

Indiana University School of Nursing

Welcome to the Indiana University School of Nursing!

The Indiana University School of Nursing opened its doors in Indianapolis in 1914. Since that time, it has evolved into one of the nation's most eminent schools, as evidenced by our achievements:

- The IU School of Nursing ranks **14th** in National Institutes of Health research funding in public universities.
- Almost **40%** of the baccalaureate prepared professional nurses in Indiana graduate from the IU School of Nursing each year.
- US News & World Report Graduate School rankings for 2017 place the MSN program in the top **10%** of schools ranked. The DNP program is in the top **12%** of schools ranked.
- The **Doctor of Nursing Practice (DNP)** at the IU School of Nursing is a graduate organizational and systems leadership program.
- The **PhD in Nursing Science** at the IU School of Nursing prepares advanced practice nurses to generate knowledge and shape nursing practice to meet society's need for safe, quality and compassionate care.
- The **Research in Palliative and End-of-Life Communication and Training (RESPECT) Center**, co-directed by two IU School of Nursing and one IU School of Medicine faculty, brings together an interdisciplinary team dedicated to improving the care of patients with serious and terminal illness through research, communication and collaboration.
- **NLN Center of Excellence in Nursing Education in two categories: Creating Environments that Promote the Pedagogical Expertise of Faculty (the school has held this designation since 2006) and Creating Environments that Advance the Science of Nursing Education.** The Centers of Excellence Programs sets high standards and serves to truly distinguish and publicly recognize excellent schools. The IU School of Nursing is the first school in the history of the NLN to carry two designations.
- The Indiana University School of Nursing **Champion Center for Cancer Control** research expands and strengthens the schools research and reasearch training program in cancer prevention and control. With 12 faculty pursuing oncology research, IUSON has the largest number of oncology-intensive faculty in the country
- Over 40 faculty members hold distinctions in the **American Academy of Nursing, Sigma Theta Tau International, National League for Nursing, and American Academy of Nursing Practitioners.**

Last updated April 2017

Accreditation, Memberships & Designations

Accreditation

- Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036, 202-887-6791; BSN, MSN, and DNP programs
- Indiana State Board of Nursing; BSN program
- American Nurses Credentialing Center's Commission on Accreditation Center for Professional Development and Lifelong Learning

Memberships

The School of Nursing is an agency member of the National League for Nursing's Council of Baccalaureate and Higher Degree Programs, Commission on Collegiate Nursing Education (CCNE), as well as the Committee for Institutional Cooperation (CIC). The school is also a constituency member of the National League for Nursing and the American Association of Colleges of Nursing.

Designations

We are designated an NLN Center of Excellence in Nursing Education in two categories, and are the first school in the history of the National League for Nursing to carry two designations:

- Center of Excellence in Nursing Education; Creating Environments that Promote the Pedagogical Expertise of Faculty, 2006 - 2017
- Center of Excellence in Nursing Education; Creating Environments that Advance the Science of Nursing Education, 2016-2021

Last updated April 2017

Administration

- Robin P. Newhouse, PhD, RN, NEA-BC, FAAN, Dean and Distinguished Professor
- Janice Buelow, PhD, RN, Associate Dean for Academic Operations and Professor
- Janet S. Carpenter, PhD, RN, FAAN, Associate Dean for Research & Scholarship and Distinguished Professor
- Dr. Mary Lynn Davis-Ajami, PhD, MBA, MS, FNP-C, RN, Associate Dean IUB
- Janet Fulton, PhD, RN, ACNS-BC, FAAN, Associate Dean for Graduate Programs and Professor
- Susan M. Hendricks, EdD, MSN, RN, CNE, Associate Dean for Undergraduate Programs and Associate Professor
- Mary Beth Riner, PhD, Associate Dean for Global Affairs and Professor
- Eileen Hacker, PhD, APN, AOCN, FAAN, Department Chair and Professor
- Diane Von Ah, PhD, RN, FAAN, Chair Department of Community & Health Systems and Associate Professor
- Deborah DeMeester, PhD, RN, CNE, Assistant Dean for Pre-Licensure Programs and Clinical Assistant Professor
- Chandra Dyson, MS, MS Ed, Assistant Dean for Student Services

- Barbara Manz Friesth, PhD, RN, Assistant Dean for Learning Resources and Clinical Professor
- Linda Griffin, MBA, CPA, Assistant Dean for Resource Management
- Shannon McDaniel, MS, BS, Assistant Dean for Information Systems
- Laurie Peters, PhD, RN, Assistant Dean for Evaluation
- Lisa Wagnes, MSN, RN, Assistant Dean, Center for Professional Development and Lifelong Learning Community and Health Systems
- Cynthia Bemis, DNP, RN, NE-BC, Assistant Department Chair, Community Health & Systems and Clinical Assistant Professor
- Debra Sipes-Fears, DNP, RN, CCRN, Assistant Department Chair, Science and Nursing Care and Clinical Assistant Professor
- Marsha Baker, MS, Director of Diversity and Enrichment
- Sally Krause, MIS, Director of Marketing and Strategic Communications
- Janet McCully, BS, Director of Development
- Janet Phillips, PhD, RN, ANEF Director, RN BSN Completion Option and Associate Professor

Last updated April 2017

Center for Academic Affairs

The Indiana University School of Nursing Center for Academic Affairs (CAA) serves students with academic advising, records management, and other academic needs. CAA serves as the home for the Associate Deans for Undergraduate and Graduate Programs, the Assistant Dean for Pre-Licensure Programs, the Assistant Dean for Student Services, the Director of Diversity & Enrichment, Academic Advisors, Recorders, and more.

Values

To provide the highest quality services and advisement to achieve student and programmatic success. We do this by applying and demonstrating effective listening skills, personalized attention, strategic problem solving referrals, and team efforts.

Mission

To ensure the integrity of our academic programs and assist learners to meet their educational goals by effectively using resources to serve and support students, faculty, staff, and external stakeholders.

Last updated April 2017

Contact Information

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600 Barnhill Drive, Room NU 122
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(317) 274-2806

[Alumni & Giving](#)

[Center for Professional Development and Lifelong Learning](#)

Indiana University School of Nursing
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[Research Centers & Institutes](#)

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History

The Indiana University School of Nursing opened its doors in Indianapolis in 1914. Since that time, it has evolved into one of the nation's most eminent nursing schools.

Historical Milestones

- 1914 Indiana University Training School for Nurses opened at Indianapolis
- 1922 Alpha Chapter of Sigma Theta Tau International (STTI) was founded by six IUSON students
- 1932 Curricula established for Bachelor of Science in Nursing on Bloomington campus for public health nursing, administration and supervision of nursing service, and teaching in schools of nursing offered for registered nurses in Bloomington
- 1944 Division of Nursing Education placed in School of Education with preparation for teachers of science, nursing arts, medical-surgical, maternity, and pediatric nursing
- 1945 Master of Science in Nursing Education first offered at IU Bloomington
- 1950 Bachelor of Science in Nursing (BSN) Program first offered
- 1956 Name of school officially changed to Indiana University School of Nursing
- 1957 Original National League for Nursing (NLN) accreditation for the Master of Science in Nursing (MSN) Program
- 1960 Last diploma school graduates
- 1961 Original NLN accreditation for the BSN Program
- 1965 All nursing programs organized into one administrative unit to form the School of Nursing, the tenth school of Indiana University
- 1966 MSN degree first offered
- 1968 Original NLN accreditation for the Associate of Arts Program, IUPUI
- 1974 School of Nursing building dedicated at IUPUI
- 1975 Specialist in Clinical Nursing program approved
- 1975 NLN accreditation for ASN Program continued to 1983, IUPUI

- 1976 Original American Nurses' Association (ANA) accreditation for the Continuing Education program
- 1976 Doctor of Nursing Science (D.N.S.) program approved
- 1976 NLN accreditation for BSN and graduate programs continues
- 1978 First doctoral students admitted
- 1980 New upper-division baccalaureate curriculum initiated
- 1981 First Doctor of Nursing Science degree awarded
- 1982 NLN accreditation for BSN and graduate programs continued until 1990
- 1985 First master's degree courses offered at five sites—Indiana Higher Education Telecommunications System (IHETS)
- 1985 Office of Nursing Practice established
- 1987 Approval of Licensed Practical Nurse (LPN) to ASN mobility option at IUPUI Columbus
- 1989 School reorganized into academic departments
- 1990 Formal planning for a PhD program in nursing initiated
- 1990 Institute of Action Research for Community Health established
- 1991 Designation of Institute of Action Research for Community Health as a World Health Organization Collaborating for Healthy Cities
- 1991 Establishment of Mary Margaret Walther Program in Oncology Care Research
- 1991 Implementation of the RN-MSN mobility options
- 1993 Accreditation of BSN and MSN programs by the National League for Nursing for eight years
- 1995 Transition from DNS to PhD degree program approved
- 1996 First class of PhD in Nursing Science students admitted
- 1998 Emily Holmquist Endowed Professorship instituted
- 1998 Commission on Collegiate Nursing Education (CCNE) Board of Commissioners granted IUPUI preliminary approval of the baccalaureate and master's nursing education programs
- 2000 Accreditation of BSN and MSN programs continued by the National League for Nursing Accrediting Commission for eight years
- 2000 New 10-year accreditation of BSN and MSN programs by the Commission on Collegiate Nursing Education
- 2003 First class of students in PhD in Nursing Science distance-accessible option admitted
- 2006 Appointment of first Edward W. and Sarah Stam Cullipher Chair
- 2006 Appointment of first Sally Reahard Chair
- 2006 Awarded designation as a Center of Excellence by the National League for Nursing
- 2006 Center for Research in Nursing Education was formed
- 2008 Grand opening of the Jean Johnson Schaefer Resource Center for Innovation in Clinical Nursing Education
- 2008 Designation of IUSON as a "system school" ended June 30, 2008
- 2008 Designation of IUSON as a "Core Campus School"-Bloomington, Columbus, Indianapolis
- 2009 Re-designation as a National League for Nursing Center of Excellence in Nursing Education to Promote the Pedagogical Expertise of Faculty, 2009 - 2012
- 2009 Doctor of Nursing Practice (DNP) approved by the Indiana Commission for Higher Education
- 2009 95th anniversary of nursing at Indiana University
- 2010 RN to BSN Degree Completion Program begins in coordination with the state-wide consortium of IU system Schools of Nursing
- 2011 Doctor of Nursing Practice (DNP) accredited by the Commission on Collegiate Nursing Education (CCNE)
- 2011 Appointment of first Angela Barron McBride Professorship in Mental Health Nursing
- 2012 Re-designation as a National League for Nursing Center of Excellence in Nursing Education to Promote the Pedagogical Expertise of Faculty, 2012-2017
- 2012 Designation as a National League for Nursing Center of Excellence in Nursing Education to Advance the Science of Nursing Education, 2012-2016
- 2014 100th Anniversary of nursing at Indiana University
- 2015 IU School of Nursing Columbus, received independent CCNE accreditation
- 2016 Redesignation as a National League for Nursing Center of Excellence in Nursing Education to advance the Science of Nursing education.
- 2016 Ball Nurse's Sunken Garden re-dedication.
- 2016 Indiana University School of Nursing Champion Center for Cancer Control Research established.

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Mission, Vision & Values

Mission

Indiana University School of Nursing (IUSON) prepares outstanding nurses to be clinicians, educators, leaders, innovators, and scientists. We partner with students, healthcare professionals, organizations, and communities to inspire lifelong learning and create knowledge to improve the health of the people we serve. (12/2012)

Vision

Indiana University School of Nursing (IUSON) is a global leader in creating innovative learning environments that support excellence in education and research to advance the health of the world's citizens. (12/2012)

Strategic Priorities for 2016 - 2021

1. Educate nurses prepared to deliver state-of-the-art care, conduct cutting-edge research, and lead significant healthcare improvements in Indiana and beyond.
2. Recruit and retain high-quality faculty, staff and students.
3. Strengthen portfolio of externally funded research to accelerate innovations in clinical care for partners in Indiana and beyond.
4. Cultivate internal and external partnerships and alliances to innovate approaches to research, education and service.

Core Values

These core values are fundamental to the success of the nursing profession and the Indiana University School of Nursing community. They serve as the foundation for our work, how we interact with one another, and help guide the strategies we employ to fulfill our vision, mission, and strategic goals. We are supportive of one another's efforts, loyal to one another, and care for one another both professionally and personally. We embrace, own, and are energized by these core values.

- **Respect:** We create a positive environment by treating all people with mutual respect and sensitivity, recognizing the importance of their contributions and diversity.
- **Responsibility:** We accept responsibility for our actions.
- **Trust:** We foster trust by acting with honesty, integrity, and openness.
- **Dialogue:** We build community through dialogue by sharing and respecting our diversity of opinions, views, and expertise.

Diversity Statement

Recognizing the rapidly increasing diversity of America and of higher education, and in support of the mission of Indiana University School of Nursing, faculty and staff are

committed to promoting an educational environment that values, respects, and reflects a global view of diversity. To fulfill this commitment, we strive to:

- Promote curriculum content that reflects a commitment to diversity
- Develop a comprehensive academic success model
- Recruit and retain students, faculty, and staff from diverse backgrounds
- Establish and maintain links to the diverse communities of the city, the state, the nation, and the world
- Identify resources that support diversity, promote academic excellence, and enrich our academic environment
- Promote research that reflects commitment to cultural diversity
- Promote culturally competent practice among students, graduates and faculty

Statement by the Dean

Since its founding in 1914, Indiana University School of Nursing (IUSON) has grown into one of the largest schools of nursing in the country. The school holds an excellent national reputation for nursing education with expert faculty in the areas of science and teaching/learning approaches. Nationally, the US News and World Report Graduate Rankings place our graduate programs in the top 25 overall, and we were ranked 24th in National Institutes of Health research funding overall and 14th in public universities. At IUSON we offer the full range of academic degrees, from undergraduate through doctoral levels, as well as postdoctoral research training and extensive lifelong education options. The school has a National League for Nursing (NLN) designation as a Center of Excellence in two categories simultaneously: 1) Creating Environments that Promote the Pedagogical Expertise of Faculty, and, 2) Creating Environments that Advance the Science of Nursing Education. IUSON was first in the history of the National League for Nursing to hold two Center of Excellence designations.

We are committed to preparing you for your career in the profession of nursing. We have over 20,000 living alumni, and our graduates are chief nursing executives of large health facilities, deans of nursing schools, clinical specialists, advanced practice registered nurses, entrepreneurs, and staff nurses in urban and rural settings around Indiana and throughout the world.

Faced with the challenges of changing health care delivery, nurses will be called on areas as leading clinicians in areas never dreamed of by earlier generations. The faculty members of IUSON are committed to your success to realize your professional aspirations in every career transition that you undertake, and to enable you to seize your own preferred future. IUSON has forged strong links between nursing education and nursing clinical services across settings in order to improve the health of individuals, families, and communities. We invite you to become a part of our extended IUSON family.

Robin P. Newhouse, PhD, RN, NEA-BC, FAAN
Dean and Professor

Last updated April 2017

Academic Standing and Probation

Good Standing

Students who maintain a minimum cumulative grade point average (GPA) of 2.0 and earn a grade of "C"(2.0) or better in all required general education and didactic courses and a grade of "S" in all required practicum/clinical courses and are progressing normally will be considered in good standing.

Academic Probation

Students enrolled in the Indiana University School of Nursing BSN Program will be placed on academic probation when any of the following conditions exist:

1. The cumulative GPA falls below "C" (2.0)
2. The semester GPA falls below "C" (2.0)
3. A grade below "C" (2.0) has been received in a required didactic course, or a grade of "F" has been earned in a required practicum/clinical course-this includes required general education courses, as well as nursing major courses.
4. A Failing grade may be given for the following:
 - failure to meet course objectives;
 - academic dishonesty, misconduct, or personal misconduct as defined by Indiana University;
 - unsafe clinical behavior: including (but not limited to) HIPAA violations, breaking agency policies, breaking course rules related to clinical behavior.

Students who are on Academic Probation shall:

1. Meet with the Director of Diversity and Enrichment at IUPUI or the appropriate Academic Advisor or designee on the Bloomington and Columbus campuses at least three times per semester to plan for academic success;
2. Complete a required plan for tutoring/remediation during the time period in which he/she is on probation. This plan is completed with the Director of Diversity and Enrichment at IUPUI, or the appropriate Academic Advisor or designee on the Bloomington and Columbus campuses. Students on academic probation will not be released to register for the next semester until these conditions have been fully met.

Academic Probation will be removed and a student returned to "good standing" when all of the following conditions exist:

1. The cumulative GPA returns to "C" (2.0) or higher.
2. The semester GPA is "C" (2.0) or higher.
3. A minimum grade of "C" (2.0) has been received in the required didactic courses completed, and a grade of "S" has been earned in the required practicum/clinical courses completed. All other specific conditions, if required, have been met.

4. The student has secured a permanent placement in a new cohort.

Note: Students who have been dismissed and reinstated will remain on academic probation throughout the remainder of the program.

Please refer to School of Nursing Policy AFS-21.

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Academic Progression

Problems related to a student's academic progression that emerge during enrollment in their undergraduate nursing program are handled through a committee hearing process. Students requesting an exception to policy may petition for a waiver to the BSN Admission, Progression, and Graduation (APG) Committee. Students wishing to make an appeal to APG should consult an academic advisor in the School of Nursing Center for Academic Affairs for information regarding this process. Students may also consult with the Director for Diversity and Enrichment and the Assistant Dean for Student Services.

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Academic Standing

Students who maintain a minimum cumulative grade point average (GPA) of 2.0 and earn a grade of "C" (2.0) or better in all required general education and didactic courses and a grade of "S" in all required practicum/clinical courses and are progressing normally will be considered in good standing.

Out of Sequence (OOS)

A student who has maintained the minimum cumulative GPA, and earned a passing grade in all required courses, but who has interrupted his/her course of study, or is in part time study in tracks in which dictated full time progression plan is in place (e.g. not applicable to RN to BSN students whose plan of study is flexible). This includes:

- Students transferring in to IU SON are out of sequence:
 - Temporary transfer students are always considered out of sequence.
 - Permanent transfer students are out of sequence until such time as they have been placed in a permanent seat in a cohort.
- Students who have withdrawn from required courses for any reason are out of sequence until the student has successfully completed the courses that he/she has withdrawn from.
- Students who have opted to sit out from required courses for any reason are out of sequence until the student has successfully completed a full semester upon return.

Note: Once an out of sequence student has been permanently placed in a new cohort in full time study, (and after one initial successful semester following the interruption or transfer) he/she is no longer out

of sequence (and is in good standing). Part time students are always out of sequence.

Students who have interrupted their program of study for any reason or desiring transfer to an IUSONcore school are required to submit a written request to the chairperson of the BSN C/SA Admission, Progression, and Graduation (APG) Committee. Students seeking reentry should make their request (received by the APG committee) by March 15 for fall semester and September 15 for spring. All requests for reentry will be evaluated on the basis of the availability of resources. Reentry of students who have interrupted their study for any reason is not guaranteed. Students who reenter must adhere to the policies and curriculum of the School of Nursing that are in effect at the time of reentry. Transfer students should refer to the student transfer policies for details (AFS-32 Student Permanent Transfer; AFS-33 Student Temporary Transfer; AFS-34 Student Permanent Transfer from Other University).

Please refer to School of Nursing Policy AFS-21 BSN Academic Standing.

For more details, please see IUSON Box site for policy <https://iu.box.com/iuson-policies>.

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Alternative Course Credit in the BSN Program

The School of Nursing has established procedures for assessing, validating, and evaluating objective evidence of prior learning (academic work, or professional experience) and skill attainment related to course outcomes in order to award course credit or exemption for undergraduate nursing courses. Students may validate prior learning where applicable through:

Course Equivalency

This policy applies to nursing students who wish to seek equivalency related to nursing courses in order to award course credit and/or exemption for undergraduate nursing courses, with the exception of the capstone course in the BSN. This policy does not apply for students seeking credit for graduate level nursing courses.

- Undergraduate nursing students may submit the syllabus/syllabi from a prior nursing course to determine equivalency for a course in the student's plan of study for a BSN degree.
- The course must have been passed with a "C" or better, as documented by transcript.
- The course must be eligible for course credit as determined by campus administration.
- Graduate level courses may be submitted for credit for undergraduate credit equivalency, but if accepted for undergraduate credit, are not later eligible for consideration toward a graduate degree at IUSON.
- The course will be subjected to a review process, and only courses (or combinations of courses) that demonstrate achievement of at least 75% of the learning outcomes/objectives for the course will be eligible for equivalency.

- The request for equivalency review must be submitted at least 3 months prior to the time when the student would begin the course, according to the student's plan of study.
- The student will receive blinded written feedback regarding the outcome of the review, and written feedback and outcome of the review will be posted to the student record. There is no appeal process for the course equivalency request.

Please refer to School of Nursing Policy AFS-19

For more details, please see IUSON Box site for policy <https://iu.box.com/iuson-policies>.

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Portfolio

Students may validate prior learning (academic work, or professional experience) by preparing a portfolio to demonstrate acquisition of content and skills commensurate with outcomes/competencies/objectives or specific course(s). Students may also submit course syllabi and transcripts for course equivalency. The student must demonstrate satisfactory academic standing.

1. Student meets with academic advisor to review portfolio process, criteria needed to portfolio, and deadline dates (two semesters before the course is offered).
2. Student meets with instructor for a brief review of the student's work/experiences/previous courses.
3. If faculty agrees there is potential to portfolio, student sees advisor and registers for Z480.
4. Academic advisor notifies instructor of student registration for Z480.
5. Student gathers evidence for the portfolio following the IUSON guidelines, and sends the portfolio to the instructor by a specific time/date.
6. Instructor reviews the material, notifies the student and completes the Portfolio Review Form. It is sent to the Associate Dean for Undergraduate Programs (or appropriate administrative designee) for a signature. Dean's office sends approved portfolio to academic advisor to initiate "special credit".
7. If all course requirements are complete, the academic advisor applies for "special credit".
8. If Special Credit is approved with minor changes, the student is to register for the course or for Independent Study and complete faculty expected course outcomes/objectives:
 - Instructor informs student of the activities needed for portfolio (see attached "Special Requirements" form).
 - Faculty signs this form upon the completion of the needed items and returns the form to the academic advisor.
 - Academic advisor sends the Special Credit form to the Registrar.

* If Special Credit is denied the student meets with the academic advisor and registers for the required course.

Please refer to School of Nursing Policy AFS-20

For more details, please see IUSON Box site for policy <https://iu.box.com/iuson-policies>.

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Practicum and Clinical Absence Policy

Students are required to participate in all regularly scheduled or substituted practicum/clinical/laboratory experiences as they strive to meet course objectives/outcomes. Failure to complete all regularly scheduled or substituted practicum/clinical/laboratory experiences places the student at risk for not meeting course objectives. Students absent from more than 20 percent of scheduled practicum/clinical/laboratory experiences (up to 10 percent in some courses with a restricted number of practicum/clinical experiences) will either receive a failing grade, be allowed to withdraw according to IUSON Policy VI-A-12, or take an incomplete according to University policy as dictated by the timing and circumstances surrounding the absences.

Please refer to School of Nursing Policy AFS-22.

For more details, please see IUSON Box site for policy <https://iu.box.com/iuson-policies>.

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Course Grade Appeals

The purpose of the course grade appeal is to provide recourse to a student who has evidence or believes that evidence exists to show that an inappropriate grade has been assigned. Faculty have the authority and responsibility to fairly judge the quality of student work in the courses they teach, including written, examination, clinical, and laboratory performance. The purpose of the policy on student grade appeals is to provide a system that affords recourse to a student who has evidence or believes that evidence exists to show that an inappropriate grade has been assigned as a result of prejudice, caprice, or other improper conditions such as mechanical error, or assignment of a grade inconsistent with those assigned to other students. The grade appeals procedure is designed to protect students from grade assignments that are inconsistent with policy followed in assigning grades to others in the course.

School of Nursing Policy AFS-18 outlines the Course Grade Appeal process and the appropriate procedural steps therein. A grade will not be raised because a faculty member graded tests, projects, or assignments very severely, providing the faculty member applied the same rigorous standards to all students. Nor will proof that a faculty member has been antagonistic toward the student be sufficient cause to raise a grade unless evidence exists that such antagonism did in fact result in a lower grade. The grounds for appeal are limited. If you are not certain whether you have grounds for appeal, you should discuss your case with the Assistant Dean for Student Services at IUPUI; Assistant Director for Student & Nursing Advisor at IUB.

Appeal Protocol Levels:

1. Primary Level: Should a student have a concern about a course grade the student should first seek an appointment to discuss the grade with the course

faculty member. The student should contact the faculty member in this case within 5 working days of receipt of the grade. A working day includes Monday – Friday excluding university holidays or other days that the university is closed for any reason. The grade may be received through a formal notification of the grade as may occur at the end of a clinical course, or through the grade posted on One.IU, whichever ever comes first. The faculty member shall meet with the student promptly to discuss the concern.

2. Intermediate Level: Following this meeting, if the student continues to believe that an inappropriate grade has been assigned, the student should promptly seek an appointment with the Department Chair or designee at IUPUI, or Assistant Dean at IUB, who will meet with the student, consider evidence in the matter, and draw a conclusion which shall be communicated to the faculty member and student.
3. Final Level: Following this meeting, if the student continues to believe that an inappropriate grade has been assigned, the student should promptly seek an appointment with the Associate Dean for Undergraduate Programs. The Associate Dean for Undergraduate Programs shall meet with the student, consider the matter fully, and provide a written summary of the final findings to the student, copied to the faculty, and chair or administrator.

Please refer to School of Nursing Policy AFS-18

For more details, please see IUSON Box site for policy <https://iu.box.com/iuson-policies>.

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Dismissal and Reinstatement

Dismissal

A student will be dismissed from the BSN program when, in the judgment of the Admission, Progression, and Graduation (APG) Committee on the Core campus, there is either:

1. A lack of progress towards the degree, including, but not limited to any of the following:
 - Failure to achieve a 2.0 semester grade point average in any two (2) consecutive semesters;
 - Failure to achieve a grade of C (2.0) or S (Satisfactory) in any two (2) required nursing courses (didactic or practicum/clinical) on the first attempt;
 - Failure to achieve a grade of C (2.0) or S (Satisfactory) in any required nursing course (didactic or practicum/clinical) by the second attempt;
1. • Failure of more than three (3) general education courses required for the BSN degree. Of the three courses, only two (2)

failures will be allowed in science coursework (including both preadmission and during degree coursework). Any grade below a C (2.0) is considered failing.

- A pattern of repeated withdrawals from nursing courses (over two (2) or more semesters) constitutes a lack of progress.
- Failure to meet IUSON Essential Abilities expectations.

OR

1. An issue pertaining to personal integrity or conduct. Issues will include, but not be limited to, the following:
 - Failure to meet Code of Student Rights, Responsibilities, and Conduct. For example: falsification of records or reports; plagiarism; or cheating on an examination, quiz, or any other assignment (see Code of [Student Rights, Responsibilities, and Conduct](#)).
 - Personal integrity or conduct demonstrating unfitness to continue preparation for the profession of nursing. Integrity and conduct will be judged according to the standards of the most recent as adopted by the American Nurses' Association.

Reinstatement

A student who has been dismissed from the School of Nursing for academic failure or any other reason may request reinstatement only one time. A student who has been dismissed from and been denied reinstatement to any of the three tracks at the Indiana University School of Nursing (Traditional BSN, Accelerated BSN or RN-to-BSN) may after a period of seven years re-apply to the School of Nursing upon the discretion of APG.

Please refer to School of Nursing Policy AFS-31

For more details, please see IUSON Box site for policy <https://iu.box.com/iuson-policies>.

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Eligibility for Licensure

Those who apply for licensure examination as a registered nurse in the state of Indiana are required to submit to the Indiana State Board of Nursing (ISBN) written evidence, confirmed by oath, that they:

1. Have not been convicted of any act that would constitute grounds for disciplinary sanction under the Indiana State Board of Nursing rules and regulations or of any felony that has direct bearing on their ability to practice competently (note that relevant convictions include the possession and use of drugs or controlled substances);

2. Have completed a high school course of study or its equivalent as approved by the appropriate educational agency;
3. Have completed all graduation requirements at a state-accredited school of nursing.

Each student is responsible for meeting licensure application deadlines. Students who wish to be licensed in another state must contact that state's board of nursing directly. Students are responsible for processing all required licensure-related forms and applications and for meeting all state requirements for licensure. A graduate is eligible to schedule a date to take the computerized licensure examination once the State Board of Nursing has cleared the graduate to do so. Detailed instructions for completed the licensure process can be found at the Indiana State Board of Nursing [website](#).

International students and graduates of foreign nursing programs should contact the Indiana State Board of Nursing for licensure requirements specific to them if they wish licensure in this state.

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Undergraduate Policies

- Academic Probation
- Academic Progression
- Academic Standing
- Alternative Course Credit
- Clinical and Practicum Absences Policy
- Course Grade Appeals
- Dismissal & Reinstatement
- Eligibility for Licensure
- Orientation
- Repeating & Auditing Courses
- Time Limits
- Transfer
- Withdrawal

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Orientation

All students enrolled for the first time in nursing program courses in the School of Nursing are required to attend the nursing orientation program at the beginning of the semester for which they are admitted. Freshmen and transfer students are expected to attend the campus orientation program.

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Auditing Courses

Auditing of Courses

Students may register for general-education classes that will not apply to their BSN degree on a credit or audit basis. Students auditing a course must officially register for the class and pay any applicable fees. Upon completion, the course is entered on the permanent university transcript as taken for no credit (NC). Required general-education courses taken for NC will not apply toward completion of nursing degree requirements. Students should check with an academic counselor as to procedures and fees for auditing classes.

Students may not audit nursing practicum courses. Permission to audit a didactic nursing course depends on availability of space, faculty consent, and demonstration of adequate program progression on the part of the student.

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Time Limits

Time limits placed on courses used for application to the BSN

Knowledge and competencies developed in courses that fulfill the requirements for Anatomy, Human Physiology, Finite Math, Microbiology, and Statistics are considered to be time limited for individuals pursuing an undergraduate degree in nursing. If any of these courses were taken more than **seven years prior** to the application to the nursing undergraduate degree, the applicant must validate the related knowledge and competencies through testing, portfolio, or repeating the course to be eligible for admission and progression.

Please refer to School of Nursing Policy AFS-15.

For more details, please see IUSON Box site for policy <https://iu.box.com/iuson-policies>.

Last updated April 2017

Time limits on completion of the BSN Program

Students must complete all BSN degree requirements **within six years** of enrolling in the first nursing course in the nursing major.

Please refer to School of Nursing Policy AFS-26.

For more details, please see IUSON Box site for policy <https://iu.box.com/iuson-policies>.

Last updated April 2017

Transfer

Students requesting a transfer of any type should meet with the academic advisors at IUSON. Students on any IU Campus must meet with and receive a letter that supports the transfer from the Nursing Dean or Director on the campus that they are transferring from. This letter must be sent directly from the Nursing Dean/Director to the Chair of the Indiana University School of Nursing BSN Admission, Progression, and Graduation (APG) Committee. The student must also notify the Academic Advisor on the campus they are transferring from regarding their intent to transfer. The policies listed below will further outline the detailed procedures for each type of transfer request. For more details, please reference IUSON policy found in the IUSON Box site for policy <https://iu.box.com/iuson-policies>.

Student Permanent Transfer

The School of Nursing provides a mechanism for students who wish to permanently transfer from any other Indiana University Campus to the BSN Program on the Core Campus.

Please refer to School of Nursing Policy AFS-32

For more details, please see IUSON Box site for policy <https://iu.box.com/iuson-policies>.

Last updated April 2017

Student Temporary Transfer

The School of Nursing provides a mechanism for students who wish to temporarily transfer from any other Indiana University Campus to the BSN Program on the Core Campus.

Please refer to School of Nursing Policy AFS-33

For more details, please see IUSON Box site for policy <https://iu.box.com/iuson-policies>.

Last updated April 2017

Student Permanent Transfer from Other University

To provide a mechanism for nursing students from ACEN (formerly NLNAC), NLEA or CCNE Accredited BSN Programs other than Indiana University to permanently transfer to the BSN Program on the Core Campus. The Indiana University School of Nursing reserves the right to accept or deny transfer of credit based on the guidelines outlined in the policy.

Please refer to School of Nursing Policy AFS-34

For more details, please see IUSON Box site for policy <https://iu.box.com/iuson-policies>.

Last updated April 2017

Withdraw

Withdrawals (grade of W) are issued to students wishing to withdraw from any or all courses during designated periods in the academic term.

Students must abide by the deadline dates posted by the registrar for each campus. A grade of W will appear on student transcripts when students self-withdraw during the electronic drop (edrop) period.

Following this, students wishing to withdraw must complete the official withdrawal form for each course and obtain the appropriate signature; with the faculty assigning a grade of W or F, per university policy. If the student performance was at a C level or satisfactory in a pass/fail course, a grade of W will be assigned, whereas students not passing at the time of withdrawal will be assigned an F grade. The instructor and campus dean/associate dean/designee will determine if the grade of W will be issued.

A grade of F will be recorded on the official transcript if a student stops attending but does not officially withdraw from a class.

Students withdrawing from nursing course work must complete this work prior to progression in the program. Students enrolled in non-standard nursing courses may withdraw according to the following guide:

- Students may withdraw with an automatic grade of W during the first 50% of the term.
- Students withdraw with appropriate signature any time after the first 50% of the term, up until a full 75% of the term is complete. Withdrawals during this period are assigned a W or an F, according to university policy (delineated above).
- Calendar start and stop dates posted with the registrar are adhered to for non-standard terms, regardless of the proportion of work completed via self-scheduled or self-paced clinicals or courses of study.

Withdrawal from a required didactic nursing course requires withdrawal from co-requisite nursing practicum course(s), unless a full 75 percent of the practicum course has been completed. Withdrawal from a required practicum nursing course requires withdrawal from co-requisite nursing didactic course(s), unless a full 75 percent of the didactic course has been completed.

Withdrawal from nursing program courses constitutes a disruption in progression and requires that a student seek APG approval to retake the course(s). Students withdrawing from required nursing coursework will be considered out-of-sequence students. The date of graduation for out of sequence students is not guaranteed.

Students who withdraw from the nursing major in the first semester without beginning coursework, must seek readmission to the program (i.e. students who do not show up for the program at the start of the term).

More than three academic withdrawals in a semester from nursing or required science courses are considered lack of progress toward the degree. If a student withdraws from a course that requires automatic withdrawal from a co-requisite course, this withdrawal from the two courses will be counted as one withdrawal. A pattern of multiple withdrawals across more than one semester (more than four in over two semesters, or a similar pattern) may be considered lack of progress toward the degree by the Admission, Progression, and Graduation committee and may influence a request for consideration of reinstatement to the nursing program.

Students are encouraged to seek advice from advisors, faculty, or the Director for Diversity and Enrichment when considering withdrawing from coursework, retaking coursework, and upon reinstatement to the BSN program.

Please refer to School of Nursing Policy AFS-23.

For more details, please see IUSON Box site for policy <https://iu.box.com/iuson-policies>.

Last updated April 2017

Academic Procedures & Requirements

Academic Procedures & Requirements

Below is a select list of key student processes and requirements. For a comprehensive list of all School of Nursing policy, including detailed information and procedures, please reference IUSON policy found in the IUSON Box site for policy <https://iu.box.com/iuson-policies>.

Completion of Degree Requirements

The School of Nursing must receive notices of removal of Incomplete and Deferred grades, special credit grades, and independent study course grades no later than three weeks before the end of classes in the student's last semester prior to graduation.

Professional Liability Insurance

Indiana University provides liability insurance to each nursing student while in the clinical setting, provided that the student is enrolled in clinical course work. Students not enrolled in clinical courses are not covered by liability insurance and will not be allowed into the clinical setting. Students who are employed in a health care facility should check with their employer regarding liability insurance requirements. IU School of Nursing does not cover students beyond the classroom and/or clinical settings.

Health Insurance

Health insurance is mandatory and students are expected to demonstrate insurance coverage upon entrance to the program and continued coverage throughout the program (For more details, see Policy F_06).

Criminal Background Checks

Students currently enrolled in the IU School of Nursing will be required to submit a national criminal background check upon admission and will be required to renew it annually. It is the responsibility of each applicant and student to pay the fee for the screening directly to Castle Branch-Certified Profile. Each year, students will be required to submit their request for an updated national criminal background check report (For more details, see Policy H_03).

Deadlines for renewal:#

- Spring admits will be required to submit annually an updated criminal background recheck by November 15th of the following year.
- Fall admits will be required to submit annually an updated criminal background recheck by August 1st of the following year.
- Summer admits will be required to submit annually an updated criminal background recheck by April 15th of the following year.

An updated national criminal background check will also be required for any student being readmitted or transferring to the program.

CPR Requirements

Current certification in cardiopulmonary resuscitation (CPR) is required. Students must be certified through an approved course or instructor. The approved courses are American Red Cross Professional Rescuer and American Heart Association Health Care Provider. The School of Nursing Office of Student Services office may offer a CPR course. CPR training must include:

- Infant
- Child
- Adult
- Individual rescue
- Two-person rescue
- Automated external defibrillation

Current CPR certification must be maintained throughout the student's entire nursing program. Evidence of certification must be filed with your campus' School of Nursing prior to beginning the clinical experiences. Students must also file evidence of re-certification prior to entering the second year of the major. Students must have current CPR certification on file in order to participate in clinical settings.

Immunizations and Other Health Requirements

Immunizations are required to protect both students and patients. Additionally, clinical agencies and the School of Nursing also require additional immunizations, trainings, and/or screenings. Evidence of receipt of all immunization requirements should be in the form of a signed statement from the healthcare provider or copy of titer results from an approved provider. Students who do not have proof of all required immunizations will be administratively withdrawn from all nursing classes. Please contact the Center for Academic Affairs for a complete and current list of the required immunizations (all immunizations, trainings, and screenings are at the student's expense). For more details, see Policy F_06.

Drug Screening

Students currently enrolled in the IU School of Nursing will be required to complete a drug screen upon admission and will be required to renew it annually. It is the responsibility of each applicant and student to pay the fee for the screening directly to the IUSON approved vendor. Please contact the Center for Academic Affairs for detailed information about scheduling a screening.

Students may be asked to submit to random drug screens anytime throughout their program in compliance with contract requirements of clinical agencies where students are placed. Positive drug screens may prevent a student from participating in clinical learning experiences. Lack of participation could constitute course failure and potential for dismissal from the program.

Students with Disabilities

To facilitate the success and adaptation of undergraduate students in the School of Nursing with disabilities, the School of Nursing conforms to the applicable federal, state and university policies, regulations and definitions regarding students with disabilities. These include providing services that comply with external and internal policies and laws to qualified students through Adaptive Educational Services, providing reasonable and appropriate accommodations, academic adjustments, and/or auxiliary aids for students with disabilities upon a timely request from the student; upholding academic standards in the context of these policies and services; assisting qualified students with disabilities by providing auxiliary aids and obtaining reasonable accommodations including modifications of programs and courses that do not fundamentally alter the essential nature of the program, through collaborative efforts with AES and academic and service units of IUPUI; and maintaining legally appropriate confidentiality for students with disabilities except where permitted by law. For more details, see Policy H_10.

Students with physical, mental, or learning impairments are encouraged to consult with counselors from the

Adaptive Educational Services for assistance in meeting degree requirements. Students with disabilities must meet all academic and technical skill requirements of their program. Programs for academically disadvantaged students are available on all IU campuses. Students on the IUPUI campus can seek additional information at [IUPUI Adaptive Educational Services](#) (317) 274.3241.

Special Expenses

Students at the School of Nursing can expect to have special expenses as they progress through the BSN program. Please see staff in the Center for Academic Affairs for more details. Expenses can include but are not limited to:

- Clinical and/or lab supplies
- Clinical fees; certain courses at the School of Nursing are assessed clinical fees in addition to credit hour charges
- Uniform; All undergraduate nursing students must purchase designated uniform/IUSON polo/scrubs and wear it, along with appropriate identification, while in clinical settings as required. Registered nurse students may wear a professional uniform appropriate to the clinical setting. Students not appropriately attired will be asked by their instructor to leave the clinical area
- Assessment Test fees associated with BSN application, and as required at any time during the program
- Integrated Testing fees
- Programmatic expenses, such as annual criminal background check fees, computing expenses, and immunization costs

Technology and Information

School of Nursing students must be able to send and receive e-mail, and send and receive attachments. They should be comfortable using a Web browser to access Canvas, the University's learning management system, and to navigate the course environment and use the tools included in their courses. Students should use appropriate Internet etiquette in online communications. They should be able to search for and access nursing-related materials on the Web, and to return to those sites later by using stored Web addresses. Students should be able to competently use Microsoft Word and PowerPoint to create and appropriately format written assignments and basic presentations. They should be able to differentiate between scholarly and popular sources of information on the Web and to evaluate sources for general reliability and trustworthiness. To update skills, students have many opportunities for both classroom and online learning sources through the [University Information Technology \(UITS\) IT Training](#).

Students participating in Web-based courses and/or those using Movi web-conferencing should have consistent access to computers with appropriately configured software and reliable Internet access at sufficient speeds (see <https://kb.iu.edu/d/bboi> for specific information). The University officially supports both Macintosh and Windows

based computers, but some software is not available for Macintosh computers. Students can download applications by logging in with their IU Network ID and password to <https://iuanyware.iu.edu/vpn/index.html>.

Students are expected to install and maintain up-to-date virus detection software to prevent spreading harmful viruses and malware to faculty and other students when sharing files.

Use of Social Media

IUSON faculty, staff, and students must adhere to the IU and IUSON policies and procedures and [HIPAA](#) obligations related to patient privacy, confidentiality and code of conduct at all times when using the Internet and social media sites. IUSON policies toward the use of social media are guided by the National Council of State Boards of Nursing. In the event that a violation of the social networking policy has occurred, the student's case will be handled according to the IUSON process for dealing with academic misconduct as outlined in the IUPUI Bulletin and IU Code of Student, Ethics Rights and Responsibilities. Students who violate the policy are subject to disciplinary actions which may lead to dismissal from the program. For more details, please see Policy F_09.

Formal Communication

The School of Nursing recognizes students' Indiana University and IUPUI e-mail address as the only official means of formal communication via e-mail with students. All students are required to have Indiana University or IUPUI e-mail account.

Transportation

Clinical practice learning experiences are varied in setting and are located within the the communities and counties surrounding the Core Campuses of IUPUI and IU Bloomington. Students are expected to travel to and from all clinical experiences, are responsible for providing their own transportation, and are expected to carry the appropriate insurance. The School of Nursing is not liable for any traffic violations or auto accidents that occur during student commutes.

Last updated April 2017

Graduate and Professional Policies

General Policies for the Graduate School of Nursing, All Campuses

Student Responsibility

Students in the School of Nursing are responsible for meeting with their academic advisors and planning their programs. Students need to acquaint themselves with all regulations and remain currently informed throughout the nursing program. All provisions of this bulletin are in effect from the year in which the graduate student enters the nursing program. The Indiana University School of Nursing reserves the right to change the regulations in this bulletin at any time during the period for which it is in effect, and to add, modify, or withdraw courses at any time.

English as a Second Language

Students for whom deficiencies in English have been identified by the IUPUI English for Academic Purposes Exam must successfully complete recommended English as a Second Language courses before enrolling in nursing courses required by the major.

General Policies

In addition to policies described under the general statement of the School of Nursing, the following policies govern master's study in particular.

Transfer of Credits

Students must obtain the consent of the associate dean for graduate programs before credit earned at other institutions may be added to the official transcript. A maximum of 9 credit hours with a minimum grade of B in courses that fulfill the curriculum requirements may be transferred from an accredited college or university with the consent of the academic advisor. Credits used to meet requirements for the Bachelor of Science in Nursing may not be used toward the Master of Science in Nursing.

Degree Programs

Students may earn only one Master of Science in Nursing degree from the Indiana University School of Nursing. Additional certifications are offered through the Post-MSN certificate option.

Study/Thesis Continuation

After completing R590 Nursing Study (3 cr.) or R699 Master's Thesis in Nursing (6 cr.), the student must enroll every semester in R900 Continuation in Study or Thesis (1 cr.), until the study or thesis is satisfactorily completed.

Academic Policies for the Graduate Programs in the School of Nursing

(The following policies apply only to students admitted to the School of Nursing.)

Semester Load

Full-time graduate students are those enrolled in 8 credit hours during a regular semester or summer session. Enrollment in fewer credits than this constitutes part-time study.

Absences

Illness is usually the only acceptable excuse for absence. Allowances for illness are based on the time at which they occur and the amount of time lost. Loss of time in any course may require that the student repeat the course.

Leave Policy

Students admitted to the graduate programs may petition for a leave of absence of up to one year for personal or health reasons. Students must obtain their advisors' approval and petition the Curriculum/Student Affairs Committee in writing. To extend time required for completion of a program, students must obtain leave prior to extended absence.

Completion of Degree Requirements

The School of Nursing must receive notices of removal of Incomplete and Deferred grades, special credit grades, and independent study course grades no later than three weeks before the end of classes in the student's last semester prior to graduation. Transfer of external courses should be completed well in advance of graduation

semester. Transcripts may not arrive in time for graduation if students choose to transfer courses in the last semester.

Auditing of Courses

An audit student officially registers for a class and pays the applicable credit hour rate. Upon completion, the course is entered on the permanent university record as one taken for no credit (NC). Note that this option is available only with the instructor's permission.

Withdrawals

Students who wish to withdraw from any or all courses should consult with their academic advisors. The steps to withdraw and possible refunds vary depending on the point in the semester. For specific steps visit registrar.iupui.edu or consult the Registration Guide and Academic Information.

Incomplete (I) Grades

The grade of Incomplete used on final grade reports indicates that the work is satisfactory as of the end of the semester, but has not been completed. The grade of Incomplete may be given only when the completed portion of a student's work in the course is of passing quality. Instructors may award the grade of Incomplete only upon a showing of such hardship to a student that would render it unjust to hold the student to the time limits previously fixed for the completion of the course work.

Deferred Grades

The grade of R (Deferred) is appropriate only as long as there is work in progress. Only certain courses are designated as courses for which the grade of R may be awarded. All R grades must be changed to a letter grade before graduation.

Addition of Courses/Change of Section

Students may add courses or change from one section of a course to another according to the dates in the Registration Guide and Academic Information. Electronic class drop and add is available for certain periods of time. Check registrar.iupui.edu.

Cumulative Grade Point Average

Grades in courses transferred from another institution are not used in calculating the cumulative grade point average. However, all grades from course work attempted at Indiana University are used in calculating the cumulative grade point average.

Computer Literacy

Prior to enrolling in nursing courses, faculty expect nursing students to be able to use computers well enough to log on to the Internet to access class content. Students should also be able to search for nursing-related materials and to return to an interesting site whenever they choose by using bookmarks or a word processor to store Internet location addresses. Students also should be able to log in to an e-mail account to communicate with other students and faculty, and to use a word-processing program.

Technology Requirements for Distance-Accessible Classes

MSN students participating in distance-accessible classes should have access to a computer with a reliable internet connection that meets the following minimum hardware and network requirements:

Operating System: Windows 7, Mac OS 10.7

Processor: Intel i3 Core2 Duo

Memory: 4 GB RAM

Graphics Card: Intel series 2000 integrated graphics with Direct X 9.0 or newer

Display: 1024x768

Network: 3MB transfer speeds

Professional and Technical Standards

Professional & Technical Standards

Both the program learning outcomes in the Baccalaureate program, and the supporting curriculum components adhere to the American Association of Colleges of Nursing (AACN) [Essentials of Baccalaureate Education for Professional Nursing Practice](#). BSN students are expected to demonstrate the ability to meet the competency statements of the BSN Essentials by the completion of the BSN program. Students are also held to the following professional and technical standards:

1. [American Nurse Association \(ANA\) Standards of Practice & Standards of Professional Performance](#)
2. [American Nurse Association \(ANA\) Code of Ethics](#)

Essential Abilities

The School of Nursing faculty has specified essential abilities (technical standards) critical to the success of students in any IU nursing program. Students must demonstrate these essential abilities to succeed in their program of study. Qualified applicants are expected to meet all admission criteria and matriculating students are expected to meet all progression criteria, as well as these essential abilities (technical standards) with or without reasonable accommodations.

1. Essential judgment skills to include: ability to identify, assess, and comprehend conditions surrounding patient situations for the purpose of problem solving patient conditions and coming to appropriate conclusions and/or prioritized course of actions.
2. Essential physical/neurological functions to include: ability to use the senses of sight, hearing, touch, and smell to make correct judgments regarding patient conditions and meet physical expectations to safely and competently perform interventions required in the practice of nursing. Behaviors that demonstrate essential neurological and physical functions include, but are not limited to observation, listening, understanding relationships, writing, and psychomotor abilities consistent with course and program expectations.
3. Essential communication skills to include: ability to communicate effectively with fellow students, faculty, patients, families, and all members of the health care team. Verbal, non-verbal, electronic, and

written skills will consistently demonstrate effective, professional communication.

4. Essential emotional coping skills to include: ability to demonstrate the mental health necessary to safely engage in the practice of nursing as determined by professional standards of practice. Anger dyscontrol, lack of self-control, disengagement, lethargy, and labile mood are examples of behaviors indicative of ineffective coping.
5. Essential intellectual/conceptual skills to include: ability to measure, calculate, analyze, synthesize, and critically evaluate in order to engage competently in the safe practice of nursing.
6. Other essential behavioral attributes: ability to engage in activities consistent with safe nursing practice free from the influence of any substance that may impair behavior or judgment. The student must demonstrate responsibility and accountability

Students failing to meet these essential abilities, as determined by faculty, at any point in their academic program may have their progress interrupted until they have demonstrated their ability to meet these essential abilities within negotiated time frames.

For more details, please reference IUSON policy F_04 found in the IUSON Box site for policy <https://iu.box.com/iuson-policies>.

Last updated March 2016

Academic Standing & Progression

Academic Standing & Progression

After admission to the BSN Program, placement in nursing courses for the academic year is based on a priority ranking system.

Good Standing

Students who maintain a minimum cumulative grade point average (GPA) of 2.0 and earn a grade of "C" (2.0) or better in all required general education and didactic courses and a grade of "S" in all required practicum/clinical courses and are progressing normally will be considered in good standing.

Out of Sequence (OOS)

A student who has maintained the minimum cumulative GPA, and earned a passing grade in all required courses, but who has interrupted his/her course of study, or is in part time study in tracks in which dictated full time progression plan is in place (e.g. not applicable to RN to BSN students whose plan of study is flexible). This includes:

- Students transferring in to IUSON are out of sequence:
 - Temporary transfer students are always considered out of sequence.
 - Permanent transfer students are out of sequence until such time as they have been placed in a permanent seat in a cohort.

- Students who have withdrawn from required courses for any reason are out of sequence until the student has successfully completed the courses that he/she has withdrawn from.
- Students who have opted to sit out from required courses for any reason are out of sequence until the student has successfully completed a full semester upon return.

Note: Once an out of sequence student has been permanently placed in a new cohort in full timestudy, (and after one initial successful semester following the interruption or transfer) he/she is no longer out of sequence (and is in good standing). Part time students are always out of sequence.

Students who have interrupted their program of study for any reason or desiring transfer to an IUSON core school are required to submit a written request to the chairperson of the BSN C/SA Admission, Progression, and Graduation (APG) Committee. Students seeking reentry should make their request (received by the APG committee) by March 15 for fall semester and September 15 for spring. All requests for reentry will be evaluated on the basis of the availability of resources. Reentry of students who have interrupted their study for any reason is not guaranteed. Students who reenter must adhere to the policies and curriculum of the School of Nursing that are in effect at the time of reentry. Transfer students should refer to the student transfer policies for details (H_21 Student Permanent Transfer; H_22 Student Temporary Transfer; H_23 Student Permanent Transfer from Other University).

Please refer to School of Nursing Policy AFS-21 BSN Academic Standing.

For more details, please see IUSON Box site for policy <https://iu.box.com/iuson-policies>.

Last updated April 2017

Progression in coursework in the nursing major

Nursing courses must be taken in the sequence indicated in the curriculum plan. A student must complete the entire level of nursing courses before progressing to the next level. Exceptions to this may be granted by the APG committee, or may be in place by agreement for particular tracks or courses in the BSN plan of study (students should confer with a nursing advisor).

Academic Probation

Students enrolled in the Indiana University School of Nursing BSN Program will be placed on academic probation when any of the following conditions exist:

1. The cumulative GPA falls below "C" (2.0)
2. The semester GPA falls below "C" (2.0)
3. A grade below "C" (2.0) has been received in a required didactic course, or a grade of "F" has been earned in a required practicum/clinical course-this includes required general education courses, as well as nursing major courses.
4. A Failing grade may be given for the following:
 - failure to meet course objectives;
 - academic dishonesty, misconduct, or personal misconduct as defined by Indiana University;

- unsafe clinical behavior: including (but not limited to) HIPAA violations, breaking agency policies, breaking course rules related to clinical behavior.

Students who are on Academic Probation shall:

1. Meet with the Director of Diversity and Enrichment at IUPUI or the appropriate Academic Advisor or designee on the Bloomington and Columbus campuses at least three times per semester to plan for academic success;
2. Complete a required plan for tutoring/remediation during the time period in which he/she is on probation. This plan is completed with the Director of Diversity and Enrichment at IUPUI, or the appropriate Academic Advisor or designee on the Bloomington and Columbus campuses. Students on academic probation will not be released to register for the next semester until these conditions have been fully met.

Academic Probation will be removed and a student returned to “good standing” when all of the following conditions exist:

1. The cumulative GPA returns to “C” (2.0) or higher.
2. The semester GPA is “C” (2.0) or higher.
3. A minimum grade of “C” (2.0) has been received in the required didactic courses completed, and a grade of “S” has been earned in the required practicum/clinical courses completed. All other specific conditions, if required, have been met.
4. The student has secured a permanent placement in a new cohort.

Note: Students who have been dismissed and reinstated will remain on academic probation throughout the remainder of the program.

Please refer to School of Nursing Policy AFS-21 BSN Academic Standing.

For more details, please see IUSON Box site for policy <https://iu.box.com/iuson-policies>.

Last updated April 2017

BSN Degree Requirements

Bachelor of Science in Nursing (BSN)

Students in the BSN program are responsible for meeting the following degree requirements. Though the School of Nursing makes every attempt to provide students with academic advising and program planning assistance, the students are accountable for complying with all published academic policies related to the BSN program. There are three program options for completion of BSN degree requirements. To be eligible for graduation from the Bachelor of Science in Nursing program, students must complete a minimum overall number of credit hours required for the degree, as well as a minimum number of credit hours which must reflect nursing major courses, dependent upon program option which they are pursuing.

Credits earned in remedial learning skill courses do not count towards the credit hour requirement. Credits from successfully repeated courses can only be used once toward the overall credit hours needed for the BSN degree.

BSN Traditional Track

Complete a minimum of 120 credit hours with a grade of C or higher in each didactic course and an S (Satisfactory) in all clinical/practicum courses required for the degree. Of the 120 credit hours, 75 credit hours must reflect nursing major courses.

BSN Accelerated Second Degree Track

Complete a minimum of 120 credit hours with a grade of C or higher in each didactic course and an S (Satisfactory) in all clinical/practicum courses required for the degree. Of the 120 credit hours, 71-74 credit hours must reflect nursing major courses.

RN to BSN Online Degree Completion Option

Complete a minimum of 120 credit hours with a grade of C or higher in each didactic course and an S (Satisfactory) in all clinical/practicum courses required for the degree. Of the 120 credit hours, 36-39 credit hours must reflect nursing major courses, 34-37 credit hours will be via special credit, and 50-53 or greater credit hours will be general education.

Additionally, all students in the BSN program are responsible for meeting the following degree requirements.

1. Achieve an IU cumulative grade point average of at least a 2.0 (C). This includes all transfer course work applied to degree.
2. Complete at least 30 credit hours of required nursing major courses on the IU campus awarding the BSN degree.
3. Complete all BSN degree requirements within six years of enrolling in the first nursing course in the nursing major.
4. Apply for degree candidacy the semester prior to completing all degree requirements following the published procedures on campus awarding degree.

For additional information about the Bachelor of Science in Nursing, please view the following information:

- Academic Policies and Procedures
- Accelerated Track
- Admission Requirements
- Academic Expectations & Progression
- Honors Study Option
- School Requirements

Please refer to School of Nursing Policy AFS-26

For more details, please see IUSON Box site for policy <https://iu.box.com/iuson-policies>.

Last updated April 2017

BSN Accelerated Second Degree Track

BSN Accelerated Second Degree Track

The Bachelor of Science in Nursing (BSN) Accelerated Second Degree track is designed for students who have earned a bachelor's degree in a non-nursing field and want to pursue a nursing career. The program moves at a fast pace - 5 semester year round of full-time study - with a concept-based, cutting-edge curriculum that prepares you for a career as a professional nurse. It's also infused with selected graduate level courses designed to prepare you for a career as a professional nurse, and giving you an advantage if you are interested in graduate study.

You will work with nursing faculty in the school and expert nurse preceptors in the community as part of the clinical and practical experiences of the program, gaining exposure to hospital and community-based nursing. In addition, you will participate in simulation exercises and interprofessional education experiences with IU students in other healthcare fields. This program gives you a solid foundation for leadership positions and enables you to earn 6 to 9 credits directly applicable to nursing graduate study, and at undergraduate tuition rates.

BSN Accelerated Second Degree Track Sample Curriculum Plan

Semester One	Credits
Promoting Healthy Populations (NURS B234)	3
Health Assessment (NURS B244/245)	4
Fundamentals of Nursing Practice (NURS B260)	5
Pathophysiology & Pharmacology for Nursing (NURS B261)	4
Total Credits	16
Semester Two	Credits
Health Care Delivery Systems (NURS L230)	3
Promoting Healthy Populations Practicum (NURS B235)	1
Transitional Care of Families & Populations (NURS B334)	5
Professionalism in Collaborative Practice (NURS B253)	3
Biophysical Processes (NURS H356)	5
Total Credits	17
Semester Three	Credits
Interactive Processes (NURS H360)	5
Adaptive Processes (NURS H371)	5

Measurement & Data Analysis (Graduate Level) (NURS R505)	3
Total Credits	13
Semester Four	Credits
Complex Processes (NURS H476)	5
Inter Professional Practice (NURS B453)	3
Nursing Research Methods (Graduate Level) (NURS R500)	3
Leadership (NURS L430)	3
Total Credits	14
Semester V	Credits
Ethics (NURS S474)	3
Nursing Practice Capstone (NURS S483)	3
Managing Health & Illness Across Care Environments (NURS B444)	4
Nursing Synthesis (NURS S488)	2
Optional: Nursing Theory (Graduate Level) (NURS N502)	3
Total Credits	12 - 15

BSN Accelerated Second Degree Track Total Credits 120 - 123*

*This total includes 48 total general education credits

Last updated April 2017

BSN Admission Requirements: Accelerated Second Degree Track

BSN Admission Requirements: Accelerated Second Degree Track

Application deadlines and due dates for the BSN Accelerated Second Degree Track IUSON at IUPUI are found below and may also be found at the [IU School of Nursing website](#).

January Entry

- Applications available online: July 15th
- Deadline to apply: October 15th
- Application closes at 5:00pm on October 15th

May Entry

- Applications available online: October 15th
- Deadline to apply: January 15th
- Application closes at 5:00pm on January 15th

August Entry

- Applications available online: January 15th
- Deadline to apply: March 15th
- Application closes at 5:00pm on March 15th

The admission process is selective, and acceptance depends on the number of applicants and the applicant's ability to compete academically in the pool of applicants.

Admission to the baccalaureate nursing major and concomitant entrance to the School of Nursing is open to those meeting the following admission criteria (Policy AFS-16):

1. Must be admitted to Indiana University as a degree-seeking student.
2. Effective for students applying for Fall 2010 term, documentation of at least a bachelor's degree (approximately 120 credits), in which a minimum cumulative grade point average (GPA) of 2.7 on a 4.0 scale was earned.
3. Must have completed all required BSN general education courses with a grade of C or higher. Required BSN general education course work may be completed at Indiana University or transferred from another college or university.
4. Must demonstrate a grade point average of 3.0 on a 4.0 scale for all general education course work applied to BSN degree.
5. Time limitation on specific courses: Knowledge and competencies developed in courses that fulfill the requirements for anatomy, human physiology, finite math, microbiology, chemistry, statistics and life span development are considered to be time limited for individuals pursuing an undergraduate degree in nursing. If any of these courses were taken more than seven years prior to the application to the nursing undergraduate degree, the applicant must validate the related knowledge and competencies through testing, portfolio, or repeating the course to be eligible for admission and progression.
6. Students transferring course work must have achieved a grade of C (2.0) or higher for each completed required BSN general education course to be considered from a university other than Indiana University. No more than three (3) courses may be repeated in order to meet the minimum required grade of C (2.0). Of the three courses, only two (2) failures will be allowed in required science courses.
7. Must have a minimum grade of C (2.0) in each required BSN general education course by the second attempt. This criterion also applies to any student wishing to transfer required courses from a college or university other than IU.
8. Students must complete courses to meet all general education requirements before applications are processed for the desired admission cycle in order to be eligible for that admission cycle so that grades from all general education requirements will be included in the GPA calculation. Applicants for Fall entry will need courses completed by the end of the previous Spring semester; applicants for Spring entry will need courses completed by the end of the previous Summer Session II; applicants for Summer entry will need courses completed by the end of the previous Fall semester in order to be eligible.
9. Must have completed a personal statement that speaks to career goals and abilities to be successful in this study option.
10. Must submit to the School of Nursing a credit transfer report (CTR) for all work being transferred from universities other than IU.
11. Must submit application by specified published dates. Applications received after deadlines may not be considered for requested admission cycle. Students wishing to reapply for a following academic cycle are invited to do so.

Admission Process

1. Students may apply to Indiana University and the Accelerated BSN Second Degree Track concurrently. Students transferring to Indiana University from another institution will have their transcript evaluated by the Admission Office of Indiana University and the School of Nursing before determining admission eligibility.
2. Students meeting above admission criteria and applying for a specific admission cycle will be admitted based on prior academic performance and strength of goal statement in pool of applicants.
3. Students will be admitted to the Accelerated BSN Second Degree Track for a specific admission cycle, and are expected to enter that cycle. Students not entering that specific admission cycle may reapply for admission to a subsequent admission cycle.
4. Students will be held to all existing BSN policies related to admission, progression, and graduation not addressed in this policy.

Please refer to School of Nursing Policy AFS-16

For more details, please see IUSON Box site for policy <https://iu.box.com/iuson-policies>.

Last updated April 2017

BSN Admission Requirements: Traditional Pre-Licensure Track

BSN Traditional Track Admission Requirements

Application deadlines and due dates for the IUSON Core Campus of Indianapolis and Bloomington are found below and may also be found at each campus' School of Nursing website. Students interested in nursing on another IU campus should consult the website of that campus for more information about nursing.

August Entry

- Applications available online: January 15th
- Deadline to apply: March 15th
- Application closes at 5:00 p.m. on March 15th

January Entry

- Applications available online: July 15th
- Deadline to apply: September 15th
- Application closes at 5:00 p.m. on September 15th

The admission process is competitive, and acceptance depends on the number of applicants and the applicant's ability to compete academically in the pool of applicants. Students seeking admission

to the nursing major must meet the following eligibility criteria (Policy AFS-15):

1. The applicant must be admitted to Indiana University as a degree-seeking student and must submit official transcripts from other universities attended so that credits may be transferred.
2. The applicant must have a minimum Indiana University cumulative grade point average (GPA) of 2.7 on a 4.0 scale at the time of application. This does not include transfer or X'd courses.
3. The following application requirements must be met by courses listed on the application to the nursing major on the Core Campus: English Composition, Introductory Psychology, Introductory Sociology, Human Anatomy and Finite Math. Additional courses to be entered on the application: These are to be selected from an approved list which may be campus specific. The total number of credit hours used to meet the application requirements is typically 29-31 credits. At IUPUI: Speech; and additionally, one course from each of the following groups is to be entered on the application: Life & Physical Sciences, Cultural Understanding, Arts & Humanities. At IUB: 3-5 credit Critical/Analytical/ Science or Natural and Mathematical Science course; and additionally, three courses from the following groups are to be entered on the application: Social and Historical (maximum of 1 course); World Language/World Culture (maximum of 2 courses); and/or Arts and Humanities (maximum of 2 courses). Of the general education courses specifically required for application no more than three may be repeated to achieve a minimum grade of C (2.0). Over the course of the BSN degree program no more than two of the science/math courses (Anatomy, Physiology, Microbiology and Finite Math) may be repeated in order to achieve an acceptable grade. In the case of courses with a laboratory component, the didactic and lab are considered one course. The grade earned on the most recent attempt will be used for calculation of GPA for admission purposes. This policy relates to IU and transfer courses, and students who are not able to meet the minimum criteria are ineligible for admission consideration.
4. The applicant must achieve a grade of C (2.0) or higher for each course and an application overall GPA of 3.00 in all nursing program requirements. This criterion also applies to any student wishing to transfer required courses from a university other than Indiana University. Applicants may use up to a maximum of 6 credits of Special Departmental (S) or Test (T) credit (e.g. Advanced Placement or departmental examination credit). No more than one Science/Math application requirement may be met with such credits, and no more than one of the remaining General Education requirements may be met with such credits. The Anatomy, Physiology, and Microbiology requirements must be met with graded college coursework, not by S or T credits.
5. The applicant must complete all required course work by established deadline date. This includes independent studies, correspondence course work and courses for which students have received an incomplete (I). Students wishing to transfer required course work from a university other than Indiana

University must be in good academic standing in that university (i.e., must not have been dismissed) and have achieved a grade of C (2.0) or higher in courses for which transfer is being requested.

As part of the application process the applicant must submit a Student Criminal Disclosure form to communicate any issues that would be documented on a national criminal background check.

Applicants who do not meet one or more of the above criteria may request special consideration by the campus Admission, Progression and Graduation (APG) Committee to which admission is requested. Consult campus policies and practices to determine the appropriate process to be followed on the campus you wish to attend.

If denied admission, the applicant may reapply to the Bachelor of Science in Nursing Program in a subsequent semester if eligibility is maintained. The applicant is not automatically considered; the student must re-submit an application.

Students will be admitted to the baccalaureate nursing program for a specific semester and are expected to enter the program that semester. Students not entering that specific semester must reapply for a subsequent semester on a competitive basis. Students will not be considered for further admission if they have declined an admission offer two times.

Applicants to the Core Campus will receive priority consideration for admission if they have completed the majority (51 percent) of their prerequisite general education course work on the IUPUI or IU Bloomington campus. If additional spaces are available, the next priority is given to students who have completed the majority of their course work on another IU campus. Students transferring the majority of prerequisite course work from a non-IU school are accorded lowest priority for admission.

Please refer to School of Nursing Policy AFS-15

For more details, please see IUSON Box site for policy <https://iu.box.com/iuson-policies>.

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BSN Honors Study Option

BSN Honors Study Option

The IU School of Nursing partners with the IUPUI Honors College to offer exceptionally talented BSN traditional track students the opportunity to participate in the BSN honors program. You will gain hands-on experience in research, develop leadership skills, work with nursing research leaders, and connect with a faculty mentor. Your participation in this program prepares you for graduate study and participation in healthcare research.

Students admitted to the IUPUI Honors College prior to School of Nursing admission who meet minimum GPA requirements are eligible for the BSN honors program.

Why pursue the nursing honors program? You will:

- Gain an introduction and exposure to the field of research
- Discover the importance of research to the discipline and practice of nursing

- Partner with faculty research mentors and participate in research teams
- Prepare and present a research poster and/or presentation
- Submit results from the study for publication

IUSON Honors Program Study Requirements

For a copy of the latest IU School of Nursing Honors Program curriculum please contact the School of Nursing Center for Academic Affairs at 317-274-2806, or visit us in Nursing Building room 122.

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BSN School Requirements

BSN School Requirements

There are three distinct tracks in the BSN Program; the BSN Traditional Track, the BSN Accelerated Second Degree Track, and the RN to BSN Online Degree Completion Option. Students in each track must complete the same program learning outcomes and requirements which are addressed in a curriculum plan that is planned to meet the learner's needs. The BSN curriculum is subject to continuous evaluation and revision. If curriculum changes occur, updated information can be obtained from the academic counselor.

The BSN Traditional Track has been designed for students with no prior RN license or academic degree beginning their academic studies on the IUSON Core Campus (IUB and IUPUI campuses). This track requires a minimum of four academic years to complete. Students in the Accelerated Second Degree Track complete 5 semesters of continuous study, and use a curriculum modified for second degree learners. Students in the RN to BSN Online Degree Completion Option complete a plan of study designed for maximum flexibility, and can complete the degree in a part time or full time timeline, with most students completing the degree in 12 to 24 months.

The following is an example of a full-time plan of study for the BSN Traditional track. Each student will develop, with the assistance of an academic advisor, a plan of study that reflects student need, student choices, availability of courses, and specific campus expectations.

Students who have already completed courses towards other majors, transfer students, part-time students, or students required to enroll in preparatory coursework may take longer than four years to finish the BSN degree.

BSN Traditional Track Sample Curriculum Plan

Freshman Year

Semester One	Credits
English Composition (W131)	3
Introductory Psychology (PSY B110)	3
Finite Math (MATH M118)	3
Life & Physical Sciences	3
Cultural Understanding	3
First Year Seminar	1
Total Credits	16
Semester Two	Credits

Anatomy (BIOL N261)	5
Arts & Humanities	3
Fundamentals of Speech (COMM R110)	3
Introductory Sociology (SOC 3 R100)	
Total Credits	14

Sophomore Year

Semester Three	Credits
Physiology (BIOL N217)*	5
Health Assessment (NURS B244/245)	4
Promoting Healthy Populations (NURS B234/235)	5
Professionalism in Collaborative Practice (NURS B253)	3
Total Credits	17
Semester Four	Credits
Microbiology (MICR J210)*	4
Fundamentals of Nursing Practice (NURS B260)	5
Pathophysiology & Pharmacology for Nursing (NURS B261)	4
Health Care Delivery Systems (NURS L230)	3
Total Credits	16

*Physiology must be completed with a C grade or higher before progressing to Semester Four. Microbiology must be completed with a C grade or higher before progressing to Semester Five.

Junior Year

Semester Five	Credits
Data Analysis in Clinical Practice and Health-Care Research (NURS H355)	3
Clinical Care I: Biophysical Processes (NURS H356)	5
Transitional Care of Families & Populations (NURS B334)	5
Open Eltive	3
Total Credits	16
Semester Six	Credits
Clinical Care II: Interactive Processes (NURS H360)	5
Clinical Care III: Adaptive Processes (NURS H371)	5
Nursing Research & Evidence Based Practice (NURS R375)	3
Total Credits	13

Senior Year

Semester Seven	Credits
Clinical Care IV: Complex Processes (NURS H476)	5
Leadership in Healthcare Delivery & Policy (NURS L 430)	5
Interprofessional Practice (NURS B453)	3
Open Elective	3
Total Credits	16
Semester Eight	Credits
Nursing Synthesis (NURS S488)	2
Nursing Practice Capstone (NURS S483)	3
Healthcare Ethics (NURS S474)	3
Nursing Intensive: Managing 4 Health & Illness Across Care Environments (NURS B444)	4
Total Credits	12

BSN Traditional Track Total Credit Hours 120

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Program Learning Outcomes; Applicable to all BSN students

Program Learning Outcomes; applicable to all BSN students

As a graduate of the BSN program you will be:

- A critical thinker who demonstrates intellectual engagement and uses evidence as a basis for clinical reasoning and decision making
- A culturally sensitive individual who provides holistic, individual, family, community, and population-centered nursing care
- A knowledgeable care coordinator who facilitates access to resources across the continuum of healthcare environments in order to meet the evolving healthcare needs of individuals, families, communities, and populations
- An individual who understands and considers the impact of healthcare policy, finance, and regulatory environments on care delivery
- An individual who embodies the professional identity of the nurse and who translates the inherent values of the nursing profession into the ethical and legal practice of nursing
- An effective communicator who collaborates with inter-professional team members, patients, and their support systems for improved health outcomes
- A competent care provider who is prepared to practice to the full capacity of the professional nurse role in diverse health care environments
- An accountable leader and manager who applies principles of systems and organizational processes

and balances resources to promote quality care and patient safety

- An individual who embraces and employs innovations in information management and technology in the delivery of quality patient care

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RN to BSN Online Degree Completion Option

RN to BSN Online Degree Completion Option

The RN to BSN Online Degree Completion Option is designed for the working RN who has earned a two-year associate degree or diploma in nursing and is busy with career and family responsibilities but wants to be prepared to meet the future challenges of health care by completing a Bachelor of Science in Nursing (BSN) degree.

All eight Indiana University School of Nursing campuses across the state of Indiana collaboratively created the RN to BSN Online Degree Completion Option. What does that mean for you?

- Nursing courses are distance accessible, using web-based and video technologies so that you don't have to come to campus.
- Earn your BSN where you live, in the midst of a busy schedule.
- The program is flexible: once you complete general education coursework, you can complete nursing courses in 12 months of full-time study or 18–24 months of part-time study.
- Nursing courses are delivered in condensed, six- or eight-week learning modules.
- Tailored clinical experiences where you work.

Because this program builds on the courses you have already completed, you'll also receive credit for many of the general education courses completed as part of your ASN or diploma program.

- RN to BSN Degree Completion Option: Advanced Placement
- RN to BSN Degree Completion Option: Program Requirements
- RN to BSN Degree Completion Option: Residency Requirements
- RN to MSN Degree Mobility Option

Last updated April 2017

Admission

Admission

Associate degree or diploma prepared registered nurses who graduated from an Accrediting Commission for Education in Nursing (ACEN) accredited program are eligible to apply to the BSN program if they meet the published admission criteria for the RN to BSN Online Degree Completion Option. Registered nurses seeking admission to the Indiana University School of Nursing must apply to the campus Office of Admissions and may

apply to the Online Degree Completion Option anytime throughout the academic year.

How to Apply

1. Apply for admission to Indiana University Purdue University Indianapolis (IUPUI) in the fall, spring, or summer semesters. An application can be obtained at the IUPUI [Office of Undergraduate Admissions](#) at (317) 274-4591. Admission criteria are listed below.
2. Transfer of credit from other colleges or universities is completed at the time of admission to the university by the Office of Undergraduate Admissions. Transfer credit will be awarded for courses with a minimum grade of C, if courses being transferred are essentially equivalent to required course work. Official transcripts, verifying previous academic background, are required to complete the transfer process and should be mailed to the Office of Undergraduate Admissions.

To be eligible to apply to the RN to BSN Degree Completion Option, students must meet the following requirements:

1. Be admitted to Indiana University as a degree-seeking student (meet IU requirements for admission).
2. An Associate in Nursing degree or a Nursing Diploma from an ACEN (formerly NLNAC) accredited school. Additionally, you must have an ASN or diploma from a college or university that has regional accreditation, so that your credits will be transferable to IUPUI. To determine if your school is regionally accredited:
 - Visit enroll.iupui.edu/admissions
 - Under "Key Resources" click the "Transfer & Exam Credits" link
 - Click the "Transfer Rule Catalog" link
 - Find your school in the alphabetical list of institutions from which IUPUI accepts credits
3. Have a current, unencumbered RN license in the state in which you are practicing and/or plan to meet practicum requirements.
4. Achieve a minimum cumulative grade point average (GPA) of 2.5 on a 4.0 scale for all courses attempted.
5. Complete required general education courses with a grade of C or above; a C- is not acceptable. A grade of C or above must be obtained by the second attempt; students may repeat a required course no more than twice.
6. Comply with immunization requirements. Failure to meet immunization requirements will prevent participation in practicum experiences. Lack of participation could constitute a practicum course failure.
7. Provide proof of current CPR certification and health insurance coverage

8. Purchase a national criminal background report from the Certified Background Company.

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Special Credit Courses

Special Credit Courses

Following the successful completion of the first semester of nursing classes, special credit is awarded for the courses listed below. In order to receive a BSN degree, your official transcript must reflect fulfillment of all requirements, including 34 hours of special credit for these courses:

B261: Pathophysiology & Pharmacology, 4 cr.
 B260: Fundamentals of Nursing Practice, 5 cr.
 H356: Biophysical Processes, 5 cr.
 B334: Transitional Care of Families, 5 cr.
 H360: Interactive Processes, 5 cr.
 H371: Adaptive Processes, 5 cr.
 H476: Complex Processes, 5 cr.

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RN to BSN Online Degree Completion Option Requirements & Sample Curriculum Plan

RN to BSN Online Degree Completion Option Requirements

The minimum requirement for RN to BSN students pursuing the BSN degree is 120 credit hours. Students beginning the required nursing courses must complete all coursework in six years. Failure to register in each sequential semester, excluding summer sessions, constitutes an interruption in the program. Students who reenter must adhere to the policies and curriculum in effect at the time of reentry. Students who interrupt their program of study jeopardize their chances of completing nursing courses in six years.

Required coursework

RN to BSN coursework consists of general education and nursing courses. All courses must be completed with a grade of C or above by the second attempt. General education courses completed at other universities may be applicable toward your degree program if credits are accepted by the Office of Admissions or determined to be equivalent by the IUSON. All general education requirements must be completed before enrolling in nursing courses.

Plans of Study

Designed to be flexible with your work schedule and busy lifestyle, the RN to BSN Online Degree Completion Option can be pursued by following a full- or part-time plan of study, outlined below. To obtain a program planning sheet tailored to your educational goals, first be admitted to IUPUI, then contact an IUSON Academic Advisor at (317) 274-2806.

Sample Curriculum Plans

Full time study (12 months, or 3 semesters)

Semester One	12 Total Credits
1st 8 weeks	B331 Transition to BSN Nursing
	B304 Nursing Seminar 1: Health Policy
2nd 8 weeks	S475 Health of the Community
	H355 Data Analysis
Semester Two	12 Total Credits
1st 8 weeks	S474 Health Care Ethics
	H375 Nursing Research & Evidence Based Practice
2nd 8 weeks	Nursing Practice Elective
	S487 Nursing Management
Semester Three	12 Total Credits
1st 8 weeks	B404 Nursing Seminar 2: Informatics
	Nursing Practice Elective
2nd 8 weeks	R470 Clinical Nursing Practice Capstone
	Nursing Practice Elective

Part-time study (18 months, or 4 semesters)

Semester One	9 Total Credits
1st 8 weeks	B331 Transition to BSN Nursing
2nd 8 weeks	H375 Nursing Research & Evidence Based Practice
	H355 Data Analysis
Semester Two	9 Total Credits
1st 8 weeks	S474 Healthcare Ethics
	Nursing Practice Elective
2nd 8 weeks	S475 Health of the Community
Semester Three	9 Total Credits
1st 8 weeks	B304 Nursing Seminar 1: Health Policy
	Nursing Practice Elective
2nd 8 weeks	S487 Nursing Management
Semester Four	9 Total Credits
1st 8 weeks	B404 Nursing Seminar 2: Informatics
	Nursing Practice Elective
2nd 8 weeks	R470 Clinical Nursing Practice Capstone

Part-time study (24 months, or 6 semesters)

Semester One	6 Total Credits
1st 8 weeks	B331 Transition to BSN Nursing
2nd 8 weeks	Nursing Practice Elective

Semester Two

1st 8 weeks

2nd 8 weeks

Semester Three

1st 8 weeks

2nd 8 weeks

Semester Four

1st 8 weeks

2nd 8 weeks

Semester Five

1st 8 weeks

2nd 8 weeks

Semester Six

1st 8 weeks

2nd 8 weeks

6 Total Credits

B304 Nursing Seminar 1: Health Policy

H355 Data Analysis

6 Total Credits

S474 Healthcare Ethics

S475 Health of the Community

6 Total Credits

B404 Nursing Seminar 2: Informatics

S487 Nursing Management

6 Total Credits

Nursing Practice Elective

H365 Nursing Research

6 Total Credits

Nursing Practice Elective

R470 Clinical Nursing

Practice Capstone

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Residency Requirements

Residency Requirements

Thirty hours of residency credit is required for the BSN degree. This requirement is met by completing 30 hours of nursing courses through Indiana University. Independent study via correspondence courses will not count towards the residency requirement.

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Degree Programs

Degree Programs

The baccalaureate program offers a cutting edge, concept and competency based curriculum for the education of professional nurses competent in meeting the current and future health needs of society. The curriculum prepares graduates to function across a continuum of health care environments, using evidence-based interventions in the practice of nursing. The curriculum provides a foundation for leadership positions and graduate study.

The BSN program is offered on the IUSON core campus (IUPUI and IU Bloomington). Prospective students should acquaint themselves with curriculum requirements, course sequencing, and other degree requirements, along with the requirements for admission to the BSN program on the campus they wish to attend.

Bachelor of Science in Nursing (BSN)

- BSN Traditional Track
- BSN Accelerated Track
- RN to BSN Track

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Distinction, Awards & Scholarships

Distinction & Awards

Students have the opportunity to be recognized for academic excellence both during their program and at graduation. Full-time nursing students will be placed on the Dean's List for each semester in which they earn a grade point average (GPA) of 3.5 or higher. Part-time students are eligible for the Dean's List after the completion of 12 credit hours, and for each semester they have accumulated an additional 12 credit hours of course work with a GPA of 3.5 or higher.

BSN candidates who are in the top 10 percent of their graduating class and who have demonstrated a high level of academic achievement may be selected to graduate with academic distinction. To be eligible, BSN students must have completed a minimum of 60 graded credit hours at IU. Minimum grade point averages used in determining the category of academic distinction awarded are:

- 3.83-4.00—Highest Distinction
- 3.66-3.82—High Distinction
- 3.50-3.65—Distinction

A GPA used to determine distinction is calculated from all grades in courses up to and including the seventh semester for the BSN taken at IU. The GPA does not include transfer grades, special credit, and open electives, but does include grades received in courses that are repeated because of program stipulations. Not all students who meet the criteria for distinction may be selected for this honor.

IU School of Nursing Scholarships

Thanks to the generosity of alumni and donors the IU School of Nursing is able to administer more than \$700,000 in scholarships annually to aid current IUSON undergraduate and graduate students. Typical scholarships range from \$1,000 to \$2,500 per student for the academic year. Each award is split equally in two payments to be distributed for fall and spring semesters and applied directly to your IU Student Account. The scholarship application is available only online; read the [eligibility criteria](#) before accessing the online application.

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Guidance & Counseling

Guidance & Counseling

Academic advisors are available as a resource for students in the Indiana University School of Nursing.

The advisors are located in Center for Academic Affairs Office in the Nursing Building room 122. To schedule an appointment with an advisor, please call the Center for Academic Affairs at 317-274-2806. Walk in advising hours are also available on Tuesday, Wednesday, and Thursday from 8:00am to 4:00pm.

Pre-BSN Traditional Track students are advised to meet with an academic advisor at the [IUPUI Health & Life Sciences Advising Center](#) to help you learn, explore,

plan, and transition into Nursing or other health and life sciences fields.

The Office of Diversity and Enrichment provides academic and emotional support to **all** IUSON students to be successful in nursing school. To learn more about the support available through the IUSON Office of Diversity and Enrichment, please call 317-274-1550 to schedule an appointment.

Students at IUPUI may also consult the Counseling and Psychological Services (CAPS) at 317-274-2548 or <http://studentaffairs.iupui.edu/health-wellness/counseling-psychology/>, or other local agencies for specialized counseling.

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Undergraduate Programs

Philosophy Statement

Faculty members in the BSN program believe that a BSN education prepares students to meet the current and future health needs of society through a comprehensive academic foundation in the sciences and humanities coupled with exceptional professional preparation, preparing students for current and future roles across the continuum of settings for health care delivery. Faculty in the BSN program understand that our students bring a wide range of educational and other experience to the educational setting, and believe that the educational plan should be tailored to the needs of our learners. To achieve this goal, we have developed three tracks within the BSN to meet needs of different learners. Faculties in the BSN program also recognize that learning encompasses knowledge, skill, and affective domains. In each track of the BSN coursework focuses on mastery of conceptual knowledge; demonstration of competencies in nine program outcome areas; and embodiment of exemplary professionalism that includes the values inherent in the profession. Recognizing that BSN graduates will practice in an ever changing health care environment, students are prepared to understand health care policies and their rapidly changing impact on care delivery. Faculty have planned each track of the BSN to offer a cutting edge and evidence based curriculum to prepare students for careers as professional nurses who are competent care providers, prepared to practice to the full capacity of the professional nurse role in diverse settings and situations. We value diversity and prepare students to provide ethical, holistic, culturally sensitive patient centered care; which may focus on and include acute and chronic care; wellness and illness situations, and considering those diverse patients and clients we serve: individuals across the lifespan; families in different developmental stages; as well as communities, aggregates, and populations. As part of professional nursing in today's complex care environments, nurses must be accountable leaders and managers, as well as knowledgeable care coordinators, engaging as full partners with interprofessional team members. Furthermore, the faculty believes that as professional nurses, BSN graduates must be exceptional communicators, collaborating effectively, and who are able to use and embrace technology and information management systems to achieve high quality, save patient care outcomes.

Purpose

The baccalaureate program offers a curriculum plan designed to meet learner needs while preparing professional nurses competent in meeting the current and future health needs of society. The curriculum prepares graduates to function as practitioners in a variety of settings including acute care, primary care, and community focused care to name a few. The BSN also provides a foundation for leadership positions and graduate study.

The graduate of the BSN program possesses a broad knowledge of the humanities, the biological and social sciences, and nursing. As a BSN graduate, the nurse applies well-developed problem-solving skills in caring for individuals, families, and communities.

Program Learning Outcomes

As a graduate of the BSN program you will be:

- A critical thinker who demonstrates intellectual engagement and uses evidence as a basis for clinical reasoning and decision making
- A culturally sensitive individual who provides holistic, individual, family, community, and population-centered nursing care
- A knowledgeable care coordinator who facilitates access to resources across the continuum of healthcare environments in order to meet the evolving healthcare needs of individuals, families, communities, and populations
- An individual who understands and considers the impact of healthcare policy, finance, and regulatory environments on care delivery
- An individual who embodies the professional identity of the nurse and who translates the inherent values of the nursing profession into the ethical and legal practice of nursing
- An effective communicator who collaborates with inter-professional team members, patients, and their support systems for improved health outcomes
- A competent care provider who is prepared to practice to the full capacity of the professional nurse role in diverse health care environments
- An accountable leader and manager who applies principles of systems and organizational processes and balances resources to promote quality care and patient safety
- An individual who embraces and employs innovations in information management and technology in the delivery of quality patient care

The BSN program is offered on the IUSON Core Campus (IUB and IUPUI campuses). Prospective students should acquaint themselves with curriculum requirements, course sequencing, and other degree requirements, along with the requirements for admission to the BSN program on each campus. Students are responsible for meeting all degree requirements.

- Academic Expectations/ Progression
- Academic Policies and Procedures
- Degree Requirements
- Honors Study Option
- BSN: School Requirements

- Accelerated Track

Last updated April 2017

RN-MSN Mobility Option

Registered Nurse to Master of Science in Nursing

The Registered Nurse to Master of Science in Nursing, or RN to MSN, option gives you educational and career mobility. If you are a registered nurse (RN) with an Associate of Science in Nursing (ASN) degree or a nursing diploma from an accredited program and have earned several additional undergraduate general education credits, this program may be for you! Even though you are busy with careers and family responsibilities, you can still earn an MSN degree.

As a student in the RN to MSN option, you will apply to one of our MSN specialty tracks at the time you apply for admission. You will complete undergraduate general education requirements and transition courses then begin studies in the MSN track to which you have been admitted. Upon successful completion of the required courses, you will graduate with an MSN degree. You will not receive a BSN degree in the process.

Program Learning Outcomes

As a graduate of the MSN program you will:

- Model excellence in nursing leadership to improve nursing practice within a complex health care system.
- Conduct advanced nursing practice within ethical–legal guidelines, professional policies and regulations, and standards of practice associated with a specialty area of practice.
- Synthesize knowledge from nursing as well as biological, behavioral, social, administrative, educational, and communication sciences for application to a chosen domain of advanced practice nursing.
- Demonstrate scholarly inquiry and reflection that exemplifies critical, creative, and systems thinking to advance the practice of nursing.
- Frame problems, design interventions, specify outcomes, and measure achievement of outcomes while balancing human, fiscal, and material resources to achieve quality health outcomes.
- Use information technology and knowledge-based resources to manage and transform data that inform clinical practice.
- Systematically apply evidence from research findings to answer clinical questions, solve clinical problems, and develop innovative nursing interventions and health policies for selected patient populations.
- Demonstrate collaborative practice and interpret nursing science within an interdisciplinary context.
- Articulate the effects of culture, diversity, values, and globalization in the design, delivery, and evaluation of health services.

- Engage in life-long learning activities that contribute to professional development as well as to the advancement of nursing.

RN to MSN Admission Criteria include:

- Cumulative undergraduate GPA of 3.0 or higher on a 4.0 scale based on all credit hours attempted at all colleges/universities attended.
- Successful completion of a nursing program accredited by ACEN or CCNE.
- The equivalent of at least two years of full-time current practice as an RN in a clinical setting relevant to the graduate track to which the student is seeking admission.
- An unencumbered RN license issued by any of the 50 U.S. states and valid in the state where the applicant is or will be practicing for the purpose of meeting MSN course requirements for clinical experiences

Last updated April 2017

Center for Academic Affairs

Center for Academic Affairs

The mission of the Center for Academic Affairs in the School of Nursing is to promote and facilitate the success of its students. This mission is implemented through the functions of academic counseling, recruitment, admissions, registration, certification, academic record maintenance, academic performance monitoring, orientation programs, diversity affairs, graduation, and student activities. Student services personnel serve as liaisons between students, faculty, and other groups in interpreting School of Nursing and university policies and procedures, and in advocating students' rights and responsibilities.

Orientation

Students new to the School of Nursing will receive orientation materials in the mail prior to the start of the semester.

Guidance and Counseling

A counselor in the Indiana University School of Nursing Center for Academic Affairs is available as a resource for students. The Director of Diversity and Enrichment is available to assist all students. To learn more about the support available through the IUSON Office of Diversity and Enrichment, please call 317-274-1550 to schedule an appointment.

Students at IUPUI may also consult the Counseling and Psychological Services (CAPS) at 317-274-2548 or <http://studentaffairs.iupui.edu/health-wellness/counseling-psychology/>, or other local agencies for specialized counseling.

Last updated April 2017

How to Apply

How to Apply

The online application process can be accessed through the School of Nursing Web site. Instructions and links can be found at: nursing.iu.edu. International applicants must indicate on the graduate application that they are an International student.

Deadlines

- MSN, Post-MSN and RN to MSN Programs: admit yearly for Fall, priority application deadline **January 15th**
- Certificate Programs: applications accepted each semester; start dates vary with course availability
- DNP deadline **March 15th**
- PhD priority deadline **November 15th**

Last updated May 2017

DNP Admission

Doctor of Nursing Practice (DNP) Admission

Admission to the Indiana University School of Nursing (IUSON) DNP program requires approval by the faculty and is based on the applicant's qualifications as evidenced by the admission criteria and application materials. A personal interview is also required. Acceptance into the DNP program is competitive, and admitted students enter the program each fall semester.

DNP Admission Criteria

- Earned a Master of Science degree in nursing (MS in nursing or MSN) from an NLNAC, ACEN, or CCNE accredited program with a cumulative GPA of 3.3 or higher on a 4.0 scale
- Have completed graduate level preparation in statistics (3 credit hours with a grade of B- or higher)
- Possess an unencumbered RN license in your state of practice

DNP Application Packet Materials

Applicants will submit the online DNP application at and provide the following supporting materials:

- Official transcripts from all prior earned degrees
- Documentation of masters clinical hours completed
- Three references indicating ability to succeed in DNP program, including at least one from a nurse faculty member who has knowledge of the applicant's academic ability
- Personal statement or essay indicating your ability to succeed in the DNP
- Current resume or CV
- Copy of your current, unencumbered RN license and any certifications held
- If applicant's native language is not English, submission of proof of English proficiency by taking the "Test of English as a Foreign Language" (TOEFL)

All qualified applicants will be invited to participate in a formal admission interview with DNP faculty

Last updated May 2017

Graduate Admissions

- Application
- MSN Admissions
- Graduate Certificate: Teaching in Nursing
- PhD Program
- DNP Program
- Center for Academic Affairs

MSN Admissions

MSN Admissions

Admission to the master's program requires approval by the faculty in the department in which study is desired. Admission is based on the composite of qualifications (as evidenced by the application), official transcripts, and references. A personal interview may be requested by the department. Acceptance into the master's program is competitive.

The criteria that follow must be met for full admission. An applicant who lacks one or more of the criteria may be considered for probationary admission or conditional admission, meaning one or more the admission criteria has not been met.

1. A grade point average (GPA) of 3.0 or higher on a 4.0 scale from a program accredited by the National League of Nursing, or an equivalent program.
2. A 500-word essay describing and explaining professional career aspirations as an advanced-practice nurse.
3. A current active, unencumbered registered professional nurse license in the state in which the student practices. International applicants must submit evidence of passing the Council of Graduates of Foreign Nursing Schools (CGFNS) qualifying examination prior to coming to Indiana University. Indiana licensure must be achieved prior to enrollment in any clinical nursing course.
4. For International students - in addition to meeting academic qualification, you must:
 - Show proficiency in English (a Test of English as foreign Language (iBT--TOEFL) score of 550 or above is required and a speaking score of 26 or above is required for those who native language is not English.
 - Show proof of financial support, which will be processed through the Office of International Affairs.
 - Submit evidence of passing the Councils of Graduate of Foreign Nursing Schools (CGFNS) qualifying examination prior to coming to Indiana University.
5. Ability to use computer technologies including accessing, retrieving, receiving, and communicating information.

Admission of Students on Academic Probation

Students with undergraduate GPAs lower than 3.0 may be admitted on academic probation upon the recommendation of the academic department in which

they desire a major and with the endorsement of the MSN Curriculum and Student Affairs Committee.

Maintaining Active Status of Admission

Admission is valid only for the enrollment period designated in the admission letter. Deferment may be granted upon written request, subject to adjustment of admission status to requirements of the new enrollment period. Applications and transcripts are kept on file for two years only; beyond that period, reapplication is required.

Time Limitation

Course work must be completed within the six-year limitation period. Part-time students should consult with their MSN track coordinator for any program plan changes.

PhD Admission

PhD Admission

Successful applicants will meet the following admission criteria and submit the following application materials prior to the application deadline. The priority application deadline is November 15th of each year, and admitted students will enter the PhD Program the following May.

PhD Admission Criteria

- Earned a Bachelor of Science in Nursing or a Master of Science degree in nursing from an ACEN or CCNE accredited program
- Baccalaureate cumulative grade point average (GPA) of 3.0 on a 4.0 scale, or a master's degree cumulative GPA of 3.5 or higher is required (MSN GPA supersedes BSN GPA)
- Have completed graduate level preparation in statistics (3 credit hours with a grade of B (3.0) or higher) for the MSN-PhD track
- Possess an unencumbered RN license in your state of practice (*not applicable to international students*)

PhD Application Packet Materials

All applicants will submit the online PhD application and the following supporting materials:

- Official transcripts from all prior earned degrees
- Competitive scores on the verbal, quantitative, and analytic sections of the Graduate Record Examination (GRE)
- Letter of support from a School of Nursing faculty member that indicates congruency between faculty and applicant's research interest and willingness of the faculty member to serve as applicant's research mentor
- Three references indicating ability to succeed in the PhD program, including at least one from a nurse faculty member who has knowledge of the applicant's academic ability
- Personal statement indicating immediate and long-range professional goals and a proposed area of research
- Evidence of the capacity for original scholarship and research in nursing, as demonstrated by reports, published and unpublished papers, or a thesis.
- Current resume or CV
- Copy of your current, unencumbered RN license and any certifications held
- Departmental Questions form

- If applicant's native language is not English, submission of proof of English proficiency by taking the "Test of English as a Foreign Language" (TOEFL)
- All qualified applicants will be invited to participate in a formal admission interview with PhD faculty

All application materials should be sent to the Graduate Advisor for Doctoral Programs by November 15th:

Graduate Advisor for Doctoral Programs

Indiana University School of Nursing Center for Academic Affairs

*600 Barnhill Drive, Room NU147
Indianapolis, IN 46202-5107*

For more information about the PhD program or the admission criteria, please contact:
Graduate Advisor for Doctoral Programs
Phone: (317) 274-2806

Last updated May 2017

Teaching in Nursing

Certificate Programs

Teaching in Nursing

The School of Nursing offers a Graduate Certificate in Teaching in Nursing. The certificate (15-17 credit hours) requires completion of prescribed courses and a teaching practicum. The academic certificate is for students with bachelor's or master's degrees or currently enrolled in a master's program with the career goal of teaching in an academic setting.

Admissions Requirements and Procedures

Admission to the certificate program requires a bachelor's degree in nursing from an accredited institution with a recommended minimum GPA of 3.0. Appropriate work experience also will be taken into account in making decisions about admission. Students will be required to submit a statement of interest and three letters of recommendation. Students already admitted into the Indiana University or Purdue University graduate program are automatically eligible to earn a certificate. Such students must declare their participation in the degree program and also submit a statement of interest.

Minimum Overall GPA

Students will be required to receive a final overall grade point average of 3.0 or better to be awarded the certificate. The minimum grade accepted in any single course is B.

Maximum Number of Credits That Can Be Transferred from Another Institution

If students are able to document appropriate graduate course work at another institution, they can request that they transfer a maximum of 3 credits. The faculty members who oversee the program will approve all waivers and substitutions. No undergraduate courses can be applied to this certificate program.

Maximum Time for Completion

Maximum time for program completion is four years with no significant breaks (i.e., more than two semesters)

between courses. (This field and its underlying technology changes too rapidly for longer breaks.)

Number of Credit Hours Taken Prior to Admission to the Certificate Program That May Be Counted to Completion of the Degree

There is no limit to the number of graduate courses that can be taken prior to admission to the certificate program, provided that all course work is completed within a four-year period.

Required Courses for the Teaching in Nursing Certificate

- T615 Curriculum in Nursing (3 cr.)
- T617 Evaluation in Nursing (3 cr.)
- T619 Computer Technologies for Nurse Educators (3 cr.)
- T670 Teaching in Nursing (3 cr.)
- T679 Nursing Education Practicum (3 cr.)

-
- T800 Preparing Future Faculty (2 cr.) **Optional for Graduate MSN and required for PhD students.**

Certificate Program

Certificate Program

- Teaching in Nursing Graduate Certificate

For information concerning this program of study, write Graduate Programs, Indiana University School of Nursing, 600 Barnhill Drive, NU 122, Indianapolis, IN 46202-5107; or telephone (317) 274-2806 or visit www.nursing.iu.edu.

Master of Science in Nursing

Master of Science in Nursing

Philosophy

Nursing is a scientifically and theoretically based service profession. By embracing the contextual nature of practice through integration of multiple ways of knowing including critical thinking, research, reflection, and intuition, MSN graduates become expert nurses who provide holistic, ethical, evidence-based care within an interdisciplinary environment. Through the educational process, students become visionary leaders who advance the profession of nursing and influence the future of healthcare.

Purpose

The IUSON MSN program educates nurses to become leaders within dynamic healthcare environments. As nurse leaders they are prepared to provide and improve care to patients, families, and/or communities and to lead educational and complex healthcare systems.

Program Outcomes

The goal of the Master of Science in Nursing (MSN) program is to prepare graduates for leadership roles in advanced nursing practice, those of clinical nurse specialist, nurse practitioner, nurse educator, and nurse leader. Students select one of 9 track areas of study when they apply for admission. In addition, graduate certificates are offered in nursing informatics and teaching in nursing. Post-master's study options are available in all tracks.

All degree requirements must be met within six years of initial enrollment. The pattern and duration of a program of study for individual students is determined in consultation with their MSN Track Coordinator. Degree requirements can be met through a combination of distance-accessible, online, and on-campus learning opportunities.

All graduates of the master's degree program are expected to achieve the following outcomes:

1. Model excellence in nursing leadership to improve nursing practice within a complex health care system.
2. Conduct advanced nursing practice within ethical–legal guidelines, professional policies and regulations, and standards of practice associated with a specialty area of practice.
3. Synthesize knowledge from nursing as well as biological, behavioral, social, administrative, educational, and communication sciences for application to a chosen domain of advanced practice nursing.
4. Demonstrate scholarly inquiry and reflection that exemplifies critical, creative, and systems thinking to advance the practice of nursing.
5. Frame problems, design interventions, specify outcomes, and measure achievement of outcomes while balancing human, fiscal, and material resources to achieve quality health outcomes.
6. Use information technology and knowledge-based resources to manage and transform data that inform clinical practice.
7. Systematically apply evidence from research findings to answer clinical questions, solve clinical problems, and develop innovative nursing interventions and health policies for selected patient populations.
8. Demonstrate collaborative practice and interpret nursing science within an interdisciplinary context.
9. Articulate the effects of culture, diversity, values, and globalization in the design, delivery, and evaluation of health services.
10. Engage in life-long learning activities that contribute to professional development as well as to the advancement of nursing.

The goal of the MSN program is to prepare its graduates for leadership roles in advanced nursing practice. Post-master's options are also available in all the tracks. Students select a track area of study when they apply for admission.

Students may elect to follow a full-time or part-time course of study. Minimum time for completion of degree requirements is three semesters. All degree requirements must be met within six years of initial enrollment. The pattern and duration for the individual student is determined in consultation with their MSN Track Coordinator.

Selected master's courses are distance accessible using a variety of technologies.

- Degree Requirements
- Academic Standing of Students
- Curriculum Design
- Post-Master's Option

Curriculum Design

Master of Science in Nursing

Curriculum Design

Minimum completion time for the master's degree program is five semesters. The pattern and duration for the individual student is determined in consultation with the student's faculty coordinator.

All majors include the following areas of study:

1. **Core Courses.** General requirements for all majors:

- 3 credit graduate statistics course; 500-level, faculty-approved course; NURS-R 505 is preferred.
- 3 credit course each in nursing theory, nursing leadership for advanced practice nursing, and research methodology for a total of 9 credits.
- 3 credit hours of nursing study or 6 credit hours of thesis work (some majors may thread this coursework through their management courses).

2. **Additional Core Courses.** Requirements for Nursing Education, CNS and NP majors:

- 3 credit *stand alone* courses in advanced pathophysiology, advanced pharmacology, and advanced physical assessment for a total of 9 credits.

3. **Courses in the Nursing Major.** Between 15 and 30 credit hours in specialty courses from the major department.

4. **Focus Area Courses.** These are required for some majors and requirements vary from 3-9 credit hours of electives chosen by the student in consultation with their MSN Coordinator.

Degree Requirements

Master of Science in Nursing

Degree Requirements

Candidates must meet both the general requirements of the master's program in the School of Nursing and the specific requirements of the specialty track.

All candidates for the degree of Master of Science in Nursing must fulfill the following requirements:

1. Complete a minimum of 42 - 45 credit hours of courses, depending on the track, and fulfill departmental requirements. A maximum of 3 credit hours may be taken at the undergraduate level if the track offers an elective option. Courses meeting the requirement of advanced nursing practice must be taken in or through the School of Nursing.
2. Remove all conditions, deficiencies, probation, and Deferred or Incomplete grades.
3. Achieve a 3.0 grade point average by the time the student has completed 42 credit hours of course work, as required by the major department. Credit hours toward the degree are not granted for courses with a grade below B-. All grades are included in computing the grade point average.
4. Complete all degree requirements within six years of the date the student begins course work.

5. File intent to graduate forms at least one semester before the final semester of study. A new intent to graduate form must be filed if the graduation date changes. Application forms are online and filed with the recorder for graduate programs.
6. Complete the School of Nursing Exit Survey, which is part of the intent to graduate form.

The School of Nursing is not responsible for certification for the degree if the student fails to file the application.

Portfolio Review Process for MSN Course Substitution

A portfolio review process is available to all MSN students who believe that they can meet the learning objectives/competencies required of a specific nursing course within their program of study. The portfolio is a mechanism used to validate the acquisition of knowledge and skills congruent with course expectations and student learning outcomes. The portfolio provides objective evidence that students have acquired the knowledge, skills, and abilities through prior learning and/or practice experiences. The decision to accept the documentation provided is based on determination of the equivalency of this prior knowledge and skills that the student would be expected to demonstrate at the completion of a specific course. The portfolio review option does not take the place of course equivalency reviews or transfer credit. For more information about specific policies and procedures related to the portfolio review process for graduate students please refer to the current graduate student handbook at the School of Nursing Web site.

Academic Standing

Master of Science in Nursing

Academic Standing

Good Standing

A student is in good academic standing when his or her cumulative grade point average is 3.0 or higher.

Disciplinary Probation

Disciplinary probation is administered under the Code of Student Rights, Responsibilities, and Conduct. The faculty reserve the right to request the withdrawal of a student when problems related to personal integrity, health, maturity, or safety in the practice of nursing demonstrate the student's unfitness to continue preparation for professional nursing.

Academic Probation

A student is placed on academic probation when the cumulative grade point average falls below 3.0 or if he or she earns a C+ or lower in a required course. The probationary status is removed within one semester or its equivalent (9 credit hours). Students who do not regain good academic standing after three semesters of probation will be dismissed from the program.

Maintaining Status

- Students who do not register for a period of three consecutive semesters will be dismissed from the program.
- Students admitted on probation who fail to remove the conditions of admission within the time frame specified are subject to dismissal.

- Students must maintain a cumulative GPA of 3.0 throughout the duration of the program. Course grades lower than B- will constitute course failure.
- Students must achieve a cumulative GPA of 3.0 to be eligible for graduation.
- Students who receive a failing course grade in a non-clinical course will be placed on academic probation and monitored by the MSN Curriculum and Student Affairs Committee. The student may request an opportunity to repeat the course one time.
- Students who receive a failing grade in a clinical course or in more than one course (clinical and/or didactic) within the same semester will be dismissed from the program.
- If a course must be repeated, the department may specify additional conditions relating to progression in the program until the course is successfully completed.
- Students will remain on academic probation, even after successful completion of a repeated course, until cumulative GPA meets or exceeds 3.0.
- Students who are on academic probation and/or has one or more course Incomplete(s) outstanding cannot enroll in further coursework unless approved by the MSN Curriculum and Student Affairs Committee.
- Evidence of lack of progress toward the degree is described as failure to successfully attain a B- or higher in a course in which an unsatisfactory grade has been previously received. Students who do not complete all degree requirements within a six-year period following initial registration will be dismissed.

Post-Master's Option

Master of Science in Nursing

Post-Master's Option

A minimum of 12 credit hours, determined by the area of study. Post-master's options are available in all Master of Science in Nursing tracks. The option varies from 12 to 29 credits, depending on previous course work. Applicants must have a Master's degree in Nursing.

Program Descriptions

Students select a specialty track at the time they apply for admission. Post-master's options are available in all clinical areas and in nursing administration and teacher education. The majors are listed by their respective departments.

Nursing Leadership in Health Systems

Nursing Education

Clinical Specialists

- Adult-Gerontology Clinical Nurse Specialist
- Pediatric Clinical Nurse Specialist

Nurse Practitioners

- Pediatric Primary Care Nurse Practitioner
- Adult-Gerontology Acute Care Nurse Practitioner
- Adult-Gerontology Primary Care Nurse Practitioner
- Family Nurse Practitioner
- Psychiatric Mental Health Nurse Practitioner

PhD in Nursing Science Program

Degree Programs

PhD in Nursing

Professional nursing is a distinct scientific discipline with a specific body of knowledge obtained through research. The Doctor of Philosophy program builds upon baccalaureate or master's nursing education and emphasizes the use of creativity in the development and formulation of ideas that contribute to nursing science. Through research, analysis, and evaluation, students are empowered to transform knowledge and critical data into viable propositions through effective communication, critical inquiry, and clinical application. As students progress through the PhD program, they are socialized to the value of research and interdisciplinary inquiry. Today's PhD in nursing science scholar is entrusted with shaping and preserving the quality and vitality of professional nursing.

- On-Campus and Distance-Accessible PhD Options
- Focus Areas of Study
- PhD Curriculum
- Opportunities for Postdoctoral Study

Curriculum & Program Learning Outcomes PhD in Nursing Science

Curriculum

The PhD curriculum consists of 90 total credit hours across six core areas: Professional Development, Nursing Theory, Nursing Science Research Major, Nursing Science Concentration, the Minor, and Dissertation. MSN to PhD students can transfer up to 30 graduate credit hours from their Master of Science in Nursing course work. BSN-PhD students complete 12 bridge core credits and an additional 18 graduate level credits, resulting in a 90 credit hour PhD. The 18 graduate credits are selected by the student and their faculty mentor to enhance the student's PhD research focus.

Core	BSN to PhD	MSN to PhD
Professional Development Core	6 credits	6 credits
Nursing Theory Core	6 credits	6 credits
Nursing Science Research Major	15 credits	15 credits
Nursing Science Concentration	8 credits	8 credits
Minor, external or internal	9-12 credits	9-12 credits
Dissertation	16 credits	16 credits
"Bridge" core courses to the MSN	12 credits	0 credits
Graduate credits	18 credits	0 credits

For a complete outline of the courses required for each core, visit the Indiana University School of Nursing [PhD program website](#).

As a PhD graduate, you are well positioned for a successful career as a leader within academic and practice settings to:

- Master and synthesize knowledge from nursing and other disciplines to conduct original research, generate, and disseminate new ideas;
- Critique and integrate perspectives from diverse disciplines in the development of new knowledge for the discipline;
- Assume leadership in the conduct of culturally competent, ethical research and scholarship to improve nursing practice and health outcomes;
- Incorporate the components of scholarship, namely: research, teaching, mentoring, and service within your professional role;
- Prepare the future generation of nurses.

Last updated May 2017

Focus Areas of Study w/ Wide Applications PhD in Nursing

As a PhD student, you are linked with faculty researchers who provide supportive mentoring throughout your entire PhD program. You can choose to work with faculty experts in **clinical nursing science** or **health systems**.

Clinical nursing science concentrates on the interrelationships of health promotion, health behavior, and quality of life in acute and chronic illness throughout the lifespan. This focus area includes the prevention and early detection of disease and disability across the continuum of care and the enhancement of the health and well-being for individuals, families, and communities. Examples of scholarship and faculty research in clinical nursing science include:

- Improving quality of life in persons with chronic illness, including epilepsy, stroke, and renal disease
- Behavioral oncology across the cancer continuum (including cancer prevention, detection, and symptom management)
- Childhood and family adaptation to chronic illness
- Family caregiving across the lifespan
- Tailored intervention studies to improve quality of life
- Patient care safety

Health systems operate to create structures and resources that enable individuals and communities to achieve optimal health. This focus area includes the science of nursing education, informatics, health policy, and administration. Examples of scholarship and faculty research within the focus of health systems include:

- Teaching and learning in web-based courses
- Clinical reasoning
- Assessment of learning and program evaluation
- Health policy and public policy analysis
- Computer systems to enhance care delivery
- Nursing informatics
- Narrative pedagogies
- Patient care simulations
- Community-based care coordination

Last updated May 2017

On-Campus and Distance-Accessible PhD PhD in Nursing Science

On-Campus and Distance-Accessible PhD

The Indiana University School of Nursing PhD Program is delivered both on-campus and via distance-accessible technologies. Our program flexibility offers bachelor's and master's prepared nurses across the country access to our PhD program through the use of in-person or online course options, video conferencing, and other emerging technologies to allow students to communicate and participate in discussions.

Students in the PhD will learn to:

- Master and synthesize knowledge from nursing and other disciplines to conduct original research, generate, and disseminate new ideas;
- Critique and integrate perspectives from diverse disciplines in the development of new knowledge for the discipline;
- Assume leadership in the conduct of culturally competent, ethical research and scholarship to improve nursing practice and health outcomes;
- Incorporate the components of scholarship, namely: research, teaching, mentoring, and service within your professional role;
- Prepare the future generation of nurses.

Last updated May 2017

Pre and Postdoctoral Study PhD in Nursing Science

Postdoctoral Study

Several training opportunities exist to provide you a continuum of education. These fellowships provide you with opportunities to conduct research alongside mentors in your chosen area of focus. Our goal is to help you reach your career goals in the healthcare profession and prepare you to meet the lifelong challenges and possibilities you'll face as nurse researchers. More information is available at <http://nursing.iupui.edu/research/fellowships/index.shtml>.

Last updated May 2017

Doctor of Nursing Practice (DNP) Doctor of Nursing Practice (DNP)

Purpose

The Doctor of Nursing Practice (DNP) is a Post-Masters 37 credit hour practice-focused professional doctorate.

Graduates of the program are prepared to assume leadership positions in nursing and health care, both at system and direct patient care levels. Graduates contribute to quality improvement and patient safety through systems thinking, reflective practice, informatics, translation science, and evidence-based clinical practice. For more information about the program and the application process, please visit the IU School of Nursing [DNP web site](#).

Program Outcomes

Graduates of the program are expected to:

1. Use relationship-centered nursing leadership to improve health care and the health status and outcomes of people.
2. Engage with communities of practice to frame problems, design and implement evidence-based interventions, and evaluate outcomes.
3. Integrate the needs of diverse societies in the design, delivery, and evaluation of health services in complex systems.
4. Transform clinical practice through reflection, action inquiry, strategic resource management, information technology and/or knowledge-based resources.
5. Translate knowledge for application to the delivery of advanced nursing practice.
6. Implement changes based on evaluation of health systems, health policy, and nursing science in response to social, political, economic, and ethical issues.
7. Evaluate the impact of change on complex health systems including individuals and populations.

DNP Curriculum

D615	Health Care Outcomes and Decision Making	3 credits
D735	Population Health Surveillance & Management	3 credits
D736	Leading Evidence Translation & Innovation Teams in Health Care	3 credits
D743	Trans-disciplinary Approaches to Influencing Public Health Policy	3 credits
D744	Strategic Resource Management in Nursing & Health Systems	3 credits
D749	DNP Practicum	7 credits
D751	Knowledge Complexity	3 credits
D751	Relationship-Centered Leadership in Complex Systems	3 credits
L650	Data Analysis for Clinical & Administrative Decision Making	3 credits
	2 Electives	6 credits total

Last updated May 2017

Degree Programs

The School of Nursing faculty offers the following degrees:

- Master of Science in Nursing (MSN)

- Doctor of Nursing Practice (DNP)
- Doctor of Philosophy in Nursing Science (PhD)

The School of Nursing also offers the following certificate:

- Teaching in Nursing Graduate Certificate

For information concerning these programs of study, write Graduate Programs, Indiana University School of Nursing, 600 Barnhill Drive, NU 122, Indianapolis, IN 46202-5107; or telephone (317) 274-2806 or visit www.nursing.iu.edu.

The Master of Science in Nursing (MSN) program, the PhD in Nursing Science, and the Doctor of Nursing Practice (DNP) programs are offered through the Indianapolis campus. Selected courses for all programs are offered through Internet-based technologies that support student access.

Graduate Certificates

Graduate Certificates

Certificate Program in Nurse Teaching

All participants who complete the nurse teaching certificate program are expected to achieve the following outcomes:

1. Facilitate learning effectively
2. Facilitate Learner Development and Socialization
3. Use Assessment and Evaluation Strategies
4. Participate in Curriculum Design and Evaluation of Program Outcomes
5. Function as a Change Agent and Leader
6. Pursue Continuous Quality Improvement in the Nurse Educator Role
7. Engage in Scholarship
8. Function within the Educational Environment

Certificate Program in Nursing Informatics

The goal of the certificate in nursing informatics is to prepare graduates with knowledge and skills to enhance patient-care delivery, promote consumer health, utilize nursing research, and provide education through information technology. All participants who complete the nursing informatics certificate program are expected to achieve the following outcomes:

1. Synthesize knowledge of system design, selection, implementation, and evaluation of information systems for nursing care delivery, including human factors and organizational change management.
2. Manage structured and unstructured data for representing nursing knowledge to inform clinical and administrative decision making, monitor quality and effectiveness of nursing care, and support evidence-based nursing practice.
3. Utilize standardized languages for storage and retrieval of healthcare information and nursing data.
4. Integrate principles of computer science, information science, cognitive and decision sciences, and nursing science within computerized decision support systems
5. Demonstrate project management skills for implementation of technological solutions to nursing and healthcare problems.

6. Develop policies to safeguard access to health information and to ensure information security, accessibility, and quality.
7. Analyze the social and ethical issues related to computerized healthcare information delivery.

Doctoral Programs

Student Learning Outcomes

Doctor of Nursing Practice (DNP)

Graduates of the program are expected to:

1. Use relationship-centered nursing leadership to improve health care and the health status and outcomes of individuals.
2. Engage with communities of practice to frame problems, design and implement evidence-based interventions and evaluate outcomes.
3. Integrate the needs of diverse societies in the design, delivery and evaluation of health services in complex systems.
4. Transform clinical practice through reflection, action inquiry, strategic resource management, information technology and/or knowledge-based resources.
5. Translate knowledge for application to the delivery of advanced nursing practice.
6. Implement changes based on evaluation of health systems, health policy and nursing science in response to social, political, economic and ethical issues.
7. Evaluate the impact of change on complex health systems including individuals and populations.

Doctor of Philosophy in Nursing Science (PhD)

Graduates of the program are expected to:

1. Synthesize knowledge from nursing as well as biological and behavioral sciences to investigate health phenomena.
2. Utilize analytical and empirical methods to extend nursing knowledge and scholarship.
3. Conduct and communicate independent research that advances the body of scientific knowledge.
4. Defend the social significance of the expanded knowledge base of nursing.
5. Interpret nursing science within an inter-disciplinary context.

Last updated May 2017

Student Learning Outcomes

- Doctor of Nursing Practice (DNP)
- Doctor of Philosophy in Nursing (PhD)
- Master of Science in Nursing (MSN)
- Certificate in Teaching in Nursing

Master of Science in Nursing (M.S.N)

Student Learning Outcomes

Master of Science in Nursing (M.S.N)

The goal of the Master of Science in Nursing (MSN) program is to prepare graduates for leadership roles in advanced nursing practice, those of clinical nurse specialist, nurse practitioner, nurse educator, and nurse administrator. Students select one of 8 major areas of

study when they apply for admission. In addition, graduate certificates are offered in nursing informatics and teaching in nursing. Post-master's study options are available in all majors. All degree requirements must be met within six years of initial enrollment. The pattern and duration of a program of study for individual students is determined in consultation with a faculty advisor. Degree requirements can be met through a combination of distance-accessible and on-campus learning opportunities.

1. Model excellence in nursing leadership to improve nursing practice within a complex health care system.
2. Conduct advanced nursing practice within ethical–legal guidelines, professional policies and regulations, and standards of practice associated with a specialty area of practice.
3. Synthesize knowledge from nursing as well as biological, behavioral, social, administrative, educational, and communication sciences for application to a chosen domain of advanced practice nursing.
4. Demonstrate scholarly inquiry and reflection that exemplifies critical, creative, and systems thinking to advance the practice of nursing.
5. Frame problems, design interventions, specify outcomes, and measure achievement of outcomes while balancing human, fiscal, and material resources to achieve quality health outcomes.
6. Use information technology and knowledge-based resources to manage and transform data that inform clinical practice.
7. Systematically apply evidence from research findings to answer clinical questions, solve clinical problems, and develop innovative nursing interventions and health policies for selected patient populations
8. Demonstrate collaborative practice and interpret nursing science within an interdisciplinary context.
9. Articulate the effects of culture, diversity, values, and globalization in the design, delivery, and evaluation of health services.
10. Engage in life-long learning activities that contribute to professional development as well as to the advancement of nursing.

Contact Information

Contact Information

Graduate Programs

Indiana University School of Nursing
Center for Academic Affairs
600 Barnhill Drive, NU 122
Indianapolis, IN 46202-5107
Phone: 317.274.2806
www.nursing.iu.edu

Financial Information

Graduate

Financial Information

There are a number of different options to help students fund their graduate studies at the IU School of Nursing.

Students are encouraged to consider all resources to help make their education as affordable as possible.

For general information about the financial aid process and applying for federal financial aid, please visit the IUPUI Office of Student Financial Services at <http://www.iupui.edu/~finaid/>.

Funding is also available through the university and the IU School of Nursing. Visit the IUPUI Office of Student Scholarships at <http://scholarships.iupui.edu/> and the IUPUI Graduate Office at <http://graduate.iupui.edu/admissions/financial-support/index.shtml> for information about institutional awards. For details about IU School of Nursing awards, visit <http://nursing.iupui.edu/graduate/tuition/index.shtml>.

Information about current tuition and fee rates can be obtained from the IUPUI Office of the Bursar at <https://bursar.iupui.edu/>.

Graduate Programs

Graduate

The School of Nursing faculty offers the following degrees:

- Master of Science in Nursing (MSN)
- Doctor of Nursing Practice (DNP)
- Doctor of Philosophy in Nursing Science (PhD)

For information concerning these programs of study, write Graduate Programs, Indiana University School of Nursing, 1111 Middle Drive, NU 122, Indianapolis, IN 46202-5107; or telephone (317) 274-2806 or visit www.nursing.iupui.edu.

The Master of Science in Nursing (MSN) program; the PhD in Nursing Science and the Doctor of Nursing Practice (DNP) programs are offered through the Indianapolis campus. Selected courses for all programs are offered through Internet-based technologies that support student access.

Courses

All courses are preceded by the abbreviation "NURS." The number of credit hours is indicated in parentheses following the course title. The abbreviation "P" refers to the course's prerequisite(s); "C" refers to corequisite(s).

Bachelor of Science in Nursing (BSN) Courses

NURS-B 234 Promoting Healthy Populations (3 cr.)

C: NURS-B 235. (Traditional, Accelerated) This course focuses on preventative health care and health promotion in individuals, families, and communities, considering the influence of culture and lifespan development. Using biophysical, environmental, sociocultural and economic determinants of health, students focus on improving health outcomes with individuals, families, and communities.

NURS-B 235 Promoting Healthy Populations

Practicum (1 cr.) C: NURS-B 234. (Traditional, Accelerated) Students assess individuals, families, and communities, providing needed education, preventative services, and support. Students provide individual and population based care in community based settings, giving consideration to the perspective of those being served.

NURS-B 244 Comprehensive Health Assessment (2 cr.) P: or C: Anatomy, Physiology, or Microbiology. C: NURS-B 245. (Traditional / Accelerated) This course focuses on helping students acquire skills to conduct a comprehensive health assessment, including the physical, psychological, social, functional, and environmental aspects of health. The process of data collection, interpretation, documentation, and dissemination of assessment data will be addressed.

NURS-B 245 Comprehensive Health Assessment: Practicum (2 cr.) P: or C: Anatomy, Physiology, or Microbiology. C: NURS-B 244. (Traditional/Accelerated) Students will have the opportunity to use techniques of interview, observation, percussion, palpation, inspection, and auscultation in assessing clients across the life span in simulated and actual environments.

NURS-B 253 Professionalism in Collaborative Practice (3 cr.) (Traditional, Accelerated) Students practice communication skills for working with health team members and clients, including self-awareness, interpersonal communication, team skills, and technological communication. Students are introduced to the scope and standards of nursing practice, roles of health team members, and components of professional practice. Students are introduced to leadership and ethical standards.

NURS-B 260 Fundamentals of Nursing Practice (5 cr.) P: Anatomy, Physiology. C: NURS-B 261. (Traditional, Accelerated) This course focuses on the fundamentals of nursing from a theoretical, evidence base. Students will gain a knowledge base for, and have an opportunity to apply, fundamental nursing concepts, skills and the nursing process. The evidence based knowledge gained forms a basis for clinical reasoning and decision making as students develop their nursing skills.

NURS-B 261 Pathophysiology and Pharmacology for Nursing Practice (4 cr.) P: Anatomy, Physiology. C: NURS-B 260. (Traditional, Accelerated) This course provides a foundation in the pathophysiology of key disease processes and pharmacological therapies. Principles of pathophysiology and pharmacology are presented in an integrated manner to provide a basis for study of selected medications that are used to treat or manage diseases with an application to nursing practice.

NURS-B 334 Transitional Care of Families and Populations (5 cr.) (Traditional, Accelerated) Using the childbearing family as an extensive exemplar, this course focuses on family and community health: community assessment, epidemiology, and intervention with individuals, families, communities and populations. Students address prenatal care, normal and high risk pregnancy and childbirth, newborn care, genetic counseling, care coordination, complementary care, and environmental health.

NURS-B 444 Managing Health and Illness across Care Environments (4 cr.) P: NURS-B 334. Students study a focused clinical area of concern for nursing, exploring the ways in which culture, health disparity, transitions between care environments, and health policy impact care for an aggregate, population, or specialty. Immersed in a care environment, students gain relevant clinical knowledge as well as an understanding of the aggregate health concerns. (clarification note: there may be times

when this is offered in the summer for some students, as for international programs, and so the prerequisite listing is more lenient.)

NURS-B 453 Inter professional Practice (3 cr.) (Traditional, Accelerated) Students engage with inter professional colleagues in seminar, simulation, and practice settings, focusing on effective nursing practice and inter professional communication skills including self-awareness, interpersonal communication, conflict resolution, team skills, and technological communication. Students hone leadership, professionalism, and ethical competencies in preparation for practice. (Clarification note: the placement of this course varies between 7th and 8th semester by BSN Track)

NURS-H 355 Data Analysis for Practice and Research (3 cr.) (Traditional/Accelerated) This course introduces nursing and other health sciences students to the basic concepts and techniques of data analysis needed in professional health-care practice. Principles of measurement, data summarization, and univariate and bivariate statistics are examined. Differences in types of qualitative data and methods by which these types of data can be interpreted are also explored. Emphasis is placed on the application of fundamental concepts to real-world situations in client care.

NURS-H 356 Clinical Nursing Care 1: Biophysical Processes (5 cr.) (Traditional, Accelerated) This course focuses on providing nursing care for individuals and families with acute and chronic biophysical illnesses across the lifespan. Particular attention is focused on developing clinical reasoning and competent nursing practice at a beginning level.

NURS-H 360 Clinical Nursing Care 2: Interactive Processes (5 cr.) (Traditional, Accelerated) This course focuses on nursing care management of individuals and families experiencing acute and chronic health problems related to interaction with the environment and others: sensory, motor, cognitive, affective, and interpersonal processes. Using a holistic approach this course addresses health problems occurring across the lifespan.

NURS-H 371 Clinical Nursing Care 3: Adaptive Processes (5 cr.) (Traditional, Accelerated) This course builds on Biophysical Processes. The primary focus is on the nursing care management of individuals and families experiencing acute and chronic health problems using an adaptive and holistic approach. Particular attention is focused on developing clinical reasoning and competent nursing practice at an intermediate level.

NURS-H 476 Clinical Nursing Care 4: Complex Processes (5 cr.) (Traditional, Accelerated) The primary focus is on the nursing care management of individuals and families experiencing complex and significant illnesses across the lifespan. Particular attention is focused on developing clinical reasoning and competent nursing practice at an advanced level.

NURS-L 230 Health Care Delivery Systems (3 cr.) (Traditional, Accelerated) Students examine health care delivery systems, leadership, health policy, regulation and economics. Students explore quality practices of health care organizations. Students analyze the impact of informatics on health care and nursing including

the electronic health record, information technology in healthcare, and information literacy.

NURS-L 430 Leadership in Healthcare Delivery and Policy (5 cr.) (Traditional, Accelerated) This course focuses on development of effective leadership skills relevant in health care systems. Students examine health policy, information management, and processes that result in exceptional organizational outcomes. Students use healthcare data and research evidence in quality improvement and change initiatives.

NURS-R 375 Nursing Research and Evidence-Based Practice (3 cr.) (Traditional, Accelerated). This course focuses on nursing research and evidence-based practice. Students develop skills in retrieving and appraising literature relevant to clinical problems, understanding the research process, and critiquing evidence from research publications and other sources to inform evidence-based nursing practice.

NURS-S 474 Applied Health-Care Ethics (3 cr.) (Traditional, Accelerated) This course is designed to introduce the student to major ethical theory, principles, and models for the recognition, analysis, and resolution of ethical dilemmas in health-care practice.

NURS-S 483 Clinical Nursing Practice Capstone (3 cr.)
P: NURS-S 481, NURS-S 482, or permission of instructor.
C: NURS-S 484. (Traditional, Accelerated) Students will have the opportunity to demonstrate competencies consistent with program outcomes and to refine their nursing care practice skills. Students will collaborate with faculty and a preceptor in choosing a care setting, planning and organizing a learning experience, and practicing professional nursing in a safe and effective manner.

NURS-S 488 Nursing Synthesis (2 cr.) (Traditional, Accelerated). Students integrate knowledge and skills acquired throughout the program: critical thinking, information technology, cultural competence, care coordination, leadership, collaboration, and communication skills. Students demonstrate competence in evidence-based practice and quality and safety initiatives, as achieved in a complex and changing health care environment. Students begin the transition to professional practice.

NURS-Z 480 BSN. Portfolio Review for Course Substitution (1-6 cr.) P: Permission of instructor. The portfolio review process is available to all undergraduate students who believe that they can meet the learning objectives/competencies required of a specific nursing course within their program of study. The portfolio is a mechanism used to validate the acquisition of knowledge and skills congruent with course expectations and student learning outcomes. The portfolio provides objective evidence that students have acquired necessary content and skills through prior learning and/or practice experiences.

NURS-Z 490 Clinical Experience in Nursing (1-6 cr.) Opportunity for independent study of clinical experience related to nursing practice. Before enrolling in an independent study option, each student must obtain permission from a faculty member who will supervise the study and file appropriate forms prior to registration.

Planned and supervised clinical experiences will be arranged in the area of the student's major interest.

NURS-Z 492 Individual Study in Nursing (1-6 cr.) Opportunity for independent study of topics related to nursing practice. Before enrolling in an independent study option, each student must obtain permission from a faculty member who will supervise the study and file appropriate forms prior to registration.

Pre-Nursing Courses

NURS-A 100 Nursing: Drug Dosage Calculation (2 cr.) Provides a review of basic mathematics and presents a method of solving problems involving drug dosages. Course is open to those interested in nursing.

Electives

NURS-K 305 New Innovations in Health & Healthcare (3 cr.)

NURS-E 401 Pediatric Intensive Care: Didactic (3 cr.) This online didactic course provides comprehensive content on critical care concepts of the pediatric patient and family. The course is divided into modules: psychosocial, respirator, cardiovascular, neurology, gastroenterology, renal/endocrine, hematology/immunology, trauma, and multisystems issues. Online activities and critical thinking vignettes help the learner apply and synthesize the critical care concepts. Modules also contain a pre-test for student self-evaluation, decision-making activities, and exams to validate the learners' knowledge. Course is open to any BSN student (IU system) who has completed sixth semester, and RN to BSN students.

NURS-E 402 Pediatric Intensive Care: Practicum (3 cr.) This web-based practicum involves 112 clinical hours with a selected pediatric intensive care preceptor. Clinical time is worked out with an assigned preceptor, promoting flexible, accessible learning. Students are involved in caring for clients with critical care health disruptions and multi-system problems. Within the practicum, many pediatric intensive care skills are taught, observed, practiced, and evaluated by the preceptor, such as chest tube management, cardiac rhythm interpretation, external ventricular drain management, etc. Locations for the practicum experiences may vary with individual students and request for specific locations. Course is open to any BSN student (IU system) who has completed sixth semester, and RN to BSN students..

NURS-E 403 Neonatal Intensive Care: Didactic (3 cr.) This online didactic course provides comprehensive content on critical care concepts of the neonatal patient and family. The course is divided into modules: assessment, developmental care and pain management, skin care, respiratory, cardiology, gastrointestinal, renal, neurology, sepsis/hematology, and professional practice. Online activities and critical thinking vignettes help the learner apply and synthesize the critical care concepts. Modules also contain a pre-test for student self-evaluation, decision-making activities, and exams to validate the learners' knowledge. Course is open to any BSN student (IU system) who has completed sixth semester, and RN to BSN students.

NURS-E 404 Neonatal Intensive Care: Practicum (3 cr.) This web-based practicum involves 112 clinical hours with a selected neonatal intensive care preceptor.

Clinical time is worked out with your assigned preceptor promoting flexible, accessible learning. Students are involved in caring for clients with neonatal intensive care health disruptions and multi-system problems. Within the clinical practicum, many neonatal intensive care skills are taught, observed, practiced, and evaluated by the preceptor (arterial blood gasses, assisting with needle aspiration, ventilator care, etc.). Location for the practicum experiences may vary with individual students and request for specific locations. Course is open to any BSN student (IU system) who has completed sixth semester, and RN to BSN students.

NURS-H 370 Senior Nursing Honors Research Internship (3 cr.) Specifically for students accepted to the Nursing Honors Program. This course provides intensive mentoring to help students execute a senior research project.

NURS-H 498 Nursing Honors Colloquium (1-5 cr.) Specifically for students accepted to the Nursing Honors Option. This course will cover various research topics in each semester of the nursing major, helping prepare students to complete a senior research project.

NURS-J 360 Operating Room Nursing: Didactic (2 cr.) C: Introduction to Perioperative Nursing: Practicum. This elective is designed to enable the student to participate (with supervision) in the professional and technical components of perioperative nursing practice. Learning opportunities include care of the patient undergoing the stress of surgery. The student participates as a member of the surgical team in the circulating and scrub nurses' roles. Experiences in the preoperative and postoperative patient care areas are provided.

NURS-K 490 Clinical Elective (1-6 cr.) Many clinical nursing elective courses are offered under this number. These elective offerings vary from year to year depending on student interest and available resources. Students are kept informed of elective offerings both through informational forums and through listings in the online course offerings.

NURS-K 492 Nursing Elective (1-6 cr.) Many nursing elective courses are offered under this number. These elective offerings vary from year to year depending on student interest and available resources. Students are kept informed of elective offerings both through informational forums and through listings in the online course offerings.

NURS-K 495 Adult Critical Care: Didactic (3 cr.) Web-based course. This online course provides comprehensive content on critical care concepts of the adult patient. The course is divided into modules: respiratory, cardiovascular, gastrointestinal, renal, endocrinology, neurology, immunology, hematology, trauma and emergencies, and professional practice. Online activities and critical thinking vignettes help the learner to apply and synthesize the critical care concepts. Course is open to any BSN student (IU system) who has completed sixth semester, and RN to BSN students..

NURS-K 496 Adult Critical Care: Practicum (3 cr.) Web-based course. This practicum involves 112 clinical hours with a selected critical care preceptor. Clinical time is worked out with your assigned preceptor promoting flexible, accessible learning. Students are involved in

caring for clients with critical care health disruptions and multi-system problems. Within the clinical practicum, many advanced critical care skills are taught, observed, practiced, and evaluated by the preceptor (aerial blood gases, arrhythmia analysis, ventilator care, etc.). Locations for the practicum experiences may vary with individual students and requests for specific locations. Course is open to any BSN student (IU system) who has completed sixth semester, and RN to BSN students.

NURS-K 497 Mindfulness-Based Wellness (3 cr.) This course is appropriate for all healthcare and social service related fields, including, but not limited to, pre-nursing and nursing student electives, pre-med, psychology, and social work students. This course will introduce mindfulness practice as a skillful approach to personal sustainability (care for the caregiver) and will expand one's understanding of this practice in integrative patient care. This class is appropriate for both new and seasoned meditation practitioners. This class includes one full day meditation retreat on a weekend.

RN to MSN Mobility Option

NURS-B 490 RN–MSN Transition I (4 cr.) This course is designed to provide learning opportunities to acquire the knowledge and skills that are foundational to advanced practice nursing roles, and success in the masters program. Professional role development, evidence based practice, theories of community-based nursing, nursing leadership and management are analyzed in combination with related research and are applied to the nurse's evolving role in an era of health care reform. Learning opportunities emphasize the knowledge and skills needed to provide evidence based nursing care in complex health systems and in the community. Future trends for nursing's leadership, management, ethics, and social policy roles are examined, with particular emphasis placed on the impact of health care reform.

Graduate Courses

Core Courses

NURS-N 502 Nursing Theory I (3 cr.) Focus is on evaluating the factors and issues influencing the development of theory in nursing. Theoretical terminology and criteria for the evaluation of theories are examined. Linkages applied between theory, practice, and research are explored.

NURS-N 504 Leadership for Advanced Nursing Practice (3 cr.) This course addresses core competencies essential to all advanced nursing practice roles and health care in complex systems.

NURS-R 500 Nursing Research (3 cr.) P: NURS-N 502. This course provides a survey of research in nursing with a focus on evaluating nursing research for usability in practice.

NURS-R 505 Measurement and Data Analysis (3 cr.) Principles and applications of scientific measurement, data summarization, and univariate and bivariate inferential statistics are addressed. The research purpose and the phenomena under study are considered as determinants of measurement techniques and data analysis.

NURS-R 590 Scholarly Project (3 cr.) The Scholarly Project is the application of knowledge and skills learned through a program of graduate study to a nursing focused question or problem. Students work individually or in

groups under the supervision of a faculty advisor to complete a project that contributes to the advancement of nursing practice, education, or administration.

NURS-R 606 Intermediate Statistics in Nursing Research (3 cr.) P: An introductory statistics course within three years or permission of instructor. Understanding the mathematics and logic behind the techniques is the focus of the course. Students develop skills and answer research questions related to the critical analysis, interpretation, and evaluation of nursing research evidence. Topics include probability, sampling distributions, estimation, and hypothesis testing on means, variances, proportions, correlations, and simple regressions.

NURS-R 699 Research Inquiry (Thesis) (3-6 cr.) The Research Inquiry is a research investigation of phenomenon of interest to nursing. Students work individually with a faculty advisor or advisors to complete a research study that contributes new knowledge to nursing science.

NURS-R 900 Continuation in Study or Thesis (1 cr.) Following enrollment in NURS-R 590 Nursing Study or NURS-R 699 Master's Thesis in Nursing, the student must enroll every semester and first summer session in NURS-R 900 (a pseudocourse) until the study or thesis has been completed.

NURS-Y 515 Advanced Pathophysiology Across the Lifespan (3 cr.)

This course teaches students advanced principles of human physiology and pathophysiology across the lifespan. It explores the physiological manifestation and clinical presentation of disease processes in preparation for advanced nursing practice. Graduate students learn to differentiate between normal and abnormal human physiology and the clinical data necessary to identify abnormal pathogenesis and disease processes.

NURS-Y 612 Advanced Pharmacology Across the Lifespan (3 cr.) This course prepares graduate students to understand the principles of advanced pharmacology across the lifespan as it relates to advanced nursing practice.

NURS-Y 625 Advanced Physical Assessment (3 cr.) This course enables students to develop advanced practice nursing skills in individual health assessment of infants, children, adults and aging people.

Other Courses

NURS-G 513 Genetics (2 cr.) In-depth study of biophysical and behavioral aspects of human development, which also considers genetic, embryologic, and developmental physiological components. This course may be repeated for a maximum of 4 credits.

NURS-F 574 Primary Health Care of Adults (3 cr.) (3 credit hrs:2 didactic, 1 clinical for FNP majors). This course enables students to develop a knowledge base for clinical decision making in the assessment and management of primary health-care for adults and families. Topics include health promotion and maintenance, disease prevention, diagnosis, and treatment of common acute and stable chronic illnesses in adults. 5 clinical hrs./wk.

NURS-C 661 Psychosocial Assessment Strategies in Pediatrics and Women's Health Nursing (3 cr.) P: Statistics. Focuses on strategies to assess psychosocial health status. Assessment tools and conceptual frameworks will be analyzed. Purpose of assessment strategy, considerations for administration, technical evaluation, and implications for nursing practice will be discussed.

NURS-F 570 Advanced Health Assessment Across the Lifespan (3 cr.) This course enables students to develop advanced practice nursing skills in individual health assessment of infants, children, adults, and aging people. In addition, students develop skills in family and community assessment.

NURS-F 572 Primary Health Care of Children (3 cr.) (3 credit hours:2 didactic, 1 clinical for FNP majors). This course enables students to develop a knowledge base for clinical decision making in assessment and provision of primary health-care nursing for children and families. Topics include health promotion/maintenance, disease prevention, diagnosis, and treatment of common acute and stable chronic illnesses in children. 5 clinical hrs./wk.

NURS-G 556 Primary Health Care of Women Throughout LifeSpan (4 cr.) P: Y550, Y515, Y612, G552, G555 or permission. Enables student to develop a practice base for clinical decision-making in the assessment and management of women from menarche past menopause. Includes identification of health needs, nursing interventions for illness prevention, health promotion, and therapeutic interventions. 20 clinical hours/week.

NURS-H 537 Community Epidemiology (3 cr.) This research course presents methodological and analytical techniques to summarize health-related indicators in populations and provides opportunities to assess mainstream and multicultural populations through existing data sets. Epidemiologic techniques will form the basis for these population assessments.

NURS-H 544 Community Development and Organization for Health (3 cr.) The purpose of this course is to critically analyze ethical principles, theories, concepts, and research of community development and organization for health, and to consider the application of these issues in mainstream and multicultural communities. Students develop an evaluation research proposal to study the effects of community development efforts.

NURS-H 546 Action Research and Community Health Policy (3 cr.) Analysis of action research as a method of scientific inquiry for social and policy change. Working with mainstream and multicultural community groups, students design and conduct action research projects. Based on research results, recommendations for social and policy change and for further policy research are made.

NURS-H 548 Community-Based Nursing Practicum (3 cr.) Students conduct a practicum experience in order to synthesize theory and research related to program development or evaluation of community-based intervention. Mainstream and multicultural community experiences and activities are independently planned to meet student career goals. 15–30 clinical hrs./wk.

NURS-H 630 Community Health Planning and Implementation (4 cr.) P: H537, H538. Analysis of concepts, ethical principles, frameworks, models of practice, and research related to community-based nursing. Working with mainstream and multicultural community leaders, students design a plan for a community-based intervention and outcome evaluation appropriate at the local level.

NURS-H 540 Community Assessment (3 cr.) This course focuses on concepts and methods for the assessment of a mainstream and multicultural community's strengths and needs. Students will collect and analyze secondary data for selected communities, analyze health indicators, conduct a community assessment, and delineate implications for advanced practice nursing.

NURS-H 733 Community Health Nursing and Primary Health Care Policy (3 cr.) P: R600 or equivalent, H730, H731, or consent of instructor. The impact of primary health care policy on nursing, health, and development in industrialized and developing countries is evaluated. Student research projects evaluate national primary health care policies, and recommendations are made for optimal policies and for further development of nursing science.

NURS-C 662 Issues in Adolescent Health (3 cr.) P: R500. This course uses a seminar format to survey key issues in adolescent health, such as physical and psychosocial growth and development, teenage pregnancy, HIV/AIDS, substance abuse, and violence and abuse. Findings from evidence-based practice and major theoretical perspectives are employed to formulate recommendations for clinical practice, future research, and policy.

NURS-C 670 Advanced Nursing Care of Children and Families II (3 cr.) P: C555 This course prepares advanced-practice nurses to function effectively in leadership roles within multi disciplinary health-care systems/organizations specifically focused on children and their families. Critical issues that impact the practice environment are explored. Students develop skills in facilitating evidence-based practice for specific populations of children and their families. 10 non-lecture contact hours.

NURS-C 555 Advanced Nursing Care of Children and Families I (6 cr.) P: C550, C661. This course prepares advanced practice nurses for the specialized care of children and their families. Complex, unique, or challenging health issues are examined. Students develop skills in critical thinking, ethical decision making, and the facilitation of behavioral change to assume a leadership role in improving health outcomes. 15 non-lecture contact hours.

NURS-F 576 Primary Health Care of Women (3 cr.) (3 credit hrs:2 didactic, 1 clinical for FNP majors). This course enables students to develop a knowledge base for clinical decision making in the assessment and provision of primary health care for women and families. Topics include health promotion and maintenance, disease prevention, diagnosis, and treatment of common acute and stable chronic illnesses in women. 5 clinical hrs./wk.

NURS-Y 612 Advanced Pharmacology Across the Lifespan (3 cr.) P: Acceptance to MSN.

Focus on pharmaceuticals, pharmacokinetics, pharmacodynamics, pharmacoeconomics, and pharmacotherapeutic decision making for advanced practice nursing. Lifespan emphasis of pharmacotherapeutic principles for advanced practice nursing.

NURS-P 654 Group Interventions in Advanced Psychiatric Nursing (3 cr.) The student will demonstrate an understanding of group treatment as a therapeutic modality in the advanced practice of psychiatric/mental health nursing. Various models of group intervention are analyzed to determine their relevance for meeting specialized needs of clients across the life span. Practicum required. 5 clinical hrs./wk.

NURS-R 602 Instrument Development for Health Behavior II (2 cr.) P: R601. The purpose of this course is to provide an opportunity for the student to develop expertise in the testing of an instrument to measure health behavior. Content focuses on data collection, item analysis, validity and reliability assessment, and manuscript preparation to report psychometric properties.

NURS-Y 515 Advanced Pathophysiology Across the Lifespan (2-3 cr.) P: Acceptance to MSN. Provides advanced comprehensive, scientific foundation for pathophysiology of selected disorders and diseases for clients across the lifespan. Clinical case studies integrate the principles of pathophysiology within advanced practice nursing principles.

NURS-C 550 Advanced Child and Family Wellness (3 cr.) 5 clinical hrs./wk. This course focuses on health and wellness of children and families. Emphasis is placed on understanding the theoretical and scientific basis of family health and on developing clinical decision-making in the promotion and maintenance of health of children from the newborn period through adolescence care. Clinical diagnostic and reasoning skills are advanced through a problem-oriented focus, and interactive hands-on practice experiences in a simulated lab environment.

NURS-C 551 Health Maintenance of the Pediatric Client (3 cr.) P: NURS-C 550. This course focuses on clinical decision-making for managing health and developmental need of children from newborn to adolescence. Emphasis is on the principles of primary care in the continuum of care for children and the role and responsibility of advanced practice nurses in delivering care to children and their families.

NURS-C 552 Advanced Nursing Care of Children and Families I (3 cr.) P: NURS-C 550, NURS-C 551. This course prepares advanced practice nurses for the specialized care of children and their families. Complex, unique, or challenging health issues are examined. Students develop skills in critical thinking, ethical decision making, and the facilitation of behavioral change to assume a leadership role in improving health outcomes. 15 non-lecture contact hours. This course will enable the student to establish a basis for applying clinical decision-making skills in the management of the health of children in families. Clinical experiences in a variety of health care settings will be arranged with emphasis on the independent and collaborative function of the nurse practitioner in pediatric primary health care.

NURS-C 556 Advanced Nursing Management of the Pediatric Client (3 cr.) P: NURS-C 551. To prepare the student to use research data and clinical knowledge of mental, infectious, acute and chronic re-occurring conditions in supporting advanced nursing practice in primary health care nursing of children.

NURS-C 666 Collaborative Clinical Practice in Pediatric Primary Health Care (5 cr.) Seminar provides students with the opportunity to present and discuss complex, multi faceted clinical situations with faculty and peers. The clinical component provides students with the opportunity to develop advanced clinical skills in pediatric primary health-care settings. Emphasis is on continuity and comprehensiveness of nursing interventions with pediatric clients. 25 clinical hrs./wk.

NURS-D 602 Responsible Conduct of Research (1 cr.) Students will develop knowledge regarding the responsible conduct of research, including conflict of interest, responsible authorship, policies for handling misconduct, data management, data sharing, policies regarding the use of animals and/or human subjects, and institutional vs. individual responsibilities for scientific integrity. This meets the NIH requirements for instruction of pre- and postdoctoral fellows.

NURS-D 607 Theoretical Perspectives of Nursing Science (3 cr.) This course focuses on comparison of philosophical approaches to knowledge development. Emphasis will be on concepts as building blocks of theory and approaches to concept development and analysis for theory development.

NURS-D 608 Middle Range Theory (3 cr.) This course focuses on evaluation of theory, the utility of theories in research, and the influence of various theoretical perspectives on research strategies. Emphasis is on midrange, multidisciplinary theories relevant to nursing research.

NURS-D 609 State of the Science Seminar (2 cr.) P: NURS-D 607. This course focuses on increasing the students' understanding of how knowledge has developed relevant to their phenomena of interest. Each student will develop skills needed to critically analyze and synthesize relevant literature in the area of a specific phenomenon. Special emphasis is placed on the application on critical analysis and synthesizing skills.

NURS-D 615 Health Care Outcomes and Decision Making (3 cr.) Health care leaders of the future will be judged increasingly on their ability to achieve positive quality outcomes and safe patient care through working together in interdisciplinary leadership teams. This course is designed for graduate level learners in medicine, nursing, public health, informatics, health administration and other health related disciplines.

NURS-D 627 Menopause: Bio-psychosocial-cultural perspectives (3 cr.) P: Graduate status or permission of the instructor. This course focuses on examination and discussion of the myths, theories and scientific evidence surrounding menopause. The course explores biocultural, evolutionary, adaptationist, ecological, and gerontological theories and scientific controversies surrounding women's experiences and outcomes. Content is relevant across multiple majors.

NURS-D 700 Nursing Research Seminar (3 cr.) P: Admission to the Ph.D. program. C: NURS-D 607. This seminar for predoctoral/postdoctoral nursing students provides an opportunity for career socialization; facilitates achievement of individual research goals; and enables students to acquire knowledge, skills, and abilities to support professional development as a nurse scientist.

NURS-D 701 Nursing Inquiry and Scholarship: Introduction to Doctoral Study (3 cr.) P: Admission to the Ph.D. program. C: NURS-D 607. Examination and development of knowledge, skills, and strategies to support critical and creative thinking, identification of research and evaluation interests, socialization, and development of scholarship in nursing.

NURS-D 735 Population Health Surveillance and Management (3 cr.) Providing students with intermediate concepts related to population health surveillance and management is the focus. Principles and methods of data analysis central to understanding health-related indicators for population health management will be used. Students will be prepared to function as members of a research team.

NURS-D 736 Leading Translation and Innovation Teams in Health Care (3 cr.) P: Placement in curriculum: Post master's and admission to DNP. This course focuses on foundational concepts in the areas of systematic review of evidence, translation science, innovation, and project management. The course emphasizes the conceptual and applied procedural knowledge to systematically search and evaluate evidence, then to lead teams to design project plans to implement the translation of evidence to practice, as well as to innovate and invent new processes and models of care when evidence is insufficient.

NURS-D 737 Inquiry II: Evidence-based Research and Translation Science (1-3 cr.) Synthesis of knowledge regarding implementation models and strategies used for translating evidence into practice is the focus of this course. Students explore organizational aspects of change influencing innovation, quality improvement, and program evaluation. Developing and preparing to implement and evaluate a translational science project is a component of the course.

NURS-D 743 Trans-disciplinary Approaches to Influencing Public Health Policy (3 cr.) Designed for nurses and other professionals interested in influencing public policy related to the health system and resources; this course focuses on policy-making at the state/national level. Participants engage in interactive discussions with policy makers, learn about the forces that influence health policy decisions and apply health services research.

NURS-D 744 Strategic Resource Management in Nursing and Health Systems (3 cr.) The design and execution of strategies to manage human and financial resources within complex health systems. The course has two central themes: (1) How to think systematically and strategically about managing an organization's human and financial assets, and (2) How to implement these strategies to achieve the organization's objectives.

NURS-D 749 DNP Practica-Advanced Topics (1-3 cr.) P: Leadership Immersion Experience I & II taken in sequence; - On-Campus Integrative Experience I, II, and III taken in sequence; - None for At-Student-

Option Immersion Experience(s). Practica advanced topics enable students to synthesize and integrate knowledge about leadership, methods of inquiry, translation of evidence into practice, business, law, ethics, policy, and information/technology management while developing their clinical and leadership expertise. Learning experiences include integrative and immersive engagements with experts from multiple disciplines and communities of practice.

NURS-D 751 Knowledge Complexity (3 cr.)

P: Admission to the Ph.D. program. Evaluation of models, theories, methods, and research that supports strategic learning, knowledge work, and knowledge translation in complex systems.

NURS-D 751 Leadership in Complex Systems (3 cr.)

P: Admission to the Ph.D. or D.N.P. program. Analysis and evaluation of theories and research that influence leadership in complex systems. Leadership is explored in the complex system domains of education, health service, research, informatics, and public policy. Internal and external sources of knowledge are evaluated and used to enhance leader behavior/s. Core competencies and strategies for leadership effectiveness are examined and evaluated.

NURS-D 751 Quality of Life in Acute and Chronic Illness (3 cr.)

P: Admission to the Ph.D. program. This course examines in depth the concept of quality of life research, beginning with the clients' perspectives across a variety of social contexts. Theoretical underpinnings and conceptualizations, research methods, and measurements are examined for congruence with various perspectives for usefulness in advancing nursing science.

NURS-D 751 Health Behaviors (3 cr.) P: NURS-D 607, NURS-R 603. The focus of this course is an in-depth analysis of the theoretical and research literature that supports health behavior change. Students will have the opportunity to critically evaluate theories/models applicable to health behavior and to complete an intensive analysis of a health behavior relevant to their area of research.

NURS-D 751 Stress and Coping (3 cr.) P: NURS-D 607; NURS-D 701. The course is designed to provide opportunities for students to critically analyze extant stress theories/ models, emphasizing the transactional orientation, to identify testable theoretical formulations for application to nursing practice. Each student will conduct a study to explicate a stress-related concept, test for mutual exclusiveness for two or more stress-related concepts, and/or test/examine a stress-related theoretical formulation in a selected population.

NURS-D 751 Relationship-Centered Leadership in Complex Systems (3 cr.) P: Admission to the Ph.D. program. This course involves the analysis and evaluation of theories and research that influence leadership in complex systems. Leadership is explored in the complex system domains of education, health service, research, informatics, and public policy. Internal and external sources of knowledge are evaluated and used to enhance leader behavior/s. Core competencies and strategies for leadership effectiveness are examined and evaluated.

NURS-D 752 Directed Research Practicum (3 cr.)

P: Admission to the Ph.D. program. C: Linked in

curriculum to NURS-D 751 but need not be taken concurrently. Students will develop research skills through directed study and supervised research experience. Learning is related to a NURS-D 751 focus course and the student's interest area. Multidisciplinary research experience may include, but is not limited to, pilot-testing and evaluating research methods, data collection, data analysis, and secondary analysis of existing datasets relevant to the student's research interests. This course may be taken more than once.

NURS-F 571 Family Nurse Practitioner I (3 didactic cr.)

This introductory management course prepares the family nurse practitioner (FNP) student with a knowledge base for promoting health and making clinical decisions for the treatment of acute and chronic illnesses across the lifespan, in a primary care setting.

NURS-F 573 Family Nurse Practitioner I Practicum (2 clinical cr.)

The family nurse practitioner (FNP) student will apply critical thinking skills to assess, diagnose and develop plans of care for patients across the lifespan in a primary care setting, under the direct supervision of an approved licensed health care provider. This course will apply content learned in FNP I didactic.

NURS-F 575 Family Nurse Practitioner II (3 didactic cr.)

This advanced management course builds on the previous course (FNP I) and prepares the family nurse practitioner (FNP) student with knowledge to perform clinical decision making for common complex health problems across the lifespan, in a primary care setting.

NURS-F 577 Family Nurse Practitioner II Practicum (2 clinical cr.)

The advanced family nurse practitioner (FNP) student will apply critical thinking skills to treat complex disease processes across the lifespan in a primary care setting, under the direct supervision of an approved licensed health care provider. This course will apply content learned in FNP II.

NURS-F 578 Primary Health Care Nursing Families (6 cr.)

P: NURS-F 572, NURS-F 574, NURS-F 576, NURS-Y 535, NURS-Y 515, NURS-F 570, NURS-Y 600, NURS-Y 612. This course enables the FNP student to develop a practice base for clinical decision making in the assessment and management of health care of families. The course includes identification of health needs, nursing interventions for the prevention of illness, and health promotion.

NURS-F 700 Theories for Family Health (3 cr.)

The focus of this course is identifying, analyzing, and evaluating theories relevant to physical, mental and social issues in family health. Emphasis will be on the application of theories to specific family health problems to guide theoretically driven research questions and hypotheses. Future theoretical development in family health will also be addressed.

NURS-F 701 Family Systems Interventions (3 cr.)

The goal for this course is to develop an understanding of theory-based interventions for research with family systems. The course will facilitate an in-depth understanding of family system concepts. The course will also address ethical issues when working with families,

and it will have a focus on culture, social class, and ethnicity.

NURS-F 702 Family Research Methods (3 cr.) This course provides the student the opportunity to analyze and apply family research methods as a foundation for conducting family research. Students evaluate family research literature and findings and obtain the knowledge to implement family research studies. Students examine designs in family studies; apply techniques for strengthening designs and address instrumentation, sampling, data collection, and unit of analysis issues specific to family research.

NURS-G 901 Advanced Research (Independent Study) (6 cr.) Individual assignments arranged for doctoral students.

NURS-I 579 Nursing Informatics Practicum (3 cr.)
P: NURS-L 574 / NURS-I 639 Courses NURS-L 575 / NURS-I 579 are taken together and must be taken after NURS-L 574 / NURS-I 639. This course provides an opportunity for the learner to synthesize all previous course work and to demonstrate beginning competency in nursing informatics. The course employs an application focus in which the learner demonstrates comprehension, critical thinking, and problem-solving abilities within the context of a real-world environment.

NURS-I 630 Introduction to Nursing Informatics (3 cr.) Introduction to the field of nursing informatics, current state of the science, major issues for research and development. Includes theoretical models of nursing informatics; nursing roles; information processing and data management; data acquisition and data representation; information system standards, system architecture, and networking; evaluation; and ethical/social issues in healthcare informatics.

NURS-I 631 Clinical Information Systems (3 cr.) Clinical Information systems includes: human computer interface and system design, healthcare decision support and clinical guidelines, system selection, organizational issues in system integration, project management for information technology change, system evaluation, regulatory policies, impact of the Internet, economic impacts of e-health, distributed healthcare information technologies, and future trends.

NURS-I 635 Consumer Health Informatics (3 cr.)
Topics include theoretical models for the delivery of consumer health information; Internet-based information delivery, access to patient information, and privacy issues; quality of consumers health information health literacy; design and development of consumer health information resources; consumer access to clinical information; and current research.

NURS-I 639 Informatics in Nursing Administration Practice (3 cr.) This course describes the knowledge work necessary for competent practice in nursing management. The focus is on identification, acquisition, analysis, interpretation, and application of knowledge data, databases, and systems that support decision making strategies in nursing administration.

NURS-J 595 Topical Seminar (2-4 cr.) Seminar topic to be announced each semester.

NURS-J 595 Legal and Ethical Issues in Nursing Education (2 cr.) This topical seminar will be focused on a discussion of the legal and ethical issues related to nursing education.

NURS-J 690 Readings in Clinical Nursing (1-3 cr.)
Topic arranged depending on the needs and interests of the student.

NURS-J 692 Hermeneutics Institute (3 cr.) Seminar focusing on hermeneutic phenomenology in the context of research and scholarship in health care and the human sciences (including design, data collection and analysis and dissemination). Readings from philosophers such as Heidegger, Gadamer and Nancy are used to situate hermeneutical methodologies in a philosophy of science.

NURS-J 692 Independent Study in Nursing (1-6 cr.)
Individual assignments arranged.

NURS-L 574 Administrative Management in Nursing (3 cr.) P: Core Courses (taken in the final fall semester). Courses NURS-L 574 / NURS-L 671 are taken together and must be taken prior to NURS-L 575 / NURS-I 630. Content derived from contemporary environmental, personnel, and organizational issues related to the administration of nursing services with an emphasis on management principles and processes.

NURS-L 575 Corporate and Public Policy for Nursing Executives (3 cr.) P: NURS-L 574 / NURS-I 639. Courses NURS-L 575 / NURS-I 579 are taken together and must be taken after NURS-L 574 / NURS-I 639. This course is designed to prepare nurse administrators for active policy-making participation in health-care organizations, professional associations, and governmental agencies. The focus of the course is on managerial decisions and on building coalitions for policy at the organizational, local, regional, national, and international levels.

NURS-L 579 Nursing Administration Practicum (3-6 cr.) P: NURS-L 574 / NURS-I 639, NURS-L 575 / NURS-I 630, NURS-L 650, NURS-L 670 and all Core Courses. A practicum experience designed for synthesis of theory and practice. Agency observation and activities are independently planned. Includes group seminars. 15 clinical hrs./wk.

NURS-L 650 Data Analysis for Clinical and Administrative Decision Making (3 cr.) P: Stats R505 and Research R500. Focuses on understanding, manipulating, and analyzing quantitative data in nursing and health care. Includes use of computer-based systems for data management and statistical analysis. Students learn application and interpretation of multivariate statistical models for decision making.

NURS-L 670 Economic Analysis of Nursing and Health Systems (3 cr.) P: Core Courses. This course provides the economic context for nursing administration and a forum for students to analyze key nursing administration and health systems issues from a perspective of economic value to the community they serve.

NURS-L 671 Financial Management: Nursing (3 cr.)
P: Core Courses (taken in the spring semester). Courses NURS-L 574 / NURS-L 671 are taken together and must be taken prior to NURS-L 575 / NURS-I 630. Designed to acquaint nurses with budget preparation and fiscal management of a nursing unit or division. Methods of

obtaining personnel input, estimating costs, and cost justification are analyzed in depth.

NURS-L 775 Organizational Theories in Nursing (3 cr.) An analysis of existing organizational theory for the purpose of identifying, extending, or modifying theory for application in the nursing service or education sectors.

NURS-M 500 The Scientific Basis for Clinical Nurse Specialist Practice (3 cr.) This course focuses on understanding the clinical nurse specialist role and practice. Emphasis is placed on theory and science related to chronic illness prevention, risk reduction and management for individuals in the context of families. Students use clinical reasoning to diagnose actual or potential problems amenable to nursing interventions, and design, implement and evaluate evidence-based nursing interventions for specialty populations of adults across the lifespan.

NURS-M 559 Dynamics of Stress and Coping: Promoting Client Functioning (3 cr.) This course focuses on analyzing psychological and psychophysiological theories of stress and coping. Students apply principles of interviewing to identify experiences of stress, and use clinical reasoning to diagnose stress related problems for adults across the life span. Students design, implement and evaluate evidence-based nursing stress management interventions for individuals and their families.

NURS-M 560 Enhancing Health Behaviors Through Psycho-Educational Nursing Interventions (3 cr.) This course focuses on the application of science to enhance individual health behaviors of adults across the lifespan through psycho-educational interventions. Emphasis is on the development of psycho-educational interventions to support health-related decision-making and self-management through learning and cognitive restructuring. Learning and other relevant theories are presented to guide intervention design, implementation and evaluation.

NURS-M 565 Symptom Management and Functional Enhancement (4 cr.) This course focuses on the application of theory and science to improve patient outcomes related to symptoms and functional status in the context of chronic illness. Theory, research and evidence are analyzed in the design, implementation and evaluation of nursing interventions to optimize outcomes for adults across the adult life span.

NURS-M 575 Clinical Nurse Specialist Role in Health Systems (3-4 cr.) This course prepares clinical nurse specialists to function as leaders within complex health systems. Students synthesize and apply theories and research to advance the practice of nursing for a specialty population of adults across the lifespan experiencing chronic illness. Emphasis is placed on leading nurses and multidisciplinary teams in achieving safety, quality, and cost-effective outcomes.

NURS-P 510 Neuro-Psychopharmacology (3 cr.) Considers indications, therapeutic uses, neurophysiological mechanisms of action, and side effects of the major classifications of psychotropic drugs. Relevant research is examined, as is clinical application pertinent to current psychiatric mental health practice,

including therapeutic management, psychodynamics, and combination of drugs with other treatment modalities.

NURS-P 515 Assessment in Advanced Psychiatric Nursing (3 cr.) Methods and skills for completing a comprehensive mental health assessment are emphasized. Content includes criteria for DSM, psychiatric nursing diagnosis, ICD, and functional abilities, developmental status, and cultural influences. Students become familiar with standardized assessment tools commonly used in psychiatric/mental health settings. 5 clinical hrs./wk.

NURS-P 558 Psychiatric/Mental Health Advanced Practice Nursing Across the Lifespan (3 cr.) P: NURS-N 502; NURS-R 500; NURS-P 510; NURS-P 515. Placement in curriculum: a required course for MSN, psychiatric/mental health Lifespan. Treatment models and research findings related to the care of persons across the lifespan with mental illness are examined, analyzed, evaluated, and implemented in clinical practice. The interrelationships of neurobiology, gender, development, environment, and culture are explored in relation to how they guide therapeutic approaches to treatment. Sociopolitical forces that influence advanced nursing practice and health care delivery are examined. Supervised clinical experiences focus on developing advanced practice skills in clinical management, crisis intervention, health promotion and illness prevention. 5 clinical hrs./wk.

NURS-P 651 Psychiatric/Mental Health Nursing with Families (3 cr.) P: NURS-N 502, NURS-R 500, NURS-P 510, NURS-P 515. Theoretical formulations and research related to developmental and functional processes in families are examined for their relevance in designing and implementing nursing interventions. Biopsychosocial formulations are used to understand the reciprocity of individual and family function and dysfunction. Learning experiences include analysis of family therapy simulations and a family therapy practicum. 5 clinical hrs./wk.

NURS-P 652 Interprofessional Approach to the Treatment of Substance Use and Co-occurring Psychiatric Disorders (3 cr.) P: Core courses: NURS-N 502, NURS-N 504, NURS-R 500, NURS-R 505, NURS-P 558, NURS-P 651. The purpose of this course is to provide learners with knowledge, skills and the exploration of attitudes relevant to interprofessional approaches to the treatment of substance use and co-occurring psychiatric disorders. The course will address prevention, intervention, and treatments of these disorders with diverse populations across the life span. Students draw upon previous and concurrent learning experiences and integrate values, knowledge, and skills relevant to their professional standards of practice. Students explore the relationships between and among substance use/psychiatric disorders and socioeconomic status, race, ethnicity, culture, religion, gender, sexual orientation, age, physical and mental ability, and other socio-environmental factors of vulnerability. Consistent with strengths and ecosystems perspectives, students consider the impact of social environments, physical settings, community contexts, and political realities that support or inhibit the emergence of substance use and co-occurring disorders.

NURS-P 671 Advanced Clinical Practice in Psychiatric/Mental Health Nursing I (3 cr.) P: NURS-N 502, NURS-

N 504, NURS-R 500, NURS-R 505, NURS-P 558, NURS-P 651. Students engage in advanced psychiatric nursing practice with selected populations. Students further define and expand their practice of psychiatric/mental health nursing based on the integration of theory, research, self-evaluation, and clinical supervision. A variety of approaches and issues of service delivery are explored. 10 clinical hrs./wk.

NURS-P 672 Advanced Clinical Practice in Psychiatric/Mental Health Nursing II (3 cr.) P: NURS-N 502, NURS-N 504, NURS-R 500, NURS-R 505, NURS-P 558, NURS-P 651, NURS-P 652, NURS-P 671. In this practicum, students expand their practice to indirect care responsibilities, including clinical supervision, evaluation of treatment environments, program development, and interdisciplinary collaboration. Students examine social, legal, economic, and ethical issues to develop goals for future professional development and contributions to nursing. 10 clinical hrs./wk.

NURS-R 601 Instrumentation and Measurement (3 cr.) P: NURS-R 603, NURS-R 604, or consent of faculty. This course provides an opportunity for the student to develop expertise in developing and testing the psychometric properties of an instrument to measure health-related phenomena. Content focuses on theoretical foundations of measurement, item construction, questionnaire design, and content analysis, item analysis, assessment of reliability and validity, accuracy and precision, and manuscript preparation to report psychometric properties.

NURS-R 603 Foundations of Quantitative Research (3 cr.) P: Doctoral students with a graduate course in research design in methods. This course is intended for students enrolled in a doctoral program who have had a graduate course in research design and methods. The focus of this course is an in-depth critique of quantitative research designs and methods including those used to test interventions. In depth critique of strengths of limitations of quantitative research will lead to development of a research study to evaluate a phenomenon of interest.

NURS-R 604 Experimental and Quasi-Experimental Designs and Methods in Nursing (3 cr.) P: NURS-R 603. An in-depth study of experimental and quasi-experimental research designs and methods used to evaluate the effectiveness of interventions. Designs will be evaluated to minimize error and maximize internal and external validity. Sampling methods, power analysis, Type I and II errors, and other concepts relevant to experimental and quasi-experimental research designs and related methods will be covered.

NURS-R 605 Design and Applications of Advanced Research Designs/Interventions (3 cr.) P: NURS-R 603, NURS-R 604. Evaluates and applies issues relevant to intervention research and health services research. Content will include intervention dosage, sensitivity, mediators and moderators, and quality assurance and feasibility of intervention delivery. Translational research, multisite research, intent-to-treat, nested designs, and outcome designs will be discussed for application.

NURS-R 607 Advanced Statistics in Nursing Research (3 cr.) P: NURS-R 606 or equivalent Intermediate Statistics in Nursing Research or permission of instructor. This course covers multiple linear regression, ANCOVA,

factorial ANOVA, repeated measures, sensitivity and specificity, logistic regression, and survival analyses. Understanding the mathematics and logic behind these techniques is emphasized. Students develop skills to answer research questions, and critically analyze, interpret, and evaluate evidence related to nursing research.

NURS-R 608 Multivariate Statistics in Nursing Research (3 cr.) P: NURS-R 606 Intermediate Statistics or equivalent in Nursing Research and NURS-R 607 or equivalent Advanced Statistics in Nursing Research or permission of instructor. The development of skills and applications that enhance student's ability to critically analyze, interpret, evaluate and conduct nursing research using canonical correlation, MANOVA/ MANCOVA, discriminant analysis, principal component analysis, exploratory and confirmatory factor analysis, and structural equation modeling. Understanding the mathematics, logic, application of these techniques is emphasized.

NURS-R 610 Foundations of Qualitative Research (3 cr.) The focus of this course is on in-depth critique of the quality indicators for qualitative research designs. Designs, sampling methods, data collection methods, and analysis methods are evaluated for credibility, neutrality, consistency and usefulness of findings. In addition, the consistency among research questions, purpose, design, data analysis and conclusions are examined.

NURS-R 611 Advanced Qualitative Research Methods (3 cr.) P: NURS-R 500, NURS-R 603, NURS-R 610, or consent of faculty. Elective course provides context for deeper analysis of selective qualitative methodologies. Critical skills include developing research questions appropriate for selected methodologies and defending methodological choice. Students refine and conduct a pilot research project, including IRB submission, data collection/analysis, application of quality criteria, and preparation of a publishable research report.

NURS-R 612 Interpretive Data Analysis (1-3 cr.) P: NURS-R 610, NURS-R 611 and completed qualitative data collection from NURS-D 752 or with permission of course faculty. This course advances new qualitative researchers in building a foundation of philosophical, theoretical and practical understanding of interpretive research methods, study designs, conditions of rigor in qualitative research, and research team building. Students will explore ways of grounding their findings in the works of interpretive phenomenology, grounded theory and other interpretive methods meeting the needs of students. Students will explore multiple avenues for dissemination of interpretive research findings.

NURS-R 613 Grounded Theory Research (3-3 cr.) P: NURS-R 610 or introductory course in qualitative methods. This course focuses on the methods of grounded theory research within the context of its origins, history and philosophical foundations.

NURS-R 800 Dissertation Seminar (3 cr.) The seminar is a forum for students to explore with their peers the processes for obtaining Ph.D. candidacy status and completing the dissertation. Policies/procedures for completing the Ph.D. candidacy examination and the dissertation proposal defense will be discussed. Dissertation research compliance issues related to the IUPUI IRB application process also will be discussed.

Students will collaborate with their dissertation chair to facilitate progress toward Ph.D. candidacy and the dissertation phase of their program.

NURS-R 899 Dissertation in Nursing (1-9 cr.) P: All doctoral coursework and the qualifying exam must be completed. Dissertation research is facilitated through individualized research mentoring. Each semester, goals/objectives and a timeline for work to be accomplished are mutually determined by the student and chair. The student and dissertation chair meet regularly and dissertation committee members are involved as needed to ensure consistent progress.

NURS-S 674 Management of the Acutely Ill Adult 1 (6 cr.) This course focuses on assessment, diagnosis, and collaborative management of adults who are acutely/critically ill or are experiencing exacerbation of a chronic health problem. Clinical focus is on the role of the acute care nurse practitioner working with a multidisciplinary team to facilitate and accelerate the patient's return to optimal health. 15 clinical hrs./wk.

NURS-S 675 Management of the Acutely Ill Adult 2 (6 cr.) P: NURS-S 674. This course focuses on assessment, diagnosis, and collaborative management of adults who are acutely/critically ill or are experiencing exacerbation of a chronic health problem. Clinical focus is on the role of the acute care nurse practitioner working with a multidisciplinary team to facilitate and accelerate the patient's return to optimal health. 15 clinical hrs./wk.

NURS-S 676 Management of the Acutely Ill Adult 3 (6 cr.) P: NURS-S 674 and NURS-S 675. This course focuses on assessment, diagnosis, and collaborative management of adults who are acutely/critically ill or experiencing exacerbation of a chronic health problem. Clinical focus is on the role of the acute care nurse practitioner working with a multidisciplinary team to facilitate/accelerate the patient's return to optimal health. 15 clinical hrs./wk.

NURS-T 600 Scientific Basis for Clinical Teaching in Nursing (3 cr.) P: NURS-N 502, NURS-N 504, NURS-R 500, NURS-R 505 or permission of course faculty. C: NURS-T 670. All students must satisfy the Indiana University School of Nursing RN licensure, background check, immunization and CPR requirements and provide documentation of this prior to the first day of class. This course, taught online asynchronously, includes an integration of concepts of population-based clinical practice and teaching in clinical environments. Emphasis is placed on the relationship between nursing theory, quality and safety, evidence-based practice and teaching and learning in clinical settings. This course also includes 75 hours of a patient-focused clinical experience with options for placement locally to support distance-education students.

NURS-T 615 Curriculum in Nursing (3 cr.) P: NURS-T 600, NURS-T 670 or permission of course faculty. This course is taught online through a combination of synchronous and asynchronous methods. The primary focus is the process of curriculum development, implementation and evaluation including the philosophical, social, political, economic, and professional issues that need to be considered within nursing education settings.

NURS-T 617 Evaluation in Nursing (3 cr.) P: NURS-T 600, NURS-T 670 or permission of course faculty. This course is taught online through a combination of synchronous and asynchronous methods. The focus is on exploration and utilization of assessment and evaluation in different nursing education environments. Activities include the use and evaluation of traditional and contemporary assessment strategies.

NURS-T 619 Computer Technologies (3 cr.) P: NURS-T 600, NURS-T 670 or permission of course faculty. This course provides nurse educators an opportunity to acquire knowledge and skills for using computer technologies to support the teaching/learning process. This online course is project based and students create instructional products using a variety of technologies.

NURS-T 670 Teaching in Nursing (3 cr.) Seminar and guided experiences in teaching of nursing, including planning, developing, implementing, and evaluating classroom and clinical instruction. The course is taught online (asynchronously). Students work with a preceptor to teach a specific unit of instruction.

NURS-T 679 Nursing Education Practicum (3 cr.) P: NURS-T 600, NURS-T 670, NURS-T 615, NURS-T 617, NURS-T 619 or permission of course faculty. This course includes both a 150 hour practicum experience designed for application, demonstration, and synthesis of theory and competencies related to the role of nurse educator and weekly asynchronous online discussions. Learning experiences are planned and negotiated to meet individual learning goals in the context of preceptor supervised experiences.

NURS-T 800 Preparing Future Faculty (2 cr.) P: Students should have completed one year of doctoral level coursework. This course helps students develop competencies as doctorally-prepared educators in academic and other complex organizations. Course concepts include functioning within the educational environment; understanding the relationship between teaching, research/scholarship and service and preparing to be a doctorally prepared member of the faculty.

NURS-W 540 Writing for Publication (3 cr.) P: Permission of the faculty. This course focuses on writing for publication. The goal is to enable students to gain skill in presenting their ideas for readers of the professional/scientific literature in any discipline. The content of the course is organized to help the student through the process from the conceptualization of an idea to submission of the paper for journal review. Achieving success and overcoming obstacles, such as lack of self-confidence in writing skills and avoidance behavior, will be emphasized. Assignments are designed to facilitate the process, and students will receive personal reviews from faculty at each stage of manuscript development. The end-product will be a paper that is ready for submission for publication.

NURS-Y 512 Advanced Concepts in Gerontology (3 cr.) P: Consent of instructor. Introductory/survey course in gerontology and consent of instructor. Enables students to synthesize theoretical and practical concepts from

different disciplines to meet the primary health-care needs of elderly adult clients and their families.

NURS-Y 535 Dynamics of Family Health Care (3 cr.)

Provides students with opportunities to study families within the community context. Consideration is given to theories of family functioning and roles in family health care, using family assessment tools and other nursing intervention strategies.

NURS-Y 550 Advanced Adult and Geriatric Health Assessment (3 cr.)

Enables students to learn psychomotor skills required for performing physical examinations. This course also provides the theoretical basis to begin the process of physical diagnoses of health and illness. 5 clinical hrs./wk.

NURS-Y 552 Health Maintenance for Adults (5 cr.)

Provides the basis for synthesizing health status information for nursing interventions aimed at helping adults and families to assume responsibility for the prevention of illness and the promotion and maintenance of health. 15 clinical hrs./wk.

NURS-Y 554 Advanced Nursing Management—Adult (2 cr.)

Enables the student to use nursing research data and theoretical knowledge to support advanced nursing practice in primary health-care nursing.

NURS-Y 555 Collaborative Clinical Practice in Primary Health-Care Nursing (4 cr.)

Provides opportunities for students to develop advanced clinical practice in primary health-care nursing. Seminar provides for the analysis of nursing management through care presentations. 20 clinical hrs./wk.

NURS-Y 556 Advanced Nursing Management of the Oncology Client (4 cr.)

P: NURS-Y 515, NURS-Y 550, NURS-Y 552, NURS-Y 562, or consent of instructor. Provides the nurse practitioner concentrating in oncology with an overview of advanced nursing management for adults with cancer. Students will learn how to facilitate patient transition through screening and detection, diagnosis, acute care, rehabilitation, and the terminal phase. 5 clinical hrs./wk.

NURS-Y 562 Pathophysiology of Cancer (2 cr.)

P: NURS-Y 515, NURS-Y 550, or consent of instructor. A pathophysiological approach to nursing care of clients with localized or invasive cancer.

NURS-Y 565 Interdisciplinary Practicum in Gerontology (3 cr.)

P: Introductory/survey course in gerontology, NURS-Y 512, and consent of instructor. Provides the student, as an advanced practitioner and interdisciplinary team member, with the opportunity to participate in the creation or change of health policies and/or programs affecting elderly people. Consists of a seminar and a practicum. 10 clinical hrs./wk.

NURS-Y 600 Clinical Reasoning & Diagnostic Processes in Advanced Practice Nursing (1-3 cr.)

P: NURS-Y 515, or permission of instructor. Course for nurse practitioner. Introduces students to clinical reasoning and diagnostic processes used in providing health care in primary and acute care settings. Students apply knowledge and skills from pathophysiology, physical assessment, and evidence based practice to decision making in direct patient care. Issues related to third party

reimbursement, regulation and scope of practice, and the ethics of diagnostic decision making are included.

NURS-D 751 Advanced Topics in Nursing Science (3 cr.)

P: Admission to the Ph.D. program. This course provides an evaluation of models, theories, methods and research that supports strategic learning, knowledge work and knowledge translation in complex systems.

NURS-M 595 Specialty for Advanced Clinical Practice (3 cr.)

Focused on integrating in-depth understanding of the theory and science underpinning care for a selected specialty population.

NURS-M 590 Clinical Nurse Specialist III: System Leadership for Innovation in Nursing Practice (5 cr.)

Prepares clinical nurse specialists to function as innovation leaders within complex health systems. Emphasis is on leading nurses and multidisciplinary teams in achieving safety, quality and cost-effective outcomes

NURS-M 580 Clinical Nurse Specialist II: Symptom and Functional Enhancement - Developing Problem Solver (4 cr.)

Application of theory and science to address clinical problems and improve patient outcomes related to symptoms and functional status in the context of wellness in chronic illness.

NURS-M 570 Clinical Nurse Specialist I: Scientific Basis of Practice - Developing the Expert Nurse (4 cr.)

Understanding the clinical nurse specialist role as expert advanced practice nurse. Emphasis is on theory and science related to chronic illness prevention, risk reduction and management. Students diagnose problems amenable to nursing interventions.

NURS-F 579 Family Nurse Practitioner III (5 cr.)

This terminal practicum for family nurse practitioners focuses on synthesis and application of knowledge and skills for autonomous practice across the lifespan. Students complete clinical experiences under supervision of a community based primary care provider preceptor. This course also explores the professional role of an advanced practice nurse.

RN to BSN Online Degree Completion Option Courses

NURS-B 244 Comprehensive Health Assessment: RN BSN (3 cr.)

This course focuses on the complete health assessment, the nursing process, and its relationship to the prevention and early detection of disease across the life span.

Students learn the skills of interview, inspection/ observation, palpation, percussion, and auscultation in assessing clients across the life span and comparing normal from abnormal findings.

NURS-B 231 Communication Skills for Health-Care Professionals: RN BSN (3 cr.)

This course addresses professional communication, inter/intra professional collaboration, and professional engagement to foster growth and development in nursing. This course also focuses on issues related to professional practice, theory, development and use, professional organization participation, service, continuing education, autonomy and accountability.

NURS-B 304 Health Policy (3 cr.) (RN-BSN) Social, ethical, cultural, economic, and political issues that affect the delivery of health and nursing services globally are critically analyzed. Government and entrepreneurial interests are examined. Emphasis is placed on the impact of policy decisions on professional nursing practice and health services.

NURS-B 331 Transition to Baccalaureate Nursing Practice (3 cr.)

This course bridges the nurse to the essential elements of baccalaureate professional practice. Students examine intra and inter professional communication, collaboration, and teamwork to enhance quality patient care. Students explore nursing professional organizations, issues in professional practice, and the impact of lifelong learning on career development.

NURS-B 334 Comprehensive Health Assessment (3 cr.)

(RN to BSN) This course focuses on the complete health assessment, the nursing process, and its relationship to the prevention and early detection of disease across the life span. Students learn the skills of interview, inspection/observation, palpation, percussion, and auscultation in assessing clients across the life span and comparing normal from abnormal findings.

NURS-B 403 Gerontological Nursing (3 cr.) (RN-BSN)

This course promotes a holistic approach to persons in the later years of life. Death and dying, legal and ethical issues, family care giving, and future challenges will be discussed in the context of best practices as outlined by the John A Hartford Foundation: Institute for Geriatric Nursing.

NURS-B 404 Informatics (3 cr.) (RN-BSN) This course addresses nursing informatics: state of the science and issues for research, development, and practice. It clarifies concepts of nursing, technology, and information management; and comprises theory, practice, and the social and ethical issues in nursing and health care informatics.

NURS-H 355 Data Analysis in Clinical Practice and Health-Care Research (3 cr.) P: All fourth-semester nursing courses. (RN-BSN)

This course introduces nursing and other health sciences students to the basic concepts and techniques of data analysis needed in professional health-care practice. Principles of measurement, data summarization, and univariate and bivariate statistics are examined. Differences in types of qualitative data and methods by which these types of data can be interpreted are also explored. Emphasis is placed on the application of fundamental concepts to real-world situations in client care.

NURS-H 365 Nursing Research (3 cr.) P: All fifth-semester nursing courses and H355 or its equivalent. (RN-BSN) This course focuses on development of students' skills in using the research process to define clinical research problems and to determine the usefulness of research in clinical decisions related to practice. The critique of nursing and nursing-related research studies will be emphasized in identifying applicability to nursing practice.

NURS-K 301 The Art and Science of Complementary Health (3 cr.) (RN-BSN) This course will serve as an introduction to a variety of complementary therapies, including healing touch, guided imagery, hypnosis, acupuncture, aromatherapy, reflexology, and massage. The class will critically examine each therapy through assigned readings, literature reviews, presentations, guest lecturers, and optional experiential activities.

NURS-K 305 New Innovations in Health and Health Care (3 cr.) (RN-BSN)

This course explores emergent trends in health and health care, including technological advances in health care, developing approaches to care based on new knowledge and/ or research findings, and trends in health care delivery in a themed, survey or independent study format.

NURS-K 434 Global Health Issues in Nursing (3 cr.)

(RN-BSN) This course is designed to provide learning opportunities to acquire knowledge about global health issues, the diverse conditions that contribute to health and global health disparities, and an understanding of nursing's role in addressing these health problems. Issues addressed include infectious and chronic illness, reproductive and women's health issues, politics and public health policy, economics and health care, and health in conflict environments. Conceptual models and health equity concepts, evidence-based practice, and health care delivery systems are analyzed to explore strategies for addressing global health issues. Learning opportunities emphasize the knowledge and skills needed to use technology to investigate global health issues, advocate for health justice from a human rights perspective, and critically appraise global health issues.

NURS-K 499 Genetics and Genomics (3 cr.) (RN-BSN)

This course introduces a basic knowledge of genetics in health care, including genetic variation and inheritance; ethical, legal, and social issues in genetic health care; genetic therapeutics; nursing roles; genetic basis of selected alterations to health across the life span; and cultural considerations in genetic health care are all considered.

NURS-P 345 Pharmacology (3 cr.) (RN-BSN)

This course focuses on basic principles of pharmacology. It includes the pharmacologic properties of major drug classes and individual drugs, with an emphasis on the clinical application of drug therapy through the nursing process.

NURS-R 470 Clinical Nursing Practice Capstone (3 cr.)

(RN-BSN) This course allows students to synthesize knowledge and skills learned in the baccalaureate program and to demonstrate competencies consistent with program outcomes and to refine their nursing practice skills. Students will plan and organize learning experiences, design a project, and practice professional nursing in a safe and effective manner.

NURS-S 410 Emergency Preparedness and Disaster Response (3 cr.)

(RN to BSN) This course focuses on the theoretical and practical perspectives of disaster response and emergency management for nursing professionals. Students will explore disaster/ emergency response preparedness, leadership principles, decision-making,

and recovery training measures for health care providers devoted to supporting community disaster resilience.

NURS-S 420 Care Coordination in Transitions of Care (3 cr.)

(RN to BSN) Students will synthesize knowledge and skills relevant to care coordination to ensure smooth care transition. Students will develop an understanding of the role of the RN as a member of a interprofessional team, as well as options for the most appropriate care setting for an individual patient.

NURS-S 474 Applied Health-Care Ethics (3 cr.) P: All sixth-semester nursing courses. (RN-BSN) Building on the ANA Code of Ethics for Nurses, this course explores the nurse's role in ethical clinical practice, academic work, health policy, and research conduct, focusing particularly on the advocacy role of the nurse. Common ethical problems are discussed and strategies for resolution of ethical dilemmas are applied.

NURS-S 475 A Multisystem Approach to the Health of the Community (3 cr.) (RN-BSN) Basic epidemiological principles and community health nursing models are applied in collaboration with diverse groups. Disease prevention strategies are applied to individuals and populations to promote health. Students apply the concepts of community assessment, disease prevention, and health promotion to plan, implement, and evaluate interventions for populations in the community.

NURS-S 487 Nursing Management (3 cr.) (RN-BSN) This course focuses on development of management skills assumed by professional nurses, including delegation of responsibilities, networking, and facilitation of groups, conflict resolution, leadership, case management, and collaboration. Concepts addressed include organizational structure, delivery systems, change, managing quality and performance, budgeting and resource allocation, staffing, scheduling, evaluation and career development.