

The following information was omitted from the College of Engineering, Physics, and Computing section:

College of Engineering, Physics, and Computing > Departments and Programs of the College of Engineering, Physics, and Computing > Department of Physics

Students in the following Master of Science programs must satisfactorily pass a comprehensive examination as part of the degree requirements:

- Applied Space Weather Research
- Applied Physics and Nanotechnology

The following information was omitted from The College of Arts and Sciences section:

College of Arts and Sciences > Departments and Programs in the College of Arts and Sciences > Rome School of Performing Arts > Department of Music Performance > Doctoral Programs

DOCTOR OF MUSICAL ARTS IN SACRED MUSIC

Prerequisites and Entrance Requirements

For general information pertaining to all advisory degree programs, please consult the Doctor of Musical Arts Degree section of these Graduate Announcements.

Prior to submitting a formal application, persons interested in the Doctor of Musical Arts in Sacred Music degree must communicate with the director of the program.

The applicant must have completed the Master of Music in sacred music or equivalent. Acceptance as a graduate student is required.

The applicant must submit the following:

1. as stated in the Admission Process section above, two letters of recommendation (including one from a professional colleague, not teacher of the applicant) attesting to the applicant's past and potential ability in the field of sacred music and music ministry; and
2. completed repertoire and professional experience record, obtainable at:
<http://music.cua.edu/graduate/doctoral.cfm>

Applicants in the areas of performance (choral music and organ) will submit a 30-minute tape, video preferred, audio acceptable. Applicants in composition will submit representative manuscripts in lieu of the audition tape. Tapes and manuscripts must be sent to the Office of Graduate Admissions with all other application documents. Invitation to campus for audition, interview and testing is based on evaluation of the above materials. Applicants in organ concentration will perform for the organ faculty at the time of their visit. All concentrations require an

on-campus visit for testing and demonstration of conducting skills. Testing consists of demonstration of keyboard proficiency, open score reading, and sight-singing. The conducting audition comprises two specified works with

The Catholic University of America's Chamber Choir and will determine placement in the conducting sequence. Auditions are held once each academic year. The applicant should contact the music office for details and dates. Written examinations (two hours each):

1. music history placement examination;
2. music theory placement examination;
3. entrance examination in sacred and choral music.

In addition, the student must consult with the School of Theology and Religious Studies regarding prior equivalent course work, prerequisite courses, and/or testing-out procedures in the area of liturgical studies.

Placement and entrance examinations are given during the first and second semester registration periods.

The student must also demonstrate a reading knowledge of one foreign language and is expected to pass an examination in that language within one year after beginning doctoral studies. The language will be chosen in consultation with the director of the program.

Program of Study

Based on the results of the entrance requirements and examinations, the advisory committee, in consultation with the student, will arrange a program of study of 61 to 72 hours beyond the master's degree. The courses to be completed as part of the degree requirements will be communicated to the student in writing. Although the program will be organized to meet the individual needs of the student, a typical program may include:

Program of Study	Semester Hours
Sacred and Choral Music (by advisement with director of program)	12
Prerequisites: Liturgical Music (MUS 584), Choral Development (MUS 637), Advanced Conducting I (MUS 638), Choral Literature I, II, III (MUS 640, 640A, 640B), or M.M. music literature coursework equivalence in the area of specialization.	
Music History and Music Theory (by advisement with director of musicology)	12
Prerequisites: Research Methodology (MUS 731), History of Sacred Music (MUS 556), Analytical Techniques II (MUS 712)	
Liturgical Studies (by advisement of director of liturgical studies)	12
Prerequisites: Introduction to Liturgy (TRS 540), Liturgy: Theological and Historical perspectives (TRS 741A), Eucharist: A Liturgical Theology (TRS 744)	
Private Instruction in Primary Field	12
Vocal Pedagogy	2
Music Performance: CUA Chamber Choir (MUS 507)	2
Upon completion of unit requirement, non-credit participation in CUA Chamber Choir is required each semester in residence. For this non-credit participation, the student should register for MUS 507A (0 credits).	
Recitals	3
Three Performance Recitals (MUS 914, 1 credit each). The public recitals, in the candidate's performance area, must include one with an instrumental ensemble. Two Composition Recitals (MUS 914, 1 credit each; MUS 913, 2 credits). The public recitals for the Composition specialization must include a two-credit lecture-recital.	
Treatise (see below for details) Directed Doctoral Research [(MUS 993 (3 credits); 993A (2 credits); 993B (1 credit))]	6
Total	61-72

The required treatise, on a topic approved by the advisory committee, must be in dissertation format and must explore in depth some aspect of sacred music. For the composer, the submission and performance of a treatise-composition approved by the advisory committee. The treatise is a substantive and formal scholarly research work addressing a specific topic in the field of sacred music. The treatise follows the same format as that required for a dissertation but is typically not equivalent to the dissertation in length or scope. It may treat kinds of research other than those typical in dissertations, such as cataloging of works or repertory studies, or a compilation of choral works for various liturgical seasons and their performance needs. The treatise shares the following elements in common with the dissertation: topic approval by the faculty, with treatise topic approval form submitted to the Office of Graduate Studies; work written under the direction of the major professor and treatise committee; oral defense; deposit with the Office of Graduate Studies. The procedures for the treatise differ from

those for the dissertation in the following elements: approval by the faculty constitutes the sole determinant of the appropriateness of the topic, and the topic does not require external review; members for the oral defense are chosen from the members of the music faculty, as well as theology faculty as may be deemed appropriate.

Oral Defense

Successful completion of an oral defense is required upon completion and acceptance of the treatise.

Graduation Requirements

Comprehensive Examinations (MUS 998A w/classes; MUS 998B w/o classes). At the completion of coursework, three four-hour written comprehensive examinations are required in:

1. sacred and choral music;
2. music history and music theory; and
3. liturgical studies.

Upon the successful completion of all three comprehensive examinations, the student may be admitted to candidacy.

Minor in Latin American Music

The degree program consists of between 61 to 72 semester hours of credit beyond the master's degree. The above requirements apply with the following exceptions.

1. Depending on the results of the entrance examination in the area of music history, the student may be assigned from 0-12 semester hours of credit in this area by advisement.
2. The program of study will include 12 semester hours of Latin American music electives.
3. The treatise must be written on an Iberian or Latin American topic.

The following information was omitted from or incorrect in The Conway School of Nursing section:

Officers of Instruction

Administration

Marie T. Nolan, Ph.D., RN, FAAN

Eileen V. Caulfield, Ph.D., RN, NEA-BC

Mary E. Dixon, DNP, RN, NEA-BC

Kristina L. Leyden, Ph.D., APRN, FNP-BC, CHSE

Kyra Mendez, PhD, MPH, RN

Martha Scheckel, Ph.D., RN, CNE

Mary "Cari" Selzer, D.N.P., APRN, ACNP-BC

Dean and Ordinary Professor

Associate Dean for Baccalaureate Programs; Assistant Professor

Executive Director for Strategic Partnerships and Professional Programs, Director, MSN Complex Healthcare Systems Administration, Clinical Assistant Professor

Assistant Dean, Accelerated BSN Program and Clinical Assistant Professor

Director, PhD Program and Assistant Professor

Vice Dean and Associate Professor, Director Center for Future Faculty

Associate Dean for Online Learning

Director, Adult Gerontology Acute Care Nurse Practitioner Program, Clinical Assistant

Faculty

Reiko Asano, Ph.D., RN	<i>Clinical Assistant Professor</i>
Patricia Conner Ballard, Ph.D., RN, ACNS-BC	<i>Clinical Assistant Professor</i>
Marysanta Bigony, Ph.D., RN, CCM, PHCNS-BC	<i>Clinical Assistant Professor</i>
Deirdre Carolan Doerflinger, PhD, ANP,BC, GNP, BC, CNS, FAANP,DEGN	<i>Clinical Assistant Professor, VANAP Project Manager</i>
Mary E. Dixon, MSN, RN,NEA-BC	<i>Executive Director of Strategic Partnerships and Professional Programs, Director, MSN Complex Healthcare Systems Administration, Clinical Assistant Professor</i>
Jill Dombrowski, Ph.D., RN	<i>Clinical Assistant Professor</i>
Shanna Fortune, D.N.P., CRNP, AGPCNP-BC, FNP-BC, AGACNP-BC	<i>Clinical Assistant Professor</i>
Salomé Loera, D.N.P., ACCNS-AG, PCCN, CCRN-CMC, SCRNI	<i>Clinical Assistant Professor</i>
Sandra O'Brien, Ph.D., CNE, CRNP-F, PHCNS-BC,RN	<i>Director, Family Nurse Practitioner Program Director, International Student Exchange Program Clinical Assistant Professor</i>

Professors Emeriti

Janice Griffin Agazio, PhD, CRNP, RN, FAANP, FAAN, LTC (Ret). US Army
Elizabeth Hawkins Walsh PhD, RN, CPNP, FAANP
Joyce E. Johnson, Ph.D., RN, NEA-BC, FAONL, FAAN
Patricia McMullen, Ph.D., J.D., CRNP, FAANP, FAAN, Dean Emerita
Sr. Mary Elizabeth O'Brien, SFCC, RN, PhD, MSW, MTS, FAAN
Mary A. Paterson, PhD, RN

Adjunct Faculty

William R. Ayers, M.D.	<i>Adjunct Professor</i>
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Staff

Stephanie A. Adams	<i>Administrative Assistant, Office of the Dean</i>
Barbara Dominguez, FNP-BC	<i>Graduate Placement Coordinator</i>
Cherise Carpenter, M.S.N., CRNP	<i>Director, Clinical Partnerships and Placements</i>
Donna Murphy Gonella, BSN, RN	<i>Program Manager, Undergraduate Clinical Partnerships and Placements</i>
Samantha Gregori, BSBA	<i>Graduate Programs Administrative Assistant</i>
Eliza Hemenway, MA	<i>Multimedia and Teaching Technology Specialist</i>
Gary Kaplan, M.S., RN, NI-BC, CHSO	<i>Simulation and Education Technologist</i>
Jordan Kimmer, BS	<i>Laboratory and Teaching Specialist</i>
Patrick Maxwell, M.S.B.	<i>Manager, Operations & Marketing</i>
J. Hamilton Paine, MSN, MAID, FNP-C, CWCN, CHSE	<i>Director of Caceres Center for Simulation</i>
Lisa Populoh, BSN, RN	<i>Undergraduate Success Coach</i>
Ashhadulla Shaik M.S.	<i>Program Manager and Data Analyst</i>
Eva Velasques-Torres, MS, BA	<i>Simulation Coordinator</i>
Chavonne Thomas, M.S.	<i>Undergraduate Program Administrative Assistant</i>

Kimberly L. Walsh, M.S.N, M.P.A,
RN, CNL

Director, Undergraduate Academic Programs

Lecturers in the Conway School of Nursing are appointed on a semester basis.

History and Mission

History

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

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

In the spring of 2006, the D.N.Sc. program transitioned to a Doctor of Philosophy (Ph.D.) program. The focus of the Ph.D. program remains on clinical investigation and the development of nurse scientists who can assume leadership positions in many different areas. In 2007 the school added a Doctor of Nursing Practice (D.N.P.) program that prepares expert clinicians and nursing leaders. In 2013, the school added on-line programs for those pursuing an M.S.N. (family nurse practitioner, pediatric primary care or pediatric primary and acute care nurse practitioner, or adult-gerontology nurse practitioner concentrations), D.N.P. or Ph.D. In addition, post-graduate certificate programs are offered on-line for Family, Adult-Gerontology, and Primary and Acute Care Pediatric NPs..

In 2024, admissions to the MSN program preparing nurse practitioners ceased and nurse practitioner education was advanced to the D.N.P. degree to prepare nurse practitioners as expert clinicians and leaders in healthcare. Also, a new M.S.N. leadership program was launched focusing on Complex Healthcare Systems Administration with a pathway to the D.N.P. for advanced nursing leadership. In the same year, the Center for Future Faculty was founded and the Post-Graduate Certificate in Nursing Education was launched.

In recognition of William and Joanne Conway's extraordinary support for the Catholic University of America School of Nursing, the school was renamed the Conway School of Nursing in 2019. Through their Bedford Falls Trust, the Conways have devoted significant philanthropic gifts to support their goal of educating thousands of nurses.

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

The Master of Science in Nursing (M.S.N.), post-graduate certificates and the Doctor of Nursing Practice (DNP) programs are fully accredited and approved by the Commission on Collegiate Nursing Education (CCNE) and other appropriate external review bodies.

Mission

Strengthened by a rich heritage of Catholic teachings and Christian values, the mission of the Conway School of Nursing prepares professionally educated nurses to transform nursing practice, leadership, administration, education, and research. By fostering a profound sense of vocation in nursing, we provide compassionate and ethical care, respecting the dignity of every person. We are committed to the advancement of nursing knowledge through moral reasoning, scientific inquiry and other scholarly activity.

Goals

The four specific educational goals of the Conway School of Nursing, as identified by the faculty, are as follows:

1. Educational programs are implemented to meet the mission of the University, the Conway School of Nursing, standards set by the profession, and societal needs.
2. The climate and environment in the Conway School of Nursing facilitates faculty and student research and scholarly activities
3. A competitive market position is maintained to enroll a sufficient number of qualified students of diverse backgrounds to support the excellence of the educational programs.
4. Contributions to the health care of people are made through an emphasis on Christian, moral, and spiritual value systems informed by the teachings of the Catholic Church.

Programs of Study

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

Program Aim

The aim of the Master of Science in Nursing (M.S.N.) is to prepare students in Complex Healthcare Systems Administration and as advanced practice registered nurses (A.P.R.N.'s) in the role of nurse practitioner (Note: Due to the transition of A.P.R.N. role preparation to the D.N.P., the M.S.N. for A.P.R.N. preparation is now closed to new enrollment) The purposes of the program are: 1. to prepare individuals capable of moral and intellectual leadership to provide advanced practice nursing to individuals and populations across the lifespan, and 2. to develop and extend advanced practice nursing knowledge and skill through the utilization of evidenced-based practice models. The curriculum at the master's level is also directed toward developing interest and skill in research, commitment to continual personal and professional growth and to providing leadership in complex health systems.

Goal

The Master of Science in Nursing builds upon baccalaureate education in nursing and prepares students for

leadership roles and to serve as A.P.R.N.s (Note: Due to the transition of A.P.R.N role preparation to the D.N.P., the M.S.N. for A.P.R.N preparation is now closed to new enrollment).

Program Outcomes M.S.N. in Complex Healthcare Systems Administration

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

1. Implement and manage a systematic approach (integration, translation and application) to critical thinking and clinical reasoning, inclusive of knowledge from nursing, other disciplines, theology, philosophy, and the other liberal arts and natural and social sciences to make clinical judgments and innovation at advanced nursing practice specialty level.
2. Provide, promote, and manage care and care teams that support morally responsible, holistic, individualized, just, compassionate, coordinated, evidence-based, developmentally appropriate, and inclusive care that is respectful of the dignity of the human person and consistent with the teachings of the Catholic Church.
3. Access population health databases to identify needs and implement collaborative activities that promote health, prevent disease, and manage risks, considering social determinants of health and advocating for the improvement of equitable health outcomes, across the levels of prevention through both traditional and non-traditional partnerships from diverse communities, public health, industry, academia, health care, local government entities, and others.
4. Synthesize, translate, apply, and disseminate nursing knowledge to improve health and transform health care.
5. Implement initiatives to address clinical quality issues using improvement science and evidence to promote a culture of patient, provider, and work environment safety through both system effectiveness and individual performance.
6. Implement models of interprofessional teamwork and intentional collaboration with colleagues, patients, families, and communities that values participatory decision-making related to healthcare needs to optimize, enhance and improve health outcomes within advanced nursing specialty practice.
7. Develop and lead strategy implementation of cost-effective and efficient care within complex healthcare systems based on Catholic values to provide safe, quality, and equitable care to diverse populations.
8. Navigate information and communication technologies to gather data, drive decision making, and provide care respecting the integrity, worth, and dignity of the human person while adhering to best practice and professional and regulatory standards.
9. Model a sustainable professional identity grounded in a Catholic worldview that respects the inherent dignity of all people (mind, body, and spirit) with honesty, integrity, accountability, a collaborative disposition, and ethical behavior reflective of nursing's unique characteristics and values.
10. Model and mentor others in activities that demonstrate a commitment to lifelong personal well-being, intellectual curiosity, professional growth and development, resilience, and healthcare leadership and change influencer.

Terminal Objectives in M.S.N. A.P.R.N.

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

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

Master of Science in Nursing School of Nursing Specific Admission Requirements

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


1. Possess a baccalaureate degree from an accredited college or university offering a program in nursing accredited by the NLN Commission for Nursing Education Accreditation (CNEA), Accreditation Commission for Education in Nursing (ACEN) or the Commission on Collegiate Nursing Education (CCNE). Exceptions may be made on a case-by-case basis for international students or those educated in other countries, recognizing that this may limit eligibility for Advanced Practice certification.
2. Graduates of programs not accredited by the CNEA, ACEN, or CCNE. Evaluation must have transcripts evaluated for comparability to an American BSN degree. Evaluation may be conducted by either the World Education Services or the Commission on Graduates of Foreign Nursing Schools.
3. Present transcripts of undergraduate study that give evidence of strong academic ability. A minimum GPA of 3.0 on a 4.0 scale is preferred, as well as an average GPA of 3.0 in the nursing major.
4. Be licensed as a registered nurse in a state or jurisdiction of the United States, without restrictions.
5. Have acquired some post-baccalaureate nursing experience

General Policies for the M.S.N. Program

The MSN Programs prepare students for advanced nursing practice. Students can follow full-time or part-time plans of study (online).

Coursework: The programs of study are planned and sequenced to provide students with foundational courses prior to mastery of higher-level coursework. An incomplete grade (I) may be awarded based upon individual student circumstances that impacted their ability to complete course requirements. An Incomplete must be converted to a grade by mid-semester of the following semester or it will automatically convert to a grade of F. All Incompletes must be approved by the Program Director and Dean. Students should submit a formal written request to the course instructor with the reason for the Incomplete at least 2 weeks prior to the end of the course.

Transfer of Courses: Comparable courses taken at another accredited institution prior to matriculation at The Catholic University of America with a grade of B or higher will be reviewed for currency and equivalency. Up to 6 transfer credits of graduate coursework from another university will be considered. Transfer of credit applications are recommended by the Associate Dean and approved by the Dean.

Grading: A grade of B- or higher is required to pass all  core courses. A grade of C or higher is required to pass all non-clinical courses. A failed course may only be repeated once.

Dismissal: A student will be dismissed from the MSN program for a) failing to maintain a cumulative GPA of at least 3.0 (on a 4.0 scale) for two consecutive semesters, b) withdrawing from more than one nursing course, c) earning two or more failing course grades, and d) failing to maintain continuous enrollment (or failing to secure an approved academic leave). Please refer to the Graduate Studies Announcements for a full description of causes for dismissal.

Residence: Students admitted to graduate study at the master's level must complete degree requirements within five years from the date of initial enrollment. Continuous enrollment must be maintained unless a written leave of absence has been granted. Students may take a leave of absence at any time during the course of the program up to 1 year (2 semesters) with prior approval. Students in degree/certificate programs are expected to follow the program plan as published or, if on an approved LOA, follow a revised program plan that may extend the length of time for completion.

School-Based Financial Support: In addition to University-based aid, the Conway School of Nursing has limited funds via traineeships, school-based scholarships, and special federal programs. The availability of funds varies from year to year. To be eligible for any type of funding, applicants must a) complete a FAFSA and b) apply for funding annually. Additional information is available via the Conway School of Nursing website.



MSN in Complex Healthcare Systems Administration Program of Study

Number	Title	Credits
NURS 630D	Quality and Safety	1
NURS 671D	Healthcare biostatistics	2
NURS 686D	Health Care Finance	3
NURS 700D	Advance Population Health and Health Promotion	3
NURS 734D	Leadership	3
NURS 877D	Informatics	2
NURS 621D	Leadership Practicum (over 2 semesters)	5
NURS 622D	Leadership Capstone	3
NURS 620D	Patho, Pharm, and Physical Assessment for Nurse Leaders	3
NURS 916D	Seminar in Nursing Scholarship	2
NURS 709D	Nursing Research & Theoretical Foundations	3

Total	30
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Certificate in Complex Healthcare Systems Administration

Number	Title	Credits
NURS 686D	Health Care Finance	3
NURS 734D	Leadership	3
NURS 709D	Nursing Research and Theoretical Foundations	3
NURS 700D	Advance Population Health and Health Promotion	3
Total		12

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

MSN in Nursing (This program is closed to new students**)**

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

First Tier Core Courses (All programs)	Credits
NURS 610 Pharmacology for Adv Nurse Practitioners	3
NURS 657 Advanced Health Assessment	3
NURS 661 Theoretical Foundations for Adv Practice	2
NURS 663 Health Care Policy, Org & Financing	3
NURS 674 Advanced Population Health Care Management	2
NURS 691 Pathophysiology	3
NURS 701 Health Promotion	2
NURS 708 Research in Nursing: Methods & Outcomes	3
NURS 789 Advanced Practice Role Seminar	1
NURS 800 Capstone Research Project*	3
NURS 692 Biomedical Ethics (or equivalent)	3

All MSN students enroll in NURS 800, Capstone Research Project* or NURS 730D EBP I, in their last semester. This course is identified as an outcome indicator for the MSN Program and serves as a final benchmark of student achievement of the MSN Program objectives.

Nurse Practitioner - Population Specific Program Options

Adult - Gerontological Primary Care Nurse Practitioner

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

Family Nurse Practitioner Program

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

Pediatric Nurse Practitioner Program

Required Second Tier courses	Credits
NURS 733 The Well Child	2
NURS 780 Pediatric Nurse Practitioner Seminar/Practicum I	3
NURS 780S Clinical Applications	1
NURS 781 Primary Care of Adolescent	1
NURS 781A Adolescent Practicum	1
NURS 779 Child and Adolescents with Special Needs	2
NURS 784 Nurse Practitioner Practicum I	2
NURS 785 Nurse Practitioner Practicum II (or NURS 737)	2
NURS 787 Primary Care of the Newborn	1
NURS 658 Complex, Acute, and Critical Problems in Pediatrics	2

Additional Required Third Tier for Acute Care PNP	Credits
NURS 657AD Advanced Diagnostics	2
NURS 737 Advance Practice Residency	4
NURS 737S Clinical Applications	1

All NP Programs include enrollment in an additional course, Clinical Applications (1 cr.) during designated Clinical Management courses (NURS 780S, NURS 782S, NURS 783S, and NURS 737S). These simulation and technology enhanced experiences provide students with opportunities for standardized learning and evaluation.

Post-Graduate Certificate Program (Advanced Practice Registered Nurse)

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

The outcomes for the post master's certificate option include:

1. Integrate scientific underpinnings into critical thinking and clinical reasoning, including knowledge from nursing and other disciplines, theology, philosophy and the other liberal arts and natural and social sciences, to make judgments and create innovations in advanced nursing practice/specialty levels for the common good.

2. Implement, manage, and evaluate care that supports morally responsible, holistic, individualized, just, compassionate, coordinated, evidence-based, developmentally appropriate, and inclusive care that is respectful of the dignity of the human person and consistent with the teachings of the Catholic Church.
3. Access population health databases to identify needs and implement collaborative activities that promote health, prevent disease, and manage risks, considering social determinants of health and advocating for the improvement of equitable health outcomes, across the levels of prevention through both traditional and non-traditional partnerships from diverse communities, public health, industry, academia, health care, local government entities, and others.
4. Synthesize, translate, apply, and disseminate nursing knowledge to improve health and transform health care.
5. Implement initiatives to address clinical quality issues using improvement science and evidence to promote a culture of patient, provider, and work environment safety through both system effectiveness and individual performance
6. Implements models of interprofessional teamwork and intentional collaboration with colleagues, patients, families, and communities that values participatory decision-making related to healthcare needs to optimize, enhance and improve health outcomes within advanced nursing specialty practice.
7. Develop and lead strategy implementation of cost-effective and efficient care within complex healthcare systems based on Catholic values to provide safe, quality, and equitable care to diverse populations.
8. Navigate information and communication technologies to gather data, drive decision making, and provide care respecting the integrity, worth, and dignity of the human person while adhering to best practice and professional and regulatory standards.
9. Model a sustainable professional identity and cultivate professional development in others grounded in a Catholic worldview that respects the inherent dignity of all people (mind, body, and spirit) with honesty, integrity, accountability, a collaborative disposition, and ethical behavior reflective of nursing's unique characteristics and values.
10. Model and mentor others in activities that demonstrate a commitment to lifelong personal well-being, intellectual curiosity, professional growth and development, resilience, and healthcare leadership and change influencer.

Nurse Practitioner Population Options

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

Adult-Gerontology Acute Care Nurse Practitioner (A-GNP)

The Adult-Gerontology Acute Care Nurse Practitioner Program prepares students for advanced practice and leadership roles in the acute care of individuals from adolescence through old age. Emphasis is placed on health promotion, illness prevention, and management of acute and chronic illnesses. Clinical and didactic coursework prepare the graduate to practice independently and collaboratively with other health care professionals as an Adult-Gerontology Acute Care Nurse practitioner.

The curriculum includes 630 hours of supervised clinical practice in a variety of acute care settings. Graduates are prepared to provide comprehensive care to acutely ill adult-gerontology patients (young adults, older adults and frail elderly) experiencing episodic illness, exacerbation of chronic illness or terminal illness. The program meets the most recent nurse practitioner curriculum guidelines endorsed by the NTF, AACN, and NONPF. Upon completion of course requirements, graduates of the BSN-DNP and post masters DNP programs are eligible to sit for both the ANCC and the AACN Acute Care Adult-Gerontology Nurse Practitioner certification exams. (15 credits)

Family Nurse Practitioner (FNP)

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

Pediatric Nurse Practitioner (PNP) Primary Care

The Pediatric Nurse Practitioner Program prepares pediatric nurse practitioners for advanced practice and leadership roles in the primary care of children and adolescents. Students gain the knowledge and skills to practice in the traditional areas of pediatric primary care as well as have opportunities for expanded training in school-based health care, in the behavioral/mental health of children and in interdisciplinary community-based faculty practice settings. The program meets national nurse practitioner program and curricular guidelines endorsed by the National Task Force on Quality for Nurse Practitioner Education and the Association of Faculties of Pediatric Nurse Practitioner Programs. The curriculum includes a minimum of 540 hours of supervised clinical practice in a variety of settings. Graduates are eligible to sit for certification by the Pediatric Nursing Certification Board. (46 Credits)

Pediatric Primary and Acute Care (Dual)

The acute care PNP sequence of courses prepares students to provide care to acutely ill children and adolescents with unstable health conditions in a variety of settings. PNP students may choose to enroll in a combined or "Dual" acute and primary care PNP program. . Graduates who enroll in this additional track are eligible for certification as both primary care and acute care pediatric nurse practitioners (PNCB). (51 credits). A Post Graduate Certificate

Program is offered (both face to face and online) to PNPs currently certified in pediatric primary care and FNPs. A Gap Analysis determines the required number of credits and clinical hours.

Other Certificate Programs

Post-Graduate Certificate Program in Nursing Education

The Graduate Certificate in Nursing Education is a non-degree graduate certificate program designed to provide graduate-prepared nurses with preparation for the academic nurse educator role.

The coursework includes preparation for the National League for Nursing's Certified Nurse Educator Exam (CNE®). To achieve the Certificate, students need to complete all 12 credits. The courses are designed to stand alone, making it possible for any graduate-prepared nurse or graduate nursing student to complete one or more courses.

The courses will be delivered in an asynchronous online format, except for 838D (3cr): Becoming a Nurse Educator: Skills and Strategies Teaching Fellowship. This course includes 135 hours of field experiences, delivered over a full semester, whereas the other coursework is delivered over 8-week sessions. The teaching fellowship course (838D) runs the full semester to allow students to engage in field experiences typically offered at various times throughout a full academic semester (e.g., curriculum committee meetings, faculty meetings, teaching all or portions of courses, etc.).

Program Outcomes

1. Create evidence and values-based curricula, using the philosophy and science of nursing education.
2. Implement teaching/learning practices, inclusive of contemporary pedagogies and the scholarship of teaching and learning.
3. Construct assessment, evaluation, and testing measures for courses and program evaluation.
4. Demonstrate academic leadership in the design and delivery of nursing education.

Admission Requirements

1. Application to the Post-Graduate Nursing Education Certificate program
2. Official transcripts from an accredited graduate nursing program
3. Current abbreviated curriculum vitae or a resume
4. Unencumbered nursing license
5. Brief description of nursing education career goals
6. Letter of recommendation if requested
7. A pre-admission interview with the certificate program director

Nurse Educator Certificate Coursework

Fall Semester

NURS 835D (3cr): The Teaching of Nursing and Curricular Design	First 8 weeks
NURS 836D (3cr): Facilitating Learning in Nursing Education	Second 8 weeks

Spring Semester

NURS 837D (3cr): Assessment, Evaluation, and Testing in Nursing Education	First 8 weeks
NURS 838D (3cr): Becoming a Nurse Educator: Skills and Strategies Fellowship	16 weeks

Nursing Education (3cr)

Postgraduate Certificate Nurse Practitioner School of Nursing

The Conway School of Nursing's Postgraduate Certificate Nurse Practitioner options are nationally accredited by CCNE and offered in all population-specific areas. They allow nurses with a graduate degree to complete additional coursework and clinical experiences necessary to be eligible for population-specific nurse practitioner national certification exams. These postgraduate certificate programs meet the most recent nurse practitioner program and curricular guidelines endorsed by NTF, AACN, NONPF, and AFPNP.

Program plans are designed based on GAP analyses conducted for each student. The plans vary in length based upon the student's past academic and clinical portfolio and the most recent requirements of the nurse practitioner population. Recipients receive a Postgraduate Certificate from the Conway School of Nursing, and their University transcript documents completion of all certificate requirements. Students in a School of Nursing Postgraduate Certificate Option are bound by all the policies and regulations for students in the MSN degree program, including those for admission, progression, graduation, and clinical practice.

The following Postgraduate Nurse Practitioner Certificate programs are offered: Postgraduate Certificate for Family Nurse Practitioner; Postgraduate Certificate for Adult-Gerontology Acute Care Nurse Practitioner, Postgraduate Certificate for Pediatric Primary Care Nurse Practitioner; Postgraduate Certificate for Pediatric Acute Care Nurse Practitioner; and Postgraduate Certificate for Primary and Acute Care (Dual) Pediatric Nurse Practitioner.

Complex Systems Healthcare Administration Certificate

The Conway School of Nursing offers a post-graduate certificate in healthcare administration. Students with a graduate degree to complete the following additional coursework to obtain this certificate:

NURS 734D (3 cr) Leadership
NURS 709D (3cr) Nursing Research and Theoretical Foundations
NURS 686D (3 cr) Health Care Finance
NURS 700D (3 cr) Adv Pop Health & Health Promotion

Doctor of Nursing Practice (D.N.P.) Program

Purpose

The purpose of the Doctor of Nursing Practice Program is to prepare expert advanced practice nurse clinicians and leaders within a practice-focused doctoral program. There are two pathways to the DNP.

The Post-Baccalaureate DNP option includes a plan of study to prepare graduates to sit for a national advanced practice NP certification exam. The Post-Master's DNP option is for nurses who are already certified in advanced practice as a nurse practitioner and includes a plan of study to prepare graduates as leaders in advanced practice.

Goal

Graduates are prepared to assume leadership positions in nursing/health care, with the ultimate goals of improving the health care and health status of individuals and populations. The curriculum at the doctoral level is

directed toward developing a) the ability to conduct evidence-based practice and apply research findings, b) a commitment to continual personal and professional growth, and c) leadership in the field of advanced practice nursing.

Program Outcomes

Graduates will:

1. Develop, lead, and disseminate transformational interventions that demonstrate expert critical thinking and clinical reasoning, inclusive of knowledge from nursing, other disciplines, theology, philosophy, and the other liberal arts and natural and social sciences to make clinical judgments and innovation at the advanced nursing practice specialty level.
2. Design, create, implement, and evaluate models of care that support morally responsible, holistic, individualized, just, compassionate, coordinated, evidence-based, developmentally appropriate, and inclusive care that is respectful of the dignity of the human person and consistent with the teachings of the Catholic Church.
3. Analyze population health data to identify healthcare needs and develop strategies that promote health, prevent disease, and manage risks, considering social determinants of health, advocating for the improvement of equitable health outcomes, across the levels of prevention through both traditional and non-traditional partnerships from diverse communities, public health, industry, academia, health care, local government entities, and others.
4. Generate, synthesize, translate, apply, and disseminate nursing knowledge to improve health and transform health care.
5. Functions as the central innovator to address clinical quality issues using improvement science and evidence to promote a culture of patient, provider, and work environment safety through both system effectiveness and individual performance.
6. Lead, implement, and evaluate interprofessional teamwork and collaboration with colleagues, patients, families, and communities that values participatory decision-making related to healthcare needs to innovate, optimize, and improve health outcomes within advanced nursing specialty practice.
7. Design and evaluate innovative strategies for cost-effective and efficient care within complex healthcare systems based on Catholic values to provide safe, quality, and equitable care to diverse populations.
8. Contribute to the enhancement and advancement of information and communication technologies and informatics processes in the provision of care, to drive clinical decision making and improve outcomes, for the delivery of safe, high-quality and efficient healthcare services that aligns with best practices and regulatory requirements.

Doctor of Nursing Practice School of Nursing Specific Admission Requirements

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

Post-Baccalaureate D.N.P. Applicants must:

1. Have earned a Bachelor of Science in Nursing (B.S.N.) degree from a program or school, accredited by the NLN Commission for Nursing Education Accreditation (CNEA), Accreditation Commission for Education in Nursing (ACEN) or the Commission on Collegiate Nursing Education (CCNE). . Transcripts of undergraduate study provide evidence of academic ability to complete the program.
2. Have one to two years of clinical nursing experience preferred, but clinical experience can also be

obtained concurrent with coursework.

3. Present transcripts of undergraduate study that give evidence of strong academic ability. A GPA of 3.2 or higher on a 4-point scale is preferred.
4. Submit a professional portfolio that includes:
 - a. Curriculum vitae or résumé.
 - b. Copy of RN license from at least one state.
 - c. Narrative description of current and past clinical practice.
 - d. One letter of reference (at least one from a former dean, faculty member, or academic adviser or current or former supervisor).
 - e. Statement of reason for seeking the D.N.P. degree and a short description identifying a potential topic or focus for an evidence-based practice project. This may be a practice improvement issue, a clinical management problem, or area of clinical translational research that the applicant will address while in the program. The project does not have to be fully developed, but the applicant should provide a general idea of their area of interest.
 - f. An academic writing sample or publication
5. Meet the School of Nursing's Health-Related Behavioral Standards for clinical programs.

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

1. Have earned a master's degree from programs accredited by the NLN Commission for Nursing Education Accreditation (CNEA), Accreditation Commission for Education in Nursing (ACEN) or the Commission on Collegiate Nursing Education (CCNE). Present transcripts of undergraduate and graduate study that provide evidence of academic ability to complete the program. Undergraduate and graduate GPAs of 3.2 or higher on a 4-point scale are preferred.
2. Submit a professional portfolio that includes:
 - a. Curriculum vitae or résumé.
 - b. Copy of RN license from at least one state.
 - c. Documented completion of 500+ post-baccalaureate clinical hours. Exceptions may be made on a case-by-case basis.
 - d. One letter of reference (from a current or former dean, faculty member, or academic adviser, or a current or former supervisor).
 - e. Academic writing sample or publications.
 - f. Statement of reason for seeking the DNP and a short description of a potential topic or focus for an evidence-based practice project. This may be a practice improvement issue, a clinical management problem, or area of clinical research that the applicant will address while in the program. The project does not have to be fully developed, but the applicant should provide a general idea of their area of interest.
 - g. Previous graduate level coursework in Health Policy, Bioethics, and Research are required as part of the master's degree or as independent courses.
3. Meet the School of Nursing's Health-Related Behavioral Standards for clinical programs.

Doctor of Nursing Practice (D.N.P.) Programs

The Conway School of Nursing offers both Post-Baccalaureate and Post-Master's DNP options.

Post-Master's D.N.P. Program Plan: The post master's D.N.P. program consists of 37-40 credits. Coursework includes:

Courses		Credits
NURS 630D	Quality and Safety	1
NURS 664D	Epidemiology	2
NURS 671D	Healthcare Biostatistics	2
NURS 686D	Health Care Finance	3
NURS 700D	Advanced Population Health & Health Promotion	3
NURS 730D	Scholarly Project I: Problem and Proposal	3
NURS 731D	Scholarly Project II: Implementation and analysis	3
NURS 734D	Leadership in Complex Health Care	2
NURS 738D	Doctoral Advanced Practice Residency	3
NURS 789D	DNP Role	1
NURS 802D	Ethics	2
NURS 877D	Informatics	2
NURS 899D	Scholarly Project III: Evaluation and dissemination	3
NURS 916D	Seminar in Nursing Scholarship	2
Total		37-40

Post-Baccalaureate D.N.P. Program Plan

The post-baccalaureate D.N.P. program prepares students as nurse leaders and expert advanced practice registered nurses in the role of nurse practitioner. All population-specific options are designed to enable students to meet educational requirements for population-specific national certification examinations. Courses are offered online.

Graduate students wishing to academically qualify for the National League of Nursing Certified Nurse Educator certification may do so within any D.N.P. population program, provided they obtain 9 or more credit hours in selected graduate education courses.

Nurse Practitioner Population Options

The nurse practitioner population options meet the most recent nurse practitioner program and curricular guidelines endorsed by the National Task Force (NTF) on Quality for Nurse Practitioner Education, the American Association of Colleges of Nursing (AACN), the National Organization of Nurse Practitioner Faculties (NONPF), and the Association of Faculties of Pediatric Nurse Practitioner Programs (AFPNP). Graduates are eligible to sit for respective national certification examinations given by the American Nurses Credentialing Center (ANCC), the American Academy of Nurse Practitioners Certification Board (AANPCB), and the Pediatric Nursing Certification Board (PNCB). Individual program content is congruent with nurse practitioner primary care competencies in Family, and Pediatrics as well as Pediatric Acute Care and Adult Gerontology Acute Care Competencies. The course sequences provide the theoretical context and the clinical experiences required to practice as a doctorally-

prepared nurse practitioner and to sit for certification in the selected field of advanced practice registered nursing.

Adult-Gerontology Acute Care Nurse Practitioner (AGACNP) Program

The Adult-Gerontology Acute Care Nurse Practitioner Program prepares students for advanced practice and leadership roles in the acute care of individuals from adolescence through old age. Emphasis is placed on health promotion, illness prevention, and management of acute and chronic illnesses. Clinical and didactic coursework prepare the graduate to practice independently and collaboratively with other health care professionals as an Adult-Gerontology Acute Care Nurse practitioner.

The curriculum includes 1000+ hours of supervised clinical practice in a variety of acute care settings. Graduates are prepared to provide comprehensive care to acutely ill adult-gerontology patients (young adults, older adults and frail elderly) experiencing episodic illness, exacerbation of chronic illness or terminal illness. The program meets the most recent nurse practitioner curriculum guidelines endorsed by the NTF, AACN, and NONPF. Upon completion of course requirements, graduates of the BSN-DNP and post masters DNP programs are eligible to sit for both the ANCC and the AACN Acute Care Adult-Gerontology Nurse Practitioner certification exams. (69-71 credits)

Family Nurse Practitioner (FNP) Program

The Family Nurse Practitioner Program prepares students for advanced practice and leadership roles in the primary care of children and adults. Students are prepared in a variety of clinical settings, including private practices, clinics, community health centers, hospital clinics and businesses, managed care organizations and governmental agencies. Upon completion of the program, graduates can offer comprehensive, age-appropriate and age-specific quality health care that addresses the multiple needs of individuals and families across the lifespan. The curriculum includes 1000+ hours of supervised clinical practice in a variety of clinical settings. The program meets the most recent nurse practitioner curriculum guidelines endorsed by NTF, AACN, and NONPF. Upon completion of course requirements, graduates of the BSN-DNP and post masters DNP programs are eligible to sit for both the ANCC and the AANPCB Family Nurse Practitioner certification exams. (69-71 Credits)

Pediatric Nurse Practitioner (PNP) Primary Care Program

The Pediatric Primary Care Nurse Practitioner Program prepares students for advanced practice and leadership roles in the primary care of children and adolescents. Students gain the knowledge and skills necessary to practice traditional pediatric primary care as well as school-based health care, child behavioral/mental healthcare, and interdisciplinary community-based healthcare. The program meets national nurse practitioner program and curricular guidelines endorsed by NTF, AACN, NONPF, and AAFP. The curriculum includes 1000+ hours of supervised clinical practice in a variety of settings. Graduates of the BSN-DNP and post masters DNP programs are eligible to sit for certification by the PCNB. (67-69 Credits)

Pediatric Primary and Acute Care (Combined/Dual) Nurse Practitioner Program

The Acute Care Pediatric Nurse Practitioner courses prepare students to provide care to acutely ill children and adolescents with unstable health conditions in a variety of settings. Students can choose to enroll in a combined or "Dual" Acute and Primary Care PNP program (1100+ clinical hours). Graduates of this additional track are eligible for certification as Primary Care (PC) and Acute Care (AC) Pediatric Nurse Practitioners (PNP). (70-72 credits).

Clinical policies of the DNP programs

Clinical Experiences: A major component of DNP preparation involves clinical practica in which the nurse practitioner student is supervised on-site by duly licensed and approved clinical preceptors. Clinical settings provide the student with opportunities to gain required competencies. The three milestone courses should be completed in person on campus (810D, 811D, 813D).

Clinical Placement Eligibility Requirements: Prior to enrolling in clinical courses, DNP students must meet with the Clinical Coordinator and Program Director to identify and select clinical sites that meet course/program goals. Online students will initiate the process by identifying clinical preceptors in their own locale and forwarding site information and the potential preceptor's curriculum vitae to the Clinical Coordinator and Program Director for review. All clinical preceptors must meet academic expectations and licensing requirements.

Licensure: DNP students in all clinical nursing programs are required to obtain licensure as Registered Nurses in the jurisdiction of their clinical placement.

Memorandum of Understanding: A formal memorandum of understanding (affiliation agreement) is required between the Catholic University of America and the health care agency where students precept. Students wishing to precept at a new clinical setting must submit necessary site information to the Clinical Coordinator and Program Director several months in advance of the clinical practicum start date.

Documentation and Certification Requirements: Health care agencies require licensure, health, and criminal background checks for students placed within their settings. Students are responsible for uploading required documentation to the CastleBranch portal in advance of any clinical rotation.

Health, Basic Life Support, and Licensure Requirements:

- Students must immediately report in writing to the Associate Dean any changes in health status which might impact their safety, the safety of patients or those the student encounters, or which might significantly affect their progression in the program.
- Students are expected to comply with all agency requirements for placement in the clinical setting. These include documentation of health and immunization requirements, current cardiopulmonary resuscitation (CPR) certification, and drug/toxicology screening.
- Failure to comply with these requirements could result in withdrawal from clinical courses with resultant effect upon progression in the program.
- The Conway School of Nursing and clinical agencies reserve the right to deny placement in a clinical setting on the basis of the results of a student's criminal background check.
- Evidence of past or present criminal behavior identified through the background check (or other documentation) can lead to administrative sanctions up to and including dismissal from the Conway School of Nursing.

Treatment of Student Health and Criminal Information: As a condition for placement in clinical settings, the Conway School of Nursing reserves the right to require students sign a waiver allowing the Conway School of Nursing to release pertinent health and/or background information to supervising faculty members, clinical associates, and/or clinical placement sites if any of the following conditions exist: (a) removal from prior clinical placements due to behavior or health concerns, (b) past health history suggesting elevated risk for substance abuse, (c) past or chronic health condition(s) which with acute exacerbation that could affect ability to provide safe care, and (d) non-academically based disciplinary action by the Conway School of Nursing or University.

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

Candor: Candor is defined as full disclosure of pertinent information as well as correction of inaccuracies and misperceptions.

- All students must complete a health clearance form which requires disclosure of any health conditions which could affect the student's ability to precept at clinical settings or the ability of the School to secure clinical placements.
- Students in clinical courses are required to submit to a criminal background check and fully disclose relevant health history that might impact their health or safety in a clinical setting or the health or safety of those around them. This might include, but is not limited to, any history of chemical dependency/substance use (i.e. alcohol, drugs, controlled substances).
- Regardless of whether they represent a current threat to practice, disciplinary action or dismissal from the Conway School of Nursing could result from failing to fully disclose relevant health history, criminal background, and falsification or omission of information.

Health-Related Behavioral Standards:

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

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

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

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

Communication Ability: The student must communicate effectively to elicit information and to translate that information to others. Each student must have the ability to read, write, comprehend, and speak the English language to facilitate communication with patients, their family members, and other professionals in health care settings. In addition, the student must be able to maintain accurate patient records, present information in a professional and logical manner, and provide patient counseling and instruction to effectively care for patients.

and their families. The student must communicate effectively both verbally and in writing with instructors and other students. This requires verbal abilities, control of non-verbal behaviors which limit communication, and the ability to respond to non-verbal cues from patients, fellow students, and instructors.

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

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

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

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

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

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

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

- Students who are at risk for unsafe practice can also be prevented from participating in their clinical practicum until the unsafe practice concern has been investigated and satisfactorily resolved. Exact procedures for reporting, documenting, investigating and resolving concerns regarding unsafe practice are found in the Conway School of Nursing student clinical practice guidelines.
- If the concern cannot be resolved, the student might be subject to additional administrative sanctions including administrative dismissal from the program and the Conway School of Nursing.
- The student has the right to follow the published University procedures in the event of course failure or program dismissal.

Clinical/Lab Attendance:

- Clinical attendance and participation is required. The student is expected to notify the appropriate persons, as identified in specific courses, of an emergency requiring an absence or tardiness prior to the beginning of the clinical. The student is responsible for meeting the specific requirements for each clinical/lab course.
- Habitual tardiness to clinical/lab, defined as more than one occurrence, will result in lowering of the composite course grade by one level for each occurrence.

HIPAA Adherence:

- All students are expected to comply with the requirements of the Health Insurance Portability and Accountability Act (HIPAA) as applied to clinical education.
- Failure to adhere to these expectations can result in immediate removal from the clinical settings and additional academic sanctions including course failure and program dismissal.
- All students are expected to complete HIPAA training prior to participating in clinical practica or rotations.
- Students are expected to maintain the privacy of individually identifiable health information (IIHI).

Student Responsibilities

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

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

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

Health Clearance: The student is required to meet all Conway School of Nursing health requirements prior to beginning clinical coursework.

Cardiopulmonary Resuscitation, CPR: The student is required to meet all CPR for Healthcare Providers requirements prior to entering clinical coursework.

Drug/Alcohol Screen: A negative drug and alcohol screen is required.

Security/Background Checks: Background checks are required prior to entering clinical coursework.

D.N.P. Specialty Curriculum Requirements Curriculum

Overview

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

First Tier Core Courses

Courses		Credits
NURS 610D	Pharmacology for Adv Nurse Practitioners	3
NURS 630D	Quality and Safety	1
NURS 663D	Health Care Policy	2
NURS 657D	Advanced Health Assessment	3
NURS 664D	Epidemiology	2
NURS 671D	Healthcare Biostatistics	2
NURS 686D	Health Care Finance	3
NURS 691D	Advanced Pathophysiology	3
NURS 700D	Advanced Population Health & Health Promotion	3
NURS 708D	Research for Adv Practice	3
NURS 730D	Scholarly Project I: Problem and Proposal	3
NURS 731D	Scholarly Project II: Implementation and analysis	3
NURS 734D	Leadership in Complex Health Care	2
NURS 738D	Doctoral Advanced Practice Residency (MSN-DNP only)	3
NURS 740D	Introduction to Clinical Reasoning and Diagnostics	3
NURS 789D	Advanced Practice Role Seminar	1
NURS 802D	Biomedical Ethics (or equivalent)	2
NURS 810D	Primary Care Milestone 1	1
NURS 811D	Primary Care Milestone 2	1
NURS 877D	Informatics	2

NURS 899D	Scholarly project III: Evaluation and Dissemination	3
NURS 916D	Seminar in Nursing Scholarship	2
Total		49-53

Second Tier Population-Specific Nurse Practitioner Courses

Adult-Gerontological Acute Care Nurse Practitioner (AGACP)

Courses	Credits
NURS 751D Primary Care of Adults I	3
NURS 752D Primary Care Adults II	3
NURS 755D AGACNP Practicum (taken over 4 semesters)	8
NURS 756D AGACNP I	3
NURS 757D AGACNP II	3
Total	20

Family Nurse Practitioner

Courses	Credits
NURS 733D The Well Child	2
NURS 735D Women's Health	1
NURS 750D Primary Care of Adults Clinical Practicum	2
NURS 751D Primary Care of Adults I	3
NURS 752D Primary Care of Adults II	3
NURS 760D Primary Care of the Family Clinical Practicum	2
NURS 770D Primary Care of Children Clinical Practicum	2
NURS 772D Primary Care of the Young Child	3
NURS 781D Primary Care of Adolescent	1
Total	19

Pediatric Primary Care Nurse Practitioner

Courses	Credits
NURS 658D Complex, Acute, and Critical Problems in Pediatrics	3
NURS 733D The Well Child	2
NURS 770D Primary Care of Children Clinical Practicum	5
NURS 772D Primary Care of the Young Child	3
NURS 778D Children and Adolescents with Special Needs	2

NURS 781D	Primary Care of Adolescent	1
Total		16

Pediatric Dual (Acute and Primary Care) Nurse Practitioner

Courses		Credits
NURS 658D	Complex, Acute, and Critical Problems in Pediatrics	3
NURS 733D	The Well Child	2
NURS 770D	Primary Care of Children Clinical Practicum	5
NURS 771D	Acute Care of Children Clinical Practicum	4
NURS 772D	Primary Care of the Young Child	3
NURS 773D	Pediatric Acute Care and Advanced Diagnostics and Procedures	2
NURS 778D	Children and Adolescents with Special Needs	2
NURS 781D	Primary Care of Adolescent	1
NURS 812D	Acute Care Milestone	1
Total		23

Doctor of Philosophy Program

Aim

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

Goal

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

Terminal Objectives

Graduates will:

1. Advance nursing knowledge through the integration, application and testing of theory;
2. Conduct research and develop evidence-based practice that supports the ongoing development of nursing science;
3. Assess the impact of social, political and ethical issues on health care and the discipline of nursing;
4. Collaborate with members of other disciplines in the design, implementation and evaluation of programs and policies for the improvement of health care; and
5. Assume leadership roles in nursing and health care.

Doctor of Philosophy School of Nursing Specific Admission Requirements

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

1. Possess a baccalaureate degree and a master's degree in nursing from an accredited college or university offering a program in nursing accredited by the National League for Nursing Accrediting Commission or the Commission on Collegiate Nursing Education. (Exceptions may be made on a case-by-case basis for B.S.N. prepared applicants with a non-nursing master's degree; exceptions may also be made for international students or those educated in other countries).
2. Graduates of programs not accredited by the NLNAC or CCNE must have transcripts evaluated and comparability to American degrees established. Evaluation may be conducted by the World Education Services.
3. Present transcripts of undergraduate and graduate study that provide evidence of academic ability to complete the program and do original research. A GPA of 3.2 or higher is desired.
4. Two to three letters of reference (at least one from a former dean, former faculty member or academic adviser and at least one from a current or former supervisor preferably in a clinical practice/research/academic setting).
5. A written statement of career goals and proposed area of research. The research topic does not have to be fully developed, but applicants should provide a general idea of the area of interest.
6. A copy of a recent scholarly paper, research report or publication to demonstrate writing and critical thinking ability.
7. International students must meet all University requirements, including TOEFL scores to be considered. See School of Nursing Website for additional admissions information. International students with TOEFL scores below 600 or ITLES below 7 will be enrolled in Intensive English courses beginning the spring semester prior to beginning PhD courses the following fall semester. Individual waivers of language requirements will be considered.

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

General Policies for the Ph.D. Program

1. Coursework must be completed in five years.
2. A grade point average of 3.0 is required for retention.
3. Although a grade of C is passing but marginal at the graduate level, a grade of C in clinically focused research courses (NURS 923D/924D/910D/911D/930D) is not acceptable. Courses may only be repeated once and no more than two courses may be repeated. Students may only have one withdrawal for nursing courses.
4. Students must maintain continuous enrollment to include the summer term while in data collection or working intensively with the dissertation committee.
5. An incomplete grade (I) may be awarded based upon individual student circumstances that impacted upon the ability to complete course requirements but must be converted to a grade by mid-semester of the following semester (Fall, Spring, Summer midterm) or they are automatically converted to a grade of F. All incompletes must be approved by the program director. Students should submit a formal written request to the course instructor with the reason for the incomplete at least 2 weeks prior to the end of the semester.
6. Students may take a leave of absence at any time during the course of the program up to 1 year (2 semesters) with prior approval. Students in degree/certificate programs are expected to follow the program plan as

published or, if on an approved LOA, follow a revised program plan that may extend the length of time for completion.

Candidacy for the Degree

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

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

Oral Proposal Defense

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

Dissertation

After admission to candidacy, completion of a satisfactory dissertation involving significant and original research in nursing is required. University policies regarding the approval of the dissertation topic, structure and content of the dissertation and the oral examination must be followed. Students are expected to attend the final oral defense in person as the culmination event of the program. The dissertation must be successfully defended and deposited within five years following the semester in which the student becomes a doctoral candidate following successful passing of the comprehensive examination.

B.S.N.-Ph.D. Option

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

DNP.-Ph.D. Option

An option is available to meet the needs of DNP nurses whose goal is to add a research-focused doctorate. Applicants must meet all admission requirements for the Ph.D. program. Programs of study are planned on an individual basis. Students may take the Ph.D. components sequentially. Students entering the program with a dissertation focus related to their DNP project can complete coursework within 2 years rather than the 3 year PhD curriculum plan.

Program of Study

The Ph.D. program of study consists of a minimum of 52 credit hours. The credits are distributed among nursing science, philosophy, research and support courses. The proposed curriculum plan is accessible through the School of Nursing website. Courses with the “D” designation are for students enrolled in the online option.

Core Courses		15 cr
NURS 903D	Philosophy of Science	3
NURS 907D	Theory Development	3
NURS 802D	Bioethics	3
NURS 926D	Health Policy	3
NURS 922D	Doctoral Research Practicum	3
Research Courses		37-40 cr
NURS 671D	Healthcare Statistics	3
NURS 916D	Seminar in Nursing Scholarship	1
NURS 805D	Advanced Statistics and Research Methods in Healthcare	3
NURS 806D	Multivariate Statistics in Healthcare Research	3
NURS 908D	Qualitative Research in Nursing	3
NURS 909D	Quantitative Research in Nursing	3
NURS 911D	Advanced Qualitative Research Methods	3-6
OR		
NURS 910D	Advanced Quantitative Research Methods	
NURS 923D	Proposal development sequence: Clinical Problems I	3
NURS 924D	Proposal development sequence: Clinical Problems II	3
NURS 930D	Proposal development sequence: Seminar in Research Proposals	3
Support Courses -Courses supporting the dissertation topic (six credits) and professional goals (three credits)		6-9
Total		52
Dissertation guidance and support: taken until dissertation defense		
NURS 931D	Proposal support (optional for additional guidance)	1
NURS 996D	Dissertation Guidance (initial)	3
NURS 996DA	Dissertation Guidance (until completion)	1

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

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

All courses are three credit unless otherwise noted. Course descriptions are available on the Website. The number of hours of meeting/contact time per week is determined by the type of nursing course and credits.

The following ratios are used:

Didactic Course	1 credit=1 hour/week
Laboratory Course	1 credit=3 hours/week
Clinical Course	1 credit=90 hours
Doctoral Residency	1 credit=90 hours
Doctoral Practicum	1 credit=30 research hours

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

