MASTER OF SCIENCE IN NURSING 2025-2026

DSU
It All Matters.

DEPARTMENT OF NURSING MSN STUDENT HANDBOOK

DELAWARE STATE UNIVERSITY
DEPARTMENT OF NURSING
DOVER, DELAWARE

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SECTION I
INTRODUCTION

Welcome to the Delaware State University's Master's in Nursing Program

The Department of Nursing Administration, Faculty, and Staff welcomes you to Delaware State University's Master's Degree in Nursing Program! Everyone within the Department of Nursing is excited to work with you to promote a successful learning environment. Delaware State University's Master's Degree in Nursing features 100% online coursework with a high degree of interaction among instructors and students.

The Delaware State University (DSU) Department of Nursing is accredited by the Accreditation Commission for Education in Nursing (ACEN). ACEN is responsible for the specialized accreditation of nursing education programs. For further information, contact:
Accreditation Commission for Education in Nursing (ACEN)
3390 Peachtree Road NE, Suite 1400
Atlanta, GA 30326
Phone: 404-975-5000
https://acenursing.org

The most recent accreditation decision made by the ACEN Board of Commissioners for the Master of Science in Nursing Program is Continuing Accreditation.

PURPOSE OF THE MSN HANDBOOK

The Faculty of the Department of Nursing is pleased to have you as a student in this department. You have chosen a major in a discipline that is demanding and exciting. For the remainder of your time in the MSN Program, you will develop educational skills that will make you a valuable healthcare professional capable of advancing the health of people, families, communities, and the world. For this reason, this handbook has been prepared for you and will assist you in adapting to the professional nursing student role at the master's level. It contains information about regulations that are prerequisites to and requisites for success in the MSN Program. This information will be used as a supplement to the DSU Graduate Catalog.

The MSN Student Handbook provisions do not constitute a contract between a student and the Department of Nursing. Through appropriate university procedures, the nursing faculty reserves the right to revise any provision or policy at any time within the student's term of enrollment if deemed advisable. Students will receive a notice via DSU email of any additions, deletions, or changes in a timely manner.

HISTORY OF DELAWARE STATE UNIVERSITY

Delaware State University is located in the beautiful capital city of Dover in Delaware. It is a modern 400-acre educational facility boasting a pleasant social environment and challenging academic programs. Delaware State University is a 1890s land-grant Historically Black College and University. Currently, the University has approximately 6,000 students from a variety of cultural, ethnic, and international backgrounds. Delaware State College became a University in 1993 and has since been able to increase its cadre of faculty with terminal degrees, enhance its focus on teaching and research, and increase its efforts of scholarship and service to the community, state, and nation.

MISSION AND PHILOSOPHY

UNIVERSITY MISSION

Rigorously leverage a proud HBCU legacy and commitment to excellence in every field of human endeavor to enhance the recruitment and preparation of talented professionals to contribute to a sustainable, global community.

UNIVERSITY VISION STATEMENT

Delaware State University strives to become America's most diverse, contemporary HBCU by expanding its capacity to provide a life-changing, high-quality, low-cost education to 10,000+ students; continuing our efforts to achieve R1 "very high research activity" status; and having a significant, measurable impact on the social, technological, and economic challenges that face our State, the nation, and the world.

UNIVERSITY CORE VALUES

- Community
- Integrity
- Diversity
- Scholarship
- Outreach
- Contemporary

WESLEY COLLEGE OF HEALTH AND BEHAVIORAL SCIENCES MISSION/VISION

Mission

The Wesley College of Health and Behavioral Sciences (WCHBS) provides an interdisciplinary approach to community engagement, education, training, research, and behavioral healthcare. Building on the mission of the University, WCHBS's mission is to train students to be researchers and health practitioners who will have the ability to work with diverse populations.

The strategic vision of the college is:

- To excel in delivering state-of-the-art educational programs that serve the global community and are guided by ethical standards.
- To prepare culturally competent, qualified professionals with the appropriate knowledge and skills to serve diverse communities.
- To become the College of choice for community-engaged partnerships.
- To develop a research and scholarship agenda that integrates theory with practice and engages the local and global community.

DEPARTMENT OF NURSING MISSION

The mission of the baccalaureate and master's nursing programs aligns with the mission and core values of Delaware State University as well as the Wesley College of Health & Behavioral Sciences. The Bachelor's and Master's level nursing programs provide exceptional educational opportunities for students of diverse backgrounds. The baccalaureate program prepares entry-level nurses to practice competently and safely in a variety of healthcare settings, including preparation for future specialization and graduate study. The master's program specializes in preparing graduates to be nursing leaders in their field. From a global perspective, the master's program also fosters principles and practices that provide a framework for diverse relationships in nursing practice, research, and education. Baccalaureate and master's prepared nursing graduates are prepared professionally to provide compassionate and culturally competent evidence-based healthcare to meet the current and future needs of individuals, families, and communities within the state of Delaware, the nation, and the international environment.

The Graduate Nursing Program was designed using guidelines from the NLN Education Competency Model, The Essentials of Master's Education in Nursing, and the National Organization of Nurse Practitioner Faculties.

DEPARTMENT OF NURSING PHILOSOPHY

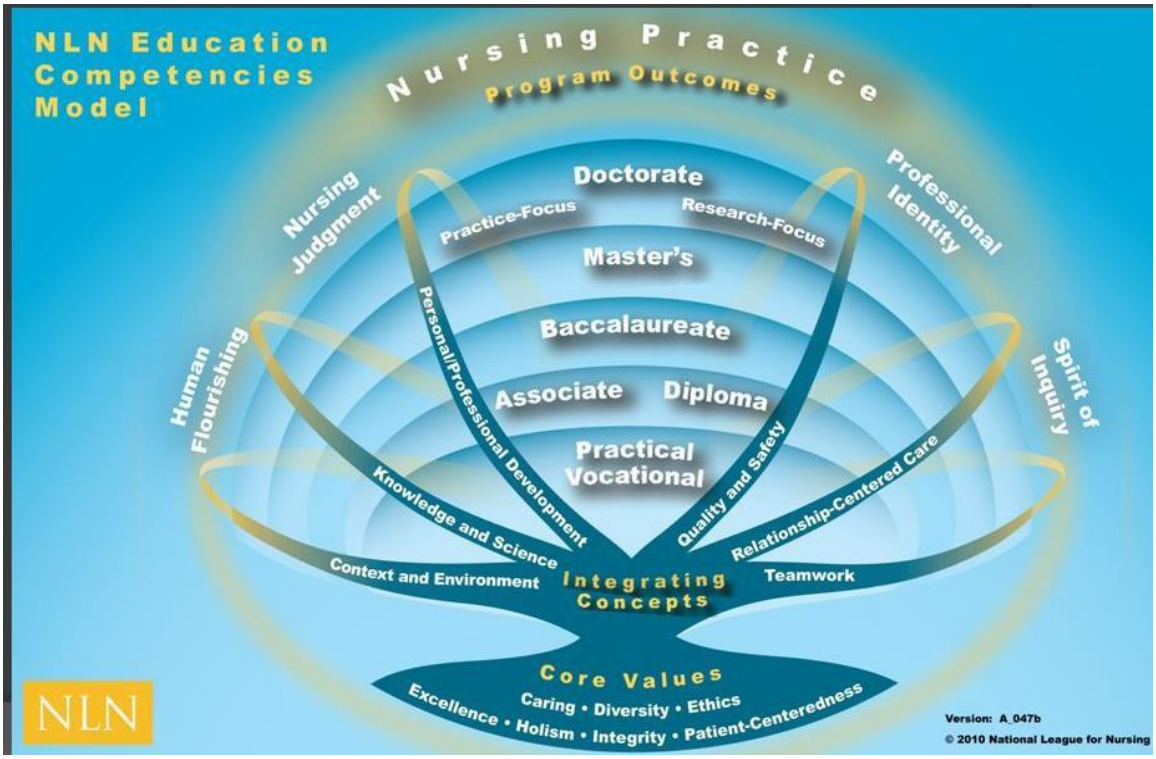
The Department of Nursing's philosophy at Delaware State University is congruent with the Wesley College of Health and Behavioral Sciences as well as the University's mission statement. The faculty will provide nursing education while promoting distinguished academic excellence, innovation, and world-class service to the graduate. Faculty are also committed to best practices within a learning environment that fosters mutual commitment, respect, integrity, and accountability among students, faculty, administration, and staff.

The nursing philosophy encompasses the University's core values as they relate to professional nursing education and professional practice. This includes excellence in nursing education and practice in the form of scholarship; outreach to others with an appreciation for diversity; an engaging community which fosters skills in the art and science of nursing; and the ability to demonstrate ethical reasoning and integrity, which promotes patient advocacy and professionalism in an ever-changing health care environment.

The nursing faculty believes the nursing program prepares the graduate to provide safe, compassionate, and competent nursing care across the lifespan to individuals, families, and communities in a variety of practice settings. The graduate will integrate evidence-based principles, sound nursing judgments, the sciences, and clinical reasoning skills necessary for entry-level practice. Graduate nurses are empowered to become effective nurse leaders with a professional identity to transform healthcare, maintain a spirit of inquiry, and are committed to lifelong learning.

Delaware State University prohibits discrimination on the basis of race, color, national origin, sex, disability, or age in its programs and activities in accordance with Title IX, Section 504, and other federal and state laws. Students with concerns related to discrimination, harassment, or sexual misconduct should contact the University's Title IX Coordinator. For more information, visit the Office of Institutional Equity & Title IX landing page (https://www.desu.edu/about/administration/university-policies-procedures/office-institutional-equity-title-ix).

NLN EDUCATION COMPETENCIES MODEL



THE ESSENTIALS OF MASTER'S EDUCATION IN NURSING

Resource: AACN. (2011, 2021). *The essentials of master's education in nursing.* Retrieved from https://www.aacnnursing.org/.

End of Program Student Learning Outcomes (EPSLOs)
Students will be able to demonstrate EPSLOs upon completion of the nursing program.

SLO #1 Propose solutions for the achievement of safe, high-quality outcomes in one's specialty area as a leader and change agent.

SLO #2 Formulate communications effectively that support safe healthcare practices.

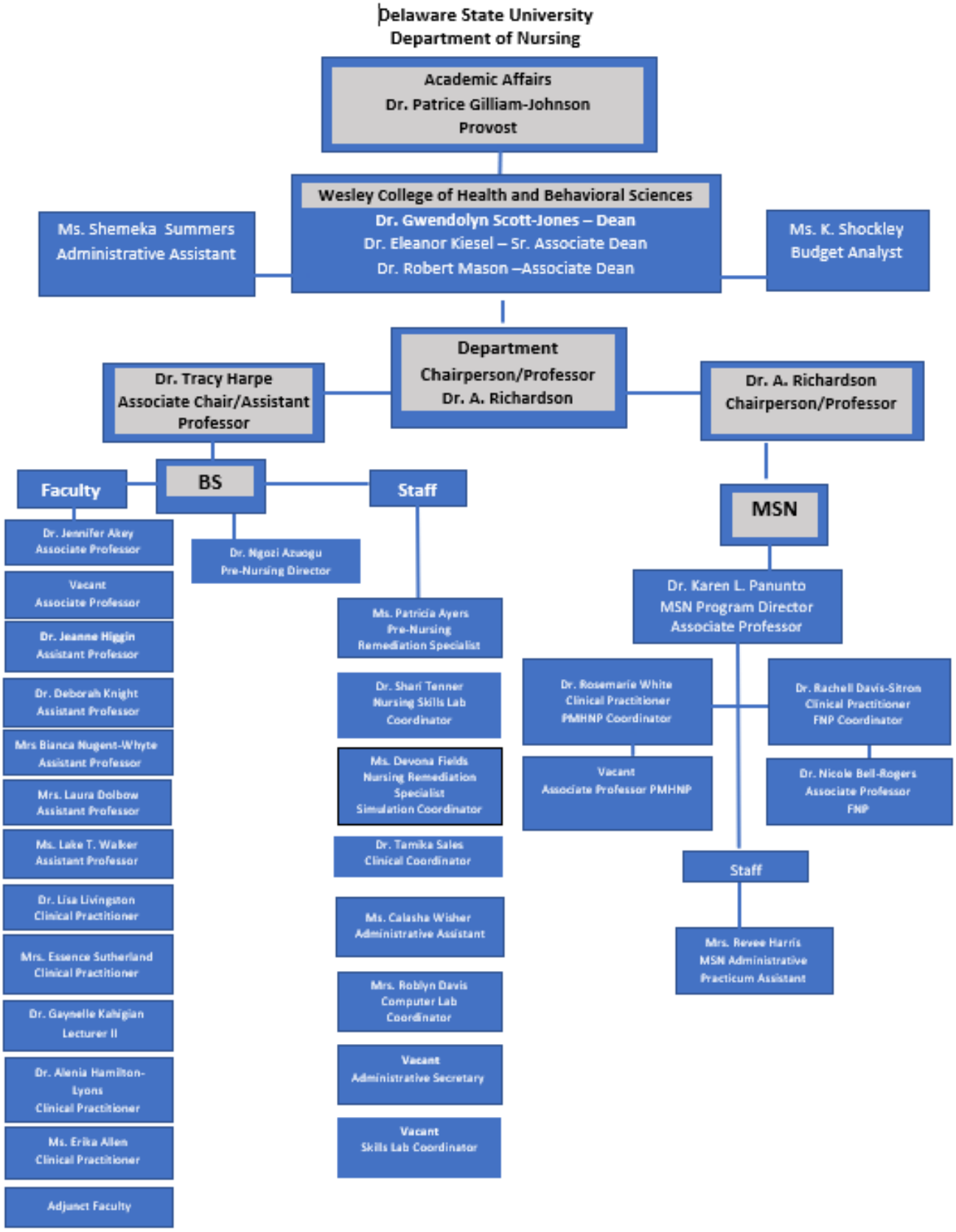
SLO #3 Synthesize leadership concepts, principles, and ethical reasoning in one's specialty area to influence decision-making for quality outcomes in healthcare.

SLO #4 Maximize professional standards in the practice of healthcare with integrity, caring, accountability, respect, and excellence in nursing practice.

SLO #5 Influence healthcare professionals as a leader and change agent in one's specialty area to create safe, effective & culturally competent healthcare.

SLO #6 Combine knowledge and skills in one's specialty area of practice, identifying gaps in theory and practice, and utilize clinical reasoning to formulate research questions.

DEPARTMENTAL & COLLEGE ORGANIZATIONAL CHART



SECTION II
ADMISSION, PROGRESSION & RETENTION POLICIES

ADMISSION CRITERIA

As per the DSU Graduate Catalog, applicants for graduate degrees are considered for admission. Successful applicants are notified of their classification at the time of admission. While guidelines are noted below, please note that all graduate programs reserve the right to note more stringent admission guidelines and earlier deadlines than the School of Graduate, Adult, and Extended Studies. It is, therefore, advisable to discuss program requirements with the program coordinator prior to submission of application materials. For additional information, please refer to the DSU Graduate Catalog. You may also call Graduate, Adult, and Extended Studies at 302.857.8200 for additional information.

Nursing Domestic Graduate Applicants

1. Submit a current resume
2. All applicants must provide one (1) letter of professional reference. References should be from faculty members, professional colleagues, or work supervisors who can evaluate the student's potential for success in the graduate program. Recommendations from family, friends, other students, or co-workers are NOT appropriate. Letters should be on professional letterhead and address the nature of the professional's knowledge of the applicant.
3. Complete an application to the University/Graduate, Adult, and Extended Studies.
4. Submission of a copy of your current unencumbered RN license (copy of computer verification acceptable).

* This degree will not allow the graduate to practice in the U.S. without a U.S. RN license.

5. Submission of all official transcripts. Students admitted to the Department of Nursing have earned an undergraduate grade point average of at least 2.5 on a 4.0 scale.
6. A non-refundable University application fee of $50.00. Please refer to the Graduate Handbook for additional information on graduate eligibility, application policies, and procedures. Please send these documents as indicated by Graduate Admissions. All correspondence should be sent via email to: gradstudieswilm@desu.edu.

International Graduate Applicants

Please refer to the DSU Graduate Catalog for information regarding international student university admission requirements. In addition to meeting general application requirements, non-English speaking international students applying for admission to graduate study at Delaware State University must demonstrate a satisfactory level of proficiency in the English language.

Students seeking admission into the Master of Science degree in the nursing program are subject to the rules and regulations applied by the Graduate, Adult, and Extended Studies and are considered individually. Admission to the MSN program at Delaware State University is open to all qualified applicants who meet the requirements as stated in the DSU Graduate Catalog. Prospective students are encouraged to consult the Graduate Catalog prior to applying for admission.

All applicants must apply to the university per the university's requirements and fulfill all university application fee(s). For specific information regarding university requirements, please click on the link: https://www.desu.edu/admissions/apply-now.

PROGRESSION

INCOMPLETE

If a student does not complete a Practicum course for the Psychiatric Mental Health Nurse Practitioner program option (NURS 621, NURS 622, NURS 623, NURS 624) and/or NURS 651 by the end of the course, the student will have to register and pay for the course each time it is offered until they successfully fulfill the requirements of the course. All Practicum courses and associated lecture courses must be taken in sequence as printed on the Plan of Study for the Psychiatric Mental Health Nurse Practitioner option.

If a student does not complete a Practicum course for the Family Nurse Practitioner program option (NURS 625, NURS 626, NURS 627, NURS 629) and/or NURS 652 by the end of the course, the student will have to register and pay for the course each time it is offered until they successfully fulfill the requirements of the course. All Practicum courses and associated lecture courses must be taken in sequence as printed on the Plan of Study for the Family Nurse Practitioner option.

If a student does not complete the Practicum courses for the Nurse Educator or Global Leadership program options (NURS 620, NURS 680) and/or NURS 689 within the 8-week block, the student will have to register for the course each time it is offered until they successfully fulfill the requirements of the course.

Student Applicant Re-entry

The application for readmission must be filed with the Dean of the Graduate, Adult, and Extended Studies prior to the term of planned re-entry. Once a student is readmitted, they will follow the University Academic requirements in place at the time they are readmitted. All students applying for re-entry to the Graduate, Adult, and Extended Studies must abide by the University Policy (see the Graduate Catalog for additional information).

Returning Students & Continued Enrollment

According to the Graduate Catalog, once graduate students are admitted, they must remain enrolled throughout their matriculation. Students not meeting this requirement must reapply for admission and will be subject to any changes in admission standards as well as changes in the Plan of Study that have transpired during the student's lapse of enrollment. Students who have received an offer of admission from Graduate, Adult, and Extended Studies are eligible to register for the upcoming semester or session. Please refer to the Graduate Catalog for additional details on readmission, returning, and continuing enrollment policies.

All MSN students must maintain a minimum of 3.0 GPA (B). It is also a requirement that all degree-seeking graduate students maintain their enrollment status throughout their program of study. Students out of compliance will be required to reapply to their program and, if readmitted, will be subject to any program changes or admission standards implemented during their lapse of enrollment. See the Graduate Catalog for Readmission and Continuous Enrollment policies for additional details.

Policies Related to Dismissal, Progression, and Returning Students
Program Dismissal

Any student may be asked to leave the program regardless of their academic grade if any of the following conditions exist:

- Violation of any policies or procedures outlined by the University, Graduate, Adult, and Extended Studies (e.g., Academic Integrity or Civility Policies), and/or the Department of Nursing.
- Practicum performance that jeopardizes the safety of the client, student, and/or agency.
- Failure to conform to the legal and ethical standards of the nursing profession and maintain an active nursing license in the state where they practice.

Please also refer to the Graduate Catalog for additional details regarding academic probation, suspension, and dismissal policies and procedures.

Academic Standards for Progression

All NURS courses in the Nursing Program will be evaluated based on satisfactory completion of all components (class or practicum). The minimum classroom competency standard requirement for passing is 80% (B). Students are required to achieve a satisfactory evaluation in the practicum components. Numerical grades below 80% (B) in the NURS courses and/or an unsatisfactory practicum evaluation are considered unsatisfactory. Students must satisfactorily complete the practicum and theoretical components of the course to progress in the program. Submission of all assignments is required.

The student must adhere to all policies of the university, college, nursing program, and practicum agencies.

Transfer of Credits for Graduate Students

Applicants who have earned a grade of "B" or higher in graduate courses taken at an accredited institution and related to their proposed program of study can request consideration for transfer of credit. For candidates applying to the MSN Program, these courses will be evaluated individually by the MSN Program Director/Graduate Program Coordinators in collaboration with the Department Chair. Applicants admitted to master's degree graduate programs may transfer a maximum of ***nine (9) graduate credits*** from another accredited institution toward the master's degree, provided these credits have not been used to meet the requirements of a degree previously earned.

In all cases, the credit must be directly related to the graduate student's program of study and ***must have been completed within five (5) years*** from the time of admission. Requests for transfer of graduate credit to master's programs should be included on the student's Program of Study, recommended by the Graduate Nursing Program Director/Graduate Program Coordinators, accompanied by an official transcript, and submitted to the School of Graduate, Adult, and Extended Studies for review/approval no later than the end of the student's first semester of enrollment.

Course Loads

Full-time graduate enrollment is defined at DSU as a minimum of six (6) credit hours. Students enrolled in less than six (6) credit hours per semester are considered part-time students, with those enrolled for three (3) credit hours defined as half-time students. Therefore, graduate students must complete a minimum of 12 hours of coursework each academic year to qualify for financial aid. In addition, full-time students must meet the academic regulations specified within this document to remain in good standing.

Credit Hours

Course credits are calculated as follows: One (1) credit hour equals one (1) hour of theory, and one (1) credit hour equals three (3) hours of clinical or practicum.

DOCUMENTATION FOR NON-ATTENDANCE (NO SHOW POLICY)

According to the Graduate Catalog, all enrolled students are required to attend each class at least once during the first week of classes in order to verify participation in the class. Failure to verify participation in a class before the end of the first week of classes will result in the student being classified as a "no show" for the course. All tuition and fees for the course will be refunded, and no grade will be issued.

SECTION III
GENERAL POLICIES AND HEALTH REGULATIONS

STUDENT COMPLIANCE AND GRIEVANCE PROCEDURES

MSN Practicum Requirements

For all MSN Practicum Requirements, please refer to the Practicum Handbook for your program option.

Grade Appeal Policy

Grade appeals will follow the University's grade appeal policies and procedures found in the Graduate Catalog.

General Student Contact Information- Change of Name, Address, and/or Telephone Number

If there is a change in the name, address, and/or telephone number of a student while enrolled in the program, the student must report the change to the Department of Nursing MSN Administrative Practicum Coordinator and the Registrar's Office within seven days of the change.

HIPPA

Practicum/Clinical agencies are also mandated to follow HIPAA regulations. Therefore, students will be required to meet any and all of the practicum/clinical agency's requirements as part of the practicum/clinical affiliation.

Any student who violates the Confidentiality, HIPAA, and Code of Conduct policies will be subject to disciplinary review, which may result in dismissal from the program in accordance with the Student Disciplinary and Dismissal Procedures.

FERPA

Please refer to the Graduate Handbook regarding FERPA policies and procedures. No information will be given to any third parties without verifying appropriate documentation regarding the sharing of any academic records. This information will be confirmed with the Records Office on an as-needed basis prior to the disclosure of any academic records, including grades, enrollment, etc., by the Department of Nursing Office only.

All students completing their preceptorship at an institution of higher education must comply with FERPA regulations. Please visit the U.S. Department of Education website for additional information pertaining to this Federal law (https://www.ed.gov/laws-and-policy). Any student who violates FERPA policies will be subject to disciplinary review, which may result in dismissal from the program.

Student Professional Behaviors, Code of Conduct & ANA Code of Ethics for Nurses

Students are expected to adhere to the University's Code of Conduct located in the DSU Student Handbook, the most recent version of the **ANA Code of Ethics for Nurses** (2025), and the following professional behaviors:

Provision 1 - The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.

Provision 2 - A nurse's primary commitment is to the recipient(s) of nursing care, whether an individual, family, group, community, or population.

Provision 3 - The nurse establishes a trusting relationship and advocates for the rights, health, and safety of recipient(s) of nursing care.

Provision 4 - Nurses have authority over nursing practice and are responsible and accountable for their practice consistent with their obligations to promote health, prevent illness, and provide optimal care.

Provision 5 - The nurse has moral duties to self as a person of inherent dignity and worth including an expectation of a safe place to work that fosters flourishing, authenticity of self at work, and self-respect through integrity and professional competence.

Provision 6 - Nurses, through individual and collective effort, establish, maintain, and improve the ethical environment of the work setting that affects nursing care and the well-being of nurses.

Provision 7 - Nurses advance the profession through multiple approaches to knowledge development, professional standards, and the generation of policies for nursing, health, and social concerns.

Provision 8 - Nurses build collaborative relationships and networks with nurses, other healthcare and non-healthcare disciplines, and the public to achieve greater ends.

Provision 9 - Nurses and their professional organizations work to enact and resource practices, policies, and legislation to promote social justice, eliminate health inequities, and facilitate human flourishing.

Provision 10 - Nursing, through organizations and associations, participates in the global nursing and health community to promote human and environmental health, well-being, and flourishing.

POLICY ON CIVILITY

Department of Nursing Policy on Civility

Statement of Department of Nursing Support for DSU Policy on Civility
Delaware State University has an established Civility Policy included in the DSU Human Resources Policies (Procedure Number 04-43 Civility Policy). As a Department, we believe that it is important to state our support for this policy emphatically, as well as to establish some guidelines for addressing concerns about civility and to work together to "develop and sustain respectful environments" among students and faculty to cultivate academic civility (NLN, 2018, p. 5).

Guidelines for Civility

- Respect for the work of all persons
- Courteous discourse (electronic, oral, non-verbal, and written)
- Honest expressions and interactions
- Fair and just treatment
- Integrity and maintaining commitments (academic and person)
- Professionalism and collegiality
- Appreciation for diversity
- Free expression of opinions without malice or intent to harm
- Tolerance of different perspectives
- Zero tolerance for any forms of harassment or violence (collegial, dating, electronic, peer, instructor, etc.)

The following behaviors manifest civility:

- We will respect the rights of others at all times.
- We will share ideas, raise questions, and express differences of opinion in a civil manner and without fear of reprisal, insult, or denigration. Any conduct that causes or threatens harm, incites feelings of harassment toward others, or constitutes persistent and unwanted behaviors will not be tolerated.
- We will listen/read respectfully while others share their ideas, allow the speaker to complete and share their thoughts, and consider new approaches.
- We will not raise our voices or use confrontational language (suggestive or otherwise) at each other in public or in private.
- We will not use a public forum to intentionally create discomfort, disruption, or embarrassment for our colleagues and peers.
- We will not curse, use terms, phrases, or send correspondence that could be perceived in a derogatory (to race, ethnicity, gender, age, sexual orientation, or religion) manner.
- We will be sensitive to the impact of tone, language, and content of our written communication, including electronic communication, discussion boards/discussions, assignments, etc. We will respect confidentiality, avoid gossip, and take care not to spread untruths or to undermine the professional credibility of our colleagues and peers.
- We will avoid any misrepresentation, mischaracterization, or misquoting information received from others.
- We will be respectful of each other's time (peers and instructors).
- We will greet and professionally acknowledge each other via correspondence (through the use of appropriate titles related to professional positions or as desired by colleagues or peers).
- We will be open to the contributions of persons who may not look, sound, speak, or act as we do.
- We will refrain from using profanities, insults, or other disparaging remarks.
- All faculty and students are to remain courteous towards fellow staff members, faculty, staff, peers/colleagues, advisors, patients, and preceptors.

- We will take responsibility and accountability for our actions.

Any disruptive, discourteous, and/or insubordinate conduct towards peers, staff, colleagues/peers, and/or faculty will not be tolerated. Failure to adhere to the above may result in possible dismissal from the program and/or the university.

Consequences for Violation of the Civility Policy
First Violation: The first time a student violates any portion of the civility policy, a written warning will be sent as a notification to the student regarding the uncivil behavior/action. Recommendations for how to better handle future interactions will be discussed in writing. This written notification will come from the instructor, MSN Director, or Department of Nursing Chairperson.

Second Violation: The second incident where the same student violates any portion of the civility policy (whether in the same or future courses within the program), the student will be formally written up, and incident reports will be placed in the student's file (maintained by the MSN coordinator). The student will receive a zero for the associated course assignment/presentation/exam, etc.

Third Violation: The third violation will be referred to Judicial Affairs and addressed pursuant to the Student Disciplinary and Dismissal Procedures, which may include possible removal or expulsion from the program or University.

(Citation: National League of Nursing Creating Community to Build a Civil and Healthy Academic Work Environment (2018). *Transforming Nursing Education Leading the Call to Reform.* Retrieved from: http://www.nln.org.)

Academic Dishonesty Policy

Please review the following definitions of Academic Honesty Violation

Complicity is defined as intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

Cheating is defined as intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices or materials in any academic exercise.

Fabrication is the intentional invention and unauthorized alteration of any information or citation in an academic exercise.

Falsification is a matter of altering information, while fabrication is a matter of inventing or counterfeiting information for use in any academic exercise or University record.

Forgery is defined as the act of imitating or producing counterfeit documents, signatures, and the like.

Identity Misrepresentation- The student who registers in an online course is not the same person who participates in and completes the coursework. *

Multiple Submissions is the submission of substantial portions of the same work (including oral reports) for credit more than once without authorization from instructors of all classes for which the student submits the work.

Plagiarism is defined as the use of someone else's language, ideas, or other material without making the source(s) evident in situations where there is a legitimate expectation of original work. Plagiarism does not occur when efforts to promptly identify sources by making source use apparent to the audience of the submitted material are apparent. Plagiarism may not necessarily include mistakes in citation style.

Proxy cheating is defined as sending someone or having someone in the online classroom context complete an exam or course assignment on someone else's behalf.

Integrity and honesty will be maintained within the program at all times. Integrity is one of the five integral components of nursing practice and a very important ethical construct (The Nursing Code of Ethics: Its Value, Its History). In the unlikely event that any instructor concerns arise, all related materials will be sent to the Dean of the Wesley College of Health and Behavioral Sciences and the Dean of the School of Graduate, Adult, and Extended Studies for review of misconduct (as per university policy). There is no tolerance for any violations of cheating policies (i.e., proxy cheating), plagiarism, falsification, and complicity. If you are unsure or need clarification of what constitutes academic misconduct, please do not hesitate to contact the Department of Nursing. All clarification should be sought prior to the submission of any assignments that may violate any of the terms of this policy.

All academic integrity violations will be adjudicated in accordance with the due process provided in the Graduate Catalog to ensure that students receive notice and an opportunity to be heard before any disciplinary action is finalized.

***Remember:** All work submitted must be your own work. You are **not** permitted to:

- Allow anyone to log into your course using your credentials, including family members, friends, or colleagues.
- Have any other individuals complete any portion of your assignments, exams, tests, quizzes, or other coursework.
- Submit someone else's work.
- Please be advised that the use of AI or any automated tools to complete assignments is strictly prohibited. All work submitted must be your own original effort. Using AI-generated content undermines the learning process and violates academic integrity policies. Any assignments found to have been completed using AI will be subject to disciplinary action in accordance with the university's academic honesty guidelines.

Students are held accountable for the stipulations indicated in the Graduate Catalog regarding academic misconduct/dishonesty. Please also refer to the Graduate Catalog for additional details regarding graduate academic enrollment policies and regulations, academic dishonesty, and misconduct practices.

DISCUSSION BOARD NETIQUETTE & GUIDELINES

All students are expected to follow the Discussion Board Etiquette Guidelines found in the syllabi. Failure to do so will be considered a breach of civility conduct.

Grading Policies

For more information on the DSU Grading System, please refer to the DSU Graduate Catalog. Instructors will use appropriate rubrics for grading in all courses on Blackboard.
* A minimum numerical grade of **80.0%** (3.0 or B) is required to pass each MSN course.
Grades are NOT rounded. <u>All assignments must be submitted.</u>

Student submissions after the deadline will receive a grade deduction of 10% for every day (24 hours) it is late, unless prior approval is obtained from the faculty due to the student's extenuating circumstances.

SECTION IV
STUDENT RESOURCES AND PROGRAMS OF STUDY

Faculty Advisors

Each student is assigned to a faculty advisor who will serve as a resource person. The faculty advisor is available on an appointment basis during office hours or by special request (virtual appointment).

Advisement

To maintain current enrollment, a student must remain in good academic standing with the University and continue in the course curriculum with ongoing virtual contact (meetings) with their academic advisor. Please refer to the Graduate Handbook for additional details regarding academic advisement and registration details.

Student Access to Instructors

Full-time faculty members will post virtual office hours to inform students of their interaction and/or academic assistance availability. All faculty will make every attempt to respond to emails within 24-48 hours.

Accommodations & Student Accessibility Services (SAS)

Delaware State University is committed to fostering an environment of nondiscrimination, including but not limited to the recruitment, admission, or treatment of students with disabilities. The ADA does not require colleges or universities to lower academic standards or fundamentally alter the nature of the programs provided. Students with documented disabilities must meet all requirements for graduation.

Student Accommodations Statement:

Students requesting accommodations due to a disability at Delaware State University need to present a current Accommodation Letter to faculty before accommodations can be made. While there is no deadline to submit an Accommodation Letter, accommodations will not be put in place retroactively. Accommodation Letters are issued by the Center for Disability Resources (CDR). For additional information, visit the Center for Disability Resources or contact the CDR directly: (phone) 302.857.7042, (email) cdr@desu.edu.
~Taken from the DSU CDR Website.

Students must provide each instructor with a copy of their accommodations contract from the Center for Disabilities Resources and abide by the timelines therein. Note: contracts are not retroactive.

Integrated Academic Support Services

The Writing Studio through Integrated Academic Support Services (IASS) provides virtual writing services. All services are free to students.

Technical Requirements for Online Courses

All coursework for the MSN program is offered online. For this type of program, you will NEVER meet in a classroom on campus with your professor. Through Blackboard, your professor will provide you with a syllabus, a list of required textbooks, lectures, and details of course assignments. You will submit your assignments and participate in discussions with your professor and classmates online through Blackboard and DSU email only. Other emails are not permitted and will not be responded to if used (Examples: .hotmail, .gmail, .aol, .yahoo, etc.).

Recommended Blackboard Orientation

Orientation videos can be found on the DESU Blackboard landing page.

1. How to log into Blackboard Video
2. Blackboard Orientation Video

Supported Web Browsers for Blackboard

The **only supported** web browsers for **Blackboard** are ***Google Chrome*** and ***Mozilla Firefox***. Safari and Internet Explorer are NOT supported web browsers for Blackboard. Using Safari or Internet Explorer may result in errors or unexpected behavior. **Please install *Google Chrome* and/or *Mozilla Firefox* on all your devices**.

Minimum technical and software requirements for Online Learning courses are as follows:

Computer and Internet Connection:

You will need regular access to a computer with an internet connection. High-speed broadband access (LAN, Cable, or DSL) is highly recommended for the optimal learning experience. Some courses have more advanced system requirements (i.e., NURS 508 Advanced Health Assessment). *The DSU Learning Management System is Blackboard.*

If you are using a PC:

Compatible Operating System: Windows 8 or 10
Web Browser: Firefox, Chrome, Internet Explorer 11, or Microsoft Edge

If you are using a Mac device:

Compatible Operating System: OS X
Web Browser: Firefox, Chrome, Safari

Please note that if using a cell phone app or a tablet device, access to specific applications and websites (Blackboard) may not be user-friendly and should be accessed on a laptop or desktop as much as possible.

Software:

- Individual courses may have additional software requirements. This may include video or audio-playing software or a specific software application.
- Most courses require word processing software.
- In some instances, it may be necessary for some users to upgrade their Flash or Java versions.

Other Devices:

Depending on the learning management system used to deliver your course, you may access and interact with **some** course elements, readings, multimedia, email, and discussions through tablets and smartphones. There is a blackboard app for students (p. 30). While tablets, smartphones, and other mobile devices may allow for some completion of coursework, they are not guaranteed to work in all areas. Please ensure you have a PC or Mac-based computer/laptop available to complete coursework, and it is recommended that you check your PC or laptop daily for updates, grades, and instructor feedback.

It is recommended that students **do not** attempt quizzes when using a mobile device, such as a smartphone or tablet, due to compatibility issues.

****Individual courses may have additional technical and/or software requirements*** (i.e., NURS 508 Advanced Health Assessment; NURS 653 Comprehensive Advanced Health Assessment for the APRN).

Blackboard Facts & FAQs

You can access Blackboard from any computer with an Internet connection. Just log in as you would log in to your DSU email.

- Username: This is the same username you use to access your student email account.
- Password: This is the same password you use to access your student email account.
- I logged in, but I have a course not showing or a course that needs to be removed.

Need Assistance?

For Blackboard support for students and faculty, telephone assistance during business hours. Monday–Friday, 8:30-4:30 pm. **Phone:** 302-857-7122. **Email:** blackboard@desu.edu

For after-hours Blackboard Support
You can access this service 24/7
Phone: 844-570-6766 or online by clicking on http://desu.edusupportcenter.com/ or pasting directly into your browser.

Resetting Your Blackboard and Webmail Password
If you are having trouble logging into your campus email or Blackboard, your account has probably expired. **Your Email and Blackboard share the same credentials.**
If you have forgotten your password or your account password has expired after 90 days, you will need to contact the DSU IT Helpdesk by calling 302.857.7028.

If you have issues using the self-service portal contact the IT Help Desk to request an "email" password reset"
This is a 24-hour / 7-day-a-week helpline.
Phone: (302)-857-7028
Email: Support@desu.edu
Book an IT session: IT Helpdesk Booking

Blackboard - Mobile App for Students

The new name of the mobile app is *Blackboard*, and it has a new app tile
Be sure to choose the newest released app that corresponds to the picture above.

Use these steps to download and install the Blackboard app.

1. From your device, access the appropriate online store.

   Download on your iPhone® or iPod touch®

   Download on your Android™ device

   Download on your Windows® device

2. If necessary, search for Blackboard.
   If you search the App Store from an iPad, be sure to change the iPad only filter to iPhone only to find the app.
3. Install the Blackboard app on your mobile device.

4. Open the Blackboard app and search for the full name of your school.
   If you're unable to find your school, try modifying your search. If your school is part of a larger institution or district, try searching for that name instead.
5. Log in with your Blackboard Learn username and password. These are typically the same credentials you use to access your Blackboard courses on a computer.

GOVERNANCE

Graduate Student Association (GSA)

GSA seeks to enhance the graduate student environment by providing co-curricular opportunities that advance student learning, foster respect from the DSU community, provide services for the DSU graduate community, and enhance the quality of life of the graduate student community. See the Graduate, Adult, and Extended Studies Handbook for additional information.

Graduate Nursing Student Governance Association (GNSGA)

Students have the opportunity to promote shared governance and voice their concerns and suggestions related to program improvement through Town Hall Meetings. All graduate nursing students are encouraged to participate.

Application for Advancement to Candidacy

All graduate students must petition their program administrators for permission to advance to candidacy status. Please refer to the Graduate Catalog for additional details, requirements, and the candidate application form (s).

Graduation Policy

The DSU Graduate Catalog states, "All master's programs must be completed within five years of initial enrollment, including any transfer courses applied to the current Program of Study" (Degree Completion Time). The university awards the Master of Science degree to those students who complete the requirements set forth for their degree program and those requirements of Graduate, Adult, and Extended Studies. Degree candidates must complete an application for graduation through the Department of Nursing and pay the required university fees. Graduating nursing students are expected to check with the Registrar and their advisor, program coordinator, or the Department Chairperson concerning completing graduation requirements. Candidates for graduation from the Department of Nursing must complete the curriculum with an overall GPA of 3.0 or better. All (NURS) courses must be completed with a grade of "B" or better. Graduates are strongly encouraged to attend the graduation ceremony. Graduation information, including fees, will be disseminated by the Registrar.

Wesley College of Health and Behavioral Sciences
Department of Nursing

PROGRAM: MASTER OF SCIENCE IN NURSING
PSYCHIATRIC MENTAL HEALTH NURSE PRACTITIONER (PMHNP) OPTION

1st Semester -- CORE					2nd Semester -- CORE				
Course	**Course Name**	**Sem**	**Cr**	**Gr**	**Course**	**Course Name**	**Sem**	**Cr**	**Gr**
NURS-509	Ethical and Legal Perspectives		3		NURS-653	Comprehensive Advanced Health Assessment for the APRN		3	
NURS-530	Research and Applied Statistics in Nursing		3		NURS-611	Advanced Pathophysiology		3	
	Total Credits		6			Total Credits		6	
3rd Semester					**4th Semester**				
Course	**Course Name**	**Sem**	**Cr**	**Gr**	**Course**	**Course Name**	**Sem**	**Cr**	**Gr**
NURS-612	Advanced Pharmacology		3		NURS-631	Psychiatric Mental Health Disorders and Therapeutic Modalities I *Block I		2	
NURS-628	Advanced Psychopharmacology for the PMHNP		3		NURS-621	Psychiatric Mental Health Disorders and Therapeutic Modalities I (Practicum-180 practicum hours) * 16 weeks		4	
	Total Credits		6			Total Credits		6	
5th Semester					**6th Semester**				
Course	**Course Name**	**Sem**	**Cr**	**Gr**	**Course**	**Course Name**	**Sem**	**Cr**	**Gr**
NURS-632	Psychiatric Mental Health Disorders and Therapeutic Modalities II *Block I		2		NURS-633	Psychiatric Mental Health Disorders and Therapeutic Modalities III *Block I		2	
NURS-622	Psychiatric Mental Health Disorders and Therapeutic Modalities II (Practicum-180 practicum hours) *16 weeks		4		NURS-623	Psychiatric Mental Health Disorders and Therapeutic Modalities III (Practicum-180 practicum hours) * 16 weeks		4	
NURS-654	Examining the Leadership Role of the APRN * Block II		2						
	Total Credits		8			Total Credits		6	
7th Semester					**8th Semester**				
NURS-619	Special Populations for the PMHNP *Block I		2		NURS-651	Capstone for the PMHNP (45 practicum hours, 30 theory hours) *Block I		3	
NURS-624	Special Populations for the PMHNP (Practicum IV- 180 practicum hours) *16 weeks		4						
	Total Credits		6			Total Credits		3	

All practicum courses and associated lecture courses must be taken in sequence as printed on the Plan of Study.
Total Number of Courses: 16
Total Program Credits: 47
Total Practicum Hours: 765

MSN PROGRAM OF STUDY

PSYCHIATRIC MENTAL HEALTH NURSE PRACTITIONER OPTION

The Psychiatric Mental Health Nurse Practitioner (PMHNP) option is designed to provide current nurses with a solid foundation to incorporate therapeutic modalities in the practice setting. The program emphasizes the delivery of holistic, evidence-based care to clients with mental health conditions across the lifespan. Students will acquire advanced practice skills to effectively manage psychiatric and mental health disorders, including primary prevention, individual and group psychotherapy, psychopharmacological management, and the implementation of therapeutic interventions. This option prepares graduates to lead in promoting mental health, diagnose and treat psychiatric disorders, and enhancing overall well-being in diverse populations.

Role-Specific Nursing Competencies for the Psychiatric Mental Health Nurse Practitioner Option:

Role-Specific Nursing Competencies (RSNCs) for Psychiatric Mental Health Nurse Practitioner (PMHNP) Option (The National Organization of Nurse Practitioner Faculties [NONPF] Nurse Practitioner Core Competencies, 2022):

Domain 1: Knowledge of Practice
Domain 2: Person-Centered Care
Domain 3: Population Health
Domain 4: Practice Scholarship and Translational Science
Domain 5: Quality and Safety
Domain 6: Interprofessional Collaboration in Practice
Domain 7: Health Systems
Domain 8: Technology and Information Literacy
Domain 9: Professional Acumen
Domain 10: Personal and Professional Leadership

Course Descriptions: Refer to Appendix A

Wesley College of Health and Behavioral Sciences
Department of Nursing

PROGRAM: MASTER OF SCIENCE IN NURSING
FAMILY NURSE PRACTITIONER (FNP) PROGRAM OPTION

1st Semester -- CORE					2nd Semester -- CORE				
Course	**Course Name**	**Sem**	**Cr**	**Gr**	**Course**	**Course Name**	**Sem**	**Cr**	**Gr**
NURS-509	Ethical and Legal Perspectives		3		NURS-653	Comprehensive Advanced Health Assessment for the APRN		3	
NURS-530	Research and Applied Statistics in Nursing		3		NURS-611	Advanced Pathophysiology		3	
	Total Credits		6			Total Credits		6	
3rd Semester					**4th Semester**				
Course	**Course Name**	**Sem**	**Cr**	**Gr**	**Course**	**Course Name**	**Sem**	**Cr**	**Gr**
NURS-612	Advanced Pharmacology		3		NURS-616	Health Promotion of the Infant, Child, and Adolescent Client *Block I		2	
NURS-613	Epidemiology for the Healthcare Provider		3		NURS-625	Health Promotion of the Infant, Child, and Adolescent Client (Practicum-180 practicum hours) * 16 weeks		4	
	Total Credits		6			Total Credits		6	
5th Semester					**6th Semester**				
Course	**Course Name**	**Sem**	**Cr**	**Gr**	**Course**	**Course Name**	**Sem**	**Cr**	**Gr**
NURS-615	Health Promotion for the Young and Middle-Aged Adult Client *Block I		2		NURS-614	Health Promotion for the Gerontological Client *Block I		2	
NURS-626	Health Promotion for the Young and Middle-Aged Adult Client (Practicum-180 practicum hours) *16 weeks		4		NURS-627	Health Promotion for the Gerontological Client (Practicum-180 practicum hours) * 16 weeks		4	
NURS-654	Examining the Leadership Role of the APRN * Block II		2						
	Total Credits		8			Total Credits		6	
7th Semester					**8th Semester**				
NURS-617	Special Populations for the FNP *Block I		2		NURS-652	Capstone for the FNP(45 practicum hours, 30 theory hours) *Block I		3	
NURS-629	Special Populations for the FNP (Practicum IV- 180 practicum hours) *16 weeks		4						
	Total Credits		6			Total Credits		3	

All practicum courses and associated lecture courses must be taken in sequence as printed on the Plan of Study.
Total Number of Courses: 16
Total Program Credits: 47
Total Practicum Hours: 765

FAMILY NURSE PRACTITIONER OPTION

The Family Nurse Practitioner Option is designed to prepare an APRN with a solid foundation to diagnose and treat acute, episodic, and chronic illnesses independently or as part of a healthcare team. Practice experiences are designed to empower students to provide comprehensive medical care to clients across the lifespan, focusing on health promotion, disease prevention, and overall wellness for all developmental stages.

Role-Specific Nursing Competencies for the Family Nurse Practitioner Option:

Role-Specific Nursing Competencies (RSNCs) for Family Nurse Practitioner Option (The National Organization of Nurse Practitioner Faculties [NONPF], American Association of Nurse Practitioners (AANP), The American Nurses Credentialing Center (ANCC) Nurse Practitioner Core Competencies, 2022):

Domain 1: Knowledge of Practice
Domain 2: Person-Centered Care
Domain 3: Population Health
Domain 4: Practice Scholarship and Translational Science
Domain 5: Quality and Safety
Domain 6: Interprofessional Collaboration in Practice
Domain 7: Health Systems
Domain 8: Technology and Information Literacy
Domain 9: Professional Acumen
Domain 10: Personal and Professional Leadership

Course Descriptions: Refer to Appendix B

Wesley College of Health and Behavioral Sciences
Department of Nursing

PROGRAM: MASTER OF SCIENCE IN NURSING
NURSING EDUCATION OPTION

1st Semester					2nd Semester				
Course	**Course Name**	**Sem**	**Cr**	**Gr**	**Course**	**Course Name**	**Sem**	**Cr**	**Gr**
*NURS-509	Ethical and Legal Perspectives		3		*NURS-521	Organizational Change		3	
*NURS-512	Global Healthcare		3		*NURS-530	Research and Applied Statistics in Nursing		3	
	Total Credits		6			Total Credits		6	
3rd Semester					**4th Semester**				
Course	**Course Name**	**Sem**	**Cr**	**Gr**	**Course**	**Course Name**	**Sem**	**Cr**	**Gr**
NURS-508	Adv. Health Assessment		3		NURS-570	Advanced Pharmacology and Pathophysiology		3	
NURS-640	Theories and Principles of Teaching and Learning		3		NURS-641	Curriculum Development and Evaluation in Nursing		3	
	Total Credits		6			Total Credits		6	
5th Semester					**6th Semester**				
Course	**Course Name**	**Sem**	**Cr**	**Gr**	**Course**	**Course Name**	**Sem**	**Cr**	**Gr**
NURS-650	Instructional Technology		3		NURS-689	Capstone		3	
NURS-680	Teaching Practicum (1 Theory Credit, 2 Clinical Credits) (90)		3						
	Total Credits		6			Total Credits		3	
	Total Credits					**Total Credits**		**33**	

All courses run in 8-week blocks.
*Denotes a Core Requirement
+Denotes an Elective
Total Credits = 33 credits
Total Elective Credits = 0
Completion of 33 credit hours with 3.0 GPA
Completion of 90 practicum hours
Capstone or Culminating Experience: Successful completion of the capstone project, demonstrating achievement of the six End of Program Student Learning Outcomes and four option-specific Role-Specific Nursing Competencies

MSN PROGRAM OF STUDY

Nursing Education Option

The Education option is designed to provide the necessary tools to educate future and current nurses by utilizing teaching and learning theories and strategies within the academic and clinical practice setting. The student will develop skills specific to education (curriculum development, instructional strategies, learning theories, and evidence-based teaching). The Delaware State University Graduate Nursing Program Nursing Education option is aligned with the National League for Nursing's (NLN) competencies for the Academic Nurse Educators and the American Association of Colleges of Nursing (AACN) Essentials (2021). "These competencies promote excellence in the advanced specialty role of the academic nurse educator" (NLN, 2019).

Role-Specific Nursing Competencies for the Nurse Educator Option:

1. Implement various assessment and evaluation techniques to facilitate learning and progression through didactic, laboratory, and clinical settings using various learning modalities.

2. Promote scholarship and intellectual learning by fostering expected values and behaviors that reflect those of the nurse educator and contribute to the profession.

3. Nurse educators formulate program outcomes and curricula design while pursuing quality improvements using evidence-based trends that prepare graduates to function effectively in the faculty role.

4. Nurse educators function as a leader and change agent with appropriate knowledge in political, institutional, social, and economic areas of practice to create systems while maintaining competence in nursing education and nursing practice.

Course Description: Refer to Appendix C

Wesley College of Health and Behavioral Sciences
Department of Nursing

PROGRAM: MASTER OF SCIENCE IN NURSING GLOBAL LEADERSHIP OPTION

1st Semester					2nd Semester				
Course	**Course Name**	**Sem**	**Cr**	**Gr**	**Course**	**Course Name**	**Sem**	**Cr**	**Gr**
*NURS-509	Ethical and Legal Perspectives		3		*NURS-521	Organizational Change		3	
*NURS-512	Global Healthcare		3		*NURS-530	Research and Applied Statistics in Nursing		3	
	Total Credits		6			Total Credits		6	
3rd Semester					**4th Semester**				
Course	**Course Name**	**Sem**	**Cr**	**Gr**	**Course**	**Course Name**	**Sem**	**Cr**	**Gr**
NURS-540	Leadership Styles and Principles		3		NURS-630	Financial Management		3	
NURS-545	Informatics		3		NURS-550	Building Effective Communication and Relationships		3	
	Total Credits		6			Total Credits		6	
5th Semester					**6th Semester**				
Course	**Course Name**	**Sem**	**Cr**	**Gr**	**Course**	**Course Name**	**Sem**	**Cr**	**Gr**
NURS-610	Trends in Global Health		3		NURS-689	Capstone		3	
NURS-620	Leadership Practicum (1 Theory Credit, 2 Clinical Credits) (90)		3						
	Total Credits		6			Total Credits		3	
	Total Credits					**Total Credits**		**33**	

All courses run in 8-week blocks.
*Denotes a Core Requirement
+Denotes an Elective
Total Credits = 33 credits Total
Elective Credits = 0
Completion of 33 credit hours with 3.0 GPA
Completion of 90 practicum hours
Capstone or Culminating Experience: Successful completion of the capstone project, demonstrating achievement of the six End of Program Student Learning Outcomes and four option-specific Role-Specific Nursing Competencies

Global Leadership Option

Global leadership is an important concept in nursing and for today's healthcare professionals. Global leadership in nursing fosters the ideals of engagement with colleagues from other countries and contexts. It requires deliberate and longitudinal leadership. The Delaware State University Graduate Nursing Program Global Leadership option is aligned with the American Nurses Association (ANA) Scope and Standards of Practice and the American Association of Colleges of Nursing (AACN) Essentials (2021). The ANA Nursing Administration: Scope and Standards of Practice, 2nd Edition is "informed by ongoing advances in health care, professional nursing, and organizational and administrative management. It covers all aspects of a nurse administrator's practice in any setting or role and at any level of influence and authority" (NLN, 2019).

Role-Specific Nursing Competencies for the Global Leadership Option:

1. Function as a leader, demonstrating flexibility and adaptability when problem-solving to implement organizational change.

2. Implements effective strategies, leveraging differences to facilitate organizational change initiatives and overcome resistance to change.

3. Pursues business acumen and initiative to formulate a strategic plan.

4. Employ systems thinking while using project management methods while addressing a global issue.

Course Descriptions: Refer to Appendix D

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Wesley College of Health and Behavioral Sciences
Department of Nursing

PROGRAM: RN TO MASTER OF SCIENCE IN NURSING
PSYCHIATRIC MENTAL HEALTH NURSE PRACTITIONER (PMHNP) OPTION

General Education Courses *(Note: These courses must be taken at Delaware State University)*			
CRN	**Course Number and Course Title**	**Semester or Session to be Completed**	**Credit Hours**
	MTSC 241 Statistics (*Pre-requisite (PR) MTCS 121 waived) *		
	Arts/Humanities+		
	Arts/Humanities+		
	African American Studies+		
		Total Credit Hours: 12 credits	

Master of Science in Nursing (Dual Degree Option)		
CRN	**NURS Bridge Course Number(s) and Course Title(s)**	**Credit Hours**
	NURS 472 Population Focused Care*	5
	NURS 474 Seminar in Professional Nursing*	3
	NURS 470 Theory & Evidenced Based Practice*	3
	NURS 476 Health Policy*	4
		Total Credit hours: 15 credits

PMHNP Master's Level Courses

Format page					**2nd Semester -- CORE**				
Course	**Course Name**	**Sem**	**Cr**	**Gr**	**Course**	**Course Name**	**Sem**	**Cr**	**Gr**
NURS-509	Ethical and Legal Perspectives		3		NURS-653	Comprehensive Advanced Health Assessment for the APRN		3	
NURS-530	Research and Applied Statistics in Nursing		3		NURS-611	Advanced Pathophysiology		3	
	Total Credits		6			Total Credits		6	
3rd Semester					**4th Semester**				
Course	**Course Name**	**Sem**	**Cr**	**Gr**	**Course**	**Course Name**	**Sem**	**Cr**	**Gr**
NURS-612	Advanced Pharmacology		3		NURS-631	Psychiatric Mental Health Disorders and Therapeutic Modalities I *Block I		2	
NURS-628	Advanced Psychopharmacology for the PMHNP		3		NURS-621	Psychiatric Mental Health Disorders and Therapeutic Modalities I (Practicum-180 practicum hours) * 16 weeks		4	
	Total Credits		6			Total Credits		6	
5th Semester					**6th Semester**				
Course	**Course Name**	**Sem**	**Cr**	**Gr**	**Course**	**Course Name**	**Sem**	**Cr**	**Gr**
NURS-632	Psychiatric Mental Health Disorders and Therapeutic Modalities II *Block I		2		NURS-633	Psychiatric Mental Health Disorders and Therapeutic Modalities III *Block I		2	

NURS-622	Psychiatric Mental Health Disorders and Therapeutic Modalities II (Practicum-180 practicum hours) *16 weeks		4		NURS-623	Psychiatric Mental Health Disorders and Therapeutic Modalities III (Practicum-180 practicum hours) * 16 weeks		4	
NURS-654	Examining the Leadership Role of the APRN * Block II		2						
	Total Credits		8			Total Credits		6	
7th Semester					**8th Semester**				
NURS-619	Special Populations for the PMHNP *Block I		2		NURS-651	Capstone for the PMHNP (45 practicum hours, 30 theory hours) *Block I		3	
NURS-624	Special Populations for the PMHNP (Practicum IV- 180 practicum hours) *16 weeks		4						
	Total Credits		6			Total Credits		3	

All MSN practicum courses and associated lecture courses must be taken in sequence as printed on the Plan of Study.

Capstone or Culminating Experience: Successful completion of the capstone, demonstrating achievement of the six End of Program Student Learning Outcomes and Role-Specific Competencies for the PMHNP option.

Undergraduate Core Credit Hours = 12; Nursing Bridge Credit Hours = 15
PMHNP Master Level: 47 program credits; 16 courses; 765 practicum hours
RN to MSN (PMHNP option) = 74 Total Credit Hours

Wesley College of Health and Behavioral Sciences
Department of Nursing

PROGRAM: RN TO MASTER OF SCIENCE IN NURSING
FAMILY NURSE PRACTITIONER (FNP) OPTION

General Education Courses *(Note: These courses must be taken at Delaware State University)*			
CRN	**Course Number and Course Title**	**Semester or Session to be Completed**	**Credit Hours**
	MTSC 241 Statistics (*Pre-requisite (PR) MTCS 121 waived) *		
	Arts/Humanities+		
	Arts/Humanities+		
	African American Studies+		
		Total Credit Hours: 12 credits	

Master of Science in Nursing (Dual Degree Option)		
CRN	**NURS Bridge Course Number(s) and Course Title(s)**	**Credit Hours**
	NURS 472 Population Focused Care*	5
	NURS 474 Seminar in Professional Nursing*	3
	NURS 470 Theory & Evidenced Based Practice*	3
	NURS 476 Health Policy*	4
		Total Credit hours: 15 credits

FNP Master's Level Courses

1st Semester -- CORE					**2nd Semester -- CORE**				
Course	**Course Name**	**Sem**	**Cr**	**Gr**	**Course**	**Course Name**	**Sem**	**Cr**	**Gr**
NURS-509	Ethical and Legal Perspectives		3		NURS-653	Comprehensive Advanced Health Assessment for the APRN		3	
NURS-530	Research and Applied Statistics in Nursing		3		NURS-611	Advanced Pathophysiology		3	
	Total Credits		6			Total Credits		6	
3rd Semester					**4th Semester**				
Course	**Course Name**	**Sem**	**Cr**	**Gr**	**Course**	**Course Name**	**Sem**	**Cr**	**Gr**
NURS-612	Advanced Pharmacology		3		NURS-616	Health Promotion of the Infant, Child, and Adolescent Client *Block I		2	
NURS-613	Epidemiology for the Healthcare Provider		3		NURS-625	Health Promotion of the Infant, Child, and Adolescent Client (Practicum-180 practicum hours) * 16 weeks		4	
	Total Credits		6			Total Credits		6	
5th Semester					**6th Semester**				
Course	**Course Name**	**Sem**	**Cr**	**Gr**	**Course**	**Course Name**	**Sem**	**Cr**	**Gr**
NURS-615	Health Promotion for the Young and Middle-Aged Adult Client *Block I		2		NURS-614	Health Promotion for the Gerontological Client *Block I		2	
NURS-626	Health Promotion for the Young and middle-Aged		4		NURS-627	Health Promotion for the Gerontological Client		4	

	Adult Client (Practicum-180 practicum hours) *16 weeks					(Practicum-180 practicum hours) *16 weeks			
NURS-654	Examining the Leadership Role of the APRN * Block II		2						
	Total Credits		8			Total Credits		6	
7th Semester					**8th Semester**				
NURS-617	Special Populations for the FNP *Block I		2		NURS-652	Capstone for the FNP (45 practicum hours, 30 theory hours) *Block I		3	
NURS-629	Special Populations for the FNP (Practicum IV-180 practicum hours) *16 weeks		4						
	Total Credits		6			Total Credits		3	

All MSN practicum courses and associated lecture courses must be taken in sequence as printed on the Plan of Study.

Capstone or Culminating Experience: Successful completion of the capstone, demonstrating achievement of the six End of Program Student Learning Outcomes and Role-Specific Competencies for the FNP option.

Undergraduate Core Credit Hours = 12; Nursing Bridge Credit Hours = 15
FNP Master Level: 47 program credits; 16 courses; 765 practicum hours
RN to MSN (FNP option) = 74 Total Credit Hours

Wesley College of Health and Behavioral Sciences
Department of Nursing

PROGRAM: RN TO MASTER OF SCIENCE IN NURSING
NURSING EDUCATION OPTION

General Education Courses *(Note: These courses must be taken at Delaware State University)*			
CRN	**Course Number and Course Title**	**Semester or Session to be Completed**	**Credit Hours**
	MTSC 241 Statistics (*Pre-requisite (PR) MTCS 121 waived) *		
	Arts/Humanities+		
	Arts/Humanities+		
	African American Studies+		
		Total Credit Hours: 12 credits	

Master of Science in Nursing (Dual Degree Option)		
CRN	**NURS Bridge Course Number(s) and Course Title(s)**	**Credit Hours**
	NURS 472 Population Focused Care*	5
	NURS 474 Seminar in Professional Nursing*	3
	NURS 470 Theory & Evidenced Based Practice*	3
	NURS 476 Health Policy*	4
		Total Credit hours: 15 credits

Nursing Education Master's Level Courses

1st Semester					**2nd Semester**				
Course	**Course Name**	**Sem**	**Cr**	**Gr**	**Course**	**Course Name**	**Sem**	**Cr**	**Gr**
*NURS-509	Ethical and Legal Perspectives		3		*NURS-521	Organizational Change		3	
*NURS-512	Global Healthcare		3		*NURS-530	Research and Applied Statistics in Nursing		3	
	Total Credits		6			Total Credits		6	
3rd Semester					**4th Semester**				
Course	**Course Name**	**Sem**	**Cr**	**Gr**	**Course**	**Course Name**	**Sem**	**Cr**	**Gr**
NURS-508	Adv. Health Assessment		3		NURS-570	Advanced Pharmacology and Pathophysiology		3	
NURS-640	Theories and Principles of Teaching and Learning		3		NURS-641	Curriculum Development and Evaluation in Nursing		3	
	Total Credits		6			Total Credits		6	
5th Semester					**6th Semester**				
Course	**Course Name**	**Sem**	**Cr**	**Gr**	**Course**	**Course Name**	**Sem**	**Cr**	**Gr**
NURS-650	Instructional Technology		3		NURS-689	Capstone		3	
NURS-680	Teaching Practicum (1 Theory Credit, 2 Clinical Credits) (90)		3						
	Total Credits		6			Total Credits		3	
	Total Credits					**Total Credits**		**33**	

All NURS courses run in 8-week blocks.
*Denotes a Core Requirement

+Denotes an Elective
Total Elective Credits = 9
Undergraduate General Education Core Credit Hours = 12; Nursing Bridge Credit Hours = 15
Completion of 33 graduate-level nursing courses with a 3.0 GPA
Completion of 90 practicum hours
Capstone or Culminating Experience: Successful completion of the capstone project, demonstrating achievement of the six End of Program Student Learning Outcomes and four option-specific Role-Specific Nursing Competencies

Wesley College of Health and Behavioral Sciences
Department of Nursing

PROGRAM: RN TO MASTER OF SCIENCE IN NURSING
GLOBAL LEADERSHIP OPTION

General Education Courses *(Note: These courses must be taken at Delaware State University)*			
CRN	**Course Number and Course Title**	**Semester or Session to be Completed**	**Credit Hours**
	MTSC 241 Statistics (*Pre-requisite (PR) MTCS 121 waived) *		
	Arts/Humanities+		
	Arts/Humanities+		
	African American Studies+		
		Total Credit Hours: 12 credits	

Master of Science in Nursing (Dual Degree Option)		
CRN	**NURS Bridge Course Number(s) and Course Title(s)**	**Credit Hours**
	NURS 472 Population Focused Care*	5
	NURS 474 Seminar in Professional Nursing*	3
	NURS 470 Theory & Evidenced Based Practice*	3
	NURS 476 Health Policy*	4
		Total Credit hours: 15 credits

Global Leadership Master's Level Courses

1st Semester					**2nd Semester**				
Course	**Course Name**	**Sem**	**Cr**	**Gr**	**Course**	**Course Name**	**Sem**	**Cr**	**Gr**
*NURS-509	Ethical and Legal Perspectives		3		*NURS-521	Organizational Change		3	
*NURS-512	Global Healthcare		3		*NURS-530	Research and Applied Statistics in Nursing		3	
	Total Credits		6			Total Credits		6	
3rd Semester					**4th Semester**				
Course	**Course Name**	**Sem**	**Cr**	**Gr**	**Course**	**Course Name**	**Sem**	**Cr**	**Gr**
NURS-540	Leadership Styles and Principles		3		NURS-630	Financial Management		3	
NURS-545	Informatics		3		NURS-550	Building Effective Communication and Relationships		3	
	Total Credits		6			Total Credits		6	
5th Semester					**6th Semester**				
Course	**Course Name**	**Sem**	**Cr**	**Gr**	**Course**	**Course Name**	**Sem**	**Cr**	**Gr**
NURS-610	Trends in Global Health		3		NURS-689	Capstone		3	
NURS-620	Leadership Practicum (1 Theory Credit, 2 Clinical Credits) (90)		3						
	Total Credits		6			Total Credits		3	
	Total Credits					**Total Credits**		**33**	

All NURS courses run in 8-week blocks.
*Denotes a Core Requirement

+Denotes an Elective
Total Elective Credits = 9
Undergraduate General Education Core Credit Hours = 12; Nursing Bridge Credit Hours = 15
Completion of 33 graduate-level nursing courses with a 3.0 GPA
Completion of 90 practicum hours
Capstone or Culminating Experience: Successful completion of the capstone project, demonstrating achievement of the six End of Program Student Learning Outcomes and four option-specific Role-Specific Nursing Competencies

RN TO MSN Pathway Option Design

The RN to MSN Pathway design combines elements of the BSN for RN program with Master's level nursing studies, streamlining progression toward completion of the MSN without compromising educational integrity. Developed with an understanding of the individual's unique needs and interests and the adult learners' attributes of self-accountability and high motivation, the program seeks to provide maximum flexibility and individualization of learner goals and to build upon personal and professional life experiences without repetition of current knowledge and skills. This curriculum provides learning activities based on prior knowledge and experience. All students must complete key elements found within the general education courses. In addition, the nursing bridge courses are designed to prepare the student for the Master's level nursing experience. Each course is organized to focus on the major nursing concepts usually not completed in the student's basic RN program. These concepts include major nursing theories, evidence-based practice, community nursing, health policy, and professional issues. Upon completion of the general education courses and nursing bridge courses, students will matriculate into graduate study courses. These courses are designed to implement the nursing process at the advanced level of nursing practice in the areas of Psychiatric Mental Health Nurse Practitioner, Family Nurse Practitioner, Nurse Educator, and Global Leadership.

Course Descriptions: Refer to Appendix E

Disclaimer

The information in this handbook is subject to change. Updates are done on an annual basis. Students will be notified of any changes through an addendum by faculty in writing via Blackboard notifications and email if changes are made during the academic year.

DEV. May 2020

Revised May 2021, 2022, 2023, February 2024, May 2024, January 2025, May 2025

APPENDIX A

COURSE DESCRIPTIONS – PSYCHIATRIC MENTAL HEALTH NURSE PRACTITIONER

NURS 509- ETHICAL AND LEGAL PERSPECTIVES

The course is designed to develop responsible healthcare leaders and socially engaged citizens. Students explore various ethical theories and healthcare law. Students analyze how nursing integrity, values, and beliefs influence policy agendas.
Prerequisites: None
3 credits

NURS 530*- RESEARCH AND APPLIED STATISTICS IN NURSING

This course prepares students to utilize evidence-based practice when providing high-quality healthcare, initiating change, and improving outcomes. Proficiency in the utilization of research and statistical procedures to evaluate research findings, problem identification within clinical practice settings, and awareness of clinical practice and outcomes are developed. Clinical research findings specific to addressing healthcare disparities are emphasized.
Prerequisites: None
3 credits

NURS 653*- COMPREHENSIVE ADVANCED HEALTH ASSESSMENT FOR THE APRN

This course focuses on the development and use of advanced nursing practice skills. Using comprehensive health history, interviewing, physical assessment skills, and clinical reasoning, the student will formulate a differential diagnosis to determine the client's health status. Emphasis will focus on the student's ability to use health assessment skills to promote, maintain, and restore high-level wellness and prevent disease across the life span in diverse populations. Students are provided with a residency opportunity.
Prerequisites: None
3 credits

NURS 611*- ADVANCED PATHOPHYSIOLOGY

This course emphasizes the pathophysiological principles of disease processes in diverse client populations across the lifespan. Students will formulate differential diagnoses of acute and chronic physical and mental illnesses based on general physiological and pathophysiological principles.
Prerequisites: None
3 credits

NURS 612*- ADVANCED PHARMACOLOGY

This course is designed to expand the advanced practice student's knowledge of pharmacotherapeutics, pharmacodynamics, pharmacokinetics, and pharmacogenetics, for the management of health and illness of diverse populations across the lifespan. The development of client-centered prescriptive decisions within the context of outcomes, safety, quality, and costs will be examined.
Prerequisites: None, 3 credits

NURS 628*- ADVANCED PSYCHOPHARMACOLOGY FOR THE PSYCHIATRIC MENTAL HEALTH NURSE PRACTITIONER (PMHNP)

This course is designed to expand the PMHNP students' competence in knowledge of pharmacological agents used in the management of psychiatric mental health disorders across the lifespan. Emphasis will be placed on the effect of psychopharmacological agents on neurobiological function. Client-centered prescriptive decisions within the context of outcomes, safety, quality, and costs will be addressed.
Prerequisites: NURS 612 Advanced Pharmacology
3 credits

NURS 654*- EXAMINING THE LEADERSHIP ROLE OF THE APRN

Through exploration of the advanced practice nursing leadership role (APRN), this course will facilitate the student's ability to influence practice decisions within the global healthcare arena. A framework for implementing the APRN role based on organizational data-driven decision-making will be examined. Emphasized will be the role of the advanced practice nurse as a leader, expert clinician, educator, consultant, researcher, and interdisciplinary team member.
Prerequisites: None
2 credits

NURS 631*- PSYCHIATRIC MENTAL HEALTH DISORDERS AND THERAPEUTIC MODALITIES I

This course is designed to introduce Psychiatric Mental Health Nurse Practitioner (PMHNP) students to provide holistic, evidence-based care related to mental illness across the lifespan. Students will examine primary prevention, health promotion, disease management, and therapeutic interventions. The course integrates health assessment and differential diagnostic reasoning for managing psychiatric mental health disorders. This course will also address the role of the PMHNP as it relates to ethical and legal responsibilities, including scope of practice concerns in multiple settings. Students will explore concepts of diversity, equity, inclusion, and social determinants of health.
Prerequisites: NURS 509 Ethical and Legal Perspectives, NURS 530 Research and Applied Statistics in Nursing, NURS 653 Comprehensive Advanced Health Assessment, NURS 611 Advanced Pathophysiology, NURS 612 Advanced Pharmacology, and NURS 628 Advanced Psychopharmacology for the PMHNP.
Corequisite: NURS 621 Psychiatric Mental Health Disorders and Therapeutic Modalities (Practicum I)
All practicum and associated lecture courses must be taken in sequence as printed on the plan of study.
2 credits

NURS 621*- PSYCHIATRIC MENTAL HEALTH DISORDERS AND THERAPEUTIC MODALITIES (PRACTICUM I)

This course is designed to provide a foundation for Psychiatric Mental Health Nurse Practitioner (PMHNP) students to incorporate therapeutic modalities in the practice setting while providing holistic, evidence-based care as it relates to clients with mental illness across

the lifespan. Primary prevention, health promotion, disease management, and therapeutic interventions will be examined. The course integrates health assessment and differential diagnostic reasoning for managing psychiatric mental health disorders. This course will also address the role of the PMHNP as it relates to ethical and legal responsibilities, including scope of practice concerns in multiple settings. Concepts of diversity, equity, inclusion, and social determinants of health will be explored.
Prerequisites: NURS 509 Ethical and Legal Perspectives, NURS 530 Research and Applied Statistics in Nursing, NURS 653 Comprehensive Advanced Health Assessment for the APRN, NURS 611 Advanced Pathophysiology, NURS 612 Advanced Pharmacology, and NURS 628 Advanced Psychopharmacology for the PMHNP
Corequisite: NURS 631 Psychiatric Mental Health Disorders and Therapeutic Modalities I
All practicum and associated lecture courses must be taken in sequence as printed on the plan of study.
4 credits (180 practicum hours)

NURS 632*- PSYCHIATRIC MENTAL HEALTH DISORDERS AND THERAPEUTIC MODALITIES II

This course is designed to build on previously learned theoretical knowledge for the Psychiatric Mental Health Nurse Practitioner (PMHNP) student. Holistic, evidence-based care as it relates to mental illness across the lifespan will be explored. The course will also focus on primary prevention, health promotion, disease management, and therapeutic interventions. The course integrates health assessment and differential diagnostic reasoning for managing psychiatric mental health disorders. This course will also address the role of the PMHNP as it relates to ethical and legal responsibilities, including scope of practice concerns in multiple settings. Concepts of diversity, equity, inclusion, and social determinants of health will be explored.
Prerequisites: NURS 631 Psychiatric Mental Health Disorders and Therapeutic Modalities I, NURS 621 Psychiatric Mental Health Disorders and Therapeutic Modalities I (Practicum I)
Corequisite: NURS 622 Psychiatric Mental Health Disorders and Therapeutic Modalities II (Practicum II)
All practicum and associated lecture courses must be taken in sequence as printed on the plan of study.
2 credits

NURS 622*- PSYCHIATRIC MENTAL HEALTH DISORDERS AND THERAPEUTIC MODALITIES (PRACTICUM II)

This course is designed to build on the content in NURS 621 and provide Psychiatric Mental Health Nurse Practitioner (PMHNP) students opportunities to incorporate therapeutic modalities in the practice setting while providing holistic, evidence-based care as it relates to clients with mental illness across the lifespan. Primary prevention, health promotion, disease management, and therapeutic interventions will be examined. The course integrates health assessment and differential diagnostic reasoning for managing psychiatric mental health disorders. This course will also address the role of the PMHNP as it relates to ethical and legal responsibilities, including scope of practice concerns in multiple settings. Concepts of diversity, equity, inclusion, and social determinants of health will be explored.
Prerequisites: NURS 631 Psychiatric Mental Health Disorders and Therapeutic Modalities I,

NURS 621 Psychiatric Mental Health Disorders and Therapeutic Modalities I (Practicum I)
Corequisite: NURS 632 Psychiatric Mental Health Disorders and Therapeutic Modalities II
All practicum and associated lecture courses must be taken in sequence as printed on the plan of study.
4 credits (180 practicum hours)

NURS 633*- PSYCHIATRIC MENTAL HEALTH DISORDERS AND THERAPEUTIC MODALITIES III

This course expounds upon content covered in Psychiatric Mental Health Disorders & Therapeutic Modalities I and II. The course will explore atypical psychiatric disorders and integrates theoretical and practical knowledge to provide holistic, evidence-based care related to mental illness across the lifespan. Primary prevention, health promotion, disease management, and therapeutic interventions will be examined as they relate to clients with atypical behavioral health disorders. Concepts of diversity, equity, inclusion, and social determinants of health will be explored.
Prerequisites: NURS 632 Psychiatric Mental Health Disorders and Therapeutic Modalities II, NURS 622 Psychiatric Mental Health Disorders and Therapeutic Modalities II (Practicum II)
Corequisite: NURS 623 Psychiatric Mental Health Disorders & Therapeutic Modalities Practicum III
All practicum and associated lecture courses must be taken in sequence as printed on the plan of study.
2 credits

NURS 623*- PSYCHIATRIC MENTAL HEALTH DISORDERS & THERAPEUTIC MODALITIES PRACTICUM III

This is the third practicum course for the Psychiatric Mental Health Nurse Practitioner (PMHNP) students and is designed to build on the content from NURS 622. The course provided opportunities to incorporate therapeutic modalities in the practice setting while providing holistic, evidence-based care as it relates to clients with mental illness across the lifespan. Primary prevention, health promotion, disease management, and therapeutic interventions will be examined. The course integrates health assessment and differential diagnostic reasoning for managing psychiatric mental health disorders. This course will also address the role of the PMHNP as it relates to ethical and legal responsibilities, including scope of practice concerns in multiple settings. Concepts of diversity, equity, inclusion, and social determinants of health will be explored.
Prerequisites: NURS 632 Psychiatric Mental Health Disorders and Therapeutic Modalities II, NURS 622 Psychiatric Mental Health Disorders and Therapeutic Modalities II (Practicum II)
Corequisite: NURS 633 Psychiatric Mental Health Disorders & Therapeutic Modalities III
All practicum and associated lecture courses must be taken in sequence as printed on the plan of study.
4 credits (180 practicum hours)

NURS 619*- SPECIAL POPULATION FOR THE PSYCHIATRIC MENTAL HEALTH NURSE PRACTITIONER

This course is designed to prepare Psychiatric Mental Health Nurse Practitioner students to provide holistic evidence-based care of special populations. A focused analysis that is geared toward special populations related to primary prevention, health promotion, and acute/chronic disease management will be examined. The course integrates health assessment and diagnostic reasoning of acute/chronic primary care health problems. Health disparities, Social Determinants of Health (SDOH), Healthy People 2030, diversity, and equity of the client will be emphasized.

Prerequisites: NURS 633 Psychiatric Mental Health Disorders and Therapeutic Modalities III, NURS 623 Psychiatric Mental Health Disorders & Therapeutic Modalities III (Practicum III)

Corequisite: NURS 624 Special Populations for the PMHNP (Practicum IV)

All practicum and associated lecture courses must be taken in sequence as printed on the plan of study.

2 credits

NURS 624*- SPECIAL POPULATION FOR THE PSYCHIATRIC MENTAL HEALTH NURSE PRACTITIONER PRACTICUM IV

This is the fourth clinical course in the Psychiatric Mental Health Nurse Practitioner (PMHNP) program. This course is designed to provide PMHNP students opportunities to incorporate therapeutic modalities in the practice setting while providing holistic, evidence-based care as it relates to special populations with mental illness across the lifespan. Primary prevention, health promotion, disease management, and therapeutic interventions will be examined. The course integrates health assessment and differential diagnostic reasoning for managing special populations experiencing psychiatric mental health disorders. Concepts of diversity, equity, inclusion, and social determinants of health will be explored.

Prerequisites: NURS 633 Psychiatric Mental Health Disorders & Therapeutic Modalities III, NURS 623 Psychiatric Mental Health Disorders and Therapeutic Modalities III (Practicum III)

Corequisite: NURS 619 Special Populations for the PMHNP

All practicum and associated lecture courses must be taken in sequence as printed on the plan of study.

4 credits (180 practicum hours)

NURS 651*- CAPSTONE FOR THE PSYCHIATRIC MENTAL HEALTH NURSE PRACTITIONER

This capstone course is designed to provide the Psychiatric Mental Health Nurse Practitioner (PMHNP) student with the opportunity to integrate the knowledge and skills learned throughout the program. The learner must complete a portfolio that synthesizes advanced knowledge to address the Role Specific Nursing Competencies for the PMHNP. Students will also begin preparation for the PMHNP certification exam.

Prerequisites: All NURS courses in the program of study for PMHNP option

All practicum and associated lecture courses must be taken in sequence as printed on the plan of study.

3 credits (45 practicum hours, 30 theory hours)

APPENDIX B

COURSE DESCRIPTIONS – FAMILY NURSE PRACTITIONER

NURS 509*-Ethical and Legal Perspectives
The course is designed to develop responsible healthcare leaders and socially engaged citizens. Students explore various ethical theories and healthcare law. Students analyze how nursing integrity, values, and beliefs influence policy agendas.
Prerequisites: None
3 credits

NURS 530*-Research and Applied Statistics in Nursing (3 credits)
This course prepares students to utilize evidence-based practice when providing high-quality healthcare, initiating change, and improving outcomes. Proficiency in the utilization of research and statistical procedures to evaluate research findings, problem identification within clinical practice settings, and awareness of clinical practice and outcomes are developed. Clinical research findings specific to addressing healthcare disparities are emphasized.
Prerequisites: None
3 credits

NURS 653*-Comprehensive Advanced Health Assessment for the APRN
This course focuses on the development and use of advanced nursing practice skills. Using comprehensive health history, interviewing, physical assessment skills, and clinical reasoning, the student will formulate a differential diagnosis to determine the client's health status. Emphasis will focus on the student's ability to use health assessment skills to promote, maintain, and restore high-level wellness and prevent disease across the life span in diverse populations. Students are provided with a residency opportunity.
Prerequisites: None
3 credits

NURS 611*-Advanced Pathophysiology
This course emphasizes the pathophysiological principles of disease processes in diverse client populations across the lifespan. Students will formulate differential diagnoses of acute and chronic physical and mental illnesses based on general physiological and pathophysiological principles.
Prerequisites: None
3 credits

NURS 612*-Advanced Pharmacology
This course is designed to expand the advanced practice student’s knowledge of pharmacotherapeutics, pharmacodynamics, pharmacokinetics, and pharmacogenetics, for the management of health and illness of diverse populations across the lifespan. The development of client-centered prescriptive decisions within the context of outcomes, safety, quality, and costs will be examined.
Prerequisites: None
3 credits

NURS 654*-Examining the Leadership Role of the APRN
Through exploration of the advanced practice nursing leadership role (APRN), this course will facilitate the student's ability to influence practice decisions within the global healthcare arena. A framework for implementing the APRN role based on organizational data-driven decision-making will be examined. Emphasized will be the role of the advanced practice nurse as a leader, expert clinician, educator, consultant, researcher, and interdisciplinary team member.
Prerequisites: None
2 credits

NURS 613*- Epidemiology for the Healthcare Provider
This course is designed to explore epidemiological principles and methods that focus on the study of health problems encountered across the lifespan. Explored will be the incidence, prevalence, and determinants of disease and/or injury in selected populations. This course will also critically analyze primary, secondary, and tertiary care of the community/general population that critically analyzes epidemiological literature with a focus on health disparities and Social Determinants of Health (SDOH).
Prerequisites: None
3 credits

NURS 616*- Health Promotion of the Infant, Child, & Adolescent Client
This course is designed to prepare Family Nurse Practitioner students to provide holistic, evidence-based care of the infant, child, adolescent client, and their families. Primary prevention, health promotion, and acute/chronic disease management will be examined. The course integrates health assessment and diagnostic reasoning of acute/chronic primary care health problems. Developmental stages, diversity, and client equity will be emphasized.
Prerequisites: NURS 509 Ethical and Legal Perspectives, NURS 530 Research and Applied Statistics in Nursing, NURS 611 Advanced Pathophysiology, 612 Advanced Pharmacology, 653 Comprehensive Advanced Health Assessment.
Corequisite: NURS 625 Health Promotion of the Infant, Child, and Adolescent Client – Practicum I.
All practicum and associated lecture courses must be taken in sequence as printed on the plan of study.
2 credits

NURS 625*-Health Promotion of the Infant, Child, & Adolescent Client – Practicum I
The focus of this course is for FNP students to develop an advanced understanding and scientific foundation for independent practice in the areas of health promotion, disease prevention, and diagnosis. Clinical decision-making and management of disease and illnesses among infants, children, and adolescent populations within the clinical setting will be applied. Additionally, the course emphasizes health promotion/anticipatory guidance, disease prevention, health protection, counseling, and disease management. Considerations regarding development and lifestyle adjustments, cultural, societal, explanatory models, and spiritual components of patient-centered care are also delivered with an interdisciplinary healthcare team focus.
Prerequisites: NURS 509 Ethical and Legal Perspectives, NURS 530 Research and Applied

Statistics in Nursing, NURS 611 Advanced Pathophysiology, 612 Advanced Pharmacology, 653 Comprehensive Advanced Health Assessment for the APRN.
Corequisite: NURS 616 Health Promotion of the Infant, Child, and Adolescent Client
All practicum and associated lecture courses must be taken in sequence as printed on the plan of study.
4 credits (180 practicum hours)

NURS 615*-Health Promotion for the Young & Middle-Aged Adult Client
This course is designed to prepare Family Nurse Practitioner students to provide holistic, evidence-based care for young & middle-aged adult client and their families. Primary prevention, health promotion, and acute/chronic disease management will be examined. The course integrates health assessment and diagnostic reasoning of acute/chronic primary care health problems. Developmental stages, diversity, and equity of the client will be emphasized. Health disparities, Social Determinants of Health (SDOH), Healthy People 2030, diversity, and client equity will be emphasized.
Prerequisites: NURS 616 Health Promotion of the Infant, Child, and Adolescent Client, 625 Health Promotion of the Infant, Child and Adolescent Client – Practicum I.
Corequisite: NURS 626
All practicum and associated lecture courses must be taken in sequence as printed on the plan of study.
2 credits

NURS 626*-Health Promotion for the Young & Middle-Aged Adult Client – Practicum II
The focus of this course is for FNP students to develop an advanced understanding and scientific foundation for independent practice in the areas of health promotion, disease prevention, and diagnosis. Clinical decision-making and management of disease and illnesses among Young & Middle-Aged populations within the clinical setting will be applied. Additionally, the course emphasizes health promotion/anticipatory guidance, disease prevention, health protection, counseling, and disease management. Considerations regarding development and lifestyle adjustments, cultural, societal, explanatory models, and spiritual components of patient-centered care are also delivered with an interdisciplinary healthcare team focus.
Prerequisites: NURS 616 Health Promotion of the Infant, Child, and Adolescent Client, NURS 625 Health Promotion of the Infant, Child and Adolescent Client – Practicum I.
Corequisite: NURS 615 Health Promotion for the Young & Middle-Aged Adult Client
All practicum and associated lecture courses must be taken in sequence as printed on the plan of study.
4 credits (180 practicum hours)

NURS 614*-Health Promotion for the Gerontological Client
This course is designed to prepare Family Nurse Practitioner students to provide holistic, evidence-based care for geriatric clients and their families. Primary prevention, health promotion, and acute/chronic disease management will be examined. The course integrates health assessment and diagnostic reasoning of acute/chronic primary care health problems. Developmental stages, diversity, and equity of the client will be emphasized.
Prerequisites: NURS 615 Health Promotion of the Young & Middle-Aged Adult Client, 626

Health Promotion for the Young & Middle-Aged Adult Client Practicum II.
Corequisite: NURS 627 Health Promotion for the Gerontological Client – Practicum III
All practicum and associated lecture courses must be taken in sequence as printed on the plan of study.
2 credits

NURS 627*-Health Promotion for the Gerontological Client – Practicum III
The focus of this course is for FNP students to develop an advanced understanding and scientific foundation for independent practice in the areas of health promotion, disease prevention, and diagnosis. Clinical decision-making and management of disease and illnesses among geriatric populations within the clinical setting will be applied. Additionally, the course emphasizes health promotion/anticipatory guidance, disease prevention, health protection, counseling, and disease management. Considerations regarding development and lifestyle adjustments, cultural, societal, explanatory models, and spiritual components of patient-centered care are also delivered with an interdisciplinary healthcare team focus.
Prerequisites: NURS 615 Health Promotion for the Young & Middle-Aged Client, NURS 626 Health Promotion for the Young and Middle-Aged Client Practicum III.
Corequisite NURS 614 Health Promotion for the Gerontological Client
All practicum and associated lecture courses must be taken in sequence as printed on the plan of study.
4 credits (180 practicum hours)

NURS 617*-Special Populations for the Family Nurse Practitioner
This course is designed to prepare Family Nurse Practitioner students to provide holistic, evidence-based care for special populations. A focused analysis geared toward special populations related to primary prevention, health promotion, and acute/chronic disease management will be examined. The course integrates health assessment and diagnostic reasoning of acute/chronic primary care health problems. Health disparities, Social Determinants of Health (SDOH), Healthy People 2030, diversity, and client equity will be emphasized.
Prerequisites: NURS 614, Health Promotion for the Gerontological Client, NURS 627 Health Promotion for the Gerontological Client – Practicum III.
Corequisite: NURS 629 Special Population for the Family Nurse Practitioner
All practicum and associated lecture courses must be taken in sequence as printed on the plan of study.
2 credits

NURS 629*-Special Population for the Family Nurse Practitioner – Practicum IV
This is the fourth clinical course in the FNP program. This course is designed to provide FNP students with opportunities to incorporate therapeutic modalities while providing holistic, evidence-based care for special populations across the lifespan. Primary prevention, health promotion, disease management, and therapeutic interventions will be examined. The course integrates health assessment and differential diagnostic reasoning for managing special populations experiencing various disorders often seen in the primary care practice setting. Concepts of diversity, equity, inclusion, and social determinants of health will be explored.
Prerequisites: NURS 627 Health Promotion for the Gerontological Client, NURS 614 Health

Promotion for the Gerontological Client – Practicum III
Corequisite: NURS 617 Special Populations for the Family Nurse Practitioner
All practicum and associated lecture courses must be taken in sequence as printed on the plan of study.
4 credits (180 practicum hours)

NURS 652*-Capstone This capstone course is designed to provide the Family Nurse Practitioner (FNP) student with the opportunity to integrate the knowledge and skills learned throughout the program. The learner must complete a portfolio that synthesizes advanced knowledge to address the Role Specific Nursing Competencies for the FNP. Students will also begin preparation for the FNP certification exam.
Prerequisites: All NURS courses in the program of study for FNP option.
All practicum and associated lecture courses must be taken in sequence as printed on the plan of study.
3 credits (30 theory hours, 45 practicum hours)

APPENDIX C

COURSE DESCRIPTIONS – NURSE EDUCATOR

NURS 512*- GLOBAL HEALTHCARE

This course explores healthcare disparities and the influence that policy development and leadership has on outcomes. Students will gain a perspective on the overall health of the individual, family, community, and the world as influenced by environmental factors, ethnic and sociocultural influences, and human and economic resources. Human, fiscal, and physical healthcare resources in relation to global healthcare disparities are also analyzed.
Prerequisites: None
3 credits

NURS 509*- ETHICAL AND LEGAL PERSPECTIVES

The course is designed to develop responsible healthcare leaders and socially engaged citizens. Students explore various ethical theories and healthcare law. Students analyze how nursing integrity, values, and beliefs influence policy agendas. Prerequisites: None
3 credits

NURS 530*- RESEARCH AND APPLIED STATISTICS IN NURSING

This course prepares students to utilize evidence-based practice when providing high-quality healthcare, initiating change, and improving outcomes. Proficiency in the utilization of research and statistical procedures to evaluate research findings, problem identification within clinical practice settings, and awareness of clinical practice and outcomes are developed. Clinical research findings specific to addressing healthcare disparities are emphasized.
Prerequisites: None
3 credits

NURS 508- ADVANCED HEALTH ASSESSMENT

Students will continue to develop in assessment, communication and observational skills to identify alteration in health and physical deviations in individuals, families and communities. The course will use a critical thinking, systems and case study approach to assist students to determine fulfillment of human needs and physiological, spiritual, cultural and psychosocial functioning and integrity. Ability to use health assessment to promote, maintain and restore high-level wellness and prevent disease across the life span will be emphasized.
Prerequisites: NURS 530 Research and Applied Statistics in Nursing
3 credits

NURS 521*- ORGANIZATIONAL CHANGE

This course explores the use of data-driven decisions to effect organizational change. As change agents students assess organizational readiness, strategies to transform an organization, and ways to effectively address resistance to change. Students examine

healthcare systems on local, national, and global levels.
Prerequisites: None
3 credits

NURS 570-ADVANCED PHARMACOLOGY & PATHOPHYSIOLOGY
This course integrates two related therapeutic sciences, pathophysiology and pharmacology. This course integrates physiological principles, clinical manifestations, and is designed to review, expand, and update the students' knowledge of pharmacology and pathophysiology and advanced nursing practice implications within the clinical decision-making process.
Prerequisites: NURS 508 Advanced Health Assessment
3 credits

NURS 640-THEORIES AND PRINCIPLES OF TEACHING AND LEARNING
The role of the nurse educator and theories and principles of teaching and learning are analyzed. Students will explore various teaching-learning strategies and modalities for both the clinical, face to face and online classroom settings. Key design features when developing courses for the various settings will be examined along with best practices and evidence-based standards. The use of clinical simulations in the classroom, laboratory and clinical practical will be explored.
Prerequisites: NURS 530 Research and Applied Statistics in Nursing
3 credits

NURS 641- CURRICULUM DEVELOPMENT AND EVALUATION IN NURSING
Theories and principles of curriculum development and evaluation are covered as they apply to academic curriculum design, nursing practice, and student and community populations. This course explores organizational, community and governmental contexts related to nursing education. Evaluation methods, techniques and strategies are included. Students develop components of an education program including goals, objectives, teaching-learning strategies, and evaluation methods. Correlation of selected national standards for nursing education with appropriate program evaluation measures is analyzed.
Prerequisites: NURS 640 Theories and Principles of Teaching and Learning
3 credits

NURS 650-INSTRUCTIONAL TECHNOLOGY
This course explores the impact of instructional technology on healthcare education. Students consider the domains of instructional technology such as design, development, utilization, management, evaluation, and learning resources. Examination of each domain in detail and outlining best practices while focusing on an educational topic will be the emphasis.
Prerequisites: NURS 640 Theories and Principles of Teaching and Learning
3 credits

NURS 680- TEACHING PRACTICUM
Students will work with a preceptor to practice in faculty or staff educator roles with guidance

from experienced nurse educators. Students will develop lesson plans and prepare classroom and clinical learning activities. Participation in classroom or clinical teaching with evaluation of student learning is emphasized.
Prerequisites: All NURS courses through the 5th semester in the Program of Study
3 credits (1 theory, 2 clinical)

NURS 689 - CAPSTONE
Students produce a written scholarly work that focuses on implementation of evidence-based practice change, quality improvement initiative, or an innovation project addressing an identified problem in their specialty focus area. Students collaborate with nursing faculty who advise them throughout the Capstone project. All six student learning outcomes must be addressed in detail throughout the scholarly work.
Prerequisites: All NURS courses in the Program of Study
3 credits

APPENDIX D

COURSE DESCRIPTIONS – GLOBAL LEADERSHIP

NURS 512*- GLOBAL HEALTHCARE

This course explores healthcare disparities and the influence that policy development and leadership has on outcomes. Students will gain a perspective on the overall health of the individual, family, community, and the world as influenced by environmental factors, ethnic and sociocultural influences, and human and economic resources. Human, fiscal, and physical healthcare resources in relation to global healthcare disparities are also analyzed.
Prerequisites: None
3 credits

NURS 509*- ETHICAL AND LEGAL PERSPECTIVES

The course is designed to develop responsible healthcare leaders and socially engaged citizens. Students explore various ethical theories and healthcare law. Students analyze how nursing integrity, values, and beliefs influence policy agendas. Prerequisites: None
3 credits

NURS 530*- RESEARCH AND APPLIED STATISTICS IN NURSING

This course prepares students to utilize evidence-based practice when providing high-quality healthcare, initiating change, and improving outcomes. Proficiency in the utilization of research and statistical procedures to evaluate research findings, problem identification within clinical practice settings, and awareness of clinical practice and outcomes are developed. Clinical research findings specific to addressing healthcare disparities are emphasized.
Prerequisites: None
3 credits

NURS 508- ADVANCED HEALTH ASSESSMENT

Students will continue to develop in assessment, communication and observational skills to identify alteration in health and physical deviations in individuals, families and communities. The course will use a critical thinking, systems and case study approach to assist students to determine fulfillment of human needs and physiological, spiritual, cultural and psychosocial functioning and integrity. Ability to use health assessment to promote, maintain and restore high-level wellness and prevent disease across the life span will be emphasized.
Prerequisites: NURS 530 Research and Applied Statistics in Nursing
3 credits

NURS 540- LEADERSHIP STYLES AND PRINCIPLES

This course examines various leadership styles and principles and the art of collaboration, negotiation, delegation and coordination within inter-professional teams in the healthcare environment. Students examine evidence-based practices that reinforce ethical and critical decision making as they pertain to leadership and positive healthcare outcomes.

Prerequisites: NURS 530 Research and Applied Statistics in Nursing
3 credits

NURS 545- INFORMATICS
This course provides the framework to enhance students' knowledge and skills in electronic medical records, nursing informatics, and healthcare technology. Students focus on the role of the nurse in electronic information handling and how it applies to strategic planning. As future leaders, students develop decision-making competencies to facilitate evidence-based clinical practice and administrative approaches to support positive healthcare outcomes.
Prerequisites: NURS 530 Research and Applied Statistics in Nursing, NURS 509- Ethical and Legal Perspectives
3 credits

NURS 550- BUILDING EFFECTIVE COMMUNICATION AND RELATIONSHIPS
This course examines strategies for creating positive work environments through communication and collaboration. As future leaders, students analyze organizational culture, shared governance, and the complexities of interpersonal communication. Issues with human resource management will be explored.
Prerequisites: NURS 530 Research and Applied Statistics in Nursing, NURS 509- Ethical and Legal Perspectives
3 credits

NURS 610- TRENDS IN GLOBAL HEALTH
This course provides an overview of healthcare policies, and the role nurses play as advocates for marginalized populations. Students analyze the cultural, legal, political, economic, and social influences that shape global healthcare policies. Students examine health and social policies, influencing factors, and supporting data for the purpose of formulating policy revisions.
Prerequisites: NURS512 Global Healthcare
3 credits

NURS 630- FINANCIAL MANAGEMENT
This course provides an overview of the budgeting process and how to plan a fiscally responsible budget. Students consider how healthcare systems, resources, and budget appropriations are influenced by a variety of third-party providers and self-pay options. Students analyze information technology and financial data for the purpose of enhancing today's healthcare systems.
Prerequisites: NURS 530 Research and Applied Statistics in Nursing
3 credits

NURS 620- LEADERSHIP PRACTICUM
In the practicum, students participate in leadership responsibilities with a mentor in the practice setting. At the macro-system level students analyze trends in healthcare systems, nursing

management, and leadership. The influence of national policy on global health is examined. Students are expected to work with an advisor to plan for the Capstone project.
Prerequisites: All NURS courses through the 5th semester in the Program of Study
3 credits (1 theory, 2 clinical hours)

APPENDIX E

COURSE DESCRIPTIONS: RN TO MSN BRIDGE LEVEL COURSE DESCRIPTIONS

NURS 470 Theory and Evidence-Based Practice in Nursing
(3 credits theory)
This course examines theories of nursing and other theories relevant to nursing practice. The relationship among theory, research, and evidence-based practice is explored and applied to real-life practice situations. The role of the nurse in support of this theory, research, and evidence-based practice is addressed through a theoretical paper, research critiques, and a poster presentation.

NURS 472 Population Focused Care
5 credits (3 theory; 2 practicum hours)
This clinical course is designed to provide students with the opportunity to apply the nursing process to the community as the health client. Students will use principles of public health nursing to investigate a community health problem. The health needs of populations at risk within the community are identified, and plans are formulated to meet those needs. Practical experiences utilize a variety of community settings.

NURS 474 Seminar in Professional Nursing
3 credits (theory)
This is a seminar course focusing on issues pertinent to professional nursing practice and providing an opportunity for graduate students to design and lead a seminar presentation.

NURS 476 Health Policy & Nursing
4 credits (3 theory; 1 practicum hour)
This course examines healthcare policy and politics as it relates to nursing practice. Historical, ethical, political, and economic factors are discussed, and the nurse's responsibility and role in health care policy is explored. A practicum facilitates the application of principles addressed in the course.