

XI. School of Nursing

Officers of Instruction

Patricia McMullen, Ph.D., J.D., RN, CNS, WHNP-BC (Women's Health Nurse Practitioner), FAANP, FAAN	<i>Ordinary Professor and Dean, Chief Administrative Officer</i>
Janice Griffin Agazio, Ph.D., RN, CRNP (Pediatric Nurse Practitioner), FAANP, FAAN (LTC, USA (Ret))	<i>Ordinary Professor and Assistant Dean for Doctoral Programs</i>
Didre Carolan-Doerflinger, Ph.D., RN, AGNP-BC, FAANP (Adult Geriatric Nurse Practitioner)	<i>Clinical Assistant Professor</i>
Patricia Connor Ballard, Ph.D., RN, ACNE-BC (Adult Clinical Nurse Specialist)	<i>Clinical Assistant Professor</i>
Jill Dombrowski, Ph.D., RN	<i>Clinical Assistant Professor</i>
Mary Flynn, D.N.P., RN, CPNP (Pediatric Nurse Practitioner)	<i>Clinical Assistant Professor</i>
Janet Gehring, M.S.N., RN, CPNP, CDR (Ret. U.S. Navy, Pediatric Nurse Practitioner)	<i>Clinical Instructor and Assistant Dean for Undergraduate Programs</i>
Petra Goodman, Ph.D., RN., WHNP-BC, COL, FAANP (Ret, U.S. Army, Women's Health Nurse Practitioner)	<i>Associate Professor and Assistant Dean for Research and Professional Development</i>
Elizabeth Hawkins-Walsh, Ph.D., RN, CPNP, FAANP (Pediatric Nurse Practitioner)	<i>Clinical Associate Professor and Assistant Dean for Master's Programs and Community Outreach</i>
Nalini N. Jairath, Ph.D., M.Sc.N., RN	<i>Associate Professor</i>
Joyce E. Johnson, PhD, RN, FAAN	<i>Associate Professor</i>
Marye Dorsey Kellermann, Ph.D., RN, FAANP (Adult/Geriatric Nurse Practitioner)	<i>Clinical Assistant Professor</i>
Janet Merritt, Ph.D., RN, CNS-BC (Psychiatric/Mental Health Clinical Nurse Specialist)	<i>Clinical Assistant Professor</i>
Leigh Montejo, D.N.P., CFNP (Family Nurse Practitioner)	<i>Clinical Assistant Professor</i>
Jeanne Moore, D.N.P., CFNP (Family Nurse Practitioner)	<i>Clinical Assistant Professor</i>
Sandra O'Brien, Ph.D., CRNP-F, PHCNS- BC, RN (Family Nurse Practitioner, Public Health Clinical Nurse Specialist)	<i>Clinical Assistant Professor</i>
Sister Mary Elizabeth O'Brien, Ph.D., RN, FAAN	<i>Professor Emerita</i>
Mary A. Paterson, Ph.D., RN	<i>Professor Emerita</i>
Rebecca Robert, Ph.D., RN, PNP-BC, FNP-BC (Pediatric Nurse Practitioner & Family Nurse Practitioner)	<i>Assistant Professor</i>
Janet S. Selway, D.N.Sc., CANP, CPNP, FAANP (Adult/Gerontology Nurse Practitioner, Pediatric Nurse Practitioner)	<i>Assistant Professor</i>
Nancy Stefan, Ph.D., RN, CCRN, CRNP (Adult Acute Care Nurse Practitioner)	<i>Assistant Professor</i>
Jane Taylor, M.S.N., RN	<i>Clinical Instructor</i>
Jean E. Toth, Ph.D., RN (Adult Clinical Nurse Specialist)	<i>Associate Professor</i>
Teresa Walsh, Ph.D., RN, CNE	<i>Clinical Assistant Professor</i>

Adjunct Faculty

Lisa Banta, MD	<i>Adjunct Assistant Professor</i>
Susan Durham, PhD, RN	<i>Adjunct Assistant Professor</i>
Allison Greenleaf, M.S.N., RN, CPNP (Pediatric Nurse Practitioner)	<i>Adjunct Clinical Instructor</i>
Christine Guelcher, M.S., RN, CNPN (Pediatric Nurse Practitioner)	<i>Adjunct Assistant Professor</i>
William Howie, D.N.P., RN, CRNA (Nurse Anesthetist)	<i>Adjunct Associate Professor</i>
Timothy Mays J.D.	<i>Director for Assessment and Evaluation, Grants Manager</i>
Marisa Mize, D.N.P., RN, CCRN, CPNP-PC, AC	<i>Adjunct Assistant Professor</i>
Barbara Moran, Ph.D., MS, M.P.H., CNM, RNC, FAACE, FAANP	<i>Adjunct Assistant Professor</i>
Alice Myers, M.S.	<i>Adjunct Assistant Professor</i>
Megan Podboy, B.S., B.S.N., RN	<i>Nursing Admissions Liaison & Counselor</i>
Janet Southby, Ph.D., RN, ANC	<i>Adjunct Assistant Professor</i>
Teresa Walsh, Ph.D., MS, RN	<i>Adjunct Assistant Professor</i>
David Want, B.S.N., RN	<i>Clinical Coordinator</i>
George Zangaro, Ph.D., RN	<i>Adjunct Associate Professor</i>

History

The School of Nursing traces its beginning to the summer of 1932 when The Catholic University of America for the first time offered a group of professional courses in nursing education. Because of the demand, the work was continued during the following academic year and in April 1933 the Board of Trustees authorized a curriculum leading to the degree Bachelor of Science in Nursing Education. The first degree was conferred in 1934. The Division of Nursing Education, which offered this program, was approved for active membership in the Association of Collegiate Schools of Nursing in June 1935. The Division of Public Health Nursing, offering a curriculum leading to the baccalaureate degree, was initiated in September 1935. In November 1935, the Board of Trustees accepted the recommendation of Bishop James Hugh Ryan that the two divisions be organized as one of the professional schools of the university. The programs of study leading to the degrees of Bachelor of Science in Nursing Education and Bachelor of Science in Public Health Nursing were approved. The school was subsequently expanded to include basic professional nursing in addition to the program for registered nurses. In 1939 the Providence Hospital School of Nursing, Washington, D.C., became the Providence Division of the School of Nursing Education and during the next decade gradually moved toward complete identification with the university. In 1949 the university assumed full responsibility for the undergraduate program.

In 1951 the degree of Master of Science in Nursing (M.S.N.) was introduced. The current program prepares nurses for advanced practice roles as nurse practitioners with a clinical population focus. Prepared. A program leading to the degree Doctor of Nursing Science (D.N.Sc) was initiated in 1968. It was one of the first of its kind in the country and graduates hold major leadership positions in education, health care administration and research.

In the spring of 2006, the D.N.Sc. program was transitioned to a Doctor of Philosophy (Ph.D.) program. The focus of the Ph.D. program remains on clinical investigation and development of expert clinicians who can assume leadership positions in many different areas. In 2007 the school added a Doctor of Nursing Practice (D.N.P.) program that prepares expert clinicians and nursing leaders. Most recently, the school has added on-line programs for those pursuing an M.S.N. (family nurse practitioner concentration), D.N.P. or Ph.D.

The school is recognized for its program offerings, the quality of faculty and commitment to diversity and improving the care of vulnerable populations. Graduates remain the school's greatest strength because of leadership, knowledge, clinical expertise, and commitment to continuous learning and improvement.

All academic programs are fully accredited and approved by the Commission on Collegiate Nursing Education (CCNE) and other appropriate external review bodies.

Mission

Strengthened by a rich heritage of Catholic teachings and Christian values, the mission of the School of Nursing is (a) to prepare professionally educated nurses who are capable of the moral, intellectual, and professional leadership needed to provide continuing quality in clinical nursing care, in nursing education, in nursing research, and in nursing service; and, (b) to advance nursing knowledge and skill through scientific inquiry and other scholarly activity.

Master of Science in Nursing Program Aim

The aim of the Master of Science in Nursing Program is to prepare students as advanced practice registered nurses in the role of nurse practitioner. The purposes of the program are: 1 to prepare individuals capable of moral and intellectual leadership to provide advanced practice nursing to individuals and populations across the lifespan, and 2. to develop and extend advanced practice nursing knowledge and skill through the utilization of evidenced-based practice models. The curriculum at the master's level is also directed toward developing interest and skill in research, commitment to continual personal and professional growth and to providing leadership in the development of advanced practice nursing.

Goal

The Master of Science in Nursing builds upon baccalaureate education in nursing and prepares students for leadership roles in the field of advanced practice nursing as nurse practitioners.

Terminal Objectives

Upon completion of the M.S.N. program, the graduate will have:

1. Acquired advanced knowledge from the sciences and the humanities to support evidence-based advanced practice nursing;
2. Integrated nursing theory as the foundation for advanced practice nursing;
3. Demonstrated expertise in a selected role within a specialized area of advanced practice nursing;
4. Acquired advanced knowledge and skills to use and disseminate the findings of nursing research;
5. Acquired advanced knowledge and skills to effect optimum delivery of health care services;
6. Demonstrated ethical behavior and respect for Judeo-Christian values; and
7. Acquired a foundation for doctoral study.

School of Nursing Specific Admission Requirements

The Catholic University School of Nursing employs a "whole person" philosophy for evaluation of applicants for admission to the Master of Science in Nursing program. To be considered for admission, in addition to meeting University admission requirements, at a minimum, an applicant must:

1. Possess a baccalaureate degree in nursing from an accredited college or university offering a program in nursing accredited by the National League for Nursing Accrediting Commission or the Commission on Collegiate Nursing Education (exceptions may be made on a case-by-case basis for international students or those educated in other countries, recognizing that this may limit eligibility for specialty certification).
2. Graduates of programs not accredited by the NLNAC or CCNE must have transcripts evaluated and comparability to an American BSN degree must be established. Evaluation may be conducted by either the World Education Services (www.wes.org) or the Commission on Graduates of Foreign Nursing Schools (www.cgfn.org).
3. Present transcripts of undergraduate study that give evidence of strong academic ability. A GPA of 3.0 on a 4.0 scale is preferred, as well as an average GPA of 3.0 in the nursing major.
4. Have completed a graduate-level statistics course within the past three years with a grade of 3.0 or better on a 4 point scale; if this requirement is not met, applicants who are otherwise qualified may be admitted on a provisional basis with the stipulation that the requirement be met prior to enrollment in the required research coursework.
5. Be a registered nurse in a state or jurisdiction of the United States, without restrictions. Local applicants should be eligible for registration in D.C., Maryland and/or Virginia, since the vast majority of clinical placements occur in these jurisdictions.
6. Have acquired some post-baccalaureate nursing experience relevant to the proposed area of clinical practice. The amount of experience required may vary depending on the particular field of study.
7. Ensure that the three letters of recommendation required by the University include (a) a recommendation from a former dean, faculty member or academic advisor familiar with the applicant's academic performance and (b) a separate recommendation from a current or former supervisor in a clinical practice setting.

8. Meet the School of Nursing's Health-Related Behavioral Standards for clinical programs.

N.B. In some instances, applicants who do not meet the requirements for regular admission as degree-seeking candidates may be eligible for provisional admission if required documents are missing or for conditional admission if there are questions about academic performance or English language proficiency.

General Policies for the M.S.N. Program

Coursework The programs of study are planned and sequenced to provide students with foundational courses prior to mastery of higher level coursework.

Transfer of Courses In accordance with the transfer policy of the university, transfer of graduate work earned at another university will be considered only after the student has completed one full-time semester (or its equivalent) of graduate work at The Catholic University of America. Current students in the master's degree program may apply for transfer of up to 6 credits of comparable coursework taken at another accredited institution prior to matriculation at The Catholic University of America. Such courses with a grade of B or better will be reviewed by the Assistant Dean for currency and equivalency. Transfer of credit applications are recommended by the Assistant Dean and approved by the Dean.

Grading. A grade point average of 3.0 is required for retention and graduation. In general, a grade of C is passing but marginal at the graduate level. A grade of C in courses designated as "clinical" is not acceptable; students who earn a C in a clinical course may repeat a single clinical course once.

Change of NP Population Option. Changes in a population focused area must be approved by both the Program Director of the MSN program and the respective population coordinator.

Residence. Students admitted to graduate study at the master's level must complete degree requirements within five years from the date of initial enrollment. Continuous enrollment must be maintained unless a written leave of absence has been granted.

School-Based Financial Support: In addition to University based aid, the School of Nursing has limited funds via traineeships, school-based scholarships and special federal programs. The availability of funds varies from year to year.

Applicants for any funding must complete a FAFSA, and must reapply for funding annually. Additional information is available via the CUA School of Nursing Web site (<http://nursing.cua.edu>).

Clinical Policies of MSN Program

Clinical Experiences: A major component of the MSN preparation for nurse practitioner students involves clinical practica in which the nurse practitioner student is supervised on site by duly licensed and approved clinical preceptors. Clinical settings provide the student with opportunities to gain the competencies required by individual courses and program completion.

Eligibility Requirements for Placement in Clinical Settings

Pre-enrollment in clinical courses: MSN students must meet with their faculty advisor in advance to plan their clinical placements. Local students attending classes on site will work with faculty to identify and select a clinical site that meets individual and program clinical goals. Student enrolled in the MSN distance program will initiate the process by identifying clinical preceptors in their own locale and forward information and potential preceptor curriculum vitae to the Program Director to review. All clinical preceptors must meet academic expectations and licensing requirements.

Licensure: Registered Nurses in any clinical nursing program are required to obtain licensure as Registered Nurses in the jurisdiction of their clinical placement.

Memorandum of Understanding: A formal memorandum of understanding (affiliation agreement) is required between CUA and the health care agency where students are assigned. Students using a new clinical setting must submit the necessary information for a new setting a few months in advance to the Office of the Dean.

Documentation and Certification Requirements: Individual health care agencies require licensure, health, and criminal background check requirements of students placed within their setting. Students are responsible for providing required documentation of their health and certification requirements in advance of any clinical rotation by uploading it to <https://portal.castlebranch.com/HC54>.

Health, Basic Life Support and Licensure Requirements

Students must report, immediately in writing, any changes in health status which impact their safety, the safety of patients or those whom the student encounters, or which significantly affect their progression in the program to the Assistant Dean for the MSN Program.

Students are expected to comply with all agency requirements for placement in the clinical setting. These include documentation of health and immunization requirements and current cardiopulmonary resuscitation (CPR) certification and may include drug/toxicology screening.

Failure to comply with these requirements may result in withdrawal from clinical courses with resultant effect upon the progression in the program.

The SON and clinical agencies reserve the right to review the results of the criminal background check and to deny placement in a clinical setting on the basis of these results.

Evidence of past or present criminal behavior identified through the background check or through other documented evidence of criminal behavior may lead to administrative sanctions up to, and including, dismissal from the School of Nursing. The procedures for conducting criminal background checks are provided to students through the Office of the Dean.

Treatment of Information Regarding Health History and Past Criminal History

As a condition for placement in the clinical setting, the SON reserves the right to require that students sign a waiver allowing the SON to release pertinent health or background information to the supervising faculty member, or clinical associates and to the clinical placement site if any of the following conditions exist: (a) removal from prior clinical placements due to behavior or health concerns, (b) past health history suggesting elevated risk for substance abuse, (c) past or chronic health condition which with acute exacerbation may affect ability to provide safe care or (d) non-academically based disciplinary action by the SON or University.

Clinical Standards for Admission, Academic Progression, and Graduation in Undergraduate and Graduate Nursing Programs.

By accepting admission and enrolling in the School of Nursing, the student certifies that he/she understands, meets at the time of admission, and continues to meet the essential eligibility requirements for clinical placement. These requirements pertain to (a) candor, (b) health-related behavioral standards, and (c) eligibility for placement in clinical settings.

Candor

Candor is defined as full disclosure of pertinent information as well as correction of inaccuracies or misperceptions. All students must complete a health clearance form which requires disclosure of any health conditions which may affect the student's ability to enter clinical settings or the ability of the School of secure clinical placements.

Students in nursing programs with a clinical component will be required to submit to a criminal background check and to fully disclose relevant health history that may impact their health or safety in a clinical setting, or the health or safety of those around them. This may include, but is not limited to, any history of chemical dependency/substance use (i.e. alcohol, drugs, controlled substances).

Whether or not they represent a current threat to practice, disciplinary action or dismissal from the School of Nursing may result from failing to fully disclose relevant health history, criminal background and falsification or material omission of information.

Health-Related Behavioral Standards.

In accordance with applicable laws and University policy, no qualified individual with a disability shall, on the basis of that disability, be excluded from participation in The Catholic University of America programs or activities. The SON in accord with University policy will provide reasonable accommodation to a qualified individual with a disability. To obtain accommodations, individuals must request them from the Office of Disability Services.

Admission and continuation in the SON programs is contingent on general abilities, behavioral and social attributes, and the ability to professionally manage stressful situations. The required behavioral attributes are outlined below:

General Abilities: The student is expected to possess functional use of the senses of vision, touch, hearing, and smell so that data received by the senses may be integrated, analyzed, and synthesized in a consistent and accurate manner. A student must also possess the ability to perceive pain, pressure, temperature, position, vibration, and movement that are important to the student's ability to gather significant information needed to effectively evaluate patients. A student must be able to respond promptly to urgent situations that may occur during clinical training activities and must not hinder the ability of other members of the health care team to provide prompt treatment and care to patients.

Observational Ability: The student must have sufficient capacity to make accurate visual observations and interpret them in the context of laboratory studies, medication administration, and patient care activities. In addition, the student must be able to document these observations and maintain accurate records.

Communication Ability: The student must communicate effectively to elicit information and to translate that information to others. Each student must have the ability to read, write, comprehend and speak the English language to facilitate communication with patients, their family members, and other professionals in health care settings. In addition, the student must be able to maintain accurate patient records, present information in a professional, logical manner and provide patient counseling and instruction to effectively care for patients and their families. The student must communicate effectively verbally and in writing with instructors and other students in the classroom setting as well. This requires verbal abilities, control of non-verbal behaviors which limit communication and the ability to respond to non-verbal cues from patients, fellow students, and instructors.

Motor Ability: The student must be able to perform gross and fine motor movements with sufficient coordination needed to perform complete physical examinations utilizing the techniques of inspection, palpation, percussion, auscultation, and other diagnostic maneuvers. A student must develop the psychomotor skills reasonably needed to perform or assist with procedures, treatments, administration of medication, management and operation of diagnostic and therapeutic medical equipment, and such maneuvers to assist with patient care activities such as lifting, wheel chair guidance, and mobility. The student must have sufficient levels of neuromuscular control and eye-to-hand coordination as well as possess the physical and mental stamina to meet the demands associated with satisfactory and safe performance in the clinical and classroom settings including performing CPR if necessary.

Intellectual, Conceptual, and Quantitative Abilities: The student must be able to develop and refine problem-solving skills that are crucial to practice as a nurse. Problem solving involves the abilities to measure, calculate, reason, analyze, and synthesize objective and subjective data, and to make decisions, often in a time urgent environment, that reflect consistent and thoughtful deliberation and sound clinical judgment. Each student must demonstrate mastery of these skills and possess the ability to formulate sound judgment in patient assessment, intervention, evaluation, teaching, and setting short and long term goals.

Behavioral and Social Attributes: Compassion, integrity, motivation, effective interpersonal skills, and concern for others are personal attributes required of those in the nursing programs. Comfort with and acceptance of the role of a nurse functioning under supervision of a clinical instructor or preceptor is essential for a nursing student. The student must possess the skills required for full utilization of the student's intellectual abilities; the exercise of good judgment; the prompt completion of all responsibilities in the classroom and clinical settings; and the development of mature, sensitive, and effective relationships with patients and other members of the health care team. Each student must be able to exercise stable, sound judgment and to complete assessment and interventional activities.

The ability to establish rapport and maintain sensitive, interpersonal relationships with individuals, families, and groups from a variety of social, emotional, cultural and intellectual backgrounds is critical for practice as a nurse. The student must be able to adapt to changing environments; display flexibility; accept and integrate constructive criticism given in the classroom and clinical settings; effectively interact in the clinical setting with other members of the healthcare team; and learn to function cooperatively and efficiently in the face of uncertainties inherent in clinical practice.

Ability to Manage Stressful Situations: The student must be able to adapt to and function effectively to stressful situations in both the classroom and clinical settings, including emergency situations. Students will encounter multiple stressors while in the nursing programs. These stressors may be (but are not limited to) personal, patient care/family, faculty/peer, and or program related.

Unsafe Practice

Unsafe practice is defined as behavior which threatens, or has the potential to threaten, the safety of a client, another student, a faculty member, or other health care provider in the clinical placement.

Students are not allowed to practice in a clinical setting without the knowledge or supervision of a faculty member. Students who exhibit potentially unsafe practice during a clinical experience may be immediately withdrawn from the clinical setting. This decision may be made by the clinical faculty or at the request of the clinical agency.

Students who are at risk for unsafe practice may also be prevented from attending their clinical practicum or experience, until the unsafe practice concern has been investigated and satisfactorily resolved. Exact procedures for reporting, documenting, investigating and resolving concerns regarding unsafe practice are found in the SON students clinical practice guidelines. If the concern cannot be resolved, the student may be subject to additional administrative sanctions and may be subject to administrative dismissal from the program and the SON.

The student has the right to follow the published University procedures in the event of course failure or program dismissal.

Clinical/Lab Attendance

Clinical attendance is necessary.

The student is expected to notify the appropriate persons, as identified in specific courses, of an emergency requiring an absence or tardiness prior to the beginning of the clinical. The student is responsible to be aware of the specific requirements for each course and to follow those procedures.

Habitual tardiness to clinical/lab, defined as more than one occurrence, will result in lowering of the composite course grade by one level for each occurrence.

HIPAA Adherence

All students are expected to comply with the requirements of the Health Insurance Portability and Accountability Act (HIPAA) as applied to clinical education.

Failure to adhere to these expectations may result in immediate removal from the clinical settings and additional academic sanctions including course failure and if necessary dismissal.

Specifically, it is expected that all students in SON arrange to complete training on HIPAA prior to participating in clinical practica or rotations; if this training is not provided by the clinical agency as part of the orientation process, the student is expected to complete the CUA HIPAA tutorial available in the School of Nursing.

Students are expected to maintain the privacy of individually identifiable health information (IIHI).

Student Responsibilities

Attendance. The faculty and administration in the School of Nursing consider attendance in class necessary to master the body of knowledge needed for safe clinical practice and adequate preparation for licensure. Therefore, class and clinical/lab attendance is mandatory. The responsibility for prompt and regular class and clinical/lab attendance rests upon the individual student. Professors are responsible for establishing and communicating policy regarding documentation and consequences of absenteeism in their individual classes. This may include requiring authentication of unavoidable absences and the inability for a student to receive a passing grade.

Transportation to Agencies. The student is expected to assume responsibility for transportation in connection with the clinical practice

Insurance. All students in clinical programs are required to carry malpractice insurance. It is available through the university. This insurance applies only for clinical practice while enrolled in university courses. It does not cover students involved in personal employment. See Fees and Expenses in the General Information section of these Announcements.

Health Clearance. The student is required to meet School of Nursing health requirements prior to admission and prior to entering clinical coursework.

Cardiopulmonary Resuscitation, CPR. The student is required to meet basic CPR requirements prior to entering clinical coursework. Drug/Alcohol Screen. A negative drug and alcohol screen may be required.

Security/Background Checks: Background checks are required prior to entering clinical coursework for students in the undergraduate program and may be required for those in other clinical programs.

M.S.N. Programs

The MSN programs prepare students as advanced practice registered nurses in the role of nurse practitioner. All population specific options are designed to enable students to meet the current graduate level educational requirements for the appropriate national certification examinations. Students may follow a full-time or part-time plan of study.

Graduate students wishing to academically qualify for the National League of Nursing Certified Nurse Educator certification may do so within any MSN population program, provided they obtain 9 or more credit hours in selected graduate education courses. Students interested in teaching nursing may wish to consider this academic preparation which, together with teaching experience, will meet the qualifications for the certification examination. (9 credit option added to the MSN degree)

Nurse Practitioner Population Options

The nurse practitioner population options meet the most recent nurse practitioner program and curricular guidelines endorsed by the National Task Force on Quality for Nurse Practitioner Education. Graduates are eligible to sit for respective national certification examinations given by the American Nurses Credentialing Center (ANCC), the American Academy of Nurse Practitioners (AANP), and the Pediatric Nursing Certification Board (PNCB). Individual program content is congruent with Nurse Practitioner Primary Care Competencies in Adult-Gerontology, Family, and Pediatrics as well as the Pediatric Acute Care Competencies. The course sequences provide the theoretical context and the clinical experiences required to practice as a nurse practitioner and to sit for certification in the selected field of advanced practice registered nursing.

Adult-Gerontology Primary Care Nurse Practitioner (A-GNP) Program. The Adult-Gerontology Primary Care Nurse Practitioner Program prepares advanced practice nurses as primary care providers to manage the health of individuals from adolescence

through old age. Emphasis is on health promotion, illness prevention and management of acute and chronic illnesses. Clinical and coursework prepare the graduate to practice independently and collaboratively with other health care professionals as an A/GNP-PC.

The curriculum includes a minimum of 540 hours of supervised clinical practice in a variety of settings. Graduates are prepared to provide comprehensive care in settings that include but are not limited to private practices, clinics, community health centers, hospitals, businesses, managed care organizations and governmental agencies. This program meets the most recent nurse practitioner curriculum guidelines of the National Organization of Nurse Practitioner Faculties, NONPF, Advanced Nursing Practice, Curriculum Guidelines and Program Standards for Nurse Practitioner Education and the American Nurses Credentialing Center. Upon completion of course requirements, graduates of the master's and post-master's programs are eligible to sit for both the American Nurses Credentialing Center (ANCC) and the American Academy of Nurse Practitioners Certification Program (AANPCP) Primary Care Adult-Gero NP Certification Exams. (46-48 credits)

Family Nurse Practitioner (FNP) Specialty Program. The Family Nurse Practitioner Program option prepares advanced practice nurses as primary care providers to work in a variety of clinical settings including private practices, clinics, community health centers, hospitals and businesses, managed care organizations and governmental agencies. Upon completion of the program, the graduate will be able to offer comprehensive, age-appropriate and age-specific quality health care that addresses the multiple needs of individuals and families across the lifespan. The curriculum includes more than 700 hours of supervised clinical practice in a variety of clinical settings. This program meets the current nurse practitioner curriculum guidelines of the National Organization of Nurse Practitioner Faculties, Advanced Nursing Practice and Program Standards for Nurse Practitioner Education and the American Nurses Credentialing Center Family Nurse Practitioner Certification Criteria. Graduates are eligible for national certification through the ANCC and the AANPCP. After successful completion of their certifying examination, graduates are eligible for licensure as a FNP. (46-50 Credits)

Pediatric Nurse Practitioner (PNP) Primary Care Program. The Pediatric Nurse Practitioner Program prepares pediatric nurse practitioners for advanced practice and leadership roles in the primary care of children and adolescents. Students gain the knowledge and skills to practice in the traditional areas of pediatric primary care as well as have opportunities for expanded training in school-based health care, in the behavioral/mental health of children and in interdisciplinary community-based faculty practice settings. The program meets national nurse practitioner program and curricular guidelines endorsed by the National Task Force on Quality for Nurse Practitioner Education. The curriculum includes a minimum of 540 hours of supervised clinical practice in a variety of settings.

Graduates are eligible to sit for certification by the Pediatric Nursing Certification Board and the ANCC. (45 Credits)

Pediatric Primary and Acute Care (Combined) Program. The acute care PNP sequence of courses prepares students to provide care to acutely ill children and adolescents with unstable health conditions in a variety of settings. PNP students may choose to enroll in both the acute and primary care options. Graduates who enroll in this additional track are eligible for certification as both primary care and acute care pediatric nurse practitioners (PNCB). (49 credits). A Post Graduate Certificate Program is offered to PNPs currently certified in pediatric primary care.

M.S.N. Specialty Curriculum Requirements Curriculum

Overview

The M.S.N. program is based upon a tiered curriculum. The tiered approach provides quality educational experiences, while ensuring adherence to certification requirements for the various specific population programs. First tier coursework is mandatory for all M.S.N. students. Second tier coursework consists of support/cognate and clinical courses which vary by population. NB: Given the changing nature of certification requirements and required content, the curriculum and associated plans are subject to modification by the School of Nursing as determined within the academic year.

First Tier Core Courses (All programs)	Credits
NURS 691 Pathophysiology	3
NURS 610 Pharmacology for Adv Nurse Practitioners	3
NURS 708 Research in Nursing: Methods & Outcomes	3
NURS 800 Capstone Research Project*	3
NURS 701 Health Promotion	2
NURS 661 Theoretical Foundations for Adv Practice	2
NURS 663 Health Care Policy, Org & Financing	3
NURS 657 Advanced Health Assessment	3
NURS 789 Advanced Practice Role Seminar	1
NURS 766 Advanced Population Health	2

TRS 632 Biomedical Ethics (or equivalent) 3

All MSN students enroll in N 800, Capstone Research Project* in their last semester. This course is identified as an outcome indicator for the MSN Program and serves as a final benchmark of student achievement of the MSN Program objectives.

Nurse Practitioner – Population Specific Program Options

Adult - Gerontological Primary Care Nurse Practitioner

Required Second Tier courses	Credits
NURS 735 Women's Health	1
NURS 781 Primary Care of Adolescents Seminar	1
NURS 603 Inter Professional Concepts to Geriatric Care	3
NURS 604 Geriatric Considerations in Pharmacology	1
NURS 605 Non-Pharm Approaches to Geriatric Behavior Concerns	2
NURS 782 Primary Care of Adults I	3
NURS 783 Primary Care of Adults II	3
NURS 784 Nurse Practitioner Practicum I	2
NURS 785 Nurse Practitioner Practicum II	2
NURS 786 Nurse Practitioner Practicum III	2

Family Nurse Practitioner Program

Required Second Tier courses	Credits
NURS 733 The Well Child	2
NURS 735 Women's Health	1
NURS 780 Ped Nurse Practitioner Seminar/Practicum I	3
NURS 781 Primary Care of Adolescent	1
NURS 782 Primary Care of Adults I	3
NURS 783 Primary Care of Adults II	3
NURS 784 Nurse Practitioner Practicum I	2
NURS 785 Nurse Practitioner Practicum I	2
NURS 786 Nurse Practitioner Practicum III	2

Pediatric Nurse Practitioner Program

Required Second Tier courses (for both Primary Care and Dual Acute Care)	Credits
NURS 733 The Well Child	2
NURS 780 Pediatric Nurse Practitioner Seminar/Practicum I	3
NURS 781 Primary Care of Adolescent	1
NURS 781A Adolescent Practicum	1
NURS 779 Child and Adolescents with Special Needs	2
NURS 784 Nurse Practitioner Practicum I	2
NURS 785 Nurse Practitioner Practicum II (or NURS 737)	2
NURS 787 Primary Care of the Newborn	1
Elective or N658 Complex, Acute, and Critical Problems in Pediatrics	3

Additional Required Third Tier for Acute Care PNP	Credits
NURS 657AD Advanced Diagnostics	2
NURS 658 Complex, Acute, and Critical Problems in Peds	3
NURS 737 Advance Practice Residency	4

Post-Graduate School of Nursing Certificate Option

The School of Nursing's Post-Graduate Certificate Options allow Master's prepared nurses to complete additional coursework necessary to be eligible for advanced practice certification exams. The programs of study vary in length based on the background of the candidate and the requirements of the advanced practice field. Recipients receive a certificate from the School of Nursing and transcript information will document completion of certificate requirements. Students in a School of Nursing Post-Graduate Certificate Option are bound by all the policies and regulations for students in the M.S.N. program, including those for admission, progression, graduation and clinical practice.

Doctor of Nursing Practice Program Aim

The purpose of the Doctor of Nursing Practice Program, D.N.P., is to prepare expert advanced practice nurse clinicians and leaders within a practice-focused doctoral program.

Goal

Graduates are prepared to assume leadership positions in nursing/health care, with the ultimate goals of improving health care and the health status of people.

Terminal Objectives

Graduates will:

1. Analyze and apply scientific knowledge and skills to provide the highest level of advanced practice nursing.
2. Implement emerging science and practice innovations in health care.
3. Evaluate and initiate changes in response to social, political, economic, and ethical issues in health care, population health, and the discipline of nursing.
4. Collaborate with members of other disciplines in the design, implementation, and evaluation of programs and policies for the improvement of health care.
5. Assume leadership roles in nursing/health care.

School of Nursing Specific Admission Requirements

The Catholic University School of Nursing employs a "whole person" philosophy for evaluation of applicants for admission to the D.N.P. program.

Post-Master's D.N.P. Applicants

1. Earned baccalaureate and master's degrees in nursing with a GPA of 3.2 or higher, from degree programs accredited by the National League for Nursing Accrediting Commission or the Commission on Collegiate Nursing Education. Transcripts of undergraduate and graduate study that provide evidence of academic ability to complete the program.
2. Submission of a professional portfolio that includes:
 - a. Statement of reason(s) for seeking the D.N.P. degree and possible topic for DNP project focus
 - b. Curriculum vitae or résumé.
 - c. Copy of license (as an RN and advanced practice license, if applicable) from at least one state.
 - d. **Certification in an advanced practice specialty.** (Exceptions may be made on a case by case basis for applicants whose proposed plan of study incorporates completion of an advanced practice post-master's certificate)
 - e. Three letters of reference (at least one from a current or former dean or academic adviser and at least one from a current or former supervisor).
 - f. Publications (if applicable).
3. Statement of reason for seeking the DNP and a short description of a proposed topic or focus for a potential DNP project. This may be a practice improvement issue, a clinical management problems or area of clinical research that the applicant will address while in the program. The project does not have to be fully developed, but provide a general idea of the area of interest.
4. Graduate level coursework in Health Policy, Bioethics, and Statistics are also required as part of the master's degree or as independent courses.
5. Meets the School of Nursing's Health-Related Behavioral Standards for clinical programs.

N.B. Applicants who are concurrently seeking new preparation and eligibility for certification in an advanced practice population must have the approval of the Specialty Program Coordinator for enrollment in the post-master's certification component of their DNP.

Post-Baccalaureate Applicants

1. Earned Baccalaureate degree in nursing from a program or school, accredited by the National League for Nursing Accrediting Commission or the Commission on Collegiate Nursing Education. Transcripts of undergraduate study that provide evidence of academic ability to complete the program.
2. Grade point average of 3.2 or higher for B.S.N. degree
3. Submission of a professional portfolio that includes:
 - a. Curriculum vitae or résumé.
 - b. Copy of RN license from at least one state.
 - c. Narrative description of current and past clinical practice.
 - d. Three letters of reference (at least one from a former dean or academic adviser and one from current or former employer).
 - e. Statement of reason for seeking the D.N.P. degree and a short description identifying a focus for a potential evidence-based practice project. This may be a practice improvement issue, a clinical management problems or area of clinical research that the applicant will address while in the program. The project does not have to be fully developed, but provide a general idea of the area of interest.
4. Meets the School of Nursing's Health- Related Behavioral Standards for clinical programs.

General Degree Requirements

A total of 37 credits (which may include up to 6 transfer credits for prior coursework in the area) is required for the post-master's D.N.P. degree. Students who prepare for new advanced practice certification eligibility may require additional coursework and credits. A post-baccalaureate D.N.P. entails 71-89 credits, depending on the advanced practice role and population chosen.

Coursework

A program of study is planned individually to meet the particular needs of each student, in accordance with the student's field of study and career goals. Under the adviser's direction and with the approval of the dean, six semester hours of graduate work earned at another institution prior to initial enrollment at The Catholic University of America with a grade level of B or above may be applied toward degree requirements. Transfer of graduate work earned at another university will be considered only after the student has completed one full time semester (or its equivalent) of graduate work at The Catholic University of America in accordance with the transfer policy of the university.

Grading

A grade point average of 3.0 is required for retention. In general, a grade of C is passing but marginal at the graduate level. A grade of C in clinical courses (NURS 730D, NURS 731D) is not acceptable for progression and must be retaken. Courses may only be repeated once and no more than two courses may be repeated. Students may only have one withdrawal for nursing courses.

Residence

Post-masters D.N.P. students must complete course requirements within five years from the date of initial enrollment. Continuous enrollment must be maintained unless a written leave of absence has been granted. Students must maintain continuous enrollment during the project completion process to include the summer term.

Candidacy for the Degree

To be considered for admission to candidacy for the D.N.P. degree, the student must satisfy these requirements:

1. Complete program requirements with a cumulative grade point average of 3.0 or higher.
2. Successfully complete the comprehensive examination. This examination may be taken in the semester in which it is clear to the adviser and the student that the student will complete all coursework.
3. Satisfactorily submit a professional portfolio (which was begun upon admission) to the academic advisor.
4. Recommendation of the academic adviser.

Evidence-Based Practice Project. After admission to candidacy, oral defense of the proposed EBP project may proceed. The EBP project is an integral requirement of the DNP degree. The project is a scholarly experience that provides evidence of the student's critical thinking and ability to apply research principles through problem identification, proposal development, implementation, and evaluation of a clinical problem. The project will reflect the culmination of knowledge and skills developed during the DNP program. Following successful defense and implementation and evaluation of the project, the candidate presents the EBP Project in a forum that is open to the University community. The EBP project must be completed within five years following the semester of achieving candidacy in accordance with university policy.

Clinical Policies and Regulations

D.N.P students are bound by the same clinical policies and regulations required of M.S.N. students
Licensure requirements for post-M.S.N. students are the same as for B.S.N. with the exception that the licensure is at the advanced practice nursing level (when relevant).

Curriculum Plan: Post-Master's D.N.P. Program of Study Option

The post-master's D.N.P. program consists of a minimum of 37 credits. Coursework for the D.N.P. includes:

D.N.P. Courses:	Credits
NURS 916 Seminar in Nursing Scholarship	1
NURS 664 Epidemiology/NURS 732 Applied Epi	4
NURS 674 Population-based Health Care Management	2
NURS 729 Emerging Issues in Health	3
NURS 686 Health Care Finance	3
NURS 671 Healthcare statistics	3
NURS 730 Evidence-Based Practice I	3
NURS 731 Evidence-Based Practice II	3
NURS 798D Advanced Practice-based Residency	4
NURS 997/997 DA D.N.P. Project Guidance	3-8
NURS 734 Leadership in Complex Health Care	2
2 Advanced Clinical Cognate Courses	6
Total credits required:	37-43*

Curriculum Plan: Post-Baccalaureate D.N.P. Program Option

Students entering at a post-baccalaureate level will complete the appropriate M.S.N. courses, with the exception of the capstone course. However, those who opt to receive an M.S.N. while enrolled in D.N.P. coursework must meet the requirements of the M.S.N. program, which includes completion of the Capstone course and passing the M.S.N. comprehensive examination.

Doctor of Philosophy Program

Aim

The purpose of the Doctor of Philosophy degree is to prepare expert clinicians as nurse scientists. Through the investigation of clinical problems, graduates contribute to the development, validation and refinement of theory and the advancement of the body of nursing knowledge.

Goal

Graduates are prepared to assume leadership positions in practice, education and research with the ultimate goal of improving health care.

Terminal Objectives

Graduates will:

1. Advance nursing knowledge through the integration, application and testing of theory;
2. Conduct research and develop evidence-based practice that supports the ongoing development of nursing science;

3. Assess the impact of social, political and ethical issues on health care and the discipline of nursing;
4. Collaborate with members of other disciplines in the design, implementation and evaluation of programs and policies for the improvement of health care; and
5. Assume leadership roles in nursing and health care.

School of Nursing Specific Admission Requirements

The Catholic University School of Nursing employs a "whole person" philosophy for evaluation of applicants for admission to the Doctor of Philosophy in nursing program. In addition to the University Admission requirements, applicants must meet the following admission criteria:

1. Possess a baccalaureate degree and a master's degree in nursing from an accredited college or university offering a program in nursing accredited by the National League for Nursing Accrediting Commission or the Commission on Collegiate Nursing Education. (Exceptions may be made on a case-by-case basis for B.S.N. prepared applicants with a non-nursing master's degree; exceptions may also be made for international students or those educated in other countries).
2. Graduates of programs not accredited by the NLNAC or CCNE must have transcripts evaluated and comparability to an American degrees established. Evaluation may be conducted by the World Education Services (www.wes.org).
3. Present transcripts of undergraduate and graduate study that provide evidence of academic ability to complete the program and do original research. A GPA of 3.2 or higher is desired.
4. Three letters of reference (at least one from a former dean, former faculty member or academic adviser and at least one from a current or former supervisor preferably in a clinical practice/research/academic setting).
5. A written statement of career goals and proposed area of research.
6. A copy of a recent scholarly paper, research report or publication related to clinical nursing.
7. International students must meet all University requirements, including TOEFL scores to be considered. See School of Nursing Web site <http://nursing.cua.edu> for additional admissions information.

N.B. Applicants who do not meet the requirements for regular admission as degree-seeking candidates may be eligible for provisional admission if required documents are missing or for conditional admission if there are questions about academic performance or English language proficiency.

Coursework

Seventy semester hours beyond baccalaureate study are required for the Ph.D. degree. Students must earn a minimum of 46 semester hours in coursework during doctoral study at The Catholic University of America. Under the adviser's direction, a maximum of 24 semester hours of master's level coursework completed with a grade of B or higher may be applied toward the required 70 semester hours. Full- and part-time study is available.

General Policies for the Ph.D. Program

1. Coursework must be completed in five years.
2. A grade point average of 3.0 is required for retention.
3. Although a grade of C is passing but marginal at the graduate level, a grade of C in clinically focused research courses (NURS 923D/924D/925/930D) is not acceptable. Courses may only be repeated once and no more than two courses may be repeated. Students may only have one withdrawal for nursing courses.
4. Students must maintain continuous enrollment during the dissertation process to include the summer term while in data collection or working intensively with the dissertation committee.

Candidacy for the Degree

To be considered for admission to candidacy for the doctoral degree, the student must have satisfied these requirements:

1. Satisfactory completion of course requirements with a minimum grade point average of 3.0.
2. Recommendation of the academic adviser.
3. Successful passage of comprehensive examination.
4. Completion and school and university level approval of a formal application for candidacy

Dissertation

After admission to candidacy, completion of a satisfactory dissertation involving significant and original research in nursing is required. University policies regarding the approval of the dissertation topic, structure and content of the dissertation and the oral examination must be followed.

Oral Proposal Defense. The SON requires that prior to submitting the Dissertation Proposal for University level review and approval of the dissertation topic, students undergo a School of Nursing specific defense of the proposal and the supportive work. The defense is conducted by a School of Nursing approved examination committee. Students are bound by the decision of the committee as to whether the student's proposal work may be recommended for approval, revision or disapproval. Students are referred to the School of Nursing Student Guidelines posted on the School website for additional procedural information.

M.S.N.-Ph.D. Option

An option is available to meet the needs of baccalaureate-prepared nurses whose goal is to achieve the doctorate. Applicants must meet all admission requirements for the M.S.N. program and the Ph.D. program with the exception of a prior M.S.N. degree. Programs of study are planned on an individual basis. Students may take the M.S.N. and Ph.D. components sequentially to receive the M.S.N. degree prior to the Ph.D. or concurrently to receive both degrees at the same time.

If a student chooses to receive the M.S.N. degree prior to the Ph.D. degree, the Capstone Research Project course must be taken at the end of M.S.N. coursework and Ph.D. comprehensive exams at the end of the Ph.D. coursework. If the student chooses to receive both degrees concurrently, the student is only required to take the Ph.D. level comprehensive exams.

Program of Study

The Ph.D. program of study consists of 76 hours, 24 of which may be transferred from master's level work. The remaining credits are distributed among nursing science, philosophy, research and support courses. The proposed curriculum plan is accessible through the School of Nursing website. Courses with the "D" designation are for students enrolled in the online option only.

Core Courses	15 cr
NURS 903/903D Philosophy of Science	3
NURS 907/907D Theory Development	3
NURS 802/802D Bioethics	3
NURS 926/926D Health Policy	3
NURS 922/922D Doctoral Research Practicum	3
Research Courses	37-40 cr
NURS 665/671D Healthcare Statistics	3
NURS 916/916D Seminar in Nursing Scholarship	1
NURS 805/805D Advanced Statistics and Research Methods in Healthcare	3
NURS 806/806D Multivariate Statistics in Healthcare Research	3
NURS 908/908D Qualitative Research in Nursing	3
NURS 909/909D Quantitative Research in Nursing	3
NURS 911/911D Advanced Qualitative	3-6
OR	
NURS 910/910D Advanced Quantitative Methods	
NURS 925 Seminar on Research Proposal development	9
OR	
NURS 923D/924D/930D Proposal development sequence	
Support Courses -Courses supporting the dissertation topic	9

(six credits) and professional goals (three credits)

Credits transferred from Master's Degree Program

0-24

Total 76 (52 in program)

A maximum of twenty-four credits may be transferred from the master's degree if appropriate and approved.

Graduate Level Courses Offered Through the M.S.N., D.N.P. and Ph.D. Programs

Since the course offered may be updated during the academic year, for the most up to date information, students should always view the online course catalog, available through Cardinal Station via www.cardinalstation.cua.edu. Please also consult the website for course descriptions.

All courses are three credit unless otherwise noted. Course descriptions are available on the Web at <https://cardinalstation.cua.edu>.

The number of hours of meeting/contact time per week is determined by the type of nursing course and credits. The following ratios are used:

Didactic Course	1 credit=1 hour/week
Laboratory Course	1 credit=3 hours/week
Clinical Course	1 credit= 6 hours/week

* When courses are a combination of didactic and clinical or didactic and laboratory, the number of hours/week is adjusted to reflect the relative proportions

Courses Offered

A full listing of graduate courses offered by the School of Nursing is found below. Consult **Cardinal Station** for additional information about courses and to determine course offerings by semester.

NURS	569	Spirituality
NURS	602	Graduate Nursing Healthcare Ethics
NURS	602D	Graduate Nursing Healthcare Ethics
NURS	603	Interprofessional Considerations in Geriatric Care
NURS	603D	Interprofessional Concepts in Geriatric Care
NURS	604	Geriatric Considerations in Pharmacology
NURS	604D	Geriatric Considerations in Pharmacology
NURS	605	Non-Pharmacologic Approaches to Geriatric Behavior Concerns
NURS	605D	Non-Pharmacologic Approaches to Geriatric Behavior Concerns
NURS	610	Pharmacology for Advanced Nursing Practice
NURS	610D	Pharmacology for Advanced Nurse Practitioners
NURS	657	Advanced Health Assessment
NURS	657AD	Advanced Diagnostics for Nurse Practitioners
NURS	657D	Advanced Health Assessment
NURS	658	Complex, Acute, and Critical Problems in Pediatrics
NURS	659D	Advanced Health Assessment Lab
NURS	660D	Nurse Practitioner Residency II
NURS	661	Theoretical Foundations of Advanced Practice Nursing

NURS	661D	Theoretical Foundations of Advanced Practice Nursing
NURS	663	Health Care Policy, Organization, and Financing
NURS	663D	Health Care Policy, Organization & Finance
NURS	664	Epidemiology
NURS	664D	Epidemiology
NURS	665	Biostatistics
NURS	667	Blended Practicum 1: The Family in a Community
NURS	669	Blended Practicum III: Network, Organizations & Systems
NURS	671	Healthcare Biostatistics
NURS	671D	Healthcare Biostatistics
NURS	674	Population-Based Health Care Management
NURS	674D	Population-Baed Healthcare Management
NURS	686	Health Care Finance
NURS	686D	Health Care Finance
NURS	691	Pathophysiology
NURS	691D	Pathophysiology
NURS	701	Health Promotion Across the Life Span
NURS	701D	Health Promotion Across the Lifespan
NURS	708	Research in Nursing: Methods and Outcomes
NURS	708D	Research in Nursing: Methods and Outcomes
NURS	729D	Emerging Issues in Health
NURS	730D	Evidence Based Practice I
NURS	731D	Evidence-based Practices II
NURS	732	Applied Epidemiology
NURS	732D	Applied Epidemiology
NURS	733	The Well Child
NURS	733D	The Well Child
NURS	734D	Leadership in Complex Health Care Systems
NURS	735	Women's Health
NURS	735D	Women's Health
NURS	737	Advanced practice-based Residency
NURS	737D	Advanced Practice-Based Residency
NURS	738D	Doctoral Advance Practice-base Residency
NURS	779	Children and Adolescents with Special Needs
NURS	780	Pediatric Nurse Practitioner Seminar and Practicum I (Young Child)
NURS	780D	Pediatric Nurse Practitioner Seminar & Practicum I
NURS	781	Primary Care of Adolescent Seminar
NURS	781A	Adolescent Practicum
NURS	781D	Primary Care of Adolescent Seminar
NURS	782	Primary Care of Adults I
NURS	782D	Primary Care of Adults I
NURS	783	Primary Care of Adults II
NURS	783D	Primary Care of Adults II

NURS	784	Nurse Practitioner Practicum I
NURS	784D	Nurse Practitioner Practicum I
NURS	785	Nurse Practitioner Practicum II
NURS	785D	Nurse Practitioner Practicum II
NURS	786	Nurse Practitioner Practicum III
NURS	786D	Nurse Practitioner Practicum III
NURS	787	Primary Care of the Newborn
NURS	788	Nurse Practitioner Clinical
NURS	789	Advanced Practice Role Seminar
NURS	789D	Advanced Practice Role Seminar
NURS	793A	Guided Study in Nursing
NURS	793B	Guided Study in Nursing
NURS	793C	Guided Study in Nursing
NURS	793D	Guided Study in Nursing
NURS	793DA	Guided Study in Nursing
NURS	793DB	Guided Study in Nursing
NURS	793DC	Guided Study in Nursing
NURS	793DD	Guided Study in Nursing
NURS	800	Capstone Research Project
NURS	800D	Capstone Research Project
NURS	802/802D	Graduate Nursing Healthcare Ethics
NURS	805/805DD	Advanced Statistics
NURS	806/806D	Multivariate Statistics in Healthcare Research
NURS	809	Readings in Gerontological Research
NURS	835	Program Development and Evaluation
NURS	836	Education Seminar
NURS	843	Management Seminar and Practicum
NURS	850TR	Cognate in Nursing
NURS	851TR	Doctoral Cognate in Nursing Education
NURS	852TR	Doctoral Cognate in Nursing Leadership
NURS	853TR	Doctoral Cognate in Nursing Mental Health
NURS	854TR	Doctoral Cognate in Nursing Research
NURS	855TR	Doctoral Cognate in Nursing Informatics
NURS	903/903D	Philosophy of Science in Healthcare
NURS	907/907D	Seminar: Theory Development in Nursing
NURS	908/908D	Qualitative research in Nursing
NURS	909/909D	Quantitative Research in Nursing
NURS	910/910D	Advanced Quantitative Methods
NURS	911/911D	Qualitative Research Methods
NURS	916/916D	Seminar in Nursing Scholarship
NURS	922/922D	Doctoral Research Practicum
NURS	923/923D	Clinical Problems: Theoretical Considerations

NURS	924/924D	Clinical Problems: Design Considerations
NURS	925	Research Proposal Development
NURS	926/926D	Seminar in Health Policy Formulation and Analysis
NURS	930/930D	Seminar on Research Proposals
NURS	996	Doctoral Dissertation Research
NURS	996A	Doctoral Dissertation Research
NURS	996D	Doctoral Dissertation Research
NURS	996DA	Doctoral Dissertation Research
NURS	997	DNP Project Guidance
NURS	997A	DNP Project Guidance - Continued
NURS	997D	DNP Project Guidance
NURS	997DA	DNP Project Guidance - Continued
NURS	998A	Doctoral Comprehensive Examination (w/Classes)
NURS	998B	Doctoral Comprehensive Examination (w/o Classes)
NURS	998DA	Doctoral Comprehensive Examination (w/Classes)
NURS	998DB	Doctoral Comprehensive Examination (w/o Classes)