00	Computer (approximate)
$600.00	Required Clinical Supplies
$100.00	Required one-time fee for Typhon clinical log system access

Additional Fees and Expenses (Post-Licensure Programs)

$2,000.00	Required texts and statistical software (approximate)
$500.00	Medical Equipment (approximate)
$2,000.00	Computer (approximate)
$TBD	Lodging/Meals/Travel (varies based on distance/mode of travel)
$900.00	FNP Review Course Fee (approximate, FNP students only)
$2,000.00	ENP Skills Intensive ($1000 per semester, ENP students only)

| $500.00 | Required Clinical Supplies (FNP students only) |
| $100.00 | Required one-time fee for Typhon clinical log system access |

Administrative and Clinical Fees for Additional Terms

Students who are extending their program to complete their clinical requirements must pay the clinical fee each semester.

MSN students who are in progress with their final program completion (non-clinically related) will register for the 7999 program continuous enrollment course and will be assessed the $500.00 administrative fee for each semester until completion is reached.

DNP students who are in progress with the DNP Scholarly Project will register for the 8999 continuous enrollment course and will be assessed the $750.00 administrative fee for each semester until DNP Scholarly Project status is reached.

Required Texts

Students are responsible for obtaining all textbooks prior to the beginning of each semester. Students are encouraged to purchase textbooks through the WesternU Bookstore. Students may explore other purchasing options as well (other medical bookstores, on-line booksellers, etc.); however, the expectation is that students will be in possession of all required textbooks by the first day of the semester, regardless of the purchase source.

WesternU Campus Store hours are 7:30 am to 4:00 p.m. Monday-Friday with some Saturday options during seminar sessions. In addition, books can be ordered from the Web by linking to the Campus Store from the University's home page. Software and media resources are also available. For students using credit cards, textbooks may be ordered by phone or via the Web and mailed directly to a student's home. The WesternU Campus Store phone number is (909) 469-5416.

Required Clinical Supplies

All Students

Personal Patient Protection in practice setting during pandemic (N95, gowns, gloves, hospital masks) and adherence to Universal Precautions.

MSN-E

Students must have the following items:
- Watch with a second hand
- White Lab Coat with CGN Logo
- Two (2) Official CGN Uniforms
- Western U CGN Name Tag (to be worn at all times in clinical setting)
- Stethoscope with bell and diaphragm
- Penlight
- Kelly clamp
- Bandage Scissors
- Calipers
- Calculator

MSN/Ambulatory Care
Students must have the following items:
- White Lab Coat with CGN Logo (to be worn at all times in clinical setting)
- WesternU CGN Name Tag and Identification (to be worn at all times in clinical setting)
- Stethoscope with bell and diaphragm capabilities
- Pen light

MSN/FNP, Post-Masters FNP
Students must have the following items:
- White Lab Coat with CGN Logo (to be worn at all times in clinical setting)
- WesternU CGN Name Tag (to be worn at all times in clinical setting)
- Ophthalmoscope/Otoscope (encouraged, but optional)
- Reflex Hammer (optional)
- Stethoscope with bell and diaphragm capabilities

MSN/PMHNP, Post-Masters PMHNP
Students must have the following items:
- White Lab Coat with CGN Logo
- WesternU CGN Name Tag (to be worn at all times in clinical setting)
- Stethoscope with bell and diaphragm

Post-Graduate ENP
Students must have the following items:
- White Lab Coat with CGN Logo (to be worn at all times in clinical setting)
- WesternU CGN Name Tag (to be worn at all times in clinical setting)
- Ophthalmoscope/Otoscope/Reflex Hammer (optional)
- Stethoscope with bell and diaphragm capabilities (required)
- Personal Patient Protection in practice setting during pandemic (N95, gowns, gloves, hospital masks) and adherence to Universal Precautions.

All equipment may be purchased from any medical supply company or the University Bookstore.

General Academic Policies and Procedures

Academic Year

The College of Graduate Nursing has a twelve-month academic calendar, which begins in August and includes three semesters with intersessions between each semester. Approximate times for semesters are:

Fall Semester	August – December
Spring Semester	January – April
Summer Semester	April – August

The first year MSN-E students will have one introduction week in their first semester of study at the start of term and may have an additional week at the end of the semester for IPE studies, NCLEX preparation, or clinical completion.

Academic/Clinical Advisement

All students are assigned a faculty advisor upon matriculation into the program. Entering students are encouraged to contact their faculty advisor no later than the first month of enrollment in the program. Such contact may take place in person, on-line, or on the telephone. Although advisors are assigned, the student may, with the agreement of the Program Director, request a different advisor. Reasonable efforts will be made to assign a student to the advisor of choice.

Continuing students have the opportunity to contact designated faculty advisors and/or individual instructors on-line, by appointment in person or telephone, or at any seminar weekend. Regular and on-going contact with the academic advisor is encouraged as one method to enhance success in the program.

Assignment Due Dates

Assignments for all classes will be submitted to the instructor on the date listed in the syllabus. Each instructor will clarify these dates at the beginning of each semester. It is the student's responsibility to contact the instructor if any due date is unclear. If an assignment is submitted on-line, the student is responsible for ensuring that the assignment was received or posted in a timely manner. It is each individual instructor's discretion whether to accept late work. The instructor has the right to refuse to accept an assignment turned in after the due date. Late assignments may, at a minimum, receive point deductions. The instructor will notify the student at the beginning of each semester of the process for late assignments, if any. Postings after the closing of an on-line discussion board could result in a grade of zero.

Attendance Policies

Decisions related to attendance are final and not subject to appeal.

On-campus Programs:

MSN-E Attendance for Campus-based Courses

Students may not miss any more than two class sessions per course. The student must notify the professor prior to the scheduled beginning of the class period of their absence. If a student misses more than two class sessions of a course, the student will be required to meet with the faculty member to determine if remediation is required to meet course objectives. The student may also be required to meet with the Program Director.

MSN-E Clinical Attendance

Clinical rotations are required for students to complete this program. Students are required to report to all clinical rotations dressed according to the MSNE Clinical guidelines, and to be on time, and ready to care for patients. If the student expects to be late or absent, the student must notify the clinical instructor and the rotation unit prior to the scheduled rotation start time. Because clinical time is mandated by the Board of Registered Nursing, students who miss clinical hours will still be held responsible for mastering the clinical objectives within instructor-approved settings. To meet the objectives for clinical courses and Board of Nursing mandates, students may not miss more than 15% of the required clinical hours for the course. If a student misses more than 15% of the required clinical hours for a course, the student will fail the course. The student may appeal this decision through a written petition to the Director of the program. The Director, in consultation with the clinical faculty, will determine whether the student will be allowed to continue in the clinical rotation or seek a referral with the Student Performance Committee for further consideration.

Online Programs

Students are required to check into their courses in Canvas from the very first week of each semester, should become familiar with the syllabus for each course, and remain active in all courses each week. Students are required to attend and participate at all scheduled synchronous sessions. Face-to-face learning is a valued part of the curriculum. Attendance at entire class sessions is required for all scheduled instructional periods, be they on-line or during on-campus sessions. Absence or tardiness from instructional periods for any reason does not relieve the student from the responsibility for the material covered during instructional periods. Tardiness or absence patterns will be viewed as violations of Professional Student Conduct and students will be referred to the Student Performance Committee for review. Further, students who submit discussion board postings or other homework during class time will not receive credit for that work, unless submission is directed by the instructor during the session, as students are required to be engaged in learning activities.

Unscheduled Emergent Issues

If extenuating or emergent circumstances preclude face-to-face synchronous attendance (i.e. military obligations, serious illness, extreme weather), the student is required to notify the director of their program as soon as possible. The director in consultation with program faculty will determine if remediation for missed courses can be accommodated through alterative assignments, technology or make-up examinations. The exact details of the remediation will be determined by the Director in consultation with the faculty of record. The student must understand that missed classes could result in academic suspension or the need for the student to take a leave of absence. Additionally, students who extend their program beyond the normal expected date of completion may be required to attend missed sessions (curriculum) and are subject to administrative fees (continuation fees).

Non-Emergent Issues

Absences from seminar sessions due to non-urgent issues will result in an automatic failed grade for the courses(s) and students may be referred to the Student Performance Committee.

ADN to MSN bridge courses, AC, ANL, CNL Clinical Attendance

Students are required to adhere to guidelines in the GN 7570 course syllabus and Clinical Handbook. Unexcused absences from scheduled clinical experiences are not acceptable. As stated in the syllabus for the GN 7570 clinical experience courses, students are responsible for notifying the Clinical Preceptor before the scheduled clinical time if unable to attend. Students will not be allowed to attend practice experience without submission of the appropriate paperwork, first receiving preceptor and site approval

from the CGN program director or clinical coordinator and receiving official clearance from the CGN Clinical Affiliations Manager. Students who violate the clinical clearance process will be referred to the appropriate Program Director and the Student Performance Committee to face possible dismissal.

DNP Clinical/Practice Experience Attendance

1,000 hours of practice experience (direct or indirect) are required to meet the DNP standards. A minimum of 500 of the required hours must be obtained at the DNP level. Practice hours will be recorded and monitored throughout each semester and a faculty member will serve as a coordinator for the practice experience. In addition, each student will have a practice mentor at each agency in which they complete practice hours. As a practice-based program, it is expected that students complete all practice hour requirements and the DNP Scholarly project. Students are responsible for notifying the clinical agency and/or clinical coordinator before the scheduled time if they are unable to attend a planned practice experience. Students will not be allowed to attend practice experience without submission of the appropriate paperwork, first receiving clearance from the CGN clinical faculty, and receiving the official clearance email from the CGN Clinical Affiliations Manager. Students who violate the clinical clearance process will be sent to the Student Performance Committee and face possible dismissal.

Note: Once accepted into the DNP program, students are required to show verification of supervised clinical hours from their MSN or other master's health related program.

FNP Clinical Attendance

As a clinically based program, it is expected that students will follow the guidelines as presented in the syllabus for the GN 7570 (Clinical Experience) course and in the Clinical Preceptor Guide. Unexcused absences from planned clinical experiences are not acceptable. The Clinical Preceptor will inform the Clinical Administrator of all unexcused absences within 72 hours of the absence. As stated in the syllabus for GN 7570 (Clinical Experience) course, students are responsible for notifying the Clinical Preceptor before the scheduled clinical time if they are unable to attend. It is understood that all clinical experiences are concurrent with the didactic content of the program. To this end, students begin their clinical rotations the first semester of the program after they have completed competency assessments of their Physical Assessment skills. Students will not be allowed to attend practice experience without submission of the appropriate paperwork, first receiving preceptor and site approval from the CGN clinical coordinator and receiving official clearance from the CGN Clinical Affiliations Manager. Students who violate the clinical clearance process will be referred to the appropriate Program Director and the Student Performance Committee to face possible dismissal.

ENP Clinical Attendance

As a clinically based program, it is expected that students will follow the guidelines as presented in the syllabus for the GN 5410/5420 (Clinical Experience) course and in the Clinical Preceptor Guide. Unexcused absences from planned clinical experiences are not acceptable. The Clinical Preceptor will inform the Clinical Administrator of all unexcused absences within 72 hours of the absence. As stated in the syllabus for GN 5410/5420 (Clinical Experience) course, students are responsible for notifying the Clinical Preceptor before the scheduled clinical time if they are unable to attend. It is understood that all clinical experiences are concurrent with the didactic content of the program. To this end, students begin their clinical rotations the first semester of the program. Students will not be allowed to attend practice experience without submission of the appropriate paperwork, first receiving clearance from the CGN clinical faculty, and receiving the official clearance email from the CGN Clinical Affiliations Manager. Students who violate the clinical clearance process will be sent to the Student Performance Committee and face possible dismissal.

Psychiatric Mental Health Nurse Practitioner (PMHNP) Clinical Attendance

As a clinically based program, it is expected that students will follow the guidelines as presented in the syllabus for the GN 7570 (Clinical Experience) course and in the Clinical Preceptor Guide. Unexcused absences from planned clinical experiences are not acceptable. The Clinical Preceptor will inform the Clinical Administrator of all unexcused absences within 72 hours of the absence. As stated in the syllabus for GN 7570 (Clinical Experience) course, students are responsible for notifying the Clinical Preceptor before the scheduled clinical time if they are unable to attend. It is understood that all clinical experiences are concurrent with the didactic content of the program. Students will not be allowed to attend practice experience without submission of the appropriate paperwork, first receiving preceptor and site approval from the CGN clinical coordinator and receiving official clearance from the CGN Clinical Affiliations Manager, and approval from faculty advisor. Students who violate the clinical clearance process will be referred to the appropriate Program Director and the Student Performance Committee to face possible dismissal.

COLLEGE OF GRADUATE NURSING ONLINE TESTING POLICY

The College of Graduate Nursing (CGN) at Western University of Health Sciences is committed to integrity in all its programs. To ensure the security and integrity of the examination process, CGN may require a proctored exam experience for successful completion of a course. CGN defines a proctored exam as monitoring a student while the student takes the exam.

The CGN curriculum includes courses that may require proctored final exams. The CGN faculty may include proctoring for other tests or quizzes at any time through the course.

CGN utilizes Proctorio to provide proctored exams. Proctorio is a cloud-based system that integrates with the Canvas LMS (Learning Management System). The Proctorio online proctoring system is accessible anytime and anywhere.

Proctorio authenticates the identity of the test taker and captures the entire exam session. CGN faculty later review the session.

Successful proctoring includes an environmental requirement and a technical requirement. Students bear the responsibility to meet these requirements.

Environment Requirements:
- A quiet, secure, fully lighted room for the examination
- No other people in the room
- Sit at a clean desk or clean table (not in a bed or sofa)
- No talking out loud or communicating with others by any means (with the exception of contact with the faculty member in an emergency)
- No leaving the room. If leaving the room is necessary, a signal must be done by raising a hand prior to leaving the room
- Nothing except computer and external cameras on the desktop or tabletop - removal of all books, papers, notebooks, or other materials, unless specifically permitted in written guidelines for a particular examination

- External cameras, when possible, should be placed on the lid of the laptop or where it will have a constant, uninterrupted view of the test taker
- No writing visible on desk or on walls
- No music playing
- No other computers or other digital devices running in the exam room
- No headphones or ear buds allowed
- Webcam must be focused on the individual test taker
- Lighting must be good quality. Overhead is preferred

Technical Requirements:
Students will need:
- A computer with a webcam AND a microphone (internal or USB)
  Note: The system IS NOT compatible with smart phones, tablets (e.g., Kindle Fire or iPad)
- The Google Chrome browser with the **Proctorio extension**,
- A reliable Internet connection

Technical Help:
Students who encounter technical problems with proctoring should:
1) Ensure that **Google Chrome** is the current browser
2) Ensure that Proctorio's browser extension is installed

Proctorio offers 24/7 technical support to students via **email (support@proctorio.com)** or via **live chat** through the extension icon once in the exam if the user continues to experience technical issues.

Information on Privacy and Security: WesternU and CGN adheres to protecting the privacy of students. While the value of upholding the integrity and validity of exams is important, the use proctoring software may raise concerns of privacy and security. For more information on privacy and data security, please go to https://proctorio.com/about/Privacy

Electronic Mail Correspondence Policy
Faculty, staff, and students of the CGN are expected to respond to electronic communication within 72 hours (3 business days) of receipt. All CGN e-mail users must adhere to the following guidelines, in addition to the University's Appropriate Use policies.

1. Every student, faculty, and staff member of the CGN must have a current version of Antivirus software installed on any computer used to send and receive files or correspondence with other members of WesternU.

2. Faculty, staff, and students may only forward appropriate e-mail content and must carefully review all parts of an e-mail, including wording written by another person prior to forwarding an e-mail.

3. E-mail is not a completely secure communication medium. Faculty, staff, and students must take responsibility for e-mail content and be sensitive to confidential information.

4. The CGN bans the mass forwarding of social media and non-academic messages.

5. Faculty, staff, and students need to be aware that hoaxes, urban legends, and unsubstantiated virus warnings perpetuate fear and waste time. Prior to forwarding such messages, the sender must first substantiate it to the best of their ability and then only forward it to CGN for distribution to students and faculty.

6. Students must use their WesternU email for all WesternU related correspondence.

Student Disability Accommodation Process

[HF]CDHP values the uniqueness of each student as an integral member of our diverse WesternU community and is the designated office to determine and approve academic modifications or accommodations. [HF]CDHP's role in the accommodation process is to provide students with disabilities with the legally mandated and necessary support to work toward a higher education.

[HF]CDHP serves students with disabilities at both the Pomona and Lebanon campuses. [HF]CDHP accepts requests at any time. To request accommodations and start the interactive process at WesternU, students are encouraged to visit the [HF]CDHP webpage (https://www.westernu.edu/cdhp/) to learn more about the registration process, requirements for disability documentation, and to complete the Student Intake Form. All inquiries are confidential, and students are welcome to obtain general information without registering.

To schedule an appointment with [HF]CDHP, please email disabilityaccommodations@westernu.edu. Students are welcome to call the office at (909) 469-5441, or visit the Pomona office in person at 309 E. Second Street, Pomona CA, 91766, Building 390. Office hours are 8:00 a.m. to 5:00 p.m., Monday through Friday. For more information, please visit the website: https://www.westernu.edu/cdhp/.

Videotaping, Audiotaping, Still Photography and Digitized Note Taking in Laboratories and Lecture Halls

Videotaping, audiotaping, still photography and digital note taking are not permitted in the University laboratories and lecture halls without express permission of the involved instructor or through approved accommodations from the [HF]CDHP office. For details on how to obtain permissions, please refer to the University section of the Catalog.

CGN Social Networking Guidelines

The CGN understands the potential benefits of electronic social networking sites, but also recognizes the inherent risks that come with their misuse. In an effort to help protect our faculty, staff and students the college has established the following guidelines.

1. Respect copyright laws, and reference or cite sources appropriately. Plagiarism rules apply to online usage as well.

2. Be aware that University/College or Hospital partner logos and trademarks may not be used without written consent.

3. Understand that your online presence will also reflect upon your professional image. Weigh the risks and benefits of self-disclosure.

4. Always respect the delicate relationship between patient and healthcare provider, student and faculty, and employer and employee.

5. Information that you post should comply with existing policies and laws governing privacy and dissemination of data.

6. Be sure to clearly state that the view expressed are your own and do not represent the views of others.

7. Remember that electronic sites are never completely secure and that what you post, when seen by one, will eventually be shared with others.

Violations of these guidelines may be considered a violation of the Standards of Academic Integrity, Professionalism and Student Conduct, or relevant policies, and may result in a referral to the Student Performance Committee.

American Psychological Association Format
Scholarly writing is the cornerstone and capstone of critical thinking and evidence-based knowledge in graduate education. Students are expected to conduct professional nursing and interprofessional health literature reviews and analyze findings in scholarly formal papers and designated discussion boards throughout their course of study. Students are required to follow the current guidelines of the American Psychological Association (APA) for all scholarly submissions.

The College of Graduate Nursing requires the most current edition of the APA formatting style for all formal papers. *The Publication Manual of the American Psychological Association* may be purchased at the University Bookstore.

The DNP Scholarly Project
The DNP Scholarly Project will be an independent individual student demonstration of program outcome competencies facilitated by a faculty Project Team Leader, and a DNP Practice Mentor. Detailed discussion of the project format, development, and implementation process is outlined in the DNP Scholarly Practice Project Handbook. Final approval of all project team members will be made by the College of Graduate Nursing DNP Director.

DNP Continuous Enrollment Policy
If a DNP student does not finish their DNP Project within the two years of coursework, they must enroll in CGN 8999 – Continuous Enrollment each semester, up to the four-and-a-half-year time limit for the completion of the degree. Students who do not enroll in CGN 8999 will be administratively withdrawn from the program. A $750 extension fee is charged for each term of enrollment. CGN 8999 is a three-unit repeatable course that is not required for the DNP degree and is therefore not covered by financial aid. Students enrolled in CGN 8999 are considered half time and eligible for loan deferment.

Student Concerns/Continuous Quality Improvement (CQI) & Formal Complaint Policy
The College of Graduate Nursing welcomes constructive comments from students and values comments as a resource for positive change. Most complaints or issues of concern will be resolved through informal avenues such as:
- direct communication between parties,

- anonymous submission via the suggestion box in the CGN classroom,
- guidance from faculty advisor or other resources,
- completion of course evaluations at the end of each semester
- information sharing with the class representatives.

Formal Complaints

The college encourages the use of informal resolution in all cases but recognizes the need for a formal complaints process for issues that cannot be resolved informally or that are of a more serious nature. Complaints may be regarding a 'student to student' matter, 'student to faculty', 'student to staff' or a general college-based issue. Formal complaints must be submitted in writing within 30 days of the initial incident and must be signed by the student in order to be considered a formal complaint. Due to the nature of our distance programs, an email coming directly from the student's WesternU email account will be considered as a signature by the student. Formal student complaints can be submitted to the CGN Administrative offices in person or via mail, fax, or email and should be addressed to the following people, in subsequent order, starting with #1, until the student feels their issue has been resolved:

1. Faculty member,
2. Program Director,
3. Associate Dean of Student Affairs,
4. Dean,
5. University Vice President of Student Affairs or Provost,
6. President.

Emailed correspondence is sent to the person in the chain above. Mailed correspondence for 1-4 above can be sent to:

Western University of Health Sciences
College of Graduate Nursing, Attn. Student Affairs
309 East Second Street
Pomona, CA 91766-1854

Faxed correspondence to CGN is sent to 909-469-5521.

Each recipient of the formal complaint will acknowledge receipt and will process the formal complaint within 10 business days by either:

- Resolving the issue from a neutral perspective.
- Referring the issue to the Student Performance Committee (if academically or student conduct related).
- Forwarding the case to the University Title IX Coordinator (when it is a matter of discrimination or sexual harassment) or to the Provost when it is an issue that cannot be resolved within the college or
- Determining that no action is warranted.

The complainant will then be notified of the results and any next steps to be taken.

Any complaint being reported more than 30 days after the initial incident shall be considered already resolved unless there are extenuating circumstances. Students shall not be retaliated against for filing a

formal complaint but correspondingly should not use the formal complaint process irresponsibly. All formal complaints shall be tracked along with their outcomes to identify quality improvements in the college programs and all pertaining files kept in the CGN Office of Student Affairs.

Protocol for Input on Matters of Student Concern

When an issue or dispute arises between students, the issue/dispute resolution process starts with communication among the involved students. If a satisfactory resolution is not arrived at that level, the matter should then be addressed with the faculty advisor. If the problem is not resolved at the faculty advisor/course director level, the matter should be brought to the appropriate college's Student Affairs personnel, then the College Dean. If the matter has not been resolved at those levels, the final arbiter is the Provost.

When an incident arises involving a faculty member, the first step in the issue/dispute resolution process is discussion with the faculty member. If the matter is not satisfactorily resolved at that level, then the matter should be referred to the Department Chair, then Dean, in that order. The final arbiter is the Provost. Please note that grade appeals cannot be handled under this protocol.

When an incident arises involving a staff member, the dispute resolution process begins with the Supervisor/Department Chair followed by the Dean. The Office of Human Relations is the final arbiter. Failure to follow this sequence of steps will only serve to delay the appropriate resolution of the issue or dispute as the matter will only be referred back to the correct level in this chain of responsibility.

Standards of Academic Integrity, Professionalism, and Student Conduct ("Standards of Student Conduct")

The University Standards of Academic Integrity, Professionalism, and Student Conduct are located in the University section of the catalog. Students are expected to be aware of, and abide by, both University and applicable College policies.

Honesty and ethical standards are dimensions of integrity. The CGN faculty and administration believe that professional integrity begins with the student nurse and the nurse as student. Academic integrity is essential to scientific knowledge and competent skill acquisition required for successful completion of all CGN programs and safe patient care. Integrity is support by three domains of the American Nurses Association Code of Ethics for Nurses. These are:

- The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal and professional growth.
- The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.
- The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice, and for shaping social policy.

American Nurses Association. (2015). *Code of ethics for nurses with interpretive statements.* Silver Spring, MD: American Nurses Publishing.

As such, the CGN has no leniency for students engaging in behavior that may be considered cheating, plagiarism, and fabrication. Students who may be in violation with the expectations above or those outlined in the Standards of Student Conduct and/or other relevant policies will be referred to Student Performance Committee. The following definitions of cheating, plagiarism and fabrication are presented as examples and are not inclusive.

Cheating

Cheating is defined as "intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. Examples of cheating include:

- Unauthorized use of notes, text, or other aids during an examination.
- Copying from another student's examination, research paper, case write-up, lab report, course assignment, computer disc, etc.
- Talking during an examination.
- Handing in the same paper for more than one course without the explicit permission of the instructor.
- Perusing a test or faculty notes/handouts before it is given.
- Collaboration on a test, quiz, assignment, or project with others without course faculty authorization
- Using unauthorized materials to complete an exam or assignment.
- Using a communication device such as a cell phone, page, PDA, or electronic translator to obtain unauthorized information during an exam.
- Using online resources such as Web sites or e-mail while completing an online exam without the permission of the course faculty
- Copying computer files from another person and representing the work as you own
- Taking an exam for another student or permitting someone else to take a test for you.
- Allowing others to do research or writing of an assignment (including application), e.g., using the services of a commercial term paper company, using the services of another person (family member, tutor, etc.) inappropriately, without acknowledgement.
- Sharing a take-home examination, course assignment, case write-up, lab report, etc., with another without expressed permission from the faculty."

Brady, A. (2005). Office of Student Conduct and Conflict Resolution, Northeastern University. Retrieved from https://osccr.sites.northeastern.edu/

Plagiarism

The University does not tolerate plagiarism in any form. Plagiarism involves the use of another's work without properly giving credit for that work. This includes not properly citing information from another person's work when stating facts or statistics or when paraphrasing. Plagiarism is grounds for dismissal from the College. To assure that students understand CGN's policy on academic honesty, students are required to sign this policy during orientation.

Plagiarism is defined as:

"Presenting as one's own work the work of another person (for example, the words, ideas, information, data, evidence, organizing principles or style of presentation of someone else) is plagiarism. Plagiarism

includes paraphrasing or summarizing without acknowledgment, submission of another student's work as one's own, the purchase of prepared research or completed papers or projects, and the unacknowledged use of research sources gathered by someone else. Failure to indicate accurately the extent and precise nature of one's reliance on other sources is also a form of plagiarism. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly, or creative indebtedness, and the consequences for violating University regulations. Examples of plagiarism include:

- Failure to acknowledge the source(s) of even a few phrases, sentences, or paragraph
- Quotation or paraphrase of paragraph-length sections of a paper
- Failure to acknowledge the source(s) of a major idea or the source(s) for an ordering principle central to the paper's or project's structure
- Failure to acknowledge the source (quoted, paraphrased, or summarized) of major sections or passages in the paper or project.
- The unacknowledged use of several major ideas or extensive reliance on another person's data, evidence, or critical method.
- Submitting as one's own work, work borrowed, stolen, or purchased from someone else."

Source: State University of New York, Albany, 2007

Fabrication is defined as "Intentional and unauthorized falsification, misrepresentation, or invention of any information, data or citation in an academic exercise. Examples of fabrication include:

- Making up the data for a research paper.
- Altering the results of an experiment or survey.
- Listing a citation for a source not used.
- Stating an opinion as a scientifically proven fact."
- Falsely recording attendance at clinical and/or completion of required clinical hours.
- (Falsification of clinical logs)

Source Northeastern University, 2006.

Please note that all issues regarding plagiarism apply to all written assignments, including, but not limited to, papers, discussion boards, presentations and all testing.

Standards of Academic Progress

For successful progression through the curriculum, the College of Graduate Nursing has a standard of academic performance, which is higher than that for undergraduate education. A minimum overall grade point average of 3.00 is required for progression in all programs and for graduation. Each student's progress is based on successful attainment of the Outcome Competencies (as outlined in the curriculum) and through demonstration of critical thinking skills and competency in written and oral communication.

The faculty determines if the student has demonstrated the knowledge, skills, and attitudes necessary to be eligible to progress to the next semester.

Student Performance Committee

The Student Performance Committee (SPC) is composed of the Chair, a minimum of four faculty members representing various concentrations within CGN's programs, and the Assistant Dean of Student Affairs as an ex-officio member for record keeping and student support. The Chair and two faculty members shall have a minimum of three years of full-time graduate teaching experience and the other faculty members shall have a minimum of one full-time year graduate teaching experience. Additional faculty members are selected to serve as alternates. SPC Members are selected by the CGN faculty and approved by the Dean. The responsibilities of the Committee include, but are not limited to:

1. Student performance and progression review for determination of student academic probationary status.
2. Student conduct or academic review, including but not limited to alleged dishonesty, plagiarism, cheating, behavioral issues, acts of incivility and/or other forms of misconduct.
3. Consultation for the development of academic performance and professional conduct policies.
4. Review of grade appeals.
5. Review of course remediation due to failure or the inability to complete course requirements.
6. Review of application for readmission to the College.
7. Review of student progress for graduation recommendations.
8. Review of other academic disputes or grievances.

All cases that come to the Student Performance Committee are treated fairly and all potential opportunity for a positive outcome are considered. SPC recommendations are the result of a majority vote. Any Committee Member who is the advisor or instructor of record for a student whose progress is being evaluated by the Committee shall recuse themselves from voting and a member from the SPC alternate pool will take their place. The Chair communicates committee recommendations to the Dean. The Dean makes a final decision and notifies the student directly. Recommendations of the committee and/or action of the Dean may include, but are not limited to:

1. Clearance from alleged violation
2. Remediation
3. Requirement of psychological and/or educational assessment and intervention with documentation that student can meet all CGN program requirements
4. Requirement of physical examination and/or diagnostic evaluation by a physician or nurse practitioner (appropriate to the situation) with documentation that student can meet all CGN program requirements
5. Academic and/or Conduct probation
6. Academic and/or Conduct suspension
7. Dismissal

Once the Dean has issued a decision a letter or email will be sent to the student outlining the outcome and subsequent implications. Once the student has been informed the Dean will then notify the Student Performance Committee Chair, the appropriate program Director and the Assistant Dean of Student Affairs. Typically, the decision process will happen within ten business days of committee recommendation submission. A student may appeal the decision of the Dean to the ~~SVP~~Provost. Dean's

decisions related to grades, course transfer or waiver decisions, or related to the imposition of academic probation and any associated terms/conditions of such probation are considered final and not appealable to the Provost (See University Catalog, Student Appeal Process).

Evaluation of Student Academic Performance (Academic Hearing Process)

When a matter is referred to the Student Performance Committee and the committee has received all relevant documentation the committee will notify the student that the review process has begun. Typically, a review will be completed within 10 business days (excluding University holiday or inter-sessions occurring during the evaluation period). The procedure for Committee review is as follows:

1. To initiate a review, the faculty, staff or student who is bringing a complaint forward will gather all pertinent information and present it to the Director of the appropriate program. The Director, after evaluating the information, will then forward the request for SPC review to the SPC Chair and the Assistant Dean of Student Affairs, including a detailed description of the course failure or incident to be reviewed.
2. Once the request has been forwarded to the Committee, the student will be notified by the Assistant Dean of Student Affairs and requested to submit a response (petition). If the outcome has the potential for suspension or dismissal, the student is given the opportunity to attend the Student Performance Committee meeting in person. If the student does not live locally, every effort will be made to accommodate attendance through electronic means. SPC meetings with the student present are audio- recorded unless consent is not given by the student to do so.
3. The Committee may perform additional fact-finding including requests for additional documentation from faculty of record, student or other persons with knowledge of the issue. The Assistant Dean of Student Affairs will council the student on the process and act as a guide to assist the student as needed.
4. The student may request permission for a mentor to appear at the meeting. It is the student's responsibility to make the request in writing, and to identify the proposed mentor. The Chair will determine whether to grant the student's request. The mentor's role will only be one of emotional support and they are not to participate in the meeting unless the Committee feels that the mentor has information directly related to the case, at which time they will become a witness and no longer act as a mentor.
5. All recommendations of the Student Performance Committee shall be made in writing to the Dean of the College of Graduate Nursing, who will then make a final decision and inform the student in writing, typically within five business days. If dismissal is the recommendation, the Dean may schedule a meeting with the student before making a final decision. A recorder will be present in all meetings with the Dean.

Evaluation of Student Conduct (Student Conduct Hearing Process)

For a full account of the hearing process applicable to allegations of the Standards to Student Conduct and associated College conduct policies and procedures please refer to "Information for Students about Hearings Involving Alleged Violations of the Standards of Conduct", located in the General Section of the University Catalog.

Student Appeal Process

A student may appeal the decision of the Dean to the ~~SVP~~Provost. Dean's decisions related to grades, course transfer or waiver decisions, or related to the imposition of academic probation and any associated terms/conditions of such probation are considered final and not appealable to the Provost (See University Catalog, Student Appeal Process).

Program Completion/Graduation

Unless the Dean of the College of Graduate Nursing has granted special permission, all students in a degree seeking program must attend and participate in the Commencement program. If the Dean grants special permission to be excused from the Commencement ceremony, the graduate may be required to present himself or herself to the Chief Academic Officer or appropriate Dean at another time to receive their diploma. Due to the nature of the CGN academic calendar, the Commencement ceremony takes place before the end of the academic year. In order to be placed on the list to participate in Commencement, the student must be on schedule for completing at least 75% of their coursework by May of their final academic year, and on schedule to complete 100% by December of the next academic year. Clinical hours are included in this policy, but program Directors will have discretion to set any determining criteria along the way. Students in certificate programs will not participate in Commencement but must still meet the mile markers as set forth in the certificate program.

MSN-E:

Students who have met the following requirements will be considered candidates for the degree of Master of Science in Nursing:

- Completion of all course requirements with a minimum overall GPA of 3.00.
- Completion of all required clinical hours and clinical objectives with verification by the preceptor(s).
- Compliance with all the legal and financial requirements of the University as stated in the University Catalog.
- Demonstrated no serious deficiencies in ethical, professional or personal conduct as outlined in the universities Standards of Professional Conduct.

Post-Licensure MSN/CNL, MSN/ANL, MSN/AC:

Students who have met the following requirements will be considered candidates for the degree of Master of Science in Nursing:

- Completion of all course requirements with a minimum overall GPA of 3.00.
- Completion of all required clinical hours and clinical objectives.
- Compliance with all the legal and financial requirements of the University as stated in the University Catalog.
- Demonstrated no serious deficiencies in ethical, professional, or personal conduct as outlined in the universities Standards of Professional Conduct.

Post-Licensure MSN/FNP, Post Master's FNP

Students who have met the following requirements will be considered candidates for the degree of Master of Science in Nursing and/or Family Nurse Practitioner Certificate:

- Completion of all course requirements with a minimum overall GPA of 3.00.
- Completion of a minimum of 750 FNP clinical practice hours for students pursuing the FNP Certificate. Students must satisfactorily demonstrate all clinical competencies.
- Compliance with all the legal and financial requirements of the University as stated in the University Catalog.
- Demonstrated no serious deficiencies in ethical, professional, or personal conduct as outlined in the universities Standards of Professional Conduct.

Post-Licensure MSN/PMHNP, Post Master's PMHNP

Students who have met the following requirements will be considered candidates for the degree of Master of Science in Nursing and/or Psychiatric Mental Health Nurse Practitioner Certificate:
- Completion of all course requirements with a minimum overall GPA of 3.00.
- Completion of a minimum of 750 PMHNP clinical practice hours for students pursuing the PMHNP Certificate. Students must satisfactorily demonstrate all clinical competencies.
- Compliance with all the legal and financial requirements of the University as stated in the University Catalog.
- Demonstrated no serious deficiencies in ethical, professional, or personal conduct as outlined in the universities Standards of Professional Conduct.

DNP

Students who have met the following requirements will be considered candidates for the degree of Doctor of Nursing Practice:

- Completion of all course requirements with a minimum overall GPA of 3.00.
- Completion of a minimum of 1,000 direct or indirect supervised graduate level clinical/practice hours. Students will be held responsible for gathering verification of clinical/practice hours to be used from their master's program. Students must satisfactorily demonstrate all program competencies.
- Satisfactory completion and dissemination presentation of the DNP Scholarly Practice Project.
- Compliance with all the legal and financial requirements of the University as stated in the University Catalog.
- Demonstrated no serious deficiencies in ethical, professional, or personal conduct as outlined in the universities Standards of Professional Conduct.

Post-Graduate ENP

Students who have met the following requirements will be considered candidates for the Emergency Nurse Practitioner Certificate:
- Completion of all course requirements with a minimum overall GPA of 3.00.
- Completion of a minimum of 500 ENP clinical practice hours for students pursuing the ENP Certificate. Students must satisfactorily demonstrate all clinical ENP competencies.
- Compliance with all the legal and financial requirements of the University as stated in the University Catalog.
- Demonstrated no serious deficiencies in ethical, professional, or personal conduct as outlined in the universities Standards of Professional Conduct

Adverse Actions

Academic Probation

Students must maintain a cumulative GPA of at least 3.00 each semester. If a student's GPA is below 3.00 for a semester or receives two or more "Incomplete" grades in one semester, the student will be placed on academic probation. Students may only be on academic probation for a maximum of two semesters. Students who are subject to academic probation for a third semester will be reviewed by the Student Performance Committee and may be at risk for dismissal. (See SPC section of this catalog section for process). Decisions related to the imposition of academic probation and any associated terms/conditions

of such probation are considered final and not appealable to the Provost (See University Catalog, Student Appeal Process).

Conduct Probation

Students may be placed on conduct probation via the SPC process for ethical or behavior issues. If a student placed on conduct probation continues to have conduct issues will either be sent back through the SPC process or dismissed by the Dean for violating their probationary agreement.

Failed Course Policy

If a student fails a course, they may not take an equivalent course at another institution and transfer the course to Western University of Health Sciences. Students who fail a CGN course must retake and pass the course through the College of Graduate Nursing. Students failing a course may be reviewed by the Student Performance Committee and placed on academic suspension or potential dismissal. (See SPC section of this handbook for process)

Financial Aid Warning Policy (Title IV and Title VII)

Academic Probation Policy

If a student is not making Satisfactory Academic Progress (SAP) they will be placed on "Financial Aid Warning" status for the next payment period and continue to receive financial aid for that period. Financial Aid is any financial assistance offered to the student for paying for their education, such as loans, scholarships, Federal Work-Study, Grants and stipends (based on the criteria of the stipend). Students who fail to make SAP by the end of that payment period lose financial aid eligibility.

It is the policy of the Financial Aid Office (FAO) that once a student has been placed on academic probation for not meeting SAP standards as defined by the College, the Financial Aid Office will automatically place the student in a Financial Aid Warning status. During the next academic term if the student does not meet SAP standards and the College places the student on academic suspension the student will no longer be eligible for financial aid. If the student appeals the academic suspension and the appeal is approved, financial aid will be reinstated. If the student is directed to audit courses, those courses will not be charged tuition for the audited courses. Students that are required to repeat coursework are encouraged to meet with a financial aid counselor with respect to their financial aid eligibility.

Conduct Probation Policy

If a student has been placed on conduct probation by their College, it is the policy of the Financial Aid Office (FAO) that the student be placed on "Financial Aid Warning" status.

The financial aid warning for a conduct probation is a status that is assigned to the student who fails to meet the College's standards for professional/personal conduct, as defined by the College. If the student does not meet the Colleges' professional/personal conduct standards and the College places the student on conduct suspension the student will no longer be eligible for financial aid. Financial Aid is any financial assistance offered to the student for paying for their education, such as loans, scholarships, Federal Work-Study, Grants, and stipends (based on the criteria of the stipend). If the student appeals the conduct suspension and the appeal is approved, financial aid will be reinstated.

Students are encouraged to meet with a financial aid counselor with respect to their financial aid eligibility.

Tutorial Assistance Program

A Tutorial Assistance Program (TAP) has been established to assist students experiencing academic difficulty. Students will be recommended for this program by a faculty advisor or professor. Students may self-identify to TAP to receive assistance. The tutors will be chosen on the recommendation of the faculty in each discipline. Group tutoring is the methodology most used by the TAP department. For assistance, contact the Learning Enhancement and Academic Development Office (LEAD).

Remediation

Remediation of a Specific Learning Assignment

Remediation of learning activities within a course is at the discretion of the faculty. The course syllabus will outline whether each element of a course needs to be passed with a minimum passing grade. If present, the final exam in every course must be passed with a minimum passing grade. Remediation within a course is a privilege and not a right. Hence, if remediation is available, students may remediate one learning activity within a course to meet the grading policy for the course. The student must arrange for remediation within ten (10) business days of receiving a grade for that assignment. The instructor will outline required remediation and work with the student to establish a mutually agreed upon period to complete. The minimum passing grade of 77% pre-licensure or 80% post-licensure is the highest possible grade that can be achieved through remediation.

Remediation of a Course

A student who does not achieve a grade of C+ (pre-licensure) or B- (post-licensure) or higher in didactic or clinical courses will receive a grade of "U". The College will provide each student with the opportunity to demonstrate competency, however, remediation is a privilege, not a right. Students must have demonstrated the likelihood of success in the remediation process by active participation in the educational program including course attendance and participation, active involvement in clinical experiences, individual initiative and use of resources. Students who demonstrate the potential for remediation will be placed on academic probation or suspension by the Student Performance Committee (SPC) with a formal remediation contract. The remediation contract will outline the activities required for remediation, the outcomes expected for successful completion, and a date for completion. Copies of the remediation contract, signed by the faculty member and the student, will be filed with the CGN. The student may not enroll in any other CGN courses until a remediation contract has been approved by the SPC. To ensure a timely process, the Committee will strive to have a decision within ten business days of receipt of all relevant materials.

Students who receive a grade of U or NCR in a course must submit a formal petition to the SPC requesting to repeat the course and continue in the program. This petition must be received within one week of receipt of the failing grade. This petition should include a discussion of the reasons for course failure as well as the strategies the student has identified to increase the likelihood of successful completion of the course in the future. Upon receipt of the student's petition to continue in the program, the SPC will review the student's petition and either recommend dismissal, a complete repeat of the course or a remediation contract will be created, in consultation with the instructor of record for the failed course. Two copies of the contract will be generated and will include all conditions necessary for course remediation and program continuation, with a statement that the student understands the terms of the contract. The student will sign one copy and return it to the College within one week of receipt.

Students can remediate or repeat only two courses in the program. Options for remediation may include, but are not limited to, the following:

- Repeat the entire course.
- Taking a comprehensive examination on the course content,
- Completing special projects or studies in the area(s) of deficiency; and/or,
- Repeating a specific learning objective.

The Grading of Remediated Curriculum

Upon completion of the remediation contract, the instructor will submit a recommendation to the Student Performance Committee and the Dean. A grade of C+ is the highest possible grade that can be achieved through remediation of pre-licensure courses and a B- in all other courses. Upon successful remediation by completing one or more of the activities described above, the transcript is notated with the grade earned alongside the original grade. For example, a student who originally received a "U" grade and, who, by remediation, earned a "B-" grade will have a grade of "U/B-" entered on their transcript.

The Grading of Repeated Curriculum

If a student is directed to repeat a course, the grade for the repeated course will be recorded on the official transcript separately and within the semester the repeated course was completed. The original course grade will remain recorded in the semester it was originally taken. Students will be charged full tuition for repeated coursework.

Only the repeated grade(s) for the course(s) will be included in the student's GPA calculation.

Academic Suspension

Students who have dropped below a 3.00 or who have failed a course will be placed on academic suspension by the Dean or Student Performance Committee as an alternative to withdrawal from the program. Students pursuing clinical concentrations who are placed on academic suspension may be subject to clinical skills evaluation prior to returning to the clinical setting (see SPC section of this catalog for process). See the **University Academic Suspension Policy** in the Overview section of the catalog for more information.

Conduct Suspension

A conduct suspension is a period of time when a student is barred from enrollment in an academic program because of a violation of applicable University or College conduct policies, as implemented through the procedures outlined in the University. A student may not receive financial aid during any time of suspension.

Summary Suspension

Actions that threaten or endanger, in any way, the personal safety, and/or well-being of self or others, or that disrupt or interfere with the orderly operation of the College or University are cause for immediate disciplinary action. Either the University President, SVP/Provost, or Dean has the authority to summarily suspend a student when the student admits to guilt or when, in the opinion of these entities, such action is appropriate to protect the health or safety of any individual, or to preserve the orderly operation of the University. Further details regarding the summary suspension action can be found in the University Catalog.

Dismissal

All information related to dismissal from the programs of the College of Graduate Nursing will be reviewed by the Student Performance Committee. Dismissal decisions are presented in writing to the Dean by the college Student Performance Committee. The Dean has the authority to accept or reject or modify the decision.

Dismissal criteria includes but is not limited to:

1. Failure to meet required minimum grade for a course(s) within the program.

2. A pattern of "Incompletes" in courses resulting in failure to complete the program in a timely manner.

3. Failure to meet the professional or conduct expectations of the University as outlined in the University Policies and Procedures section of the University Catalog or in relevant College policies or procedures.

4. Failure to complete all aspects of remediation as specified in the remediation contract for specific course(s).

5. Incidents of plagiarism, cheating, or other forms of dishonesty.

6. Incidents of incivility toward fellow classmates, faculty, staff or administration.

7. Failure to meet standards for student conduct, and/or any breach of professional behavior in the clinical setting which could jeopardize patient care or relationships at clinical agencies used for training.

8. The discovery of misrepresentation, material omission, or falsification of materials required for admittance into the program.

Any student who is dismissed from the program must contact the Financial Aid Office and the Bursar's Office to discuss any issues related to tuition and fees. Any dismissed student must immediately return their student ID badge to the Vice President for Enrollment Management and University Student Affairs. (See SPC section of this catalog for process). A student may appeal the decision of the Dean to the ~~SVP~~Provost. Dean's decisions related to grades, course transfer or waiver decisions, or related to the imposition of academic probation and any associated terms/conditions of such probation are considered final and not appealable to the Provost (See University Catalog, Student Appeal Process).

Clinical Education

Clinical Guides
In addition to the information contained in this catalog, each student enrolled in a clinical program in the College of Graduate Nursing will receive a clinical/mentor handbook specific to their program. Students will be responsible for following all clinical/practice policies contained in the clinical/mentor handbook for their program of study.

Health and Immunization Requirements

All students are required to submit health and immunization documentation to the Student Health office yearly. If a student falls out of compliance, they will be suspended from clinical activities, a hold placed on their registration until all health, and immunization records are up to date. Please see the university Student Catalog overview for detailed health and immunization requirements.

Professional Appearance and Dress Code

All students and faculty of the College of Graduate Nursing are expected to maintain a professional appearance. Professional appearance relates to clothing, hair, nails, shoes, carriage, and communication. Students' appearance should not risk offending or disturbing clients, faculty, or preceptors.

While on-campus, students and faculty must follow the WesternU Dress Code. In clinical agencies, students are active learners and are, in essence, guests in these agencies. Recognition of this status means that students must adhere to all agency policies and guidelines including acceptable attire and behavior.

MSN-E unless otherwise instructed, the uniform requirements are as follows:

- A laboratory coat is required and must be worn, with the Western University of Health Sciences name tag, when in the hospital other than for clinical labs, for example, when selecting patients, going to medical records, or reviewing charts. Appropriate and professional attire is always required. Casual attire such as shorts, jeans, open-toed shoes, pajamas, short tops showing midriff, etc., is never permissible in the clinical setting. This is in accordance with contractual agreements with clinical agencies for individuals when in the agency in a professional role.
- The student will wear a uniform of burgundy pants and a burgundy tunic style top. An identifying patch will be sewn on the left sleeve. Nametags must be worn at all times. Undergarments should not be visible through the uniform. A short white lab coat may be worn over uniforms for added warmth while working with clients. If needed, black long-sleeved undershirt may be worn under uniforms for warmth. Nametags can be purchased at the University Bookstore.
- The professional looking student uniform is clean, pressed, and reflects frequent laundering.
- Clean, solid black, rubber-soled, enclosed heel and toe shoes with clean, black shoelaces if applicable. They should be designated for clinical use only. Strapless/backless shoes are unacceptable.
- Black socks must be worn to blend in with the black shoes.
- Hair should be worn away from the face, collar, and neck. It should be confined appropriately if long or full in style. Hairstyles should reflect professional comportment, i.e., no extreme styling, no excessive hair ornaments. Hair coloring should remain in the realm of what can be genetically transmitted.
- No fragrances should be worn in clinical settings. Because of the close and physical nature of direct care nursing, students are expected to be clean and odor free. If an offensive odor is noticed by faculty, staff, clients, or peers, the student will be asked to take corrective action.
- Jewelry is limited to a watch, one plain ring, and one pair of plain, inconspicuous earrings if ears are pierced. There should be no other visible jewelry. Any piercing other than earrings (i.e. nose, eyebrow, lip, tongue, etc.) should be removed when in the clinical setting.
- Tattoos should be covered with clothing, if possible.
- Nails should be appropriately groomed, and any nail polish should be clear or a pale color. False fingernails, tips, and acrylic nail covers harbor a wide variety bacteria and fungi and by law are not permitted in hospital settings.

- Some specialty areas may require uniform adaptations. Unless specifically instructed to do otherwise, the complete uniform, i.e., shirts, pants, shoes, and name badges will be worn in all clinical areas.
- It is advisable that all students own at least one pair of dress slacks that are appropriate for wearing in the community setting.
- Although gum chewing is not appropriate in clinical situations, breath mints may be advisable.

The College of Graduate Nursing faculty and students must comply with the policies of various hospitals, clinics, and other agencies where clinical practice is scheduled. Students should be aware that additional dress restrictions and infection control policies might be required in specific departments of agencies or hospitals. Any other concerns will be addressed through your clinical instructor who has the final decision on dress code implementation. If unprofessional attire is reported in clinical agencies, clinical grades may be lowered, or preclinical access to patient records may be restricted; additionally, the student may be placed on probation for unprofessional behavior.

Clinical Rotations Policy, MSN-E

Students achieve many of the course requirements through practical experience in many different health care agencies. Clinical rotations may occur on any day of the week; however, weekend rotations are kept to a minimum. Student access to facilities is regulated by contracts between the University and the agency. Students who do not meet an agency's requirements will be denied access to that facility. Students must comply with all university health, safety, and immunization requirements before they can be allowed to participate in clinical. The student is not considered an employee of the agencies involved and has no claim for any employee benefits such as sick leave, vacation pay, social security, retirement benefits, worker's compensation, or unemployment benefits. **Students cannot make their own clinical agency arrangements as university and agency legal contracts are required**.

Clinical/Practical Training for ADN/RN-MSN Students

During their second semester, students will complete a minimum of two clinical units (90 hours) for the CGN 5904 Community Health Nursing Clinical Practicum. Working with their faculty advisor and a CGN-approved preceptor(s), the student will complete learning activities that demonstrate integration of the semester objectives and advance clinical competencies relating to community health nursing.

Introductory discussions will occur in the second semester to introduce the student to the outcome competencies for their specific concentration role (ANL, CNL, or Ambulatory Care). Preceptor, clinical agency, and clinical requirements will be identified in this semester to prepare the student for the CNL, ANL, or Ambulatory clinical experience. Beginning in the summer semester of that same year, the student will begin the clinical experience. No student will be allowed to participate in any clinical experience without first having complied with all the University health, safety and immunization documentation requirements and obtaining the appropriate clearance from the college (for each site and each preceptor). Students who violate the CGN clinical clearance process will be sent to SPC and face possible dismissal.

The student is not considered an employee of the agencies involved and has no claim for any employee benefits such as sick leave, vacation pay, social security, retirement benefits, worker's compensation or unemployment benefits while completing clinical training. Students may not accrue clinical hours simultaneous to paid employment.

Clinical Training for Ambulatory Care Nursing Students

Introductory discussions will occur in the first year, spring semester to introduce the AC student to the outcome competencies for the Ambulatory Care Nursing role. Mentor, clinical agency and clinical requirements will be identified in this semester to prepare the student for the AC clinical experience. Beginning in the summer of year one, the student will begin the immersion experience for a total of five clinical units (225 hours) to operationalize the Ambulatory Care Nursing role. No student will be allowed to participate in any clinical experience without first having complied with all the University health, safety and immunization documentation requirements and obtaining clearance from the college (for each site and each preceptor/mentor). Students who violate the CGN clinical clearance process will be sent to SPC and face possible dismissal.

The student is not considered an employee of the agencies involved and has not claim for any employee benefits such as sick leave, vacation pay, social security, retirement benefits, worker's compensation or unemployment benefits while completing clinical training. Students may not accrue clinical hours simultaneous to paid employment.

Clinical/Practical Training for Health Systems Leadership/Administrative Nurse Leader Students

Introductory discussions will occur in the second semester of the two-year program to introduce the ANL student to the outcome competencies for the administrative nurse leader role. Preceptor, clinical agency, and clinical requirements will be identified in this semester to prepare the student for the ANL clinical experience. In the summer semester of year one, the student will complete a minimum of 45 hours per semester, 90 hours in their last semester, for a total of 225 clinical hours. Working with their faculty advisor and a CGN-approved preceptor(s), the student will complete learning activities that demonstrate integration of the semester objectives and advance the competencies of a nurse leader/manager. No student will be allowed to participate in any clinical experience without first having complied with all the University health, safety and immunization documentation requirements and obtaining the appropriate clearance from the college (for each site and each preceptor). Students who violate the CGN clinical clearance process will be sent to SPC and face possible dismissal.

The student is not considered an employee of the agencies involved and has no claim for any employee benefits such as sick leave, vacation pay, social security, retirement benefits, worker's compensation, or unemployment benefits while completing clinical training.

Clinical Training for Health Systems Leadership/Clinical Nurse Leader Students

Introductory discussions will occur in the second semester of the two-year program to introduce the CNL student to the outcome competencies for the clinical nurse leader role. Preceptor, clinical agency, and clinical requirements will be identified in this semester to prepare the student for the CNL clinical experience. Beginning in the summer semester of year one, the student will begin the immersion experience for a total of nine clinical units (405 hours) to operationalize the CNL role. No student will be allowed to participate in any clinical experience without first having complied with all the University health, safety and immunization documentation requirements and obtaining the appropriate clearance from the college (for each site and each preceptor). Students who violate the CGN clinical clearance process will be sent to SPC and face possible dismissal.

The student is not considered an employee of the agencies involved and has no claim for any employee benefits such as sick leave, vacation pay, social security, retirement benefits, worker's compensation, or unemployment benefits while completing clinical training.

Practice-Based Training for DNP Students

Practice-based assignments may begin in the second semester of the program and after the student has complied with all University health, safety, and immunization documentation requirements. A total of 1000 hours post baccalaureate are required in order to meet the DNP outcome competencies. Practice hours may be awarded from a student's MSN/or other master's program of study; however, a minimum of 500 hours must be completed within the Post-Masters DNP program.

The student is not considered an employee of the agencies involved and has no claim for any employee benefits such as sick leave, vacation pay, social security, retirement benefits, worker's compensation, or unemployment benefits while completing clinical training.

Mentors

Practice hours provide the opportunity for the DNP student to meet the DNP Essentials. Practice hours require a clinical mentor. CGN requires that all mentors must be approved by the DNP leadership. To assist mentors, CGN provides clinical experts with a guidebook to clarify program and course objectives. A faculty Clinical Coordinator is assigned to serve as the coordinator for monitoring the practice hours. Each student will have a clinical mentor at each agency in which they complete clinical assignments. During the completion of the DNP project, the student's Faculty Team Leader and the Practice Mentor will serve as consultants for the student.

The College encourages multiple sites for specific experiences if needed to optimize student learning. A student's practice mentor and/or clinical resource person may suggest or assist with identifying and coordinating these experiences. Due to the distance delivery of the program, students are encouraged to identify qualified clinical resource persons in their community prior to starting the program. However, no practice hours may be initiated or completed until matriculated into the CGN and all clearances processes have been met. No student will be allowed to participate in any clinical/practice experience without first having complied with all the University health, safety and immunization documentation requirements and obtaining clearance from the college (for each site and each preceptor/mentor). Students who violate the CGN clinical clearance process will be sent to SPC and face possible dismissal.

If students have difficulty identifying practice mentors, the DNP faculty will assist students with securing qualified mentors or resource persons.

As expected with professional practice, all data gathered about an agency or individual patient and their health/illness, including all items within the medical record, are privileged information. Agency and client confidentiality must be maintained.

Students are encouraged to wear student identification and lab coats when appropriate while in the clinical/practice setting. Western University of Health Sciences maintains malpractice and accident insurance coverage for enrolled students. Professional nursing malpractice insurance (in the student role) is recommended but not required.

Notification of Practice Hours

The College requires students to notify the clinical/practice site and mentor or resource person when the student will be at the practice site. The student may not attend any practice hours without first obtaining the appropriate clearance from the College of Graduate Nursing for each site and mentor used. Students who violate the CGN clinical clearance process will be sent to SPC and face possible dismissal.

Practice Hours

The DNP program is a completion program for master's prepared nurses and takes into account previous clinical experiences; therefore, clinical/practice hours will be adjusted accordingly, to meet the needs of the AACN requirement of 1000 clinical hours and the required minimum of 500 hours that are to be obtained at the DNP level.

Record Keeping and Practice Hour Logs

Students will document the hours and the assignments they have completed during their clinical/practice experiences for their course faculty and in their clinical logs using de-identified data to ensure HIPAA compliance. Students will receive an orientation on how to record practice hours prior topractice hours beginning. Electronic documentation of the practice hours will be submitted in a timely fashion. In addition, students may be required to submit other documentation pertaining to their practice experiences both during and at the end of the semester. Failure to do so may result in an incomplete grade and/or failure to progress in the curriculum.

Clinical Training for FNP Students

Clinical training begins after the student has: (1) successfully completed the Advanced Physical Assessment competency based physical assessment testing, (2) complied with all the University health, safety, and immunization documentation requirements and (3) received the appropriate clearance to attend clinical from the CGN (for each site and preceptor used). Students who violate the CGN clinical clearance process will be sent to SPC and face possible dismissal.

The student is not considered an employee of the agencies involved and has no claim for any employee benefits such as sick leave, vacation pay, social security, retirement benefits, worker's compensation, or unemployment benefits while completing clinical training.

Preceptors

A student's preceptor may be a physician trained in family practice or internal medicine, preferably board certified, or a master's degree prepared, certified NP following the NTF criteria. Additionally, Certified Nurse Midwives are acceptable preceptors for prenatal and gynecology rotations. The College encourages multiple rotations for specific experience if needed to optimize student learning. A student's preceptor and/or clinical instructor may suggest or assist with identifying and scheduling these rotations. If the preceptor is a physician, the student should also work with a nurse practitioner to promote role development for over 50% of the total hours. Due to the distance delivery of the program, students are encouraged to identify qualified preceptors in their community prior to starting the program. However, no clinical hours may be initiated or completed until matriculated into the CGN. If students do not have a preceptor, the Clinical Administrator will assist students with securing a qualified preceptor. All preceptors must have an active and clear license. If the preceptor has disciplinary actions listed on their license clearance for the student to work with that preceptor may be denied.

Preceptors working within specific guidelines established by the program will be responsible for assuring appropriate and adequate learning experiences, as well as supervising students for safe practice. A

student's preceptor may not be related to, or be in a relationship with the student, as it compromises the integrity of the assessment process. Preceptors and clinical sites must be approved by the faculty and Western University of Health Sciences. A Preceptor Guide will be provided to all preceptors.

As expected with professional practice, all data gathered about a patient and their health/illness, including all items within the medical record, are privileged information. Client confidentiality must be maintained.

Students must consult with their preceptors on all patients seen by the student. The supervising practitioner must review and countersign all student notes written in the medical record. Students are not allowed to prescribe medications or sign any prescription order.

Students are always required to wear student identification and lab coats while in the clinical setting. WesternU maintains malpractice and accident insurance coverage for enrolled students. Professional nursing malpractice insurance (in the student role) is recommended but not required.

Scheduling

Students can complete clinical experiences in a local community with an approved preceptor and clinical site. Students should be prepared to travel to a clinical site. Students must also be prepared to work around the availability of the clinical site and preceptor. Particular days and times for clinical cannot always be guaranteed. When working out a clinical schedule, the College encourages students to schedule the same clinical day(s) each week to provide consistency for the agency and patient follow-up. Additional days should be scheduled to accommodate for illness, employment, or family responsibilities.

Clinical Hours

At least twelve hours per week of clinical training are required of full-time students throughout a two-year course of study to complete 750 hours or twenty hours per week for a one-year course of study. Following successful completion of the Physical Assessment course competency testing, full-time students are expected to complete 1-6 units of clinical training each semester. Forty-five hours must be completed for each unit, for a total of 17 units. Clinical fees will be charged for the additional semester(s) to complete the 17 units. Students who fail to meet the minimum per semester for two consecutive semesters will be placed on academic probation or suspension and are at risk for dismissal.

Clinical Progression

Student productivity is expected to increase with each semester's experience. Initially, students may see approximately 4-6 patients per day. The student is expected to gather complete subjective and objective data on each patient, even though early in the program the student may not be able to fully assess the problem or develop a complete treatment plan. Later in the program, students will be expected to see approximately 4-8 patients per day and provide comprehensive care including assessment and plan of treatment. Students will be guided to transition from novice to advanced clinician as they progress in the clinical practicum.

It is recommended that FNP students see approximately 810 patients during their program. The goal for patient mix is Pediatrics 15%, Adults 40%, Geriatrics 20%, GYN 15%, and OB 10%. Students are encouraged to obtain other rotations to complete clinical objectives if they are not in a family practice setting. In addition, students are advised to find Urgent Care and Emergency Room rotations for short rotations for skills and procedures experience. The clinical faculty of record will review students' clinical logs every two weeks in each semester. In addition, Preceptor Evaluations of the student are documented each semester.

Record Keeping and Clinical Hours

The College of Graduate Nursing uses an electronic system to record clinical hours. Students will record each patient visit into the clinical log using de-identified data to ensure HIPAA compliance. Students will receive an orientation to the use of the electronic system. Clinical hours will be evaluated biweekly, and at other times, if requested by the faculty. In addition, students are required to submit other documentation (i.e., Preceptor Evaluation, Student Evaluation of the Preceptor, Student Objectives) at the end of the semester. Failure to do so may result in an incomplete grade and/or failure to progress in the curriculum.

Clinical Site Visits

Faculty and contracted ENP site visitor evaluations of a clinical site will be conducted each semester. These Clinical Site visits are completed in one of three ways: 1) in-person site visits; 2) virtual site visit via Webcam; or 3) or via teleconference. If an in-person site visit is conducted, student clinical competency will be evaluated at this time by direct observation of the student's performance and interaction with patients, preceptors and staff. In addition, the clinical faculty provides guidance and support as well as assistance with clinical decision making during all forms of site visits. Students who receive an unsatisfactory site visit evaluation must complete a remediation process with the possibility of additional clinical hours added. Out of state site guidelines are followed according to the BRN requirements for that state.

Waiver of Clinical Hours - FNP

The faculty believes in granting credit for previous, appropriate professional experience. Students who are licensed NPs in a specialty area other than Family may submit a written request for a waiver of the appropriate required clinical hours.

Students who petition to receive credit for previous clinical education for their nurse practitioner specialty must provide an official transcript that documents clinical hours. If hours are not listed on the transcript, a letter from the Dean or Director of the NP program is required to verify clinical hours completed in the program. Certified or licensed Nurse Practitioners who did not complete a formal nurse practitioner education program from an accredited institution of higher education must submit a written request, as well as a portfolio, which verifies clinical competence in their specialty to the Program Director. The portfolio could include national certification; letters from collaborating or supervising physicians, advanced practice nurses, or faculty; CEU; clinical evaluations completed by Western University of Health Sciences faculty; and/or clinical coursework. The student's request and documentation will be forwarded to the Student Performance Committee for consideration. Students will be notified in writing of the Committee's decision. Students will not be exempt from tuition fees if hours are granted.

Clinical Training for PMHNP Students

Clinical training begins after the student has: (1) successfully completed the Advanced Physical Assessment competency based physical assessment testing (for those students without APRN status), (2) complied with all the University health, safety, and immunization documentation requirements and (3) received the appropriate clearance to attend clinical from the CGN (for each site and preceptor used). Students who violate the CGN clinical clearance process will be sent to SPC and face possible dismissal.

The student is not considered an employee of the agencies involved and has no claim for any employee benefits such as sick leave, vacation pay, social security, retirement benefits, worker's compensation, or unemployment benefits while completing clinical training.

Preceptors

A student's preceptor should be a physician specializing in mental health, a certified psychiatric mental health nurse practitioner, or a licensed counselor. Preceptors with other credentials are considered on a case-by-case basis. The College encourages multiple rotations for specific experience if needed to optimize student learning. A student's preceptor and/or clinical instructor may suggest or assist with identifying and scheduling these rotations. If the preceptor is a physician, the student should also work with a nurse practitioner for over 50% of the total hours to promote role development. Due to the distance delivery of the program, students are encouraged to identify qualified preceptors in their community prior to starting the program. However, no clinical hours may be initiated or completed until matriculated into the CGN. If students do not have a preceptor, the Clinical Administrator will assist students with securing a qualified preceptor. All preceptors must have an active and clear license. If the preceptor has disciplinary actions listed on their license clearance for the student to work with that preceptor may be denied.

Preceptors working within specific guidelines established by the program will be responsible for assuring appropriate and adequate learning experiences, as well as supervising students for safe practice. A student's preceptor may not be related to, or be in a relationship with the student, as it compromises the integrity of the assessment process. Preceptors and clinical sites must be approved by the faculty and Western University of Health Sciences. A Preceptor Guide will be provided to all preceptors.

As expected with professional practice, all data gathered about a patient and their health/illness, including all items within the medical record, are privileged information. Client confidentiality must be maintained.

Students must consult with their preceptors on all patients seen by the student. The supervising practitioner must review and countersign all student notes written in the medical record. Students are not allowed to prescribe medications or sign any prescription order.

Students are always required to wear student identification while in the clinical setting. WesternU maintains malpractice and accident insurance coverage for enrolled students. Professional nursing malpractice insurance (in the student role) is recommended but not required.

Scheduling

Students can complete clinical experiences in a local community with an approved preceptor and clinical site. Students should be prepared to travel to a clinical site. Students must also be prepared to work around the availability of the clinical site and preceptor. Particular days and times for clinical cannot always be guaranteed. When working out a clinical schedule, the College encourages students to schedule the same clinical day(s) each week to provide consistency for the agency and patient follow-up. Additional days should be scheduled to accommodate for illness, employment, or family responsibilities.

Clinical Hours

Twenty hours per week of clinical training are required. A clinical unit is comprised of 45 hours and the PMHNP requires a total of 17 units or 750 clinical hours. Students should target 250 clinical hours in each of the 3 semesters where clinical courses are offered.

Clinical Progression

Student productivity is expected to increase with each semester's experience. Initially, students may see approximately 4-6 patients per day. The student is expected to gather complete subjective and objective data on each patient, even though early in the program the student may not be able to fully assess the problem or develop a complete treatment plan. Later in the program, students will be expected to see

approximately 4-8 patients per day and provide comprehensive care including assessment and plan of treatment. Students will be guided to transition from novice to advanced clinician as they progress in the clinical practicum.

PMHNP students are expected to see a diverse group of patients in a manner that is consistent with the lifespan approach to mental health. Students must obtain clinical experiences in addiction medicine (188 hours), child and adolescent mental health (188 hours), adult/geriatric mental health (188 hours), and counseling (188 hours). Counseling hours include individuals, families, couples, and groups and incorporate a variety of therapeutic modalities. The clinical faculty of record will review students' clinical logs every two weeks in each semester. In addition, Preceptor Evaluations of the student are documented each semester.

Record Keeping and Clinical Hours

The College of Graduate Nursing uses an electronic system to record clinical hours. Students will record each patient visit into the clinical log using de-identified data to ensure HIPAA compliance. Students will receive an orientation to the use of the electronic system. Clinical hours will be evaluated biweekly, and at other times, if requested by the faculty. In addition, students are required to submit other documentation (i.e., Preceptor Evaluation, Student Evaluation of the Preceptor, Student Objectives) at the end of the semester. Failure to do so may result in an incomplete grade and/or failure to progress in the curriculum.

Clinical Site Visits

Faculty and contracted PMHNP site visitor evaluations of a clinical site will be conducted each semester. These Clinical Site visits are completed in one of three ways: 1) in-person site visits; 2) virtual site visit via Webcam; or 3) or via teleconference. If an in-person site visit is conducted, student clinical competency will be evaluated at this time by direct observation of the student's performance and interaction with patients, preceptors and staff. In addition, the clinical faculty provides guidance and support as well as assistance with clinical decision making during all forms of site visits. Students who receive an unsatisfactory site visit evaluation must complete a remediation process with the possibility of additional clinical hours added. Out of state site guidelines are followed according to the BRN requirements for that state.

Clinical Training for ENP Students

Clinical training begins within the first semester of the ENP curriculum after the student has: (1) complied with all the University health, safety, and immunization documentation requirements and (2) received the appropriate clearance to attend clinical from the CGN (for each site and preceptor used). Students who violate the CGN clinical clearance process will be sent to SPC and face possible dismissal.

The student is not considered an employee of the agencies involved and has no claim for any employee benefits such as sick leave, vacation pay, social security, retirement benefits, worker's compensation, or unemployment benefits while completing clinical training.

Preceptors

A student's preceptor may be a physician trained in emergency practice, preferably board certified, or a master's degree prepared, nationally certified FNP working in the subspecialty settings of Urgent Care or Emergency Department practice. The College encourages rotations for specific experience if needed to optimize student learning. A student's preceptor and/or clinical instructor may suggest or assist with identifying and scheduling these rotations. If the preceptor is a physician, the student should also work

with a family nurse practitioner (as applicable) to promote ENP role development. Due to the distance delivery of the program, students are encouraged to identify qualified preceptors in their community prior to starting the program. However, no clinical hours may be initiated or completed until matriculated into the CGN. If students do not have a preceptor, the Clinical Practice Coordinator and/or Administrator will assist students with securing a qualified Urgent Care and Emergency Department preceptor.

Preceptors working within specific guidelines established by the ENP program will be responsible for assuring appropriate and adequate learning experiences, as well as supervising students for safe practice. A student's preceptor may not be related to, or be in a personal relationship with the student, as it compromises the integrity of the assessment process. Preceptors and clinical sites must be approved by the faculty and Western University of Health Sciences. A Preceptor Guide will be provided to all preceptors.

As expected with professional practice, all data gathered about a patient and their health/illness, including all items within the medical record, are privileged information. Client confidentiality must be maintained.

Students must consult with their preceptors on all patients seen by the student. The supervising practitioner/provider must review and countersign all student notes written in the medical record and/or electronic health care record as permitted by agency. Students are not allowed to prescribe medications or sign any prescription order despite they may have the authority to do so within their existing practice as a licensed and authorized prescriber. Students are not allowed to prescribe medications or sign any prescription order.

Students are always required to wear student identification and lab coats while in the clinical setting. WesternU maintains malpractice and accident insurance coverage for enrolled students. Professional nursing malpractice insurance (in the student role) is recommended and advised.

Scheduling
Students can complete clinical experiences in a local community with an approved preceptor and clinical site. Students should be prepared to travel to a clinical site. Students must also be prepared to work around the availability of the clinical site and preceptor. Particular days and times for clinical cannot always be guaranteed. When working out a clinical schedule, the College encourages students to schedule the same clinical day(s) each week to provide consistency for the agency and patient follow-up. Additional days should be scheduled to accommodate for illness, employment, or family responsibilities.

Clinical Hours
Approximately 24 hours per week of clinical training are required of full-time students during the first semester, which should begin by week 3. The 2-semester course of study is to complete a total of 500 hours. The first semester will include 250 hours of concentrated Urgent Care clinical experience and 250 hours of Emergency Department clinical immersion in the second semester. For the second semester, students will need a minimum of 24 hours per week to satisfy completion of their practice immersion experiences. The ENP certificate consists of two, 6-credit hour courses (didactic) with clinical experience/ practice immersion hours. Following successful completion of the course competency testing and procedural skills immersions, full-time students are expected to complete their practice and clinical training each semester. Administrative and clinical fees will be charged for additional semester(s) to complete the ENP certificate if warranted. Students who fail to meet the required credit hours per semester will be placed on academic probation or suspension and are at risk for dismissal.

Clinical Progression

Student productivity is expected to increase with each semester's experience. During the first semester, students may see approximately 10-15 patients per day in the urgent care setting. The student is expected to gather complete subjective and objective data on each patient, assess the problem, and develop a treatment plan for presentations encountered. In the second semester, students will be expected to see a complex variety of patients and provide a more comprehensive plan of care in the assessment, intervention, treatment, and management of emergency conditions. Students will be guided to transition from novice ENP to advanced ENP clinician as they progress in their clinical practicum.

Clinical faculty of record will review students' clinical logs every two weeks in each semester. In addition, Preceptor Evaluations of the student are documented each semester.

Record Keeping and Clinical Hours

The College of Graduate Nursing uses an electronic system to record ENP clinical practice hours. Students will record each patient visit into the clinical log using de-identified data to ensure HIPAA compliance. Students will receive an orientation to the use of the electronic system. Clinical hours will be evaluated mid and end of each semester, and at other times, if requested by the faculty. In addition, students are required to submit other documentation (i.e. Preceptor Evaluation, Student Evaluation of the Preceptor, Student Objectives) at the end of the semester. Failure to do so may result in an incomplete grade and/or failure to progress in the curriculum.

Clinical Site Visits

Faculty and contracted ENP site visitor evaluations of a clinical site will be conducted each semester. These Clinical Site visits are completed in one of three ways: 1) in-person site visits; 2) virtual site visit via Webcam; or 3) or via teleconference. If an in-person site visit is conducted, student clinical competency will be evaluated at this time by direct observation of the student's performance and interaction with patients, preceptors and staff. In addition, the clinical faculty provides guidance and support as well as assistance with clinical decision making during all forms of site visits. Students who receive an unsatisfactory site visit evaluation must complete a remediation process with the possibility of additional clinical hours added.

Student Injuries and Illnesses in the Clinical Setting for all Students

If a student is injured or is exposed to potentially infectious (includes blood borne pathogens) or hazardous substances during a clinical rotation the student is required to notify the clinical instructor immediately and seek assessment and/or treatment per facility policy. Follow-up care should be continued at the contracted clinical facility as needed and ordered by the evaluating health care professional. Expenses incurred are to be submitted to the student's personal insurance as the primary coverage and to the university as the secondary insurance, for the reported incident only.

The Incident Report Form can be found on the university website and must be completed by the student and/or faculty and submitted electronically. There may also be a requirement to fill out a more detailed report within the student's program of study (please refer to specific program clinical handbook).

Evaluation and Grading

Inquiry-based and competency-based assessments are the underlying principles for the instructional design of the CGN program and the evaluation of student achievement. To this end, each course has specific learning objectives, evaluative criteria, and expected outcomes. Assessment methods are stated in each course syllabus.

MSN-E Grading Policy

A grade of C+ or higher is required in each course in the pre-licensure portion. Pre-licensure courses are courses numbered in the 6000s (CGN 6000 – CGN 6999). Minimum competency, as outlined in the course syllabi for each course, is required to achieve a passing grade of C+ or higher. Attainment of a grade below a C+ denotes unacceptable performance and is grounds for dismissal from the program.

Students are required by the College to maintain a 3.00 GPA or higher each semester of the MSN-E program in order to remain in good standing. If a student does not maintain an overall GPA of 3.0 or higher for each semester, the student will be referred to the Student Performance Committee for review and be placed on Academic Probation.

Pre-Licensure Grading Scale

Final course grades for the pre-licensure RN portion of the MSN-E program are given based upon the traditional 4-point letter system, as follows:

Grade	Equivalent	GPA Points
A	94-100	4.00
A-	90-93	3.70
B+	87-89	3.30
B	83-86	3.00
B-	80-82	2.70
C+	77-79	2.30
U	Below 77	0.00
CR	Credit	N/A
NCR	No Credit	N/A

ADMINISTRATIVE GRADES

Grade	Equivalent	GPA Points
AU	Audit	N/A
I	Incomplete	N/A
W	Withdrawal	N/A
M	Missing	N/A

Post-Licensure Grading Policy

The cumulative grade of 80% (B-) or better is required to demonstrate an acceptable level of performance and enable the student to progress in the curriculum. Graded assignments for each course are included in the course syllabus. Each course syllabus describes the elements of each course that must be passed at 80% in addition to passing the course overall by 80%. Thus, students must pass all papers, exams, and other assigned element of a course at 80% to be given a passing grade in the course. Students may be

given the opportunity to remediate one learning component within a course to meet the cumulative letter grade requirement.

Post-Licensure Grading Scale

Final course grades for post-licensure classes are given based upon the traditional 4-point letter system, as follows:

Grade	Equivalent	GPA Points
A	94-100	4.00
A-	90-93	3.70
B+	87-89	3.30
B	83-86	3.00
B-	80-82	2.70
U	Below 80	0.00
CR	Credit	N/A
NCR	No Credit	N/A

ADMINISTRATIVE GRADES

Grade	Equivalent	GPA Points
AU	Audit	N/A
I	Incomplete	N/A
IP	In Progress	N/A
W	Withdrawal	N/A
M	Missing	N/A

Audit

An "AU" (Audit) is assigned to a student who pays tuition for the course and attends class activities but does not complete examinations and does not receive course credit. However, under certain circumstances, at the discretion of the College Dean, a student who is repeating or undergoing remediation may be required to complete course examinations and/or other required work products while auditing the course for no grade.

Missing Grades

A grade of 'M' for Missing will be input by the Office of the Registrar if a student's grade is not available by the deadline for grade submission. An 'M' grade is not included in the GPA calculation and will be replaced by the grade earned in the course once submitted by the course director/instructor. 'M' grades should not be used by the program in place of an Incomplete (I) grade.

Incomplete ('I') Grades

Achievement of an "I" denotes an Incomplete, which signifies that a portion of the required coursework has not been completed and evaluated. Students must submit a plan for completion that meets approval by the faculty of record. Students who receive two incomplete grades in one semester will be placed on academic probation. Students who are enrolled in sequential theory courses will not be able to progress in the curriculum unless the course is completed successfully prior to the next semester or instructor approval is given. The grade of Incomplete will be recorded on the official transcript and a final grade will be assigned upon completion of course work. If the student does not satisfactorily complete the

contractual agreement within the period agreed to by the faculty of record, a grade of U will be given with recommendation for dismissal from the College of Graduate Nursing.

Unsatisfactory ('U') Grades

A grade of "U" denotes unacceptable performance. Students who do not meet the remediation standards for an Incomplete will be given the grade of "U." Students who receive a "U" for any course will be placed on probation and will be unable to progress in the curriculum without a formal review by the Student Performance Committee, who will then give their recommendation to the Dean.

Clinical, Practicum and RN Seminar Grading Policy

GN 7570 (Clinical Experience), GN 7550 (RN Seminar), GN 7999 (MSN Continuous Enrollment), and GN 8999 (DNP Continuous Enrollment) are graded as credit/no-credit and are not included in the numerical values for computing grade point averages.

Credit (CR) Grades

Achievement of the grade "Credit" signifies that a student meets the acceptable level of performance in a graduate level course. Students cannot achieve credit for clinical hours if they fail the clinical site visit (whether virtual or on-site).

No Credit (NCR) Grades

Achievement of the grade "No Credit" indicates an unacceptable level of performance in a graduate level course. A grade of "No Credit" is the equivalent of a "U" grade. Students who receive an "NCR" grade for a clinical rotation may be dismissed from the program or may be required to repeat all hours obtained during that experience. If a student does not comply with the remediation contract, the student will be dismissed from the College.

In Progress (IP) Grades

A grade of "IP" denotes a grade that is in progress, which signifies acceptable continuation of coursework.

Incomplete (I) Grades for clinical

Achievement of the grade "incomplete" signifies that not all required clinical hours for the enrolled number of units have been completed. The grade of "I" will be recorded on the official transcript and a final grade assigned upon the satisfactory completion of all clinical hours.

Credit Hour Calculation

Western University of Health Sciences defines one credit hour as 15 contact hours plus an average of 30 hours of out of class student work. Given that the pace of learning and studying is not identical for everyone, it is understood that actual time on task will vary from student to student.

This formula will be applied to instructional terms of any duration. An equivalent amount of time on task (i.e., contact time + out of class student work) per credit hour is required for non-classroom based academic activities such as laboratory or small group practica, asynchronous online or distance instruction, and other non-classroom modalities and delivery methods. To meet the requirements as set by the Board of Nursing, clinical credits will be equal to 45 hours for each unit of credit for the College of Graduate Nursing. Calculation of credit hours will be rounded to the nearest 0.5 credit hours per course.

Grade Appeals Process

A student who believes that a grade for a course does not accurately reflect their performance in that course should first submit a written request for a grade appeal to the faculty of record. All grade appeals must be submitted in writing to the faculty member of record within ten (10) business days of when the grade was posted. The written request should include supporting documentation. The faculty member of record either will revise the grade or will retain it as originally assigned. If the grade remains unchanged, the student may appeal to the Student Performance Committee (SPC). The SPC will review the course syllabus and student work and either retain the grade as originally assigned or send the matter forward to the Dean (See SPC section of this handbook for process). The Dean's decision is the final decision. Dean's decisions related to grades are not appealable to the Provost (See University Catalog, Student Appeal Process).

Student Participation in Student Governance

The College of Graduate Nursing (CGN) promotes student governance and values student input to advance the mission and vision of CGN. The purpose of student governance is to provide for more informed decision-making involving student views and perspectives, to enhance the quality of the curriculums and promote high-level student learning outcomes. Student representatives from college programs will be recruited annually to serve on seven CGN committees.

The CGN committees for student membership include Admission and Recruitment, Program Evaluation and Assessment, Educational Technology, Curriculum, Diversity, Equity and Inclusion committee, the Simulation Center Committee and the CGN Advisory Board. Roles and responsibilities are outlined for student members below. Committees are structured in a manner that allows for maximum participation of all members. Attendance and participation are noted within committee minutes, which are available to all faculty and students. When feasible, committee meetings are conducted through other means, including virtual meetings, electronic balloting, and so forth.

Members of all committees will have the opportunity to submit agenda items. If members are not able to attend meetings, agenda items can be forwarded to the committee chair and minutes of meetings will be made available. Committee Chairs report monthly to all faculty at the CGN Collaborative. Students are encouraged to attend the CGN Collaborative and participate in CGN discussion and decisions. The CGN Collaborative meets ten times a year.

Student Committee Members

Student members that participate in student governance activities are those graduate students that are in good standing with CGN and represent the various programs and concentrations. At a minimum, the eligible members include representation from the MSN-E program (first- and second-year students), an MSN member, an MSN-FNP member, a Post MSN FNP Certificate student and a DNP student. Student cohorts can use various models to select committee members. These could be via consensus, election, or volunteer as desired by the student group.

The college recognizes that the committees are standing committees and contribute to ongoing work; therefore, students may be required to augment their knowledge that relates to the committee's work. Student members are recognized as full members of the committee and therefore, have voice and vote in the decision-making process.

Policy

Students are introduced to the role of student governance during CGN's Welcome Week. Prior to end of the first fall semester, students are identified for the committees. The term of student governance runs through the end of the fall semester in the next academic year, thus allowing the student to serve approximately 12 months. Students in two or three-year programs may serve two years.

The Associate Dean of Student Affairs, along with the assistance of the Senior Director of Student Services shall disseminate role responsibilities and training to the participating students either in person or via electronic means during the fall semester. A survey or other form of information gathering from student participants will be conducted annually. The purpose of this meeting/survey is to debrief and share key experiences from each of the five committees. Recommendations for enhancing student participation and program improvements will be obtained and summarized for incoming student governance/committee members.

The Associate Dean of Student Affairs will clarify processes for student governance and be a resource for student questions or concerns.

Standing Committees

Recruitment and Marketing Advisory Committee

The charge of the Recruitment and Marketing Advisory Committee is to provide recommendations to the Office of Admissions and the University Marketing Division to advance and optimize recruitment and marketing initiatives. Responsibilities of the committee include, but are not limited to, providing feedback regarding resources, processes, and strategies in the marketing of all CGN programs and recruitment of prospective students. The committee uses social media as a recruitment tool and to embrace ongoing relationships with the WesternU community. The committee also provides recommendations for enhancements to the WesternU website.

The Committee is led by two co-chairs. One co-chair is the Senior Director of Student Services and the other co-chair is a faculty member. The faculty co-chair will serve a term of two years. The committee is comprised of faculty, staff, students, and university partners to ensure representation across all CGN programs. The committee meets monthly. A simple majority present is needed to vote on an issue. Students are valuable stakeholders to assist CGN to meet recruitment and marketing goals.

Curriculum Committee

The curriculum committee is composed of seven faculty members representing each program. Three-year terms will commence with staggered start dates to ensure the presence of expertise and progressive development of novice members. In the event of a committee member's absence, an alternative may be assigned.

Student representatives, as voting members, will serve 1-2 years as determined by their program. Students are expected to attend all meetings, particularly when their program is undergoing review.

Specialty consultants (e.g., librarians, DEI representatives, operations) provide important contributions to curricula development and are welcome to continually serve on this committee. To prepare highly competent graduates, the responsibilities of the College of Graduate Nursing's Curriculum Committee include:

- Evaluation of CGN's curricula in a three-year cycle

- Comprehensive review of new courses and courses with major revisions

- Assessment of quality, progression and currency of the curricula

- Determination of content levels across programs

- Alignment of curricula to stakeholder and community needs, as well as regulatory standards

- Submission of curricula review results and recommendations to the Dean and faculty

Program Evaluation and Assessment Committee

The Program Evaluation and Assessment Committee (PEAC) shall monitor and evaluate the effectiveness of the curriculum (student outcomes), programs and faculty performance. The committee will also monitor the effectiveness of the learning environment (administrative support, seminar weekend, Bb platform) to assure the delivery of curriculum is meeting the needs of students. The Assessment Calendar is designed to assure all evaluation data is captured and analyzed to inform CQI. The committee members will maintain currency in educational requirements/standards (WASC, AACN, NONPF, BRN) to assure assessments and outcomes reflect appropriate outcomes. The Evaluation Committee will include a minimum of five faculty members MSN program as well as the DNP program. Student members will represent all programs. The Chair of the Committee is the Director of Assessment for the College who will report findings at full faculty meetings three times a year to coincide with the academic calendar of three semesters. The committee shall determine the length of service terms for committee members such that there is gradual replacement of the committee over time.

Education and Technology Committee

The charge of the Committee is to identify new technologies and educational resources to enhance and improve student learning for all programs. Recommendations that can result in large-scale change will require faculty and student input and approval. New advances in educational technology will not drive the curriculum but rather be incorporated to improve learning outcomes. Membership in this Committee will include the instructional designer (ID), a representative from Informational Technology (IT), the Director of Assessment, and a minimum of four faculty members. Students from all programs will be voting members and will represent the student's voice. The ETC committee will meet minimally once a month.

Simulation Center Committee

This committee will be charged to stay up on all the latest and greatest technologies, simulators and systems available to supplement the education of nursing students for all programs at CGN. The committee meets monthly.

Diversity, Equity, and Inclusion Committee

The charge of the Committee is to promote diversity in the interest of removing barriers to education and healthcare. The mission of the Committee is to integrate inclusive health care education to enhance and extend the quality of life in diverse communities.
The College of Graduate Nursing embraces diversity and recognizes our responsibility to foster an open, welcoming environment where students, administration, faculty, and staff of all backgrounds can collaboratively learn, work, and serve. The Committee supports learning environments that allow the development of self-awareness, knowledge, and skills combined with the attention to others who may have experiences, worldviews, and values that are different from one's own. The committee will continually strive to work together to address the challenges of education and healthcare in a way that

removes barriers to success and promotes a culture of inclusivity, compassion, and humanism in local and global communities.

Areas of responsibility include but are not limited to:

- Provide a safe space for DEIAR discussion and efforts.
- Develop innovative recruitment efforts to attract and retain a highly talented and diverse workforce.
- Implement strategies and initiatives that advance a climate of accountability.
- Develop diversity, equity, inclusion, and anti-racism (DEIAR) efforts to support CGN's mission, vision, and goals.
- Facilitate a culturally responsive curriculum to prepare our student body to deliver culturally congruent care to diverse populations
- Promote a sustainable culture of inclusive excellence within nursing curricula
  Assess existing organizational practices to determine whether their design and implementation improve or exacerbate unconscious bias.

Global and Community Health Committee
The mission of the Global and Community Health Committee is to prepare nurses in the areas of education, research, leadership, and practice, placing priority on improving health and achieving health equity for all people locally, nationally and internationally.

The CGN Advisory Board
The CGN advisory board meets three times a year. The committee serves as an advisory body to the Dean. Members serve a minimum of two years and represent employers, community partners, university representatives, students, alumni, and donors. Student members will represent all programs. Meetings are held in October, February, and April. This valuable advisory body provides feedback regarding program effectiveness, changes in the context of healthcare, and educational relevancy for CGN programs to be leaders for the profession of nursing.

Schedule for the Academic Year
August **-** Welcome Week Information shared with incoming students. Job duties, committees, and an application are stored in the CGN student center. Graduate students who are available for Welcome Week will meet with incoming students to encourage student governance and share their experience.

December – Welcome Week information shared with incoming DNP and ENP students who selected a spring entry start date.

Members who are continuing to serve on the committees (two-year term) can assist with mentoring of new student committee members and continue as committee members in the fall semester.

Student Roles and Responsibilities
Purpose – to be actively engaged in shared governance to provide CGN faculty and staff with insight to the student experience, provide voice to student decision making, and enhance program evaluation. CGN values student input to assure teaching and learning is student centered and designed to meet program outcomes.

Responsibilities – Students attend committee meetings, come prepared for meetings, and serve as the representative to each student cohort. Cohort representatives will communicate with their cohort to generate ideas, agenda items, or other constructive feedback to share with faculty and staff at committee meetings. Time commitments will vary due to the charge of the committee. In most cases, this will require a two-hour meeting a month. Attendance can be in-person, written document, phone conferencing, Zoom or other electronic means.

Other Venues of Communication

Program directors and Faculty Advisors provide a venue for face-to-face, email, phone call, or pre-scheduled Zoom communication with students that may be formal or informal. The Dean provides an open-door policy to meet with students. The Assistant Dean of Student Affairs also has an open-door policy and can be reached via email, phone or pre-scheduled Zoom sessions.

Student satisfaction surveys are circulated to students at the end of each semester, at the end of year one, and at the end of the program. Each year all distance students provide an evaluation of seminar weekends/intensives/clinical skills days. Ongoing data is collected and analyzed on a regular basis. Plans for improvement are guided by program review to further continuous improvement.

Curriculum Organization

Extended Curriculums

Extended versions of the programs offered by the College of Graduate Nursing may be available. For additional information, please contact the Associate Dean of Student Affairs in the College of Graduate Nursing directly at 909-469-5255.

Nursing Curriculum for 30 Unit Option
(LVN Applicants Only)

First Year, Spring Semester		
Clinical Fee Assessed for Term?	**Yes**	
Course	**Title**	**Credit Hours**
GN 6501	Nursing of Adults and Older Adults I	4.00
GN 6502	Clinical Practicum: Nursing of Adults and Older Adults I	4.00
GN 6601	Mental Health Nursing	2.00
GN 6602	Clinical Practicum: Mental Health Nursing	2.00
	Semester Total:	**12.00**
First Year, Summer Semester		
Clinical Fee Assessed for Term?	**Yes**	
Course	**Title**	**Credit Hours**
GN 6551	Nursing of Adults and Older Adults II	4.00
GN 6552	Clinical Practicum: Nursing of Adults and Older Adults II	4.00
	Semester Total:	**8.00**
Second Year, Fall Semester		
Clinical Fee Assessed for Term?	**Yes**	
Course	**Title**	**Credit Hours**
GN 6801	Leadership and Management in the Clinical Setting	2.00
	Semester Total:	**2.00**
	Total Units:	**22.00**

MSN-E

Year 1

First Year, Fall Semester		
Clinical Fee Assessed for Term?	**Yes**	
Course	**Title**	**Credit Hours**
IPE 5000	Patient Centered Cases I – An Interprofessional Approach*	1.00
GN 6115	Introduction to Pathophysiology	3.00
GN 6145	Pharmacology 1	2.00
GN 6165	Evidence Based Practice and Theory	3.00
GN 6201	Health Assessment	2.00
GN 6202	Clinical Practicum: Health Assessment	1.00
GN 6410	Nursing Fundamentals	3.00
GN 6411	Clinical Practicum: Nursing Fundamentals	2.00
	Semester Total:	**17.00**

First Year, Spring Semester		
Clinical Fee Assessed for Term?	**Yes**	
Course	**Title**	**Credit Hours**
IPE 5100	Patient Centered Cases II – An Interprofessional Approach*	1.00
GN 6155	Pharmacology II	2.00
GN 6170	Utilization of Evidence in Health Care	2.00
GN 6501	Nursing of Adults and Older Adults I	4.00
GN 6502	Clinical Practicum: Nursing of Adults and Older Adults I	3.00
GN 6601	Mental Health Nursing	2.00
GN 6602	Clinical Practicum: Mental Health Nursing	2.00
	Semester Total:	**16.00**

First Year, Summer Semester		
Clinical Fee Assessed for Term?	**Yes**	
Course	**Title**	**Credit Hours**
GN 6551	Nursing of Adults and Older Adults II	4.00
GN 6552	Clinical Practicum: Nursing of Adults and Older Adults II	4.00
GN 6710	Obstetric Nursing	2.00
GN 6711	Clinical Practicum: Obstetric Nursing	2.00
GN 6720	Pediatric Nursing	2.00
GN 6721	Clinical Practicum: Pediatric Nursing	2.00
	Semester Total:	**16.00**

Year 2

Second Year, Fall Semester		
Clinical Fee Assessed for Term?	**Yes**	
Course	**Title**	**Credit Hours**
IPE 6000	Team Training in Healthcare I*	1.00
GN 6777	Clinical Implementation Project	1.00
GN 6801	Leadership and Management in the Clinical Setting	2.00
GN 6802	Clinical Practicum: Leadership and Management in the Clinical Setting	1.00
GN 6805	Advanced Clinical Applications Practicum	3.00
GN 6810	Biostatistics	2.00
GN 6905	Public Health and Population Based Nursing Practice	3.00
GN 6906	Clinical Practicum: Public Health and Population Based Nursing Practice	3.00
	Semester Total:	**16.00**
Second Year, Spring Semester		
Clinical Fee Assessed for Term?	**Yes**	
Course	**Title**	**Credit Hours**
GN 6888	Clinical Implementation Project II	2.00
GN 6910	Clinical Immersion Practicum 1	3.00
GN 6915	Improvement Science for Quality and Safety	3.00
GN 6920	Health System Leadership	3.00
GN 6921	Clinical Practicum: Health System Leadership	1.00
GN 6930	Informatics and Technology	2.00
	Semester Total:	**14.00**
Second Year, Summer Semester		
Clinical Fee Assessed for Term?	**Yes**	
Course	**Title**	**Credit Hours**
GN 6940	Clinical Immersion Practicum II	3.00
GN 6950	Advanced Professional Role	2.00
GN 6951	Advanced Professional Role: Clinical Practicum	1.00
GN 6960	Care Coordination/Chronic Disease Management	3.00
GN 6999	Clinical Implementation Project III	2.00
	Semester Total:	**11.00**

Course(s) not charged tuition.

ADN/RN-MSN, Ambulatory Care Emphasis

First Year, Fall Semester		
Clinical Fee Assessed for Term?	**No**	
Course	**Title**	**Credit Hours**
GN 5170	Intro to the Theory and Science of Nursing	3.00
GN 5605	Advanced Human Diversity	1.00
GN 5631	Advanced Pathophysiology I	1.00
GN 5811	Leadership and Professional Role Transition	3.00
	Semester Total:	**8.00**
First Year, Spring Semester		
Clinical Fee Assessed for Term?	**Yes**	
Course	**Title**	**Credit Hours**
GN 5632	Advanced Pathophysiology II	1.00
GN 5703	Introductory Nursing Informatics	3.00
GN 5903	Community Health Nursing for the ADN	2.00
GN 5904	Clinical Practicum: Community Health Nursing for the ADN*	2.00
	Semester Total:	**8.00**
First Year, Summer Semester		
Clinical Fee Assessed for Term?	**Yes**	
Course	**Title**	**Credit Hours**
GN 5306	Biostatistics and Epidemiology	3.00
GN 5633	Advanced Pathophysiology III	1.00
GN 5710	Advanced Nursing Leaders as Educators	3.00
GN 7570	Clinical Experience*	1.00
	Semester Total:	**8.00**
Second Year, Fall Semester		
Clinical Fee Assessed for Term?	**Yes**	
Course	**Title**	**Credit Hours**
GN 5103	Advanced Health Systems	3.00
GN 5200	Nursing Theory	3.00
GN 5304	Nursing Research I	2.00
GN 7570	Clinical Experience*	1.00
	Semester Total:	**9.00**
Second Year, Spring Semester		
Clinical Fee Assessed for Term?	**Yes**	
Course	**Title**	**Credit Hours**
GN 5305	Nursing Research II	2.00
GN 5505	Pharmacotherapeutics & Technology for Advanced Practice Nurses	3.00
GN 5620	Advanced Health and Population Assessment	3.00
GN 7570	Clinical Experience*	1.00
	Semester Total:	**9.00**

Second Year, Summer Semester		
Clinical Fee Assessed for Term?	**Yes**	
Course	**Title**	**Credit Hours**
GN 5890	Care Coordination	2.00
GN 5999	Master's Project	3.00
GN 7570	Clinical Experience*	2.00
	Semester Total:	**7.00**
	Total Program Units:	**49.00**

Course(s) not charged tuition.

ADN/RN-MSN, HSL/Administrative Nurse Leader

First Year, Fall Semester		
Clinical Fee Assessed for Term?	**No**	
Course	**Title**	**Credit Hours**
GN 5170	Intro to the Theory and Science of Nursing	3.00
GN 5811	Leadership and Professional Role Transition	3.00
	Semester Total:	**6.00**

First Year, Spring Semester		
Clinical Fee Assessed for Term?	**Yes**	
Course	**Title**	**Credit Hours**
GN 5702	Management Principles and Leadership Theories	3.00
GN 5903	Community Health Nursing for the ADN	2.00
GN 5904	Clinical Practicum: Community Health Nursing for the ADN*	2.00
	Semester Total:	**7.00**

First Year, Summer Semester		
Clinical Fee Assessed for Term?	**Yes**	
Course	**Title**	**Credit Hours**
GN 5306	Biostatistics and Epidemiology	3.00
GN 5710	Advanced Nurse Leaders as Educators	3.00
GN 7570	Clinical Experience*	1.00
	Semester Total:	**7.00**

Second Year, Fall Semester		
Clinical Fee Assessed for Term?	**Yes**	
Course	**Title**	**Credit Hours**
GN 5103	Advanced Health Systems	3.00
GN 5200	Nursing Theory	3.00
GN 5304	Nursing Research I	2.00
GN 7570	Clinical Experience*	1.00
	Semester Total:	**9.00**

Second Year, Spring Semester		
Clinical Fee Assessed for Term?	**Yes**	
Course	**Title**	**Credit Hours**
GN 5305	Nursing Research II	2.00
GN 5620	Advanced Health and Population Assessment	3.00
GN 5703	Introductory Nursing Informatics	3.00
GN 5704	Accounting and Finance	3.00
GN 7570	Clinical Experience*	1.00
	Semester Total:	**12.00**

ADN/RN-MSN, HSL/Administrative Nurse Leader Emphasis (Continued)

Second Year, Summer Semester		
Clinical Fee Assessed for Term?	Yes	
Course	**Title**	**Credit Hours**
GN 5890	Care Coordination	2.00
GN 5999	Master's Project	3.00
GN 7570	Clinical Experience*	2.00
	Semester Total:	**7.00**
	Total Program Units:	**48.00**

Course(s) not charged tuition.

ADN/RN-MSN, HSL/Clinical Nurse Leader

First Year, Fall Semester		
Clinical Fee Assessed for Term?	**No**	
Course	**Title**	**Credit Hours**
GN 5170	Intro to the Theory and Science of Nursing	3.00
GN 5631	Advanced Pathophysiology I	1.00
GN 5811	Leadership and Professional Role Transition	3.00
	Semester Total:	**7.00**

First Year, Spring Semester		
Clinical Fee Assessed for Term?	**Yes**	
Course	**Title**	**Credit Hours**
GN 5632	Advanced Pathophysiology II	1.00
GN 5702	Management Principles and Leadership Theories	3.00
GN 5903	Community Health Nursing for the ADN	2.00
GN 5904	Clinical Practicum: Community Health Nursing for the ADN*	2.00
	Semester Total:	**8.00**

First Year, Summer Semester		
Clinical Fee Assessed for Term?	**Yes**	
Course	**Title**	**Credit Hours**
GN 5306	Biostatistics and Epidemiology	3.00
GN 5633	Advanced Pathophysiology III	1.00
GN 5710	Advanced Nurse Leaders as Educators	3.00
GN 7570	Clinical Experience*	1.00
	Semester Total:	**8.00**

Second Year, Fall Semester		
Clinical Fee Assessed for Term?	**Yes**	
Course	**Title**	**Credit Hours**
GN 5103	Advanced Health Systems	3.00
GN 5200	Nursing Theory	3.00
GN 5304	Nursing Research I	2.00
GN 7570	Clinical Experience*	2.00
	Semester Total:	**10.00**

Second Year, Spring Semester		
Clinical Fee Assessed for Term?	**Yes**	
Course	**Title**	**Credit Hours**
GN 5305	Nursing Research II	2.00
GN 5505	Pharmacotherapeutics & Technology for Advanced Practice Nurses	3.00
GN 5620	Advanced Health and Population Assessment	3.00
GN 5703	Introductory Nursing Informatics	3.00
GN 7570	Clinical Experience*	3.00
	Semester Total:	**14.00**

ADN/RN-MSN, HSL/Clinical Nurse Leader Emphasis (Continued)

Second Year, Summer Semester		
Clinical Fee Assessed for Term?	**Yes**	
Course	**Title**	**Credit Hours**
GN 5890	Care Coordination	2.00
GN 5999	Master's Project	3.00
GN 7570	Clinical Experience*	3.00
	Semester Total:	**8.00**
	Total Program Units:	**55.00**

Course(s) not charged tuition.

BSN/RN-MSN, Ambulatory Care Emphasis

First Year, Fall Semester		
Clinical Fee Assessed for Term?	**No**	
Course	**Title**	**Credit Hours**
GN 5103	Advanced Health Systems	3.00
GN 5200	Nursing Theory	3.00
GN 5631	Advanced Pathophysiology I	1.00
	Semester Total:	**7.00**

First Year, Spring Semester		
Clinical Fee Assessed for Term?	**No**	
Course	**Title**	**Credit Hours**
GN 5602	Health Promotion and Disease Prevention	1.00
GN 5632	Advanced Pathophysiology II	1.00
GN 5703	Introductory Nursing Informatics	3.00
	Semester Total:	**5.00**

First Year, Summer Semester		
Clinical Fee Assessed for Term?	**Yes**	
Course	**Title**	**Credit Hours**
GN 5306	Biostatistics and Epidemiology	3.00
GN 5633	Advanced Pathophysiology III	1.00
GN 5710	Advanced Nursing Leaders as Educators	3.00
GN 7570	Clinical Experience*	1.00
	Semester Total:	**8.00**

Second Year, Fall Semester		
Clinical Fee Assessed for Term?	**Yes**	
Course	**Title**	**Credit Hours**
GN 5304	Nursing Research I	2.00
GN 5605	Advanced Human Diversity	1.00
GN 7570	Clinical Experience*	2.00
	Semester Total:	**5.00**

Second Year, Spring Semester		
Clinical Fee Assessed for Term?	**Yes**	
Course	**Title**	**Credit Hours**
GN 5305	Nursing Research II	2.00
GN 5505	Pharmacotherapeutics & Technology for Advanced Practice Nurses	3.00
GN 5620	Advanced Health and Population Assessment	3.00
GN 7570	Clinical Experience*	1.00
	Semester Total:	**9.00**

BSN/RN-MSN, Ambulatory Care Emphasis (Continued)

Second Year, Summer Semester		
Clinical Fee Assessed for Term?	**Yes**	
Course	**Title**	**Credit Hours**
GN 5890	Care Coordination	2.00
GN 5999	Master's Project	3.00
GN 7570	Clinical Experience*	1.00
	Semester Total:	**6.00**
	Total Program Units:	**40.00**

*Course(s) not charged tuition.

BSN/RN-MSN, HSL/Administrative Nurse Leader

First Year, Fall Semester		
Clinical Fee Assessed for Term?	**No**	
Course	**Title**	**Credit Hours**
GN 5200	Nursing Theory	3.00
GN 5811	Leadership and Professional Role Transition	3.00
	Semester Total:	**6.00**

First Year, Spring Semester		
Clinical Fee Assessed for Term?	**No**	
Course	**Title**	**Credit Hours**
GN 5702	Management Principles and Leadership Theories	3.00
GN 5703	Introductory Nursing Informatics	3.00
	Semester Total:	**6.00**

First Year, Summer Semester		
Clinical Fee Assessed for Term?	**Yes**	
Course	**Title**	**Credit Hours**
GN 5306	Biostatistics and Epidemiology	3.00
GN 5710	Advanced Nurse Leaders as Educators	3.00
GN 7570	Clinical Experience*	1.00
	Semester Total:	**7.00**

Second Year, Fall Semester		
Clinical Fee Assessed for Term?	**Yes**	
Course	**Title**	**Credit Hours**
GN 5103	Advanced Health Systems	3.00
GN 5304	Nursing Research I	2.00
GN 7570	Clinical Experience*	1.00
	Semester Total:	**6.00**

Second Year, Spring Semester		
Clinical Fee Assessed for Term?	**Yes**	
Course	**Title**	**Credit Hours**
GN 5305	Nursing Research II	2.00
GN 5620	Advanced Health and Population Assessment	3.00
GN 5704	Accounting and Finance	3.00
GN 7570	Clinical Experience*	1.00
	Semester Total:	**9.00**

BSN/RN-MSN, HSL/Administrative Nurse Leader Emphasis (Continued)

Second Year, Summer Semester		
Clinical Fee Assessed for Term?	**Yes**	
Course	**Title**	**Credit Hours**
GN 5890	Care Coordination	2.00
GN 5999	Master's Project	3.00
GN 7570	Clinical Experience*	2.00
	Semester Total:	**7.00**
	Total Program Units:	**41.00**

Course(s) not charged tuition.

BSN/RN-MSN, HSL/Clinical Nurse Leader

First Year, Fall Semester		
Clinical Fee Assessed for Term?	**No**	
Course	**Title**	**Credit Hours**
GN 5200	Nursing Theory	3.00
GN 5631	Advanced Pathophysiology I	1.00
GN 5811	Leadership and Professional Role Transition	3.00
	Semester Total:	**7.00**
First Year, Spring Semester		
Clinical Fee Assessed for Term?	**No**	
Course	**Title**	**Credit Hours**
GN 5632	Advanced Pathophysiology II	1.00
GN 5702	Management Principles and Leadership Theories	3.00
GN 5703	Introductory Nursing Informatics	3.00
	Semester Total:	**7.00**
First Year, Summer Semester		
Clinical Fee Assessed for Term?	**Yes**	
Course	**Title**	**Credit Hours**
GN 5306	Biostatistics and Epidemiology	3.00
GN 5633	Advanced Pathophysiology III	1.00
GN 5710	Advanced Nurse Leaders as Educators	3.00
GN 7570	Clinical Experience*	1.00
	Semester Total:	**8.00**
Second Year, Fall Semester		
Clinical Fee Assessed for Term?	**Yes**	
Course	**Title**	**Credit Hours**
GN 5103	Advanced Health Systems	3.00
GN 5304	Nursing Research I	2.00
GN 7570	Clinical Experience*	2.00
	Semester Total:	**7.00**
Second Year, Spring Semester		
Clinical Fee Assessed for Term?	**Yes**	
Course	**Title**	**Credit Hours**
GN 5305	Nursing Research II	2.00
GN 5505	Pharmacotherapeutics & Technology for Advanced Practice Nurses	3.00
GN 5620	Advanced Health and Population Assessment	3.00
GN 7570	Clinical Experience*	3.00
	Semester Total:	**11.00**

BSN/RN-MSN, HSL/Clinical Nurse Leader (Continued)

Second Year, Summer Semester		
Clinical Fee Assessed for Term?	**Yes**	
Course	**Title**	**Credit Hours**
GN 5890	Care Coordination	2.00
GN 5999	Master's Project	3.00
GN 7570	Clinical Experience*	3.00
	Semester Total:	**8.00**
	Total Program Units:	**48.00**

Course(s) not charged tuition.

MSN/Family Nurse Practitioner

First Year, Fall Semester		
Clinical Fee Assessed for Term?	**Yes**	
Course	**Title**	**Credit Hours**
GN 5401	Primary Care Management I	2.00
GN 5601	Advanced Physical Assessment	3.00
GN 5631	Advanced Pathophysiology I	1.00
GN 5641	Clinical Applications I	2.00
GN 7570	Clinical Experience*	1.00
	Semester Total:	**9.00**

First Year, Spring Semester		
Clinical Fee Assessed for Term?	**Yes**	
Course	**Title**	**Credit Hours**
GN 5402	Primary Care Management II	2.00
GN 5501	Advanced Pharmacology I	2.00
GN 5602	Health Promotion and Disease Prevention	1.00
GN 5603	Societal and Ethical Issues	1.00
GN 5632	Advanced Pathophysiology II	1.00
GN 5642	Clinical Applications II	2.00
GN 7570	Clinical Experience*	2.00
	Semester Total:	**11.00**

First Year, Summer Semester		
Clinical Fee Assessed for Term?	**Yes**	
Course	**Title**	**Credit Hours**
GN 5403	Primary Care Management III	2.00
GN 5502	Advanced Pharmacology II	2.00
GN 5606	Complementary and Alternative Therapies	1.00
GN 5633	Advanced Pathophysiology III	1.00
GN 5643	Clinical Applications III	2.00
GN 5690	Clinical Comprehensive Evaluation I	1.00
GN 7570	Clinical Experience*	2.00
	Semester Total:	**11.00**

Second Year, Fall Semester		
Clinical Fee Assessed for Term?	**Yes**	
Course	**Title**	**Credit Hours**
GN 5200	Nursing Theory	3.00
GN 5304	Nursing Research I	2.00
GN 5605	Human Diversity	1.00
GN 5810	Management Practice Issues	2.00
GN 7570	Clinical Experience*	4.00
	Semester Total:	**12.00**

MSN/Family Nurse Practitioner (Continued)

Second Year, Spring Semester		
Clinical Fee Assessed for Term?	**Yes**	
Course	**Title**	**Credit Hours**
GN 5103	Advanced Health Systems	3.00
GN 5305	Nursing Research II	2.00
GN 5820	Professional Practice Issues	2.00
GN 5900	Collaborative Project	2.00
GN 7570	Clinical Experience*	3.00
	Semester Total:	**12.00**
Second Year, Summer Semester		
Clinical Fee Assessed for Term?	**Yes**	
Course	**Title**	**Credit Hours**
GN 5691	Clinical Comprehensive Evaluation II	1.00
GN 5830	Business Practice Issues	2.00
GN 5990	APN Master's Project	3.00
GN 7570	Clinical Experience*	5.00
	Semester Total:	**11.00**
	Total Program Units:	**66.00**

Course(s) not charged tuition.

MSN/Psychiatric Mental Health Nurse Practitioner

First Year, Fall Semester		
Clinical Fee Assessed for Term?	No	
Course	**Title**	**Credit Hours**
GN 5200	Nursing Theory	3.00
GN 5304	Nursing Research I	2.00
GN 5601	Advanced Physical Assessment	3.00
GN 5631	Advanced Pathophysiology I	1.00
	Semester Total:	**9.00**
First Year, Spring Semester		
Clinical Fee Assessed for Term?	No	
Course	**Title**	**Credit Hours**
GN 5305	Nursing Research II	2.00
GN 5501	Advanced Pharmacology I	2.00
GN 5602	Health Promotion and Disease Prevention	1.00
GN 5603	Societal and Ethical Issues	1.00
GN 5632	Advanced Pathophysiology II	1.00
	Semester Total:	**7.00**
First Year, Summer Semester		
Clinical Fee Assessed for Term?	No	
Course	**Title**	**Credit Hours**
GN 5502	Advanced Pharmacology II	2.00
GN 5606	Complementary and Alternative Therapies	1.00
GN 5633	Advanced Pathophysiology III	1.00
	Semester Total:	**4.00**
Second Year, Fall Semester		
Clinical Fee Assessed for Term?	Yes	
Course	**Title**	**Credit Hours**
GN 5180	Counseling Across the Lifespan	3.00
CN 5181	Psychiatric Mental health Care Management Across Settings I	3.00
GN 5605	Human Diversity	1.00
GN 5810	Management Practice Issues	2.00
GN 7570*	Clinical Experience*	6.00
	Semester Total:	**15.00**

MSN/Psychiatric Mental Health Nurse Practitioner (Continued)

Second Year, Spring Semester		
Clinical Fee Assessed for Term?	**Yes**	
Course	**Title**	**Credit Hours**
GN 5103	Advanced Health Systems	3.00
GN 5182	Psychiatric Mental health Care Management Across Settings II	3.00
GN 5820	Professional Practice Issues	2.00
GN 7570 *	Clinical Experience*	5.00
	Semester Total:	**13.00**
Second Year, Summer Semester		
Clinical Fee Assessed for Term?	**Yes**	
Course	**Title**	**Credit Hours**
GN 5183	Psychiatric Mental health Care Management Across Settings III	3.00
GN 5990	APN Master's Project	3.00
GN 7570*	Clinical Experience*	6.00
	Semester Total:	**12.00**
	Total Program Units:	**60.00**

Course(s) not charged tuition.

Doctor of Nursing Practice (DNP) *Fall Entry*

First Year, Fall Semester		
Clinical Fee Assessed for Term?	**Yes**	
Course	**Title**	**Credit Hours**
GN 8000	Biostatistics Methods & Epidemiological Principles for Population Health	3.00
GN 8030*	Clinical Scholarship, Research, and Evidence-Based Practice	3.00
	Semester Total:	**6.00**
First Year, Spring Semester		
Clinical Fee Assessed for Term?	**Yes**	
Course	**Title**	**Credit Hours**
GN 8010*	Philosophy and Science for Nursing Practice	3.00
GN 8070*	Population Based Prevention in Vulnerable Populations	3.00
	Semester Total:	**6.00**
First Year, Summer Semester		
Clinical Fee Assessed for Term?	**Yes**	
Course	**Title**	**Credit Hours**
GN 8020*	Quality and Leadership in 21st Century Health Care System	3.00
GN 8080*	Care Delivery Improvement: Models and Strategies	3.00
	Semester Total:	**6.00**
Second Year, Fall Semester		
Clinical Fee Assessed for Term?	**Yes**	
Course	**Title**	**Credit Hours**
GN 8040*	Transformational Information Systems for Health Care	3.00
GN 8060*	Outcome Based Collaboration and Collaborative Models	3.00
	Semester Total:	**6.00**
Second Year, Spring Semester		
Clinical Fee Assessed for Term?	**Yes**	
Course	**Title**	**Credit Hours**
GN 8050*	Social Justice, Health Care Advocacy, and Policy in Nursing Practice	3.00
GN 8090*	Practice Immersion Project	3.00
GN 8001	The Scholarship of Teaching Nursing**	3.00
	Semester Total:	**6.00 – 9.00**
Second Year, Summer Semester		
Clinical Fee Assessed for Term?	**Yes**	
Course	**Title**	**Credit Hours**
GN 8090*	Practice Immersion Project	3.00
GN 8002	Advanced Scholarship and Leading Change in Nursing Education**	3.00
	Semester Total:	**3.00 – 6.00**
	Total Program Units:	**33.00 – 39.00**
Continuous Enrollment (ABD Students)		
Clinical Fee Assessed for Term?	**No**	
Course	**Title**	**Credit Hours**
GN 8999	Continuous Enrollment/Dissertation***	3.00

*Course triggers clinical practice fee for semester. **Required for NFLP recipients, elective for non-NFLP recipients. *** Students are required to register every term after completion of coursework until DNP Project is complete. A continuous registration fee of $750.00 is assessed per term.*

Doctor of Nursing Practice (DNP) (Spring Entry)

First Year, Spring Semester		
Clinical Fee Assessed for Term?	**Yes**	
Course	**Title**	**Credit Hours**
GN 8000	Biostatistics Methods & Epidemiological Principles for Population Health	3.00
GN 8030*	Clinical Scholarship, Research, and Evidence-Based Practice	3.00
	Semester Total:	**6.00**
First Year, Summer Semester		
Clinical Fee Assessed for Term?	**Yes**	
Course	**Title**	**Credit Hours**
GN 8010*	Philosophy and Science for Nursing Practice	3.00
GN 8070*	Population Based Prevention in Vulnerable Populations	3.00
	Semester Total:	**6.00**
First Year, Fall Semester		
Clinical Fee Assessed for Term?	**Yes**	
Course	**Title**	**Credit Hours**
GN 8020*	Quality and Leadership in 21st Century Health Care System	3.00
GN 8080*	Care Delivery Improvement: Models and Strategies	3.00
	Semester Total:	**6.00**
Second Year, Spring Semester		
Clinical Fee Assessed for Term?	**Yes**	
Course	**Title**	**Credit Hours**
GN 8040*	Transformational Information Systems for Health Care	3.00
GN 8060*	Outcome Based Collaboration and Collaborative Models	3.00
	Semester Total:	**6.00**
Second Year, Summer Semester		
Clinical Fee Assessed for Term?	**Yes**	
Course	**Title**	**Credit Hours**
GN 8050*	Social Justice, Health Care Advocacy, and Policy in Nursing Practice	3.00
GN 8090*	Practice Immersion Project	3.00
GN 8001	The Scholarship of Teaching Nursing**	3.00
	Semester Total:	**6.00 – 9.00**
Second Year, Fall Semester		
Clinical Fee Assessed for Term?	**Yes**	
Course	**Title**	**Credit Hours**
GN 8090*	Practice Immersion Project	3.00
GN 8002	Advanced Scholarship and Leading Change in Nursing Education**	3.00
	Semester Total:	**3.00 – 6.00**
	Total Program Units:	**33.00 – 39.00**
Continuous Enrollment (ABD Students)		
Clinical Fee Assessed for Term?	**No**	
Course	**Title**	**Credit Hours**
GN 8999	Continuous Enrollment/Dissertation***	3.00

*Course triggers clinical practice fee for semester. **Required for NFLP recipients, elective for non-NFLP recipients. ***
Students are **required to register every term after completion of coursework until DNP Project is complete**. A continuous registration fee of $750.00 is assessed per term.

Post-Master's Family Nurse Practitioner Certificate

First Year, Fall Semester		
Clinical Fee Assessed for Term?	**Yes**	
Course	**Title**	**Credit Hours**
GN 5401	Primary Care Management I	2.00
GN 5601	Advanced Physical Assessment	3.00
GN 5605	Human Diversity	1.00
GN 5631	Advanced Pathophysiology I	1.00
GN 5641	Clinical Applications I	2.00
GN 7570	Clinical Experience*	5.00
GN 5810	Management Practice Issues (Elective)	2.00
	Semester Total:	**14.00 - 16.00**
First Year, Spring Semester		
Clinical Fee Assessed for Term?	**Yes**	
Course	**Title**	**Credit Hours**
GN 5402	Primary Care Management II	2.00
GN 5501	Advanced Pharmacology I	2.00
GN 5602	Health Promotion and Disease Prevention	1.00
GN 5603	Societal and Ethical Issues	1.00
GN 5632	Advanced Pathophysiology II	1.00
GN 5642	Clinical Applications II	2.00
GN 5820	Professional Practice Issues	2.00
GN 7570	Clinical Experience*	6.00
	Semester Total:	**17.00**
First Year, Summer Semester		
Clinical Fee Assessed for Term?	**Yes**	
Course	**Title**	**Credit Hours**
GN 5403	Primary Care Management III	2.00
GN 5502	Advanced Pharmacology II	2.00
GN 5606	Complementary and Alternative Therapies	1.00
GN 5633	Advanced Pathophysiology III	1.00
GN 5643	Clinical Applications III	2.00
GN 5691	Clinical Comprehensive Evaluation II**	1.00
GN 7570	Clinical Experience*	6.00
GN 5830	Business Practice Issues (Elective)	2.00
	Semester Total:	**15.00 – 17.00**
	Total Program Units:	**46.00 – 50.00**

Course(s) not charged tuition.

**Students who extend the FNP year will be required to register for additional units of Clinical Comprehensive Evaluation at the end of each additional year.*

For students who graduated with their MSN from WesternU before entering the Post-Masters FNP, there may be courses waived due to duplication between the programs. For those students an individualized curriculum grid will be created and given to the student.

Post-Masters NP Psychiatric Mental Health Nurse Practitioner
(For nationally certified NPs)

First Year, Fall Semester		
Clinical Fee Assessed for Term?	**Yes**	
Course	**Title**	**Credit Hours**
GN 5180	Counseling Across the Lifespan	3.00
GN 5181	Psychiatric Mental Health Care Management Across Settings I	3.00
GN 7570*	Clinical Experience*	5.00
	Semester Total:	**11.00**
First Year, Spring Semester		
Clinical Fee Assessed for Term?	**Yes**	
GN 5182	Psychiatric Mental Health Care Management Across Settings II	3.00
GN 7570*	Clinical Experience*	6.00
	Semester Total:	**9.00**
First Year, Summer Semester		
Clinical Fee Assessed for Term?	**Yes**	
Course	**Title**	**Credit Hours**
GN 5183	Psychiatric Mental Health Care Management Across Settings III	3.00
GN 7570*	Clinical Experience*	6.00
	Semester Total:	**9.00**
	Total Program Units:	**29.00**

Course(s) not charged tuition.

Post-Graduate Emergency Nurse Practitioner Certificate (Fall Entry)

First Year, Fall Semester		
Clinical Fee Assessed for Term?	**Yes**	
Course	**Title**	**Credit Hours**
GN 5410	Advanced Emergency Care Concepts for the Emergency Nurse Practitioner Clinician I	6.00
	Clinical Experience Practicum (250 hours)	
	Semester Total:	**6.00**
First Year, Spring Semester		
Clinical Fee Assessed for Term?	**Yes**	
Course	**Title**	**Credit Hours**
GN 5420	Advanced Emergency Care Concepts for the Emergency Nurse Practitioner Clinician II	6.00
	Clinical Experience Practicum (250 hours)	
	Semester Total:	**6.00**
	Total Program Units:	**12.00**

Post-Graduate Emergency Nurse Practitioner Certificate (Spring Entry)

First Year, Spring Semester		
Clinical Fee Assessed for Term?	**Yes**	
Course	**Title**	**Credit Hours**
GN 5410	Advanced Emergency Care Concepts for the Emergency Nurse Practitioner Clinician I	6.00
	Clinical Experience Practicum (250 hours)	
	Semester Total:	**6.00**
First Year, Summer Semester		
Clinical Fee Assessed for Term?	**Yes**	
Course	**Title**	**Credit Hours**
GN 5420	Advanced Emergency Care Concepts for the Emergency Nurse Practitioner Clinician II	6.00
	Clinical Experience Practicum (250 hours)	
	Semester Total:	**6.00**
	Total Program Units:	**12.00**

Course Descriptions

GN 5103 Advanced Health Systems (3.0 credit hours)
This course will focus on developing health policy as well as health care systems safety and quality competencies needed by today's advanced practice nurses to lead improvement at microsystem, mesosystem, and macrosystem levels. National reports and health policy drive changes in health care as the system transforms to become more accountable and transparent to its stakeholders. Nursing leadership in patient safety, quality management, interprofessional practice, and health policy will be explored as avenues for improving population health, disease management, and care delivery.

GN 5170 Introduction to the Theory and Science of Nursing (3.0 credit hours)
In this bridge course, ADN students study theoretical frameworks and research that inform and shape nursing knowledge and practice. Content includes the evolution of knowledge development, multiple ways of knowing, structural components of theory, and contributions of theoretical knowledge in evidence-based nursing practice. Students will also explore research methodologies, examine the use of research evidence to inform practice, and critique published research.

GN 5180 Counseling Across the Lifespan (3.0 units)
Students will study a variety of conceptual models, theories, and research related to individual, group, and family therapies across the lifespan. A requisite knowledge base will provide students a foundation to intervene therapeutically using evidence-based brief psychotherapies for the treatment of mental health disorders in a variety of settings across the lifespan. The advanced knowledge base and clinical skills will provide a foundation to use family therapy to intervene with clients experiencing dysfunctional intrafamily patterns. The advanced knowledge of group psychotherapy will provide a foundation to intervene with child, adolescent, adult, and older adult clients experiencing dysfunctional interpersonal patterns.

GN 5181 Psychiatric Mental Health Care Management Across Settings I (3.0 units)
Students will study the theoretical content for assessing, diagnosing, and intervening in dysfunctional coping patterns and psychiatric disorders of individuals across the lifespan. Emphasis is on a thorough assessment, differential diagnosis, diagnostic reasoning, and plan of care for mental health disorders across the lifespan and various settings. Students will develop advanced skills for the differential diagnosis of mental disorders including observational and interviewing skills, and the use and interpretation of screening tools and laboratory tests. Students will integrate non-pharmacological and pharmacological support in the management of individuals.

GN 5182 Psychiatric Mental Health Care Management Across Settings II (3.0 units)
Students will continue to refine competencies in the management of individuals across the lifespan with mental health disorders. Students will develop plans of care for individuals with multiple co-existing physical, substance abuse, and mental health disorders. Management of psychiatric disorders via clinical practice guidelines including pharmacological and nonpharmacological management across settings will continue to be developed. A focus of interprofessional collaboration and advocacy to address the needs of co-existing disorders will be emphasized.

GN 5183 Psychiatric Mental Health Care Management Across Settings III (3.0 units)
Students will synthesize the role of the psychiatric-mental health nurse practitioner. Students gain competency in implementing evidence-based practice interventions, case load management using

technology, and interprofessional collaboration. Students will integrate into practice principles of diagnostic skills, pharmacological and non-pharmacological management, and clinical reasoning based on theory, evidence, ethics, and equity.

GN 5200 Nursing Theory (3.0 credit hours)
This course explores the theoretical context of contemporary nursing practice, which serve to guide nursing practice, and primary health care that optimizes health and self-care in families. In addition, this course will integrate knowledge from the physical, biological, and behavioral sciences to apply, systematically and critically, selected conceptual frameworks to the development of nursing, family systems, and the response to illness. It is expected that the graduate nursing student will develop an appreciation of the process of theory development in nursing, compare and contrast various theoretical perspectives, and apply nursing theories critically.

GN 5304 Nursing Research I (2.0 credit hours)
Provides a foundation for evidence-based practice by critiquing quantitative, qualitative, and mixed methods research studies. Ethical principles in research are studied with a requirement to obtain certification in human subjects' protection. The relationship of research, theory, and nursing practice are emphasized.

GN 5305 Nursing Research II (2.0 credit hours)
Supports the science of nursing with the provision and delivery of high-quality patient care based on the best available evidence. This course engages graduate nursing students in the formal process of appraising scholarly literature including research studies to make practice decisions. Students initiate the evidence-based practice process with development of search strategies and practice questions. Synthesis of various forms of literature ensues to formulate answers to practice questions. Prerequisite: CGN 5304.

GN 5306 Biostatistics and Epidemiology (3.0 credit hours)
This course focuses on the interpretation and use of biostatistics for graduate nursing practice including basic epidemiological concepts, quantitative methodology for evidence-based practice, and statistical utility for decision-making. The student is introduced to statistical analysis software; the process of instrument development, validity and reliability assessment, and pilot testing; decision theory; and the critical analysis and evaluation of the methods, results, and discussion sections of a research report.

GN 5401 Primary Care Management I: Common and Acute Conditions (2.0 credit hours)
This first course in Primary Care Management will help students integrate basic knowledge of human anatomy and physiology with an understanding of the pathologic changes and clinical manifestations that characterize common and acute disorders in adult, obstetric, pediatric, and geriatric clients. Students will apply new understanding of pathophysiology and evolving clinical decision-making skills to the interpretation of assessment data and the diagnosis and treatment of primary care clients and their families across the life cycle.

GN 5402 Primary Care Management II: Chronic and Complex Conditions (2.0 credit hours)
This second course in Primary Care Management continues to help students integrate their basic knowledge of human anatomy and physiology with an understanding of the pathological changes and clinical manifestations that characterize common, chronic, and complex disorders in pediatric, adult, obstetric, and geriatric clients. Students will apply their new understanding of pathophysiology and their evolving clinical decision-making skills to the interpretation of assessment data and the diagnosis and treatment of primary care clients and their families across the life cycle. Prerequisite: CGN 5401.

GN 5403 Primary Care Management III: Application to Special Populations (2.0 credit hours)
This third course in Primary Care Management enhances the student's ability to integrate a basic knowledge of human anatomy and physiology with an understanding of the pathologic changes and clinical manifestations that characterize common, acute, chronic, and complex disorders in pediatric, obstetric, and geriatric clients. Students will apply their understanding of pathophysiology and their evolving clinical decision-making skills to the interpretation of assessment data and the diagnosis and treatment of primary care clients and their families across the life cycle within the special populations of pediatrics, obstetrics, and geriatrics. Prerequisite: CGN 5401and CGN 5402.

GN 5410 Advanced Emergency Care Concepts for the Emergency Nurse Practitioner Clinician I (6.0 credit hours)
Advanced emergency nursing embodies autonomous and collaborative practice with other health professionals to diagnose, treat, and manage acute conditions, exacerbation of chronic conditions, and urgent, minor illness, or emergent conditions across the lifespan. Evidenced-based approaches are utilized to develop critical thinking and to plan care for individuals and families that seek care in high acuity settings. Includes exploration of ethical, cultural, legal, and regulatory frameworks that affect patient care. Students will develop and refine the clinical skills needed to meet the competencies in the advanced nursing role through practice experience

GN 5420 Advanced Emergency Care Concepts for the Emergency Nurse Practitioner Clinician II (6.0 credit hours)
Student utilizes evidenced-based approaches to develop critical thinking, assess, plan, and provide care for individuals across the lifespan and families in high-acuity settings. Includes exploration of trauma, intra-hospital, and inter-hospital transport. Students will develop and refine the clinical skills needed to meet the competencies in the advanced nursing role through practice experience.

GN 5501 Advanced Pharmacology I: Common Conditions and Acute Conditions (2.0 credit hours)
This is the first of two pharmacology courses that will focus on the pharmacotherapy of health care problems covered in the Primary Care Management series. In CGN 5401, students learned the pathophysiological basis of acute and common health care problems of patients seen in the primary care setting. In this course, students will continue to develop their primary care clinical management skills by learning and incorporating the pharmacotherapy of acute and common health care problems into the care of patients seen in this setting.

GN 5502 Advanced Pharmacology II: Chronic Conditions and Complex Conditions (2.0 credit hours)
This is the second of two pharmacology courses that will focus on the pharmacotherapy of health care problems covered in the Primary Care Management series. In CGN 5402 and CGN 5403, students learn the pathophysiological basis of chronic and complex health care problems of patients seen in the primary care setting. In Advanced Pharmacology II, students will continue to develop primary care clinical management skills by learning and incorporating the pharmacotherapy of chronic and complex health care problems into the care of patients seen in this setting. Prerequisite: CGN 5501.

GN 5505 Pharmacotherapeutics and Technology for Advanced Practice Nurses (3.0 credit hours)
This advanced pharmacology course will provide students with an in-depth knowledge of pharmacological management of patients with complex conditions and illnesses. Emphasis will be given on assuring safe, efficacious, and ethical delivery of pharmacotherapeutics, Students will explore health systems applications for using new and emerging technologies designed to reduce medical error and enhance the effectiveness of pharmacotherapeutics.

GN 5601 Advanced Physical Assessment (3.0 credit hours)

This course examines the role of the Family Nurse Practitioner as a clinical decision maker in a sociocultural context. To help students transition to this advanced practice role, the course introduces skills that build on undergraduate education and experience with respect to basic physical assessment. These advanced skills, which draw on knowledge from nursing, medicine, and other disciplines, include recognition and interpretation of clinical assessment data, diagnostic reasoning and treatment decision-making, and medical record keeping. Over the course of the program, students will be expected to integrate these skills with knowledge of common, acute, chronic, and complex illnesses in order to assess and manage patients across the life cycle.

GN 5602 Health Promotion and Disease Prevention (1.0 credit hour)

This course is designed to transition the Family Nurse Practitioner student from building physical assessment skills to an application of preventive health concepts and health promotion across the life span, using the Health People 2010 guidelines as a resource. Students will learn how to apply health promotion lifestyle changes, disease prevention concepts, and genetics screening options in the primary care patient population. Clinical preventive services and health promotion concepts that will be examined include health screening, counseling, immunization, chemoprevention in pediatric and adult clients, genetic risk identification and evidence-based medicine practice applications. Methods for counseling clients in lifestyle behaviors such as nutrition, physical activity, smoking cessation, and violence prevention will also be explored.

GN 5603 Societal and Ethical Issues (1.0 credit hour)

This course focuses on the social and ethical issues that often arise when providing primary health care to clients over the life span. The interdependence of these social and clinical issues mandate that the health care provider become aware of the relevant legal, ethical, and medical implications of physical and sexual child abuse, domestic violence, elder abuse, underage pregnancy, substance abuse, and elder clients at risk for polypharmacy, dementia, depression, and/or homelessness. It is expected that the student will critically reflect on and analyze the ethical challenges and societal factors that influence the provider-patient relationship.

GN 5605 Advanced Human Diversity (1.0 credit hour)

In this role development course, students will examine the skills used to be culturally competent and sensitive to human diversity. The graduate nursing student will begin by gaining an understanding of the principles of delivering culturally sensitive care. The course requires that students open their minds, examine their own cultural and humanistic beliefs and values, and explore the impact of those beliefs and values on clinical practice as a health care professional. Students will also explore strategies for successful patient-provider relationships when the patients' culture, race/ethnicity, prejudice, and lifestyle beliefs conflict with the health models used in medicine and nursing science.

GN 5606 Complementary and Alternative Therapies (1.0 credit hour)

This course focuses on the practices of alternative or complementary therapy utilized by the consumers of health care in this country. Among the complementary therapies students will consider in this course are acupuncture, yoga, biofeedback, chiropractic, dietary supplements, exercise, herbs, homeopathy, hypnosis, imagery, massage, relaxation, meditation, spiritual healing, symbols and rituals, folk medicine and energy work.

GN 5620 Advanced Health and Population Assessment (3.0 credit hours)

This course will address advanced health assessment for both individual and communities of clients. The focus will include concepts of population-based assessments for high-risk patients in both acute care and community-based settings. Students will build on their graduate knowledge of health assessment and utilize diagnostic reasoning and evidence- based research to enhance client outcomes. Emphasis will include risk assessment, health promotion, illness prevention and protection and to promote improved management of high acuity clients or populations of clients in multiple health settings.

GN 5631 Advanced Pathophysiology I (1.0 credit hour)

This first course in a three-part series builds on basic pathophysiology principles and explores the principles of normal body functions and pathophysiological changes that occur because of disease, lifestyle, and homeostatic changes in the body. Altered pathophysiological health is explored at the genetic, cellular and organ system level. Epidemiology, pathophysiological processes, and related system interaction are examined. Disease processes across the life span are explored and case studies are used to demonstrate the clinical assessment approach for the advanced practice student. This first course focuses on common and acute pathophysiological processes.

GN 5632 Advanced Pathophysiology II (1.0 credit hour)

This course is the second in the series of pathophysiology principles and explores the principles of normal body functions and pathophysiological changes that occur because of disease, lifestyle, and homeostatic changes in the body across the lifespan. Disease processes across the life span are explored and case studies are used to demonstrate the clinical assessment approach for the advanced practice student. This second course focuses on chronic and complex pathophysiological processes. Prerequisite: CGN 5631.

GN 5633 Advanced Pathophysiology III (1.0 credit hour)

This course is the third in the series of pathophysiological principles and explores the principles of normal body functions and pathophysiological changes that occur because of disease, lifestyle, and homeostatic changes in the body across the lifespan. This third course enhances the student's ability to integrate a basic knowledge of pathologic changes and clinical manifestations that characterize common, acute, chronic, and complex disorders in pediatric, obstetric, and geriatric clients. Students will apply their understanding of pathophysiology and their evolving integration across the life cycle within the special populations of pediatrics, obstetrics, and geriatrics. Prerequisite: CGN 5631and CGN 5632.

GN 5641 Clinical Applications I: Clinical Reasoning & Diagnostics (2.0 credit hours)

This course is designed to enhance the student nurse practitioner's physical assessment, diagnostic reasoning, and diagnostic procedure interpretation skills. Building on the practitioner's knowledge and skills to identify and distinguish normal from abnormal findings, basic health assessment often moves from a general survey of a body system to specific observations or tests of function.

The student nurse practitioner will learn how to apply this new level of understanding to build on basic health appraisal using clinical cases including common, acute, chronic, and complex health conditions. Through these cases, students will learn to gather further evidence and analyze this evidence to arrive at a hypothesis that will lead to a further narrowing of differential diagnoses in order to manage patients across the life cycle. Clinical diagnostics will be incorporated into the assessment process and these will include laboratory diagnostics, radiology diagnostics and cardiovascular monitoring and diagnostics. Students will also refine documentation and medical record-keeping skills. The skills gained in this course will provide the foundations of diagnostic reasoning that will guide students through other courses throughout the program including Primary Care Management, Pharmacology, and Clinical Experience.

GN 5642 Clinical Applications II (2.0 credit hours)
In this second course in the Clinical Applications series, students will continue to learn diagnostic and therapeutic procedures and skills critical to the advanced practice nurse. The area of focus in this course is Women's Health diagnostics and therapeutics across the lifespan. These procedures and skills include: the clinical breast examination and practicum; gynecologic procedures and diagnostics [e.g. endometrial biopsies, inserting/removing IUDs, and cervical cancer diagnostics & therapeutics; sexually transmitted infection diagnostics; infertility diagnostics and therapeutics; contraceptive technology; obstetric surveillance and diagnostics (e.g. obstetric ultrasonography, stress tests, Triple Marker testing, etc.)]. Prerequisite: CGN 5641.

GN 5643 Clinical Applications III (2.0 credit hours)
In this third course in the Clinical Applications series, students will continue to learn diagnostic and therapeutic procedures and skills critical to the advanced practice nurse. The area of focus in this course is pediatric, adult, and geriatric health diagnostics and therapeutics across the lifespan. These procedures and skills include microscopy; office orthopedic appliances and treatment techniques; dermatologic diagnostic/therapeutic procedures; local anesthesia use and suturing techniques; eyes, ears, nose and throat diagnostic/therapeutic procedures; gastrointestinal examination techniques and therapies; and techniques for clinical emergencies and other urgent conditions. Prerequisite: CGN 5641and CGN 5642.

GN 5690/5691/5692 – Clinical Comprehensive Evaluation I, II, or III (1.0 credit hour each)
These courses provide an opportunity for students to synthesize concepts, skills, and techniques from previous courses and apply their learning toward assessing and managing case studies across the life span. The student will participate in various methodologies for assessing their application of knowledge learned. To assess clinical performance and knowledge, students will engage in observed structured clinical examinations (OSCE), with the assistance of standardized patients with common, acute, chronic or complex conditions (depending on the student's year in the program and level of experience); create written clinical case management evaluations ("Day in the Clinic") of common, acute, chronic or complex conditions; and complete certification review by taking initial or final evaluation assessment. The certification review provides prospective graduates with an opportunity to validate the knowledge they have acquired throughout the program and assess their readiness for the national certification exam. Students are required to be registered for Clinical Comps in the summer semester of each year in the program.

GN 5702 Management Principles and Leadership Theories (3.0 credit hours)
The complexity of healthcare today requires nurses to utilize management principles and leadership theory. The course examines the context of clinical leadership today, the major principles and attributes of a successful nursing leader/manager, key functions of management, and specific activities to influence running the health system smoothly. Finally, the course looks at the role of the nurse leader and the complexity of change within the organization.

GN 5703 Introductory Nursing Informatics (3.0 credit hours)
This course explores the nursing specialty of Nursing Informatics and its value and impact on nursing practice, research, and education. It focuses on the use of computers and technology to access and manage information related to nursing practice, telehealth, and clinical management. It examines technology's role in evidence-based practice, nursing education and health care applications of information technology. Topics will also include health care applications, ethical and legal issues, and challenges related to the use of Informatics.

GN 5704 Accounting and Finance (3.0 credit hours)

This course introduces financial concepts, financial management, and accounting methods applied within the context of contemporary integrated health systems. Analysis of cost, quality, and outcomes as factors in delivery of health care will be explored.

GN 5710 Advanced Nurse Leaders as Educators (3.0 credit hours)

This course introduces the graduate student to the core knowledge and understanding of patient and nursing education, as well as strategies for creating and sustaining learning organizations. Transformative and experiential learning theories will be used to analyze and develop learning activities in both practice and academic settings. Standards and regulations will be explored for education within health care systems and academia.

GN 5810 Management Practice Issues (2.0 credit hours)

This course presents a variety of role-related topics designed to prepare the prospective Nurse Practitioner for management practice. Additionally, this course will help prepare the student for the CGN 5900 Collaborative Project in the next semester and the CGN 5990 Culminating Project in the last semester. The course will explore fundamental business principles related to management and leadership theory, effective decision making, project management, business planning, financial risk assessment and management, creating and using financial information, grant writing, business ethics, employee relations and supervision management, and marketing and sales.

GN 5811 Leadership and Professional Role Transition (3.0 credit hours)

Students will examine leadership practices in the context of complex, highly regulated, and constantly changing healthcare environments. Emphasis is placed on leading patient safety and quality efforts. Leadership and management theories, principles, and evidence-based practices are examined, drawing from a variety of resources that include research, professional standards, expert opinion, and the student's own experience. In addition, strategies to begin the process of transition from an undergraduate-prepared nurse to one with an advanced degree will be explored.

GN 5820 Professional Practice Issues (2.0 credit hours)

This course presents a variety of role-related topics designed to prepare the prospective Nurse Practitioner for professional practice. Beginning with a historical overview of the NP profession, the course will examine some of the critical issues that determine the practitioner's scope of practice, career options, peer review, protocols and standardized procedures, practice profiling, leadership and political involvement. In addition, the course presents guidelines for resolving professional legal and ethical issues that are often confronted by the NP. Students will also be introduced to valuable tools for ongoing professional development such as professional organizations and journals.

GN 5830 Business Practice Issues (2.0 credit hours)

This course presents a variety of role-related topics designed to prepare the prospective Nurse Practitioner for business practice. The business practice concepts explored will prepare the nurse practitioner graduate to enter the business of health care with the tools needed to be successful. The areas of focus will include: reimbursement (Medicare, Medicaid, indemnity insurance, fee for service, managed care organizations and business contracts for special services); billing and coding; evaluation and management codes; state regulations; federal regulations; office laboratory evaluations under CLIA; malpractice; employment law; facility access to disabled persons; HIPAA; credentialing and privileging; entrepreneurial issues and strategies; business ethics; and business management and fundamentals.

GN 5840 Management and Business Practice Issues (2.0 credit hours)
This course presents a variety of role-related topics designed to prepare the prospective Nurse Practitioner for business and management practice. The course will explore fundamental business principles related to management and leadership theory, effective decision making, project management, business planning, financial risk assessment and management, creating and using financial information, grant writing, business ethics, employee relations and supervision management, and marketing and sales. The business practice concepts explored will prepare the nurse practitioner graduate to enter the business of health care with the tools needed to be successful. The areas of focus will include: reimbursement (Medicare, Medicaid, indemnity insurance, fee for service, managed care organizations and business contracts for special services); billing and coding; evaluation and management codes; state regulations; federal regulations; office laboratory evaluations under CLIA; malpractice; employment law; facility access to disabled persons; HIPAA; credentialing and privileging; entrepreneurial issues and strategies; business ethics; and business management and fundamentals.

GN 5890 Care Coordination (2.0 credit hours)
This course prepares health professionals to integrate care coordination into practice throughout the continuum of care. Students will be able to coordinate the delivery of care within a practice environment and across diverse health care settings. This course aligns the scope and standards of practice for health care professionals with care coordination.

GN 5900 Collaborative Project (2.0 credit hours)
The CGN 5900 collaborative exercise is based on a health care project. The graduate student learns to approach, evaluate, and design an intervention for a community health care project with the assistance of colleagues in a group effort. The skills learned in this collaborative project will help prepare the student in developing the independent culminating project for the CGN 5990 course.

GN 5903 Community Health Nursing for the ADN (2.0 credit hours)
Students address population health through health promotion and disease prevention at individual, family, community, population, and systems level. Students complete community assessments and identify community resources for target populations across the lifespan. Students examine public health issues including environmental health, epidemiology, and health care delivery trends. Emphasis is placed on the analysis of social and genetic determinants of health as well as sociocultural, political, economic, social justice, ethical, and environmental factors that influence community and global health.

GN 5904 Clinical Practicum: Community Health Nursing for the ADN (2.0 credit hours)
Students apply theory and evidence in their public and population-based practice with an emphasis on health promotion and disease prevention. Students complete a comprehensive community assessment using population centered conceptual and scientific framework. A minimum of 90 supervised clinical practicum hours are completed in public health settings with individuals, families, and communities.

GN 5990 APN Master's Project (3.0 credit hours)
The APN Master's Project provides the Advanced Practice Nurse prospective graduate with a final opportunity to demonstrate their ability to integrate and apply concepts learned throughout the master's program in the practice setting. The culminating course requires the student to develop a health care improvement project, which is broad in scope and has implications for community or practice settings. The project should offer insight into the unique contributions nurse practitioners make for a specified population(s). Prerequisites: All program courses. CGN 5990 must be taken at the end of the program.

GN 5995 Special Topics in Health Systems Leadership (1.0 – 4.0 credit hours)
Students may select this option to participate in an in-depth study of a new leadership topic developed and approved by the Health Systems Leadership faculty. The application for this course must be submitted and approved by the program director by the registration deadline for the course. Clinical/Practice hours may be embedded in the course.

GN 5999 Master's Project (3.0 credit hours)
This course requires integration of the AACN's Master of Nursing Essentials in the form of a proposed study, business plan, or change project to improve patient care, patient outcomes, or work design. Prerequisites: All program courses. CGN 5999 must be taken at the end of the program.

GN 6115 Pathophysiology (3.0 credit hours)
Pathophysiology is an introductory course which focuses on alterations and disruption of physiologic functions across the lifespan. A systems approach based on differentiation of pathophysiologic findings is essential to understanding and identification of major disease processes.

GN 6145 Pharmacology I (2.0 credit hours)
Theoretical concepts essential to the provision of safe and effective administration of pharmacotherapeutic agents are the focus of this course. Treatment of illness, health promotion, and wellness maintenance to individuals throughout the lifespan are addressed. Principles of pharmacology including drug actions, cultural, genetics, developmental consideration, and medication administration are explored.

GN 6155 Pharmacology II (2.0 credit hours)
Building on the concepts of Pharmacology I with a focus on the application of fundamental principles for safe and effective care is the focus of this course. Pharmacotherapeutic agents used in the treatment of illness, health promotion, and wellness maintenance to individuals throughout the lifespan are explored. Applicable to students entering in fall 2019 and beyond.

GN 6165: Evidence Based Practice and Theory (3 credit hours)
The theoretical frameworks and processes of evidence-based practice, research, quality improvement, and clinical guidelines that inform nursing knowledge and practice are examined. The evolution of knowledge development, multiple ways of knowing, structural components of theory within the nursing profession and other disciplines are explored. Students develop a spirit of inquiry, ask relevant clinical questions, search, collect, and understand best evidence.

GN 6170 Utilization of Evidence in Healthcare (2.0 credit hours)
Students examine and critique the components of quantitative, qualitative and mixed methods research including the research question, literature review, theoretical framework, methodology, data analysis, and interpretation of findings for application to nursing practice. Students are introduced to descriptive and inferential statistical measures, the process of instrument development, validity and reliability assessment, pilot testing, and decision theory. In addition, students interpret and choose relevant evidence for decision making in clinical situations.

GN 6201 Health Assessment (2.0 credit hours)
Theoretical concepts of physical assessment, health history, cultural, genetics, psychosocial and nutritional assessment for individuals across the lifespan are explored in this course.

GN 6202 Clinical Practicum: Health Assessment (1.0 credit hour)
Application of theoretical concepts related to comprehensive health assessment of patients across the lifespan will be the focus of this course. Emphasis includes the analysis and utilization of comprehensive health assessment data including the bio-psycho-social, developmental, and environmental needs of patients and families as related to the role of the nurse.

GN 6410 Nursing Fundamentals (3.0 credit hours)
Foundational nursing concepts, competencies and techniques are introduced in this course. Students will develop critical thinking abilities utilizing the nursing process in the roles of communicator and caregiver, and educator. Students learn principles of professional nursing practice. Students will develop selected fundamental competencies including, but not limited to, therapeutic communication, maintaining a safe and hygienic environment, assessing vital signs, medical asepsis and infection control, principles of body mechanics and mobility, basic gastrointestinal and urinary care, oxygen therapy and airway management, calculation of drug doses and medication administration.

GN 6411 Clinical Practicum: Nursing Fundamentals (2.0 credit hours)
Students will apply theory, critical thinking, and the nursing process to gain mastery of selected fundamental competencies through practice in the simulation lab. Clinical experiences in selected acute care facilities will provide opportunities to utilize said nursing process, critical thinking and reflection as nursing care is delivered to adults and older adults.

GN 6501 Nursing of Adults and Older Adults I (4.0 credit hours)
Application of the nursing process in caring for adults and older adults is the emphasis for learning. Acute and chronic health conditions are the foci. Emphasis is placed on the delivery of safe, patient-centered, team-based care integrating knowledge of pathophysiological processes, pharmacotherapy, developmental theories and human responses to illness.

GN 6502 Clinical Practicum: Nursing of Adults and Older Adults (3.0 credit hours)
Through clinical experiences, students will develop the psychomotor and critical thinking skills to provide safe, patient-centered, team-based care. Students integrate developmental theories and the roles of communicator, caregiver, advocate, and educator while providing and coordinating care for adults and older adults.

GN 6551 Nursing of Adults and Older Adults II (4.0 credit hours)
Building on the integrated knowledge from Nursing of Adults and Older Adults I and other previous courses, students continue to apply the nursing process in high acuity settings. Emphasis is placed on the delivery of safe, patient-centered, team-based care of the patient with complex health needs.

GN 6552 Clinical Practicum: Nursing of Adults and Older Adults II (4.0 credit hours)
Through clinical experiences in high acuity settings, students will continue to develop clinical competencies to provide safe, patient-centered, team-based care for adults and older adults with complex health needs.

GN 6601 Mental Health Nursing (2.0 credit hours)
This course focuses on psychiatric and emotional disorders across the lifespan. Course content builds upon knowledge acquired in Fundamentals of Nursing, Pathophysiology, and Health Assessment. An emphasis will be placed on utilization of the nursing process with patients presenting with altered physiological and pharmacological processes, and the human response to mental and/or emotional illness.

GN 6602 Clinical Practicum: Mental Health Nursing (2.0 credit hours)
Students will develop critical thinking skills, communication skills, and nursing interventions when caring for clients with identified psychosocial and mental health issues. The mental health clinical experience provides an opportunity for the student to integrate, assimilate, and demonstrate the nursing process and theoretical principles taught in the didactic course in the psychiatric setting.

GN 6710 Obstetric Nursing (2.0 credit hours)
Theory and application of nursing process and nursing roles related to the care of women and childbearing families of diverse psychosocial and cultural backgrounds are examined. Family systems theory, development theories and the nursing process serve as the organizing framework for this group of clients. Employing established standards, students gain knowledge and apply essential principles for professional roles and nursing practice in the care of childbearing women, families and newborns. Students apply the theoretical concepts in the clinical setting.

GN 6711 Clinical Practicum: Obstetric Nursing (2.0 credit hours)
Clinical practice to develop critical thinking, psychomotor, and communication skills provides students with opportunities to develop competence in the care of antepartum, intrapartum, and postpartum clients, neonates, and families. The roles of caregiver, communicator, caregiver, advocate, and teacher are emphasized.

GN 6720 Pediatric Nursing (2.0 credit hours)
Emphasizes theory and application of nursing process and nursing roles related to the care of children and their families. Family systems theory, developmental theories, vulnerable population theory and the nursing process serve as the organizing framework for providing care to this group of clients. Students gain knowledge and apply essential principles for nursing practice in the care of children and their families within a culturally diverse population. Students apply the theoretical concepts in the clinical setting.

GN 6721 Clinical Practicum: Pediatric Nursing (2.0 credit hours)
Provides clinical opportunities to practice the psychomotor, critical thinking, and communication skills in order to develop competence in the care of pediatric clients and their families. Emphasis is placed on integration of didactic knowledge with clinical practice as students continue to develop their roles in the clinical setting.

GN 6777: Clinical Implementation Project 1 (1 credit hour)
Projects begin by assessing and analyzing current quality improvement data and initiatives in a clinical microsystem within a healthcare environment. In collaboration with preceptors, the interprofessional team, and faculty, the graduate nursing student selects a high priority initiative for the clinical project. Students may conduct an independent project or work within an improvement team; however, contributions must be independent work.

GN 6801 Leadership and Management in the Clinical Setting (2.0 credit hours)
The scope of professional practice for the registered nurse includes leadership as a role competency. Students will gain the knowledge, skills, and attitudes to lead and manage unit/microsystem-based teams in the provision of high quality, patient-centered care. Various modes of inquiry, including management process, problem-solving models, and decision-making tools will be included. Theories related to leadership, management, organization, human resources, behavior, and communication are emphasized.

GN 6802 Clinical Practicum: Leadership and Management (1.0 credit hours)
The RN integrates and applies leadership competencies into professional nursing practice. Students utilize evidence-based knowledge, leadership, and management skills to enhance decision-making, critical thinking, and problem-solving in the clinical setting.

GN 6805: Advanced clinical application (3 credit hours)
Students integrate theoretical knowledge with clinical and leadership skills to develop competency in managing patients in health care settings as the focus of this course. Emphasis is placed on the application of the nursing process in the roles of professional nursing for patients, families, and communities.

GN 6810: Biostatistics (2 units)
Students examine the interpretation and use of biostatistics for graduate nursing practice, including quantitative methodology for evidence-based practice, and statistical utility for decision making. Emphasis is on statistical analysis software, the use of established instruments, and assessment of validity and reliability. Critical analysis of methods, results, and discussion sections of research reports are also emphasized.

GN 6888: Clinical Implementation Project II (2 units)
Clinical Implementation Project II continues with scholarly exploration of the identified quality improvement initiative with a review of literature and standards of care to determine: goals, strategies for action, quality indicators or measures and resource utilization for the health issue. Analysis and synthesis of evidence prepares students for collaborating on a quality improvement initiative.

GN 6905: Public Health and Population Based Nursing practice (3 units)
Students address population health through health promotion and disease prevention at individual, family, community, population, and systems level. Students' complete community assessments and identify community resources for the target populations. Students examine public health issues including environmental health, epidemiology and health care delivery trends. Emphasis is placed on the analysis of social determinants of health as well as sociocultural, political, economic, social justice, ethical, and environmental factors that influence community and global health.

GN 6906: Public Health and Population Based Nursing practice: Clinical Practicum (3 units)
Students apply theory and evidence in their public and population-based practice with an emphasis on health promotion and disease prevention. Students complete a comprehensive community assessment using population centered conceptual and scientific framework. A minimum of 90 supervised clinical practicum hours are completed in local public health settings. The remaining clinical hours may be completed in a local or international setting.

GN 6910: Clinical Immersion 1 (3 credit hours)
 This course continues to the 6th semester. Students synthesize theoretical and clinical knowledge, translating the evidence into their clinical practice. Student transition into professional practice is emphasized.

GN 6915: Improvement Science for Quality and Safety (3 credit hours)
Students analyze health care systems safety and quality in order to lead improvement at the microsystem level. Nursing leadership in patient safety, quality management, interprofessional practice, and health are

explored as avenues for improving healthcare delivery. Students will design and plan patient safety and quality improvement initiatives within an interprofessional team.

GN 6920: Health Systems Leadership (3 units)
Development as leaders of health systems change at microsystem, mesosystem, and macrosystem levels is emphasized. Nursing leadership for patient safety, quality management, interprofessional practice, and health policy is explored as avenues for improving population health, disease management, and care delivery.

GN 6921: Health Systems Leadership: Clinical Practicum (1 credit hour)
Using the science of improvement, students apply relevant systems leadership and change theories in precepted clinical settings.

GN 6930: Informatics and Technology (2 credit hours)
Master's prepared nurses utilize informatics and technologies across the health care delivery system. As knowledge workers, nurses determine appropriate use of data and healthcare technologies to support safe practice environments, cost-effectiveness, and evidence-based decision making. Students will explore utilization of informatics and technologies in areas such as basic competencies, ethical and legal parameters of information systems, data security, communication, data evaluation, and future directions.

GN 6940: Clinical Immersion II (3 credit hours)
This course is a continuation of Clinical Immersion 1. Students synthesize theoretical and clinical knowledge, translating the evidence into their clinical practice. Student transition into professional practice is emphasized.

GN 6950: Advanced Professional Role (2 credit hours)
Students explore roles and opportunities for master's prepared nurses. Professional standards of nursing are examined and related to current and future roles of master's prepared nurses. Role theory, transition theory and transformative learning theory are presented as frameworks for examining how nursing roles change, overlap, and at times, conflict.

GN 6951: Advanced Professional Role: Clinical Practicum (1 credit hour)
Students engage in simulated and precepted clinical activities to support transition to practice as a master's prepared nurse. Students must be concurrently enrolled in GN 6950.

GN 6960: Care Coordination/Chronic Disease Management (3 units)
Nurses integrate care coordination and chronic care management into practice throughout the continuum to optimize outcomes and reduce fragmentation of care for populations. Students will coordinate care for persons/populations with complex, chronic conditions within the interprofessional practice environment across diverse health settings.

GN 6999: Clinical Implementation Project III (2 units)
During Clinical Implementation Project III, graduate nursing students will apply change theory and appropriate models of care to improvement frameworks for implementation and evaluation of quality improvement initiatives.

GN 7570 Clinical Experience (1.0 – 6.0 credit hours, CR/NCR)
This course is designed to provide students with progressive opportunities to develop and refine the clinical skills needed to meet the competencies in the advanced nursing role. Over the course of their chosen concentration, students will integrate prior nursing education, previous experience and learning objectives in alignment with their concentration focus. Course is repeatable.

GN 7999 MSN Program Continuous Enrollment (1.0 credit hours, CR/NCR)
This course is an administrative course designed to keep students who are at the end of their program, but not complete with their program of study, registered, and connected to the university until completion is reached. Repeatable.

GN 8000 Biostatistical Methods & Epidemiological Principles for Population Health (3 credit hours)
Students apply biostatistical methods and epidemiologic principles to analyze health research and health-related data. The course focuses on the principles and methods of data analysis that are central to the development and evaluation of preventive measures and interventions that address population health.

GN 8001 Principles of Teaching and Learning for Nurse Educators (3.0 credit hours)
This is the first of a three-course series. Preparing for the role of nurse educator is essential for advancing the profession of nursing. Formulating a teaching philosophy is the foundation for becoming an effective nurse educator. Analyzing pedagogic philosophies, theories, and ethical/legal issues related to teaching strategies and education will be explored. Evidence-based strategies will be used to design an effective teaching-learning environment that integrates the experiences of diverse student populations. Students will design a course incorporating educational technologies for the diverse teaching-learning environment.

GN 8002 Facilitation of Teaching-Learning in Nursing Education (3.0 credit hours)
This is the second of a three-course series. The curricular development process includes evaluating and analyzing current trends in student competency measurement. The facilitation of teaching-learning in academia, role socialization, professional development, and engagement with professional organizations will be explored. Students will integrate educational competencies during the teaching practicum fieldwork in an academic setting.

GN 8003: Program Development, Evaluation, & Leadership for Nurse Educators (3 Units)
This is the third course in a three-course series where the scholarship of teaching, service, and leadership are central to advancing the nurse educator's role as a thriving academic leader. Analysis of curriculum models and evaluation of program outcomes promotes organizational change and strengthens teaching effectiveness. Nurse educators function as change agents and leaders to enhance the visibility of nursing and its contribution to the community by addressing health care and educational needs. Students will integrate innovative and reflective practices during the teaching practicum fieldwork in an academic setting.

GN 8004: Scholarly Writing (1 Unit)
Graduate students utilize expository writing to achieve professional and effective communication. This course introduces the concepts and skills of writing to develop formal papers with a scholarly voice. Learning activities will include critiquing professional writing, creating written work, and integrating feedback for improvement.

GN 8005: Advance Practice Inquiry (3 Units)
Health care professionals draw upon a foundation of clinical inquiry, research methodology, and critical appraisal in synthesizing research findings that translates research into practice. The course will focus on the development of a practice question, literature search methods, critique of research, and appropriate statistical analysis in published research evidence. The course learning activities inform the synthesis of evidence to facilitate evidence-based practice.

GN 8006: Reflective Practice and Professional Identity Formation in Advanced Practice Nursing (1 Unit)
Reflective practice allows learners to understand self and facilitates the development of professional identity. The value of reflective practice and its critical role in personal and professional growth will be examined. Enhancing competencies for reflective practice, engagement in the reflective process, and implementation of reflective activities contribute to the DNP educational journey and professional identity development.

GN 8007: Theoretical Perspectives for Nursing Practice (2 Units)
Advanced nursing practice requires an extensive understanding of the discipline's distinct theoretical perspectives and where points of view are shared with other professions. Application of theory and research-based knowledge forms the basis for clinical judgement and innovation in nursing practice. The translation and application of theoretical knowledge will improve health and transform health care.

GN 8010 Philosophy and Science for Nursing Practice (3.0 credit hours)
This course focuses on an examination of the philosophical and scientific foundations which reflect the complexity of practice at the doctoral level including the development of nursing science and the phenomenon of concern to nursing practice; the principals of the biology of human structure, function and disease; behavioral and population science, including vulnerable populations; and middle range theories which support practice.

GN 8015: Addressing Diversity, Equity, and Inclusion in Healthcare (1 Unit)
Diversity, equity, and inclusion (DEI) affirming care is an essential component for health professionals to function as culturally competent practitioners who relate effectively with diverse and underserved individuals, families, and populations. Learners will explore how implicit bias and ethnocentrism contribute to health disparities and affect health outcomes across populations and identify strategies that can be used in the delivery of culturally congruent care.

GN 8020 Quality and Leadership in the 21st Century Health Care System (3.0 credit hours)
This course focuses on an examination of safety and quality improvement and cost effectiveness for clinical practice. Includes principals of business planning, business finance, health law, organizational theory, care delivery models, risk management, negotiation, and leadership especially with the care of vulnerable populations. Examines nursing's leadership role in shaping the health care system of the future.

GN 8025: Health Informatics and Outcome Driven Practice (3 Units)
Health care professionals integrate a variety of information systems and technology to inform outcome-based practice. The learner will leverage health informatic skills for transforming data to information, knowledge, and action to drive decision-making. Structuring health care data with technology tools and

solutions for organizing, interpreting, and presenting data builds evidence for improving practice and population health.

GN 8030 Clinical Scholarship, Research, and Evidence-Based Practice (3.0 credit hours)
This course focuses on an examination and strategies for clinical scholarship and research methods for critique and literacy focusing on epidemiology and evidence-based practice. Includes database and policy development, databases evaluation, and quality and practice improvement. Includes population-based research methods, outcome analysis techniques, and participative research.

GN 8035: Applied Biostatistics for Health Professionals (3 Units)
Principles and data analysis methods are central to determining and implementing evidence-based preventive interventions that address population health. The application of biostatistical methods and data analysis is designed to solve practice problems or to inform practice directly. Learners engage in the practical application of statistical software along with analysis and interpretation of findings for use in evidence-based practice and research. Learners apply, integrate, and synthesize core program competencies and specialty practice requirements essential to establish expertise in advanced nursing practice.

GN 8040 Transformational Information Systems for Health Care (3.0 credit hours)
This course focuses on an examination of information and technology systems that support research for evidence-based practice, quality improvement, outcome evaluation, best practices, management, and education. Principals for selecting and evaluating information systems, and the ethical, regulatory, and legal issues that surround information technologies are included.

GN 8045: Population Health (3 Units)
Health care providers utilize population-focused knowledge and skills to enhance outcomes. Learners will explore comprehensive surveillance, prevention, and health promotion approaches across various populations. This course focuses on a systems-based approach using epidemiological, bio-statistical, environmental, geographic, genetic, behavioral, and socioeconomic data. Learners will assess, implement, and evaluate evidence-based interventions to improve health outcomes.

GN 8050 Social Justice, Health Care Advocacy, and Policy in Nursing Practice (3.0 credit hours)
This course examines nursing's role in the care of underserved and vulnerable populations. Includes concepts of social justice, health care advocacy, and policy formation and implementation. Examines the structure and function of legislative and regulatory organizations, governance, public relations, and global health care issues.

GN 8055: Organizational Leadership, Collaboration, and the Science of Improvement (3 Units)
Advanced practice nurses engage in evidence-based approaches to leadership and collaboration and utilize the science of improvement to transform health systems. Within this course, the learner will expand their capacity for developing interprofessional teams through the application of leadership, collaboration, and improvement methodologies to advance system quality and safety outcomes.

GN 8060 Outcome Based Collaboration and Collaborative Models (3.0 credit hours)
This course examines the role, scope, practice, and culture of different health care professions with a focus on building multidisciplinary and interprofessional collaborative teams. Collaborative communication patterns and synergistic decision-making will be examined in the context of the

interprofessional dimensions of health care and health care organizations focusing on the care of vulnerable populations.

GN 8065: Assessment, Measurement, and Evaluation in Outcomes-Based Advanced Nursing Practice (3 Units)
Advanced practice nurses use assessment, measurement, and evaluation in outcome-based practice. Exploration and identification of various health outcome measures are defined and applied within care delivery models and settings. Intervention strategies and measurement tools guide evaluation of outcome measures to drive improvement within health systems. Tool selection based upon measurement properties and project design optimize translation of outcomes in healthcare practice.

GN 8070 Population Based Prevention in Vulnerable Populations (3.0 credit hours)
This course examines comprehensive surveillance, prevention, and health promotion approach with underserved and vulnerable populations based on community health and vulnerable population theory. Focuses on the use of epidemiological, biostatistical, environmental, geographic, genetic, behavioral, and socioeconomic data to design, develop, and implement interventions to improve health care access and address gaps in care.

GN 8075: DNP Systems Thinking I: Developing the Scholarly Project (2 Units)
As leaders and translational scientists, advanced practice nurses contribute to the quality and safety of health systems. DNP Learners will apply the science of improvement to identify system problems at a practice level and develop a project for improvement. This course is the first in a three-part series.

GN 8076: DNP Systems Thinking II: Implementing the Scholarly Project (2 Units)
As leaders and translational scientists, advanced practice nurses contribute to the quality and safety of health systems. During the second course in the *DNP Systems Thinking* series, the learners in collaboration with practice partners will implement a health system or practice change project.

GN 8077: DNP Systems Thinking III: Evaluation and Dissemination of the Scholarly Project (2 Units)
DNP learners evaluate the process improvement plan, discuss project findings, and implications for practice. The culminating project includes dissemination of knowledge using the *Standards for Quality Improvement Reporting Excellence* (SQUIRE) framework.

GN 8080 Care Delivery Improvement: Models and Strategies (3.0 credit hours)
This course focuses on outcome measurement with individuals, families, populations, including vulnerable populations, and organizations within traditional and innovation care delivery models and settings, using clinical epidemiology and reasoning, systems for leveling evidence, and ethics. Also included are the development of strategies and protocols that reflect nursing's accountability and the highest level of nursing care.

GN 8085: Social Justice, Health Policy, and Advocacy in Practice (3 Units)
Empowering health professionals to advocate for change within complex health care systems requires tools and skills necessary to address the care of populations. Addressing social justice issues involves an examination of accessible, equitable, and ethical healthcare for populations. Formulation, application, analysis, and evaluation of health care policy and health policy research prepares professionals to examine the structure and function of legislative and regulatory organizations, governance, public relations, and global health care issues. Learning activities in this course lead to engagement in policy development, implementation, and opportunities to influence policy-making processes.

GN 8090 Practice Immersion Project (1.0 – 6.0 credit hours, CR/NCR)
This course focuses on the completion of a practice immersion experience and independent evidence-based project in a vulnerable population, which provides an illustration of the essential competencies of the practice doctorate. Course is repeatable up to six units.

GN 8100: Psychopharmacology (2 Units)
Students will build upon prior knowledge of advanced pharmacology to develop essential skills to prescribe/furnish appropriate pharmacology treatments across the lifespan. The focus is on the neurobiological and psychopharmacological principles for the clinical management of psychotropic medications. Students integrate neuroanatomy, pharmacogenomics, neurophysiology, pathophysiology, pharmacology and behavioral science for the selection, use, monitoring, or modifying psychoactive medications. Ethical, cultural, and legal considerations of psychopharmacology are reviewed.

GN 8181: Psychiatric Mental Health Care Management Across Settings I (3 Units)
Students will study the theoretical content for assessing, diagnosing, and intervening in dysfunctional coping patterns and psychiatric disorders of individuals across the lifespan. Emphasis is on a thorough assessment, differential diagnosis, diagnostic reasoning and plan of care for mental health disorders across the lifespan and various settings. Students will develop advanced skills for the differential diagnosis of mental disorders including observational and interviewing skills, and the use and interpretation of screening tools and laboratory tests. Students will integrate non-pharmacological and pharmacological support in the management of individuals.

GN 8182: Psychiatric Mental Health Care Management Across Settings II (3 Units)
Students will continue to refine competencies in the management of individuals across the lifespan with mental health disorders. Students will develop plans of care for individuals with multiple co-existing physical, substance abuse, and mental health disorders. Management of psychiatric disorders via clinical practice guidelines including pharmacological and nonpharmacological management across settings will continue to be developed. A focus of interprofessional collaboration and advocacy to address the needs of co-existing disorders will be emphasized.

GN 8183: Psychiatric Mental Health Care Management Across Settings III (3 Units)
Students will synthesize the role of the psychiatric-mental health nurse practitioner. Students gain competency in implementing evidence-based practice interventions, case load management using technology, and interprofessional collaboration. Students will integrate into practice principles of diagnostic skills, pharmacological and non-pharmacological management, and clinical reasoning based on theory, evidence, ethics, and equity.

GN 8184: Counseling Across the Lifespan (3 Units)
Students will study a variety of conceptual models, theories, and research related to individual, group, and family therapies across the lifespan. A requisite knowledge base will provide students a foundation to intervene therapeutically using evidence-based brief psychotherapies for the treatment of mental health disorders in a variety of settings across the lifespan. The advanced knowledge base and clinical skills will provide a foundation to use family therapy to intervene with clients experiencing dysfunctional intrafamily patterns. The advanced knowledge of group psychotherapy will provide a foundation to intervene with child, adolescent, adult, and older adult clients experiencing dysfunctional interpersonal patterns.

GN 8401: Primary Care I: Management of Common Conditions Across the Lifespan (2 Units)
This first course in Primary Care Management will help students integrate basic knowledge of human anatomy and physiology with an understanding of the pathologic changes and clinical manifestations that characterize *common* healthcare disorders in adult, obstetric, pediatric, and geriatric clients. Students will evolve clinical decision-making skills, including the interpretation of assessment data in *common* healthcare diagnoses, and the treatment of primary care clients and their families across the lifecycle.

GN 8402: Primary Care II: Management of Acute Conditions Across the Lifespan (2 Units)
This second course in Primary Care Management will help students integrate basic knowledge of human anatomy and physiology with an understanding of the pathologic changes and clinical manifestations that characterize *acute* healthcare disorders in adult, obstetric, pediatric, and geriatric clients. Students will evolve clinical decision-making skills, including the interpretation of assessment data in *acute* healthcare diagnoses, and the treatment of primary care clients and their families across the lifecycle.

GN 8403: Primary Care III: Management of Chronic Conditions Across the Lifespan (2 units)
This third course in Primary Care Management will help students integrate basic knowledge of human anatomy and physiology with an understanding of the pathologic changes and clinical manifestations that characterize *chronic* healthcare disorders in adult, obstetric, pediatric, and geriatric clients. Students will evolve clinical decision-making skills, including the interpretation of assessment data in *chronic* healthcare diagnoses, and the treatment of primary care clients and their families across the lifecycle.

GN 8404: Primary Care IV: Management of Complex Conditions Across the Lifespan (2 Units)
This fourth course in Primary Care Management will help students integrate basic knowledge of human anatomy and physiology with an understanding of the pathologic changes and clinical manifestations that characterize *complex* healthcare disorders in adult, obstetric, pediatric, and geriatric clients. Students will evolve clinical decision-making skills, including the interpretation of assessment data in *complex* healthcare diagnoses, and the treatment of primary care clients and their families across the lifecycle.

GN 8500: Advanced Pharmacology (4 Units)
Advanced practice nurses encounter health care problems requiring pharmacological management. Learners will apply the pharmacodynamics and pharmacokinetics of drugs to the pathophysiology associated with acute, common, chronic, and complex patient conditions.

GN 8570: FNP Clinical Experience (Variable Units 1-6)
This course provides students with progressive opportunities to develop and refine the clinical skills needed to meet the competencies in the advanced nursing role. Over the course of the FNP program, students will integrate prior nursing education, previous experience, and learning objectives in alignment with their clinical focus. Course is repeatable.

GN 8580: PMHNP Clinical Experience (Variable Units 1-6)
This course provides students with progressive opportunities to develop and refine the clinical skills needed to meet the competencies in the advanced nursing role. Over the course of the PMHNP

program, students will integrate prior nursing education, previous experience and learning objectives in alignment with their track focus. Course is repeatable.

GN 8601: Advanced Physical Assessment (3 Units)

This course introduces the student to advanced skills that build on undergraduate education and experience with respect to basic physical assessment. These advanced skills, which draw on knowledge from nursing, medicine, and other disciplines, include recognition and interpretation of clinical assessment data, diagnostic reasoning, treatment decision-making, and medical record keeping. Over the course of the program, the student will be expected to integrate these skills with knowledge of common, acute, chronic, and complex illnesses to assess and manage patients across the life cycle.

GN 8602: Health Promotion Disease Prevention (2 Units)

During Nurse Practitioner role transition from RN to APN, it is essential for learners to progress from advanced physical assessment of individual patients to application of population preventive health concepts that promote health across the life span. Using clinical practice guidelines and national initiatives as evidence-based resources, learners apply health promotion lifestyle changes, disease prevention strategies and self-care practices to consult, refer and coordinate within the primary care patient population.

GN 8603: Societal and Ethical Issues for the Nurse Practitioner (2 Units)

Learners in this course will obtain the ability to recognize societal issues and resolve ethical dilemmas in clinical practice. This course will enhance the nurse practitioner's knowledge for understanding of ethical practice principles and approaches for all populations across the lifespan.

GN 8606: Complementary and Alternative Therapies (1 Unit)

This course focuses on the practices of alternative or complementary therapy used by the consumers of health care in this country. Among the complementary therapies the student will consider in this course are acupuncture, yoga, biofeedback, chiropractic, dietary supplements, exercise, herbs, homeopathy, hypnosis, imagery, massage, relaxation, meditation, spiritual healing, and energy work.

GN 8630: Advanced Pathophysiology (3 Units)

In this course the learner will integrate and apply system-focused physiologic and key pathophysiologic concepts across the life span that supports the foundation for advanced-level nursing education and practice. Emphasis is on the association of physiological alterations with clinical manifestations.

GN 8641: Clinical Applications I (2 Units)

This is the first course in a series of three designed to enhance the student nurse practitioner's physical assessment, diagnostic reasoning, and diagnostic procedure interpretation. The student will integrate knowledge and skills to identify and distinguish normal from abnormal findings. Using clinical cases, the student will apply a new understanding to build on basic health appraisal and create a list of differential diagnoses to manage patients across the lifespan. Clinical diagnostics including radiological procedures, laboratory evaluations, and other testing will be incorporated into the assessment process. The skills gained in this course will provide the foundations of diagnostic reasoning that will guide students through other courses throughout the program.

GN 8642: Clinical Applications II (2 Units)

In this second course in the Clinical Applications series, students will continue to learn diagnostic and therapeutic procedures and skills critical to the advanced practice nurse. The area of focus in this course

is Women's Health diagnostics and therapeutics across the lifespan. These procedures and skills include: the clinical breast examination and practicum; gynecologic procedures and diagnostics [e.g. endometrial biopsies, inserting/removing IUDs, and cervical cancer diagnostics & therapeutics; sexually transmitted infection diagnostics; infertility diagnostics and therapeutics; contraceptive technology; obstetric surveillance and diagnostics (e.g. obstetric ultrasonography, stress tests, Triple Marker testing, etc.)].

GN 8643 Clinical Applications III (2 Units)
This is the third course in a series of three the student nurse practitioners will continue to learn diagnostic reasoning, testing, and therapeutic procedures critical to their practice. The areas of focus will be in health diagnostics and therapeutics across the lifespan. The content will include common primary care diagnostic therapies and procedures with particular emphasis on eyes, ears, nose, and throat as well as the dermatologic, urinary, and gastrointestinal systems.

GN 8681: PMHNP Clinical Evaluation I (1 Unit)
Advanced nursing roles require progressive opportunities to develop and refine clinical skills. This is the first course in a series of three courses providing an opportunity for students to synthesize concepts, skills, and techniques from previous courses and apply their learning toward assessing and managing mental health cases from simple to complex across the lifespan. The student will participate in various methodologies for assessing competency development for practice.

GN 8682: PMHNP Clinical Evaluation II (1 Unit)
Advanced nursing roles require progressive opportunities to develop and refine clinical skills. This is the second course in a series of three courses providing an opportunity for students to synthesize concepts, skills, and techniques from previous courses and apply their learning toward assessing and managing mental health cases from simple to complex across the lifespan. The student will participate in various methodologies for assessing competency development for practice.

GN 8683: PMHNP Clinical Evaluation III (1 Unit)
Advanced nursing roles require progressive opportunities to develop and refine clinical skills. This is the third course in a series of three courses providing an opportunity for students to synthesize concepts, skills, and techniques from previous courses and apply their learning toward assessing and managing mental health cases from simple to complex across the lifespan. The student will participate in various methodologies for assessing competency development for practice.

GN 8691: Clinical Comprehensive Evaluation I (1 Unit)
This is the first in a series of courses providing an opportunity for students to synthesize concepts, skills and techniques from previous courses and apply their learning toward assessing and managing case studies across the life span. The student will participate in various methodologies for assessing their application of knowledge learned. To assess clinical performance and knowledge of patients with common, acute, chronic, or complex conditions (depending on the students' year in the program); students will engage in observed structured clinical examinations, create written clinical case management evaluations of common, and complete certification review by taking initial or final evaluation assessment. The certification review provides prospective graduates with an opportunity to validate the knowledge they have acquired throughout the program and assess their readiness for the national certification exam. Students are required to be registered for Clinical Comprehensive Evaluation Series at the end of each year in the program.

GN 8692: Clinical Comprehensive Evaluation II (1 Unit)

This is the second in a series of courses providing an opportunity for students to synthesize concepts, skills and techniques from previous courses and apply their learning toward assessing and managing case studies across the life span. The student will participate in various methodologies for assessing their application of knowledge learned. To assess clinical performance and knowledge of patients with common, acute, chronic, or complex conditions (depending on the students' year in the program); students will engage in observed structured clinical examinations, create written clinical case management evaluations of common, and complete certification review by taking initial or final evaluation assessment. The certification review provides prospective graduates with an opportunity to validate the knowledge they have acquired throughout the program and assess their readiness for the national certification exam. Students are required to be registered for Clinical Comprehensive Evaluation Series at the end of each year in the program.

GN 8693: Clinical Comprehensive Evaluation III (1 Unit)
This is the third in a series of courses providing an opportunity for students to synthesize concepts, skills and techniques from previous courses and apply their learning toward assessing and managing case studies across the life span. The student will participate in various methodologies for assessing their application of knowledge learned. To assess clinical performance and knowledge of patients with common, acute, chronic, or complex conditions (depending on the students' year in the program); students will engage in observed structured clinical examinations, create written clinical case management evaluations of common, and complete certification review by taking initial or final evaluation assessment. The certification review provides prospective graduates with an opportunity to validate the knowledge they have acquired throughout the program and assess their readiness for the national certification exam. Students are required to be registered for Clinical Comprehensive Evaluation Series at the end of each year in the program.

GN 8820: Professional Practice Issues (2 Units)
This course presents a variety of role-related topics designed to prepare the prospective Nurse Practitioner (NP) for professional practice. Beginning with a historical overview of the NP profession, the course will examine some of the critical issues that determine the practitioner's scope of practice, career options, peer review, protocols and standardized procedures, practice profiling, leadership, and political involvement. In addition, the course presents guidelines for resolving professional legal and ethical issues that are often confronted by the NP. Students will also be introduced to valuable tools for ongoing professional development such as professional organizations and journals.

GN 8840: Business and Management Practice for the Nurse Practitioner (2 Units)
The student will be presented with a variety of role-related topics designed to prepare the prospective nurse practitioner for business and management practice. The learner will explore the fundamentals of practice proprietorship and business planning, professional liability, risk management, reimbursement, billing and coding in the outpatient setting, and successful strategies to gain employment. The business and management practice concepts explored will prepare the graduate to enter the business of health care with the tools essential for success.

GN 8999 Continuous Enrollment/Dissertation (3.0 credit hours, IP/CR)
Supervised creation of a dissertation or scholarly project under the guidance of a dissertation/scholarly project committee, demonstrating scholarship skills in writing, reasoning, and interrelating theory and practice. The dissertation/scholarly project is defended in a public oral exam. Repeatable.

IPE 5000 Patient Centered Cases I– An Interprofessional Approach (1.0 credit hour, CR/NCR)
Prerequisite: Acceptance to the program. IPE 5000 is offered as part of the college curriculum for all first-year entry-level health professional students and is a university requirement for all participating colleges. The course is designed to prepare the health care student to practice patient-centered collaborative care through a team approach. Working in small interprofessional teams, students will explore cases representing conditions across the human lifespan.

IPE 5100 Patient Centered Cases II – An Interprofessional Approach (1.0 credit hour, CR/NCR)
Continuation of IPE 5000.

IPE 6000 Team Training in Healthcare I (1.0 credit hour, CR/NCR)
IPE 6000 will continue to build upon the knowledge from the IPE 5000 series but will expand upon that knowledge and require the student to learn and apply advanced tools and strategies that are crucial to develop a collaborative healthcare team. The majority of the course is independent study with students engaging in a large-scale tabletop activity where they apply team tools necessary to solve a healthcare dilemma.

Honors and Awards

The following awards are considered for presentation to CGN students annually:

Corinne Faith Donatini Memorial Award
College of Graduate Nursing Alumni Memorial Award
Excellence in Scholarship Award
President's Society Award
Advanced Practice Award
Leadership in Service Award
The Dean's Award
The Roy G. and Marion L. Kramer Endowment Scholarship Fund Award
Health Equity Service Award
Donny McCluskey Memorial Scholarship
CVS Scholarship
Academic Excellence Scholarship (formerly known as Tribute to Caring)
East West Scholarship
Arthur Madorsky, MD Medical Scholarship
Global Health Research Scholarship
DNPA Leadership Scholarship
Endowed Chair Scholarship: Fletcher Jones
Dr. Ingrid Roberts-Terrell Memorial Scholarship

Academic Calendar

Students in the College of Graduate Nursing can review the 2023-2024 Academic Calendar via the following link: https://www.westernu.edu/nursing/nursing-academics/nursing-cogn_calendar/

Fall 2023	
August 7-11, 2023	New Student Orientation/Welcome Week
August 21, 2023	Fall Classes Begin (MSNE Year 1)
August 28, 2023	Fall Classes Begin (MSNE Year 2, All Distance Nursing Programs)
September 4, 2023	Labor Day – No Classes*
October 9, 2023	Indigenous People's Day – No Classes*
November 10, 2023	Veterans Day – No Classes*
November 22, 2023	Thanksgiving Recess Begins @ 5:00 p.m.*
November 27, 2023	Fall Classes Resume
December 8, 2023	Fall Classes End (Distance Nursing Programs)
December 9, 2023	Fall Classes End (MSNE Years 1 and 2)
December 11, 2023	Winter Recess Begins
Spring 2024	
January 10, 2024	Spring Classes Begin (All CGN Programs)
January 16, 2024	Martin Luther King Day – No Classes*
February 20, 2024	President's Day – No Classes*
April 12, 2024	Spring Classes End (All Distance Nursing Programs)
April 13, 2024	Spring Classes End (MSNE Years 1 and 2)
Summer 2024	
April 29, 2024	Summer Classes Begin (All CGN Programs)
May 16, 2024	College of Graduate Nursing Commencement Ceremony
July 4, 2024	Independence Day (Observed) No Classes*
August 2, 2024	Summer Classes End (All Distance Nursing Programs)
August 10, 2024	Summer Classes End (MSNE Years 1 and 2)