2014-2015
Resurrection University
Academic Catalog

Table of Contents

ADMISSION

The University accepts applications on an ongoing basis until all seats are filled; however, students are encouraged to submit their application by the application deadline. Application reviews for acceptance into a program are based on the following deadline schedule:

Term/Program	BSN	BSN for RN RN-MSN	MSN	HIIM
Summer	February 1	Not Available	Not Available	Not Available
Fall	April 1	July 15	July 15	July 15
Spring	September 1	November 15	Not Available	Oct 1

All students are strongly encouraged to contact the Office of Enrollment Management at (773) 252-6464 for an appointment to meet with an admission counselor before submitting the application. A transcript evaluation will determine whether previously earned college credit is transferable for the desired Resurrection University program. Degree requirements for the program can be found in the curriculum section of this catalog.

The University reserves the right to accept those applicants who seem likely to complete the requirements of the program. An offer of admission that is made to an applicant before completion of the final term at a transferring school, confers the expectation that the candidate will successfully complete that term of study. All transfer credit requirements must be fulfilled by the start date of the term. The University could withdraw the offer of admission if any of the following occur: 1) prerequisites for admission are not fulfilled; 2) the final criminal background report is unsatisfactory; or (3) required documentation is not received by the required deadlines.

College of Allied Health

Bachelor of Health Informatics and Information Management (BSHIIM) Admission
Students who have completed the BSHIIM program prerequisites from a regionally-accredited institution may apply for the Bachelor of Health Informatics and Information Management (BSHIIM) degree program. An applicant will be considered for admission into the program as a transfer student if the following criteria are met:

1. Submit a completed online application via the student portal at www.resu.edu.
2. Submit the required application fee.
3. Submit official transcripts from all colleges or universities attended.
4. Earned a minimum cumulative college grade point average (GPA) of at least 2.75 on a 4.00 scale.
5. Held in good academic standing at the last college attended.
6. Submit a two page personal statement on your professional goals

Once accepted into the University, a student's file must be complete before the start of classes and includes the following:

1. Tuition deposit
2. Criminal background check
3. Drug screening test
4. Proof of health immunizations

Post-Baccalaureate Certificate in Health Informatics and Information Management (CHIIM) Admission
Students who have completed a bachelor's degree or higher from a regionally-accredited institution may apply for the post-baccalaureate Health Informatics and Information Management certificate program. Students may complete all pre-HIIM support courses while actively taking classes in this program. However, students must complete all pre-HIIM support courses prior to completion of the program. Students are admitted directly into the program. An applicant will be considered for admission into the program as a transfer student if the following criteria are met:

1. Submit a completed online application via the student portal at www.resu.edu.

2. Submit the required application fee.

3. Submit official transcripts from all colleges or universities attended.

4. Earned a minimum of a Bachelor's degree from a regionally-accredited institution.

5. Earned a minimum cumulative college grade point average (GPA) of at least 2.75 on a 4.00 scale.

6. Held in good academic standing at the last college attended.

7. Submit a two page personal statement on your professional goals

Once accepted into the University, a student's file must be complete before the start of classes and includes the following:

1. Tuition deposit
2. Criminal background check
3. Drug screening test

If the file is not complete by the required deadlines, the student may be withdrawn from courses and not be permitted to begin school.

Submit all official transcripts, essay, and application fee to:
Resurrection University
Office of Enrollment Management
1431 N. Claremont Ave.
Chicago, IL 60622

College of Nursing

Qualifying Exam for Undergraduate Nursing
As part of the undergraduate application process, all nursing applicants must take the Test of Essential Academic Skills (TEAS) test by ATI. The TEAS score must be submitted in order for your application to be considered. Information regarding the TEAS test can be found at www.atitesting.com.

To register for the TEAS:
1. Complete the online Resurrection University application (www.resu.edu) for the desired program and submit the non-refundable application fee online

2. Call the Office of Enrollment Management at (773) 252-6464 to register for a test date. A confirmation letter will be emailed a week   before the scheduled test date. The TEAS exam will take place at Resurrection University. Remember to bring a driver's license or state ID on the day of the exam. The exam will begin at 9:00.am. and will end at approximately 1:30 pm, late comers will not be permitted into the test.

Undergraduate Nursing Admission

Applicants who have completed all general education requirements and nursing support courses may seek a bachelor's degree as a transfer student. An applicant will be considered for admission into the pre-licensure program if the following criteria are met:

1. Submit a completed online application via the student portal at www.resu.edu.

2. Submit a non-refundable application fee.

3. Successfully complete the TEAS Test.

4. Submit official transcripts from all colleges and universities attended.

5. Earned cumulative grade point average (GPA) of at least 2.75 on a 4.00 scale and a minimum science cumulative college GPA of 2.75 in the following sciences: anatomy and physiology I and II, general chemistry and microbiology.

6. Held in good academic standing at the last college attended.

7. Submit a two page personal statement on your professional goals.

Once accepted into the University, a student's file must be completed before the start of classes and includes the following:
1. Tuition deposit

2. Criminal background check

3. Drug Screening Test

4. Valid Basic Life Support (BLS) Certification for health care providers (CPR) from the American Heart Association

5. Proof of health immunizations

6. All required lab results

7. School physical form signed by a primary care provider

If the file is not complete by the required deadlines, the student will be withdrawn from courses and not be permitted to start their education.

Submit official transcripts, essay, and application fee to:
Resurrection University
Office of Enrollment Management
1431 N. Claremont Ave.
Chicago, IL 60622

BSN for RN Admission

The BSN for RN program is for licensed registered nurses who wish to earn a Bachelor of Science in Nursing degree. Applicants will be considered for admission if the following criteria are met:

1. Submit a completed online application via the student portal at www.resu.edu.

2. Submit a non-refundable application fee.

3. Submit official transcripts from all colleges and universities attended.

4. Provide evidence of graduation from an Associate Degree Nursing program or diploma school of nursing approved by the Illinois Department of Financial and Professional Regulation, and accredited by the National League for Nursing Accrediting Commission (NLNAC).

5. Successfully earn a cumulative college grade point average (GPA) of 2.75 on a 4.0 scale and a minimum cumulative college GPA of 2.75 in the following science courses: Anatomy and Physiology I & II, General Chemistry, and Microbiology.

6. Submit a valid unrestricted Illinois nursing license.

7. Submit a resume.

8. Submit a two-page personal statement on your professional goals.

Once accepted into the University, a student's file must be complete before the start of classes. A complete file includes the addition of the following:

1. Tuition deposit
2. Criminal background check
3. Drug Screening Test
4. Valid Basic Life Support (BLS) Certification for health care providers (CPR) from the American Heart Association
5. Proof of health immunizations
6. All required lab results
7. School physical form signed by a primary care provider

If the file is not complete by the required deadlines, the student may be withdrawn from courses and not be permitted to start school.

Submit official transcripts, essay, and application fee to:
Resurrection University
Office of Enrollment Management
1431 N. Claremont Ave.
Chicago, IL 60622

Graduate Nursing Admission

There are three avenues to earning a master's degree in nursing. These are based upon the applicant's knowledge at the point of applying to the program. The options are:

Current Degree	Advanced Degree Option
Associate Degree in Nursing	RN to MSN
Bachelor of Science in Nursing	MSN
MSN with another specialty	Post-master's Certificate

Admission Criteria for the Graduate Program

An application will be considered for admission if the following criteria are met:

1. Submit a completed online application via the student portal at www.resu.edu

2. Submit a non-refundable application fee online.

3. Submit official transcripts from all colleges and universities attended.

4. Successfully earned a cumulative undergraduate grade point average (GPA) of 3.0 on a 4.0 scale.

5. Successfully earned a cumulative GPA for undergraduate and graduate nursing courses (if applicable) of 3.0 on a 4.0 scale.

6. Submit a current Illinois RN nursing license.

7. Submit a two-page personal statement on your professional goals.

8. Submit a resume.

Once accepted into the University, a student's file must be complete before the start of classes. A complete file includes the addition of the following:
   a. Tuition deposit
   b. Criminal background check
   c. Drug Screening Test
   d. Valid Basic Life Support Certification for health care providers (CPR) from the American Heart Association
   e. Proof of health immunizations
   f. All required lab results
   g. School physical form signed by a primary care provider

Computer & Technology Requirements
Students accepted into the University are required to have completed a computer literacy course for college credit (3 credit hours) or pass a CLEP or DANTES exam covering computer literacy. (Please contact the Enrollment Management Office for information on the CLEP or DANTES exams.) Proficiency in Microsoft Word, PowerPoint, email and the internet are also expected. All computer courses must have been completed no more than five years prior to your intended semester of enrollment.

All students are required to have a personal laptop computer with high-speed wireless internet access available for use inside and outside of the classroom. Equipment specifications are available from the IT Department or through the University website http://www.resu.edu

International Student Applicants

We do not accept international students who require the issuance of a student visa.

Non-Degree Seeking Students

Students who wish to enroll in courses, but will not seek a degree at the University, may apply as a non-degree seeking student. Students may apply as a non-degree seeking student if they:
- Have not been denied admission to a degree seeking program at the University;
- Have met the prerequisites for the class or classes in which he or she intends to enroll;
- Will transfer the course to another institution; or
- Are taking a course or courses for personal or professional development.

Students wishing to apply as a non-degree seeking student may apply online via the student portal at www.resu.edu and must submit the required application fee and official transcripts from all institutions previously attended.

Those admitted as non-degree seeking students may not earn more than 12 hours of credit. Non-degree seeking students wishing to change to degree seeking status must reapply to the program and meet degree requirements.

New Student Orientation

At New Student Orientation and registration, students receive general information about the University and academic life as well as register for their first semester classes. Students will also have their picture taken for their student identification (ID) card, receive a computer login ID, email account information, and a parking permit.

Readmission

Self-Withdrawal
Students who have withdrawn from the University and have not been enrolled at the University for the previous academic year, must apply for readmission if they wish to resume their studies. Admission of re-entry students is dependent upon available space.

Students qualify to apply for readmission if they:
1. Were in good academic standing at the time of withdrawal from the University;
2. Have met all financial obligations to the University at the time of withdrawal; or
3. Were in good academic standing at all institutions subsequently attended.

Students who have enrolled in another college or university subsequent to leaving the University must submit official transcripts from that school or schools to the Office of Enrollment Management.

Students who have not been enrolled in clinical courses for more than two consecutive academic terms will be required to repeat selected clinical courses and/or demonstrate clinical/practicum skill proficiency prior to returning to the program.

Academic or Disciplinary Dismissal To maintain consistency students who were suspended or dismissed from the University for an academic or disciplinary reason are not eligible for readmission.

Student Health Requirements

Injuries Sustained During a Clinical Experience
A student who sustains an injury, e.g., a needle stick, while participating in class or clinical experiences should notify the course instructor immediately. As soon as possible, an injury report must be completed and filed with the Dean/Program Director. A student who sustains an injury while participating in a clinical/internship experience should follow the protocol of the affiliating institution. The initial visit following the injury must be done at the institution where the incident occurred. As soon as possible following the initial visit, an appointment should be made to see the student's personal physician. All expenses associated with the injury are the student's responsibility. Follow-up treatment, regardless of where the incident occurred, will be the fiscal responsibility of the student.

Medical Restriction
Students who have been medically restricted from performing tasks, must submit a written statement from their primary care provider (MD or NP) verifying the medical restriction to the Program Director/Dean. It will be placed in the student's file. If it is determined by the Program Director/Dean that the student will not be able to safely fulfill clinical requirements, a leave of absence from the course and clinical will be required. Once the restriction is ended, the primary care provider must document that the student may return to class and clinical without restrictions and this must be submitted to the Program Director/Dean.

Pregnancy
If a student is engaged in clinical, professional practice, or residency and has been confirmed as being pregnant, the student must submit documentation from a primary care provider (MD or NP) or obstetrician verifying that the student may engage in clinical practice without medical restriction. This document must be submitted to the Program Director/Dean and it will be placed in the student's file. If it is determined by the Program Director/Dean that the student will not be able to safely fulfill clinical requirements, a leave of absence from the course and clinical will be required. Following the delivery or cessation of pregnancy, the primary care provider or obstetrician must document that the student may return to class and clinical without restrictions. This document must be submitted to the Program Director/Dean.

Required Student Health and Safety Records

All students must submit a Student Health and Safety Record that has been signed by a physician or a nurse practitioner, as well as proof of health insurance, satisfactory completion of Occupational Safety and Health Administration (OSHA) instruction requirements, and Health Insurance Portability and Accountability Act of 1996 (HIPAA) instruction requirements.

Students are required to submit proof of immunization for tetanus/diphtheria, annual seasonal flu, as well as immunization and titers for mumps, rubella, varicella and hepatitis B by the required deadlines. Thereafter, to enroll in any course with a clinical component, students must maintain current records for all health requirements, including annual PPD skin testing, CPR certification, continuous health insurance, OSHA instruction, and other hospital requirements. Failure to maintain current records will result in immediate withdrawal from clinical. Registered Nurses (RNs) must file a copy of the unrestricted current Illinois registered professional nurse license. For further detail, see the student health record requirements listed below.

Expenses related to health records are the responsibility of the student. Failure to comply with the required health and safety documents will result in suspension from class and clinical/professional practice or residency experiences. Class and clinical/residency time missed as a result of noncompliance is considered absence and thus jeopardizes successful completion of a course. A late fee will also be imposed for late submissions.

Distance Education students are not subject to the Illinois Health Care Worker Background Check, 225 ILCS 46/1 et seq.

Distance Education students will complete required clinical site Health and Safety Requirements on a case-by-case basis as required by individual clinical sites. Distance Education students must provide proof of health insurance and satisfactory completion of Health Insurance Portability and Accountability Act of 1996 (HIPAA) instruction requirements.

The student health record must include the following:

Complete History & Physical Examination
The standard "physical" form offered through the primary care provider for school physicals which was complete a maximum of 3 months prior to the 1st date of enrollment.

Flu
Documentation of Seasonal and other Flu vaccination is required annually. The University will inform students of the vaccine requirement date when it is determined each season. Students will also be informed by the University if there are any additional flu vaccine requirements.

Hepatitis B
Documentation of completed vaccine series **and** titer results (titer drawn after completion of third immunization) **or** signed waiver *before beginning the series*.

Mumps
Documentation of immunization with live mumps vaccine on or after first birthday. Titer required if no documentation of immunization is available.

Rubella
Documentation of Rubella immunization on or after first birthday **and** titer results; if titer is negative, repeat immunization.

Rubella (Measles)
Documentation of receipt of two doses of live measles virus vaccine on or after first birthday **and** titer results.

Varicella (Chicken Pox)
Documentation of Varicella immunization or disease history **and** titer results.

Tuberculin Skin Testing (TST)

Two negative TSTs, administered one to three weeks apart, must be documented prior to initial enrollment in the University. Thereafter, documentation of a negative TST is required annually. A negative Quantiferon TB Gold Test is acceptable in lieu of the initial two-step or the annual TST.

Students testing positive for a TST must provide the following:
- Medical letter stating the date of the positive TST and the result in mm
- A clear chest x-ray report dated after the TST positive date
- A TB Signs and Symptoms form completed at that visit, and yearly thereafter signed by a physician or nurse practitioner.

Or
- Medical letter stating the date of the positive TST and the result in mm
- A completed TB Signs and Symptoms form
- A negative Quantiferon TB Gold Test

The QuantiFeron testing must be repeated annually.

CPR Certification

Nursing students are required to submit evidence of current certification in cardiopulmonary resuscitation (CPR) for the health care provider. When the certification expires documentation of recertification must be submitted. Only the American Heart Association Basic Life Support for Health Care Providers CPR courses are acceptable. It is the responsibility of the student to attain and maintain CPR certification. (This does not apply to Allied Health students.)

Criminal Background Check

As a result of accreditation regulations for health care facilities, criminal background checks are required for all direct care health care providers. All students who provide direct patient care must have a non-finger printed criminal background check on file before starting classes at the University. If the criminal background check is not cleared, students are not admitted to the University and will not be permitted to complete clinical rotations. This does not apply to Allied Health students.

The Illinois Health Care Worker Background Check Act prohibits employment of an individual who has been convicted of committing or attempting to commit a variety of crimes. As a health care student, you are subject to the same regulations. Therefore, if the criminal background check reveals a conviction for any such offenses, the student will be ineligible for clinical rotations and, therefore, is unable to meet the requirements to receive a degree from the University. If the criminal background check is not cleared, admission to the University is withdrawn. Students may contact the Director of the Office of Enrollment Management for further information.

Under the Nursing and Advanced Practice Nursing Act, the Illinois Department of Financial and Professional Regulation (IDFPR) may determine that an applicant for a nurse license is unfit for licensure based on their criminal history record information. Completion of a nursing program does not negate this regulation. See Title 68, Section 1300.75 of the Illinois Administrative Code, the IDFPR website, at www.ilga.gov/commission/jcar/admincode/titles.html, or contact IDFPR for additional information.

Drug Testing

Clinical agencies may impose special drug testing requirements for students; such requirements are completed at the expense of the student. The drug test must be initiated through a University-authorized agency.

Health Insurance

Students must carry their own personal health insurance. All students are required to have and maintain health insurance while they are enrolled at the University. Documentation of health insurance coverage must be provided annually. Student Services can provide assistance with health insurance options.

Professional Liability Insurance

Students are insured for professional liability by the Resurrection University Insurance Program while participating in clinical, practicum, or residency experiences as part of their University courses. Students are also insured during participation in any other University-sponsored events requiring a clinical experience.

Student Responsibility for Ongoing Compliance

Students are responsible for tracking and completing these requirements prior to enrollment and prior to any documentation expiration. Please keep copies of these documents for your own records. Students are also responsible for checking the Certified Background Medical Document Manager. Failure to comply with this requirement will result in suspension from clinical and/or class until documentation is received. Class and clinical time missed as a result of noncompliance is considered an absence, and thus, may jeopardize successful completion of the course.

Immunization Discount Program

Resurrection University, in partnership with the Presence Saints Mary and Elizabeth Medical Center (PSMEMC) is pleased to announce an innovative discount program designed to help its students meet all their program health requirements. The program is available at the Nazareth Family Center (2nd floor) located at 1127 N. Oakley behind Presence Saint Mary Hospital, and offers a wide menu of available immunizations and exams designed to meet the needs of all ResU students in an affordable manner.

Whether you only need one vaccine or a full panel of titers and immunizations, we have the package for you. Because the staff of the Family Medicine Center understands the health requirements of our programs, it helps eliminate unnecessary vaccinations and confusion about what specific requirements are needed for any program.

Appointments are needed so please call the Family Medicine Center at 312-770-2040. Center hours are listed below and subsequent appointments may be scheduled via MyChart (presencehealth.org/mychart) after you have established care.

PLEASE NOTE: Students should check their Certified Background Medical Document Manager "To Do List" for program immunization requirements. _Incoming students_ should contact the Office of Enrollment Management at 773-252-5389 regarding any health requirement questions. _Current students_ should contact the Clinical Placement Department at 773-252-5379 regarding any renewable requirements. _All questions_ regarding costs or insurance should be directed to the Family Medicine Center at 312-770-2040. ***Discount rates must be paid in full at time of service.**

Nazareth Family Center
1127 N. Oakley, Chicago, IL 60622

Hours and Information
Monday and Friday: 8:00am – 4:30pm
Tuesday: 1:00pm – 8:00pm
Wednesday and Thursday: 8:00am – 8:00pm
Phone: 312-770-2040
Presencehealth.org/stmary-elizabeth-nfc

Transfer Credits

Undergraduate
The University may grant transfer credit for baccalaureate courses taken at a regionally accredited institution in which the student earned a grade of C or better. Students must apply for upper-division transfer credit before their matriculation date.

In addition, the University accepts course credit by exam for general education courses that are offered by the College Level Examination Program (CLEP) from the College Board and DANTES Subject Standardized Tests (DSST). Students must achieve the College Board's recommended passing score in order to receive credit for CLEP Exams. Scores must be sent directly from the College Board or DSST. The University may grant academic credit for appropriately submitted documentation of military education activities such as DANTES test results.

Students wishing to transfer into undergraduate courses must submit the syllabus to the Dean/Program Director for evaluation at least two weeks before matriculation. Undergraduate students may transfer up to 12 credit hours of upper-division course work.

Graduate
The University may grant transfer credit for graduate courses taken at a regionally accredited institution in which the student earned a grade of B or better. Students must apply for graduate transfer credit before their matriculation date.

Students wishing to transfer a graduate nursing course must submit the syllabus to the Dean of Nursing for evaluation at least two weeks before matriculation. Graduate students may transfer a maximum of 6 credit hours of graduate level course work.

ACADEMIC INFORMATION

Academic Appeal Procedures

The academic appeal procedures of Resurrection University provide a forum for the resolution of academic disputes for individual students. An academic dispute occurs when students receive a final course grade that they believe is the result of the faculty member who graded arbitrarily, graded capriciously, or graded in a discriminatory manner.

Academic policies provide fair and ethical treatment of students including the right to appeal final course grades earned.

Educational programs are held to high standards because of their legal and ethical commitment to educate students. Grades reflect a student's alignment with course standards and achievement of expected outcomes. The professional judgment of faculty members cannot be challenged and petitions to that effect will not be honored.

If a grade on an assignment or exam is believed to be the result of an accidental calculation or clerical error, the student should discuss the issue with the faculty member who assigned the grade as soon as possible. A clerical error is not subject to the Academic Appeal procedure, though grades may still be appealed if the faculty member does not agree that a clerical error was made and the student can provide evidence of arbitrary, capricious, or discriminatory grading by the faculty member. The burden of proof is on the student to show the grade should be changed.

The Academic Appeal process is time limited and begins with official notification of the course grade via the Learning Management System (E-college). The process of academic appeal should be initiated and resolved as quickly as possible. There are two procedures that may be employed. The informal process must be employed before a student begins the formal appeal process.

Informal Dispute Procedure
In all cases, the student must attempt to resolve the course grade dispute by scheduling a conference with the faculty member involved. The conference should occur within three (3) working days following notification of the grade. The student and faculty should maintain independent documentation of the conference.

Formal Academic Appeal Procedure
If the academic dispute is not resolved through the informal process, the student may file a formal written petition.

1. PETITION FOR A HEARING

The Academic Appeal Petition form is available on the Resurrection University website. It is recommended that students consult with their academic advisor (or another faculty member in the case of a conflict of interest) during the appeal process. The academic advisor or faculty member serving as a resource are neutral parties who are available to provide logistical guidance about the appeal process.

The student must complete the Academic Appeal Petition form which states the facts associated with the appeal and a statement of the basis for the appeal. Appropriate supporting documents may be submitted at the student's discretion. The petition must be officially submitted to the Dean/Program Director within five (5) working days following the official notification of the course grade. The appeal process is considered waived if the student fails to submit the petition within the 5 working days timeline.

The Dean/Program Director will review the petition. If the petition meets the stated Academic Appeal Petition criteria, an Academic Appeal Committee will be constituted. If a student has filed the petition within the required timeframe but information is unclear or missing, the Dean/Program Director may allow the student to add or amend the formal petition in advance of the initial distribution of the petition. If the criteria are not fulfilled, the petition will be dismissed and the student will be notified.

2. FACULTY RESPONSE

The faculty member will be notified by the Dean/Program Director of the Academic Appeal. A copy of the Academic Petition and associated documents will be available for the involved faculty member to review. The faculty member will complete and submit the Academic Appeal Faculty Response to the Dean/Program Director at least 24 hours before the hearing date. A copy of the Faculty Response will be distributed to the student and Academic Appeal Committee.

3. ACADEMIC APPEAL COMMITTEE

The Academic Appeal Committee consists of three faculty members appointed by the Dean/Program Director to hear a specific dispute. Committee membership will be determined upon receipt of the academic appeal petition. Faculty involved in the course, the academic advisor, and the faculty member serving as a resource to the student may not serve on the Committee. Faculty members known to have a negative relationship or potential conflict of interest with the student or situation may not serve on the committee.

The Chairperson of the Committee will be appointed by the constituted Committee prior to initiating the hearing. The Chairperson shall lead the hearing, ensure that the Committee's decision is based on available information and is defendable, and ensure that the committee report is sufficiently clear in articulating the decision and rationale for the decision which was made.

4. ACADEMIC APPEAL MEETING

The Dean/Program Director will schedule a meeting with the Academic Appeal Committee within 10 working days of receipt of the student's Academic Appeal unless it was determined that the complaint is not disputable with this process. The faculty and student involved in the appeal must be available to the committee at the time of the hearing. It is up to the discretion of the Committee as to whether the student and/or faculty member will be invited to speak at the hearing. If either party is invited to speak to the Committee, the other party will also be invited to speak to the Committee. Neither the student nor faculty have the right to legal counsel during the campus academic appeal meeting.

Academic Appeal meetings are private and can only be attended by ResU employees. The affected student and faculty member may be included only when invited. Guests of the student will be asked to wait in the lobby.

A. The Academic Appeal Committee investigates and analyzes all available information. At a minimum, the committee should have immediate access to the Academic Appeal Petition and supporting documents, the Faculty Response and the course syllabus. The course textbook, assignments and grading rubrics, tests and test analysis data, and other pertinent student performance documents should also be available as appropriate.

The Committee is charged with reviewing the evidence provided by the student and with responsibility for the elements that follow:

- Answer the following questions:
    1. In awarding the grade under appeal, was the faculty arbitrary (the grade was awarded on preference or whim; not for an academic reason)?

    2. In awarding the grade under appeal, was the faculty capricious (the grade was awarded on some basis other than student performance, the grade was awarded using a more exacting standard than other students are held to, or the grade awarded represents a substantial departure from the instructor's standards announced during the first part of the term)?

    3. In awarding the grade under appeal, was the faculty discriminatory (the grade awarded reflects differential treatment of the student based on race, religion, color, age, gender, sexual orientation, disability or national origin)?

- Assure the following understandings were adhered to:
    1. It is the student's responsibility to provide the evidence that the faculty was arbitrary, capricious, or discriminatory.

    2. The professional judgment of the instructor is not a matter that can be challenged or appealed in an appeal process.

B. The committee shall deliberate and arrive at a decision to uphold or deny the appeal by a simple majority vote.

C. The Chairperson of the Academic Appeal Committee completes the Academic Appeal Committee Report. The report must address each of the student's claims and provide information that addresses why the claim was valid or invalid. At the conclusion of the meeting the report is submitted by the Chairperson of the Academic Appeal

Committee to the Dean/Program Director. All materials used in the process will be returned to the Dean/Program Director.

The Dean/Program Director confirms that the Committee report is in alignment with the Committee's responsibilities of the items above. If not, the Dean/Program Director returns the report to the committee for revision.

The Dean/Program Director distributes a copy of the Academic Appeal Committee Report to the involved faculty and the student. The materials associated with the appeal and outcome will be placed within the student's official file. Extra copies will be destroyed through the process for secured disposal of student materials.

Post Appeal Procedure
A request for appeal of the decision of the Academic Appeal Committee must be submitted to the Chief Academic Officer/President in writing within three (3) working days the Academic Appeal Committee's decision. The Chief Academic Officer/President must render a decision within five (5) working days.

Academic Freedom
Students are citizens and members of the educational community. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their position in the community imposes special obligations.

Therefore, they should remember that the public may judge their educational community by their utterances. Hence, they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinion of others, and should make every effort to indicate that they are not speaking for the institution.

Students are entitled to freedom in the classroom in discussing the subject, but they should be careful not to introduce controversial matter which has no relation to their subject.

Add/Drop
A student may add or drop a course without penalty during the first five days of each term of classes. The add/drop form is available for download on the Registrar's section of the Resurrection University website. The student is responsible for completing the form, obtaining the appropriate signatures, and submitting the add/drop form to the Registrar's office.

Course Registration
Continuing students are typically allowed to register in November for Spring classes and April for Fall and Summer classes. Continuing students are required to meet with their faculty advisor for academic planning and course approval prior to the registration period. Students will receive notification of registration from the Registrar's Office. Fulfillment of registration requirements is the individual student's responsibility and must be completed in accordance with procedures established by the Registrar's Office.

New students will register for courses in November for the Spring term, in April for the Summer term, and in Summer for the Fall term. By registering, the student accepts the responsibility of subscribing to all Resurrection University policies. Tuition is due in full one week prior to the start of each semester. Failure to make financial arrangements may lead to dismissal from the program.

Course Sequence Change
Students who do not maintain the normal sequence of courses for any reason will be permitted to enroll in subsequent courses if space is available and pre-requisites are met.

Course Withdrawal
Course withdrawals are handled through the Registrar's Office. A student may withdraw from a course only once in the program. Failure to attend class does not constitute withdrawal. Unauthorized withdrawal will result in a grade of F.
The following withdrawal procedure is to be used:

1. Between the sixth day of the term and start of Week 5 of every term, the student must submit the Course Withdrawal form to the Registrar. The form must have all required signatures including by the course instructor, the faculty advisor and the Dean/Program Director. A grade of "W" or "WF" will be recorded on the official transcript based on the academic progress at the time of the withdrawal.

2. After the first day of Week 5 of the term, the student must fill out the Course Withdrawal form and meet with the course faculty of record and their advisor to obtain their signatures. The student must schedule an appointment to meet with the Dean/Program Director. The Dean/Program Director may accept the withdrawal request only under extraordinary circumstances. If permission to withdraw is granted, the student must submit the signed form to the Registrar's Office in order to process the request; a "W" or "WF" grade will be recorded on the transcript.

All co-requisite courses affected by the course withdrawal will be awarded a grade of W or WF. The course instructor will submit to the Dean/Program Director the report on passing or failing status for these courses at the time of withdrawal. Please note that course withdrawals may affect financial aid eligibility.

Students who withdraw from or earn a course grade below a C at the baccalaureate level or a B at the graduate level will be required to repeat the course when it is next offered and space is available. The student must attain a grade of C at the baccalaureate level or a B at the graduate level or higher. Students may enroll in other courses as long as prerequisites have been met.

Credits

The University operates on the semester system. The academic year is divided into semesters equivalent to the standard 15 weeks of instruction plus time for final examinations. Courses are offered with a term or semester duration.

The unit of credit is the semester hour. One semester hour of credit is normally awarded for the equivalent of one 60-minute class session per week. Baccalaureate level clinical courses are allocated one semester hour of credit for three clock hours of clinical/internship time. Baccalaureate level lab courses are allocated one semester hour of credit for two clock hours of lab time Residency courses at the graduate level are allocated one semester hour of credit for four clock hours of clinical and lab time.

The normal credit load for undergraduate students is 14 to 17 semester hours per semester and 9 semester hours for graduate students. Students wishing to enroll in more than a full load per semester must have a cumulative GPA of 3.0 on a 4.0 scale and have the permission of the Dean/Program Director.

Dean's List and Dean's Commendation

The University encourages excellence in scholarship and gives recognition to undergraduate students whose work is superior by publishing the Dean's List and Dean's Commendation at the end of each semester. To qualify for either recognition, baccalaureate students must be in good academic standing, have earned no grade lower than a C, and have no incomplete grades in the semester.

To qualify for the Dean's list, students must have earned a semester grade point average of 3.5 or higher while completing a minimum of 12 semester hours in the semester. To qualify for the Dean's Commendation, students must be designated as a part time student, complete a minimum of 6 semester hours in the semester and have earned a grade point average of 3.5 or higher. The Dean's List and Dean's Commendation is noted on the student's transcript in the semester in which the academic achievement was earned.

Enrollment Status

Undergraduate students registered for 12 or more semester hours per academic semester are considered full-time. Three quarter time students are registered for 9 to 11 semester hours. Students registered for 6 to 8 semester hours per semester are considered half-time, and students registered for 5 semester hours or less are considered less than half time.

Graduate students registered for 6 or more semester hours of credit per semester are considered full-time, registrations for 3 to 5 semester hours are considered half-time students, and students registered for 2 or fewer semester hours are considered less than half time.

Graduation

The University awards the Bachelor of Science in Nursing (BSN) degree, Bachelor of Science in Health Informatics and Information Management (BSHIIM) degree, Post-Baccalaureate Certificate in Health Informatics and Information Management (CHIIM), and the Master of Science in Nursing (MSN) degree.

Degrees are conferred at the end of the semester that requirements are completed. Diplomas are awarded at the end of the Fall and Spring semesters. Students completing course work at the end of the Summer semester, may participate in the Fall commencement ceremony.

Degree candidates are subject to those degree requirements in effect at the time of their initial registration following admission. Degree candidates who were readmitted to the program will be subject to the requirements of the catalog in effect at the time they resume classes. Degree candidates who have been readmitted following self-withdrawal are subject to degree requirement changes. Degrees cannot be conferred until all University pre-requisites and general education course work has been met. All degree requirements are subject to change at any time. The University reserves the right to make changes based upon corporate, national and state professional association guidelines.

Graduation Requirements

College of Nursing

Undergraduate
In order to graduate, the undergraduate nursing student must meet the following requirements:

1. File the Intent to Graduate Form by the designated deadline.
2. Have official final transcripts of any previous colleges attended on file in the Registrar's Office.
3. Complete the credit hours designated in the curriculum as relevant to the individual's program.
4. Complete the residency requirements: a minimum of 40 semester hours for the pre-licensure student, or 21 hours for the BSN for RN student.
5. Attain a minimum cumulative grade point average of 2.0.
6. All pre-licensure nursing students must satisfactorily complete the ATI-RN Comprehensive Predictor Exam at or above the level set by the University in the final semester of baccalaureate studies. Students that do not achieve a passing score must successfully complete the Virtual ATI program.
7. Complete payment of all fees and tuition owed to the University and return all library items.

Graduate
In order to graduate, the graduate nursing student must meet the following requirements:

1. File the Intent to Graduate Form by the designated deadline.
2. Have official transcripts of any previous colleges attended on file in the Registrar's Office.
3. Complete the credit hours designated in the curriculum as relevant to the individual's program and major.
4. Fulfill the Graduate Scholarly Synthesis or Leadership Project requirements.
5. Complete a minimum of 30 semester hours in University residency requirements.
6. Satisfactorily complete the graduate assessments and testing at Resurrection University.
7. Attain a minimum cumulative grade point average of 3.0.
8. Complete payment of all fees and tuition owed to the University and return all library items.

College of Allied Health
In order to graduate, the HIIM student must meet the following requirements:

1. File the Intent to Graduate Form by the designated deadline.
2. Have official final transcripts of any previous colleges attended on file in the Registrar's Office.
3. Complete the credit hours designated in the curriculum as relevant to the individual's program.
4. Complete the residency requirements: a minimum of 40 semester hours for the baccalaureate student or 22 hours for CHIIM students.
5. Attain a minimum cumulative grade point average of 2.0.
6. Complete payment of all fees and tuition owed to the University and return all library items.
7. BSHIIM and CHIIM students may apply for Early Testing to sit for the RHIA exam during their final semester before graduation

Application for Graduation
Students planning to graduate must submit the Intent to Graduate form no later than the date indicated by the Registrar's Office of the semester in which they plan to graduate. This form is available on the Resurrection University website, under the "Registrar" section. The submission of the Intent to Graduate form initiates the final degree audit and the diploma order. Failure to submit the form by this deadline will prevent the student from being considered for graduation.

Honors

To graduate with honors from an undergraduate program at the University, a student must have completed the residency hour requirements of their program while demonstrating a high level of academic achievement reflected in the GPA. The cumulative grade point average calculated for the honors distinction will include all work completed at Resurrection University. Students receiving honors are eligible to wear honor cords at graduation. The honors distinction levels are:

3.500–3.699 GPA Cum laude
3.700–3.899 GPA Magna cum laude
3.900–4.000 GPA Summa cum laude

Leave of Absence

A leave of absence (LOA) option is available for students who are currently enrolled and in good academic standing. This option is used when a student needs to halt their academic progress for one or two terms. Students may then be eligible to resume their program.

To be considered for LOA, the student must get the approval of their academic advisor, the Dean/Program Director and the Registrar.

Students wishing to be placed on LOA during a semester in which they are currently enrolled may do so only through the start of the fifth week of the term. After the first day of the fifth week of the term, a student must apply for withdrawal from the program. Courses in progress are awarded W or WF grades and must be completed upon returning to school. The LOA period may not exceed 180 days, or one full semester. Students who do not return from LOA within 180 days will be withdrawn from the University.

The records of students on LOA will be maintained in the current student files. Students on LOA do not need to apply for readmission to the program but must contact the Registrar's Office before resuming their studies. Students in this category are eligible for financial aid only during their actual semesters in attendance; likewise, verification of enrollment can only be done for the actual semester in attendance. If the student completes course work elsewhere while on LOA from Resurrection University, a transcript must be submitted to the University upon readmission.

Probation and Dismissal

A student is placed on probation status any time a grade below a C is earned for undergraduate students and a grade below a B is earned for graduate students or when students do not maintain satisfactory academic progress.

Students will remain on probation until they retake and pass the failed course and have earned a cumulative GPA of 2.0 for undergraduate or 3.0 for graduate studies or have not remediated their satisfactory academic progress standards in the timeframe required.

Students will not be permitted to graduate while on probation.

A student on academic probation must achieve a GPA of at least 2.0 (undergraduate) or 3.0 (graduate) as applicable when the student retakes the failed course if a full-time student and within two semesters if a part-time student.

Students who are unsuccessful in a course after two attempts of that course or in two separate courses in the program of study will be dismissed from the program. Being unsuccessful is described as earning a grade below a C in undergraduate courses, a grade below a B in graduate courses, or withdrawal from a course. Students will also be dismissed if they are not meeting one or more satisfactory academic progress criterion after the probation period.

Unsafe clinical practice, unprofessional behavior, or violation of the Student Code of Conduct may also result in dismissal from the program. A student who engages in unsafe practice in the clinical/practicum area may not be permitted to continue in the clinical/practicum component of the course and may receive a failing grade for the course. The student who engages in unsafe

clinical/residency practice or unprofessional behavior may also be prevented from repeating the course and/or be dismissed from the program.

Program Withdrawal
A student who desires to withdraw from a program is required to consult with the Registrar and the Dean/Program Director. Completion of the Institutional Withdrawal form is required.

University Outcomes
Upon completion of the program of choice, all graduates of the University will:
- Demonstrate effective verbal and non-verbal communication skills.
- Formulate and compose accurate, clear, and professional written communication.
- Demonstrate critical thinking by clarifying, integrating and evaluating knowledge.
- Engage in collaborative practices with other health-care providers; patients, families, and communities.
- Use evidence based practice from within the profession and other disciplines to guide practice and professional activities.
- Demonstrate professional behaviors within practice settings and to the public at large that reflect the standards of the profession.
- Demonstrate attributes and qualities of professional leadership.
- Provide culturally competent, effective, and patient-centered professional healthcare services to individuals, families and communities across the lifespan.

BACCALAUREATE CURRICULUM

College of Allied Health

Purpose of the Health Informatics and Information Management Program
The Health Informatics and Information Management (HIIM) program will prepare students to participate in the healthcare team that develops, implements, and uses systems to effectively manage individual and population health information. Graduates of the program will be equipped to participate in the selection, use, or management of healthcare data collection and reporting systems to ensure the quality, integrity, availability, and preservation of healthcare data. HIIM program graduates are prepared to support systems intended to promote patient safety, privacy, confidentiality, and information security.

Baccalaureate Health Informatics and Information Management Program Outcomes
Students will demonstrate the ability to:
- Demonstrate effective verbal and non-verbal communication skills including the use of a variety of electronic and non-electronic tools.
- Demonstrate effective written communication strategies with a wide variety of healthcare organization stakeholders.
- Apply critical thinking skills that are in alignment with CAHIM competency sets for best professional practices for HIIM professionals.
- Engage in collaborative practices with stakeholders across the healthcare industry.
- Evaluate, apply and participate in HIIM related research as appropriate to advance the HIIM profession.
- Demonstrate professional behaviors that adhere to professional standards, practice settings, and ethical decision making in the workplace
- Demonstrate personal attributes and qualities critical to HIIM professional leadership.
- Provide culturally competent, effective, and patient centered professional health care services to individuals, families, and communities across the lifespan.

Health Informatics and Information Management Support and General Education Requirements

Course	Credits
General Education	
English Composition I	3
English Composition II	3
Speech Communication	3
Life Science*	3–4
Physical Science*	3–4
Social Science Electives	9
Humanities	9
General Electives	6
Total Hours	**39–41**

*A lab is required for either the life science or the physical science for a minimum 4 credit hour course.

HIIM Support Courses	
Introduction to Computers – Windows, M.S. Office	3
Human Anatomy and Physiology I (no lab required)	3-4
Human Anatomy and Physiology II (no lab required)	3-4
Medical Terminology	3
Pathophysiology	3
Pharmacology	2-3
Statistics	3
Total Hours	**20-23**

**Pathopharmacology may be taken at ResU in place of individual Pharmacology and Pathophysiology courses.

Bachelor of Science Degree in Health Informatics and Information Management

Students pursuing the Bachelor of Science (B.S.) in Health Informatics and Information Management (HIIM) must complete the support and general education requirement courses before starting the program or gain the Program Director's approval for exceptions. In addition, graduates of an accredited program (i.e., an associate's degree Health Information Technology (HIT) program) who are admitted to the University will be awarded credit for specific HIIM courses taken in the associate degree program. 120 total hours required to earn BSHIIM degree

Length of Program

Students entering the program on a full-time basis can complete the program in 18 months.

Courses	Credits
HIM 3100 Introduction to HIIM and Lab	4
HIM 3105 Human Resource Management in Healthcare	3
HIM 3110 Health Information Management Systems	3
HIM 3115 Comparative Records	2
HIM 3220 Introduction to Classification Systems & Lab	4
HIM 3330 Legal Aspects of HIIM	3
HIM 3335 Health Information Systems Strategies and Applications	3
HIM 3400 Quality Improvement	3
HIM 3450 Directed Experience	3
HIM 4110 Classification, Nomenclature and Indexing of Health Data and Lab	4
HIM 4115 HIIM's Role in Assessing and Implementing Health Information Technologies	3
HIM 4200 Budget and Finance for the Healthcare Setting	3
HIM 4203 Project Management	4
HIM 4320 Healthcare Reimbursement	3
HIM 4420 HIIM Statistics and Research	3
HIM 4525 Data Analysis and Lab	4
HIM 4600 Leadership in HIIM	2
HIM 4650 Professional Practice Experience	4
Total Credits	**60**

POST-BACCALAUREATE CERTIFICATE

REQUIRED HIIM CORE COURSES		*CREDIT HOURS*
HIM 3105	Human Resource Management in Healthcare	3
HIM 3110	Health Information Management Systems	3
HIM 3220	Introduction to Classification Systems & Lab	4
HIM 3331	Applied Legal & Ethical Aspects of HIIM	4
HIM 3335	Health Information Systems Strategies & Apps.	3
HIM 4110	Classification, Nomenclature, & Indexing	4
HIM 4320	Healthcare Reimbursement	3
HIM 4420	HIIM Statistics & Research	3
HIM 4525	Data Analysis & Lab	4
HIM 4675	Professional Development Project	4

Total of 35 hours not including pre-requisites

REQUIREMENTS

CHIIM candidates must have previously earned a Bachelor's, Master's, or higher degree from a regionally accredited institution**.**

Pre-requisites for HIM 3220 and HIM 4110 include:
- Medical Terminology,
- Anatomy & Physiology I & II,
- Pathophysiology
- Pharmacology

A student may begin the program while concurrently completing the pre-requisites. Resurrection University offers AH 2700 Pathopharmacology for candidates who have not previously completed Pathophysiology and/or Pharmacology.

HIM 3220, HIM 4110 and HIM 4320 may be waived for students who hold Certified Coding Specialist (CCS) or Registered Health Information Technologist (RHIT) credentials.

Completion of the Post-Baccalaureate Certificate will qualify candidates to sit for the Registered Health Information Administrator (RHIA) credential exam.

CHIIM candidates must complete a minimum of 22 hours of credit at Resurrection University to fulfill University residency requirements.

College of Nursing

Purpose of the Undergraduate Nursing Program
The baccalaureate nursing program is designed to prepare students as professional registered nurses who function within a healthcare team. Graduates of this program will be prepared to engage in health promotion, health maintenance, provision of direct and indirect care, and other professional activities.

Baccalaureate Nursing Program Outcomes
Upon completion of this program of study, graduates will:
- Use effective modes of communication with patients, and healthcare providers in order to provide quality healthcare.
- Compose effective sentences, paragraphs, and theoretic papers to express ideas, information, and opinions.
- Integrate critical thinking processes in professional nursing practice in an effort to make logical decisions.
- Engage in collaborative practices with patients, families, communities, and other health care providers to improve health care delivery.
- Evaluate and apply evidence based data as a basis for effective nursing practice and professional activities.
- Model professional behaviors that adhere to standards, practice and ethical codes.
- Apply personal attitudes and skills critical to leadership in professional nursing.
- Provide culturally competent, effective and patient centered professional nursing care to individuals, families, and communities across the life span.
- Articulate the role of the nurse in relation to healthcare policy.

Programs of Study
There are two programs leading to the Bachelor of Science in Nursing (BSN) degree. The pre-licensure BSN Program is designed for the student who has not completed a formal nursing program previously. The BSN for RN is a program designed for a registered nurse (RN) who is seeking a baccalaureate degree. The programs are described below.

PRE-LICENSURE BSN NURSING
This program is designed for students enrolling in an initial nursing program. Students will complete the following courses:

Nursing General Education and Support Requirements:
A minimum of 61 credit hours are needed to transfer to the University for the BSN program.

General Education Courses

English Composition I	3
English Composition II	3
Speech/Interpersonal Communications	3
Math	3
Humanities or Fine Arts	9
Social Behavioral Science	3
General Electives	6
Total Hours	**30**

†Please note that the science and computer courses must have been completed no more than five years prior to your intended semester of enrollment.

Course	Credits
Nursing Support Courses	
†Human Anatomy and Physiology I	4
†Human Anatomy and Physiology II	4
†Microbiology	4
†General Chemistry	4
Developmental Psychology: Lifespan	3
Statistics	3
Introduction to Psychology	3
Introduction to Sociology	3
†Introduction to Computers	3
Total Hours	**31**

Total Credits for Degree

Support and General Studies Courses	61
Nursing Credit	<u>59</u>
Total Credits	**120**

Nursing Major	Credits
NUR 3131 Health Assessment I	1.5
NUR 3140 Pathophysiologic Mechanisms	3
NUR 3141 Foundations of Nursing Practice	4
NUR 3231 Health Assessment II	1.5
NUR 3240 Pharmacotherapeutics in Nursing	3
NUR 3241 Adult Health Nursing I	5
NUR 4140 Family Assessment & Health Promotion	3
NUR 4141 Women & Newborn Health Nursing	4
NUR 4240 Ethics in Nursing	3
NUR 4241 Pediatric Health Nursing	4
NUR 4440 Research in Nursing	2
NUR 4441 Mental Health Nursing	4
NUR 4540 Gerontological Health Nursing	2
NUR 4541 Community Health Nursing	4
NUR 4640 Leadership and Management in Nursing	3
NUR 4641 Adult Health Nursing II	5
NUR 4642 Professional Role Transition	5
NUR 4910 Nursing Electives or Service Learning	2
Total Credits	**59**

Sample Four Semester Day Program Plan

Level 1 Courses

Term 1	Credits
NUR 3131 Health Assessment I	1.5 SH
NUR 3140 Pathophysiologic Mechanisms	3 SH
NUR 3141 Foundations of Nursing Practice	4 SH
Term 2	
NUR 3231 Health Assessment II	1.5 SH
NUR 3240 Pharmacotherapeutics in Nursing	3 SH
NUR 3241 Adult Health Nursing I	5 SH
Total	**18** SH

Level 2 Courses

Term 3	Credits
NUR 4140 Family Assessment & Health Promotion	3 SH
NUR 4141 Women & Newborn Health Nursing	4 SH
Term 4	
NUR 4240 Ethics in Nursing	3 SH
NUR 4241 Pediatric Health Nursing	4 SH
NUR 4910 Nursing Elective (or Semester 3)	2 SH
Total	**14 - 16** SH

Level 2 Courses

Term 5	Credits
NUR 4440 Research in Nursing	2 SH
NUR 4441 Mental Health Nursing	4 SH
Term 6	
NUR 4540 Gerontological Health Nursing	2 SH
NUR 4541 Community Health Nursing	4 SH
NUR 4910 Nursing Elective (or Semester 2)	2 SH
Total	**12 - 14** SH

Level 3 Courses

Term 7	Credits
NUR 4640 Leadership and Management in Nursing	3 SH
NUR 4641 Adult Health Nursing II	5 SH
Term 8	
NUR 4642 Professional Role Transition	5 SH
Total	**13** SH

Note: Students must complete all degree requirements for the BSN four-semester program within two years of beginning the program.

Sample Five Semester Plan Program

Level 1 Courses

Term 1	Credits
NUR 3131 Health Assessment I	1.5 SH
NUR 3140 Pathophysiologic Mechanisms	3 SH
Term 2	
NUR 3231 Health Assessment II	1.5 SH
NUR 3240 Pharmacotherapeutics in Nursing	3 SH
Total	**9** SH

Level 2 Courses

Term 3	Credits
NUR 3141 Foundations of Nursing Practice	4 SH
Term 4	
NUR 3241 Adult Health Nursing I	5 SH
NUR 4910 Nursing Elective	2 SH
Total	**11** SH

Level 2 Courses

Term 5	Credits
NUR 4140 Family Assessment & Health Promotion	3 SH
NUR 4141 Women & Newborn Health Nursing	4 SH
Term 6	
NUR 4240 Ethics in Nursing	3 SH
NUR 4241 Pediatric Health Nursing	4 SH
Total	**14** SH

Level 3 Courses

Term 7	Credits
NUR 4440 Research in Nursing	2 SH
NUR 4441 Mental Health Nursing	4 SH
Term 8	
NUR 4540 Gerontological Health Nursing	2 SH
NUR 4541 Community Health Nursing	4 SH
Total	**12** SH

Level 3 Courses

Term 9	Credits
NUR 4640 Leadership and Management in Nursing	3 SH
NUR 4641 Adult Health Nursing II	5 SH
Term 10	
NUR 4642 Professional Role Transition	5 SH
Total	**13** SH

Note: Students must complete all degree requirements for the BSN Five Semester program within two and a half years of beginning the program.

Nursing Knowledge Competency Testing
The College of Nursing has implemented a system of on-going knowledge competency assessments in the pre-licensure nursing program. The program selected to assist in this assessment is the Assessment Technologies Institute (ATI) program.

The ATI Comprehensive Assessment and Remediation Package (CARP) of online links are used as a supplement to content learned in the classroom and clinical areas. Students are enrolled in and oriented to the CARP program upon the start of the nursing program. Students will be assigned a unique password which must be kept secure for use throughout the duration of the program.

Pre-licensure BSN students must take the following ATI Assessments:

Course	ATI Exam
NUR 3141 Foundations Nursing	Critical Thinking Entrance
NUR 3240 Pharmacotherapeutics in Nursing	Pharmacology
NUR 3241 Adult Health Nursing I	Fundamentals
NUR 4141 Women & Newborn Health Nursing	Maternal and Child
NUR 4241 Pediatric Health Nursing	Nursing Care of Children
NUR 4441 Mental Health Nursing	Psychiatric Nursing
NUR 4541 Community Health Nursing	Community Nursing
NUR 4640 Leadership and Management in Nursing	Nursing Management
NUR 4641 Adult Health Nursing II	Medical-Surgical Nursing
NUR 4642 Professional Role Transition	Critical Thinking Exit
Final Semester	Comprehensive Predictor

Below is information about ATI protocol:
1. At the beginning of the course, students should access the ATI materials related to the course.

2. By week 4 each term, students should complete Practice Test 1, and, based on the results, create a remediation plan to guide their continued study of course content.

3. Proctored Exam One is given on the date scheduled during the term.

4. Students must pass the proctored exam at a "Level 1" for the Pharmacology ATI and "Level 2" for all remaining exams.

5. Students achieving a score less than the designated minimal acceptable level should remediate using the process outlined below. Practice Test 2 will be made available as part of the remediation process for each course, as needed by the student.

6. Proctored Exam Two must be taken on the date scheduled. Students must pass the exam at or above the designated Level in order to pass the content specific course.

ATI Comprehensive Predictor Exam
Nursing knowledge becomes cumulative over several semesters. The integration of this knowledge is crucial to safe nursing practice. Readiness to begin nursing as a profession is assessed through the ATI Comprehensive Exam. Policies for this assessment are as follows:
1. Students must take the Comprehensive Predictor Exam on the assigned date during their last semester with the University.

2. Students must achieve "90% probability of passing NCLEX" to pass the exam.

3. Students that do not pass the Comprehensive Predictor Exam will follow the process of remediation for the Comprehensive Predictor Exam as described below.

ATI Remediation Process

Remediation for the *individual courses* will be as follows:

1. Students who do not receive the designated level on the Proctored Exam One must locate the Focused Review.

2. Using the Focused Review as a guide, students will review the course textbook, ATI Review program, multimedia files, notes from class, and other appropriate materials to study areas of need.

3. After significant review, students should use Practice Test 2 to assess their current understanding of content and readiness for the next competency exam.

4. If one does not receive a 90% on Practice Test, repeat the study process and retest until a 90% is achieved.

5. Students must take Proctored Exam Two on the designated date and achieve the required competency level. Failure to achieve this level results in a course failure.

Remediation for the *Comprehensive Predictor Exam* will be as follows:

1. Review the "Individual Performance in the Major Content Areas" section to identify your individual scores in each area. Identify those areas in which a score below 71.3% was achieved on the Individual Score.

2. On the ATI website, locate "Topics to Review." Check your test results and locate the questions you missed in each major and subsequent area. Use this information to create a plan for remediation activities.

3. Students should use the same steps as directed in the individual course remediation instructions. After significant review, take the Comprehensive Practice Test.

4. Based upon your results from this test, review the reading materials again, review the questions and rationales for each, and look for the key words that will indicate what the question is actually asking for.

5. As necessary, continue remediation and test taking until you are confident you understand the material.

6. Students must take Comprehensive Proctored Exam Two on the designated date and achieve a minimum of a 90% probability of passing NCLEX.

7. Students who do not pass the Comprehensive Predictor Exam Two must enroll in and complete the Virtual ATI. Upon completion of the Virtual ATI, the ATI faculty will send a note of competency to the Dean.

8. Students must pass the Comprehensive Predictor or Virtual ATI in order to graduate from the University.

BSN for RN

This program is designed for licensed registered nurses who desire a Bachelor of Science in Nursing (BSN) degree. Students pursuing the BSN for RN option must complete the nursing support and general education requirements before or simultaneous to courses in this program. The following 38 semester hours of nursing credit are "banked" and will be awarded to students pending successful completion of the first course taken in the program:

Nursing General Education and Support Requirements:
A minimum of 61 credit hours are needed to transfer to the University for the BSN for RN program.

General Education Courses

English Composition I	3
English Composition II	3
Speech/Interpersonal Communications	3
Math	3
Humanities or Fine Arts	9
Social Behavioral Science	3
General Electives	6
Total Hours	30

†Please note that the science and computer courses must have been completed no more than five years prior to your intended semester of enrollment.

Course	Credits
Nursing Support Courses	
†Human Anatomy and Physiology I	4
†Human Anatomy and Physiology II	4
†Microbiology	4
†General Chemistry	4
Developmental Psychology: Lifespan	3
Statistics	3
Introduction to Psychology	3
Introduction to Sociology	3
†Introduction to Computers	3
Total Hours	31

Total Credits for the Degree

Nursing Support and General Education courses	61
Nursing Credits	
Banked courses	38
BSN for RNs courses	21
Total for Degree	**120 SH**

Banked Courses	Credits
NUR 3140 Pathophysiologic Mechanisms	3 SH
NUR 3240 Pharmacotherapeutics in Nursing	3 SH
NUR 3241 Adult Health Nursing I	5 SH
NUR 4140 Family Assessment & Health Promotion	3 SH
NUR 4141 Women & Newborn Health Nursing	4 SH
NUR 4241 Pediatric Health Nursing	4 SH
NUR 4441 Mental Health Nursing	4 SH
NUR 4540 Gerontological Health Nursing	2 SH
NUR 4641 Adult Health Nursing II	5 SH
NUR 4642 Professional Role Transition	5 SH
Total Credits	**38** SH

BSN for RN students must complete the following courses:

Nursing Major*	Credits
NUR 4710 Health Promotion and Disease Prevention	3 SH
NUR 4720 Professional Values	3 SH
NUR 4730 Health Information Management Systems	3 SH
NUR 4740 Evidence Based Practice	3 SH
NUR 4750 Organizational Systems Leadership	3 SH
NUR 4760 Health Care Policy, Finance, & Regulatory Environments	3 SH
NUR 4770 RN Capstone	3 SH
Total Credits	**21**

*Note: All 21 hours of nursing credit must be taken at Resurrection University.

Students may begin the program at any point of the sequence with one exception: NUR 4770 RN Capstone must be completed as the final course of the program.

BSN for RN students must complete all degree requirements (including, general education and pre-requisites) within three years of beginning the program.

_____

GRADUATE CURRICULUM

Purpose of the Graduate Nursing Program
Graduate students are prepared as advanced generalists or specialists who will care for patients throughout the full spectrum of healthcare delivery settings and across various stages of health and wellness.

Graduate Nursing Program Outcomes
Upon completion of this program of study, graduates will:
- Apply effective modes of communication in the provision of care to patients and aggregates.
- Meet professional writing standards for usage, structure, format, content, stylistic criteria, and audience.
- Synthesize critical thinking processes used to make logical decisions in advanced nursing practice.
- Participate in and lead, when appropriate, collaborative teams to improve healthcare delivery and outcomes.
- Demonstrate inclusion of evidence based and translational science practices in efforts to guide professional activities and improve patient and institutional practices.
- Demonstrate professional behavior within practice settings and to the public that is consistent with standards, regulatory and ethical codes in the profession and community.
- Demonstrate leadership roles within the profession and community.
- Design, implement and evaluate innovative individual or population-based programs of care/administration/education to achieve quality outcomes.
- Participate in the development, implementation of, and advocate for policies that improve the profession of nursing and health of the public.

Resurrection University offers the following graduate nursing majors:
- **Nurse Administrator** (NA). The NA acquires a depth of knowledge and skill to transform the delivery of nursing and healthcare in leadership, management, and systems administration positions.

- **Clinical Nurse Leader** (CNL). The CNL functions as an advanced generalist to provide and direct competent nursing care both at the point of care and throughout the healthcare delivery system.

- **Nurse Practitioner** (NP). As a primary care provider, the NP is responsible for health assessment, health promotion, risk reduction, and management of health and common health alterations addressed in a primary care setting. There are two concentrations within this major: family nurse practitioner (FNP) and adult geriatric nurse practitioner (ANP).

- **Nurse Educator** (NE). The NE contributes to the education of the patient, community, staff nurses, and nursing student in an academic setting.

Graduates will be prepared to take the Clinical Nurse Leader, Nursing Administration, and Nurse Practitioner certification examinations provided by the American Nurses Credentialing Center. Nurse Administrator certification may also be sought through the American Organization of Nurse Executives. The Nurse Educator graduate will be prepared to take the National League of Nursing Certified Nurse Educator (CNE) certification.

Academic Progression Requirements for the Graduate Nursing Program
The normal full-time graduate student credit load is six to nine semester hours per semester. A student who carries less than six hours per semester is considered a part-time student.

Students in all graduate majors must maintain a cumulative GPA of 3.0 in graduate course work to remain in good academic standing. A full-time student whose cumulative GPA falls below 3.0 may enroll for one semester as a probationary student to attempt to raise the cumulative GPA. A part-time student may enroll for two semesters as a probationary student.

A student at risk of earning a grade below B will receive an academic development and referral (ADRN) notice from the course instructor. Students are dismissed from the University upon failing to achieve satisfactory academic standing in the required period of time or if their GPA falls below a 3.0 a second time.

When a course is repeated, only the grade and credit hours for the last attempt will be used in computing GPA, quality points, and credit. However, both attempts will be recorded and remain on the official transcript.

The graduate program consists of a series of courses known as the MSN Core, MSN Business or APN Clinical Core, and the Specialty courses. The program outcomes, curriculum, and program of study for each major are projected below.

Students must complete all degree requirements for the MSN program within four years of beginning the program.

Nurse Administrator Major Outcomes & Curriculum Plan
1. Synthesize and apply theories, conceptual models, principles from nursing and other related disciplines to facilitate clinical and administrative decision making.
2. Integrate the use of communication skills, information systems, and technology in relation to nursing administration.
3. Develop collaborative relationships and partnerships that are interdisciplinary to improve the environment in which healthcare is delivered.
4. Interpret and apply evidenced-based data to assess cohort risk, implement interventional strategies, and evaluate outcomes as part of an interdisciplinary administration team.
5. Develop strategies to achieve quality outcomes in care delivery with respect to patients, fiscal and human resources.
6. Pursue continuous quality improvement through the nurse administrator role.
7. Provide leadership in conceptualization, design, implementation, and evaluation of healthcare delivery systems across the healthcare continuum.
8. Create a capstone project for oral and written presentation on a nursing administration topic.

Clinical Nurse Leader Major Outcomes & Curriculum Plan
1. Synthesize and apply theories and conceptual models from nursing and other related disciplines to facilitate clinical practice decision making.
2. Integrate the use of communication skills, information systems and standardized languages in relation to clinical outcomes and continuous performance measures.
3. Develop collaborative interdisciplinary relationships and partnerships to improve the healthcare of the cohort population.
4. Interpret and apply evidenced-based data to assess cohort risk, implement interventional strategies, and evaluate outcomes as part of an interdisciplinary healthcare team.
5. Design, implement, and evaluate innovative population based programs of care to achieve quality outcomes.
6. Pursue continuous quality improvement through the clinical nurse leader role.
7. Serve as an advanced practice generalist for a cohort population within the selected healthcare subsystem.
8. Create a capstone project for oral and written presentation on a nursing practice topic.

<u>**MSN Core Courses**</u>   **11 Semester Hours (SH)**

NRG 5000 Theoretical Foundations of Nursing Practice   (3 SH)
NRG 5002 Health Care Delivery   (3 SH)
NRG 5005 Evidence Based Practice for Advanced Nursing Role   (3 SH)
NRG 5910 Leadership Roles in Health Organizations   (3 SH)

<u>**APN Clinical Core Courses**</u>   **9 SH**

NRG 5101 Advanced Health & Physical Assessment   (3 SH)
NRG 5101R APN Residency (40 hours + 20 hours lab)   (0 SH)
NRG 5102 Advanced Pathophysiology   (3 SH)
NRG 5103 Advanced Pharmacology   (3 SH)

<u>**Clinical Nurse Leader Specialty Courses**</u>   **20 SH**

NRG 5501 Human Resource Management   (3 SH)
NRG 5503 Quality, Utilization & Outcomes Management   (3 SH)
NRG 5403 Clinical Nurse Leader I   (3 SH)
NRG 5403R CNL Residency (90 hours)   (1.5 SH)
NRG 5404 Clinical Nurse Leader II   (3 SH)
NRG 5404R CNL Residency (150 hours)   (2.5 SH)
NRG 5405R Intensive CNL Residency Δ (240 hours + seminar)   (4 SH)

Δ = seminar in last semester of residency

                                      Total   **39 SH**

Program of Study:

Year	Fall	Spring	Summer
1	Theoretical Found (A Term) Adv Pathophysiology (15 weeks)	Health Care Delivery (C Term) Adv Pharmacology (15 weeks)	Adv Assessment (E Term w/20°lab) (F Term 5101R w/40º)
2	EBP (A Term) HR Management (B Term)	Qual, Util & Out Mgmt (C Term) CNL I (15 weeks) CNL Residency (D Term; NRG 5403R w/90°)	

3	CNL II (15 weeks)
	CNL Residency
	   (15 weeks; NRG 5404R w/150°)
	Leadership Project
	   (15 weeks; 2 SH)
		CNL Residency
		   (15 weeks; NRG 5405R w/240°)	

Nurse Practitioner Major Outcomes & Curriculum Plan

1. Synthesize and apply theories and conceptual models from nursing and other related disciplines to facilitate clinical practice decision making.
2. Integrate the use of communication skills, information systems and standardized languages in relation to clinical outcomes and continuous performance measures.
3. Develop collaborative, interdisciplinary relationships that improve the delivery of healthcare to selected populations.
4. Interpret and apply evidenced-based data to assess cohort risk, implement interventional strategies and evaluate outcomes as part of an interdisciplinary healthcare team.
5. Design, implement and evaluate innovative individual or population-based programs of care to achieve quality outcomes.
6. Pursue continuous quality improvement through the NP role.
7. Serve as a primary care provider and critical member of an interdisciplinary team managing the health of the selected population.
8. Create a capstone project for oral and written presentation on a nursing practice topic.

The College of Nursing offers two concentrations: **Adult-Geriatric Nurse Practitioner** and **Family Nurse Practitioner**. The majority of courses in the concentration are identical, which allows for rich discussions. Each concentration also has population specific foci.

Adult-Geriatric Nurse Practitioner Concentration

<u>MSN Core Courses</u>	**11 Semester Hours (SH)**
NRG 5000 Theoretical Foundations of Nursing Practice	(3 SH)
NRG 5002 Health Care Delivery	(3 SH)
NRG 5005 Evidence Based Practice for the Adv Practice Nurse	(3 SH)
NRG 5910 Leadership Roles in Health Organizations	(2 SH)

<u>APN Clinical Core Courses</u>	**9 SH**
NRG 5101 Advanced Health & Physical Assessment	(3 SH)
NRG 5101R APN Residency (20 hours lab + 40 hours)	(0 SH)
NRG 5102 Advanced Pathophysiology	(3 SH)
NRG 5103 Advanced Pharmacology	(3 SH)

<u>NP Specialty Courses</u>	**21.5 SH**
NRG 5104 APN Skills Intensive	(2 SH)
NRG 5701 APN Management of Adult Health I	(3 SH)
NRG 5701R APN Residency (60 hours)	(1 SH)
NRG 5702 APN Management of Adult Health II	(3 SH)
NRG 5702R APN Residency (90 hours)	(1.5 SH)
NRG 5703 APN Management of Special Populations	(3 SH)
NRG 5703R APN Residency (120 hours)	(2 SH)
NRG 5710 APN Role Transition	(3 SH)
NRG 5720R Intensive APN Residency Δ (190 hours + seminar)	(3 SH)

Δ = seminar in last semester of residency

Total	**41.5 SH**

Program of Study:

Year	Fall	Spring	Summer

1	Theoretical Foundation
	          (A Term)
	Adv Pathophysiology
	          (15 weeks)
		Health Care Delivery
		          (C Term)
		Adv Pharmacology
		          (15 weeks)
			Adv Assessment
			 (E Term w/20° lab)
			 (F Term NRG 5101R
			  w/40º)
			APN Skills Intensive
			 (2 weeks in F Term)

2	EB Practice (A Term) Adult Health I (15 weeks) APN Residency (B Term; NRG 5701R w/60°)	Adult Health II (15 weeks) APN Residency (12 weeks; NRG 5702R w/90°) Scholarly Synthesis (15 weeks; 1 SH)	
3	Sp Populations (15 weeks) APN Residency (B term; NRG 5703R w/120°) Leadership Project (15 weeks; 1 SH)	APN Role Transition (C Term) APN Residency (15 weeks; NRG 5720R w/190°)	

Family Nursing Practitioner Concentration

MSN Core Courses   **11 Semester Hours (SH)**
NRG 5000 Theoretical Foundations of Nursing Practice   (3 SH)
NRG 5002 Health Care Delivery   (3 SH)
NRG 5005 Evidence Based Practice for the Adv Practice Role   (3 SH)
NRG 5905 Scholarly Synthesis OR   (2 SH)
NRG 5910 Leadership Roles in Health Organizations

APN Clinical Core Courses   **9 SH**
NRG 5101 Advanced Health & Physical Assessment   (3 SH)
NRG 5101R APN Residency (20 in lab & 40 in clinical)   (0 SH)
NRG 5102 Advanced Pathophysiology   (3 SH)
NRG 5103 Advanced Pharmacology   (3 SH)

NP Specialty Courses   **24.5 SH**
NRG 5104   APN Skills Intensive   (2 SH)
NRG 5701   APN Management of Adult Health I   (3 SH)
NRG 5701R APN Residency (60 hours)   (1 SH)
NRG 5702   APN Management of Adult Health II   (3 SH)
NRG 5702R APN Residency (90 hours)   (1.5 SH)
NRG 5704   APN Management of Women's Health   (3 SH)
NRG 5704R APN Residency (60 hours)   (1 SH)
NRG 5705   APN Management of Pediatric &   (3 SH)
            Adolescent Health
NRG 5705R   APN Residency (60 hours)   (1 SH)
NRG 5710   APN Role Transition   (3 SH)
NRG 5720   Intensive APN Residency Δ (190 hours + seminar)   (3 SH)
Δ = seminar in last semester of residency
                    Total Credits   **44.5 SH**

Program of Study:

Year	Fall	Spring	Summer
1	Theoretical Foundation (A Term) Adv Pathophysiology (15 weeks)	Health Care Delivery (C Term) Adv Pharmacology (15 weeks)	Adv Assessment (E Term w/20° lab) (F Term NRG 5101R w/40°) APN Skills Intensive (2 weeks in F Term)
2	EB Practice (A Term) Adult Health I (15 weeks) FNP Residency (B Term; NRG 5701R w/60°)	Adult Health II (15 weeks) FNP Residency (12 weeks; NRG 5702R w/90°) Scholarly Synthesis (15 weeks; 1 SH)	Womens' Health (E Term) FNP Residency (F Term; NRG 5704R w/60°)
3	Ped/Adol Health (15 wks) FNP Residency (B Term; NRG 5705Rw /60°) Leadership Project (15 weeks; 1 SH)	APN Role Transition (C Term) FNP Residency (15 weeks; NRG 5720R w/190°)	

Nurse Educator Major Outcomes & Curriculum Plan

1. Synthesize and apply theories, conceptual models and principles from nursing and other related disciplines to facilitate decision making related to nursing education.
2. Integrate the use of communication skills, information systems, and technology in relation to nursing education.
3. Develop and maintain collaborative relationships required in the delivery of effective nursing education programs.
4. Interpret & apply evidenced-based data to assess cohort risk, implement interventional strategies, & evaluate outcomes part of an educational team.
5. Design, implement and evaluate innovative teaching, learning and evaluation strategies used in educational programs to achieve quality outcomes.
6. Pursue continuous quality improvement through the nurse educator role.
7. Serve as a leader, consultant, mentor or change agent to advance nursing education and facilitate learner development and socialization.
8. Participate in innovative curriculum design and evaluation of program outcomes.
9. Create a capstone project for oral and written presentation on a nursing education topic.

MSN Core Courses   **11 Semester Hours (SH)**
NRG 5000 Theoretical Foundations of Nursing Practice   (3 SH)
NRG 5002 Health Care Delivery   (3 SH)
NRG 5005 Evidence Based Practice for the Adv Practice Role   (3 SH)
NRG 5910 Leadership Roles on Health Organizations   (2 SH)

APN Clinical Core Courses   **9 SH**
NRG 5101 Advanced Health & Physical Assessment *   (3 SH)
NRG 5101R APN Residency   (0 SH)
NRG 5102 Advanced Pathophysiology   (3 SH)
NRG 5103 Advanced Pharmacology   (3 SH)

Nurse Educator Specialty Courses   **18 SH**
NRG 5601   Clinical Management for Nurse Educators   (3 SH)
NRG 5601R Clinical Mgmt Residency (60 hours)   (1 SH)
NRG 5602   Teaching/Learning in Nursing Education   (3 SH)
NRG 5602R T/L Residency (30 hours)   (0.5 SH)
NRG 5604   Evaluation & Testing in Nursing Education   (3 SH)
NRG 5603   Curriculum Development in Nursing Education   (3 SH)
NRG 5606   Legal and Ethical Issues in Nursing Education   (1 SH)
NRG 5607R Nurse Educator Residency (60 hours)   (1 SH)
NRG 5608R Nurse Educator Residency (60 hours)   (1 SH)
NRG 5609R Nurse Educator Residency Δ(90 hours)   (1.5 SH)
Δ = seminar in last semester of residency
                              Total Credits   38 SH

Program of Study:

Year	Fall	Spring	Summer
1	Theoretical Foundation (A Term) Adv Pathophysiology (15 weeks)	Health Care Delivery (C Term) Adv Pharmacology (15 weeks)	Adv Assessment (E Term w/20° lab) (F Term NRG 5101R/40°)
2	EB Practice (A Term) Cl Mgmt for NE (B Term; NRG 5601R w/60°)	Teaching/Learning (C Term) Evaluation & Testing (D Term) NE Residency (D Term; NRG 5602R w/30°) Leadership Project (15 weeks; 1 SH)	Legal/Ethical Issues (2 wks in E Term) NE Residency (E/F Term; NRG 5607R w/60°)
3	Curriculum Dev (A Term) NE Residency (15 weeks; NRG 5608R w/60°) Leadership Project (15 weeks; 1 SH)	NE Residency (15 weeks; NRG 5609R w/90°)	

RN-MSN Program

Nurses who have previously graduated from a nursing diploma program or earned an associate degree in nursing are eligible to pursue advanced study leading to an MSN degree. In order to be eligible for the program, the student must have graduated from a regionally accredited institution with a state approved and NLNAC accredited nursing program.

This program is designed to build upon the initial nursing education and foster growth and development in the profession. In recognition of the basic nursing program and work experience, 38 semester hours of academic credit are banked and awarded upon successful completion of the first BSN for RN Bridge course at Resurrection University (see Program Details below).

Students pursuing the RN-MSN program option must complete all admission requirements listed for the undergraduate BSN program before initiating the RN-MSN program of study. Students must complete the BSN to RN Bridge Courses with a grade of B or greater in order to matriculate into the graduate level courses. In addition, students must hold an unrestricted Illinois registered professional nursing license.

The MSN program consists of three groups of courses: MSN Core Courses, Business or APN Clinical Core Courses, and Specialty Courses. All students complete the MSN Core Courses. The remainder of the program is determined by the selected major. Specific details of the degree program may be found below and through discussions with the Graduate Program Admissions Advisor.

Program Details

Nursing Pre-requisite and General Education Courses   61 SH

Banked Courses
NUR 3140 Pathophysiologic Mechanisms	3 SH
NUR 3240 Pharmacotherapeutics in Nursing	3 SH
NUR 3241 Adult Health Nursing I	5 SH
NUR 4140 Family Assessment & Health Promotion	3 SH
NUR 4141 Women & Newborn Health Nursing	4 SH
NUR 4241 Pediatric Health Nursing	4 SH
NUR 4441 Mental Health Nursing	4 SH
NUR 4540 Gerontological Health Nursing	2 SH
NUR 4641 Adult Health Nursing II	5 SH
NUR 4642 Professional Role Transition	5 SH
Total for component	**38 SH**

Program specific courses:

<u>BSN to RN Bridge Courses</u>

NUR 4710 Health Promotion and Disease Prevention	3 SH
NUR 4720 Professional Values	3 SH
NUR 4730 Health Information Management Systems	3 SH
NUR 4740 Evidence Based Practice	3 SH
NUR 4750 Organizational Systems Leadership	3 SH
NUR 4760 Health Care Policy, Finance & Regulatory Environments	3 SH
Total for component	**18 SH**

<u>MSN Core Courses</u>

NRG 5000 Theoretical Foundations of Nursing Practice	3 SH
NRG 5002 Health Care Delivery	3 SH
NRG 5005 Evidence Based Practice	3 SH
NRG 5910 Organizational & Health System Leadership (effective 8/12)	<u>2 SH</u>
Total for component	**11 SH**

<u>Major of choice</u>

MSN Business *or* APN Clinical Core	9-12 SH
Specialty Courses	14-24.5SH
Total for component	**<u>23-36.5 SH</u>**
Total for courses taken at Resurrection University	**57-62 SH**

Post Master's Certificate Programs

A student must already have an MSN degree and meet the admissions requirements for the MSN program to enroll in the post-master's certificate program. Meeting the post-master's course requirements for the chosen major will prepare a student to take the certification examination for that major. Depending on a student's prior coursework, additional courses may be necessary to meet the requirements by a certifying body. The Dean will review the transcript of prior coursework and determine any deficiencies for the major desired certificate program.

Required courses for post-master certificate majors:

Clinical Nurse Leader

Course Requirements	Credits
NRG 5501 Human Resource Management	3
NRG 5503 Quality, Utilization & Outcomes Management	3
NRG 5403 Clinical Nurse Leader I	3
NRG 5403R CNL Residency (90 hours)	1.5
NRG 5404 Clinical Nurse Leader II	3
NRG 5404R CNL Residency (150 hours)	2.5
NRG 5405R Intensive CNL Residency (200 hours + seminar)	4
Total Credits	**20**

Nurse Administrator

Course Requirements	Credits
NRG 5501 Human Resources Management	3
NRG 5502 Strategic Planning & Operational Management	3
NRG 5503 Quality, Utilization & Outcomes Management	3
NRG 5505R Nurse Administrator Residency	0.5
NRG 5506R Nurse Administrator Residency	0.5
NRG 5507R Nurse Administrator Residency	1.5
NRG 5508R Intensive NA Residency	2.5
Total Credits	**14**

Nurse Educator

Course Requirements	Credits
NRG 5602 Teaching/Learning in Nursing Education	3
NRG 5602R T/L Residency (30 hours)	0.5
NRG 5604 Evaluation & Testing in Nursing Education	3
NRG 5603 Curriculum Development in Nursing Education	3
NRG 5606 Legal and Ethical Issues in Nursing Education	1
NRG 5607R Nurse Educator Residency (60 hours)	1
NRG 5608R Nurse Educator Residency (60 hours)	1
NRG 5609R Nurse Educator Residency Δ (90 hours)+seminar	1.5
Total Credits	**14**

COURSE DESCRIPTIONS

Undergraduate

Prerequisite *— A course required to be taken before another course.*
Corequisite — *A course required to be taken simultaneously with another course.*
Course credits code — *(Theory credit: Clinical/Lab credit: Clinical/Lab contact hours)*

College of Allied Health

HEALTH INFORMATICS AND INFORMATION MANAGEMENT

Support Course

AH 2700 Pathopharmacology   **4(4:0:0)**
An introduction to the general disease process. Stress is placed upon the occurrence of disease, the signs and symptoms of disease, the test values and findings of disease, and the therapeutic treatment of disease.

HIIM Courses

HIM 3100 Introduction to HIIM & Lab   **4(3:1:2)**
An introduction of the principles and procedures used in health record organization, maintenance and retention, numbering and filing systems and procedures, forms control and design, and microfilming. The functions and duties of the health information administrator and purpose/uses of the health record in the healthcare delivery system are emphasized.
Prerequisite:
Introduction to Computers

HIM 3105 Human Resource Management in Health Care   **3(3:0:0)**
A study of the principles of managing HIIM departments in acute care hospitals and other healthcare settings. This course provides an opportunity for students to apply theoretical learning to traditional HIIM managerial responsibilities and in the expanded role of the HIIM professional.

HIM 3110 Health Information Management Systems   **3(3:0:0)**
This course provides an introduction to healthcare information systems, database management, data quality, and system design. In this course general computer office applications and healthcare specific information technology applications are presented and used. Technology that supports patient care and the benefits of healthcare technology are emphasized in this course. The student's major product for this course will focus on information systems as related to workload, quality improvement, resource utilization, and data management.

HIM 3115 Comparative Records   **3(3:0:0)**
Theory and procedures for management of health information in non-acute care hospital settings to include long term care, ambulatory care, psychiatric care, rehabilitation care, prison care, and health information exchange settings
Prerequisite:
Medical Terminology

HIM 3220 Introduction to Classification Systems & Lab   **4(2:2:4)**
This course focuses on the theory, structure, and organization of the ICD-10 CM/PCS coding systems. Emphasis will be on the application of coding principles to accurately assign ICD-10-CM codes to health records. ICD-CM and other classification and nomenclature systems such as SNOMED will be reviewed. Manual coding of diagnoses and procedures in the acute healthcare setting will be performed and electronic encoding systems will be introduced and used.
Prerequisites:
Anatomy & Physiology I

HIM 3331 Legal & Ethical Aspects of HIIM   4(4:0:0)

This course is an in-depth study of the legal issues in health informatics and information management with a focus on statutory and regulatory requirements, case law and practical applications. Special legal problems associated with access to patient information, disposition of records, confidentiality and privacy, reporting requirements and compliance with state and federal legislation are emphasized. This course is also an introduction to healthcare ethics and emphasizes ethical decision making as well as participation in research and bio-ethics committees in healthcare organizations.

HIM 3335 Health Information Systems Infrastructure & Database Design Principles   (3:0:0)

This course introduces a variety of computer system infrastructure concepts including architecture, data communication, and network topologies. Intermediate level relational database design theory is also emphasized. Data model development, data structure design, data normalization and data relationships are emphasized and applied to create a healthcare related database.

HIM 3400 Quality Improvement   2(2:0:0)

This course presents regulatory agency requirements for quality improvement, utilization management and risk management concepts. Other topics include, credentialing, peer review, pay for performance, recovery audit contracts and other quality performance based programs.

HIM 3450 Directed Experience   3(0:2:3)

This course will allow students to develop insight and understanding of the healthcare delivery system as related to health informatics and information management responsibilities and procedures. This is a supervised clinical experience in the basic operations of traditional (hospital based) or non-traditional health information management settings.

HIM 4110 Classification, Nomenclature and Indexing of Health Data and Lab   4(2:2:4)

The study of classification and nomenclature systems continues with an emphasis on CPT coding. The relationship between medical coding and healthcare reimbursement is introduced.
Prerequisites:
Anatomy & Physiology II
Pathopharmacology

HIM 4115 HIIM's Role in Assessing and Implementing Health Information Technologies   3(3:0:0)

This course studies the concept of integrating organization wide health information technology. Students will evaluate how this technology impacts overall operations in healthcare settings from both a clinical and administrative perspective. The system development life cycle and basic project management theories are addressed.

HIM 4200 Budget and Finance for the Healthcare Setting   3(3:0:0)

This course is an overview of healthcare finance to include payer mix, bond rating, investment and capitalization, accounting principles, budget process, cost benefit analysis and other financial analysis tools.

HIM 4203 Project Management   4(4:0:0)

This course introduces the concept of project management through theory and applied learning methods. Students, working in teams or individually to complete health informatics and information management based projects in this course.

HIM 4320 Healthcare Reimbursement   3(3:0:0)

This course addresses the revenue cycle in acute healthcare organizations from the point of patient registration through claims billing with an emphasis on federal regulations and the role of HIIM in the revenue cycle management process. Compliance strategies, charge master, case mix management, and payment systems and plans are introduced.

HIM 4420 HIIM Statistics and Research   3(3:0:0)

This course introduces the concept of research in the HIIM profession. Students will complete an assigned research project to include quantitative, qualitative, or mixed methods. Healthcare statistics are also introduced in this course.
Prerequisites:
Statistics

HIM 4525 Data Analysis and Lab   4(3:1:2)

Collection, analysis, display, interpretation and management of healthcare data are addressed in this course. Definitions, sources, computations, reporting systems and methods of quality statistical process control will be explored in relationship to the management of health information. The use of data in research will also be explored.

HIM 4601 Professional Communication & Leadership in the Healthcare Setting   3(3:0:0)

The course offers a comprehensive study of selected HIIM professional practice problems. Students will use scenario based and simulated situations to apply leadership skills. Critical thinking and problem solving are key components of this course. This course also provides students with an overview of communicating with a broad spectrum of healthcare team members including physicians, nurses, administrators, allied health professionals, and patients and their representatives. Written, oral, and technology based communications are addressed with a focus on professionalism and cooperative communications.

HIM 4650 Professional Practice Experience   4(0:4:16)

This course is a project-based experience in a healthcare or related setting. Students will participate in administrative, management, and problem solving activities in a traditional (hospital) or non-traditional setting. The student will present the project in a written format upon completion of the course.

HIM 4675 Professional Practice Project   4(4:0:0)

During this course, Post-baccalaureate Certificate candidates (and baccalaureate students who have been approved by the HIIM Program Director or Chief Academic Officer) complete a research-based project related to a HIIM topic. The student will research administrative, management, emerging technology, trends, and/or problem solving in HIIM in a traditional (hospital) or non-traditional setting. The student will present a final project report upon completion of the project.

College of Nursing
Undergraduate Nursing

TSS001 Transition Success Seminar   0

This is a zero-credit, pass/fail course designed to facilitate academic success and promote retention for new BSN pre-licensure students**.** The focus is on the development and application of study skills required for college-level work, as well as the identification and minimization of barriers that impede individual student achievement. This course is taught using a combination of classroom presentation and discussion, small group activities, ongoing personal reflection, independent readings and assignments, guest speakers, and individual meetings with the Student Services staff.
Course Requirement:
Admission to the College of Nursing

NUR 3131 Health Assessment I   1.5(1:0.5:1)

This is the first course that focuses on holistic health assessment of adults. Health promotion, health risk identification, and disease prevention strategies are introduced as an element of the assessment process. Content begins with health history interviews and extends through assessment of the thorax. Students will practice communication, interviewing, and assessment skills in the Simulation Center.
Course Requirement:
Admission to College of Nursing
Corequisites:
NUR 3140 Pathophysiologic Mechanisms

NUR 3140 Pathophysiologic Mechanisms   3(3:0:0)

This course focuses on the pathophysiology, etiology, and associated clinical findings of selected diseases. Diseases include those selected, according to their prevalence. Clinical application of this knowledge is emphasized.
Course Requirement:
Admission to College of Nursing
Corequisites:
NUR 3131 Health Assessment I

NUR 3141 Foundations of Nursing Practice   **4(2:2, 1:2, 1:3)**

The essential concepts of nursing and nursing practice are introduced. Core concepts introduced in this course include nursing process, therapeutic communication, critical thinking, professionalism, professional role, and standards of practice and performance. Foundational nursing skills and technologies required for safe and competent nursing care are developed. Students actively learn through classroom, Simulation Center, and clinical experience.

Course Requirement:
Admission to College of Nursing
Prerequisites/Corequisites:
NUR 3131 Health Assessment I
NUR 3140 Pathophysiologic Mechanisms

NUR 3231 Health Assessment II   **1.5(1:0.5:1)**

This is the second course that focuses on holistic health assessment of adults. Systematic collection, analysis and synthesis of assessment data continues. Students will refine assessment techniques in the Simulation Center.

Prerequisites:
NUR 3131 Health Assessment I
Corequisites:
NUR 3240 Pharmacotherapeutics in Nursing

NUR 3240 Pharmacotherapeutics in Nursing   **3(3:0:0)**

This course focuses on the pharmacological interventions for selected diseases. Diseases include those identified, from the Healthy People 2020 objectives in accordance to their prevalence. Acquisition and clinical application of this core knowledge are emphasized.

Prerequisites:
NUR 3131 Health Assessment I
NUR 3140 Pathophysiologic Mechanisms
Corequisites:
NUR 3231 Health Assessment II

NUR 3241 Adult Health Nursing I   **5(3:2:6)**

This course focuses on nursing and collaborative healthcare in the acute care setting. The concepts of health assessment, health promotion, pathophysiology and pharmacology will be integrated. Students continue to expand their foundation for the nursing care of adult clients. The nursing process, development of professional relationships, planning, and provision of care to adults with health alterations are emphasized in the class and clinical area.

Prerequisites:
NUR 3131 Health Assessment I
NUR 3140 Pathophysiologic Mechanisms
NUR 3141 Foundations of Nursing Practice
Pre or Corequisites:
NUR 3231 Health Assessment II
NUR 3240 Pharmacotherapeutics in Nursing

NUR 4140 Family Assessment & Health Promotion   **3(3:0:0)**

This course provides the student with an opportunity to explore family theory, family structure, and issues important to the family as it develops. Documenting family dynamics through a social and relational genogram and the skill of patient teaching are emphasized. The role of the professional nurse in the promotion of health and the prevention of disease across the lifespan is examined are expanded.

Prerequisites:
NUR 3240 Pharmacotherapeutics in Nursing
NUR 3241 Adult Health Nursing I

NUR 4141 Women & Newborn Health Nursing   **4(2:2:6)**

This course focuses on the healthcare needs of the childbearing family in a variety of settings. The role and responsibilities of the professional nurse from conception to post-partum are the focus for discussion and experiences. Care of the newborn infant and common gynecological alterations are included. Clinical experience with the childbearing family occurs.

Prerequisites:
NUR 3240 Pharmacotherapeutics in Nursing
NUR 3241 Adult Health Nursing I

NUR 4240 Ethics in Nursing   3(3:0:0)
This course explores theories, models and principles of ethical decision-making in nursing situations across the lifespan and in a variety of settings. Nursing and healthcare dilemmas are identified and analyzed. Critical and analytical thinking skills and the advocacy role of the nurse are emphasized.
Prerequisites:
NUR 3241 Adult Health Nursing I

NUR 4241 Pediatric Health Nursing   4(2:2:6)
This course focuses on the healthcare of children and their families in acute, primary and community settings. Students gain knowledge of the comprehensive scope of healthcare for children and the role of the nurse. Core concepts and constructs include health promotion of the developing child, common variations of health parameters, and engagement with families and communities. Contemporary issues affecting the child and the family are discussed. Clinical experiences occur in pediatric focused healthcare sites.
Prerequisites:
NUR 3240 Pharmacotherapeutics in Nursing
NUR 3241 Adult Health Nursing I

NUR 4440 Research in Nursing   2(2:0:0)
This course focuses on the research process and evidence based practices in nursing and their significance to nursing as a discipline and a profession. Emphasis is placed on understanding the nurses' role as a discriminating consumer of research, critiquing published nursing research, and utilizing research for continuous quality improvement in nursing practice. This course incorporates ethical, cultural, and collaboration issues in healthcare research.
Prerequisites:
Completion of all Level 1 courses

NUR 4441 Mental Health Nursing   4(2:2:6)
The focus of this course is the role of the professional nurse in meeting the mental health and psychiatric needs of individuals, families and groups in their communities. Theoretical concepts related to client's biopsychosocial and cultural responses, mental health promotion, risk reduction, and multidisciplinary psychiatric illness management are explored. Clinical experiences promote development of self-awareness, effective communication techniques, and therapeutic use of self.
Prerequisites:
NUR 3240 Pharmacotherapeutics in Nursing
NUR 3241 Adult Health Nursing I

NUR 4540 Gerontological Health Nursing   2(2:0:0)
This course focuses on healthy aging and the nursing care of older adults. Students explore physiological, functional, cognitive, affective, cultural, ethical and social aspects of the aging process. Research and theoretical perspectives related to nursing management of selected aspects of aging are examined.
Prerequisites:
Completion of all Level I Courses

NUR 4541 Community Health Nursing   4(2:2:6)
This course includes health promotion and primary, secondary and tertiary prevention of health alterations as applied to the care of individuals, families and groups in the community. Evidence based nursing practice with groups and populations is emphasized. Community and public health frameworks including Healthy People 2020 are addressed. Community assessment and collaboration with community partners are explored as essential components in community-focused clinical decision-making. Community-based clinical experiences occur at a variety of settings.
Prerequisites:
NUR 3240 Pharmacotherapeutics in Nursing
NUR 3241 Adult Health Nursing I

NUR 4640 Leadership and Management in Nursing   **3(3:0:0)**

This course focuses on the role of the professional nurse as a leader and manager. Orientation structures and leadership and management theories are examined. Healthcare economics, policy, and regulatory environment issues inherent in leadership and management are analyzed. Critical thinking, research, and decision making in diverse healthcare settings are discussed.
Prerequisites:
All NUR courses in Level 2
Corequisites:
NUR 4641 Adult Health Nursing II

NUR 4641 Adult Health Nursing II   **5(3:2:6)**

This course builds on the knowledge and skills developed in previous nursing courses. Adult Heath Nursing II focuses on nursing and collaborative care of adult clients with complex health problems. Clinical management within acute, long-term or home care settings are incorporated. Clinical experiences integrate more complex knowledge and skills, and priority setting activities during nursing care.
Prerequisites:
All NUR courses in Level 2
Corequisites:
NUR 4640 Leadership and Management in Nursing

NUR 4642 Professional Role Transition   **5(2:3:12)**

This course is designed to assist students with transition to the professional nurse role through a preceptor based clinical experience. The focus of clinical practice is centered on the use of the nursing process, refinement/expansion of clinical skills, time management and priority setting skills, and consistent application of professional behaviors. This experience fosters professional socialization through the process of self-evaluation and self-directed professional development.
Prerequisites:
NUR 4640 Leadership and Management in Nursing
NUR 4641 Adult Health Nursing II

NUR 4710 Health Promotion and Prevention   **3(3:0:0)**

Health promotion and disease, illness and injury prevention of individuals across the lifespan, families, and communities are the foci of this course. Concepts examined include wellness, optimal health, epidemiology, and disease, illness and injury prevention. Students will address components of health, health promotion strategies, and available resources to foster a healthy lifestyle.
Prerequisite:
Admission to BSN for RN or RN-MSN program or consent of the College of Nursing Dean

NUR 4720 Professional Values   **3(3:0:0)**

Analysis and development of professional values and values-based behaviors are the foci of this course. Practice situations, issues or dilemmas are analyzed utilizing a professional ethical framework. Students will select a professional practice issue or concern within their scope of practice, critique the literature related to it, analyze the situation and design a proposal to resolve it.
Prerequisite:
Admission to BSN for RN or RN-MSN program or consent of the College of Nursing Dean

NUR 4730 Health Information Management Systems   **3(3:0:0)**

Patient care technology and technological supports for patient care are the major foci of this course. Information systems that promote a safe environment for patients and healthcare workers will be explored. Systems that provide data about quality of care, quality improvement, and required regulatory reporting will be examined. The student's major product for this course will focus on information systems as related to nursing workload, quality improvement, resource utilization, and/or data management. Cross-listed with HIM 3110.
Prerequisite:
Admission to BSN for RN or RN-MSN program or consent of the College of Nursing Dean

NUR 4740 Evidence Based Practice   **3(3:0:0)**

Scholarship in this course incorporates the identification of practice issues, appraisal and integration of evidence, and evaluation of outcomes. Students will complete the Protection of Human Subjects Training through the National Institute of Health. Students will integrate reliable evidence within their scope of practice as they examine a current policy or procedure related to their practice.

Prerequisite:

Admission to BSN for RN or RN-MSN program or consent of the College of Nursing Dean

NUR 4750 Organizational Leadership   **3(3:0:0)**

The role of the nursing organizational and systems leadership, quality improvement, and safety within the patient care setting are the foci of this course. Quality improvement concepts, processes, and outcome measures are used to evaluate the practice environment. The student's major product for the course focuses on creative strategies to promote a system change.

Prerequisite:

Admission to BSN for RN or RN-MSN program or consent of the College of Nursing Dean

NUR 4760 Healthcare Policy, Finance, and Regulatory Environments   **3(3:0:0)**

This course covers key concepts in the formulation and implementation of health policy and regulatory affairs on quality and cost effective healthcare for individuals and populations. The course includes an overview of financing of healthcare, policy analysis skills, and the ethical and regulatory concepts that govern healthcare in the U.S.

Prerequisite:

Admission to BSN for RN or RN-MSN program or consent of the College of Nursing Dean

NUR 4770 RN Capstone Project   **3(3:0:0)**

As a culminating experience, this course addresses incorporation of one's new knowledge and skills in the student's career management. Strengthening skills in issue analysis, project management, and quality improvement relevant to nursing's scope of practice is emphasized. Students will develop a clinically based, quality improvement which integrates knowledge and skills acquired across their baccalaureate education.

Prerequisite:

All BSN for RN Courses

NUR 4910 Nursing Elective   **1-2 (1-2:0:0)**

Topics to be announced

Prerequisite:

Level 1 courses or 3 terms of E/W BSN program

NUR 4950 Independent Study in Nursing   **1–3**

The student has the opportunity to select a special topic for in-depth study. The student is responsible for identification of objectives, implementation of methodology, outcome criteria and methods and tools for evaluation.

Course Requirement:

Consent of College of Nursing Dean

NUR 4960 Global Perspectives in Healthcare through Service Learning (Undergraduate or Graduate Elective)   **2(1:1:3)**

This course includes nursing assessment and health promotion within the context of a community and identifying needs common to the people within it. Students are given opportunities to learn about healthcare delivery in the context of cultural, familial, socio-economic, and religious systems. Health promotion and nursing intervention will be provided with a holistic perspective on health. Community service sites vary. Students are responsible for the costs incurred with transportation associated with the course.

Course Requirements:

Successful completion of Level 1 courses or RN status

Personal healthcare coverage

Vaccinations required for travel

Ability to travel to intercontinental and international destinations

Consent of the College of Nursing Dean or Chief Academic Officer

Graduate Nursing
Course Credits Code (Theory credit: Clinical/Lab credit: Clinical/Lab contact hours)

NRG 5000 Theoretical Foundations of Nursing Practice 3(3:0:0)
Theoretical frameworks of nursing are examined and critiqued. The evaluation of theory from social, behavioral, organizational and biological sciences are related to nursing practice. Content incorporates nursing theory development from an historical perspective. Emphasis is placed on the analysis of theory and its application to clinical practice.
Course requirement:
Admission to MSN program

NRG 5002 Health Care Delivery 3(3:0:0)
This course surveys healthcare services across the healthcare continuum. The impact of healthcare policy, organization of healthcare delivery systems, and healthcare economics and finance are discussed in relation to the consumer, provider, and policy makers. Students think critically about and discuss health and health care within traditional and emerging delivery practices and paradigms.
Course Requirement:
Admission to MSN Program

NRG 5005 Evidence Based Practice for Advanced Nursing Practice 3(3:0:0)
The focus of this course is the appraisal and utilization of evidenced based research and practice standards or guidelines in advanced nursing practice. Building on undergraduate courses, this course deepens understanding of the research process, interpretation of research outcomes, and the creation of a culture of evidence based practice.
Course Requirement:
Admission to MSN Program

NRG 5101 Advanced Health and Physical Assessment 3(2.5:0.5)
Knowledge and skills associated with assessing all aspects of the patient's health status is addressed in this course. Health assessment, health risk analysis, and health protection are emphasized. Differentiation and interpretation of normal and abnormal findings, and selected laboratory techniques are included. The Simulation Center component of the course provides the opportunity to practice assessment techniques and interpret clinical findings. Includes NRG 5101R for 40 hours of clinical application.
Prerequisites:
NRG 5102 Advanced Pathophysiology or consent of College of Nursing Dean
Course Requirement:
NRG 5101R

NRG 5102 Advanced Pathophysiology 3(3:0:0)
Building upon students' foundational knowledge regarding anatomy, physiology, and basic pathophysiology, pathophysiological content at the cellular, tissue, organ and system levels are related to alterations in homeostasis in humans. Cellular dynamics, bodily defense mechanisms and organ system mechanisms are explored. Frequently encountered primary care conditions are used to illustrate pathologic concepts.
Course Requirement:
Admission to MSN program or consent of College of Nursing Dean

NRG 5103 Advanced Pharmacology 3(3:0:0)
The advanced study of the pharmacotherapeutics of select drug groups commonly employed in the management of health and illness occur in this course. Emphasis is placed on synthesis of pharmacokinetic and pharmacodynamic principles for the prevention and treatment of acute and chronic illnesses commonly seen in primary care practices. Students acquire advanced knowledge as a foundation for prescribing and monitoring pharmaceutical and alternative therapeutic agents.
Course Requirement:
Admission to MSN program or consent of College of Nursing Dean

NRG 5104 APN Skills Intensive   **2(2:0:0)**

This course introduces the student to advanced clinical skills commonly utilized in primary care clinical practice. Principles and practices of health education and diagnostic test selection and the interpretation of results are addressed. Includes simulation center activities.

Prerequisites:
NRG 5102 Advanced Pathophysiology
NRG 5103 Advanced Pharmacology

Corequisites:
NRG5101 Advanced Health and Physical Assessment

NRG 5201 Informatics and Healthcare Technologies   **3(3:0:0)**

This course focuses on developing and understanding concepts relevant to health care technologies, nursing informatics, and the use of computerized health information systems and applications that support clinical and administrative decision making.

Course Requirement:
NA Semester 1 & 2 courses or consent of College of Nursing Dean

NRG 5202 Advanced Leadership and Management   **3(3:0:0)**

This course focuses on development of leadership and management skills applicable for nurse administrators. Organizational health and leadership from within are explored as foundations for understanding politics, power, and decision-making within institutions. Concepts addressed in this course include systems thinking, change theory, high performance teams, high reliability organizations, and relationship management.

Course Requirements:
Admission to the MSN Program
At least 6 SH of MSN Core Courses

NRG 5203 Business Communication   **3(3:0:0)**

Exploration of the theories and principles of communication and skill development in professional communication within the workplace occur within this course. Focus includes social, technical, and report writing; feature and media communication, and proficiency in professional presentations.

Course Requirements:
Admission to MSN Program

NRG 5204 Economics and Finance   **3(3:0:0)**

Analysis and evaluation of classical and modern economic theory, principles and procedures applicable to the healthcare delivery system are addressed. Survey of financial concepts related to healthcare administration for nurse managers provide an understanding of cost analysis, project management, operational and strategic planning, and forecasting techniques. Policy information and implications are discussed.

Prerequisites:
NA Semester courses 1 & 2 courses

NRG 5403 Clinical Nurse Leader I   **3(3:0:0)**

This course focuses on the role of the CNL in health care delivery systems. Emphasis is placed on the microsystem and the CNL competencies for advanced nursing practice including integration of advanced pathophysiology, pharmacology, health assessment, health risk analysis, and disease state management protocols. Evidence-based practice standards and guidelines will be utilized in planning for and provision of individualized, evidence-based, highly effective care to patients. Application of care environment and horizontal leadership skills such as coordination of care across a continuum, team coordination, collaboration, coaching and resource management will be addressed.

Prerequisites:
MSN Core courses
MSN Clinical Core Courses

Corequisite:
NRG 5403R

NRG 5404 Clinical Nurse Leader II   3(3:0:0)

The course focuses on clinical outcomes management through the use of evidence-based practice guidelines and protocols to effectively manage common health alterations within a selected microsystem. The CNL role in advocacy, patient safety, patient and microsystem risk reduction, quality improvement, and the use of nursing technology and informatics will be explored. The theoretical bases of patient and staff education, and research, proposal, and formal report writing will be addressed.
Prerequisite:
NRG 5401 Clinical Nurse Leader I
Corequisite:
NRG 5404R

NRG 5305 Clinical Nurse Leader Residency

The CNL residency provides the student with a clinical experience for implementation of the role of the clinical nurse leader. Each student will select a practice area for development of clinical practice expertise. Integrative clinical seminars are included. Credit distribution may be negotiated until the total course and 500 clinical hours are completed.
Prerequisites:
NRG 5401 Clinical Nurse Leader I

Clinical Nurse Leader Residency

The CNL Residency provides the student with opportunities for implementation of the role of the clinical nurse leader. Each student will select a practice area for development of clinical practice expertise. Credit distribution occurs through the allocation of residency time in NRG 5101R (0 SH), 5403R (1.5 SH), 5404R (2.5 SH) and NRG 5405R (4 SH). The CNL Intensive Residency includes a series of integrative seminars.

NRG 5501 Human Resources Management   3(3:0:0)

This course explores the knowledge and skills required for effective and strategic management of an institution's workforce. Concepts such as recruitment and selection, orientation and training, performance appraisal, compensation and rewards, and disciplining and termination of employees are examined. Human resource development, conflict resolution, compliance with employment and labor laws, and the impact of collective bargaining units are addressed. Strategic initiatives such as workforce planning, talent management, and succession planning are explored. Challenges such as managing organizational cultures, transformational change, re-engineering, and mergers and acquisitions are discussed.
Prerequisites:
All MSN Core Courses.

NRG 5502 Strategic Planning & Operations Management   3(3:0:0)

This course examines theories, models, principles and best practices related to strategic and operational planning to facilitate managerial decision-making. Visionary thinking and change management are addressed.
Prerequisites:
All MSN Core Courses.

NRG 5503 Quality, Utilization, & Outcomes Management   3(3:0:0)

This course explores theories and methods related to utilization and outcomes management for quality improvement in healthcare. Concepts include improvement science, patient safety and quality, health care metrics, evidence-based practice, and translation research.
Prerequisites:
All MSN Core Courses.

Nurse Administrator Residency

The Nurse Administrator Residency provides the student with opportunities for implementation of leadership and management strategies. Each student will select a healthcare system area of focus. Credit distribution occurs through the allocation of residency time in NRG 5505R (0.5 SH), 5506R (0.5 SH), and 5507R (1.5 SH) and NRG 5508R (2.5 SH). The NA Intensive Residency includes a series of integrative seminars.
Prerequisites:

NRG 5601 Clinical Management for Nurse Educators   **3(2:1:4)**
This course focuses on selected common acute and chronic health problems found throughout the body systems of adults. Health promotion, health risk reduction, and health alteration management are integrated into the plan of care for individuals using critical thinking and clinical decision making strategies.
Prerequisites:
NRG 5101
Corequisite:
NRG 5601R

NRG 5602 Teaching and Learning in Nursing Education   **3(3:0:0)**
Focus is upon selected teaching and learning theories with application to nursing education. Examination of adult learning concepts with teaching strategies and tools that facilitate adult learners' preferred learning styles occurs. Innovative classroom and clinical teaching strategies, trends and issues in nursing education including technology and the role of the nurse educator will be explored.
Prerequisites:
4 Semesters of NE program
Corequisite:
NRG 5602R

NRG 5603 Curriculum Development in Nursing Education   **3(3:0:0)**
The curriculum development process will be the focus of this course including an examination of the history of curricula development in nursing education. Innovative approaches to nursing curricula will be explored including creative techniques for web-enhanced and online course development.
Prerequisites:
MSN Core and Clinical Core Courses.
Corequisite:
NRG 5608R

NRG 5604 Evaluation and Testing in Nursing Education   **3(3:0:0)**
This course will focus primarily on classroom and clinical assessment techniques such as test development, interpreting test results, and evaluating performances in the simulated laboratory and clinical areas. Philosophical and ethical issues in assessment and evaluation will be discussed. Program and institutional assessment and evaluation will also be explored.
Prerequisites:
MSN Core and Clinical Core Courses.

NRG 5606 Legal and Ethical Issues in Nursing Education   **1(1:0:0)**
This course involves the examination of power and influence as a teacher, application of ethical and moral reasoning and behaviors in the practice of teaching. It also encompasses exploration of higher education law, commonly encountered legal issues and challenges and the implication of these on the practice of teaching.
Prequisites:
5 Semesters of NE program
Corequisite:
NRG 5607R

Nurse Educator Residency   **7(0:7:28)**
This Nurse Educator Residency will provide students with classroom and clinical experiences for implementation of the role of a nurse educator. Students will choose their clinical specialty area for the residency. Credit distribution occurs thought the allocation of residency time in NRG 5101R (0 SH), 5601R (1 SH), 5602R (0.5 SH), 5607R (1 SH) and 5608 (1.5 SH) and NRG 5609R (1.5 SH). The NE Intensive Residency, includes a series of integrative seminars.

NRG 5701 APN Management of Adult Health I   **3(3:0:0)**
Knowledge of physiology, pathophysiology and pharamacotherapeutics will be expanded and related to specific health alterations. Concepts of health promotion, risk reduction and disease prevention are incorporated into each system examined. Critical thinking and clinical reasoning for primary care management of health and common health alterations is examined as related to neurologic. Skill development include, Residency experiences (NRG 5701R for 60 hours) focus on refining health

assessment and differential diagnosis skills, establishing therapeutic relationships with clients, and managing common acute and chronic health alterations are completed.
Prerequisite:
NRG 5101 Advanced Health/Physical Assessment
NRG 5104 APN Skills Intensive
Corequisite:
NRG 5701R

NRG 5702 APN Management of Adult Heath II   3(3:0:0)
Knowledge of physiology, pathophysiology and pharamcotherapeutics will be expanded and related to specific health alterations. Health promotion, risk reduction and disease prevention are incorporated into each system examined. Critical thinking and clinical reasoning for primary care management of health and common health alterations are examined for these systems: integument, sensory, renal, musculoskeletal and immune. Common communicable and infectious diseases as well as common mental health alterations seen in primary care are addressed. Skill development included. Residency experiences (NRG 5702R for 90 hours) are completed with the focus on planning, monitoring and managing common acute and chronic health alterations.
Prerequisite:
NRG 5701 APN Management of Adult Heath I
Corequisite:
NRG 5702R

NRG 5703 APN Management of Special Populations   3(3:0:0)
Physiology, pathophysiology, pharmacotherapeutics, health promotion, risk reduction and disease prevention will be incorporated into each topic examined. This course addresses primary care management of health and common health alterations of adolescence, women, and older adults. Skill development included. Residency experiences (NRG 5703R for 120 hours) are completed with the focus of refining health assessment and differential diagnosis skills, and managing common acute and chronic health alterations of adolescents, women, and older adults..
Prerequisite:
NRG 5702 APN Management of Adult Health II
Corequisite:
NRG 5703R

NRG 5704 APN Management of Women's Health   3(3:0:0)
This course continues to build a holistic primary care approach to the management of women's health across the lifespan. Topics include: system health alterations common in women, gynecological and reproductive, fertility management, preconception and prenatal care. Skill development included: Residency experiences (NRG 5704R for 60 hours) are completed with the focus of health assessment, differential diagnosis, and managing common acute and chronic health alterations experienced by women.
Prerequisite:
NRG 5702 APN Management of Adult Health II
Corequisite:
NRG 5704R

NRG5705 APN Management of Pediatric & Adolescent Health   3(3:0:0)
This course addresses a holistic primary care approach to the management of children and adolescents. Significant emphasis is placed on family systems theory, anticipatory guidance, and developmental milestone assessment. Topics include: family assessment, developmental and behavioral screening, physical system evaluations, and management of common acute and chronic health alterations seen in children and adolescents. Skill development included. Residency experiences (NRG 5705R for 60 hours) focus on health promotion, risk reduction, and managing common acute and chronic health alterations experienced by children and adolescents.
Prerequisite:
NRG 5702 APN Management of Adult Health II
Corequisite:
NRG 5705R

NRG 5710 APN Role Transition   **3(3:0:0)**

The process of socialization to the role of APN continues. During this course, students examine the bodies which influence or control APN practice as well as ways they can influence the health care system. Professional issues such as provider-patient relationships, collegial relationships with other health care providers, organizational structures which promote and inhibit role performance, and health care policy and activism are explored. Legal and ethical considerations of APN practice and business practices associated with the role are examined.

Prerequisite:
NRG 5703 APN Management of Special Populations
NRG 5705 APN Management of Pediatric & Adolescent Health

Corequisite:
Intensive Residency with seminar

ANP Residency   **(6-7 SH)**

The Nurse Practitioner Residency provides the student with opportunities to implement the nurse practitioner role. Each student will select a health care practice site for NP clinical skill refinement and role fulfillment. Credit distribution occurs through the allocation of residency time in NRG 5101R (0 SH), NRG 5701 (1 SH), 5702R (1.5 SH), 5703R (2 SH), 5704 (1 SH), 5705R (1 SH), and NRG 5720R as delineated by the program. The APN Intensive Residency includes a series of integrative seminars.

NRG 5910 Organizational and Health System Leadership (effective Fall 2012 incoming class)

As a culminating experience, this course provides the student with the opportunity to integrate content from previous courses to advance health care quality and safety for local, national and global communities. Leadership skills critical for advanced nursing practice in complex systems will be strengthened. The student will complete a major project during this course.

NRG 5805 Special Topics   **1(1:0:0)**

This course provides a survey and analysis of selected issues in healthcare. Content varies according to the topic chosen by the faculty. Topics offered will include: legal, ethics, health policy and diversity issues in healthcare. Topics vary by semester.

Requirement:
Consent of Chief Academic Officer

NRG 5900 Independent Study in Nursing   **1-3(1-3:0)**

In-depth study of various topics relevant to nursing administration, education and clinical practice areas.

Course Requirement:
Graduate student standing and Consent of Dean of Nursing

NRG 5905 Scholarly Synthesis   **2(1-2:0)**

As a culminating experience, this scholarly project provides the student with the opportunity to complete a synthesis component of their graduate education. The student will complete one of the following scholarly activities under the guidance of a faculty advisor: research project, evaluation project, evidence-based practice protocol, educational project, grant application, and business plan. One credit hour may be repeated four times until successful project completion.

Prerequisites:
All MSN core and clinical/business core courses.

Disclaimer

FACULTY

College of Allied Health

DIRECTOR OF HEALTH INFORMATICS & INFORMATION MANAGEMENT
Catherine McIlwain, MS&Ed, RHIA
Director of Health Informatics & Information Management/Assistant Professor
BS, University of Toledo, Toledo, Ohio
MS&Ed, University of Toledo, Toledo, Ohio

Theresa L. Jones, MSEd, RHIA
Associate Professor
BS, University of Illinois at Chicago, Chicago, Illinois
MSEd, Chicago State University, Chicago, Illinois

College of Nursing

CHIEF ACADEMIC OFFICER
Sandie Soldwisch, PhD, APN, ANP-BC
Chief Academic Officer, Professor, and Sister Gregory Krzak Endowed Chair for Nursing Education
BSN, Lewis University, Lockport, Illinois
MS, University of Wisconsin–Madison, Madison, Wisconsin
PhD, University of Wisconsin–Madison, Madison, Wisconsin

FACULTY
Maria Aportadera, MS, RN-BC
Instructor
BSN, St. Paul College of Manila, Manila, Philippines
MS, University of Michigan, Ann Arbor, Michigan

Kristen Bayer, MSN, APN, FNP-BC
Instructor
BSN, University of South Alabama, Mobile, Alabama
MSN, University of South Florida, Tampa Bay, Florida

Tamara Bland, MSN, RN
Assistant Professor
BSN, West Suburban College of Nursing, Oak Park, Illinois
MSN, West Suburban College of Nursing, Oak Park, Illinois

Yasmin Cavenagh, MSN, MPH, RN
Instructor
BSN, North Park University, Chicago, Illinois
MSN, West Suburban College of Nursing, Oak Park, Illinois

Lynda Crawford, PhD, RN, CNE
Professor and Assistant Dean for Research and Scholarship
BSN, West Virginia University, Morgantown, West Virginia
MSN, Emory University, Atlanta, Georgia
PhD, Georgia State University, Atlanta, Georgia

Veronica Cronk, MSN, RN
Instructor
BSN, Lewis University, Romeoville, Illinois
MSN, Lewis University, Romeoville, Illinois

Laura Domagala, MSN, RN
Instructor
BSN, Elmhurst College, Elmhurst, Illinois
MSN, North Park University, Chicago, Illinois

Julie Duff, MS, APN, WHNP-BC, CNE
Assistant Professor
BSN, Georgetown University, Washington, D.C.
MS, University of Rochester, Rochester, New York

Laura Dulski, MSN, RNC-HROB, CNE
Assistant Professor
BSN, Elmhurst College, Elmhurst, Illinois
MSN, Loyola University Chicago, Chicago, Illinois

Patricia Engebretson, MSN, APN, CPNP
Instructor
BSN, University of Michigan, Ann Arbor, Michigan
MSN, Rush University, Chicago, Illinois

Beth Holstein, MS, MBA, RN, CNE
Associate Professor
BSN, Southern Illinois University, Edwardsville, Illinois
MS, Rush University, Chicago, Illinois
MBA, Rosary College, River Forest, Illinois

Maureen Kelly, MSN, RN
Instructor
Diploma, James Ward Thorne School of Nursing,
Passavant Memorial Hospital, Chicago, Illinois
AA, Mt. Hood Community College, Gresham, Oregon
BGS, Portland State University, Portland, Oregon
MS, University of Illinois at Chicago, Chicago, Illinois

Gretchen LaCivita, MPH, RN, CPN
Instructor
BSN, Millikin University, Decatur, Illinois
MPH, University of Illinois at Chicago, Chicago, Illinois

KimYon Lewis, MSN, RN
Instructor
BSN, St. Xavier University, Chicago, Illinois
MSN, Resurrection University, Chicago, Illinois

Maria Martinez, MSN, RN
Assistant Professor
BSN, Aurora University, Aurora, Illinois
MSN, West Suburban College of Nursing, Oak Park, Illinois

Regina Mahmood, MS, APN, NP-C
Instructor
BSN, University of Texas at El Paso, El Paso, Texas
MS, North Park University, Chicago, Illinois

Jeny Mathews, MS, RN, MSN-BC
Instructor
BSN, St. Francis University, Joliet, Illinois
MS, North Park University, Chicago, Illinois

Kathleen Muglia, DNP,APN, CPNP
Assistant Professor
BSN, Northern Illinois University, DeKalb, Illinois
MSN, Rush University, Chicago, Illinois
ND, Rush University, Chicago, Illinois

Geri Nicklas, MSN, RN
Associate Professor
BSN, Loyola University, Chicago, Illinois
MS, Depaul University, Chicago, Illinois

Dorothy Osowski, MSN, RN
Assistant Professor
BSN, University of Illinois at Chicago, Chicago, Illinois
MSN, University of Illinois at Chicago, Chicago, Illinois

Nancy Reese, MSN, RN, CNE
Assistant Professor
BSN, Concordia University Chicago, River Forest, Illinois and West
Suburban College of Nursing, Oak Park, Illinois
MSN, Concordia University, Mequon, Wisconsin

Jacqueline Stark, MSN, APN, CPNP
Assistant Professor
BSN, Concordia University, River Forest, Illinois and West Suburban
College of Nursing, Oak Park, Illinois
MSN, University of Missouri, St. Louis, Missouri

Maria Walker, MSN, APN, FNP-BC
Assistant Professor
BSN, Olivet Nazarene University, Bourbonnais, IL
MSN, Olivet Nazarene University, Bourbonnais, IL

Laurie Zack, MSN, APN, FNP-BC, LPC
Instructor
BSN, University of St. Francis, Joliet, Illinois
MSN, Benedictine University, Lisle, Illinois

Belen Zangrilli, MSN, RN, MAPC
Assistant Professor
BSN, Loyola University Chicago, Chicago, Illinois
MS, University of Illinois at Chicago, Chicago, Illinois
MAPC, Concordia University, River Forest, Illinois

Stephanie Ziroli, MSN, IL-CSN, RN
Assistant Professor

BSN, University of St. Francis, Joliet, Illinois
MSN, Lewis University, Romeoville, Illinois