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Please check the website periodically for updated information on regulations, fees, programs of study and individual courses.
This catalog presents specific information about the College of Nursing for both prospective and enrolled students. It includes information concerning admission and progression requirements, registration fees, curricula offered, degrees granted, and courses available. Requirements for major subjects and sequence of courses are outlined in the catalog also. Policies contained within were current at time of printing. However, regulations, fees, programs of study, and individual courses are regularly revised, so the catalog is subject to change. Changes will be made on the website version. Students are expected to keep themselves informed by checking the College of Nursing website regularly.

The University of Arkansas for Medical Sciences publishes similar catalogs for its other divisions: the Graduate School and the Colleges of Medicine, Pharmacy, Public Health, and Health Professions. Copies of these catalogs may be obtained by writing the Office of the Dean for each respective college.

Students entering the program for the Bachelor of Science in Nursing (BSN) degree, the Master of Nursing Science (MNSc) degree, the Doctor of Nursing Practice (DNP) degree, or the Doctor of Philosophy with a major in Nursing Science (PhD) degree will find specific information in this catalog. Information presented in this catalog on the Doctor of Philosophy with a major in Nursing Science (PhD) degree is for general information purposes only. The official policies are in the UAMS Graduate School Catalog and Graduate School Student Handbook and can be obtained from the Graduate School office, their website, and the College of Nursing Doctoral Student Handbook, available on the College of Nursing website.

For further information and questions about our nursing programs please write, call, or see our website:

University of Arkansas for Medical Sciences
College of Nursing, #529
4301 West Markham Street
Little Rock, AR 72205-7199
(501) 686-5374
Website: www.nursing.uams.edu

The University of Arkansas is committed to the policy of providing educational opportunities to all qualified students regardless of their economic or social status and will not discriminate on the basis of disability, race, color, sex, creed, veteran’s status, age, sexual orientation, marital or parental status, or national origin. The Office of Human Relations acts on a campus-wide basis for all students, faculty, and employees regarding such matters; within each college or school, there is an associate or assistant dean designated to assist students of that college in utilizing a special grievance procedure.

Any student who alleges the existence of any policy, procedure, or practice prohibited by Title VI of the Civil Rights Act of 1964 (Title VI), Title IX of the Education Amendments of 1972 (Title IX), the Age Discrimination Act of 1975, Section 504 of the Rehabilitation Act of 1973 (Section 504), and Title II of the Americans with Disabilities Act of 1990 (Title II), and their implementing regulations, should contact the assistant or associate dean responsible for academic and student affairs of his or her college. The procedure for addressing such grievances is included in the current College of Nursing Student Handbook.

For more information, contact:

College of Nursing
Baccalaureate, Master’s &
Doctor of Nursing Practice students
Dr. Donna Middaugh, PhD, RN
Associate Dean for Academic Programs
(501) 686-8349

The Graduate School
Doctoral (PhD) students
(501) 686-5454

UAMS
Elizabeth Means, MRC, CRC
Title IX/ADA Coordinator
(501) 526-5641
CATALOG AND STUDENT HANDBOOK

All students in the College of Nursing have Web access to the current UAMS College of Nursing Catalog and the current UAMS College of Nursing Student Handbook, which contain information on campus rules and regulations, various campus services, and academic policies on areas such as enrollment, probation, suspension, dismissal, and withdrawals. The student handbook is provided as an overall guide. All students in the College of Nursing are responsible for the information contained in the catalog and the student handbook. Students are also expected to comply with all policies of the institutions with which the College affiliates.

The College of Nursing operates under applicable University of Arkansas Board and UAMS policies. The policies and procedures in the catalog and the student handbook, in no way supersede or negate Board of Trustees policies, University-wide administrative memoranda, or UAMS campus policies, but supplement such policies. Information presented in this catalog for students in the Doctor of Philosophy with a major in Nursing Science (PhD) is for information purposes only and does not negate or supersede the UAMS Graduate School Catalog or UAMS Graduate Student Handbook.

The College of Nursing reserves the right to make changes at any time in the individual courses of study, the curriculum leading to the degree, and any policies contained in this catalog and the student handbook.

ACADEMIC CALENDAR

2017

Fall Semester

June 29 (BSN-Jr.) ........................................................................................................... Last Day to Pay: BSN-Jr. only
July 5 (BSN-Jr.) ........................................................................................................... Fall Semester Classes Begin
August 10 ..................................................................................................................... Last Day to Pay: BSN-Sr. RN-BSN, MNSc, DNP Programs
August 14 (BSN-Sr., RN-BSN, MNSc, DNP) (BSN Jrs. continue to 1st rotation/next specialty) Classes Begin
September 4................................................................................................................ Labor Day (Holiday)
November 11 ............................................................................................................... Veteran’s Day (Holiday)
November 23 & 24 ..................................................................................................... Thanksgiving (Holiday)
December 1 .................................................................................................................. Fall Semester Classes End
December 15 .............................................................................................................. UAMS Official Semester Ends

2018

Spring Semester

January 8....................................................................................................................... Last Day to Pay: BSN, MNSc, DNP Programs
January 8 ..................................................................................................................... Spring Semester Classes Begin
January 15 ................................................................................................................... Martin Luther King Day (Holiday)
February 19 ................................................................................................................ President’s Day (Holiday)
March 19-23 .............................................................................................................. Spring Break
May 18 ........................................................................................................................... Pinning, Hooding, and Recognition
May 18 .......................................................................................................................... Spring Semester Classes End
May 19 .................................................................................................................................. Commencement

2018

Summer Session

May 28 ............................................................................................................................ Memorial Day (Holiday)
May 29 ............................................................................................................................. Last Day to Pay: BSN, MNSc, DNP Programs
May 29 ........................................................................................................................... Summer Semester Classes Begin
July 4 .............................................................................................................................. Independence Day (Holiday)
August 3 ....................................................................................................................... Summer Semester Classes End
THE UNIVERSITY OF ARKANSAS FOR MEDICAL SCIENCES

History

With a faculty of eight (8) physicians and an enrollment of twenty (20) students, the institution known today as the University of Arkansas for Medical Sciences had a modest beginning. In 1879, the founding physicians of the fledgling medical education program in Little Rock sought an affiliation between the school and the Arkansas Industrial University, now the University of Arkansas at Fayetteville. The first recipient of a medical degree was Tom M. Pinson, MD. The only member of the class of 1880, he received his degree from the Governor at a ceremony for one graduate.

In 1899, AIU in Fayetteville became the University of Arkansas, and the medical program in Little Rock continued as its medical department. With continued growth in the program, the department became the School of Medicine in 1918. Although the names changed, the goals remained the same: to provide well-trained physicians for Arkansas, the region, and the nation.

Decades later, other academic programs related to the practice of medicine were established: the Graduate School (1943) and the Schools of Pharmacy (1951), Nursing (1953), and Health Related Professions (1971). In 1975, a reorganization plan created the University of Arkansas System. UAMS became a major part of that system, and the former schools were renamed colleges. The College of Public Health was established in 2001. In 2007, UAMS opened the Northwest Campus in Fayetteville, AR, housing students in the Colleges of Health Professions, Medicine, Nursing, and Pharmacy.

UAMS provides clinical care to patients and is the only comprehensive teaching facility in the state for students pursuing medical and other health-care degree programs. A major referral center for seriously ill patients from throughout the state, UAMS provides access to world-class care from faculty physicians and superbly trained doctors, nurses, and other health-care professionals.

Centers of excellence include cancer treatment, ophthalmology, orthopedics, neurosurgery, pediatrics, and geriatrics. The Harry P. Ward Tower attached to University Hospital in 1997 extended its capability to provide high-tech health care in bone marrow transplantation, skull base surgery, hip and knee joint replacement, and laser surgery. The UAMS Medical Center recently expanded to 433 private adult patient rooms, including 40 psychiatric rooms, and 64 bassinets.

The outreach efforts of the university extend to the borders of the state through the Regional Centers with eight (8) teaching and clinical facilities. Through general, public-oriented health education projects like Mini-Medical School, and regularly scheduled radio and television programs, UAMS enhances its mission. Through education, research, clinical care programs, and community service statewide, UAMS fulfills its unique role as the foundation of the health-care system in Arkansas.

Vision and Mission

Vision Statement

UAMS is a world-renowned academic health sciences center improving the health of Arkansans.

Mission

To teach, to heal, to search, to serve

Mission Statement

The mission of UAMS is to improve the health, health care and well-being of all Arkansans and of others in the region, nation and the world through …

- Education of exemplary health care providers
- Provision of standard-setting, comprehensive clinical programs
- Scientific discovery and research
- Extension of services to the State of Arkansas and beyond
Core Values

Integrity – We foster, encourage and expect honesty and the highest ethical standards in all that we do.

Respect – We embrace a culture of professionalism with respect for the dignity of all persons, honoring the unique contributions provided by a diversity of perspectives and cultures.

Teamwork – We seek to create interdisciplinary, synergistic and collegial relationships characterized by collaboration, inclusiveness and flexibility.

Creativity – We encourage and support innovation, imagination, ingenuity, resourcefulness and vision.

Excellence – We strive to achieve, through continuous improvement and adherence to institutional policies and best practices, the highest quality and standards in all our endeavors.

UAMS fulfills its mission through coordinated action of the following units:

- College of Medicine
- College of Pharmacy
- College of Nursing
- College of Health Professions
- College of Public Health
- Graduate School
- Regional Centers
- Winthrop P. Rockefeller Cancer Institute
- Donald W. Reynolds Institute on Aging
- Harvey and Bernice Jones Eye Institute
- Jackson T. Stephens Spine and Neurosciences Institute
- UAMS Medical Center
- Myeloma Institute for Research and Therapy
- Psychiatric Research Institute
- Translational Research Institute
THE COLLEGE OF NURSING

History

The College of Nursing of the University of Arkansas for Medical Sciences was established as an independent professional school of the University in March 1953, in response to the interest and support of professional and community groups throughout Arkansas. Establishment of the school was designed to help meet the pressing demands for larger numbers of skilled nurses and to make available to the people of Arkansas the best possible educational preparation for the profession of nursing.

The first program established within the College was the baccalaureate program. Its purpose is implemented through a unified curriculum combining general education and professional instruction within a university setting. A partnership was established with the University of Arkansas Community College at Hope, and a BSN program was implemented the summer of 1999 on that campus. Further details are provided in the section of this catalog describing the program leading to the Bachelor of Science in Nursing degree.

The master’s program leading to the degree of Master of Nursing Science was initiated in 1971. This program builds upon baccalaureate education and provides a program for advanced preparation in nursing. On January 1, 2008, the master’s degree program was transferred from the Graduate School to the College of Nursing where it became a professional degree program. Further information is provided in the section of this catalog describing the master’s program.

The Doctor of Nursing Practice (DNP) program was granted approval in October 2012 by the Arkansas Board of Higher Education and in May 2012 by the University Of Arkansas Board Of Trustees. The first class began fall 2013. The DNP program is designed to prepare students with the knowledge, skills, tools, and abilities needed to lead interprofessional teams in the development, implementation, and evaluation of evidence-informed innovative health care models for individuals, families and populations with complex health care needs across the lifespan. Graduates of the DNP program are expert clinicians who translate research to create, implement, and evaluate practice to improve quality outcomes and influence health care policy.

The Doctor of Philosophy with a major in nursing science program, implemented fall 1997, prepares nurse scientists to make significant contributions to nursing knowledge through clinical research. Further information describing this program is provided in a section of this catalog and the current Graduate School catalog.

Mission Statement

The UAMS College of Nursing is committed to scholarly excellence in (1) under-graduate and graduate nursing education, (2) research, and (3) service to the University, profession and society.

Education

The UAMS College of Nursing provides exemplary and comprehensive educational programs, based on scholarship in education and practice. The College of Nursing offers educational programs to prepare professional nurses as generalists and for advanced practice, teaching, research, and administrative roles, thereby enhancing health care for the people of Arkansas. As a leader in the preparation of nurses for advanced health care, the College of Nursing collaborates with Regional Centers, other colleges of nursing, and the health care community to provide degree and continuing education programs. The College enhances access to education in this rural, agrarian state by offering degree programs and courses for nurses through distance education.

Research

The UAMS College of Nursing advances the body of nursing knowledge through scholarship in research. This community of scholars contributes to nursing science through research activities that are theory testing, theory generating, and of an applied or basic research nature. Scholarship includes the dissemination of research findings and the translation of research into practice.
Service

The service mission of the UAMS College of Nursing provides service through scholarly participation of faculty and students in academic, professional, and community organizations. Faculty practice as skilled clinicians, consultants, and professional experts in health care organizations and in the community. Faculty serve as role models for students and other nurses at the local, state, national, and international levels.

Philosophy

The UAMS College of Nursing advances the University’s philosophy and mission through scholarship in teaching, research, and service. The College of Nursing provides excellent theory-based educational programs for students entering the nursing profession and nurses seeking advanced education. Because nursing is a research-based discipline, faculty participate in generating, disseminating, and using theory and research findings for education and practice. Faculty believe that service includes participation in academic, professional, and community organizations, and practice of the discipline.

The nursing curriculum is based on the nursing meta-paradigm of PERSON, ENVIRONMENT, HEALTH, and NURSING. Additionally, the curriculum is based on the following core concepts: health promotion, human diversity, illness and disease management, communication, critical thinking, professional values/ethics, and role development.

The concept of person includes individuals, families, groups, and communities. Persons are of intrinsic value and dignity and worthy of respect because of their shared and unique physical, emotional, intellectual, social, cultural, and spiritual characteristics. Each person possesses the inherent right for self-expression and for participation in life to the fullest extent possible based on his/her unique experience and perspective. People are self-determining, each person functioning interdependently with other individuals, families, groups, and communities, joined together because of shared values and needs.

Environment is the interaction of internal and external factors that influence the health of person(s).

Health, as perceived by the person, is the integration of physical, emotional, intellectual, social, cultural, and spiritual well-being that enables the performance deemed necessary and desirable to maintain existence in the environment. Health is affected throughout the life cycle by the interaction of genetic and environmental factors that include choices about health practices, and by the ability of persons to meet their health care needs and to access health care.

Nursing is an art and a science through which nurses provide caring assistance to persons within society. Nurses seek to promote, restore, and maintain health, and when death is imminent, to provide support that will allow the person to die with dignity. Nurses use a systematic process of critical thinking to collect and analyze data, and diagnose, plan, therapeutically intervene, and evaluate outcomes. Using professional values, ethics, and therapeutic communication, nurses implement this process in a variety of roles and settings in collaboration with consumers and other health professionals.

Nursing education prepares graduates to practice within the established professional guidelines and standards and to engage in continuous role development and revision of knowledge. The teaching/learning process fosters intellectual and personal growth; stimulates inquiry, critical thinking, and synthesis of knowledge; and helps the individual value and pursue life-long learning.

Baccalaureate nursing education builds upon a liberal arts and science foundation and provides the basis for the practice of professional nursing as a generalist. Baccalaureate education prepares students to think critically and to make clinical judgments that promote, restore, and maintain health. The nurse generalist is prepared for a beginning level professional practice that is grounded in current evidence-based practice. This practice is carried out in a variety of settings. Baccalaureate education provides the foundation for master's study.

Graduate education includes master's and doctoral study. Master’s nursing education builds upon the baccalaureate nursing foundation and prepares nurses for specialization in advanced practice roles in a variety of settings. Master’s education prepares advanced practice nurses to synthesize knowledge regarding health care systems and theoretical, scientific, and clinical knowledge from nursing and other disciplines; and to translate and integrate current evidence into practice. Master’s education provides the foundation for doctoral study.
Doctoral education at the PhD level prepares nurse scientists to examine health questions pertaining to the theoretical foundation, education, economics, and policy implications associated with nursing education, patient/population care and other health issues. PhD prepared nurse scientists are able to conduct research independently, lead research teams, guide others in their research efforts, publish scholarly papers based on new knowledge, and work collaboratively with faculty from other disciplines. The Doctor of Nursing Practice (DNP) prepares nurses with a master's degree in nursing administration or as an advanced practice registered nurse (APRN) as scholars in the translation of evidence-based research into clinical practice. DNP prepared nurses use a blend of clinical, organizational, economic, and leadership skills to impact patient/population-based outcomes and manage complex health care environments.

ACCREDITATION

The University of Arkansas for Medical Sciences is a member of and accredited by the Higher Learning Commission, a Commission of the North Central Association of Colleges and Secondary Schools. The baccalaureate program of the College of Nursing is approved by the Arkansas State Board of Nursing. The baccalaureate, master’s, and doctor of nursing practice programs of the College are fully accredited by the Commission on Collegiate Nursing Education (CCNE).

BACCALAUREATE AND GRADUATE PROGRAMS IN NURSING

Academic Advising

Faculty are available during office hours and by appointment for student academic advising.

Auditing a Course

When a student is permitted to take a course for audit, that student must register for audit, pay the appropriate tuition and fees, and be admitted to class on a space available basis. Cost for auditing is the same as taking classes for credit. The last day to change from audit to credit is the fifth day of class. Students are not permitted to audit any course that has a clinical component.

Clinical/Practicum Settings (All Programs)

Each degree program in the UAMS College of Nursing has a defined number of clinical/practicum hours that must be earned with a passing grade. The clinical settings used are diverse and sufficient in number to ensure that the student will meet core curriculum guidelines and specialty program goals.

Course Requirements

The number of class days shall equal to fifteen (15) class weeks excluding the final week for full semester courses.

For didactic courses, the credit hour equals the clock hours of class time; i.e. a three (3) credit course will meet three (3) hours per week for fifteen (15) weeks or (6) six hours per week for 7.5 weeks.

For didactic courses, students can expect to spend two to three times the number of credit hours per week for assignments and studying for all online and face-to-face classes.

CPR Certification

All College of Nursing students are required to be certified in cardiopulmonary resuscitation (CPR) prior to entry into the practicum courses. Students must present evidence of current certification in cardiopulmonary resuscitation prior to the start of classes. The only acceptable courses are the American Heart Association (Health Care Provider) or American Red Cross (Professional Rescuer). ACLS will not be accepted for CPR certification. However, ACLS is required prior to clinical specialty courses for Adult-Gerontology Acute Care Nurse Practitioner, Adult-Gerontology Primary Care Nurse Practitioner, and Family Nurse Practitioner students. Pediatric Nurse Practitioner students will be required to have PALS certification.
Criminal Background Check and Drug Screen

The College of Nursing will require criminal background checks to be performed annually on each student and will utilize the services of CastleBranch [https://mycb.castlebranch.com](https://mycb.castlebranch.com) to procure the national background check report.

Purpose

The College of Nursing requires all students in every program to have annual criminal background checks and drug screenings. The rationale for performing criminal background checks on accepted nursing school students is based on a number of issues, including, but not limited to:

1. The need to enhance safety and well-being of patients/research subjects and, in so doing, to bolster the public's continuing trust in the nursing profession;
2. The need to ascertain the ability of students to eventually become licensed nurses or maintain current license;
3. Consideration of liability issues which may affect the College of Nursing and our affiliated clinical facilities;
4. Compliance with mandates from many clinical agencies utilized by the College of Nursing.

Policy Statement

All students must consent to, submit to, and fully complete a criminal background check annually through [https://mycb.castlebranch.com](https://mycb.castlebranch.com) as a condition of matriculation into the University of Arkansas for Medical Sciences College of Nursing and, if applicable, Graduate School. Failure to do so will constitute failure to meet the matriculation requirements established by the College of Nursing and will result in administrative withdrawal from the program.

Matriculation and continued enrollment in the College of Nursing is contingent upon a completed criminal background check and drug screening with acceptable results. Administrative action will be taken, in the event of any of the following: Failure to consent to a criminal background check; refusal to provide necessary information to conduct a background check; falsifying information; failure to provide any additional information wherein an investigation is warranted; and failure to comply with the investigatory procedures when a cause for further action is warranted due to the:

1. Discovery of previously undisclosed information;
2. Discovery of more egregious information than was previously undisclosed information; and/or
3. Discovery of conflicting information between or among the College of Nursing application and/or the Criminal Background Check Report and/or any and all documents considered part of a student's application, will result in disciplinary action up to, and including, administrative withdrawal from the program or dismissal from the College of Nursing.

Procedure for Review of Criminal Background Check Findings

1. The Preliminary Review Committee will consist of the following:
   a. Associate Dean for Academic Programs
   b. Director of Student Services
   c. As associate dean or designee

2. Upon receipt of a criminal background check report from Certified Background.com, the Preliminary Review Committee will review the report.

3. If the Preliminary Review Committee determines that the Criminal Background Check Report is clear with no adverse findings, the student will be notified by the Associate Dean for Academic Programs.

4. If the Preliminary Review Committee determines that the Criminal Background Check Report identifies adverse findings, the report will be reviewed by the Preliminary Review Committee to determine if the report should be referred to the Criminal Background Check Review Committee, defined below.
Criminal Background Check Review Committee

Purpose

1. Review Criminal Background Check Report results referred to by the Preliminary Review Committee.
2. Review the Criminal Background Check Report findings, conduct an investigation, and recommend to the dean whether or not the offer of acceptance, conditional admission, and/or progression should be rescinded.
3. Conduct individualized reviews on a case-by-case basis.

Composition

1. The committee consists of the following voting members:
   a. A member of the College of Nursing Admissions & Progressions Committee (votes only to break a tie)
   b. Associate Dean for Academic Programs
   c. Associate Dean for Practice
   d. Director of DNP Program
   e. Director of MNSc Program
   f. Director of PhD Program

2. The committee also includes the following non-voting members:
   a. Director of Student Services
   b. Legal Counsel

3. The Associate Dean for Academic Programs will serve as the chair of the committee.

4. A quorum shall consist of at least 4 of 7 voting members.

5. If a member is unable to attend, the dean or dean’s designee can appoint an alternate member from the faculty.

Process

1. The Director of Student Services will notify the student in writing of the scheduled investigation. This notification will contain the date, time, and location of the committee meeting. The student will be notified that the committee will convene even in the absence of the student.

2. If the student attends the meeting, he or she may have one (1) person present during the meeting, who may be an attorney, to advise him or her. This person may not speak on behalf of the student, committee members, or otherwise actively participate in the investigation.

3. The student may appear in person, make an oral statement, and answer questions from committee members. Should the student choose to remain silent, no adverse inference will be raised against him or her.

4. The student may submit additional information or clarification in writing to the committee within five (5) working days.

5. The Associate Dean for Academic Programs will facilitate the discussion regarding the Criminal Background Check.

6. When the student has so requested, the Chair will provide for the student to be heard by the committee and for the student to hear the evidence presented.

7. Once the student’s testimony has been presented, the Chair will dismiss the student from the meeting, and continue discussion, deliberation, and voting regarding the final recommendation of the committee to the dean.

8. The committee will consider cause for action to dismiss the student. Such factors involved in a final decision may include, but are not limited to:
   a. Failure on the part of the student to fully disclose information;
   b. The accuracy of the information provided by the student;
c. The relationship between the offense committed and the student’s participation in the basic science or clinical education components of the nursing education program;
d. The nature and seriousness of the offense;
e. The circumstances under which the offense occurred;
f. The age of the person when the offense was committed;
g. Whether the offense was an isolated event or part of a pattern of similar offenses;
h. The length of time since the offense was committed;
i. Past employment history;
j. Past history of academic or non-academic misconduct at prior institutions;
k. Evidence of successful rehabilitation; and
l. Forthrightness of the information provided by the student in opportunities provided for self-report on application-related forms.

9. Upon completion of the discussion, the Chair will call for a vote to recommend to the dean to dismiss the student or rescind the offer of conditional admission.

10. A three-fourths (3/4) vote of present committee members is required to make a recommendation to the dean to dismiss the student or rescind the offer of conditional admission.

11. A vote of less than three-fourths (<3/4) of present committee members will result in a recommendation to the dean for “no cause for action.”

12. The Chair will adjourn the committee meeting.

A Committee Vote Approved by the Dean Resulting in No Cause for Action

1. The Associate Dean for Academic Programs will notify the dean of a committee vote that recommends “no cause for action.”

2. Upon the dean’s affirmation of the committee’s recommendation for “no cause for action,” the dean will notify the student.

3. The dean will advise the student of the committee’s proceedings.

4. Students will be counseled that UAMS College of Nursing has no control or jurisdiction over decisions for licensure made by the Arkansas State Board of Nursing. Activities/issues that appear on the student’s Criminal Background Check may jeopardize the student from either taking the NCLEX licensure exam or becoming licensed in any given state. Students may be advised to consult with the Arkansas State Board of Nursing to determine future eligibility for licensure.

A Committee Vote Approved by the Dean to Dismiss a Student or Rescind an Offer of Acceptance

1. The Associate Dean for Academic Programs will notify the dean of a committee vote to recommend that the College of Nursing dismiss a student or rescind an offer of conditional admission.

2. The Associate Dean for Academic Programs will advise appropriate administrators of any dismissal decision or rescinding of an admissions offer.

3. Upon the dean’s affirmation of the committee’s recommendation to dismiss, the Associate Dean for Academic Programs will advise the student that he/she has been dismissed.

4. Decisions by the dean are final and are not subject to appeal.

Criminal Background Check Review Committee Documentation

1. The student’s file will be retained.

2. The Criminal Background Check and committee investigation records will be stored in a locked, limited access file cabinet in the Dean’s Office.
3. The file will be shredded at the appropriate time or whenever the student has successfully completed the degree from UAMS College of Nursing.

**Health Insurance Coverage**

Full and part-time students enrolled at the University of Arkansas for Medical Sciences are required to verify health insurance coverage twice a year (August and January). Student health insurance compliance is managed by the VCA-Department of Campus Life and Student Support Services.

**Policy**

All students enrolled at UAMS must verify health insurance coverage, as required by the Arkansas Board of Trustees Policy: Requirement for Compulsory Health Insurance for Students at UAMS (8-1-75).

A UAMS sponsored student injury and sickness plan is available to all UAMS students. Students also have the option to purchase private insurance (individual, family, or employer) if such coverage meets the minimum standards outlined below.

**Standards**

Health insurance policies must meet minimum standards set forth by the Student Government Association and the Office of the Vice Chancellor for Academic Affairs. Coverage must meet the following criteria:

- Plan must provide at least $100,000 in coverage (for each covered injury or sickness incident).
- Policy must have no major exclusions. Plan must include: major medical, pharmacy, emergency medical, mental health, and diagnostic x-rays/laboratory services.
- Health insurance coverage is required for the entire semester for which a student is enrolled.
- Individual plan must have a policy year deductible of $2,500 or less; family and employer plans are exempt from this requirement.
- Plan must provide identification card or policy with student name and/or policy information allowing student insurance monitors to confirm eligibility.
- Plan documents must be in English with currency amounts converted to U.S. dollars, and an insurance company contact phone number in the U.S. must be provided.

**Process**

Students provide proof of coverage by entering insurance information into the [UAMS online Student Health Insurance System (SHIS)](https://shis.uams.edu/).

The system offers three (3) proof of coverage options:

1. **Proof of Purchase** – Students may purchase the university sponsored insurance plan. To verify coverage, insurance information must be entered into the UAMS SHIS online system.

2. **Proof of Other Coverage** – If a student has personal health insurance, the policy must meet UAMS required standards. To verify coverage, insurance information must be entered into the UAMS SHIS online system.

3. **Appeal** – Once the student’s current personal health insurance information is entered into the system, it will be analyzed to determine if it meets the minimal standards. If the policy does not meet required standards, students must revise their insurance policy OR purchase the university sponsored plan OR file an appeal with UAMS insurance administrators.

**Sanctions**

Students are given predetermined dates to complete the proof of health insurance coverage process. Students who do not verify coverage by the deadline will be disconnected from their computer domain account until the health insurance verification process is complete.
Contact

For questions regarding UAMS student health insurance requirements, refer to the Camus Life and Student Support Services website.

Inspection of Academic Records (FERPA)

Student Rights under the Family Educational Rights and Privacy Act

UAMS Policy: Family Educational Rights and Privacy Act (FERPA) can be found on UAMS Policies & Procedures under Academic Affairs. Search by title.

The FERPA Data Restriction Form can be found on UAMS Policies & Procedures under Academic Affairs. Search by title.

Liability Insurance

All students enrolled in the nursing major are required to have liability insurance throughout the nursing program. All hospitals and agencies where students are scheduled for clinical practicums and facilities where data are collected by students require that students be insured. The College of Nursing contracts with an agency to furnish a group liability policy, and the cost of this policy is charged annually with other fees at registration.

Library

Library website: http://www.library.uams.edu
Library Mobile Website: www.library.uams.edu/m

The UAMS Library serves the faculty, staff, and students of all UAMS colleges as well as the staff of the University Hospital. It also extends reference and borrowing privileges to health care practitioners throughout Arkansas either directly or through the regional centers' libraries. The collection and services are designed to meet the education, research, service, and patient care missions of UAMS.

LIBRARY HOURS:

Regular Schedule

Monday – Thursday 7:30 a.m. to 10:00 p.m.
Friday 7:30 a.m. to 6:00 p.m.
Saturday 9:00 a.m. to 6:00 p.m.
Sunday 1:00 p.m. to 10:00 p.m.

Reference Services

Monday – Friday 8:00 a.m. to 5:30 p.m.

Student Success Center

Monday – Thursday 7:30 a.m. to 8:00 p.m.
Friday 7:30 a.m. to 6:00 p.m.
Saturday Closed
Sunday Closed

Historical Research Center

Monday – Friday 8:00 a.m. to 4:00 p.m.

Special Library hours during holidays will be posted in advance in the Library and on the UAMS library website. When the Library is closed, materials may be returned to the book drops located on the west side of the Education 2 south lobby.
The Student Success Center (SSC) may be open fewer hours than the rest of Library during the summer and at other times when classes are not in session.

**Military Duty**

**UAMS Policy: Student or Student's Spouse Called into Military Duty** can be found on [UAMS Policies & Procedures](#) under **Academic Affairs**. Search by title.

**Performance Standards for Admission and Progression**

The professional nurse must possess the knowledge and ability to effectively assist his or her client's biophysical, psychological, social, cultural, and intellectual domains. Further, the professional nurse must competently analyze the assessment data through intellectual processing to arrive at a definition of the client's status or problem, plan independently or collaboratively for a full range of therapeutic nursing interventions, execute all or part of the plans through nursing acts, and evaluate the care delivered and the client's responses to it.

A candidate for professional nursing must have the abilities and skills necessary for use of the nursing process. These skills and abilities include observation, communication, motor ability, conceptualization, integration and quantification, and behavioral/social acceptability. Technological compensation can be made for some handicaps in certain of these areas, but a candidate should be able to perform in a reasonably independent manner. The use of a trained intermediary is not acceptable in that a candidate's judgment must be mediated by someone else's power of observation and selection.

The following abilities and skills are necessary to meet the requirements of the program:

1. **Observation:** The candidate must be able to observe a patient accurately at a distance and close at hand. Observation necessitates the functional use of the sense of vision, hearing, and somatic sensation. It is enhanced by the functional use of the sense of smell.

2. **Communication:** The candidate must be able to speak, to hear, and to observe patients in order to elicit information; describe changes in mood, activity, and posture; and perceive nonverbal communications. A candidate must be able to communicate effectively and sensitively with patients. Communication includes not only speech but reading and writing. The candidate must be able to communicate effectively and efficiently in oral and written form with all members of the health care team.

3. **Motor:** Candidates should have sufficient motor function to elicit information from patients by palpation, auscultation, percussion, and other assessment maneuvers. A candidate must have sufficient motor skills to gain access to clients in a variety of care settings and to manipulate the equipment central to the treatment of patients receiving professional nursing care. Such actions require coordination of both gross and fine muscular movements, equilibrium, and functional use of the senses of touch and vision.

4. **Intellectual-Conceptual, Integrative, and Quantitative Abilities:** These abilities include measurement, calculation, reasoning, analysis, and synthesis. Problem solving, the critical skill demanded of nurses, requires all of these intellectual abilities. In addition, the candidate should be able to comprehend three-dimensional relationships and to understand the spatial relationships of structures.

5. **Behavioral and Social Attributes:** A candidate must possess the emotional health required for full utilization of his/her intellectual abilities; the exercise of good judgment; the prompt completion of all responsibilities attendant to the care of patients; and the development of mature, sensitive, and effective relationships with patients. Candidates must be able to tolerate physically taxing workloads and to function effectively under stress. They must be able to adapt to changing environments, to display flexibility, and to learn to function in the face of uncertainties inherent in the clinical problems of many patients. Compassion, integrity, concern for others, interpersonal skills, interest, and motivation are all personal qualities necessary for professional nursing.

The College of Nursing affirms that all students enrolled in the College of Nursing must possess those intellectual, ethical, physical, and emotional capabilities required to undertake the full curriculum and to achieve the levels of competence required by the faculty for safe professional practice. If an applicant believes that
he/she cannot meet one or more of these standards without accommodations or modifications, determination will be made, on an individual basis, whether or not the necessary accommodations or modifications can be made reasonably.


Physical Examination and Immunizations

Students, both graduate and undergraduate, are required by the College of Nursing to have immunizations prior to enrollment. The College of Nursing requires documentation of Hepatitis B immunizations, TB skin test, and CPR certification upon entry for all students. A TB skin test and CPR certification will be required annually. The only acceptable CPR courses are the American Heart Association (Health Care Provider) or American Red Cross (Professional Rescuer). ACLS will not be accepted for CPR certification.

UAMS Student and Employee Health Services maintains compliance requirements for all newly admitted students. Students are required to complete the Pre-Enrollment Medical Examination form upon enrollment. This form will be mailed to all new students and is to be completed by your family physician and mailed to the address noted on the form. Failure to return this form before your registration date may cause a delay in completion of the UAMS health requirements. The immunization section is to be completed by your physician or a nurse practitioner, or immunization records may be attached to the medical history form.

Physical and/or immunization records must include proof of the following:

- 2 MMR vaccines (or positive measles, mumps, rubella titers)
- TDAP vaccines (or TD if less than 2 years since booster)
- Start of Hepatitis B Vaccines or proof of 3 Hepatitis B vaccines (or positive tier for Hepatitis B)
- Varicella vaccines (students must show documentation of 2 doses of Varicella vaccine, or a varicella titer showing immunity, or a health care provider documentation of varicella disease or herpes zoster)
- TB Skin test (completed within 3 months prior to the first day of class)

Clinical agencies and UAMS also require annual flu vaccines for all students, regardless of location.

Release of Academic Records for Deceased Students and Graduates of the College of Nursing

Following the death of a student or graduate of the College of Nursing, the College will release the academic records of that individual upon written request of the immediate family or executor/executrix of the estate. It will be the responsibility of the person requesting access to demonstrate that he/she is entitled to access. Moreover, the College will release the records at any time as required by law.

Religious and Cultural Opportunities

Religious Opportunities
The University is nonsectarian but encourages religious interest and fellowship among its students. Many churches and religious organizations are located within close proximity to the campus.

Cultural Opportunities
In addition to the many cultural opportunities in Little Rock, the University provides concerts, lectures, art exhibits, sports, and other student activities.

Residency Status of Native Americans

Native American people in other states belonging to tribes, which formerly lived in Arkansas before relocation and whose names are on the rolls in tribal headquarters, shall be classified as in-state students of Arkansas for tuition and fee purposes on all campuses of the University of Arkansas. Tribes so identified include the Caddo, Cherokee, Choctaw, Osage, and Quapaw.

Social Networking Sites

The University of Arkansas for Medical Sciences recognizes that social networking websites and applications such as Facebook, Twitter, etc. are important and timely means of communication. Students who use these websites and applications must be aware of the critical importance of privatizing these websites and applications
so that only trustworthy “friends” have access to the sites. They must also be aware that posting certain information is illegal. Violation of existing statutes and administrative regulations may expose the offender to criminal and civil liability, and punishment for violations may include fines and imprisonment. Offenders also may be subject to adverse academic actions that range from a letter of reprimand to probation to dismissal from the University.

The following actions are strictly forbidden:

- Students may not report the personal health information of patients. Removal of an individual’s name does not constitute proper de identification of protected health information. Furthermore, inclusion of data such as age, gender, race, or date of evaluation may still allow the reader to recognize the identity of a specific individual.
- Students may not report private (protected) academic or financial information of another student or trainee. Such information might include, but is not limited to: course grades, narratives evaluations, examination scores, adverse academic actions, or financial aid information.
- In posting information on social networking sites, students may not present themselves as official representatives or spokespersons for the University of Arkansas for Medical Sciences or their college, department, or program.
- Students may not represent themselves as another person.
- Students may not utilize websites and/or applications in a manner that interferes with educational or work commitments.

In addition to the absolute prohibitions outlined above, the following actions are strongly discouraged as these are considered unprofessional and reflect poorly on the individual, the health care profession, program, department, college, and the University of Arkansas for Medical Sciences:

- Display of vulgar language.
- Display of language or photographs that imply disrespect for any individual or group because of age, race, gender, ethnicity, sexual orientation, or disability.
- Presentations of photographs that may reasonably be interpreted as condoning irresponsible use of alcohol, substance abuse, or sexual misconduct.

The following actions are strongly encouraged:

- Students should use privacy settings to limit the unknown or unwanted access to the student’s profile or application.
- When listing an email address on a social networking site, students should use a personal email address (not a uams.edu address) as the primary means of identification.

When using these social networking sites, students are strongly encouraged to present themselves in mature, responsible, and professional manners. Discourse should always be civil and respectful. No privatization measure is perfect and undesigned persons may still gain access to the site. Once an item is posted on a networking site, it may not be easily removed. Future employers (e.g., residency or fellowship program directors, representatives of employers) may review these sites when considering potential candidates for employment.

**Special Honors and Awards**

Each year the College of Nursing presents a number of awards to graduating students who have been recognized for outstanding scholarship (academic performance) and achievement.

**Undergraduate Honors/Awards:**

**Dean’s RN to BSN Award** – Awarded to a graduating RN in the outreach program who has demonstrated excellence in nursing practice, professional growth, and community leadership.

**Faculty Award (Gold Key)** – Awarded to two (2) graduating BSN students (one on the Little Rock campus and one on the Hope campus) who have demonstrated academic excellence, excellence in nursing practice, leadership in professional and community activities, and personal and professional growth.

**Faculty Award for Outstanding Achievement and Contribution** – Awarded to a graduating BSN student who has demonstrated 1) leadership that fostered closer student relationships within the College and/or across the campus; 2) efforts that enhanced student faculty relationships; and 3) abilities that encouraged other students to participate in their professional organization.
Gloria Rauch Award – Awarded to a graduating BSN student who has demonstrated scholastic excellence and excellence in pediatric practice. Drs. Robert and Donna Middaugh and Robert Guy Middaugh established this award in memory of Gloria Rauch, a College of Nursing faculty member.

Griffey Professionalism Award – Awarded to a two (2) graduating BSN students (one male, one female) who have demonstrated leadership in setting professional standards in nursing practice. Nancy Ann Griffey Jordan and Carla Marie Griffey Hazelwood established this award in memory of their mother, Flora Mae Griffey.

Ina Swetnam Award – Awarded to a graduating BSN student who has demonstrated outstanding scholastic achievement and excellence in practice with maternity patients. UAMS College of Nursing alumni established this award in honor of Ina Swetnam.

Little Rock Departmental Club Awards – A monetary award presented to two (2) graduating BSN students. Awards are based on academic achievement and leadership ability as demonstrated in professional activities. The Little Rock Departmental Club has supported the College of Nursing since 1953.

Most Supportive Student Award - Awarded to the graduating BSN student who, throughout this program, has given sincere, positive encouragement to classmates; shared time and talents with classmates; facilitated group morale; and supported other students through triumphs and trials.

Nurse’s Nurse Award – Awarded to the graduating BSN student who is recognized as the nurse you would most like to care for you if you were ill, who has the ability to show real empathy for patients as individuals, and whose loyalty lies with the patient first.

Nursing Excellence Award – Awarded to the graduating BSN student who has demonstrated outstanding class and clinical preparation and competence in nursing situations; has communicated well with other students and faculty; been creative in the delivery of care; looked further than the textbook for answers; and assisted other students during difficult times.

Outstanding Hope BSN Award – Awarded to the graduating BSN student who has demonstrated academic excellence, excellence in nursing practice, the ability to be a participant leader in professional and community activities, and personal and professional growth.

Outstanding RN to BSN Award – Awarded to a graduating RN to BSN student who has demonstrated excellence in compassionate practice, professional growth, and community leadership.

The Nightingale Award – Awarded to graduating BSN student who has demonstrated the desire to contribute to the nursing profession in the future and has participated in civic and community activities at the state and national level.

Virginia R. Jarratt Award – A book, Nursing: the Finest Art - an Illustrated History, is presented to the graduating BSN student who has demonstrated excellence in the art and science of nursing. Criteria for this award includes a demonstrated awareness of the heritage of nursing and current social and political forces affecting the delivery of health care; performance that consistently reveals appreciation for the dignity and worth of individuals, families, and professional colleagues; evidence of ability and willingness to promote the recognition and advancement of nursing as a caring and socially significant profession; and scholastic achievement. Mary Lou Bond established this award in honor of Virginia R. Jarratt, a former Dean of the UAMS College of Nursing.

Graduate Awards/Honors:

Kathryn “Bucky” Thomas Award – A monetary award presented to a graduating MNSc student who has demonstrated kindness, compassion, positive encouragement to others, and shown respect and loyalty to the College. Ms. Benni Fambrough, former director of development, established this in honor of Ms. Thomas for her years of dedicated service as an administrative assistant in the College.

Dr. Eric Ashworth Hodges Dissertation Award – Awarded to a graduating PhD student who presents the best dissertation. Doctoral candidates who have completed their nursing doctoral dissertation since May of the previous year are eligible. Dr. Linda Hodges, former Dean of the College of Nursing, established this award in honor of her son.
Outstanding Future Nurse Leader Award – Awarded to a graduating graduate student in recognition of exceptional potential for making an outstanding contribution to the profession as a nurse leader as demonstrated in scholastic achievement and professional service.

Veronica McNeirney Award – A monetary award presented to a graduating MNSc student who has demonstrated an exceptional humanistic approach, a sense of compassion, and the application of scientific knowledge and judgment in providing nursing care that reinforces the potential of the client. Veronica McNeirney, professor emeritus, in the College of Nursing, established this award.

Willa Belle Adams Award – A monetary award presented to a graduating MNSc student who exemplifies excellence in clinical nursing skills. Cyrus S. Adams established this award in memory of his wife, Willa, to honor the nursing care she received.

Nursing Student Emergency Loan Fund

The College of Nursing has established an emergency loan fund for nursing students who have needs of a short-term nature. These funds are meant to provide limited amounts of cash for students caught in unexpected and unpredictable financial crises and must be repaid within one year of exiting the program. The loans are based on available funds and are administered by the dean.

Veterans Administration Benefits

The University is an approved institution for veterans and veterans’ beneficiaries’ training. Veterans of recent military service and their dependents may be entitled to educational assistance payments from the Veterans Administration. Enrollment verification is processed by the Student Services Office.

Veterans of recent military service and spouses or children of veterans who lost their lives in service or who are now totally disabled as a result of service should contact the nearest Veterans Administration Regional Office as far in advance of enrollment date as is possible for assistance in securing Veterans Administration benefits.

Student Activities and Services

Students in the College of Nursing are eligible to participate in all campus activities. All generic BSN students are eligible for membership in the local, state, and national Nursing Students’ Association. Students at UAMS also participate in the activities of the Associated Student Government of the Medical Sciences Campus, an organization which includes students of the Colleges of Medicine, Nursing, Pharmacy, Public Health, and Health Professions.

Sigma Theta Tau International, Gamma Xi Chapter

Membership in Sigma Theta Tau International is an honor conferred on baccalaureate and graduate students who have demonstrated excellence in the nursing program. The chartering of Gamma Xi Chapter was on April 24, 1978, as an outgrowth of the College of Nursing Honor Society. Chapters exist in colleges and universities which grant baccalaureate or higher degrees in nursing. Sigma Theta Tau International is a member of the Association of College Honor Societies and is professional rather than social in its purpose. The name was chosen using the initials of the Greek words STORGA, THAROS, TIMA—meaning Love, Courage, and Honor.

Student Conduct

Students enrolled in programs within the University of Arkansas for Medical Sciences College of Nursing are preparing for the professional practice role. Their personal conduct is expected to reflect behavior appropriate to their profession; unsatisfactory conduct may result in dismissal from the program. More detailed information can be found in the student handbook under Scholastic Non-Cognitive Performance Standards.

Substance abuse or use of substances, such as unlawful drugs or alcohol, is incompatible with responsible behavior expected of students preparing for a nursing career. An unlawful drug includes, but is not limited to, a controlled substance, an illicit substance, and an illegal substance, and is any drug that is illegal under federal, state or local law.” The College is available to provide resource assistance to students if such problems are encountered. All services provided are strictly confidential. More detailed information can be found in the student handbook.
Student Financial Services

UAMS Student Financial Services Office

In order to better serve you, the UAMS Student Financial Services Office has three areas: Bursar’s Office, Debt Management Office and the Financial Aid Office.

Bursar’s Office – The role of the Bursar’s Office is to coordinate the disbursement of awarded financial aid, process tuition payments and manage UAMS federal and institutional student loan programs. Please visit Student Financial Services for information on paying your tuition or receiving your financial aid refund. The link to “Mapping Your Future” is on our homepage for you to complete your exit counseling.

You may also visit the Bursar's Office located in the Administration West Building, 1st Floor, Room 1.106, Monday through Friday 8:00 am – 4:30 pm, or call (501) 686-6128 for more information.

Debt Management Office – The role of the Debt Management Office is to counsel students on budgeting by reviewing their cost of attendance, managing their financial aid, student loan repayment options, etc. Please call (501) 686-7832 to schedule an appointment.

The Debt Management Office is located in the Administration West Building, 1st Floor, Room 1.107, Monday through Friday 8:00 am – 4:30 pm.

Financial Aid Office – The role of the Financial Aid Office is to actively assist the students in seeking and securing financial resources. Please visit Student Financial Services for information on determining financial aid eligibility, the application process, and types of aid available (grants, loans, scholarships, etc.). The link to “Mapping Your Future” is on our homepage for you to complete your entrance and exit counseling.

If you receive Federal Title IV Funds (Stafford, Grad PLUS, Pell, Perkins, SEOG, etc.) and withdraw/separate prior to completing the enrollment period, a Title IV Return of Funds will be processed. Based on federal regulations, funds will be returned to your lender if you terminate prior to the end of the enrollment period. You will be billed for the amount UAMS returns to your lender on your behalf.

You may also visit the Financial Aid Office located in the Admin West Building, 1st Floor, Room 1.120, Monday through Friday 8:00 am – 4:30 pm, or call (501) 686-5451 for more information.

Scholarship and Loan Funds

Students in need of financial assistance are urged to contact the Bursar’s Office and request application forms. Several scholarships are available through the College of Nursing. All students receiving financial aid are required to maintain satisfactory academic progress in order to continue receiving funds. If a student fails to maintain the academic progression standards set forth by the University and College and is subsequently academically suspended, the student must petition the Bursar’s Office for any reinstatement of aid at a future date. This is done through an appeals process, and this appeals process is separate and apart from the appeals process and decisions of the academic officials of the University or College. Dropping from the program will require repayment of College of Nursing scholarship awards within 30 days of withdrawal.

Once students are accepted for full admission into the Bachelor of Science in Nursing program, the Master of Nursing Science program, the Doctor of Nursing Practice program, or the Doctor of Philosophy with a major in Nursing Science Program, at the University of Arkansas for Medical Sciences, they are encouraged to investigate, if needed, possible sources of loans and scholarships. Scholarships are awarded to degree-seeking students primarily on the basis of academic, leadership, and financial need. They are subject to the maintenance of satisfactory academic work and to continuing need. In order to be considered for financial aid purposes, a baccalaureate student must be taking a minimum of twelve (12) hours per fall/spring semester and six (6) hours per summer semester. Students who are enrolled in required general education courses and need financial assistance must confer with the Bursar’s Office on the campus on which the courses are being taken.

For students in the Master of Nursing Science program, the Professional Nurse Traineeship funds, if available, are handled through the Office of the Dean, College of Nursing.
In order to be considered a full-time student in the master’s and DNP programs for federal financial aid purposes, a student must be taking a minimum of nine (9) credit hours per fall/spring semester, and five (5) credit hours for the summer semester.

College of Nursing Financial Resources

The Graduate Nursing Student Loan and Scholarship Program

The last revision of The Arkansas Graduate Nursing Education Student Loan/Scholarship Program, Act 1468, was in 2005 and was designed to increase the number of advanced nurse practitioners/clinical nurse specialists practicing in Arkansas communities, nurse educators teaching in Arkansas nursing schools, nurse administrators, and advanced practice nurses working in the Arkansas Department of Health (ADH). Students who receive graduate nursing loans during graduate studies may have these loans converted to scholarship grants according to the terms of the loan. Advanced nurse practitioner/clinical nurse specialist students can fulfill the payback terms by practicing full-time as a nurse practitioner/clinical nurse specialist in a community in Arkansas, by serving as a nurse administrator in an Arkansas complex health care agency, or by working at the ADH one year for each year of the loan. Nurse educator students can fulfill the payback terms by teaching full-time in an Arkansas nursing school one year for each year of the loan. More information and applications are available online at the College of Nursing website.

College of Nursing Scholarships

Scholarship information and applications listed below are posted on the College of Nursing website.

Eligibility and Guidelines

- All UAMS employees (including faculty) who are receiving UAMS financial support for school (i.e.: UA tuition discount or UAMS education contract) are not eligible for CON scholarships. This does not apply to loans or scholarships awarded by external agencies (such as Graduate Nurse Loan Program, ASBON, professional organizations, etc.)
- Funding is available for degree seeking undergraduate and graduate students.
- Scholarships are awarded primarily on the basis of scholastic ability, leadership qualities, and financial need.
- A student’s funding is subject to the maintenance of satisfactory academic work and the completion of all of the requirements listed on the application form and scholarship agreement.
- Students can apply for College of Nursing Scholarships once they have made application to any College of Nursing degree seeking program (post-master’s certification students and non-degree seeking students are not eligible). However, the Awards & Scholarship Committee will only award scholarship to students who have been admitted by May 1st each year.
- Applications received past the due date and incomplete applications will not be considered.
- Most scholarships are awarded for fall and spring only except for the full paid scholarships.

Scholarships for Undergraduate or Graduate Students:

Deborah Dorsa Carman/Beaumont Foundation of America Annual Scholarships
This scholarship was established by the Beaumont Foundation of America on behalf of Jon M. Huntsman, Sr. in honor of Deborah Dorsa Carman, MNSc, BSN, to support underserved nursing students. Preference is given to those who make a commitment to stay as faculty in nursing upon graduation.

Dean’s Diversity Endowed Scholarship
This scholarship supports a nursing student who is from a group underrepresented in nursing (minorities, males) or from disadvantaged backgrounds. The student must have a grade point average of 3.5 or higher. The scholarship, created in 2016 by Dean Patty Cowan, is intended to provide tuition support at the in-state rate for one year. It is given to one student per year.

Madelyne M. and Edward C. McCarty Nursing Endowed Scholarship
This scholarship goes to Union or Marion county student(s) with a grade point of 3.0 or higher. It is intended for either second year BSN students or students in our master’s, PhD, or DNP programs.
National Active and Retired Federal Employee Association, Chapter 93, Scholarship
This scholarship is awarded to an undergraduate or graduate level student who has demonstrated an interest in practicing gerontology. It was established by the local chapter of active and retired federal employees. (Note: Funding Depleted need to contact NARFEA)

Howard A. and Johnnie Allison Moum Endowed Nursing Scholarship honoring Benni Ogden Fambrough
This scholarship was established by the late Howard and Johnnie Moum to honor and recognize Benni Ogden Fambrough who provided years of assistance to the Moum’s. Benni is a retired College of Nursing faculty member and former Director of Advancement and Community Relations. This scholarship goes to a deserving nursing student in either our undergraduate or graduate level programs.

John K. Cook, Jr. and Lucille W. Cook Endowed Scholarship in Nursing
This scholarship will be used to support students in good standing and enrolled in the College of Nursing, with a preference for awarding scholarships to those students who are determined by the College of Nursing to need financial support and with a preference that the scholarship be awarded to students who have served or are currently serving in the U.S. Armed Services or to a student whose family member served in or is serving in the U.S. Armed Services.

Scholarships for Baccalaureate Students:

Arkansas Hospital Auxiliary Association Endowed Scholarship
This endowed scholarship supports a second year BSN student in the College of Nursing demonstrating financial need who makes a commitment to become nurse educators. The Arkansas Hospital Auxiliary Association also provides a non-endowed scholarship to the College of Nursing.

Arkansas Hospital Auxiliary Association Scholarship
This $2,000 annual scholarship supports a second year BSN student in the College of Nursing demonstrating financial need who makes a commitment to become nurse educators. The Arkansas Hospital Auxiliary Association also provides an endowed scholarship to the College of Nursing.

Barbara Pearson Nursing Endowed Scholarship
This scholarship supports students in the BSN program. It is a memorial to Barbara Pearson, a longtime faculty member and friend of the College of Nursing.

Barton Endowed Scholarship
This scholarship is awarded to top students in the BSN program. The scholarships are awarded automatically for academic excellence and are based on a cumulative GPA of 3.5.

Benni Ogden Fambrough Endowed Scholarship
This scholarship was established by the College of Nursing, family, and friends in honor of Benni Ogden Fambrough, retired College of Nursing faculty member and former Director of Advancement and Community Relations. It supports BSN students who demonstrate leadership potential and financial need.

Cammy Giffin Haynes Endowed Scholarship
This scholarship was established by Mr. and Mrs. Ned Ray Purtle, lifelong residents of Southwest Arkansas. It is awarded to baccalaureate students in Hope who demonstrate financial need and a commitment to excellence in nursing practice. Preference is to be given to students from Hempstead or Nevada counties.

Carolyn B. Purtle Endowed Scholarship
This scholarship was established by Mr. and Mrs. Ned Ray Purtle, lifelong residents of Southwest Arkansas. It is awarded to baccalaureate students in Hope who demonstrate financial need and a commitment to excellence in nursing practice. Preference is to be given to students from Hempstead or Nevada counties.

Class of 1996 Endowed Scholarship
This scholarship is awarded to BSN students demonstrating financial need.

Class of 1997 Endowed Scholarship
This scholarship is awarded to BSN students demonstrating financial need.

Class of 1998 Endowed Scholarship
This scholarship is awarded to BSN students demonstrating financial need.
Class of 1999 Endowed Scholarship
This scholarship is awarded to BSN students demonstrating financial need.

Crystal Webster Nursing Endowed Scholarship
This scholarship was established in memory of Crystal Webster by her family and the College of Nursing Senior Class of 2010. It supports BSN students demonstrating financial need.

David L. Johnston Endowed Scholarship
This scholarship was established in David Johnston’s memory by the Johnston family in honor of the nursing care he received at the VA hospital. It is awarded to nursing students demonstrating financial need. This endowment is managed by the United Methodist Foundation of Arkansas.

Dean’s Excellence Award for Future Nurse Educators Endowed Scholarship
This scholarship is awarded to top academic students selected for the Honors Program who have made a commitment to eventually pursue a doctoral degree and teach in an Arkansas school of nursing. This scholarship provides full tuition support for the last semester of each recipient's baccalaureate education. Scholarship recipients must be accepted into the Honors Program and have at least a 3.5 GPA to hold this scholarship.

Dr. and Mrs. William B.H. Pool BSN Endowed Scholarship
This scholarship was established by Marion Pool in memory of her parents, Dr. and Mrs. W.B.H. Pool. It goes to a nursing student in the Hope campus program who demonstrates financial need, has a grade point average above 2.5, has leadership potential and resides in Nevada or Hempstead County.

Dr. Elizabeth O’Connell Endowed Scholarship
Dr. Elizabeth O’Connell was a professor of maternal and child health at the College of Nursing from 1957-1961. This scholarship was created by her former students and is awarded to BSN students demonstrating leadership and financial need. Priority is given to students interested in a career in maternal and/or child nursing.

Dr. Janet Lord Nursing Endowed Scholarship
Dr. Janet Lord was on the UAMS College of Nursing faculty from 1982-2003. During her tenure, she served as Interim Associate Dean for the Doctoral Program. This scholarship supports BSN students who demonstrate leadership potential and financial need.

Dr. Lee and Maria Nauss Endowed Scholarship
This scholarship was established by Dr. Lee and Mrs. Maria Nauss and supports BSN students with academic promise and financial need.

Flora Mae Griffey Nursing Endowed Scholarship
This scholarship was established by Nancy Ann Griffey Jordan and Carla Marie Griffey Hazlewood in memory of their mother, Flora Mae Griffey, to honor her love and compassion for the nursing profession. It supports BSN students demonstrating financial need.

Florence C. Zook RN Nursing Endowed Scholarship
This scholarship was established by Mr. Harold Zook to honor his wife Florence’s desire to help nursing students achieve their personal goals. This scholarship is awarded to BSN students with academic promise and financial need who are committed to practicing oncology nursing.

Florence Grabel Ellis RN Endowed Scholarship
This scholarship supports BSN students with financial need. It was established through the bequest of Mary Ellis, in memory of her mother, Florence.

Gloria Rauch Endowed Scholarship
This scholarship was established by UAMS faculty, staff, students, and friends of Gloria Rauch to honor her 34 years of educating students in the College of Nursing. This scholarship is awarded to BSN students who demonstrate scholastic achievement and excellence in practice with infants, children, and their families.

Helen F. Lang RN Endowed Scholarship
Dr. Nicholas and Helen Lang established this scholarship in honor of Helen for a lifetime devoted to the care of her patients and to the education of surgical house staff. It supports senior BSN students committed to a career in surgical nursing, who demonstrate academic achievement and financial need.
Helene Fuld Foundation Health Trust Endowed Scholarship
This scholarship, established by the Helene Fuld Health Trust, is awarded to academically outstanding BSN students for the five semesters of their undergraduate education. Scholarship recipients must maintain at least a 3.0 GPA while holding this scholarship.

Jane and Bob Wilson Nursing Endowed Scholarship
This scholarship was established by Jane and Bob Wilson and supports BSN students who demonstrate financial need.

Kathryn Crandall Endowed Scholarship
This scholarship is awarded to BSN students demonstrating academic promise and financial need. Ms. Crandall, who had a love for nursing, left funds in her will to establish this scholarship.

Little Rock Departmental Club Endowed Scholarship
This scholarship was established by the Little Rock Departmental Club to support BSN students.

M.B. Knighten Memorial Surgical Nursing Endowed Scholarship
This scholarship was established by the Knighten family in memory of M.B. Knighten. It supports BSN students committed to careers in surgical nursing, who demonstrate academic achievement and financial need.

Marie Stephens Endowed Scholarship
This scholarship is awarded to BSN students demonstrating academic ability and financial need. Dr. Norma Long, a graduate of the College's 1958 BSN class, established this scholarship as a tribute to her mother, Marie.

Marion E. Pool BSN Endowed Scholarship
Marion Pool served as Professor and Chairman of UAMS Public Health Nursing from 1957-1960. This scholarship is awarded to a baccalaureate student demonstrating financial need.

Martha Harding Gann Memorial Endowed Scholarship
The Arkansas Medical Society Alliance established this scholarship in memory of Martha Harding Gann who was very active in the Medical Society. The scholarship is awarded to a senior nursing student.

Mary Katherine Mourot Endowed Scholarship
This scholarship was established by Wanda Weise, a longtime employee at UAMS, in memory of her sister, Mary Katherine Mourot, who was a registered nurse. It is awarded to a senior nursing student who has one of the three highest GPAs in the class.

Mike W. Spades Memorial Endowed Scholarship
This scholarship was established in memory of Mike W. Spades by his family. This scholarship supports BSN students and is open to all students, with preference to students from Van Buren County.

Mr. and Mrs. Jon Huntsman Endowed Scholarship
This scholarship was established by Mr. and Mrs. Jon Huntsman, longtime friends of the College, this scholarship is awarded to BSN students demonstrating financial need.

N. Ray Woods Endowed Scholarship
This scholarship supports BSN students with financial need. It was established by Rita M. Woods in loving memory of her husband.

Neil and Clara Spain Endowed Scholarship
This scholarship was established by the estate of Neil and Clara Spain and supports students in the BSN program.

Paul O. Canaday Scholarship
This scholarship was established in memory of Mr. Paul O. Canaday. It is awarded to BSN students demonstrating scholastic achievement and financial need. Preference is given to registered nursing students from the UALR associate degree nursing program.
Richard Monroe and JoAnn Hennessy Smith Endowed Scholarship
Richard and JoAnn Smith, longtime faculty of the College of Nursing, established this scholarship. It supports junior, senior, or registered nursing students seeking a BSN, who demonstrate academic excellence with a GPA of 3.3 or higher and who are either United States military veterans or who are seeking an opportunity in the military.

Rita M. Woods Nursing Endowed Scholarship
This scholarship was established by Rita M. Woods, longtime friend of the College of Nursing. It supports BSN students with financial need.

Sharon Knighten Oncology Nursing Endowed Scholarship
This scholarship was established by the Knighten family in honor of Sharon Knighten. It supports BSN students committed to a career in oncology, who demonstrate academic achievement and financial need.

Skelly Geriatric Nursing Student Externships
This grant is from the Gertrude E. Skelly Charitable Foundation. It provides scholarships for our college's 2016 summer externship program for rising senior students to participate in a concentrated eight-week geriatric nursing program.

Veronica McNeirney Endowed Scholarship
This scholarship was established in memory of Veronica McNeirney, a longtime faculty member and friend of the College of Nursing. It supports BSN students demonstrating leadership potential and financial need.

Virginia L. Goosen Endowed Nursing Scholarship
This scholarship was established by Dr. Kenneth Goosen and Ms. Kimberly Morton in honor of his wife and her mother, Virginia Goosen. It supports BSN students who have volunteer experience with the Red Cross or who desire to pursue a career in oncology nursing.

Scholarships for RN-BSN or Master's Students:

Dr. Beth Vaughan Wrobel Endowed Scholarship
This scholarship is awarded to RN to BSN and/or master’s nursing students who attend the nursing program at the UAMS Regional Centers. It is a tribute to Dr. Vaughan-Wrobel, former Associate Dean for Academic Programs at the College of Nursing, and the first nurse educator at the Area Health Education Centers (now called UAMS Regional Centers).

Jean McClendon Endowed Scholarship
This scholarship was established in memory of Kathryn Jean McClendon by her sister and brother-in-law, Annette McClendon and Walter Walker, and her brother and sister-in-law, A. Thornton and Harriett McClendon. It is awarded to registered nurses returning for a BSN degree in nursing.

Scholarships for Master's Students:

Angie F. Waldrum Endowed Scholarship
Angie Faye Waldrum was the first registered nurse to serve on the Arkansas State Board of Health. This scholarship was established by her son, Joe Waldrum, family and her colleague, Marion Pool. It supports master's level students in the Family Nurse Practitioner program.

Daphine Doster Endowed Scholarship
Daphine Doster served as the founding Dean of the College in 1952. She established this scholarship for master's students demonstrating financial need and who are Arkansas residents.

Dr. Ann King Cashion Endowed Scholarship
This scholarship was established in honor of Dr. Ann Cashion by her family and friends. Dr. Cashion is an alumna of the UAMS College of Nursing Master's Program and was the first chairperson of the College's Advisory Board. It is awarded to master's nursing students demonstrating financial need.
Ellen Sullivan, MNSc, APRN, Acute Care Nurse Practitioner Endowed Scholarship
This scholarship was established by Ellen Sullivan, MNSc, APRN, ACNP-BC, a clinical instructor at the College of Nursing. This scholarship will be awarded to MNSc students enrolled in the Adult-Gerontology Acute Care Nurse Practitioner (AGACNP) program who have a career interest in either hematology or cardiology and who demonstrate academic excellence and financial need.

Kathy Edgar-Hayden and Lauretta Edgar Endowed Nursing Scholarship
This scholarship supports graduate students, who demonstrate financial need, in the Advanced Practice nursing program. It became endowed by the estate of Lauretta M. Edgar. The scholarship honors Mrs. Edgar (deceased) and her daughter, Kathy Edgar-Hayden, a 1980 graduate of the UAMS College of Nursing.

Kim Knighten Oelke Family Nurse Practitioner Endowed Scholarship
This scholarship was established by Sharon Knighten in honor of her daughter, Kim Oelke. It supports master's nursing students in the Family Nurse Practitioner program who are active in community service and demonstrate academic achievement and financial need.

Patrick Joseph McNeirney Endowed Scholarship
Veronica McNeirney established this scholarship in memory of her father, Patrick. Ms. McNeirney was faculty emeritus in the College of Nursing. This scholarship is given to master's degree nursing students who intend to pursue a career as Family Nurse Practitioners.

Sophronia Reacie Williams Endowed Scholarship
Sophronia Reacie Williams was a tenured Associate Professor at the College of Nursing whose professional career spanned more than 42 years. This scholarship was established by Ms. Williams and augmented by faculty, staff, and friends. This scholarship is given to minority master's nursing students with exceptional leadership abilities, and whose career goals include earning a Doctoral degree.

W.G. Cooper Endowed Scholarship
This scholarship was established by the Cooper family. It supports master's students who have expressed an interest in oncology and have demonstrated financial need

Scholarships for Master's or PhD Students:

Patricia Evans Heacock Endowed Scholarship
This scholarship is awarded to a MNSc or PhD student who has shown dedication to advanced psychiatric-mental-health and gerontological nursing, or whose doctoral research is a focus of these specialty areas. Student(s) should demonstrate academic excellence and financial need.

Scholarships for PhD or DNP Students:

Arkansas Minority Health Commission Health Care Workforce Diversity Endowed Scholarship
This scholarship was established by the Arkansas Minority Health Commission and is designated for the support of minority graduate students enrolled in the college's PhD or DNP program who demonstrates financial need.

Marion Pool Doctoral Endowed Nursing Scholarship
Marion Pool, who served as Professor and Chairman of Public Health Nursing at UAMS, established this scholarship. This is one of five scholarships Ms. Pool established at our college. This scholarship is for an outstanding DNP or PhD student -- full-time or part-time, who has financial need.

William Randolph Hearst Minority Doctoral Endowed Scholarship
This scholarship goes to minority students who are pursuing a nursing PhD or DNP degree.

Scholarships for PhD Students:

Dr. Carolyn L. Cason Academic Legacy Endowed Scholarship
Established by Dr. Carolyn Cason, former faculty member, with the support of friends, this scholarship supports students in the PhD program.
Dr. Cathy Cole Memorial PhD Endowed Scholarship
This scholarship was established by friends of Dr. Cathy Cole in her memory. Dr. Cole taught in the College of Nursing and devoted 35 years of her life to nursing. The scholarship will support nursing students in the PhD program who have an interest in research in the areas of sleep, dementia, and/or cardiovascular disease.

Dr. Cornelia Kelly Beck Research Endowment Scholarship
This scholarship was established by the College of Nursing honoring Dr. Cornelia Kelly Beck, Associate Dean for Research and Evaluation at the College from 1989-1997. It supports PhD students engaged in gerontological research.

Dr. Eloise Field Endowed Scholarship
Dr. Eloise Field, Dean of the UAMS College of Nursing from 1965-1978, and Dr. Michael Carter, co-chair of the UAMS College of Nursing Alumni Society and a former student of Dr. Field’s, established this scholarship to support PhD students interested in pursuing a career in clinical research. Students should display a pioneering spirit and a visionary talent for advancing the nursing profession.

Scholarships for Graduate Students:

AARP Book Stipend
This award was created from the New to You Program by the AARP Chapter in Little Rock, Arkansas. It supports graduate students who have an interest in geriatrics.

Becky Moore Endowed Scholarship
This scholarship was established in Becky Moore's memory by her parents, John and Margaret Heuston. It supports graduate nursing students.

Cornelia Sundermann Endowed Scholarship
This scholarship was established by faculty, staff, friends, and family of Mrs. Cornelia Sundermann, faculty emeritus of the College of Nursing. This scholarship is awarded to graduate students demonstrating academic excellence and financial need.

Deborah Dorsa Carman Endowed Scholarship
The Deborah Dorsa Carman Scholarship supports students experiencing financial barriers enrolled at UAMS College of Nursing or Graduate School pursuing an advanced degree in nursing. The applicant must have successfully completed two courses in their current program to be eligible for this award. The honoree requests that preference be given to applicants who plan to practice, teach and/or conduct research to improve the health of infants or children.

Dr. & Mrs. William Pool Endowed Scholarship
This scholarship was established by Marion Pool who served as Professor and Chairman of Public Health Nursing at UAMS from 1957-1960. This scholarship supports full-time graduate students who are currently Arkansas residents who demonstrate financial need and intend to practice in Arkansas following graduation. If no full-time student qualifies it can be awarded to a part-time graduate student.

Dr. Sheila Collier Horner Endowed Scholarship
Dr. Sheila Horner was a Clinical Assistant Professor at the College of Nursing. Family, friends, and colleagues established this scholarship in her memory. It supports graduate students demonstrating financial need.

Janet Smith Rooker Neuroscience Nursing Endowed Scholarship
This scholarship was established by Jan Rooker, clinical associate professor at the College of Nursing, and her husband Jeff in honor of Jan’s love for and commitment to Neuroscience Nursing. The scholarship is awarded to a graduate student who expresses a commitment to a career in neuroscience nursing and who has an excellent academic record in the College of Nursing.

Mary Emma Smith Endowed Scholarship
Mary Emma Smith was a pioneer in nursing, who dedicated her career to public health nursing and the establishment of the collegiate nursing education program in the state. This scholarship is awarded to graduate students who may be experiencing financial barriers.
Virginia Ivey Penick Endowed Scholarship
Ms. Virginia Penick, a founding member of the UAMS College of Nursing’s Advisory Board, established this scholarship with the support of her family and friends. It is awarded to graduate nursing students demonstrating financial need. Priority is given to students from the following Arkansas counties: Bradley, Calhoun, Cleveland, and Drew.

Student Policy Regarding Licensure
All UAMS College of Nursing (CON) students who are or have been licensed as a nurse (LPN, RN, RNP, APRN, etc.) must maintain that nursing license “in good standing” with the appropriate State Board of Nursing throughout their enrollment in the College of Nursing. Students may not continue to be enrolled in any courses or have any contact with patients/clients, if their license is expired, encumbered, probationary, suspended, or surrendered. It is the student’s ethical and professional obligation to inform the College of Nursing Student Services Office immediately upon any change in licensure status. Failure to do so will be considered a breach of the College of Nursing Scholastic Non-Cognitive Performance Standards and the College of Nursing Honor Code, and the student will be dismissed from the CON.

Student Records (maintenance and protection)
Guidelines from the American Association of Collegiate Registrar and Admission Officers regarding student records are followed by the College of Nursing for the maintenance and protection of educational and financial records.

Student Standing
Definitions of undergraduate student classifications are as follows:
Junior - a student who has passed 33.5 semester hours of work in professional nursing courses.
Senior - a student who has passed 28 semester hours or more of professional nursing courses.

Tuition and Fees

2017-2018 Tuition and Fees for College of Nursing Students

The following reflect 2017-2018 fee rates and are subject to change without notice by action of the University of Arkansas Board of Trustees.

<table>
<thead>
<tr>
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<th>2017 - 2018</th>
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<tbody>
<tr>
<td><strong>Tuition</strong></td>
<td></td>
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<tr>
<td>Tuition - BSN/hour</td>
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<tr>
<td>Out-of-State - BSN/hour</td>
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<tr>
<td>Tuition - MNSc/hour</td>
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<tr>
<td>Out-of-State - MNSc/hour</td>
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<tr>
<td>Tuition - DNP/hour</td>
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<tr>
<td>Out-of-State - DNP/hour</td>
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<td><strong>Fees</strong></td>
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<tr>
<td>BSN Skills Kit Fee (1st Junior semester only)</td>
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<tr>
<td>Graduate Program Fee (fall/spring semesters)</td>
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<tr>
<td>Progression Test Fee (fall/spring semesters)</td>
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<tr>
<td>Standard Continuing Registration Fee (per semester)</td>
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<td>Student Activity Fee (per semester)</td>
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<td>Student Health Fee (per semester)</td>
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<tr>
<td>Student Liability Insurance (fall &amp; spring only)</td>
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</tr>
<tr>
<td>Student Transportation Fee (per semester) ALL except RN programs &amp; Hope students</td>
<td>$78.00</td>
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<tr>
<td>Technology Fee (per semester)</td>
<td>$110.00</td>
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<tr>
<td>Undergraduate Standardized Patient Fee (per semester)</td>
<td>$50.00</td>
</tr>
<tr>
<td>University Services Fee (per semester)</td>
<td>$430.00</td>
</tr>
</tbody>
</table>
### Miscellaneous

- Application Fee $100.00
- Diploma Replacement Fee (per request) $25.00
- Emergency Student Loan Fee (per request) $10.00
- Enrollment Deposit $150.00
- Graduation Fee (final semester) $90.00
- Late Payment Fee (per semester) $50.00
- Payment Plan Fee (per semester as requested) $35.00
- Payment Plan Late Fee (per occurrence) $50.00
- Transcript Fee (per request) $10.00

### Fees for Veterans and Military Personnel

**UA Board of Trustees Policy 520.7 (May 25, 2017)**

For the purpose of tuition and fees applicable for all programs of study, including distance learning programs, effective July 1, 2017, all campuses of the University of Arkansas System shall classify a student as in-state or resident, if the student meets any of the following criteria regardless of his or her residence:

1. A veteran who was honorably discharged or released from a period of not less than ninety (90) days of active duty in the United States Armed Forces within three (3) years before the date of enrollment in a program of study.
2. A dependent or spouse of a veteran under paragraph 1.
3. A member of the armed forces.
4. A spouse of a member of the armed forces.
5. A Reserve Officers’ Training Corps cadet who has an executed armed forces service contract.
6. A dependent of a member of the active duty armed forces, when the member of the armed forces:
   a) is stationed in the State of Arkansas pursuant to permanent change of station (PCS) military orders;
   b) is continuously domiciled in Arkansas for at least six consecutive months before entering active military service and who maintains Arkansas as the permanent home of record while on active military duty, or
   c) demonstrates a change of bona fide domicile from another state to Arkansas at least twelve consecutive months prior to separation, discharge, or retirement from active military duty. This provision is forfeited if the military person does not return to Arkansas within 36 months after separation, discharge, or retirement from active duty.
7. A veteran using educational assistance under either Chapter 30 (Montgomery G.I. Bill-Active Duty Program) or Chapter 33 (Post-9/11 G.I. Bill), of Title 38 of the United States Code, who lives in the State of Arkansas while attending a school located in the State of Arkansas (regardless of his/her formal state of residence) and enrolls in the school within three years of discharge or release from a period of active duty service of 90 days or more.
8. Anyone using transferred Post-9/11 G.I. Bill benefits (38 U.S.C. §3319) who lives in the State of Arkansas while attending a school located in the state of Arkansas (regardless of his/her formal state of residence) and enrolls in the school within three years of the transferor’s discharge or release from a period of active duty service of 90 days or more.
9. Anyone described in paragraphs 7 and 8 while he or she remains continuously enrolled (other than during regularly scheduled breaks between courses, semesters, or terms) at the same school. The person so described must have enrolled in the school prior to the expiration of the three year period following discharge or release as described in paragraphs 7 and 8 and must be using educational benefits under either chapter 30 or chapter 33, of title 38 of the United States Code.
10. Anyone using benefits under the Marine Gunnery Sergeant John David Fry Scholarship (38 U.S.C. §§3311(a)(9)) who lives in the State of Arkansas while attending a school located in the State of Arkansas (regardless of his/her formal state of residence).
11. Anyone using transferred Post 9/11 G.I. Bill benefits (38 U.S.C. §3319) who lives in Arkansas while attending a school located in Arkansas (regardless of his/her formal state of residence) and the transferor is a member of the uniformed service who is serving on active duty.

12. A member of the armed forces or "covered individual" as identified in Section 702 of the Veterans Access, Choice and Accountability Act of 2014.

This systemwide policy and procedure has been amended as necessary for compliance with the requirements of 38 U.S.C. 3679, as amended, and Ark. Code Ann. §6-60-205.

1For the purpose of this policy, dependents are unmarried children who are legal dependents of the military person as defined by the IRS.

**Payment for Tuition and Fees**

Tuition and fees are due on or before the last day to pay for each semester/session with no exceptions.

If you are expecting to receive financial aid/outside pay, all paperwork must be completed and processed before the last day to pay or the balance is due in full.

**Refund of Fees**

Any student who officially withdraws from the University of Arkansas for Medical Sciences during a fall or spring semester shall be entitled to a refund as follows:

**Registration, Tuition, and Fees**

Up to and including five class days........................................................................... 100%
From the sixth class day through the tenth class day.............................................. 50%
The eleventh class day and after ........................................................................ No Refund

Any student who drops one or more courses and continues to be enrolled in the University during a fall or spring semester shall be entitled to individual course refunds as follows:

**Registration, Tuition, and Fees**

Up to and including five class days........................................................................... 100%
The sixth class day and after ........................................................................ No Refund

Any student who drops a course or officially withdraws from the University of Arkansas for Medical Sciences during a summer school session shall be entitled to an adjustment as follows:

**Registration, Tuition, and Fees**

1-4 week courses:
Prior to start of classes......................................................................................... 100%
After classes have begun.................................................................................... No Adjustment

5 or 6 week courses:
Prior to start of classes......................................................................................... 100%
Up to and including two class days................................................................. 100%
The third through the fifth class days.............................................................. 50%
After the fifth class day.................................................................................... No Adjustment

7-9 week courses:
Prior to start of classes......................................................................................... 100%
Up to and including three class days.............................................................. 100%
The fourth through the seventh class days.................................................... 50%
After the seventh class day........................................................................ No Adjustment

10-12 week courses:
Prior to start of classes......................................................................................... 100%
Up to and including five class days................................................................. 100%
The sixth through the tenth class days............................................................ 50%
After the tenth class day........................................................................ No Adjustment
NOTE:

1. The date a completed application of Official Withdrawal is filed in the office of the University Registrar governs the amount of refund. A withdrawal form is considered complete when it contains all necessary signatures.

2. Class days start on the date shown on the University and College calendars; for refund purposes, the number of class days specified above refers to the number of calendar days following the day on which classes started (exclusive of weekends and holidays) regardless of how many, if any, class sessions in a specific course were held.

3. During any summer school session, a refund shall not be made when one or more courses are dropped if the student continues to be enrolled in the University.

UAMS Police

To contact UAMS Police, call (501) 686-7777.

For current crime statistics or more information visit the UAMS Police Department website.

Withdrawal from the College of Nursing

A student who voluntarily leaves the UAMS College of Nursing before the end of the semester or summer term must complete the Add/Drop/Withdrawal Form found on the College of Nursing website.

It is the student's responsibility to obtain the required advisor and Associate Dean for Academic Programs signatures on the form. Students who fail to officially withdraw will earn an "F" in the classes for which they are registered. An exit interview and a Campus Clearance Form must also be completed by the student before the withdrawal is considered official.

Students who elect to re-enter the College of Nursing program must submit a Request to Re-Enter Program Form found on the College of Nursing website. Re-admission may be granted on a space-available basis.

All students who have satisfactorily completed coursework toward a degree and have not registered for more than two semesters (fall and spring not including the summer term), but have not withdrawn from the program will need to complete a request-to-re-enter-program form and follow the current admission requirements. Re-admission to the program will be based, in part, on a space-available basis.

All students who applied, were accepted, registered, and then withdrew from the program without completing ANY coursework will need to reapply for the program and pay an additional application & confirmation fee under the current academic policies.

All applicants who have been accepted and decide not to register for classes for the semester in which they have been accepted will lose their confirmation fee. They will need to reapply to the program and pay the application fee. If accepted, they will pay a new confirmation fee.
BACHELOR OF SCIENCE IN NURSING (BSN)
BACHELOR OF SCIENCE IN NURSING

The curriculum leading to the degree of Bachelor of Science in Nursing (BSN) requires the completion of 62 semester hours of required general education courses, which may be completed at any accredited college or university. The upper division professional requirements are completed in the College of Nursing, University of Arkansas for Medical Sciences, Little Rock, and at the University of Arkansas for Medical Sciences at Hope, AR beginning in the summer following the completion of 58 hours of prerequisite courses.

Credit earned in certain courses, such as those courses classified as developmental, remedial (rather than college level), basic, or technical/vocational courses, will not fulfill requirements for transfer credit. No nursing course may count toward the general education prerequisites.

Within the context of the philosophy described earlier, the major purpose of the College of Nursing in its baccalaureate degree program is to prepare competent professional nurse generalists and provide a foundation for graduate study. The professional nurse generalist is prepared to provide health care to individuals, families, groups, and/or communities in a variety of settings. The graduate is accountable for the management of nursing care, serves as client advocates, and collaborates with other health care professionals.

Deferred Action for Childhood Arrivals (DACA) Applicants: The Arkansas State Board of Nursing is not authorized at this time to license DACA graduates from RN or LPN programs. DACA graduates are not being issued an approval in Arkansas to test for the NCLEX examination. However, graduates may be able to sit for licensure in other states besides Arkansas. DACA applicants or interested BSN students should contact the Arkansas State Board of Nursing for further information.

NOTE: Students who have been convicted of a crime may not be eligible to take the national licensing exam upon completion of the program per state law, Act 1208 of 1999 and Act 303 of 2001. The Arkansas State Board of Nursing has instituted a mandatory criminal background check for all persons planning to take the NCLEX for Arkansas licensure. This check must be completed no earlier than twelve (12) months prior to the application for licensure by examination. An FBI fingerprint check is also required and will be submitted prior to program completion. Students will be asked to complete and pay for a background check as well as an FBI fingerprint check. Applications for NCLEX will not be processed until the criminal background and fingerprint check results have been reported to the Arkansas State Board of Nursing by the Arkansas State Police.

Graduating from a nursing program does not assure ASBN's approval to take the licensure examination. Eligibility to take the licensure examination is dependent on meeting standards in the ASBN Nurse Practice Act and Rules. You will be required to sign a statement, before beginning the nursing program, that states you have read and understood ACA §17-87-312 and the specific offenses which, if pleaded guilty, nolo contendere, or found guilty of will make an individual ineligible to receive or hold a license in Arkansas. You can access the information at http://www.arsbn.org/examination

Information from the Arkansas State Board of Nursing:

Previous Convictions

“Can I obtain a license if I have been convicted of…” state and federal criminal background checks are conducted on every individual applying for licensure as a nurse in Arkansas. The question is, “Have you ever been convicted of a misdemeanor or felony or pled guilty or nolo contendere to any charge in any state or jurisdiction?”

This is a simple “yes” or “no” answer, but all too often, an applicant answers no when they should be honest and answer yes. The excuses are typically, “I forgot…”, or "It has never shown up before...", or "I thought the question asked..." Please be very careful as you answer the question. If you answer "no" and court documents reveal a conviction or plea, the application can be denied or disciplinary action can be taken against the nurse. DWI's and similar offenses must be reported.

All misdemeanor and/or felony convictions must be reported to the Arkansas Board of Nursing at the time of application. Failure to report past convictions could result in denial of licensure. Certain felonies such as robbery, theft of property and violation of the uniform controlled substance act, have been identified as an automatic bar to licensure. (See ACA §17-87-312 below for a complete list) Individuals, who have pleaded guilty or nolo contendere to, or been found guilty of any of the offenses listed in ACA §17-87-312 by any court in the State of Arkansas or of any similar offense by a court in another state are ineligible to receive or hold a nursing license in Arkansas.
The law determines what information is released to individuals or agencies who request criminal background checks. Because the Board is a licensing agency, everything can show up on the background check including juvenile, military, sealed, and expunged records. Nursing programs and employers do not receive the same report that the Board of Nursing receives.

Every applicant with any type of charges showing on the background check, even when the charges have been dismissed or nol-prossed must be reviewed by Board staff. Approximately 650 individuals are investigated each year due to issues with their background checks. Of those, about 10% falsify the licensure application. The review process does slow down the processing time of the application. If all of the appropriate documents are attached to the application, the review process will not take as long.

Documents needed are:
- Letter from the applicant explaining the circumstances of each incident.
- Certified copy of the disposition for each incident in an envelope sealed by the court (no faxed documents).
- Proof that all court ordered stipulations have been met (completed probation, paid fines, completed classes, etc.).

Additional documents and reports may be required due to the circumstances of the incident being investigated.

The criminal background history of each applicant is reviewed on an individual basis. Some factors to consider are:
- Type and number of convictions
- Length of time since convictions
- Completion of probation and all court ordered stipulations
- Sealed, expunged or pardoned by the governor

Applicants may be approved by staff or may require Board approval. The approval process is dependent upon the nature of the conviction/s.

The Board of Nursing office answers many calls by individuals seeking endorsement, planning to attend or currently attending a nursing program. The Board of Nursing does not have jurisdiction over any individual until an application for licensure is submitted. Therefore, they cannot give a definitive answer until the paperwork is received.

It is a shame for a nurse, especially a new graduate, to have any disciplinary action against their license for not being honest on the application. Disciplinary action follows a nurse the rest of their nursing career and may affect employment opportunities. Be honest and don’t start off on the wrong foot.


Arkansas Code Title 17. Professions, Occupations, and Businesses § 17-87-312. Criminal background checks

(a)(1) Each first-time applicant for a license issued by the Arkansas State Board of Nursing shall apply to the Identification Bureau of the Department of Arkansas State Police for a state and national criminal background check, to be conducted by the Federal Bureau of Investigation.

(2) At the time a person applies to an Arkansas nursing educational program, the program shall notify the applicant in writing of the provisions and requirements of this section.

(b) The check shall conform to the applicable federal standards and shall include the taking of fingerprints.

(c) The applicant shall sign a release of information to the board and shall be responsible to the Department of Arkansas State Police for the payment of any fee associated with the criminal background check.

(d) Upon completion of the criminal background check, the Identification Bureau of the Department of Arkansas State Police shall forward to the board all information obtained concerning the applicant in the commission of any offense listed in subsection (e) of this section.
(e) Except as provided in subdivision (l)(1) of this section, a person shall not be eligible to receive or hold a license issued by the board if that person has pleaded guilty or nolo contendere to or has been found guilty of any of the following offenses by a court in the State of Arkansas or of any similar offense by a court in another state or of any similar offense by a federal court:

1. Murder in the first degree as prohibited in § 5-10-102 and murder in the second degree as prohibited in § 5-10-103;
2. Manslaughter as prohibited in § 5-10-104;
3. Negligent homicide as prohibited in § 5-10-105;
4. Kidnapping as prohibited in § 5-11-102;
5. False imprisonment in the first degree as prohibited in § 5-11-103;
6. Permanent detention or restraint as prohibited in § 5-11-106;
7. Robbery as prohibited in § 5-12-102;
8. Aggravated robbery as prohibited in § 5-12-103;
9. Battery in the first degree as prohibited in § 5-13-201;
10. Aggravated assault as prohibited in § 5-13-204;
11. Introduction of a controlled substance into the body of another person as prohibited in § 5-13-210;
12. Terroristic threatening in the first degree as prohibited in § 5-13-301;
13. Rape as prohibited in § 5-14-103;
14. Sexual indecency with a child as prohibited in § 5-14-110;
15. Sexual assault in the first degree, second degree, third degree, and fourth degree as prohibited in §§ 5-14-124 -- 5-14-127;
16. Incest as prohibited in § 5-26-202;
17. Felony offenses against the family as prohibited in §§ 5-26-303 -- 5-26-306;
18. Endangering the welfare of an incompetent person as prohibited in § 5-27-201;
19. Endangering the welfare of a minor in the first degree as prohibited in § 5-27-205 and endangering the welfare of a minor in the second degree as prohibited in § 5-27-206;
20. Permitting abuse of a minor as prohibited in § 5-27-221(a);
21. Engaging children in sexually explicit conduct for use in visual or print media, transportation of minors for prohibited sexual conduct, pandering or possessing visual or print medium depicting sexually explicit conduct involving a child, or use of a child or consent to use of a child in a sexual performance by producing, directing, or promoting a sexual performance by a child as prohibited in §§ 5-27-303 -- 5-27-305, 5-27-402, and 5-27-403;
22. Felony adult abuse as prohibited in § 5-28-103;
23. Felony theft of property as prohibited in § 5-36-103;
24. Felony theft by receiving as prohibited in § 5-36-106;
25. Arson as prohibited in § 5-38-301;
26. Burglary as prohibited in § 5-39-201;
27. Felony violation of the Uniform Controlled Substances Act, §§ 5-64-101 -- 5-64-510, as prohibited in the former § 5-64-401 and §§ 5-64-419 -- 5-64-442;
28. Promotion of prostitution in the first degree as prohibited in § 5-70-104;
29. Stalking as prohibited in § 5-71-229;
30. Criminal attempt, criminal complicity, criminal solicitation, or criminal conspiracy as prohibited in §§ 5-3-201, 5-3-202, 5-3-301, and 5-3-401, to commit any of the offenses listed in this subsection;
31. Computer child pornography as prohibited in § 5-27-603; and
32. Computer exploitation of a child in the first degree as prohibited in § 5-27-605.

(f)(1)(A) The board may issue a nonrenewable temporary permit for licensure to a first-time applicant pending the results of the criminal background check.

(B) The permit shall be valid for no more than six (6) months.

(2) Except as provided in subdivision (l)(1) of this section, upon receipt of information from the Identification Bureau of the Department of Arkansas State Police that the person holding the letter of provisional licensure has pleaded guilty or nolo contendere to, or has been found guilty of, any offense listed in subsection (e) of this section, the board shall immediately revoke the provisional license.

(g)(1) The provisions of subsection (e) and subdivision (f)(2) of this section may be waived by the board upon the request of:

(A) An affected applicant for licensure; or
(B) The person holding a license subject to revocation.
Circumstances for which a waiver may be granted shall include, but not be limited to, the following:

(A) The age at which the crime was committed;
(B) The circumstances surrounding the crime;
(C) The length of time since the crime;
(D) Subsequent work history;
(E) Employment references;
(F) Character references; and
(G) Other evidence demonstrating that the applicant does not pose a threat to the health or safety of the public.

Any information received by the board from the Identification Bureau of the Department of Arkansas State Police pursuant to this section shall not be available for examination except by:

(A) The affected applicant for licensure or his or her authorized representative; or
(B) The person whose license is subject to revocation or his or her authorized representative.

No record, file, or document shall be removed from the custody of the Department of Arkansas State Police.

Any information made available to the affected applicant for licensure or the person whose license is subject to revocation shall be information pertaining to that person only.

Rights of privilege and confidentiality established in this section shall not extend to any document created for purposes other than this background check.

The board shall adopt the necessary rules and regulations to fully implement the provisions of this section.

For purposes of this section, an expunged record of a conviction or a plea of guilty or nolo contendere to an offense listed in subsection (e) of this section shall not be considered a conviction, guilty plea, or nolo contendere plea to the offense unless the offense is also listed in subdivision (i)(2) of this section.

Because of the serious nature of the offenses and the close relationship to the type of work that is to be performed, the following shall result in permanent disqualification:

(A) Capital murder as prohibited in § 5-10-101;
(B) Murder in the first degree as prohibited in § 5-10-102 and murder in the second degree as prohibited in § 5-10-103;
(C) Kidnapping as prohibited in § 5-11-102;
(D) Rape as prohibited in § 5-14-103;
(E) Sexual assault in the first degree as prohibited in § 5-14-124 and sexual assault in the second degree as prohibited in § 5-14-125;
(F) Endangering the welfare of a minor in the first degree as prohibited in § 5-27-205 and endangering the welfare of a minor in the second degree as prohibited in § 5-27-206;
(G) Incest as prohibited in § 5-26-202;
(H) Arson as prohibited in § 5-38-301;
(I) Endangering the welfare of an incompetent person in the first degree as prohibited in § 5-27-201;
(J) Adult abuse that constitutes a felony as prohibited in § 5-28-103.

Approved: 03/15/2017

Revised 10/2017
### Key Concepts, Student Program Outcomes, Level Outcomes, and AACN Essentials

<table>
<thead>
<tr>
<th>Key Concepts</th>
<th>Characteristics of the Baccalaureate Graduate</th>
<th>Level Outcomes</th>
<th>AACN Essentials for Baccalaureate Education</th>
</tr>
</thead>
</table>
| 1. Professional and Ethical Self-Regulation       | Exhibit behaviors that reflect accountability for the autonomous practice of generalist nurse, based on professional engagement and lifelong learning. | **Foundation Level:** Identify the need for accountability and autonomy as it relates to generalist nursing practice.  
**Junior Level:** Demonstrate behaviors that reflect accountability for the autonomous provision of generalist nursing practice.  
**Senior Level:** Use professional engagement and lifelong learning to enhance accountability and autonomy when providing generalist nursing practice.  
**RN Level:** Model behaviors that reflect accountability for the autonomous practice of the registered nurse and exhibit behaviors of lifelong learning in all areas of study. | **Essential I:** Liberal Education for Baccalaureate Generalist Nursing Practice  
**Essential VIII:** Professionalism and Professional Values  
**Essential IX:** Baccalaureate Generalist Nursing Practice |
| 2. Information in Health Care Technology          | Integrate critical thinking, decision-making, and independent judgment in information management and patient care technology to deliver global health care. | **Foundation Level:** Identify information and patient care technology to communicate effectively with members of the health care team.  
**Junior Level:** Apply evidence-based practice to support quality safe patient care decisions related to information management and patient care technology.  
**Senior Level:** Integrate critical thinking, decision-making, and independent judgment in information management and patient care technology to deliver global health care.  
**RN Level:** Exhibit critical thinking, decision-making, and independent judgment in information management and patient care technology to deliver global health care. | **Essential III:** Scholarship for Evidence-Based Practice  
**Essential IV:** Information Management and Application of Patient Care Technology  
**Essential VI:** Interprofessional Communication and Collaboration for Improving Patient Health Outcomes |
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<tr>
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</thead>
</table>
| 3. Interprofessional Care Services | Communicate and collaborate with the interprofessional teams to provide global, quality health care. | **Foundation Level:** Identify members of interprofessional teams as part of developing a plan of care providing high quality and safe patient care.  
**Junior Level:** Demonstrate communication and collaboration with interprofessional teams to provide high quality and safe care to patients and families.  
**Senior Level:** Actively communicate and collaborate as a participant in interprofessional management of care of individuals, families, groups, and/or communities to provide global quality health care.  
**RN Level:** Collaborate and perform as an active participant in interprofessional management of care of individuals, families, groups, and/or communities to provide global quality health care. | **Essentials VI:** Interprofessional Communication and Collaboration for Improving Patient Health Outcomes  
**Essential IX:** Baccalaureate Generalist Nursing Practice |
| 4. Health Promotion and Disease Prevention | Apply the nursing process to promote, maintain, and restore health of culturally and ethnically diverse populations. | **Foundation Level:** Describe the nursing process to promote, maintain, and restore health for individuals with diverse ethnic and cultural backgrounds.  
**Junior Level:** Demonstrate the nursing process to promote, maintain, and restore health for individuals and families with diverse ethnic and cultural backgrounds.  
**Senior Level:** Apply the nursing process to promote, maintain, and restore health for culturally and ethnically diverse individuals, families, groups, and/or communities.  
**RN Level:** Evaluate the nursing process to promote, maintain, and restore health for culturally and ethnically diverse individuals, families, groups, and/or communities. | **Essential VII:** Clinical Prevention and Population Health  
**Essential IX:** Baccalaureate Generalist Nursing Practice |
<table>
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</tr>
</thead>
</table>
| 5. Population-Focused Health Care                | Population-focused nursing involves identifying determinants of health, prioritizing primary prevention when possible, actively identifying and reaching out to those who might benefit from a service, and using available resources to assure best overall improvement in the health of the population. | **Foundation Level:** Identify knowledge and values synthesized from the humanities, social, physical, behavioral, and nursing sciences as a foundation for providing individually focused nursing care. **Junior Level:** Demonstrate knowledge and values synthesized from the humanities, social, physical, behavioral, and nursing sciences within a variety of settings and ethnically diverse populations. **Senior Level:** Integrate knowledge and values synthesized from the humanities, social, physical, behavioral, and nursing sciences in the practice of professional nursing with individuals, families, groups, and/or communities. **RN Level:** Apply knowledge and values synthesized from the humanities, social, physical, behavioral, and nursing sciences in the practice of professional nursing with individuals, families, groups, and/or communities. | Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice  
Essential VII: Clinical Prevention and Population Health  
Essential IX: Baccalaureate Generalist Nursing Practice |
|                                                 | Apply the knowledge and values synthesized from the humanities, social, physical, behavioral, and nursing sciences in the provision of population-focused health care. |                                                                                       |                                             |
| 6. Evidence-Based Practice                       | Professional practice employing interventions for which empirical findings demonstrate effectiveness in optimizing health outcomes. | **Foundation Level:** Identify the relationship between evidence-based nursing practice and quality patient outcomes. **Junior Level:** Discuss nursing care problems and plans of care for patients, utilizing evidence-based interventions. **Senior Level:** Analyze plans of care, utilizing evidenced-based nursing interventions in the high quality and safe care of patients. **RN Level:** Design individual plans of care utilizing evidence-based nursing in the delivery of high quality and safe care of patients. | Essential III: Scholarship for Evidence-Based Practice  
Essential IX: Baccalaureate Generalist Nursing Practice |
<p>|                                                 | Apply evidence-based practice and research findings to improve nursing care and the health care system. |                                                                                       |                                             |</p>
<table>
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<tr>
<td>7. Leadership in Health Care</td>
<td>Development and implementation of health care policies, including financial and regulatory, which influence the nature and functioning of the health care system at the local, state, national, and global levels.</td>
<td>Use leadership skills and knowledge of health policy, including financial, regulatory, and health care regulations, to improve delivery of global health care.</td>
<td>Foundation Level: Identify the influence of health policy, community resources, and health services on the health care of individuals.</td>
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<td></td>
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<td></td>
<td>Junior Level: Discuss the influence of health policy, community resources, and health services on the health care of specialty populations within the context of the family.</td>
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<td></td>
<td>Senior Level: Apply knowledge of health policy, community resources, and health services in managing the care of individuals, families, groups, and/or communities.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>RN Level: Integrate knowledge of health policy, community resources, and health services in managing the care of individuals, families, groups, and/or communities.</td>
</tr>
<tr>
<td>8. Patient Care Management</td>
<td>Provide high quality and safe care for groups of ethnically diverse patients within the continuum of age and developmental levels.</td>
<td>Recognize quality and safety concerns, use quality improvement concepts, and implement safety principles to provide high quality and safe patient care management.</td>
<td>Foundation Level: Identify basic patient care management skills in delivering organized, high quality, and safe care to individuals.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Junior Level: Describe patient care management skills in delivering organized, high quality, and safe care to specialty populations.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Senior Level: Apply patient care management skills in the delivery and coordinating of high quality health care to individuals, families, groups, and/or communities, and ensure patient safety.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>RN Level: Incorporate patient care management skills in the delivery and coordinating of high quality health care to individuals, families, groups, and communities, and ensure patient safety across the continuum of age and developmental levels.</td>
</tr>
</tbody>
</table>
Application Requirements

1. All applicants, including those with a previous baccalaureate or higher degree, must have a minimum cumulative grade point average (GPA) of 2.5 or greater on a 4.0 scale and a grade of “C” or better in all College of Nursing general education prerequisite courses. Entering GPA is calculated using only general education prerequisite course grade, excluding elective hours. Grade replacement policy is in effect. To replace a grade, the number of hours must be equal and the course content must be equal. (In the case of repeated courses, only the last grade will be used to calculate the GPA.) All 58 prerequisite hours must be successfully completed with a “C” or better prior to enrollment. Applicant GPAs will be calculated based upon the 58 hours of prerequisite coursework and also cumulative coursework.

2. An applicant must complete and successfully pass the Assessment Technologies Institute (ATI) Test of Essentials Academic Skills (TEAS). This exam must be completed at the applicant’s personal expense prior to March 1 of the year of application, and an official score report must be submitted at the time of application. Minimum passing score must be 65% or greater (rounding does not apply) to be considered for admission. Students must have completed the exam within two (2) years prior to the application date with the highest exam score considered for application purposes. Scores older than two (2) years will not be considered. Testing information is available on the UAMS College of Nursing website.

3. Students who meet the minimum GPA and TEAS requirements may be invited to an interview.

4. When an applicant has earned a grade of “NC”, “D”, “F”, “WD” or “WF” in a nursing course from another program, this grade will count toward progression. See policy on progression.

5. Applicants, including those who have earned a baccalaureate degree outside the United States, must complete at least 58 semester hours of prerequisite general education courses prior to admission.

6. The CIA official language field listing will be used to determine whether the TOEFL exam is required for international applicants who declare English as their first language. If English is listed as the official language of their country of birth on the CIA listing, the student will not be required to complete the TOEFL exam as an admission requirement. If the applicant was not born in the United States or in a country where English is the official language, the applicant may document their English proficiency in one of two ways:

   a. An official TOEFL score of at least 550 or above on the paper-based exam, or 213 or above on computer-based exam, or a minimum score of 20 in each section of the iBT is required. The test must have been taken within the last two (2) calendar years of admission. Official TOEFL exam score report reflecting successful completion must be received no later than one (1) month past the application deadline date. Only TOEFL test scores received directly from ETS will be accepted as valid. Testing information is available at www.ets.org/toefl .

   b. If the applicant’s entire educational experience has been in the United States, the applicant does not have to take the TOEFL. To document this, the applicant must provide records/transcripts from the time that the applicant entered school in the seventh grade through high school, and college. If the applicant may not provide this documentation, the applicant may appeal first to the College of Nursing Admissions and Progression Committee, and then to the Dean of the College of Nursing.

7. International Applicants: If a candidate is basing admission eligibility on credits from an international accredited college or university, the official transcript must first be evaluated by the United States accredited college or university where prerequisites courses are being taken. A copy of the evaluation must be submitted with the application. A GPA for purposes of admission is figured on courses taken at United States accredited colleges or universities.

8. Official transcripts of coursework from all other institutions attended must be forwarded to the College of Nursing Student Services Office for review. Upon request, an accompanying catalog for the years covered by the transcript must be submitted before evaluation can take place.

9. To comply with mandates from clinical agencies utilized by the UAMS College of Nursing (CON), students enrolled in all CON programs are required at the initial semester of enrollment and yearly to have criminal background checks, driving history record checks, fingerprints and urine drug screens in order to remain enrolled in any CON course. All screenings are conducted at the expense of the individual student. The screenings listed will be conducted by CastleBranch https://mycb.castlebranch.com, a background check
service that allows students to purchase their own background check. The results of a student’s background check and drug screen are posted to the https://mycb.castlebranch.com website in a secure, tamper-proof environment, where the student, as well as UAMS CON administrators, can view the background check results. The urine drug screen is coordinated by this company but is conducted at designated community sites through Lab Corp. Each student will be instructed via the https://mycb.castlebranch.com website regarding the specific approved Lab Corp site closest to them.

**Application for Admission**

Students are encouraged to contact the College of Nursing in their freshman year of college to help map out general education coursework. All general education prerequisites must be completed prior to entry each year. All application materials must be received by the Student Services Office on the deadline of the year the student plans to enter the program.

**Steps in Applying for Admission to the Baccalaureate Program in Nursing**

1. Complete the online application process. The online application may be accessed at the College of Nursing website. All application materials must be received by March 1 of the year the student plans to enter the program.

2. All official transcripts must be received by the Student Services Office on or before the posted application deadline. Transcripts are considered official when enclosed in a sealed envelope and bearing the official seal of the issuing institution. Candidates must provide official transcripts from every institution attended.

3. Applicants who have attended a previous nursing school or another health related profession school must have a letter submitted from that school that includes a statement regarding the student's standing at the previous school. Applicants who have been previously dismissed from a program or who are not in good standing will not be considered for admission.

4. Exception for a previous nursing course failure earned greater than or equal to ten (10) years from date of admission to the College of Nursing may be appealed to the College's Admission and Progression Committee. An appeal must be made within thirty (30) days of the date on the letter of acceptance.

5. Admission will not be considered for anyone who earned a "NC", “D”, “F”, "WD" or “WF” in any two nursing courses, unless they are currently a licensed RN or LPN.

**Admission Policy, Review, and Notification**

To be considered a candidate for admission to the baccalaureate program, applicants must have:

1. Completed all prerequisite courses with a grade of “C” or better,
2. Achieved a cumulative GPA of 2.5 on a 4.0 scale for all general education prerequisite courses less elective hours, and
3. An adjusted individual total score of at least 65% on the TEAS exam completed within the last two years of planned enrollment.
4. Completed an individual interview.

Following review by the Admissions and Progression Committee, applicants are notified of a decision by mail. The number of applicants accepted in any College of Nursing program is based on available resources.

**Licensed Practical Nurse and Licensed Psychiatric Technician Nurse**

Applicants who have completed a practical nurse program and who have achieved licensure as practical nurses or who have completed a psychiatric technician nurse program and who are licensed psychiatric technician nurses are eligible to apply for admission to the nursing major with advanced standing credit as determined by specific validation examinations in nursing courses. **NOTE: Licensure must be an unencumbered Arkansas or unencumbered compact state LPN license.**
In order to apply as an LPN/LPTN, the following steps are included in addition to the “Steps in Applying for Admission to the Baccalaureate Program”:

1. Applicants with LPN/LPTN preparation must have a transcript from the school where they received their preparation sent by that school to the College of Nursing.

2. For the advanced standing tests, the student must take the ATI Fundamentals and Pharmacology Standardized exams. The student must make a Level 2 or higher on each exam to receive course credit and be exempt from taking the course. Exam scores may not be more than 1 year old at the time of admission to the BSN program. The exams may be taken no more than one (1) time.

3. See “Arkansas Nursing Progression Model” below to determine advanced standing for LPNs/LPTNs. (The LPN/LPTN applicant may receive credit for nine (9) semester hours through advanced testing for NURS 3110 Foundations for Professional Nursing I and four (4) hours of Pharmacology if verification from standardized testing is received. The LPN/LPTN student may articulate the RN Health Assessment course three (3) hours only with the following verification:

   LPN/LPTN applicants must supply proof of RN Health Assessment by
   a. Official transcript verifying RN Health Assessment course or
   b. Documentation of a continuing education course, followed by written and practical exam administered by the College of Nursing and payment of credit by exam fee.

4. Applicants who have graduated from LPN/LPTN school >12 months prior to entering the BSN program must submit the “Employee Verification Letter” obtained from the College of Nursing as part of the admission packet.

### Nursing Credit Parameters for the Progressing LPN or LPTN

<table>
<thead>
<tr>
<th>The LPN or LPTN progressing to:</th>
<th>Associate Degree in Nursing</th>
<th>Baccalaureate Degree in Nursing</th>
<th>Diploma in Nursing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will be awarded at least the following number of semester credit hours</td>
<td>6 semester hours in nursing</td>
<td>11 semester hours in nursing</td>
<td>25 semester hours in nursing</td>
</tr>
<tr>
<td>Will be required to complete no more than the following number of semester credit hours</td>
<td>40 semester hours in nursing</td>
<td>59 semester hours in nursing</td>
<td>60 semester hours in nursing</td>
</tr>
</tbody>
</table>

### Progression Testing and Work Experience Requirements

<table>
<thead>
<tr>
<th>&lt; 12 Months After Graduation</th>
<th>&gt; 12 Months After Graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td>No testing for progression required although some programs may require math competency exam for articulation. No work experience required although it may be required for accelerated tracks within programs.</td>
<td>No testing for progression required if during past 12 – 24 months have had at least 1000 hours of nursing employment. Individual schools may have special requirements for work experience settings. The individual school may require testing if work experience requirement not met.</td>
</tr>
</tbody>
</table>

### Associate Degree and Diploma School Graduates

A graduate with an ADN or diploma in nursing who has achieved licensure as a registered nurse and currently holds an unencumbered Arkansas or unencumbered compact state RN license may apply for admission to the nursing program with advanced standing. The RN to BSN program is web-based. In order to apply as a RN, the following steps are included in addition to steps 1 – 2 in the “Steps in Applying for Admission to Baccalaureate Program”:

1. Applicants with RN nursing preparation must have a transcript from the nursing school where they received their preparation sent by that school to the College of Nursing.

2. In-state applicants for RN to BSN program must have graduated from:
   - An NLNAC or CCNE accredited program
   - An ASBN approved program AND North Central Association Accredited Institution
Out-of-state applicants for all programs must have graduated from:
- NLNAC or CCNE accredited program

3. For advanced standing tests, the minimal passing score is forty-five (45) except for ACT/PEP, ninety (90) for NLN Nursing Mobility Profile exams, and 70% for the teacher-made exams. The exams may be taken no more than two (2) times. The exams must be passed prior to entry into the program. NLN Mobility and ACT/PEP exam scores may not be more than five (5) years old at the date of admission to enter the BSN program.

4. See “Arkansas Nursing Progression Model” below to determine need for testing for advanced standing for RNs. The RN applicant may receive credit for up to thirty-seven (37) semester hours through advanced testing and 3 semester hours for health assessment, if verification received.

5. Applicants who have graduated from nursing school >12 months prior to entering the Articulated BSN/MNSc program must submit a notarized “Employee Verification Letter” obtained from the College of Nursing as part of the admission packet.

6. Applicants must supply proof of completion of a health assessment course by:
   a. Official transcript verifying health assessment course; or
   b. Documentation of a continuing education course followed by written and practical exams administered by the College of Nursing and payment of credit by exam fee.

Arkansas Nursing Progression Model
Associate Degree or Diploma Registered Nurse to the Baccalaureate Degree in Nursing

<table>
<thead>
<tr>
<th>Nursing credit parameters for the progressing RN who graduated from an associate degree or diploma program that was NLNAC accredited at the time of graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td>The RN progressing to Baccalaureate Degree in Nursing*</td>
</tr>
<tr>
<td>Will be awarded at least the following number of semester credit hours.</td>
</tr>
<tr>
<td>33 semester hours in nursing</td>
</tr>
<tr>
<td>Will be required to complete no more than the following number of semester credit hours.</td>
</tr>
<tr>
<td>38 semester hours in nursing</td>
</tr>
</tbody>
</table>

* RN to Baccalaureate degree programs which admit only RNs and no LPNs or unlicensed students might not record the progressing credit on the student’s transcript and still meet this parameter.

Progression Testing and Work Experience Requirements

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<th>&lt; 12 Months After Graduation</th>
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<td>No testing for progression required although some programs may require math competency exam for progression.</td>
<td>No testing for progression required if during past 12 – 24 months have had at least 1000 hours of nursing employment. Individual schools may have special requirements for work experience settings. The individual school may require testing if work experience requirement not met.</td>
</tr>
<tr>
<td>No work experience required although it may be required for accelerated tracks within programs.</td>
<td></td>
</tr>
</tbody>
</table>

Admission by Transfer* from another Baccalaureate Nursing Program

*All transfer students must complete the TEAS Exam at their own expense prior to transfer.

A qualified student in good standing at any NLNAC or CCNE accredited baccalaureate school of nursing may apply for admission by transfer. The amount of transfer credit and the placement of the student are based on evaluation of the courses the applicant presents and a comparison of those required for the degree offered by the College of Nursing. The applicant must complete at least twenty-six (26) semester hours in the College of Nursing before a degree will be awarded. When a transfer student has received a grade of less than a “C” in a nursing course from another program, this grade will count toward progression. See item #3 below. Transfer students are admitted on a space available basis. Transfer students who have been out of the nursing program for more than one year will not be permitted to transfer previous nursing coursework and will have to make application to the BSN Program as a new student.
The student wishing to transfer into the nursing program needs to access a copy of the "Process for Transfer" from the College of Nursing website. Included in the process is a letter from all previous nursing programs. The letter should include a statement of the student's standing at the previous school. The first semester of enrollment will include a one (1) hour special topics course for transfer students.

Progression, Probation, Suspension, Withdrawal, and Dismissal

Progression

1. For progression in the nursing major, only grades of "C" or above will be accepted for nursing courses.

2. Students who make less than a "C" may not progress into courses for which that course(s) is a prerequisite until the course(s) has been repeated and the required minimum grade attained.

3. If a student earns a "NC", "D", "F", or "WF" for any two (2) nursing courses for any reason, the student will be dismissed from the College of Nursing and must withdraw from all other coursework. This includes any previous nursing coursework from another college.

4. Re-admission will not be considered for any student dismissed from the College of Nursing at the University of Arkansas for Medical Sciences who earned a "NC", "D", "F", or "WF" from two (2) nursing courses. Exceptions may be considered by the dean on an individual basis.

5. Generic BSN students must successfully complete all Pathophysiologic Basis for Health Assessment coursework in order to continue in the program.

6. A student taking graduate courses may register for a course only twice. If a grade is not earned after two (2) registrations, the student may not register for the course again. A student will not be permitted to transfer credit from another institution for any comparable course that has been registered for twice at UAMS.

7. Students in the RN to BSN program with graduate course substitution (RN to BSN/MNSc), who earn a letter grade of "C" in a master’s course will not be allowed to enroll in any additional master’s courses and will not be counted in the master’s program.

8. Students in the RN to BSN program with graduate course substitution (RN to BSN/MNSc) must repeat any graduate level course in which they earned below a "B." “C”s earned in master's courses, or taken while enrolled in the baccalaureate level will not be counted in the master's program.

9. Students in the RN to BSN program with graduate course substitution (RN to BSN/MNSc), taking graduate courses may register for a course only twice. If a grade is not earned after two (2) registrations, the student may not register for the course again. A student will not be permitted to transfer credit from another institution for any comparable course that has been registered for twice at UAMS.

10. Any student who does not successfully meet requirements mandated by clinical agencies, such as criminal background checks, drug screens, etc., and/or is refused access to an agency will not be able to meet program objectives. The student will, therefore, be administratively withdrawn from College of Nursing.

Probation, Suspension

11. Students must maintain a GPA of 2.0 or higher each semester in the nursing major to remain in good academic standing. When a student fails to attain a 2.0 GPA for work completed in a semester, the student will be placed on probation for the following semester. A student may not be removed from probation on the basis of less than twelve (12) semester hours of work following probationary status; failure to attain a 2.0 GPA on the first twelve (12) hours of coursework after being placed on probation will result in suspension from the College of Nursing.

12. A baccalaureate student who has been on academic suspension from the College of Nursing must appeal to the Associate Dean for Academic Programs for reentry. Any conditions stipulated by the Associate Dean for Academic Programs at the time of suspension must be met before the student can re-enter the program. At least one semester must elapse before the student may appeal for reentry. Reentry will be granted on a space available basis.
13. A student who is readmitted following an academic suspension is expected to achieve a minimum 2.0 GPA on the courses taken during the semester in which the student is readmitted to the major. A student who does not achieve a 2.0 GPA on the course(s) taken during the re-admission semester will be dismissed from the program.

Any student seeking re-admission to the nursing program who has been out of the nursing program for a period of one or more semesters, or who has been suspended for academic reasons, must apply and meet the requirements of the catalog, including GPA, in effect at the time of application for re-admission.

Withdrawal

14. Course drop/withdrawal dates: See the Academic Calendar found on the College of Nursing website.

15. After the last date to withdraw, any withdrawal from the course through the last class day will be considered a "WF" unless the student is passing the course at the time of withdrawal. A "WF" (withdraw failing) figures into the total GPA as an "F". Exceptions will be considered by the dean on an individual basis.

16. Degree-Seeking students returning after previous enrollment: Students wanting to return to the College of Nursing to continue their program of study must submit a Request to Re-Enter Program Form found on the College of Nursing website under ‘Future Students’.

Dismissal

17. A student will be dismissed from the College of Nursing when the student’s behavior in any College-related activity is determined to be inconsistent with professional responsibility and accountability.

18. A student will be dismissed from the College of Nursing for unprofessional conduct that is likely to deceive, defraud, or injure clients or the public by any act, practice, or omission that fails to conform to the accepted standards of the nursing profession and indicates conscious disregard for the health and welfare of the public and of the client.

19. Safety is considered basic for achievement of a satisfactory grade in all practicum courses. A student who is unsafe in the clinical area will be withdrawn/failing (WF), immediately, regardless of successful achievement in other areas under evaluation.

20. Any student who is not progressing to the next semester in any manner (withdraw, dismissal, etc.) must clear campus. The student is required to obtain the Campus Clearance form from the Student Services Office and complete the clearance requirements as soon as possible. All transcripts and verification of enrollment letters/forms will be held until this process is complete.

21. Students who are dismissed from the CON are ineligible to return for the same degree program.

Computerized Web-Based Evaluations for Courses/Faculty

Course/Faculty Evaluation Policy

Web-based evaluations are conducted to assist the faculty in improving their courses and their teaching strategies. Students have a professional responsibility and obligation to complete these evaluations. All students registered for a course in the College of Nursing each semester or summer session must, as a part of the course requirements, complete the course/faculty evaluation form to ensure ongoing quality improvement in the educational program.

As members of the student body enrolled in a professional program of study, all students are required to complete the course/faculty evaluations as a part of their preparation for the professional role. The College of Nursing Scholastic Non-Cognitive Performance Standards guides the student in an understanding of these expectations. Failure to complete the evaluation process will result in a review, based on these standards, of the student’s performance by administration.
Course/Faculty Evaluation Procedure

1. The policy and procedure for Course/Faculty Evaluations will be included in the UAMS College of Nursing Student Handbook, UAMS College of Nursing Catalog, College of Nursing website, and all course syllabi. Students in all programs will be held responsible for this policy.

2. A review of the policy and procedure for Course/Faculty Evaluations will be given at the time of orientation to the program (if applicable) for students at all levels.

3. All enrolled students will be notified through their UAMS email account of the date and time period that the Course/Faculty Evaluations form will be available for each course offering each semester. Weekly reminders will be sent to every student.

4. The Course/Faculty Evaluation form for all courses (7 ½ week and full semester courses) will be posted for a period of four (4) weeks toward the end of the semester with the last day of evaluation availability being the final day of the semester.

Course/Faculty Evaluation Form

Course/Faculty Evaluations are used by each nursing program in the College. They are created based on a critical review of the literature and evaluation tools used on campus and at other schools. The consistency of the evaluations will ensure over time that the student understands the meaning of each of the components and, therefore, will improve the reliability and validity of the tool. The evaluation includes a Likert Scale and a comments section where students may comment in specific detail on any of the various tool components. The evaluations are computerized on Blackboard, and a program allows for the creation of reports on faculty and course evaluation data.

Academic Dishonesty/Honor Code

The Honor Code was developed by the students in the College of Nursing. Students will be asked to sign the honor code roll during their junior year and to abide by the Code throughout their academic program. More information about the honor code and honor council can be found in the UAMS College of Nursing Student Handbook. The Code is as follows:

“We, the students of the UAMS College of Nursing, recognize the need for an atmosphere of mutual trust and respect in our academic community, as well as professional life. Students enrolled in the College of Nursing are bound by a peer administered Honor Code which provides the pride and self-respect that each individual gains by living among honorable people. The Code rests on the premises that lying, cheating, and stealing constitute breaches of the spirit of honor and mutual trust, and are not tolerable within the health professions.

Acceptance of admission is an acceptance of the Honor Code and is an implicit agreement to live by its terms and spirit. Every student at the College of Nursing enjoys the benefits of the Code; each shares the responsibility of its enforcement and vitality.

All entering students should realize that the Honor Code imposes dual responsibilities—to live from day to day within the terms and spirit of the Code; and to insist that fellow students also live within the Code.

It is important to understand that a student who willfully commits a dishonorable act has chosen to live directly in conflict with other students and the profession.”

Grading Scale

The following grading scale is effective for the undergraduate nursing program:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100%</td>
<td>A</td>
</tr>
<tr>
<td>80-89.99%</td>
<td>B</td>
</tr>
<tr>
<td>75-79.99%</td>
<td>C</td>
</tr>
<tr>
<td>70-74.99%</td>
<td>D</td>
</tr>
<tr>
<td>&lt;70%</td>
<td>F</td>
</tr>
</tbody>
</table>

NOTE: Grades are not rounded.
Credit Hours for Baccalaureate Courses

- Twelve (12) semester hours constitute full-time enrollment in fall and spring semesters.
- Six (6) semester hours constitute full-time enrollment in summer sessions.
- The number of class days shall equal to fifteen (15) class weeks, excluding the final week, per semester.
- For didactic courses, the credit hour equals the clock hours of class time; i.e. a 3 credit course will meet 3 hours per week for fifteen (15) weeks, or 6 hours per week for seven and one half (7.5) weeks.
- For a clinical course, the ratio of credit hour to clock hour is 1:3 for baccalaureate courses. For example, a baccalaureate clinical course that is 2.5 credits will meet 112.5 clock hours in a seven and one half (7.5) or fifteen (15) week period. (Equals approximately 7.5 hours/week times 15 weeks) or (15 hours/week times 7.5 weeks).

Incomplete Grades

The designation "I", or Incomplete, may be assigned when the instructor deems that circumstances beyond the student’s control prevented timely completion of course requirements. The designation is given by the instructor only after consultation with the student, course coordinator, program director, and the Associate Dean for Academic Programs.

An "I" may be changed to a grade provided all course requirements have been completed by the end of the next semester or summer session in which the student is enrolled. If the student does not complete the course requirement by the end of the next enrolled semester or summer session, the incomplete grade shall be changed to an “F”. When the grade is changed to a final grade, this shall become the grade for the semester in which the course was originally taken. If clinical resources are not available during a summer session, exceptions may be made by the Associate Dean for Academic Programs.

If the "I" grade is received in a course which is prerequisite to course(s) in the subsequent semester, the “I” must be removed before a student may progress to the next semester course(s).

Students dismissed in any semester or summer session where an Incomplete (I) was earned may appeal to the program director and the Associate Dean for Academic Programs to complete outstanding coursework necessary to earn a grade in the course.

Grade Forgiveness Policy

If a student repeats a course, the grade earned in the most current semester will be used to determine satisfactory completion of the course, graduation requisites, and GPA. All work attempted will be recorded on the official transcript.

Degree Requirements/Graduation

A candidate for the degree of Bachelor of Science in Nursing must

1. Complete all special general degree requirements applicable to all of the undergraduate colleges of the University of Arkansas System.

2. For generic students:
   Complete a maximum of 120 semester hours with a cumulative GPA of at least 2.0 on all work presented for graduation and of at least a 2.0 in all nursing courses with a cumulative GPA of to graduate.

3. For RN to BSN students:
   Complete a maximum of 120 semester hours with a cumulative GPA of at least 2.0 on all work presented for graduation and at least 2.0 in all nursing courses with a cumulative GPA of 2.0 to graduate.

4. Attend the Pinning, Hooding, and Recognition and Commencement ceremonies.

Class and Clinical Laboratory Attendance

Students are expected to be diligent in the pursuit of their studies and regular in their class and clinical attendance. Students have the responsibility of making arrangements satisfactory to the instructor regarding all absences. Such arrangements should be made prior to the absence, if possible. All clinical absences must be
made up. The College of Nursing, in consultation with the faculty members involved, reserves the right to withdraw a student from a course because of excessive absences that interfere with attainment of course objectives. The student will earn a “WF” grade.

Clinical learning experiences represent a commitment and responsibility to clients, as well as essential application of knowledge. Students are expected to be present and on time for each clinical learning experience. Absences and tardiness interfere with attaining clinical competence and meeting course objectives. Satisfactory demonstration of course requirements and clinical competency is necessary for successful completion of the course. When absences do occur, it is the student’s responsibility to consult with the instructor about making up the missed time. An unsatisfactory or withdrawal failing (WF) grade from the course may result from excessive absence.

**Standardized Testing Guidelines**

**Successful completion of the baccalaureate program and the requirements to take the NCLEX examination is defined as completion with a grade of “C” or better in all courses and program requirements for the baccalaureate degree and awarding of that degree.**

Students will be required to pay for and take nationally-normed exams throughout the BSN curriculum and to make a satisfactory score on such exams. These nationally-normed exams will be administered following completion of selected courses throughout the BSN program. Failure to complete any one exam on the date of which the student was scheduled to take the exam will necessitate withholding course grades until the exam is completed. Failure to achieve the identified benchmark score on any normed exam will require the student to complete formalized remediation following the exam failure but does not prevent progression.

**Assessment Technologies Institute (ATI) Standardized Exam Policy**

**Pre-admission Exam:** An applicant must complete and successfully pass the Assessment Technologies Institute (ATI) Test of Essential Academic Skills (TEAS). This exam is at the applicant’s expense. The pre-admission TEAS exam must be completed by the application deadline of the current admission year. An official score report must be submitted at the time of application. A minimum passing score on the adjusted total score must be at least 65% to be considered for admission to the BSN program (rounding does not apply). Students must have completed the exam within two (2) years prior to the application date with the highest exam score considered for application purposes. Scores older than two (2) years will not be considered.

Licensed RNs returning for a BSN degree are exempt from this test.

All transfer students must take the TEAS exam at their own expense prior to transferring into the program.

Students may register for the exam and find testing sites at [www.atitesting.com](http://www.atitesting.com). Once you have accessed the website, choose TEAS at Pearson VUE Test option and follow the information given.

**Standardized normed exams are given during the junior and senior year in conjunction with certain nursing courses. These exams are as follows:**

**Junior Year Testing:**
- Critical Thinking: Entrance Exam and Self-Assessment Inventory
- Foundations of Professional Nursing II
- Nursing Care of the Childbearing Family
- Nursing Care of Children
- Psychiatric-Mental Health Nursing
- Pharmacology

Failure of any one of the above nationally-normed junior exams requires formalized remediation and or independent study course at the student’s own expense and must be completed prior to enrollment in senior level courses. This formalized remediation occurs between the junior and senior year. The Academic Coach and faculty advisors will assist with formal remediation.
Senior Year Testing:
- Medical Surgical Exam 1 Pre-Test
- Nursing Leadership and Management
- Community Health/Public Health Nursing
- Medical Surgical Exam 2 Post-Test
- RN Predictor
- Critical Thinking Exit Exam

ATI Course Final Exams

All courses listed below have an **ATI Final Course Exam**. In order to facilitate grade calculation of your final exam, this exam will be **customized by your course faculty from the ATI test bank**.

Faculty at the UAMS College of Nursing is committed to your success in achieving nursing licensure, and therefore, has implemented use of the ATI examinations as the final exam in the following courses:

**Junior:**
- Foundations I
- Foundations II
- Pharmacology I and II
- Pediatrics
- Childbearing Family
- Psychiatric-Mental Health Nursing

**Senior:**
- Care and Management of Adults
- Acute Care of Adults
- Leadership & Professionalism
- Older Adults
- Community Health
- Senior Capstone

The ATI Final Exams will be very similar to the ATI Standardized Examinations.

**IMPORTANT ATI INFORMATION:** All students are required to complete the assigned ATI Practice Exams, learning modules, and other ATI assignments with at least a 90% score AND provide their ATI transcript documenting completion of these practice exams and assignments at the time designated by their course instructors. If they do not complete these assignments with a 90% score, they will NOT sit for the final, and will fail the course.

All students who have earned a passing grade in the course (≥75% on combined course exam grades) will then take the ATI Standardized Examination following successful completion of the course.

Students who do not earn a passing grade in the course (<75% on combined course exam grades) will not take the ATI Standardized Examination. While successful passing of the ATI Standardized Examination is not a requirement for passing the course, incentive points will be awarded for all students that score at a Level II or Level III. Students who score a Level II or Level III on the ATI Standardized Examination will have the following raw points (not percentage points) added to the final course examination:

- Score of Level II = 5 points added to course final examination
- Score of Level III = 7 points added to course final examination
- Senior students will not receive incentive points for Acute Care of Adults due to the timing of the medical surgical ATI exam taken during the Capstone course.

Final course grades will only improve or remain the same but will never decrease as a result of the ATI Standardized Examination incentive point program.
Students who score a Level 1 or Below Level 1 on the ATI Standardized Examination for any course will be required to complete ATI remediation prior to beginning of fall semester classes. Students failing to complete the remediation will not be allowed to progress into the fall semester.

ATI content is integrated throughout all BSN courses; therefore, ATI will constitute 50% of the course grade for each BSN course.

Senior Capstone Course

The course will start each fall (October) and spring (rotation 2 March) semester. The course will be 7.5 weeks in length. This course will be offered in the semester the student graduates from the BSN program.

Students will have three chances to take the ATI RN Predictor Exam and ATI Standardized Medical Surgical Exam during the Senior Capstone course and successfully meet the benchmark score for each exam.

Students who score a 95% probability on the ATI RN Predictor Exam and a Level 2 benchmark on the ATI Standardized Medical Surgical Exam on the first attempt will earn a grade of “A” for the course.

Students who score a 95% probability on the ATI RN Predictor Exam and a Level 2 benchmark on the ATI Standardized Medical Surgical Exam on the second attempt will earn a grade of “B” for the course.

Students who earn a grade of “A” or “B” in the Senior Capstone course will be required to take a NCLEX-RN review course of their choice during the Capstone course. Once the review course has been completed, the student is required to submit a certificate of completion to the Academic Coach so that the student can be released by the dean to take the NCLEX-RN licensing exam upon graduation.

Students who have to take both or either exam for a third time will also be required to pay and enroll in the Virtual ATI (VATI) Review Course and complete the course. If the student meets the benchmark on both exams after taking them for the third time, a grade of “C” will be obtained in the course and will be allowed to graduate; however, the student will remain in VATI until he/she has completed the course, receives a “Green Light” from ATI and is released to take the NCLEX-RN Licensing Exam upon graduation.

Students who take the two exams on the third time and do not meet the benchmark scores will receive an Incomplete “I” grade for the course, will not graduate, and will also pay and enroll in the Virtual ATI (VATI) Review Course. The VATI course must be completed and the student must receive a “Green Light” from ATI prior to the next official graduation date. At this time, the grade for the course will be changed to a “C”, and the student will be allowed to graduate at the next official graduation date dictated by the CON.

If a student fails to complete the VATI Review Course prior to the next official graduation date, the student will receive a failing grade (F) in the course and will have to repeat the course the next time it is offered by the CON.

Incomplete Grade Policy Senior Capstone Course

The policy for earning an incomplete grade (grade of “I”) in the course is different from the policy on incomplete grades for all other courses as listed in the CON student catalog.

Students who do not pass the ATI Predictor and/or the ATI Standardized Medical Surgical Exam with the week 6-7 attempt will earn a grade of Incomplete “I” for the Senior Capstone course. At this point the student must pay for and register for the Virtual ATI Review Course. Prior to the next official graduation date, the student must earn a “Green Light” (Proof of Completion) from their Virtual ATI Instructor. At this time, the student’s incomplete grade will be changed to a grade of “C”, the student will graduate, and the student will be cleared to take the NCLEX-RN Licensing Exam.

If the student does not earn a “Green Light” prior to the next official graduation date, the student will earn a failing grade of “F” for the Senior Capstone course and the student will be required to repeat the entire Senior Capstone course the next time it is offered.
NURS 4911 CAPSTONE COURSE

WEEK 1 & 2
orientation to course and possible face-to-face ATI-based review course by CON faculty

WEEK 3
ATI Predictor Exam (95% probability)
&
ATI Standardized Adult Health Exam (Level II)

Student Passes Both:
- Earns an “A” for course
- Receives OK to graduate
- Registers for NCLEX Review Course
- Provides proof of successful completion
- Cleared to take NCLEX

Student does not pass one or both.

WEEK 4 & 5
focused individual remediation

WEEK 6
retake exam(s) not passed

Student Passes Exam(s):
- Earns a “B” for course
- Receives OK to graduate
- Registers for NCLEX Review Course
- Provides proof of successful completion
- Cleared to take NCLEX

Student does not pass exam(s).

WEEK 6 & 7
focused individual remediation

WEEK 7
retakes exam(s) not passed

Student Passes Exam(s):
- Earns a “C” for course
- Receives OK to graduate
- Must enroll in Virtual ATI Review Course & receive a green light prior to being cleared to take NCLEX

Student does not Pass Exam(s):
- Earns a grade of “I”
- DOES NOT graduate
- Pays & enrolls in Virtual ATI
- Student graduates with the official graduating class once given the green light
- Cleared to take NCLEX
- Grade is changed to a “C”

If student DOES NOT receive virtual ATI green light prior to next graduation date, they receive a grade of “F” and must repeat course next time offered.
CURRICULUM

Transferring Coursework for a BSN

The curriculum leading to a Bachelor of Science in Nursing (BSN) consists of 120 semester hours. It requires successful completion of general education courses and two (2) years and a summer session of professional instruction.

1. All applicants, including those with a previous baccalaureate or higher degree, must have a minimum GPA of 2.5 or greater on a 4.0 scale with a grade of “C” or better in all College of Nursing general education prerequisite courses. Entering GPA is calculated using every general education prerequisite course grade excluding elective hours. Grade replacement policy is in effect. To replace a grade, the number of hours must be equal and the course content must be equal. (In the case of repeated courses, only the last grade will be used to calculate the GPA.) All 58 prerequisite hours must be successfully completed with a “C” or better prior to enrollment.

2. An applicant must complete and successfully pass the Assessment Technologies Institute (ATI) Test of Essentials Academic Skills (TEAS). This exam must be completed at the applicant’s personal expense prior to the deadline of the year of application, and an official score report must be submitted at the time of application. Minimum passing score must be 65% or greater (rounding does not apply) to be considered for admission. Students must have completed the exam within two (2) years prior to the application date with the highest exam score considered for application purposes. Scores older than two (2) years will not be considered. Testing information is available on the UAMS College of Nursing website.

BSN Prerequisites by College is found on the College of Nursing website. For all other requests for course transfer equivalency, please fax the request to the Student Services Office in the College of Nursing, (501) 686-7591.

In evaluating transfer of credit, the Student Services Office uses guidelines which include, but are not limited to, the following:

1. The coursework is taken at an institution of higher education which has been accredited by a regional accrediting agency.
2. The coursework is not technical, vocational, or remedial (developmental) in nature.
3. The coursework is applicable to a baccalaureate degree.
4. The course has a grade of “C” or better.

An applicant who has withheld pertinent information regarding educational background or who has falsified information or credentials may be denied admission to the College of Nursing or, if enrolled, may be immediately withdrawn.

General Education

*Prerequisite Course Requirements

** Biophysical Sciences

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>Chemistry/Lab</td>
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</tr>
<tr>
<td>Microbiology/Lab</td>
<td>4</td>
</tr>
<tr>
<td>Anatomy and Physiology/Labs (A)</td>
<td>8</td>
</tr>
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</table>

Social Sciences

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Sociology</td>
<td>3</td>
</tr>
<tr>
<td>US History or American Government</td>
<td>3</td>
</tr>
<tr>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Growth and Development or Developmental Psychology (B)</td>
<td>3</td>
</tr>
<tr>
<td>Cultural Anthropology or History of Civilization</td>
<td>3</td>
</tr>
</tbody>
</table>

Humanities and English Composition

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition I &amp; II</td>
<td>6</td>
</tr>
<tr>
<td>Introduction to Philosophy/Logic</td>
<td>3</td>
</tr>
<tr>
<td>Speech Communications</td>
<td>3</td>
</tr>
</tbody>
</table>
Additional Courses
College Algebra .............................................................................................................. 3
Introductory Statistics ........................................................................................................ 3
Nutrition ................................................................................................................................. 3
Elective Credits (C) ............................................................................................................... varies

Total General Education Credits ...................................................................................... 58

1. The total sequence of anatomy and physiology must cover all body systems.
2. Must include growth throughout the lifespan, infancy through senescence preferred, birth to adolescence accepted.
3. Elective courses are to be chosen by individual students. Any course will count toward electives except nursing courses, remedial (developmental) courses, or technical/vocational courses. To determine the number of general elective hours needed, subtract the total non-elective hours earned from the fifty-eight (58) hours required. A course in basic computer skills is highly recommended.
4. The faculty-to-student ratio for undergraduate practicum courses is 1:8. (acute care areas only)

NOTE: A grade of “C” or better will be required for all courses.
*Prerequisites may be required for the courses. Check your college catalog.
**All biophysical science courses must include labs. Labs taught online are accepted.

New Policy Effective Fall 2015

Interprofessional Education Requirements

Starting with the fall semester 2015, all Generic BSN and RN-BSN students will be required to participate and meet the milestone requirements for interprofessional education (IPE). This will require 3 phases of IPE curriculum (non-credit coursework) that will be a graduation requirement for ALL Colleges at UAMS. Students will be enrolled in each phase during their BSN or RN-BSN program.

BSN Program of Study

Junior Year

Fall Semester

Rotation I (July – mid-August)
NURS 3112: Pathophysiologic Basis for Health Assessment ............................................ 6.0

Rotation II (mid-August – mid-October)
NURS 3110: Foundations of Professional Nursing I Theory and Practicum ..................... 5.0

Rotation III (mid-August – mid-December)
NURS 3215: Foundations of Professional Nursing II Theory and Practicum .................... 5.5
*NURS 3111: Clinical Pharmacology in Nursing I .............................................................. 2.0
*taught from mid-August – mid-December over 15 weeks) 18.5

Spring Semester

**NURS 3212: Clinical Pharmacology in Nursing II ......................................................... 2

Junior Specialty Courses

NURS 3116: Nursing Care of the Childbearing Family Theory and Practicum .................. 5.5
**NURS 3211: Therapeutic Communication and Mental Health Nursing ...................... 2.0
NURS 3117: Nursing Care of Children ........................................................................ 5.5

**taught from January – May over 15 weeks 15

(LPNS students who place out of Pathophysiologic Basis for Health Assessment will take one (1) semester hour of Special Topics during the first semester of enrollment.)
Senior Year

Fall Semester

NURS 4114: Leadership and Professionalism in Nursing Practice .................................. 2
NURS 4212: Care and Management of Adults Theory and Practicum .......................... 6
NURS 4213: Acute Care of Adults Theory and Practicum ........................................ 5

OR

NURS 4111: Introduction to Research and Evidence-Based Practice+ ...................... 3
NURS 4112: Community/Public Health Nursing Theory and Practicum .................. 5
NURS 4211: Nursing Care of the Older Adult Theory and Practicum ....................... 5

Spring Semester

NURS 4114: Leadership and Professionalism in Nursing Practice .................................. 2
NURS 4911: Senior Capstone (All Students) ............................................................... 1
NURS 4212: Care and Management of Adults Theory and Practicum .................. 6
NURS 4213: Acute Care of Adults Theory and Practicum ........................................ 6

OR

NURS 4911: Senior Capstone (All Students) ............................................................... 1
NURS 4111: Introduction to Research and Evidence-Based Practice+ ...................... 3
NURS 4112: Community/Public Health Nursing Theory and Practicum .................. 5
NURS 4211: Nursing Care of the Older Adult Theory and Practicum ....................... 5

+Senior cohort is split for Introduction to Research and Evidence-Based Practice and Leadership and Professionalism in Nursing Practice in fall and spring.

BSN Honors Program

Program Description

The BSN Honors Program is designed to cultivate the best generic BSN students for graduate studies; including the option of entering the BSN to PhD Program in Nursing. The program has clear admission and curriculum requirements and includes a mentoring program. The goals of the honors program are to:

- Encourage scholarly achievement in talented and highly motivated students
- Promote a high level of knowledge related to nursing education and evidenced based practice
- Promote degree advancement in nursing through the use of faculty mentors
- Stimulate creative and critical thinking
- Facilitate acquisition of research and leadership skills

Potential honors students will be selected after the spring semester of their junior year and invited to participate in the program at the beginning of their senior year (fall semester). During the fall semester, they will be assigned to a faculty mentor, who will guide the student in completing the application for admission to the Honors Program.

Students meeting the stated criteria of excellence can apply for admission to this program. If accepted, students will complete required coursework prior to graduation. Mentored by senior faculty throughout this educational experience, students can earn advanced standing when they enter the College’s PhD program. Honors students will be limited to five each year.

Admission Criteria

- Currently enrolled in the BSN program.
- A score of 75% or above on the TEAS pre-admission exam.
- Three letters of support from faculty.
- Résumé including evidence of leadership and community service involvement.
- A written essay on the student’s long-term goals and why he/she wants to participate in the Honors Program.
- A GPA in nursing courses of 3.5 or above.
- Interview with faculty
Selection of participants is based on space and availability of resources. Highest scores will receive first consideration.

**Honor's Project**
From the students chosen area of emphasis, an honors project will be completed. Students will work on this honors project throughout the senior year with their mentor’s guidance. The student may either work alongside an established research interest or present their mentor with a new related idea they would like to examine. Examples of projects are:

a. Assist with IRB submission/reviews  
b. Assist with grant writing or submission of a grant  
c. Data collection and analysis  
d. Literature Reviews  
e. Instrument Development  
f. Patient/subject interactions with interventions  
g. Dissemination of a study’s findings

The student may be assigned additional opportunities by the honors program coordinator and/or mentor based on the needs of the project.

**Requirements for Completion of the Honor’s Program**
- The student will be required to present their honors project in a poster or podium format at the UAMS research day. The student may also have the opportunity to submit for a poster abstract and/or attend the Southern Nursing Research Society (SNRS) annual meeting if funding resources available.
- The student must complete leadership and interdisciplinary care modules on the Institute for Healthcare Improvement website and provide documented completion.
- The student must complete training on Human Subject Protection (CITI training) for research and present completion to the mentor at the first meeting. [www.citiprogram.org](http://www.citiprogram.org)
- The student must complete HIPPA training for research.
- The student must complete modules on patient/family centered care as assigned and provide certificate of completion.
- Attend at least one (1) dissertation proposals/defense.
- Attend PhD council and science department meetings as assigned.
- Attend and present project at Honor’s student reception.

Students completing the honors program will have ‘honors graduate’ reflected on both their transcript and at graduation. They will be matched with a mentor based on these interests. Mentors will be matched based on availability.

Students who exhibit a pattern of disciplinary action reports (DAR) will be removed from the honors program.

**BSN Course Descriptions**

**NURS 3110:** Foundations of Professional Nursing I Theory and Practicum  
Explores concepts, theories, and principles inherent in the roles and competencies of the professional nurse and applies this knowledge to practice. Identified basic human needs, the nursing process, and basic nursing skills are presented and used to guide professional nursing practice in simulated and clinical settings. *Corequisite: NURS 3112*

**NURS 3111:** Clinical Pharmacology in Nursing I  
An introduction to pharmacotherapeutics, medication administration, major drug classifications, and the implications of medication administration for nursing care. *Prerequisites: NURS 3110, NURS 3112; Corequisites: NURS 3215, NURS 3116*

**NURS 3112:** Pathophysiologic Basis for Health Assessment  
Students learn to conduct a complete health assessment with emphasis on normal findings and some abnormal pathophysiological findings as well as cultural, ethnic, and age variations. Students develop the skills of history taking, inspection, palpation, percussion, and auscultation using body systems to organize data.
NURS 3116: Nursing Care of the Childbearing Family Theory and Practicum
Provides a theoretical basis for professional nursing practice with childbearing families. Addresses and applies the nursing process to women’s health with emphasis on childbearing as a family experience. **112.5 hours of clinical practice.** Prerequisites: NURS 3110, NURS 3112, NURS 3215; Corequisite: NURS 3212; other Junior level courses

NURS 3117: Nursing Care of Children Theory and Practicum
Provides theoretical and clinical basis for professional nursing practice with children and their families. Emphasis is placed on development and responses to illness. Utilizes the nursing process in clinical setting while providing family-centered care congruent with age, stage of growth and development, and health status. **112.5 hours of clinical practice.** Prerequisites: NURS 3110, NURS 3112, and NURS 3215; Corequisites: NURS 3212; other Junior level courses

NURS 3211: Therapeutic Communication and Mental Health Nursing
Identify mental health nursing services and apply to individuals, families, and communities with an emphasis on communication, health issues, critical thinking, ethics, and professional role development. Prerequisites: NURS 3110, NURS 3112, and NURS 3215; Corequisite: other Junior level courses

NURS 3212: Clinical Pharmacology in Nursing II
Builds on knowledge from NURS 3111, focusing on selected drug classifications. Relates principles of pharmacokinetics, pharmacodynamics, and pharmacotherapeutics to drug therapy. Emphasizes application of knowledge in nursing care. Prerequisites: NURS 3110, NURS 3111, NURS 3112, NURS3215; Corequisites: NURS 3116, NURS 3117

NURS 3215: Foundations of Professional Nursing II Theory and Practicum
Further develops the professional role through integration of content with previous courses. Introduces care of the family, perioperative nursing, planning and implementation of patient care and basic illness by system. All learned skills are performed in simulated and clinical settings. Uses the nursing process to provide nursing care to clients across the lifespan. **112.5 hours of clinical practice.** Prerequisites: NURS 3110, NURS 3112; Corequisite: NURS 3111

NURS 4015: Summer Extern Program and Role Seminar (undergraduate)
Externship and Seminar provides the opportunity to network, set personal and professional goals, and enhance clinical and leadership skills while working in selected nursing environments.

NURS 4111: Introduction to Research and Evidence-Based Practice
Introduction to research methodology, critical appraisal of research literature, application of findings to nursing practice, and identification of clinical problems for study. Prerequisites: all Junior level courses; Corequisite: NURS 4112

NURS 4112: Community/Public Health Nursing Theory and Practicum
Explores public health practice with individuals, families, groups, and communities in selected settings. Prerequisites: all Foundation Level and Junior level courses

NURS 4114: Leadership and Professionalism in Nursing Practice
Addresses professional development needed to enhance nursing practice. Prerequisites: all Junior level courses; Corequisites: NURS 4212 and NURS 4213

NURS 4211: Nursing Care of the Older Adult Theory and Practicum
Addresses developmental tasks and responses to changes in health status. Nursing process is applied to the care of diverse older adult patients and families. Prerequisites: all Foundation level and Junior level courses
NURS 4212:  Care and Management of Adults Theory and Practicum
Explores the care of groups of patients and their families by further obtaining knowledge in nursing and applying that knowledge and critical thinking to clinical experiences. Emphasis is on the care of groups of patients in the medical-surgical environment. Transition from student role to nurse generalist role is emphasized. Prerequisites: all Foundation level and Junior level courses

NURS 4213:  Acute Care of Adults Theory and Practicum
Explores the theoretical, scientific, and professional basis of nursing care of complex patients and their families. Clinical experiences provide students with opportunities to understand and apply the role of the nurse generalist in coordination of care of adults and their families in a critical care setting. Prerequisites: all Foundation level and Junior level courses

NURS 4717:  Special Topics (1-6 credits)
One to six hours credit depending on the nature and extent of the topic. The course is designed to encourage creative independent study and will be supervised by a faculty preceptor. Prerequisite: permission from the Associate Dean for Academic Programs

NURS 4910:  Independent Study (1-6)
Provides opportunity to pursue study to meet individual student needs. May repeat to a maximum of 6 credit hours. Prerequisite: consent

NURS 4911:  Senior Capstone
This course prepares students to take the NCLEX-RN examination by reviewing knowledge and skills presented in previous courses. Prerequisites: all Foundation Level and Junior level courses; Corequisites: Senior Level Courses.
RN PROGRAMS

Accelerated RN to BSN and RN to BSN/Master’s (with graduate course substitution)
RN PROGRAMS

Accelerated RN to BSN and RN to BSN/Master’s (with graduate course substitution)

The RN programs allow for pathways leading to the completion of the BSN degree. All candidates for this baccalaureate completion program must meet the following requirements. The baccalaureate completion program is online.

Students in this program follow all policies on progression, probation, suspension, withdrawal, and dismissal for the Bachelor of Nursing Science program.

For the Accelerated RN to BSN and RN to BSN/Master’s (MNSc) programs, all required admission documents must be received or postmarked by the College of Nursing Student Services Office by the following deadlines:
- March 1 for summer admission
- June 1 for first fall session (August start)
- September 1 for second fall session (October start)
- November 1 for first spring session (January start)
- January 1 for second spring session (March start)

The online application for admission is found at the College of Nursing website.

1. All applicants, including those with a previous baccalaureate or higher degree, must have a minimum cumulative GPA of 2.5 or greater on a 4.0 scale and a grade of “C” or better in the College of Nursing general education prerequisite courses. Applicant GPAs will be calculated based upon the completed prerequisite coursework and also cumulative coursework. Grade replacement policy is in effect. To replace a grade, the number of hours must be equal and course content must be equal. (In the case of repeated course, only the last grade will be used to calculate the GPA.) RN to BSN applicants who have not completed all prerequisite general education courses prior to admission may be granted conditional admission. Conditional admission is granted at the discretion of the Director of Admissions and the Director of the RN to BSN Program and/ or Associate Dean for Academic Programs. In order to be eligible for conditional admission, a minimum of 37 hours of prerequisite courses, of which 21 hours are core prerequisite courses, must be completed prior to admission. Applicants may complete up to 21 hours of remaining prerequisite courses with a minimum grade of “C” while concurrently enrolled in RN-BSN courses.

2. The CIA official language field listing to determine whether the TOEFL exam is required for international applicants who declare English as their first language. If English is listed as the official language of their country of birth on the CIA listing, the student will not be required to complete the TOEFL exam as an admission requirement. If the applicant was not born in the United States or in a country where English is the official language, the applicant may document their English proficiency in one (1) of two (2) ways:
   a. An official TOEFL score of at least 550 or above on the paper-based exam, or 213 or above on computer-based exam, or a minimum score of 20 in each section of the iBT is required. The test must have been taken within the last two (2) calendar years of admission. Official TOEFL exam score report reflecting successful completion must be received no later than one (1) month past the application deadline date. Only TOEFL test scores received directly from ETS will be accepted as valid. Testing information is available at http://ets.org.
   b. If the applicant’s entire educational experience has been in the United States, the applicant does not have to take the TOEFL. To document this, the applicant must provide records/transcripts from the time that the applicant entered school in the seventh grade through high school, and college. If the applicant cannot provide this documentation, the applicant may appeal first to the College of Nursing Admissions and Progression Committee, and then to the Dean of the College of Nursing.

3. International Applicants: If a candidate is basing admission eligibility on credits from an international accredited college or university, the official transcript must first be evaluated by the United States accredited college or university where prerequisite courses are being taken. A copy of the evaluation must be submitted with the application. A GPA for purposes of admission is figured on courses taken at United States accredited colleges or universities.
4. Official transcripts of course work from all other institutions attended must be forwarded to the Student Services Office, College of Nursing, for review. Upon request, an accompanying catalog for the years covered by the transcript must be submitted before evaluation can take place.

5. To comply with mandates from clinical agencies utilized by the UAMS College of Nursing (CON), students enrolled in all CON programs are required at the initial semester of enrollment and then each year of enrollment thereafter to have criminal background checks, driving history, record checks, and urine drug screens in order to remain enrolled in any CON course. All screenings are conducted at the expense of the individual student. The screenings listed will be conducted by CastleBranch https://mycb.castlebranch.com, a background check service that allows students to purchase their own background check. The results of a student’s background check and drug screen are posted to the https://mycb.castlebranch.com website in a secure, tamper-proof environment, where the student, as well as UAMS CON administrators, can view the background check results. The urine drug screen is coordinated by this company but is conducted at designated community sites through Lab Corp. Each student will be instructed via the https://mycb.castlebranch.com website regarding the specific approved Lab Corp site closest to them.

Requirements necessary to receive advanced placement vary with length of time since graduation and length of time of nursing employment. See “Arkansas Nursing Articulation Model”.

NOTE:
1. All submitted prerequisite coursework and credit by examination are considered part of the application process.

2. The RN to BSN/MNSc program allows students with a cumulative GPA of 2.85 or greater to take selected graduate course work to be applied to the BSN degree. All prerequisite coursework must be successfully completed with a “C” or better prior to enrollment.

3. The Accelerated RN to BSN and RN to BSN/MNSc programs can be completed part-time or full-time.

4. Students interested in pursuing a master’s degree must apply to the master’s program. Students must have been awarded the BSN degree prior to starting the master’s specialty program. NOTE: When the student enters the master’s program, they do not have to repeat graduate courses taken during the BSN program if a B or higher was earned.

5. Admission to the master’s program is competitive and will be ranked by the GPA calculated from the last 60 hours of undergraduate coursework. An individual interview and essay may also be a part of the admission process. Selection of participants is based on space and availability of resources. Highest GPA and interview scores are given priority consideration.

New Policy Effective Fall 2015

Interprofessional Education Requirements

Starting with the fall semester 2015, all Generic BSN and RN-BSN students will be required to participate and meet the milestone requirements for interprofessional education (IPE). This will require 3 phases of IPE curriculum (non-credit coursework) that will be a graduation requirement for ALL Colleges at UAMS. Students will be enrolled in each phase during their BSN or RN-BSN program. IPE will be implemented in the RN programs at a later date.
# Accelerated RN to BSN Program of Study

## Requirements/Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td><em>NURS 4131</em></td>
<td>Orientation</td>
<td>1</td>
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<td>Introduction to Research and Evidenced-Based Practice</td>
<td>3</td>
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<td>Community/Public Health Nursing</td>
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<td>Nursing Leadership and Management</td>
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<tr>
<td><em>NURS 4134</em></td>
<td>Nursing Care of the Older Adult</td>
<td>3</td>
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<tr>
<td><em>NURS 4236</em></td>
<td>Nursing Informatics</td>
<td>3</td>
</tr>
<tr>
<td><em>NURS 4235</em></td>
<td>Cultural Competency in Nursing</td>
<td>2</td>
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<tr>
<td><em>NURS 4238</em></td>
<td>Professional Issues</td>
<td>2</td>
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<tr>
<td><em>NURS 4930</em></td>
<td>Capstone I</td>
<td>3</td>
</tr>
<tr>
<td><em>NURS 4931</em></td>
<td>Capstone II</td>
<td>3</td>
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**Total Semester Hours**: 120

* Courses are online

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# RN to BSN/MNSc Program of Study

## Requirements/Courses

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<tr>
<td><em>NURS 5100</em></td>
<td>Theory in Nursing</td>
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<tr>
<td><em>NURS 5101</em></td>
<td>Research Methodology</td>
<td>3</td>
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<tr>
<td><em>NURS 5202</em></td>
<td>Introduction to Professional Practice Management</td>
<td>1</td>
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<tr>
<td><em>NURS 4930</em></td>
<td>Capstone I</td>
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<td>Capstone II</td>
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</table>

**Total Semester Hours**: 120

* Courses are online or hybrid

+ Graduate level course

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# Accelerated RN to BSN and RN to BSN/Master's Course Descriptions

**NURS 4131**: Orientation (All RN students)

Orientation reviews information specific to the UAMS College of Nursing (CON) programs and the UAMS academic environment. The electronic classroom and the use of blackboard management system are explained.
NURS 4132: Introduction to Research and Evidence-Based Practice (Accelerated RN to BSN students only)
Introduction to Research and Evidence-based Practice provides an introduction to research methodology, critical appraisal of research literature, application of findings to nursing practice, and identification of clinical problems for study. *Pre or Corequisite: NURS 4131*

NURS 4133: Community/Public Health Nursing (All RN students)
Community Health Nursing focuses on an analysis of the nursing role as it relates to population based health. *Pre or Corequisite: NURS 4131*

NURS 4134: Nursing Care of the Older Adult (All RN students)
Nursing Care of Older Adults addresses developmental tasks and responses to changes in health status. Nursing process is applied to the care of diverse older adult patients and families. *Pre or Corequisite: NURS 4131*

NURS 4135: Nursing Leadership & Management (All RN students)
Nursing Leadership and Management integrates concepts of leadership, management, communication, delegation, conflict resolution, ethics, and organizational structure. *Pre or Corequisite: NURS 4131*

NURS 4235: Cultural Competency in Nursing (Accelerated RN to BSN students only)
Cultural Competency in Nursing addresses human differences, biases, and stereotypes to provide culturally competent nursing care. *Pre or Corequisite: NURS 4131*

NURS 4236: Nursing Informatics (All RN students)
Nursing Informatics is an introduction to computers and nursing informatics focusing on applications to the nursing profession and health care system. *Pre or Corequisite: NURS 4131*

NURS 4238: Professional Issues (Accelerated RN to BSN students only)
Professional Issues identifies the knowledge and skills needed to enhance professional nursing practice. The course examines current issues and ethical dilemmas impacting the nursing profession. *Pre or Corequisite: NURS 4131*

NURS 4930: Capstone I (All RN students)
Capstone I provides the RN-BSN student with an opportunity to synthesize and apply knowledge of the concepts learned throughout the program. *Pre or Corequisite: Accelerated RN-BSN or RN-BSN/MNSc courses; Corequisite: Capstone II and department consent*

NURS 4931: Capstone II (All RN students)
Capstone II provides the RN-BSN student with an opportunity to synthesize and apply knowledge of the concepts learned throughout the program. *Pre or Corequisite: Accelerated RN-BSN or RN -BSN/MNSc courses and department consent*

NURS 5100: Theory in Nursing (RN to BSN/MNSc students only)
Exploration of the nature of theory development in nursing, analysis of selected nursing and related theories, and the relevance of theory to research, practice and education in the field of nursing. *Pre or Corequisite: NURS 4131*

NURS 5101: Research Methodology (RN to BSN/MNSc students only)
Focuses on the process of scientific inquiry including scientific, pragmatic, and ethical issues of conducting research. Emphasis is on understanding research methodology, statistical methods and related concepts, and evaluating scientific integrity of nursing literature. *Pre or Corequisite: NURS 4131*

NURS 5202: Introduction to Professional Practice Management (RN to BSN/MNSc students only)
Discussion and analysis regarding the evolution of contemporary advanced practice nursing (APRN). Topics include, but are not limited to, historical development of the APRN role, legislative authority defining scope of practice, health care delivery systems, and professional liability. Course content is designed to facilitate student’s APRN role assimilation. *Prerequisite: none*
THE MASTER OF NURSING SCIENCE (MNSc)

Expanding the College of Nursing Graduate Degree Programs
Post-BSN to DNP

In the fall semester of 2017, the College of Nursing (CON) will open its new post Bachelor of Science in Nursing (BSN) to Doctorate of Nursing Practice (DNP) program. The post-BSN to DNP program is a full-time only option allowing students to select one of the following advanced nursing practitioner specialties: Adult-Gerontology Acute Care, Adult-Gerontology Primary Care, Family Nurse Practitioner, Psychiatric-Mental Health, Acute Care Pediatrics, or Primary Care Pediatrics.

Students will be able to complete the post-BSN to DNP program in 3 years and sit for a national certification exam in his or her chosen specialty. There are plans to offer a part-time program of study for the post-BSN to DNP program in the future, which could be completed in 4 years. The post-BSN to DNP program will have a fall only admission with an application deadline of February 1st.

The CON will gradually reduce the number of students admitted to the Master of Nursing Science (MNSc) nurse practitioner specialties beginning in the fall of 2017, with the last fall admission to the MNSc nurse practitioner specialties in fall 2018. The CON will continue admitting to the MNSc Nurse Practitioner specialties in the spring terms for the near future.

The Nursing Administration Master's specialty will remain with both fall and spring admissions. The MNSc Nursing Administration specialty application deadlines will be February 1st and September 1st each year. Students who choose Nursing Administration are not eligible to complete the nurse practitioner focused post-BSN to DNP program.
MASTER OF NURSING SCIENCE

The program leading to the Master of Nursing Science degree is accredited by the Commission on Collegiate Nursing Education (CCNE). Nursing course requirements are completed in the College of Nursing, University of Arkansas for Medical Sciences, Little Rock. Semester hours completed by candidates for the Master of Nursing Science (MNSc) vary depending on the area of study selected.

The Master of Nursing Science program prepares nurses for advanced practice registered nurses (APRNs) roles in at least one of six population foci and will provide a foundation for doctoral study. APRNs are accountable to society and practice in the roles of nurse practitioner, administrator, and educator. The APRN is prepared to 1) provide and manage care of family/individual across lifespan (adult-gerontology, pediatrics, or psychiatric-mental health); 2) participate in the development and implementation of health care systems that are accessible and responsive to the consumer; 3) use and collaborate in research; 4) develop, implement, and evaluate educational programs; and 5) provide leadership in the profession, the health care sector, and society as a whole.

The master’s nurse practitioner programs meet the criteria as set forth by the 2016 National Task Force (NTF) on quality nurse practitioner education.

Details of the policies and requirements specifically pertaining to the MNSc program are presented in the current UAMS College of Nursing Catalog and the current UAMS College of Nursing Student Handbook. These program specific procedures, course requirements, and criteria for satisfactory academic progress are applicable to all students pursuing the Master of Nursing Science degree.

Characteristics of the Master’s Graduate

Graduates will enact the role of the advanced practice nurse, which includes to

1. Promote, manage, and coordinate health care in culturally and ethnically diverse populations within areas of specialization.
2. Design and implement theory and research based health care interventions within a variety of health care systems.
3. Deliver health care that is responsive and accessible to the consumer in a variety of health care systems.
4. Analyze the external and internal environment of health care delivery systems including economic, political, ethical, legal and philosophical factors.
5. Analyze issues related to health policy and health economics.
6. Provide leadership in the profession and community to advance registered nursing practice and health care systems.
7. Plan, implement, and evaluate education activities using teaching and learning theories.
8. Provide consultation to health care providers and consumers.
9. Effectively communicate scholarly ideas through a variety of media.
10. Establish collegial and collaborative relationships within health care systems.
11. Develop advanced registered nurse practice based on professional values and standards.
12. The master’s graduates shall demonstrate the role of the APRN.

Admission Requirements

All required admission documents must be received or postmarked by the College of Nursing Student Services Office by February 1 for applicants seeking admission for part-time study in the following fall semester and September 1 for admission the following spring semester. Students given a tentative admission status, that is, those not having met all admission prerequisites such as completion of the BSN degree, current licensure, health assessment, or statistics course may not register for graduate nursing courses until the tentative status is removed. Preference will be given to Arkansas residents.

The number of applicants accepted in any College of Nursing program is based on available resources.

1. Complete the application for the College of Nursing.
2. Provide official transcripts from any and all colleges and universities attended. A course in basic statistics must have a letter grade of “C” or better.
3. Present proof of earned baccalaureate degree in nursing from a NLNAC or CCNE accredited program.

4. Provide evidence of an unencumbered Arkansas or unencumbered compact state RN license. All UAMS College of Nursing (CON) students who are or have been licensed as a nurse (LPN, RN, RNP, APRN, etc.) must maintain that nursing license “in good standing” with the appropriate State Board of Nursing throughout their enrollment in the College of Nursing. Students may not continue to be enrolled in any courses or have any contact with patients/clients, if their license is expired, encumbered, probationary, suspended, or surrendered. It is the student’s ethical and professional obligation to inform the CON Student Services Office immediately upon any change in licensure status. Failure to do so will be considered a breach of the CON Scholastic Non-Cognitive Performance Standards and the CON Honor Code, and the student will be dismissed from the CON.

5. Provide evidence of an academic or an ANCC-COA continuing education approved health assessment course.

6. Admission to the Master of Nursing Science program is competitive. Students will be ranked by GPA calculated from the last 60 hours of undergraduate (baccalaureate level) coursework. An individual interview and essay may also be a part of the admission process.

   Selection of participants is based on space and availability of resources. Highest GPA and interview scores are given priority consideration.

7. Admission of conditional applicants, those with a GPA of 2.50 – 2.84, may be contingent based on an interview and the availability of resources and program space. (Students with less than a 2.50 GPA will not be considered for admission.)

8. Students must hold a GPA of 2.85 or above (on a 4 point scale) for regular admission. Students with less than a 2.85 GPA may be considered for conditional admission. However, grade replacement policy is in effect. To replace a grade, number of hours must be equal and course content must be equal. (In the case of repeated courses, only the last grade will be used to calculate the entering GPA.)

9. A standardized entrance exam is NOT required for entry (GRE/MAT).

10. Applicants who have attended a previous graduate nursing school or another health related profession school must have a letter submitted from that school that includes a statement regarding the student’s standing at the previous school. Applicants who have been previously dismissed from a program or who are not in good standing will not be considered for admission. Admission will not be considered for anyone who earned a “NC”, or “C” in any two graduate nursing courses or a “D”, “F”, “WD” or “WF” in any graduate nursing course.

11. The CIA official language field listing to determine whether the TOEFL exam is required for international applicants who declare English as their first language. If English is listed as the official language of their country of birth on the CIA listing, the student will not be required to complete the TOEFL exam as an admission requirement. If the applicant was not born in the United States or in a country where English is the official language, the applicant may document their English proficiency in one of two ways:

   a. An official TOEFL score of at least 550 or above on the paper-based exam, or 213 or above on computer-based exam, or a minimum score of 20 in each section of the iBT is required. The test must have been taken within the last two (2) calendar years of admission. Official TOEFL exam score report reflecting successful completion must be received no later than one (1) month past the application deadline date. Only TOEFL test scores received directly from ETS will be accepted as valid. Testing information is available at http://ets.org.

   b. If the applicant’s entire educational experience has been in the United States, the applicant does not have to take the TOEFL. To document this, the applicant must provide records/transcripts from the time that the applicant entered school in the seventh grade through high school, and college. If the applicant cannot provide this documentation, the applicant may appeal first to the College of Nursing Admissions and Progression Committee, and then to the Dean of the College of Nursing.
12. Evaluation of Foreign Transcripts – If the degree was earned outside of the United States, the applicant must have all international transcripts evaluated by a credentialing entity that is a member of NACES (The National Association of Credential Evaluation Services www.naces.org (e.g., www.wes.org or www.ece.org). The evaluation must include proof of the equivalency of a United States degree and an equivalent GPA that is based on a 4.0 grading system.

NOTE:

1. In addition to meeting the admission requirements, a minimum of two (2) years of clinical experience is strongly recommended prior to admission. The CON requires a student to have been employed 2000 hours as an RN in clinical practice before he/she can enroll in advanced health assessment theory and practicum courses, all clinical theory and practicum courses, and nursing administration practicum courses.

2. A student must show proof of current cardiopulmonary resuscitation (CPR) certificate when registering for any practicum courses. The only acceptable courses are American Heart Association (Health Care Provider) or American Red Cross (Professional Rescuer). ACLS will not be accepted for CPR certification. However, ACLS is required prior to beginning clinical specialty courses for Adult-Gerontology Acute Care Nurse Practitioner, Adult-Gerontology Primary Care Nurse Practitioner, and Family Nurse Practitioner students. Pediatric Nurse Practitioner students will be required to have PALS certification. Course coordinator of each specialty will check students for proof of ACLS or PALS certification.

3. Show proof of current TB test and completed Hepatitis B immunization series.

4. All students will be charged annually at registration for liability insurance.

Transfer Credits

The College of Nursing will permit a student to transfer up to twelve (12) credits of graduate credits from another accredited graduate school in the United States, provided that the grades are “B” or better, and the subjects are acceptable to the department concerned, as a part of the student’s program. The Associate Dean for Academic Programs or Associate Dean for Practice of the College of Nursing should be petitioned for requesting transfer of credit hours and may be petitioned on a case by case basis to consider additional transfer credits. A student will not be permitted to transfer credit from another institution for any comparable course that has been registered for twice at UAMS. Graduate nursing courses will be evaluated for transfer if copies of course syllabi, a transfer request fee, and an official transcript reflecting the completed coursework are sent to the College of Nursing Student Services Office for processing. The six year completion time for MNSc degree begins with the oldest course that is to be applied to the degree.

Post-Master’s Study

Applicants holding a master’s degree in nursing may be eligible for post-master’s completion in all specialties offered in the Master of Nursing Science program. Persons interested should call the College of Nursing to get the name of the specialty coordinator for the desired area of study. Applicants should submit a non-degree seeking post-master’s application found on the College of Nursing website under Post-Master’s Completion. Official transcripts reflecting a graduate degree in nursing should be sent to the Student Services Office. Post-master’s students are admitted on a space available basis per specialty.

Non-Degree Seeking Status

Post-master’s non-degree seeking students may take classes on a space available basis with no guarantee that the course will apply to a degree at a later time. Applicants for non-degree seeking status must submit a BSN transcript that demonstrates a minimum cumulative GPA of 2.85. Non-degree seeking status may be maintained until nine (9) credit hours have been completed. To enroll in additional graduate hours, the student must apply and be accepted to a MNSc specialty.

1. The CIA official language field listing to determine whether the TOEFL exam is required for international applicants who declare English as their first language. If English is listed as the official language of their country of birth on the CIA listing, the student will not be required to complete the TOEFL exam as an admission requirement. If the applicant was not born in the United States or in a country where English is the official language, the applicant may document their English proficiency in one of two ways:
a. An official TOEFL score of at least 550 or above on the paper-based exam, or 213 or above on computer-based exam, or a minimum score of 20 in each section of the iBT is required. The test must have been taken within the last two (2) calendar years of admission. Official TOEFL exam score report reflecting successful completion must be received no later than one (1) month past the application deadline date. Only TOEFL test scores received directly from ETS will be accepted as valid. Testing information is available at [http://ets.org](http://ets.org).

b. If the applicant's entire educational experience has been in the United States, the applicant does not have to take the TOEFL. To document this, the applicant must provide records/transcripts from the time that the applicant entered school in the seventh grade through junior high, high school, and college. If the applicant cannot provide this documentation, the applicant may appeal first to the College of Nursing Admissions and Progression Committee, and then to the Dean of the College of Nursing.

**Steps in Applying for Admission**

Review for admission to the Master of Nursing Science degree program by the College of Nursing is done by the College.

1. Complete the online application process. The [online MNSc application](http://ets.org) is found on the College of Nursing website. All application materials must be received by the posted deadlines of the year the student plans to enter the program.

2. All official transcripts must be received by the Student Services Office on or before the posted application deadline. Transcripts are considered official when enclosed in a sealed envelope and bearing the official seal of the issuing institution. Candidates must provide official transcripts from every institution attended.

The following documents must also be on file before an applicant will be considered for admission to the College of Nursing:

1. Applications for admission to the College of Nursing Master of Nursing Science program.
2. Unencumbered Arkansas RN or unencumbered compact state RN license.
3. Official transcript (in a sealed envelope from the issuing institution) of course in basic statistics with a letter grade of “C” or better.
4. Provide evidence of an academic or an ANCC-COA continuing education approved health assessment course. A check-off, arranged through the College of Nursing Faculty, is required once the course is completed.

**POLICIES FOR ALL MNSc APPLICANTS**

**Conditional Admission**

Students given a conditional admission because of low GPA (2.50 – 2.85) must achieve a GPA of 3.0 or above during the first twelve (12) hours of graduate study which would apply toward the degree. If, at the completion of twelve (12) hours of graduate study, the student has not achieved a GPA of 3.0 or above, the student will be dismissed from the College of Nursing. Those students who achieve a 3.0 GPA in the first twelve (12) hours will be granted regular admission. Conditional students are admitted on a resource/space available basis for each specialty.

**Tentative Admission**

Students given a tentative admission status, that is, those not having met all admission prerequisites such as completion of the BSN degree, current licensure, health assessment, or statistics course may not register for graduate nursing courses until the tentative status is removed.

**Progression, Probation, Supervision, Withdrawal, and Dismissal**

1. Course drop/withdrawal dates: See the [Academic Calendar](http://ets.org) found on the College of Nursing website.

   After the last date to withdraw, any withdrawal from the course through the last class day will be considered a "WF" unless the student is passing the course at the time of withdrawal. A "WF" (withdraw failing) figures into the total GPA as an "F". Exceptions will be considered by the dean on an individual basis.
2. Master’s students must show proof of 2000 hours of work experience as an RN before registering for any practicum course. The Verification of Employment Form found on the College of Nursing website must be completed and notarized.

3. Students must achieve at least a “C” in all courses. If a grade less than a “C” is made in a course, the student will be dismissed from the UAMS College of Nursing. If the student is enrolled in any other coursework, they must withdraw immediately and earn a “WP” if passing and a “WF” if failing at the time of dismissal.

4. Only one (1) letter grade of “C” will be allowed for any coursework toward the master’s degree. A student with a second letter grade of “C” will be dismissed from the UAMS College of Nursing.

5. Master’s students must earn at least a letter grade of “B” in advanced health assessment theory and practicum courses, any clinical specialty theory and practicum course and skills demonstration, and nursing administration practicum courses. If a student makes a letter grade of “C” in any of these courses and it is the student’s first letter grade of “C”, the course must be repeated. If a “C” is earned for health assessment theory, upon returning the next semester to retake this course, the student must also validate he/she has kept current with the associated clinical skills with a comprehensive physical exam check-off. Students must schedule a comprehensive physical exam check-off within 4 weeks of returning to campus with the course coordinator of the Advanced Health Assessment Course. If a grade of “B” or better is not earned, when the student retakes any of the above listed courses, the student will be dismissed from the UAMS College of Nursing.

Credit from any course repeated will apply to the degree only once. Even though a course where the letter grade of “C” is earned is repeated, the “C” counts as the first “C” and the policy about the number of “Cs” apply.

6. A student taking graduate courses may register for a course only twice. If a grade is not earned after two registrations, the student may not register for the course again. A student will not be permitted to transfer credit from another institution for any comparable course that has been registered for twice at UAMS.

7. A cumulative GPA of “B”, 3.0 (on 4.0 grade scale), must be attained for graduation. If a student has less than a 3.0 cumulative GPA on twelve (12) or more semester hours of graded coursework, the student will be placed on academic probation. The student will subsequently be dismissed from the UAMS College of Nursing if the cumulative GPA is not raised to 3.0 or above on the next nine (9) hours of required graduate coursework.

8. Graduate Portfolio: A student must be enrolled in one (1) credit of a portfolio course and complete a written comprehensive examination during the semester of graduation.

9. Graduates of the RN to BSN/MNSc program will not be required to repeat the graduate courses that applied to the BSN degree if a grade of “B” or higher has been earned.

10. A student who voluntarily leaves the UAMS College of Nursing before the end of the semester or summer term must complete the Add/Drop/Withdrawal Form found on the College of Nursing website. It is the student’s responsibility to obtain the required advisor and Associate Dean for Academic Programs signatures on the form. (See the previous section on withdrawal in the catalog.)

11. Re-admission will not be considered for any student dismissed from the College of Nursing at UAMS. Exceptions will be determined by the dean on an individual basis.

12. All UAMS College of Nursing students who are or have been licensed as a nurse (LPN, RN, RNP, APRN, etc.) must maintain that nursing license “in good standing” with the appropriate State Board of Nursing throughout their enrollment in the College of Nursing. Students may not continue to be enrolled in any courses or have any contact with patients/clients if their license is expired, encumbered, probationary, suspended, or surrendered. It is the student’s ethical and professional obligation to inform the College of Nursing Student Services Office immediately upon any change in licensure status. Failure to do so will be considered a breach of the College of Nursing Scholastic Non-Cognitive Performance Standards and the College of Nursing Honor Code, and the student will be dismissed from the College of Nursing.
13. A student will be dismissed from the College of Nursing when the student’s behavior in any college-related activity is determined to be inconsistent with professional responsibility and accountability or the student is found to be unsafe.

14. A student will be dismissed from the College of Nursing for unprofessional conduct that is likely to deceive, defraud, or injure clients or the public by any act, practice, or omission that fails to conform to the accepted standards of the nursing profession and indicates conscious disregard for the health and welfare of the public and of the client.

15. Safety is considered basic for achievement of a satisfactory grade in the practicum courses. A student who is unsafe in the clinical area will be withdrawn/failing “WF” immediately, regardless of successful achievement in other areas under evaluation, and will be dismissed from the College of Nursing.

16. Transfer from one master’s specialty to another is not permissible in the College of Nursing. Students who desire to change specialties must apply as a new student. This application will be considered for acceptance with all others in the application cycle. This does not apply to students who wish to change tracks within the pediatric specialty only. There are no exceptions to this policy.

Computerized Web-Based Evaluations for Courses/Faculty

Course/Faculty Evaluation Policy

Web-based evaluations are conducted to assist the faculty in improving their courses and their teaching strategies. Students have a professional responsibility and obligation to complete these evaluations. All students registered for a course in the College of Nursing each semester or summer session must, as a part of the course requirements, complete the course/faculty evaluation form to ensure ongoing quality improvement in the educational program.

As members of the student body enrolled in a professional program of study, all students are required to complete the course/faculty evaluations as a part of their preparation for the professional role. The College of Nursing Scholastic Non-Cognitive Performance Standards guides the student in an understanding of these expectations. Failure to complete the evaluation process will result in a review, based on these standards, of the student’s performance by administration.

Course/Faculty Evaluation Procedure

1. The policy and procedure for Course/Faculty Evaluations will be included in the UAMS College of Nursing Student Handbook, UAMS College of Nursing Catalog, College of Nursing website, and all course syllabi. Students in all programs will be held responsible for this policy.

2. A review of the policy and procedure for Course/Faculty Evaluations will be given at the time of orientation to the program (if applicable) for students at all levels.

3. All enrolled students will be notified through their UAMS email account of the date and time period that the Course/Faculty Evaluations form will be available for each course offering each semester.

4. The Course/Faculty Evaluation form for all courses (7 ½ week and full semester courses) will be posted for completion for a period of three to four weeks toward the end of the semester with the last day of evaluation availability being the final day of the semester.

Course/Faculty Evaluation Form

Course/Faculty Evaluations are used by each nursing program in the College. They are created based on a critical review of the literature and evaluation tools used on campus and at other schools. The consistency of the evaluations will ensure over time that the student understands the meaning of each of the components and, therefore, will improve the reliability and validity of the tool. The evaluation includes a Likert Scale and a comments section where students may comment in specific detail on any of the various tool components. The evaluations are computerized.
**Grading Scale**

The following grading scale is effective for the UAMS College of Nursing graduate nursing programs (5000 and 7000 series courses):

- 90-100%  A
- 80-89.99%  B
- 75-79.99%  C
- 70-74.99%  D
- <70%  F

NOTE: Grades are not rounded.

**Incomplete Grades**

The designation "I", or Incomplete, may be assigned when the instructor deems that circumstances beyond the student's control prevented timely completion of course requirements. The designation normally is assigned by the instructor only after consultation with the student, course coordinator, and the appropriate associate dean. *The only exception to this policy is NURS 5995, “Outcomes Portfolio”. If students are unable to complete requirements for this course, they must withdraw and re-enroll in a subsequent semester which is their semester of graduation from the program.*

An "I" may be changed to a grade provided all course requirements have been completed by the end of the next semester or summer session in which the student is enrolled. If the student does not complete the course requirement by the end of the next enrolled semester or summer session, the incomplete grade shall be changed to an “F”. When the grade is changed to a final grade, this shall become the grade for the semester in which the course was originally taken. If clinical resources are not available during a summer session, exceptions may be made by the Associate Dean for Academic Programs.

If the "I" grade is earned in a course which is prerequisite to course(s) in the subsequent semester, the “I” must be removed before a student may progress to the next semester course(s). Students who are dismissed in any semester or summer session where an Incomplete (I) was earned may appeal to the Program Coordinator or the Associate Dean for Academic Programs to complete outstanding coursework necessary to earn a grade in the course.

**Degree Requirements/Graduation**

All students must complete and pass a Comprehensive Examination through an Outcomes Portfolio at the completion of the course of study. All requirements for the master's degree must be satisfied within six (6) consecutive calendar years from date of first enrollment. At a minimum, students must be registered for one (1) semester hour of research project the semester of graduation to complete the comprehensive exam. Exceptions to this timeline must be submitted to the Associate Dean for Academic Programs.

Application for graduation must be made to the UAMS College of Nursing and fees paid during registration for the semester in which degree requirements will be completed and graduation affected. If a student fails to complete the degree, the student must renew the application and pay a renewal fee.

**Credit Hours for Graduate Courses**

- Part-time enrollment for MNSc students is less than nine (9) credit hours for fall and spring.
- Part-time enrollment for MNSc students is less than five (5) credit hours for summer sessions.
- The number of class days shall equal to fifteen (15) class weeks excluding the final week.
- For didactic courses the credit hour equals the clock hours of class time; i.e. a three (3) credit course will meet three (3) hours per week for fifteen (15) weeks or (6) six hours per week for 7.5 weeks.
- For a clinical course, the ratio of credit hour to clock hour is 1:6 for clinical courses in the master’s program except for nursing administration and nursing education practicum which are 1:3. For example, a graduate clinical course of three (3) credits will meet 270 clock hours in a fifteen (15) week period.
- The faculty-to-student ratio for master’s practicum courses will not exceed 1:8.
**MNSc Interactive Video (formerly Telecom) Course Requirement**

The student and their faculty advisor will determine the most suitable location for the student to attend any interactive video network (IVN) course in which they enroll. IVN locations will be limited to those approved by the College of Nursing. The agreed upon IVN location will be posted on the student’s program of study.

The student must attend this location for their IVN courses without exception. Should the student need to change this location, they are required to notify their advisor during early registration for the semester of the change. The advisor will be responsible for notifying the Registrar. If the student will miss class, they must notify the instructor immediately.

**CURRICULUM**

The curriculum leading to the Master of Nursing Science degree can be completed through a part-time plan of study. Part-time study requires less than nine (9) semester hours per semester. The number of semesters varies with the specialty. A maximum of six (6) consecutive calendar years from the date of first enrollment is allowed for completion of all degree requirements. All students will take one (1) semester hour of Outcomes Portfolio the semester of graduation to complete program requirements. Nursing post-master’s completion is available for all specialties.

**MNSc Student Policy**

Students who are taking their clinical/practicum courses in the same facility in which they work may NOT be working as an employee on the days in which they are doing clinical coursework. A student may NOT be on the job, performing RN duties at the same time as his/her student clinical rotation. Students violating this policy may be dismissed from the master’s program.

**Advanced Nursing Specialties**

1. **Acute Care Pediatric Nurse Practitioner (43 Semester Hours) & Primary Care Pediatric Nurse Practitioner (43 Semester Hours)**

   - NURS 5100: Theory in Nursing
   - NURS 5101: Research Methodology
   - NURS 5201: Research Utilization in Advanced Nursing Practice
   - NURS 5202: Introduction to Professional Practice Management
   - NURS 5102: Advanced Physiology and Pathophysiology
   - NURS 5103: Clinical Pharmacology and Therapeutics in Advanced Practice Registered Nursing
   - NURS 5203: Advanced Professional Practice Management
   - NURS 5205: Quantitative Epidemiology I
   - NURS 5121: Advanced Pediatric Health Assessment and Diagnostic Reasoning Practicum
   - NURS 5120: Advanced Pediatric Health Assessment and Diagnostic Reasoning Theory
   - NURS 5123: Developmental/Well Child Pediatrics
   - NURS 5324: Advanced Pediatrics
   - NURS 5228: Management of Health Problems in Children
   - NURS 5995: Outcomes Portfolio

2. **Acute Care PNP Tract Courses**

   - NURS 5222: Acute Care/Hospitalized Child Theory I
   - NURS 5128: Pediatric Acute Care Nursing Practicum I
   - NURS 5223: Acutely Ill/Hospitalized Child Theory II
   - NURS 5225: Pediatric Acute Care Nursing Practicum II
   - NURS 5221: Integrated Practicum for Acute Care Pediatric Nurse Practitioners

3. **Primary Care PNP Tract Courses**

   - NURS 5124: Pediatric Primary Care Practicum
   - NURS 5224: Advanced Pediatric Primary Care Practicum
   - NURS 5222: Acute Care/Hospitalized Child Theory I
   - NURS 5227: Integrated Practicum for Primary Care Pediatric Nurse Practitioners
2. Adult-Gerontology Acute Care Nurse Practitioner (41 Semester Hours)
   NURS 5100: Theory in Nursing
   NURS 5101: Research Methodology
   NURS 5201: Research Utilization in Advanced Nursing Practice
   NURS 5202: Introduction to Professional Practice Management
   NURS 5102: Advanced Physiology and Pathophysiology
   NURS 5103: Clinical Pharmacology and Therapeutics in Advanced Practice Registered Nursing
   NURS 5104: Community Concepts for Advanced Practice Nursing
   NURS 5203: Advanced Professional Practice Management
   NURS 5305: Advanced Health Assessment and Diagnostic Reasoning Theory
   NURS 5306: Advanced Health Assessment and Diagnostic Reasoning Practicum
   NURS 5185: Adult-Gerontology Acute Care Nursing Theory I
   NURS 5186: Adult-Gerontology Acute Care Nursing Practicum I
   NURS 5285: Adult-Gerontology Acute Care Nursing Theory II
   NURS 5286: Adult-Gerontology Acute Care Nursing Practicum II
   NURS 5385: Adult-Gerontology Acute Care Nursing Theory III
   NURS 5386: Adult-Gerontology Acute Care Nursing Practicum III
   NURS 5995: Outcomes Portfolio

   Elective (3 semester hours) Students may not use Nursing Education Specialty courses as electives.

Transition to AGAC Nurse Practitioner post-master's non-degree seeking Program
   NURS 5181: Transition to Adult-Gerontology Acute Care Nurse Practitioner Theory
   NURS 5182: Transition to Adult-Gerontology Acute Care Nurse Practitioner Practicum

3. Adult-Gerontology Primary Care Nurse Practitioner (41 Semester Hours)
   NURS 5100: Theory in Nursing
   NURS 5101: Research Methodology
   NURS 5201: Research Utilization in Advanced Nursing Practice
   NURS 5202: Introduction to Professional Practice Management
   NURS 5102: Advanced Physiology and Pathophysiology
   NURS 5103: Clinical Pharmacology and Therapeutics in Advanced Practice Registered Nursing
   NURS 5104: Community Concepts for Advanced Practice Nursing
   NURS 5203: Advanced Professional Practice Management
   NURS 5305: Advanced Health Assessment and Diagnostic Reasoning Theory
   NURS 5306: Advanced Health Assessment and Diagnostic Reasoning Practicum
   NURS 5140: Adult-Gerontology Primary Care Nursing Theory I
   NURS 5248: Adult-Gerontology Primary Care Nursing Practicum I
   NURS 5240: Adult-Gerontology Primary Care Nursing Theory II
   NURS 5242: Adult-Gerontology Primary Care Psychiatric Nursing Practicum
   NURS 5246: Adult-Gerontology Primary Care Psychiatric Nursing Theory
   NURS 5241: Adult-Gerontology Primary Care Nursing Practicum II
   NURS 5995: Outcomes Portfolio

   Elective (3 semester hours) Students may not use Nursing Education Specialty courses as electives.

Transition to AGPC Nurse Practitioner post-master's non-degree seeking Program
   NURS 5343: Transition to Adult-Gerontology Primary Care Nursing Theory
   NURS 5341: Transition to Adult-Gerontology Primary Care Nursing Practicum

4. Family Nurse Practitioner (42 Semester Hours)
   NURS 5100: Theory in Nursing
   NURS 5101: Research Methodology
   NURS 5201: Research Utilization in Advanced Nursing Practice
   NURS 5202: Introduction to Professional Practice Management
   NURS 5102: Advanced Physiology and Pathophysiology
   NURS 5103: Clinical Pharmacology and Therapeutics in Advanced Practice Registered Nursing
   NURS 5104: Community Concepts for Advanced Practice Nursing
   NURS 5203: Advanced Professional Practice Management
   NURS 5205: Quantitative Epidemiology I
   NURS 5305: Advanced Health Assessment and Diagnostic Reasoning Theory
5. **Nursing Administration (40 Semester Hours)**

   - NURS 5100: Theory in Nursing
   - NURS 5101: Research Methodology
   - NURS 5201: Research Utilization in Advanced Nursing Practice
   - NURS 5205: Quantitative Epidemiology I
   - NURS 5176: Technology in Adult Education
   - NURS 5270: Organizational Behavior in Nursing
   - NURS 5271: Nursing Informatics
   - NURS 5272: Personnel Management in Nursing
   - NURS 5273: Law, Policy, & Procedure in Health Care
   - NURS 5275: Financial Management in Nursing
   - NURS 5379: Nursing Administration Practicum
   - NURS 5995: Outcomes Portfolio

   Elective (3 semester hours) OR
   - NURS 5175: Theoretical Foundations of Nursing Education**

   **(Students may also complete the Nursing Education program of study with the addition of only two more courses providing NURS 5175 is used as the elective.)

6. **Nursing Education (12 Semester Hours)**

   - NURS 5175: Theoretical Foundations for Nursing Education
   - NURS 5395: Nursing Education Practicum
   - NURS 5176: Technology in Adult Education
   - NURS 5177: Technology Practicum

   Co-acceptance in one of the previously listed programs is required: Pediatrics, Adult-Gerontology Acute Care, Adult-Gerontology Primary Care, Nursing Administration, or Psych-Mental Health. Nursing Education is also available as a post-master’s completion program. Students must commit to take all 4 Nursing Education courses.

7. **Psychiatric-Mental Health Nurse Practitioner (44 Semester Hours)**

   - NURS 5100: Theory in Nursing
   - NURS 5101: Research Methodology
   - NURS 5201: Research Utilization in Advanced Nursing Practice
   - NURS 5202: Introduction to Professional Practice Management
   - NURS 5102: Advanced Physiology and Pathophysiology
   - NURS 5103: Clinical Pharmacology and Therapeutics in Advanced Practice Registered Nursing
   - NURS 5104: Community Concepts for Advanced Practice Nursing
   - NURS 5203: Advanced Professional Practice Management
   - NURS 5305: Advanced Health Assessment and Diagnostic Reasoning Theory
   - NURS 5306: Advanced Health Assessment and Diagnostic Reasoning Practicum
   - NURS 5150: Introduction to Psychiatric-Mental Health Nursing Theory
   - NURS 5151: Psychiatric-Mental Health Nursing Diagnosis and Psychopharmacology
   - NURS 5155: Psychiatric-Mental Health Nursing Theory I
   - NURS 5156: Psychiatric-Mental Health Nursing Practicum I
   - NURS 5255: Psychiatric-Mental Health Nursing Theory II
   - NURS 5256: Psychiatric-Mental Health Nursing Practicum II
   - NURS 5355: Psychiatric-Mental Health Nursing Theory III
   - NURS 5356: Psychiatric-Mental Health Nursing Practicum III
   - NURS 5995: Outcomes Portfolio
Transition to Pediatric Psych-Mental Health NP post-master’s non-degree seeking Program
NURS 5152: Transition to Pediatric Psychiatric-Mental Health Nursing Theory
NURS 5153: Transition to Pediatric Psychiatric-Mental Health Nursing Practicum

MNSc Course Descriptions

The courses of instruction to be offered in the Master of Nursing Science degree program are described on the following pages. An enrollment of at least 5 students is required for course implementation.

NURS 5100: Theory in Nursing
Exploration of the nature of theory development in nursing, analysis of selected nursing and related theories, and the relevance of theory to research, practice and education in the field of nursing. Prerequisite: none

NURS 5101: Research Methodology
Focuses on the process of scientific inquiry including scientific, pragmatic, and ethical issues of conducting research. Emphasis is on understanding research methodology, statistical methods and related concepts, and evaluating scientific integrity of nursing literature. Prerequisite: none

NURS 5102: Advanced Physiology and Pathophysiology
Exploration of the mechanisms and concepts of human physiology providing the scientific rationale for seeking and interpreting physiological data in the planning and management of nursing care. Prerequisite: none

NURS 5103: Clinical Pharmacology and Therapeutics in Advanced Practice Registered Nursing
Emphasis is on the clinical pharmacological management of selected primary health care problems of clients and their families across the lifespan. Prerequisite: none

NURS 5104: Community Concepts for Advanced Practice Nursing
Analysis of both community oriented principles and health promotion strategies that are critical in implementing the advanced practice nursing role. Prerequisite: none

NURS 5110: Clinical Management of Child and Family Theory
Focuses on decision-making skills in the management of selected health problems in children, newborn through adolescent. Includes developmental, physiological, pharmacological, and nutritional strategies. Prerequisites: NURS 5102, NURS 5103, NURS 5305; NURS 5306; Corequisite: NURS 5111

NURS 5111: Clinical Management of Child and Family Practicum
Application of expanded knowledge and clinical skills in the advanced nursing management of children with selected health care problems. Clinical experiences focus on the primary health care concerns of children, newborn through adolescent, and their families. 180 hours of clinical practice. Prerequisites: NURS 5102, NURS 5103, NURS 5305; NURS 5306; Corequisite: NURS 5110

NURS 5114: Clinical Management of Family Reproductive Health Theory
Provides the conceptual and theoretical foundation for advanced nursing assessment, diagnosis, and management of selected health care concerns. Emphasis is on primary health care of adults in the childbearing years, their families, and role development in clinical practice. Prerequisites: NURS 5102, NURS 5103, NURS 5305, NURS 5306; Corequisite: NURS 5212

NURS 5115: Clinical Management of the Adult and Family Theory
Provides the conceptual and theoretical foundation for advanced nursing assessment, diagnosis, and management of selected health care concerns. Emphasis is on the primary health care of adults and their families and role development in clinical practice. Prerequisites: NURS 5102, NURS 5103, NURS 5305, NURS 5306; Corequisite: NURS 5116
NURS 5116: **Clinical Management of the Adult and Family Practicum**
Application of expanded knowledge and clinical skills in the advanced nursing management of selected health care problems of adults. Clinical experiences focus on the primary health care concerns of adults and their families. **270 hours of clinical practice.** Prerequisites: NURS 5102, NURS 5103, NURS 5305, NURS 5306; Corequisite: NURS 5115

NURS 5120: **Advanced Pediatric Health Assessment and Diagnostic Reasoning Theory**
Synthesizes history-taking and physical examination; laboratory/diagnostic data interpretation; diagnostic reasoning and clinical decision-making for advanced nursing practice with culturally diverse pediatric clients and/or their families. This course is the first in the sequence of courses and is prerequisite to specialty clinical courses. Pre or Corequisites: NURS 5103, NURS 5102; Corequisite: NURS 5121 or consent; admission to one of the pediatric clinical specialties of the graduate program

NURS 5121: **Advanced Pediatric Health Assessment & Diagnostic Reasoning Practicum**
Performance and interpretation of assessment and diagnostic techniques for advanced nursing practice in the pediatric specialty. This course is the first in the sequence of clinical courses and is prerequisite to other clinical courses. Pre or Corequisites: NURS 5103, NURS 5102; Corequisite: NURS 5120, admission to one of the pediatric clinical specialties of the graduate program

NURS 5123: **Developmental/Well Child Pediatrics**
Provides the conceptual and theoretical foundation for advanced practice in child health nursing. Changes that occur throughout infancy, childhood, and adolescence will be explored together with nursing interventions used to maintain optimum health. Emphasizes the study of individual children and families relative to physical, psychosocial, and developmental needs. Prerequisites: NURS 5100, NURS 5102, NURS 5103, NURS 5120, NURS 5121; Corequisite: NURS 5124 or consent

NURS 5124: **Pediatric Primary Care Practicum**
Provides a background in health promotion. Students learn a variety of clinical modalities including: physical and developmental assessment techniques; approaches to facilitate children’s growth and development; and management strategies for common developmental concerns. Public policy initiatives and research findings are integrated into clinical practice. **180 hours clinical practice.** Prerequisites: NURS 5102, NURS 5103, NURS 5120, NURS 5121; Corequisites: NURS 5123, NURS 5228 or consent

NURS 5128: **Pediatric Acute Care Nursing Practicum I**
Practicum focus is on decision-making skills in the management of pediatric patients in a variety of settings with commonly occurring acute and chronic alterations in health patterns. Aspects of health promotion, screening and early detection, and high quality, cost-effective care are emphasized. **180 hours clinical practice.** Prerequisites: NURS 5102, NURS 5103, NURS 5120, NURS 5121, NURS 5120, NURS 5121, or consent

NURS 5140: **Adult-Gerontology Primary Care Nursing Theory I**
Emphasis on acquisition of advanced knowledge for primary care and case management of adults across the lifespan and acute and chronic health problems in diverse settings. Theories of health, health promotion, and restoration are included. Use of diagnostic procedures, pharmacological, and non-pharmacological interventions are emphasized. Prerequisites: NURS 5142, NURS 5246, or consent; Corequisite: NURS 5248

NURS 5142: **Adult-Gerontology Primary Care Psychiatric Nursing Practicum**
Application of knowledge and clinical skills as an adult-gerontology primary care nurse practitioner in the management of acute and chronic psychiatric problems and promotion of mental health in adults across the lifespan. Emphasis is on assessment, diagnosis, and interventions, as well as application of primary care and case management services in a diverse setting in collaboration with inter-professional health care providers. **90 hours clinical practice.** Prerequisites: NURS 5102, NURS 5103, NURS 5306, NURS 5305, NURS 5202, or consent; Corequisite: NURS 5246
NURS 5150: Introduction to Psychiatric-Mental Health Nursing Theory
Provides the theoretical foundation for advanced practice psychiatric-mental health registered nursing. Emphasis is on core concepts including the scope of psychiatric-mental health nursing, national mental health priorities, therapeutic helping skills, culturally diverse competent care, and human development. Prerequisites: Admission into the Psychiatric-Mental Health Registered Nurse Practitioner program. Pre or Corequisites: NURS 5102, NURS 5103, NURS 5306, NURS 5305, NUSC 5243

NURS 5151: Psychiatric-Mental Health Nursing Diagnosis and Psychopharmacology
This course provides the conceptual and theoretical foundation for advanced mental health registered nursing assessment, diagnosis, and pharmacological management of adults with mental illness in the context of cultural diversity and varied practice settings. Prerequisites: NURS 5102, NURS 5103, NURS 5305, NURS 5306, NURS 5150; Corequisite: NURS 5155

NURS 5152: Transition to Pediatric Psychiatric-Mental Health Nursing Theory
This post-master’s course assists certified (adult) psychiatric mental health nurse practitioners to transition to the role of psychiatric mental health nurse practitioner (across the lifespan) through synthesis of evidence-based clinical knowledge for the development of advanced skills in psychiatric assessment and treatment of children and adolescents experiencing mental health and behavioral problems. The course explores diagnosis, therapeutic and pharmacological treatment, and management of pediatric mental health disorders, as well as assessment and treatment of abuse and neglect as it occurs in the pediatric population.

Prerequisite: Students must have completed a Master’s of Science Degree in Nursing in the specialty of (adult) psychiatric mental health nurse practitioner and be currently or previously certified as an (adult) psychiatric mental health nurse practitioner. Students must have evidence of advanced pathophysiology, advanced pharmacology, and advanced health assessment as determined by the GAP analysis conducted by the specialty coordinator according to the National Organization of Nurse Practitioner Faculties (NONPF) and the National Task Force (NTF, 2016).

Corequisite: Currently practicing and have prescriptive authority. If student does not have current prescriptive authority, and it has been greater than 5 years since last practicing, student must take NURS 5151: Psychiatric-Mental Health Nursing Diagnosis and Psychopharmacology.

May be taken concurrently with NURS 5153: Transition to Pediatric Psychiatric-Mental Health Nursing Practicum.

NURS 5153: Transition to Pediatric Psychiatric-Mental Health Nursing Practicum
This post-master’s course assists certified (adult) psychiatric mental health nurse practitioners to transition to the role of psychiatric mental health nurse practitioner (across the lifespan) through synthesis of evidence-based clinical knowledge and application of clinical skills in psychiatric mental health care of children and adolescents experiencing mental health and behavioral problems. Clinical experiences focus on the management of mental health conditions affecting children and adolescents in the context of family, cultural diversity, and practice settings.

Prerequisite: Students must have completed a Master’s of Science Degree in Nursing in the specialty of (adult) psychiatric mental health nurse practitioner and be currently or previously certified as an (adult) psychiatric mental health nurse practitioner. Students must have evidence of advanced pathophysiology, advanced pharmacology, and advanced health assessment as determined by the GAP analysis conducted by the specialty coordinator according to the National Organization of Nurse Practitioner Faculties (NONPF) and the National Task Force (NTF, 2016). Corequisite: Currently practicing and have prescriptive authority. If student does not have current prescriptive authority, and it has been greater than 5 years since last practicing, student must take NURS 5151: Psychiatric-Mental Health Nursing Diagnosis and Psychopharmacology.

May be taken concurrently with or following NURS 5152: Transition to Pediatric Psychiatric-Mental Health Nursing Theory.
NURS 5155: Psychiatric-Mental Health Nursing Theory I
Provides advanced theoretical knowledge of mental health conditions and symptoms affecting adults in the context of cultural diversity and practice settings. The emphasis is on acute mental health problems, crisis management, addictions/substance abuse, and severe persistent mental illness. Prerequisites: NURS 5102, NURS 5103, NURS 5305, NURS 5306, NURS 5150; Corequisite: NURS 5156

NURS 5156: Psychiatric-Mental Health Nursing Practicum I
This course will focus on the application of expanded knowledge and clinical skills of selected therapeutic modalities for advanced practice mental health registered nursing. Clinical experiences focus on group and individual therapy across the lifespan including emancipated minors, in culturally diverse practicum settings. 90 hours of clinical practice. Prerequisites: NURS 5150, NURS 5151; Corequisite: NURS 5155

NURS 5175: Theoretical Foundations for Nursing Education
Emphasizes acquisition of theoretical knowledge needed to develop and implement the educator role to meet the educational needs of nursing students. Prerequisite: none

NURS 5176: Technology in Adult Education
Analysis of theoretical foundations of technology-based education as applied to the adult learner. Principles of self-directed learning, course design to enhance self-direction, and faculty role are explored. Various media will be evaluated for the effective and efficient delivery of educational resources important to the adult learner. Prerequisite: none

NURS 5177: Technology Practicum
Guided experiences in technology-based education (TBE). Students will have experiences in developing TBE for both degree-seeking and continuing education adult learners. Prerequisite: NURS 5176.

NURS 5181: Transition to Adult-Gerontology Acute Care Nurse Practitioner Theory
This post-master’s course assists certified Acute Care Nurse Practitioners to transition to role of Adult-Gerontology Acute Care Nurse Practitioner through synthesis of evidenced-based clinical knowledge for management of acute, chronic, and complex illnesses of adults across the lifespan with emphasis on disease prevention, health promotion, screening and restoration. Instructor consent

Prerequisites: Student must complete a Master’s of Science Degree in Nursing in the specialty of Adult Acute Care Nurse Practitioner and be currently or previously certified as an AGAC-BC. Student must have evidence of Advanced Pathophysiology, Advanced Pharmacology, and Advanced Health Assessment as determined by the GAP analysis according to the National Organization of Nurse Practitioner Faculties (NONPF) and the National Task Force (NTF, 2016).

Corequisites: Currently certified as an Adult Acute Care Nurse Practitioner and has prescriptive authority and/or a DEA number. NURS 5103 (if certification greater than 5 years old, not practicing, and does not have prescriptive authority and/or a DEA number)

NURS 5182: Transition to Adult-Gerontology Acute Care Nurse Practitioner Practicum
This post-master’s course provides the evidenced-based clinical foundation for advanced practice registered nurse in adult-gerontology acute care nursing. Management of commonly occurring acute, chronic, complex alterations in health patterns, health promotion, screening and early detection, and delivery of cost effective, high-quality care are emphasized for adults across the lifespan. Variable clinical hours 90 to 270. Instructor consent

Prerequisites: none

Corequisites: NURS 5343; Students must complete a Master’s of Science Degree in Nursing in the specialty of Adult Acute Care Nurse Practitioner and be currently or previously certified as an AGAC-BC. Students must have evidence of Advanced Pathophysiology, Advanced Pharmacology, and Advanced Health Assessment as determined by the GAP analysis according to the National Organization of Nurse Practitioner Faculties (NONPF) and the National Task Force (NTF, 2016).
NURS 5185: Adult-Gerontology Acute Care Nursing Theory I
Provides the research-based conceptual and theoretical foundation for advanced registered nursing practice in adult-gerontology acute care nursing. Management of commonly occurring acute and chronic alterations in health patterns, health promotion, screening, and early detection, and delivery of cost-effective, high-quality care are emphasized for adults across the lifespan. **Prerequisites:** NURS 5102, NURS 5103, NURS 5202, NURS 5305, NURS 5306; **Corequisite:** NURS 5186

NURS 5186: Adult-Gerontology Acute Care Nursing Practicum I
Focus is on decision-making skills in the management of adults across the lifespan in a variety of settings with commonly occurring acute and chronic alterations in health patterns. Aspects of health promotion, screening, early detection, and high-quality, cost-effective care are emphasized. **180 hours clinical practice. Prerequisites:** NURS 5102, NURS 5103, NURS 5202, NURS 5305, NURS 5306; **Corequisite:** NURS 5185

NURS 5201: Research Utilization in Advanced Nursing Practice
Preparation for responsible integration of research findings into advanced nursing practice. **Prerequisite:** NURS 5101 or consent

NURS 5202: Introduction to Professional Practice Management
Discussion and analysis regarding the evolution of contemporary advanced practice nursing (APRN). Topics include, but are not limited to, historical development of the APRN role, legislative authority defining scope of practice, health care delivery systems, and professional liability. Course content is designed to facilitate student's APRN role assimilation. **Prerequisite:** none

NURS 5203: Advanced Professional Practice Management
Discussion and analysis regarding practice management of contemporary advanced practice nursing (APRN). Topics include, but are not limited to, QA/risk management, reimbursement, coding, APRN contract negotiation, health policy formulation, state cross-border practice differences, and professional advocacy. Course content is designed to facilitate student's post-graduate implementation of the APRN role. **Prerequisite:** NURS 5202; **Corequisite:** concurrent enrollment in one clinical course in specialty (advanced health assessment excluded)

NURS 5204: Introduction to Forensic Nursing (elective course)
Introduces graduate nursing students to the principles of forensic nursing. The nursing care of three patient populations, including children who are abused, men and women who are sexually assaulted and battered, and the men and women who commit these crimes will be the focus of the course. **Prerequisite:** none

NURS 5205: Quantitative Epidemiology I
This course is an introduction to the history and methods of epidemiology. Specific areas of acute and chronic disease epidemiology illustrate epidemiologic methods such as risk factor analysis, surveillance systems, and etiology of disease. Quantization of morbidity and mortality within populations is addressed. Students are given an overview of study design, data analysis, and inferences to evaluate epidemiologic studies for relevance for application to practice. **Prerequisite:** none (prerequisite for non-degree seeking students: prior course in Statistics)

NURS 5206: Rx for Change: Tobacco Cessation for Clinicians (elective course)
Provides health care professionals with the necessary knowledge and skills for providing comprehensive tobacco cessation counseling to patients who use tobacco across the lifespan. **Prerequisite:** none

NURS 5212: Clinical Management of Family Reproductive Health Practicum
Application of expanded knowledge and clinical skills in the advanced nursing management of young adults with selected health care problems. Clinical experiences focus on the primary health care concerns of adults in the childbearing years and their families. **180 hours of clinical practice. Prerequisites:** NURS 5102, NURS 5103, NURS 5305, NURS 5306; **Corequisite:** NURS 5114
NURS 5221: Integrated Practicum for Acute Care Pediatric Nurse Practitioners
The pediatric nurse practitioner’s role in acute care is emphasized through guided experiences to develop clinical competence and role integration. Students provide direct care, and are supervised by nurse practitioners or physician preceptors, as approved by faculty. **270 hours clinical practice.** Prerequisites: NURS 5128, NURS 5222, NURS 5225, NURS 5228; Corequisite: NURS 5128

NURS 5222: Acute Care/Hospitalized Child Theory I
Expands the theoretical and clinical foundation for advanced nursing practice in the care of the acutely ill or hospitalized child and their family. Explores theoretical, legal, and ethical implications of interventions for the management of children with complex medical conditions. Emphasizes the study of individual children within the context of their families to meet short and long term acute care needs. Prerequisites: NURS 5123, NURS 5228, or consent; Corequisite: NURS 5225

NURS 5223: Acutely Ill/Hospitalized Child Theory II
Expands the theoretical and clinical foundation for the care of the acutely ill or hospitalized child and family. Explores theoretical, legal, and ethical implications of children with complex medical conditions. Emphasis is placed on the pathophysiology and epidemiology underlying acute and chronic health problems with critical analysis and management of such issues. Prerequisites: NURS 5228, NURS 5222; Corequisite: NURS 5221

NURS 5224: Advanced Pediatric Primary Care Practicum
Provides practical clinical experiences in primary care settings and specialty clinics. Focus is on special populations in pediatrics, individual and family assessment, and acute and chronic illness management. Adolescent health, reproductive health and high risk newborn care clinical experiences will be provided. **180 hours clinical practice.** Prerequisites: NURS 5123, NURS 5124, NURS 5228; Corequisite: NURS 5324 or consent

NURS 5225: Pediatric Acute Care Nursing Practicum II
Implement and evaluate interventions directed toward promoting, restoring, and maintaining the health of pediatric patients with commonly occurring acute and chronic alterations in health patterns. Legal and ethical practice standards, community resources, and case management strategies will be incorporated into practice. Practice will occur in selected specialty areas. **180 hours clinical practice.** Prerequisites: NURS 5123, NURS 5128, NURS 5228; Corequisite: NURS 5222

NURS 5227: Integrated Practicum for Primary Care Pediatric Nurse Practitioners
Pediatric nurse practitioner role in primary care is emphasized through guided experiences to develop clinical competence and role integration. Students provide direct care and are supervised by nurse practitioner preceptors and physicians as approved by the faculty. **270 hours clinical practice.** Prerequisite: all child health specialty courses or consent

NURS 5228: Management of Health Problems in Children
Focuses on decision making skills in the management of selected health problems in children, newborn through adolescent. Includes developmental, physiological, pharmacological, and nutritional strategies. Prerequisites: NURS 5102, NURS 5103; NURS 5120, NURS 5121; Pre or Corequisites: NURS 5123 or NURS 5124

NURS 5240: Adult-Gerontology Primary Care Nursing Theory II
Expands the conceptual approach to managing health problems of adults across the lifespan in diverse settings. Includes use of clinical decision-making to determine diagnostic and therapeutic interventions in increasingly complex acute and chronic conditions to enhance functional activity and reduce unintentional illness/injury of adults. Prerequisites: NURS 5140, NURS 5248, NURS 5142, NURS 5246 or consent; Corequisite: NURS 5241
NURS 5241: **Adult-Gerontology Primary Care Nursing Practicum II**
Clinical application of nursing management of health concerns in a variety of settings based on aging and health theories. Focus on process of health promotion, risk reduction, and restorative nursing intervention protocols in addressing health behaviors of adults with increasingly complex acute and chronic illnesses across the lifespan. **270 hours clinical practice.**
Prerequisites: NURS 5142, NURS 5246, NURS 5140, NURS 5248 or consent; Corequisite: NURS 5240

NURS 5246: **Adult-Gerontology Primary Care Psychiatric Nursing Theory**
An overview of the socio-cultural context of aging, promotion of mental health in adults, diagnostic methods, and content of major mental health problems, treatment, and legal issues for adult-gerontology primary care advanced practice registered nurse practitioners treating adults. **Prerequisites:** NURS 5102, NURS 5103, NURS 5305, NURS 5306, or consent; Corequisite: NURS 5142

NURS 5248: **Adult-Gerontology Primary Care Nursing Practicum I**
Emphasis on assessment, diagnosis, and therapeutic interventions in the management of adults with acute and chronic health problems across the lifespan. Nursing management in a variety of settings, in collaboration with other health care providers is stressed. Students use diagnostic skills, psychomotor skills, procedures, and pharmacological and non-pharmacological intervention. **180 hours of clinical practice.**
Prerequisites: NURS 5142, NURS 5246 or consent; Corequisite: NURS 5140

NURS 5255: **Psychiatric-Mental Health Nursing Theory II**
The course applies the conceptual and theoretical knowledge for selected therapeutic modalities in the management of a variety of mental health needs of children, adolescence and older adults in the context of the family, cultural diversity, and practice settings. This course also focuses on violence, abuse and neglect as it occurs in these populations. **Prerequisites:** NURS 5155, NURS 5156; Corequisite: NURS 5256

NURS 5256: **Psychiatric-Mental Health Nursing Practicum II**
Application of expanded knowledge in mental health and clinical skills in advanced mental health assessment and pharmacologic nursing with selected mental health care problems. Clinical experiences focus on the management of mental health illnesses affecting children, adolescents, and adults across the lifespan in the context of the family, cultural diversity, and practice settings. **270 hours of clinical practice.**
Prerequisites: NURS 5155, NURS 5156; Corequisite: NURS 5255

NURS 5270: **Organizational Behavior in Nursing**
Analysis, exploration, evaluation, and application of theories and research related to the behavior of nursing personnel within the environment of a health care organization. **Prerequisite:** none

NURS 5271: **Nursing Informatics**
Within the conceptual framework of the Foundation of Knowledge, this course integrates nursing science, information science, computer science, and cognitive science to acquire, process, generate, and disseminate knowledge. Informatics applications that affect health care and nursing will be emphasized. **Prerequisite:** none

NURS 5272: **Personnel Management in Nursing**
Explores current personnel management issues related to nursing administration in health care systems. **Prerequisite:** none

NURS 5273: **Law, Policy and Procedure in Health Care**
Legal, policy and procedural dimensions of health care delivery and administration. **Prerequisite:** none
NURS 5275: **Financial Management in Nursing**  
Principles and practices of financial management required for nursing in today’s health care environment. Within this framework, content regarding financial accounting, cost analysis, strategic financial planning, budget concepts, and managing financial resources is examined.  
**Prerequisite:** none

NURS 5285: **Adult-Gerontology Acute Care Nursing Theory II**  
Expands the research based conceptual and theoretical foundation for advanced registered nursing practice in adult-gerontology acute care nursing. Management of commonly occurring acute and chronic alterations in health patterns, ethical and legal standards of practice, access to community resources, and case management are emphasized. **Prerequisites:** NURS 5185, NURS 5186; **Corequisite:** NURS 5286

NURS 5286: **Adult-Gerontology Acute Care Nursing Practicum II**  
Implement and evaluate interventions directed toward promoting, restoring, and maintaining the health of adults across the lifespan with commonly occurring acute and chronic alterations in health patterns. Legal and ethical practice standards, community resources, and case management strategies will be incorporated into practice. Practice will occur in selected specialty areas. **90 hours clinical practice. Prerequisites:** NURS 5185, NURS 5186; **Corequisite:** NURS 5285

NURS 5304: **Nursing Research Practicum (1-3)**  
Participation in a nursing research project under direction of a faculty advisor. **Prerequisites:** NURS 5101, NURS 5100, and first clinical theory and practicum courses or two administration courses; **Corequisite:** approved project advisor

NURS 5305: **Advanced Health Assessment and Diagnostic Reasoning Theory**  
Synthesizes history-taking and physical examination; laboratory/diagnostic data interpretation; diagnostic reasoning and clinical decision-making for advanced registered nursing practice in varied settings. Assessment of infants, children, adults, and older adults are addressed in specialty sections. This course is the first in the sequence of courses, and is prerequisite to specialty clinical courses. **Prerequisite:** admission to one of the clinical specialties of the graduate program; **Pre or Corequisites:** NURS 5103, NURS 5102

NURS 5306: **Advanced Health Assessment and Diagnostic Reasoning Practicum**  
Performance and interpretation of assessment and diagnostic techniques for advanced registered nursing practice in selected areas of practice. The practicum experience is focused by specialty with individuals across the age span. This course is the first in the sequence of clinical courses, and is prerequisite to other clinical courses. **Pre or Corequisites:** NURS 5103, NURS 5102; **Corequisite:** NURS 5305

NURS 5324: **Advanced Pediatrics Theory**  
Provides a framework for the care of diverse pediatric population through various transitions they may experience with acute and chronic conditions. This includes from primary care to acute care settings and their return to primary care. It will explore a multi-team approach including rehabilitative pediatric care and transition from pediatric to adult care. **Prerequisites:** NURS 5102, NURS 5103, NURS 5120, NURS 5121, NURS 5228, NURS 5123, or consent

NURS 5341: **Transition to Adult-Gerontology Primary Care Nursing Practicum**  
Provides the evidenced-based clinical foundation for advanced practice registered nurses in adult-gerontology primary care. Management of commonly occurring chronic and complex alterations in health patterns, health promotion, screening and early detection, and delivery of cost effective, high quality care are emphasized for adults across the lifespan. **Variable clinical hours from 90 to 270. Prerequisites:** none

**Corequisites:** NURS 5343; Students must complete a Master’s of Science Degree in Nursing in the specialty of Gerontological Nurse Practitioner program and currently or previously certified as a GNP-BC. Students must have evidence of Advanced Pathophysiology, Advanced Pharmacology, and Advanced Health Assessment as determined by the GAP analysis
according to the National Organization of Nurse Practitioner Faculties (NONPF) and the National Task Force (NTF, 2016).

**NURS 5343: Transition to Adult-Gerontology Primary Care Nursing Theory**
This post-master’s course assists certified Gerontological Nurse Practitioners to transition to the role of Adult-Gerontology Primary Care Nurse Practitioner through synthesis of evidenced-based clinical knowledge for management of chronic and complex illnesses of adults across the lifespan with emphasis on disease prevention, health promotion, screening and restoration.

**Prerequisites:** Student must complete a Master’s of Science Degree in Nursing in the specialty of Gerontological Nurse Practitioner and is currently or previously certified as a GNP-BC. Student must have evidence of Advanced Pathophysiology, Advanced Pharmacology, and Advanced Health Assessment as determined by the GAP analysis according to the National Organization of Nurse Practitioner Faculties (NONPF) and the National Task Force (NTF, 2016).

**Corequisites:** Currently certified as a Gerontological Nurse Practitioner and has prescriptive authority and/or a DEA number. NURS 5103 (if certification greater than 5 years old, not practicing, and does not have prescriptive authority and/or a DEA number)

**NURS 5355: Psychiatric-Mental Health Nursing Theory III**
Provides the conceptual and theoretical foundation for advanced practice registered nursing assessment, diagnosis, and management of selected family mental health care concerns. Emphasis is on selected mental health care concerns of families across the lifespan, cultural diversity and practice settings. **Prerequisites:** NURS 5255, NURS 5256; **Corequisite:** NURS 5256

**NURS 5356: Psychiatric-Mental Health Nursing Practicum III**
Application of expanded knowledge and clinical skills in the advanced nursing management of selected family mental health needs. Clinical experiences focus on the mental health care concerns of children, adolescents, adults, and older adults, families, role development, and cultural diversity in practice settings. **180 hours of clinical practice. Prerequisites:** NURS 5255, NURS 5256; **Corequisite:** NURS 5355

**NURS 5379: Nursing Administration Practicum**
Guided experiences in the practice of nursing administration at lower, middle and higher levels in complex health care facilities. Settings selected based on individual student needs and course expectations. Concurrent seminars related to administrative roles. **270 hours clinical practice. Prerequisites:** NURS 5270, NURS 5271, NURS 5272, NURS 5273, NURS 5275

**NURS 5385: Adult-Gerontology Acute Care Nursing Theory III**
Explores selected bio-psycho-social concepts which affect nursing care of adults across the lifespan, the adult’s response to illness, and how the role of the adult-gerontology acute care nurse practitioner influences the ability to promote, restore, and maintain health of adults across the lifespan. **Prerequisites:** NURS 5185, NURS 5186, NURS 5285, NURS 5286, or consent; **Corequisite:** NURS 5386

**NURS 5386: Adult-Gerontology Acute Care Nursing Practicum III**
Apply, with increasing competency, theoretical concepts from adult-gerontology acute care geriatric nursing theory courses in the management and referral of adults from across the lifespan with commonly occurring chronic and acute alterations in health patterns. Clinical competences and role integration for the Adult-Gerontology Acute Care Nurse Practitioner in multiple acute care settings are emphasized. **270 hours of clinical practice. Prerequisites:** NURS 5185, NURS 5186, NURS 5285, NURS 5286; **Corequisite:** NURS 5385

**NURS 5391: Human Genetics (elective course)**
This course focuses on genetics for individuals, families and populations who are at risk for genetic conditions or who have a condition with a genetic component. Topics covered will prepare the student to apply genetic/genomic science to advanced assessments, interventions, outcomes, and research. **Prerequisite: none**
NURS 5395: Nursing Education Practicum
Preceptor and faculty guided experiences in nursing education to meet individual student needs. Students may select clinical experiences in client-teaching, staff education or formal nursing programs. **135 hours of practicum** Prerequisite: NURS 5175

NURS 5791: Special Topics in Nursing (1-6)
Discussion and advanced study on selected topics not covered in general courses. May repeat up to a maximum of 6 credit hours. Prerequisite: none

NURS 5801: Independent Study (1-6)
Provides opportunity to pursue study to meet individual student needs. May repeat to a maximum of 6 credit hours. Prerequisite: none

NURS 5995: Outcomes Portfolio
At the completion of the graduate program of study, the students are expected to successfully complete an Outcomes Portfolio. The Outcomes Portfolio is a written document based on specific outcomes-based criteria. Pre or Corequisites: enrolled in the final semester of graduate coursework
THE DOCTOR OF NURSING PRACTICE (DNP)
THE DOCTOR OF NURSING PRACTICE

The Doctor of Nursing Practice (DNP) programs educationally prepare students to strategically design, execute, and evaluate innovative health care delivery models for improving quality outcomes for individuals, families, and populations with complex health care needs. The DNP curriculum blends clinical, organizational, economic and systems leadership skills to prepare nurses at the highest level to lead health care initiatives and influence health care policy local to global. Graduates of the DNP program are expert clinicians who apply evidence-based practice principles in the creation, implementation, and evaluation of practice. DNP graduates are prepared to facilitate interprofessional teams, at the systems level, to assure high-quality, safe, effective, efficient, timely and equitable patient/family centered care.

Policies and requirements related to the DNP program are located in the UAMS College of Nursing Catalog and the UAMS College of Nursing Student Handbook. Program specific procedures, course requirements, and criteria for satisfactory academic progress are applicable to all students pursuing the Doctor of Nursing Practice degree.

Characteristics of the DNP Graduate

The DNP Graduate is prepared to:

1. Synthesize, apply and disseminate evidence-based research and practice findings to address gaps in care that meet current and future health care needs of diverse patients/populations local to global.

2. Demonstrate effective systems leadership and interprofessional collaboration skills that strengthen practice and health care delivery in the development, implementation and evaluation of practice models, guidelines, health policies and standards that impact the outcomes of health care.

3. Apply science-based theories, principles of strategic planning, financial forecasting resource management, and health care information systems analytics to develop, implement, and evaluate effective health programs that will improve the quality of health care delivery at the practice, organizational or systems level

4. Promote data-driven decision making that reflects clinical scholarship, cultural responsiveness and ethical and professional values in the prevention, management, evaluation and dissemination of patient/family-centered and population-based care within complex health care environments.

5. Generate opportunities for leading mentorship, coaching and service initiatives that empower providers, patients and families with the skills to analyze problems, generate solutions, and evaluate alternatives to select evidence-based care that is patient-centered, safe, timely, effective, efficient, and equitable.

Progression, Probation, Supervision, Withdrawal, and Dismissal

1. Course drop/withdrawal dates: See Academic Calendar found on the College of Nursing website.

   After the last date to withdraw, any withdrawal from the course through the last class day will be considered a "WF" unless the student is passing the course at the time of withdrawal. A "WF" (withdraw failing) figures into the total GPA as an "F". Exceptions will be considered by the dean on an individual basis.

2. DNP students must earn at least a letter grade of "B" in their program of study. Only one (1) letter grade of "C" will be allowed for any coursework toward the DNP degree. If a student earns a letter grade of "C" in any of the courses and it is the student's first letter grade of "C", the course must be repeated. If a grade of "B" or better is not earned on the second attempt, the student will be dismissed from the UAMS College of Nursing. If dismissed and the student is enrolled in any other coursework, they must withdraw immediately and earn a "WF" if passing and a "WF" if failing at the time of dismissal. Credit from any course repeated will apply to the degree only once. Even though a course where the letter grade of "C" is earned is repeated, the "C" counts as the first "C" and the policy about the number of "Cs" apply. A student with a second letter grade of "C" will be dismissed from the UAMS CON.

3. A student taking graduate courses may register for a course only twice. If a grade is not earned after two registrations, the student may not register for the course again. A student will not be permitted to transfer credit from another institution for any comparable course that has been registered for twice at UAMS.
4. A cumulative GPA of "B", 3.0 (on 4.0 grade scale), must be attained for graduation. If a student has less than a 3.0 cumulative GPA on twelve (12) or more semester hours of graded coursework, the student will be placed on academic probation. The student will subsequently be dismissed from the UAMS College of Nursing if the cumulative GPA is not raised to 3.0 or above on the next nine (9) hours of required graduate coursework.

5. A student who voluntarily leaves the UAMS College of Nursing before the end of the semester or summer term must complete the Add/Drop/Withdrawal Form found on the College of Nursing website. It is the student’s responsibility to obtain the required advisor and Associate Dean for Academic Programs signatures on the form. (See the previous section on withdrawal in the catalog.)

6. Re-admission will not be considered for any student dismissed from the College of Nursing at UAMS. Exceptions will be determined by the dean on an individual basis.

7. All UAMS College of Nursing students who are or have been licensed as a nurse (LPN, RN, RNP, APRN, etc.) must maintain that nursing license “in good standing” with the appropriate State Board of Nursing throughout their enrollment in the College of Nursing. Students may not continue to be enrolled in any courses or have any contact with patients/clients if their license is expired, encumbered, probationary, suspended, or surrendered. It is the student’s ethical and professional obligation to inform the College of Nursing Student Services Office immediately upon any change in licensure status. Failure to do so will be considered a breach of the College of Nursing Scholastic Non-Cognitive Performance Standards and the College of Nursing Honor Code, and the student will be dismissed from the College of Nursing.

8. A student will be dismissed from the College of Nursing when the student’s behavior in any college-related activity is determined to be inconsistent with professional responsibility and accountability or the student is found to be unsafe.

9. A student will be dismissed from the College of Nursing for unprofessional conduct that is likely to deceive, defraud, or injure clients or the public by any act, practice, or omission that fails to conform to the accepted standards of the nursing profession and indicates conscious disregard for the health and welfare of the public and of the client.

Computerized Web-Based Evaluations for Courses/Faculty

Course/Faculty Evaluation Policy

Web-based evaluations are conducted to assist the faculty in improving their courses and their teaching strategies. Students have a professional responsibility and obligation to complete these evaluations. All students registered for a course in the College of Nursing each semester or summer session must, as a part of the course requirements, complete the course/faculty evaluation form to ensure ongoing quality improvement in the educational program.

As members of the student body enrolled in a professional program of study, all students are required to complete the course/faculty evaluations as a part of their preparation for the professional role. The College of Nursing Scholastic Non-Cognitive Performance Standards guides the student in an understanding of these expectations. Failure to complete the evaluation process will result in a review, based on these standards, of the student’s performance by administration.

Course/Faculty Evaluation Procedure

1. The policy and procedure for Course/Faculty Evaluations will be included in the UAMS College of Nursing Student Handbook, UAMS College of Nursing Catalog, College of Nursing website, and all course syllabi. Students in all programs will be held responsible for this policy.

2. A review of the policy and procedure for Course/Faculty Evaluations will be given at the time of orientation to the program (if applicable) for students at all levels.

3. All enrolled students will be notified through their UAMS email account of the date and time period that the Course/Faculty Evaluations form will be available for each course offering each semester. Weekly reminders will be sent to every student.
4. The Course/Faculty Evaluation form for all courses (7 ½ week and full semester courses) will be posted on Blackboard for completion for a period of four (4) weeks toward the end of the semester with the last day of evaluation availability being the final day of the semester.

**Course/Faculty Evaluation Form**

Course/Faculty Evaluations are used by each nursing program in the College. They are created based on a critical review of the literature and evaluation tools used on campus and at other schools. The consistency of the evaluations will ensure over time that the student understands the meaning of each of the components and, therefore, will improve the reliability and validity of the tool. The evaluation includes a Likert Scale and a comment’s section where students may comment in specific detail. The evaluations are computerized and a program allows for the creation of reports on faculty and course evaluation data.

**Grading Scale**

The following grading scale is effective for the UAMS College of Nursing graduate nursing programs (5000, 6000, and 7000 series courses):

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100%</td>
<td>A</td>
</tr>
<tr>
<td>80-89.99%</td>
<td>B</td>
</tr>
<tr>
<td>75-79.99%</td>
<td>C</td>
</tr>
<tr>
<td>70-74.99%</td>
<td>D</td>
</tr>
<tr>
<td>&lt;70%</td>
<td>F</td>
</tr>
</tbody>
</table>

NOTE: Grades are not rounded.

**Academic Dishonesty/Honor Code**

The Honor Code was developed by the students in the College of Nursing. Students will be asked to abide by the Code throughout their academic program. More information about the honor code and honor council can be found in the *UAMS College of Nursing Student Handbook*. The Code is as follows:

“We, the students of the UAMS College of Nursing, recognize the need for an atmosphere of mutual trust and respect in our academic community, as well as professional life. Students enrolled in the College of Nursing are bound by a peer administered Honor Code which provides the pride and self-respect that each individual gains by living among honorable people. The Code rests on the premises that lying, cheating, and stealing constitute breaches of the spirit of honor and mutual trust, and are not tolerable within the health professions.

Acceptance of admission is an acceptance of the Honor Code and is an implicit agreement to live by its terms and spirit. Every student at the College of Nursing enjoys the benefits of the Code; each shares the responsibility of its enforcement and vitality.

All entering students should realize that the Honor Code imposes dual responsibilities--to live from day to day within the terms and spirit of the Code; and to insist that fellow students also live within the Code.

It is important to understand that a student who willfully commits a dishonorable act has chosen to live directly in conflict with other students and the profession.”

The curriculum leading to the DNP degree can be completed through a full-time or part-time plan of study. Full-time study requires a minimum of nine (9) semester hours per semester. The number of semesters for full-time and part-time study varies with the number of hours needed. A maximum of six (6) consecutive calendar years from the date of first enrollment is allowed for completion of all degree requirements.
POST-BSN to DNP

Expanding the College of Nursing Graduate Degree Programs
Post-BSN to DNP

In the fall semester of 2017, the College of Nursing (CON) will open its new post Bachelor of Science in Nursing (BSN) to Doctorate of Nursing Practice (DNP) program. The post-BSN to DNP program is a full-time only option allowing students to select one of the following advanced nursing practitioner specialties: Adult-Gerontology Acute Care, Adult-Gerontology Primary Care, Family Nurse Practitioner, Psychiatric-Mental Health, Acute Care Pediatrics, or Primary Care Pediatrics.

Students will be able to complete the post-BSN to DNP program in 3 years and sit for a national certification exam in his or her chosen specialty. There are plans to offer a part-time program of study for the post-BSN to DNP program in the future, which could be completed in 4 years. The post-BSN to DNP program will have a fall only admission with an application deadline of February 1st.

The CON will gradually reduce the number of students admitted to the Master of Nursing Science (MNSc) nurse practitioner specialties beginning in the fall of 2017, with the last fall admission to the MNSc nurse practitioner specialties in fall 2018. The CON will continue admitting to the MNSc Nurse Practitioner specialties in the spring terms for the near future.

The Nursing Administration Master's specialty will remain with both fall and spring admissions. The MNSc Nursing Administration specialty application deadlines will be February 1st and September 1st each year. Students who choose Nursing Administration are not eligible to complete the nurse practitioner focused post-BSN to DNP program.
POST-BSN TO DNP

Admission Requirements

All required admission documents must be received or postmarked by the College of Nursing Student Services Office by February 1 for applicants seeking admission for in the following fall semester. Students given a tentative admission status, that is, those not having met all admission prerequisites such as completion of the BSN degree, current licensure, health assessment, or statistics course may not register for graduate nursing courses until the tentative status is removed. Preference will be given to Arkansas residents.

The number of applicants accepted in any College of Nursing program is based on available resources.

1. Complete the application for the College of Nursing found on the College of Nursing website.
2. Provide official transcripts from any and all colleges and universities attended. A course in basic statistics must have a letter grade of “C” or better.
3. Present proof of earned baccalaureate degree in nursing from a NLNAC or CCNE accredited program.
4. Provide evidence of an unencumbered Arkansas or unencumbered compact state RN license. All UAMS College of Nursing (CON) students who are or have been licensed as a nurse (LPN, RN, RNP, APRN, etc.) must maintain that nursing license “in good standing” with the appropriate State Board of Nursing throughout their enrollment in the College of Nursing. Students may not continue to be enrolled in any courses or have any contact with patients/clients, if their license is expired, encumbered, probationary, suspended, or surrendered. It is the student’s ethical and professional obligation to inform the CON Student Services Office immediately upon any change in licensure status. Failure to do so will be considered a breach of the CON Scholastic Non-Cognitive Performance Standards and the CON Honor Code, and the student will be dismissed from the CON.
5. Provide evidence of an academic or an ANCC-COA continuing education approved health assessment course.
6. Admission to the Post Bachelor of Science in Nursing to Doctor of Nursing Practice program is competitive. Students will be ranked by GPA calculated from the last 60 hours of undergraduate coursework. An individual interview and essay may also be a part of the admission process. Selection of participants is based on space and availability of resources. Highest GPA and interview scores are given priority consideration.
7. Students must hold a GPA of 3.00 or above (on a 4 point scale) for admission.
8. A standardized entrance exam is NOT required for entry (GRE/MAT).
9. Applicants who have attended a previous graduate nursing school or another health related profession school must have a letter submitted from that school that includes a statement regarding the student’s standing at the previous school. Applicants who have been previously dismissed from a program or who are not in good standing will not be considered for admission. Admission will not be considered for anyone who earned a “NC”, or “C” in any two graduate nursing courses or a “D”, “F”, “WD” or “WF” in any graduate nursing course.
10. The CIA official language field listing to determine whether the TOEFL exam is required for international applicants who declare English as their first language. If English is listed as the official language of their country of birth on the CIA listing, the student will not be required to complete the TOEFL exam as an admission requirement. If the applicant was not born in the United States or in a country where English is the official language, the applicant may document their English proficiency in one of two ways:
   a. An official TOEFL score of at least 550 or above on the paper-based exam, or 213 or above on computer-based exam, or a minimum score of 20 in each section of the iBT is required. The test must have been taken within the last two (2) calendar years of admission. Official TOEFL exam score report reflecting successful completion must be received no later than one (1) month past the application deadline date. Only TOEFL test scores received directly from ETS will be accepted as valid. Testing information is available at http://ets.org.
   b. If the applicant’s entire educational experience has been in the United States, the applicant does not have to take the TOEFL. To document this, the applicant must provide records/transcripts from the time that the applicant entered school in the seventh grade through high school, and college. If the applicant cannot provide this documentation, the applicant may appeal first to the College of Nursing Admissions and Progression Committee, and then to the Dean of the College of Nursing.
11. Evaluation of Foreign Transcripts – If the degree was earned outside of the United States, the applicant must have all international transcripts evaluated by a credentialing entity that is a member of NACES (The National Association of Credential Evaluation Services www.naces.org (e.g., www.wes.org or www.ece.org). The evaluation must include proof of the equivalency of a United States degree and an equivalent GPA that is based on a 4.0 grading system.

NOTE:

1. In addition to meeting the admission requirements, a minimum of two (2) years of clinical experience is strongly recommended prior to admission. A minimum of 2000 verified experience hours is required prior to admission to the Advanced Health Assessment & Diagnostic Reasoning course.
2. A student must show proof of current cardiopulmonary resuscitation (CPR) certificate when registering for any practicum courses. The only acceptable courses are American Heart Association (Health Care Provider) or American Red Cross (Professional Rescuer). ACLS will not be accepted for CPR certification. However, ACLS is required prior to beginning clinical specialty courses for Adult-Gerontology Acute Care Nurse Practitioner, Adult-Gerontology Primary Care Nurse Practitioner, and Family Nurse Practitioner students. Pediatric Nurse Practitioner students will be required to have PALS certification. Course coordinator of each specialty will check students for proof of ACLS certification.
3. Show proof of current TB test and completed Hepatitis B immunization series.
4. All students will be charged annually at registration for liability insurance.

Transfer Credits

The College of Nursing will permit a student to transfer up to twelve (12) credits of graduate credits from another accredited graduate school in the United States, provided that the grades are "B" or better, and the subjects are acceptable to the department concerned, as a part of the student’s program. The Associate Dean for Academic Programs or Associate Dean for Practice of the College of Nursing should be petitioned for requesting transfer of credit hours and may be petitioned on a case by case basis to consider additional transfer credits. A student will not be permitted to transfer credit from another institution for any comparable course that has been registered for twice at UAMS. Graduate nursing courses will be evaluated for transfer if copies of course syllabi, a transfer request fee, and an official transcript reflecting the completed coursework are sent to the College of Nursing Student Services Office for processing. The six year completion time for DNP degree begins with the oldest course that is to be applied to the degree.
### Sample Post-BSN to DNP Program of Study (full-time only)

#### Fall I
- **NURS 5101:** Research Methodology  
  - Semester Credits: 3
- **NURS 5105:** Theoretical Foundations for Advanced Nursing Practice and Research  
  - Semester Credits: 3
- **NURS 7112:** Health Care Informatics  
  - Semester Credits: 3

#### Spring I
- **NURS 5102:** Advanced Physiology and Pathophysiology  
  - Semester Credits: 3
- **NURS 7114:** Health Care Analytics for Nursing Practice  
  - Semester Credits: 3
- **NURS 7210:** Evidence-based Practice  
  - Semester Credits: 3

#### Summer I
- **NURS 5205:** Quantitative Epidemiology I  
  - Semester Credits: 3
- **NURS 7115:** Clinical Prevention and Health Promotion  
  - Semester Credits: 3

#### Fall II
- **NURS 5103:** Clinical Pharmacology & Therapeutics in Advanced Practice Registered Nursing  
  - Semester Credits: 3
- **NURS 5305:** Advanced Health Assessment & Diagnostic Reasoning Theory  
  - Semester Credits: 2
- **NURC 5306:** Advanced Health Assessment & Diagnostic Reasoning Practicum  
  - Semester Credits: 1
- **NURS 7111:** Economics for Complex Organizational Systems  
  - Semester Credits: 3

#### Spring II
- **NURS 7116:** Roles & Professional Practice for APRNs  
  - Semester Credits: 3
- Specialty Theory I  
  - Semester Credits: 3-4
- Specialty Practicum I (180 – 270 clock hours)  
  - Semester Credits: 2-3
  - Total: 9-10

#### Summer II
- Elective  
  - Semester Credits: 3
- Specialty Practicum II (90 – 180 clock hours)  
  - Semester Credits: 1-2
- Specialty Theory II  
  - Semester Credits: 3
  - Total: 7-8

#### Fall III
- Specialty Practicum III  
  - Semester Credits: 3-4
- Specialty Theory III (270 – 360 clock hours)  
  - Semester Credits: 3-4
- **NURS 7211:** Quality Outcomes Management  
  - Semester Credits: 3
  - Total: 9-10

#### Spring III
- **NURS 7117:** Leadership in Health Policy & Advocacy  
  - Semester Credits: 3
- **NURS 7212:** Integration of DNP Competencies  
  - Semester Credits: 2
- **NURS 7401:** Advanced Nursing Clinical Practice (360 clock hours)  
  - Semester Credits: 4
  - Total: 9

**Total Program Credits = 68-69 depending upon specialty**  
**Total Practicum Clock Hours = 1080**
## Specialty Theory & Practicums by Specialty

### Adult-Gerontology Acute Care

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 5185</td>
<td>Adult-Gerontology Acute Care Nursing Theory I</td>
<td>4</td>
</tr>
<tr>
<td>NURS 7180</td>
<td>DNP Adult-Gerontology Acute Care Nursing Practicum I (270 clock hours)</td>
<td>3</td>
</tr>
<tr>
<td>NURS 5285</td>
<td>Adult-Gerontology Acute Care Nursing Theory II</td>
<td>3</td>
</tr>
<tr>
<td>NURS 7280</td>
<td>DNP Adult-Gerontology Acute Care Nursing Practicum II (90 clock hours)</td>
<td>1</td>
</tr>
<tr>
<td>NURS 5385</td>
<td>Adult-Gerontology Acute Care Nursing Theory III</td>
<td>2</td>
</tr>
<tr>
<td>NURS 7380</td>
<td>DNP Adult-Gerontology Acute Care Nursing Practicum III (360 clock hours)</td>
<td>4</td>
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</table>

### Adult-Gerontology Primary Care

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>NURS 5140</td>
<td>Adult-Gerontology Primary Care Nursing Theory I</td>
<td>3</td>
</tr>
<tr>
<td>NURS 7240</td>
<td>DNP Adult-Gerontology Primary Care Nursing Practicum I (270 clock hours)</td>
<td>3</td>
</tr>
<tr>
<td>NURS 5246</td>
<td>Adult-Gerontology Primary Care Psychiatric Nursing Theory</td>
<td>3</td>
</tr>
<tr>
<td>NURS 7140</td>
<td>DNP Adult-Gerontology Primary Care Psychiatric Nursing Practicum (180 clock hours)</td>
<td>2</td>
</tr>
<tr>
<td>NURS 5240</td>
<td>Adult-Gerontology Primary Care Nursing Theory II</td>
<td>3</td>
</tr>
<tr>
<td>NURS 7340</td>
<td>DNP Adult-Gerontology Primary Care Nursing Practicum II (270 clock hours)</td>
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### Family Nurse Practitioner

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 5110</td>
<td>Clinical Management of the Child and Family Theory</td>
<td>3</td>
</tr>
<tr>
<td>NURS 7215</td>
<td>DNP Clinical Management of the Child and Family Practicum (270 clock hours)</td>
<td>3</td>
</tr>
<tr>
<td>NURS 5114</td>
<td>Clinical Management of Family Reproductive Health Theory</td>
<td>3</td>
</tr>
<tr>
<td>NURS 7213</td>
<td>DNP Clinical Management of Family Reproductive Health Practicum (180 clock hours)</td>
<td>2</td>
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<tr>
<td>NURS 5115</td>
<td>Clinical Management of Adult and Family Theory</td>
<td>3</td>
</tr>
<tr>
<td>NURS 7214</td>
<td>DNP Clinical Management of Adult and Family Practicum (270 clock hours)</td>
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### Pediatric Nurse Practitioner

<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>NURS 5120</td>
<td>Advanced Pediatric Health Assessment and Diagnostic Reasoning Theory</td>
<td>2</td>
</tr>
<tr>
<td>NURS 5121</td>
<td>Advanced Pediatric Health Assessment and Diagnostic Reasoning Practicum</td>
<td>1</td>
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### Primary Care PNP Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>NURS 5123</td>
<td>Developmental/Well Child Pediatrics</td>
<td>3</td>
</tr>
<tr>
<td>NURS 7125</td>
<td>DNP Pediatric Primary Care Nursing Practicum I (270 clock hours)</td>
<td>3</td>
</tr>
<tr>
<td>NURS 5324</td>
<td>Advanced Pediatrics</td>
<td>3</td>
</tr>
<tr>
<td>NURS 7225</td>
<td>DNP Pediatric Primary Care Nursing Practicum II (90 clock hours)</td>
<td>1</td>
</tr>
<tr>
<td>NURS 5222</td>
<td>Acute Care/Hospitalized Child Theory I</td>
<td>3</td>
</tr>
<tr>
<td>NURS 5228</td>
<td>Management of Health Problems in Children</td>
<td>3</td>
</tr>
<tr>
<td>NURS 7325</td>
<td>Integrated Practicum for Primary Care Pediatric Nurse Practitioners (360 clock hours)</td>
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### Acute Care PNP Courses

<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>NURS 5123</td>
<td>Developmental/Well Child Pediatrics</td>
<td>3</td>
</tr>
<tr>
<td>NURS 5228</td>
<td>Management of Health Problems in Children</td>
<td>3</td>
</tr>
<tr>
<td>NURS 7120</td>
<td>DNP Pediatric Acute Care Practicum I (270 clock hours)</td>
<td>3</td>
</tr>
<tr>
<td>NURS 5222</td>
<td>Acute Care/Hospitalized Child Theory I</td>
<td>3</td>
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<tr>
<td>NURS 7220</td>
<td>DNP Pediatric Acute Care Practicum II (90 clock hours)</td>
<td>1</td>
</tr>
<tr>
<td>NURS 5223</td>
<td>Acute Care/Hospitalized Child Theory II</td>
<td>3</td>
</tr>
<tr>
<td>NURS 7320</td>
<td>DNP Integrated Practicum for Acute Care Pediatric Nurse Practitioners (360 clock hours)</td>
<td>4</td>
</tr>
</tbody>
</table>

### Psychiatric-Mental Health Nurse Practitioner

<table>
<thead>
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<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 5155</td>
<td>Psychiatric-Mental Health Nursing Theory I</td>
<td>3</td>
</tr>
<tr>
<td>NURS 5151</td>
<td>Psychiatric-Mental Health Nursing Diagnosis and Psychopharmacology</td>
<td>3</td>
</tr>
<tr>
<td>NURS 7551</td>
<td>DNP Psychiatric-Mental Health Nursing Practicum I</td>
<td>2</td>
</tr>
<tr>
<td>NURS 5257</td>
<td>Psychiatric-Mental Health Nursing Theory II</td>
<td>4</td>
</tr>
<tr>
<td>NURS 7552</td>
<td>DNP Psychiatric-Mental Health Nursing Practicum II</td>
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<tr>
<td>NURS 5357</td>
<td>Psychiatric-Mental Health Nursing Theory III</td>
<td>3</td>
</tr>
<tr>
<td>NURS 7553</td>
<td>DNP Psychiatric-Mental Health Nursing Practicum III</td>
<td>4</td>
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</tbody>
</table>
Post-BSN to DNP Course Descriptions

NURS 5101: Research Methodology
Focuses on the process of scientific inquiry including scientific, pragmatic, and ethical issues of conducting research. Emphasis is on understanding research methodology, statistical methods and related concepts, and evaluating scientific integrity of nursing literature. *Prerequisite: none*

NURS 5102: Advanced Physiology and Pathophysiology
Exploration of the mechanisms and concepts of human physiology providing the scientific rationale for seeking and interpreting physiological data in the planning and management of nursing care. *Prerequisite: none*

NURS 5103: Clinical Pharmacology and Therapeutics in Advanced Practice Registered Nursing
Emphasis is on the clinical pharmacological management of selected primary health care problems of clients and their families across the lifespan. *Prerequisite: none*

NURS 5105: Theoretical Foundations for Advanced Nursing Practice and Research
This course provides an evaluation and application of theories from nursing, humanities, biological, sociological, and other sciences for the foundation of evidenced based advanced nursing practice and research.

NURS 5110: Clinical Management of Child and Family Theory
Focuses on decision-making skills in the management of selected health problems in children, newborn through adolescent. Includes developmental, physiological, pharmacological, and nutritional strategies. *Prerequisites: NURS 5102, NURS 5103, NURS 5305; Corequisite: NURS 5111*

NURS 5114: Clinical Management of Family Reproductive Health Theory
Provides the conceptual and theoretical foundation for advanced nursing assessment, diagnosis, and management of selected health care concerns. Emphasis is on primary health care of adults in the childbearing years, their families, and role development in clinical practice. *Prerequisites: NURS 5102, NURS 5103, NURS 5305, NURS 5306; Corequisite: NURS 5212*

NURS 5115: Clinical Management of the Adult and Family Theory
Provides the conceptual and theoretical foundation for advanced nursing assessment, diagnosis, and management of selected health care concerns. Emphasis is on the primary health care of adults and their families and role development in clinical practice. *Prerequisites: NURS 5102, NURS 5103, NURS 5305, NURS 5306; Corequisite: NURS 5116*

NURS 5120: Advanced Pediatric Health Assessment and Diagnostic Reasoning Theory
Synthesizes history-taking and physical examination; laboratory/diagnostic data interpretation; diagnostic reasoning and clinical decision-making for advanced nursing practice with culturally diverse pediatric clients and/or their families. This course is the first in the sequence of courses and is prerequisite to specialty clinical courses. *Pre or Corequisites: NURS 5102, NURS 5103; Corequisite: NURS 5121 or consent; admission to one of the pediatric clinical specialties of the graduate program*

NURS 5121: Advanced Pediatric Health Assessment & Diagnostic Reasoning Practicum
Performance and interpretation of assessment and diagnostic techniques for advanced nursing practice in the pediatric specialty. This course is the first in the sequence of clinical courses and is prerequisite to other clinical courses. *Pre or Corequisites: NURS 5102, NURS 5103; Corequisite: NURS 5120, admission to one of the pediatric clinical specialties of the graduate program*

NURS 5123: Developmental/Well Child Pediatrics
Provides the conceptual and theoretical foundation for advanced practice in child health nursing. Changes that occur throughout infancy, childhood, and adolescence will be explored together with nursing interventions used to maintain optimum health. Emphasizes the study of individual children and families relative to physical, psychosocial, and developmental needs. *Prerequisites: NURS 5100, NURS 5102, NURS 5103, NURS 5120, NURS 5121; Corequisite: NURS 5124 or consent*
NURS 5140: Adult-Gerontology Primary Care Nursing Theory I
Emphasis on acquisition of advanced knowledge for primary care and case management of adults across the lifespan and acute and chronic health problems in diverse settings. Theories of health, health promotion, and restoration are included. Use of diagnostic procedures, pharmacological, and non-pharmacological interventions are emphasized. Prerequisites: NURS 5142, NURS 5246, or consent; Corequisite: NURS 5248

NURS 5151: Psychiatric-Mental Health Nursing Diagnosis and Psychopharmacology
This course provides the conceptual and theoretical foundation for advanced mental health registered nursing assessment, diagnosis, and pharmacological management of adults with mental illness in the context of cultural diversity and varied practice settings. Prerequisites: NURS 5102, NURS 5103, NURS 5150, NURS 5305, NURS 5306; Corequisite: NURS 5155

NURS 5155: Psychiatric-Mental Health Nursing Theory I
This course provides theoretical foundations for advanced psychiatric mental health nursing practice, with emphasis on the management of mental illness in the context of the family and cultural diversity, and in various practice settings. Theory focuses on the assessment and diagnosis of individuals with psychiatric disorders per the Diagnostic and Statistical Manual of Mental Disorders (DSM-5). Prerequisites: NURS 5102, NURS 5103, NURS 5305, NURS 5306; Corequisites: NURS 5151, NURS 5154

NURS 5185: Adult-Gerontology Acute Care Nursing Theory I
Provides the research based conceptual and theoretical foundation for advanced registered nursing practice in adult-gerontology acute care nursing. Management of commonly occurring acute and chronic alterations in health patterns, health promotion, screening and early detection, and delivery of cost effective, high quality care are emphasized for adults across the lifespan. Prerequisites: NURS 5102, NURS 5103, NURS 5305, NURS 5306; Corequisite: NURS 5186

NURS 5205: Quantitative Epidemiology I
This course is an introduction to the history and methods of epidemiology. Specific areas of acute and chronic disease epidemiology illustrate epidemiologic methods such as risk factor analysis, surveillance systems, and etiology of disease. Quantization of morbidity and mortality within populations is addressed. Students are given an overview of study design, data analysis, and inferences to evaluate epidemiologic studies for relevance for application to practice. Prerequisite: none (prerequisite for non-degree seeking students: prior course in Statistics)

NURS 5222: Acute Care/Hospitalized Child Theory I
Expands the theoretical and clinical foundation for advanced nursing practice in the care of the acutely ill or hospitalized child and their family. Explores theoretical, legal, and ethical implications of interventions for the management of children with complex medical conditions. Emphasizes the study of individual children within the context of their families to meet short and long term acute care needs. Prerequisites: NURS 5123, NURS 5228, or consent; Corequisite: NURS 5224 or NURS 5225

NURS 5223: Acutely Ill/Hospitalized Child Theory II
Expands the theoretical and clinical foundation for the care of the acutely ill or hospitalized child and family. Explores theoretical, legal, and ethical implications of children with complex medical conditions. Emphasis is placed on the pathophysiology and epidemiology underlying acute and chronic health problems with critical analysis and management of such issues. Prerequisites: NURS 5128, NURS 5222; Corequisite: NURS 5221

NURS 5228: Management of Health Problems in Children
Focuses on decision making skills in the management of selected health problems in children, newborn through adolescent. Includes developmental, physiological, pharmacological, and nutritional strategies. Prerequisites: NURS 5102, NURS 5103; NURS 5120, NURS 5121; Pre or Corequisites: NURS 5123, NURS 5124 or NURS 5128
NURS 5240: Adult-Gerontology Primary Care Nursing Theory II
Expand conceptual approach to managing health problems of adults across the life span in diverse settings. Use clinical decision-making to determine diagnostic and therapeutic interventions in increasingly complex acute and chronic conditions to enhance functional activity and reduce unintentional illness/injury of adults. Prerequisites: NURS 5140, NURS 5142, NURS 5246, NURS 5348; Corequisite: NURS 5241

NURS 5246: Adult-Gerontology Primary Care Psychiatric Nursing Theory
An overview of the socio-cultural context of aging, promotion of mental health in adults, diagnostic methods, and content of major mental health problems, treatment, and legal issues for adult-gerontology primary care advanced practice registered nurse practitioners treating adults. Prerequisites: NURS 5102, NURS 5103, NURS 5305, NURS 5306, or consent; Corequisite: NURS 5142

NURS 5257: Psychiatric-Mental Health Nursing Theory II
This course provides theoretical foundations for advanced psychiatric mental health nursing practice, focused on the therapeutic role. Theory focuses on the use of therapeutic modalities to develop therapeutic communication skills and provide culturally diverse competent care to individuals, groups, and families across the lifespan.

NURS 5285: Adult-Gerontology Acute Care Nursing Theory II
Expands the research based conceptual and theoretical foundation for advanced registered nursing practice in adult-gerontology acute care nursing. Management of commonly occurring acute and chronic alterations in health patterns, ethical and legal standards of practice, access to community resources, and case management are emphasized. Prerequisites: NURS 5185, NURS 5186; Corequisite: NURS 5286

NURS 5305: Advanced Health Assessment and Diagnostic Reasoning Theory
Synthesizes history-taking and physical examination; laboratory/diagnostic data interpretation; diagnostic reasoning and clinical decision-making for advanced registered nursing practice in varied settings. Assessment of infants, children, adults, and older adults are addressed in specialty sections. This course is the first in the sequence of courses, and is prerequisite to specialty clinical courses. Prerequisite: admission to one of the clinical specialties of the graduate program; Pre or Corequisites: NURS 5102, NURS 5103

NURS 5306: Advanced Health Assessment and Diagnostic Reasoning Practicum
Performance and interpretation of assessment and diagnostic techniques for advanced registered nursing practice in selected areas of practice. The practicum experience is focused by specialty with individuals across the age span. This course is the first in the sequence of clinical courses, and is prerequisite to other clinical courses. Pre or Corequisites: NURS 5102, NURS 5103; Corequisite: NURS 5305

NURS 5324: Advanced Pediatrics Theory
Provides a framework for the care of diverse pediatric population through various transitions they may experience with acute and chronic conditions. This includes from primary care to acute care settings and their return to primary care. It will explore a multi-team approach including rehabilitative pediatric care and transition from pediatric to adult care. Prerequisites: NURS 5102, NURS 5103, NURS 5120, NURS 5121, NURS 5123, NURS 5228, or consent

NURS 5357: Psychiatric-Mental Health Nursing Theory III
The course provides theoretical foundations for advanced psychiatric mental health nursing practice, with emphasis on the management of mental illness in the context of the family and cultural diversity, and in various practice settings. Theory focuses on assessment and diagnosis of children, adolescents, and older adults with psychiatric disorders per the Diagnostic and Statistical Manual of Mental Disorders (DSM-5). This course also focuses on violence, abuse, and neglect as it occurs across the lifespan. Prerequisites: NURS 5254, NURS 5257; Corequisite: NURS 5354
NURS 5385: **Adult-Gerontology Acute Care Nursing Theory III**
Explores selected bio-psycho-social concepts which affect nursing care of adults across the lifespan, the adult's response to illness, and how the role of the adult-gerontology acute care nurse practitioner influences the ability to promote, restore, and maintain health of adults across the lifespan. **Prerequisites:** NURS 5185, NURS 5186, NURS 5285, NURS 5286, or consent; **Corequisite:** NURS 5386

NURS 7111: **Economics for Complex Organizational Systems**
This course prepares the student to utilize strategic planning and advanced project management tools and technologies for planning and managing health care resources within an analytic framework for accountability. Strategic planning frameworks, human resource management theories, financial planning conventions, and project management strategies are applied to practice-level and system-wide health care quality initiatives.

NURS 7112: **Health Care Informatics**
This course examines the role of nursing informatics in translating data to evidence for nursing practice through meaningful use of electronic health records data and clinical decision support systems. Students will experience knowledge discovery in databases by utilizing data modeling, mining, and management techniques and technologies. **Prerequisites:** admission to the Doctorate of Nursing Practice Program or consent by course coordinator

NURS 7114: **Health Care Analytics for Nursing Practice**
This course prepares the Doctor of Nursing Practice to systematically apply strategic approaches for managing, analyzing and presenting health care data for evidence-based practice in nursing. Within the framework of scientific inquiry, students will develop the competencies needed to select and perform appropriate statistical techniques for describing phenomena, exploring relationships, and comparing groups. An overview of major concepts in statistics, including the distinction between parametric and nonparametric statistics, principles of measurement, and the interpretation of inferential statistical significance, is introduced and applied using contemporary analytic methods.

NURS 7115: **Clinical Prevention and Health Promotion**
This course focuses on health promotion, and risk-reduction/illness prevention strategies that are integral to the advanced practice registered nursing role. Models for the assessment, intervention and evaluation of health promotion/illness prevention will be examined for individuals, aggregates and populations.

NURS 7116: **Roles & Professional Practice for APRNs**
This course integrates discussion and analysis of the evolution of the role of the advanced practice registered nurse (APRN), and contemporary APRN practice management issues. Course content is designed to facilitate the student’s post-graduate transition to the APRN role.

NURS 7117: **Leadership in Health Policy & Advocacy**
This course emphasizes the leadership role of doctorally-prepared nurses in transforming healthcare through healthcare policy, advocacy and the delivery of healthcare services. Using advanced communication skills, students will advocate to health policies that promote access, equity, quality and cost across disciplines and in multiple populations locally to globally.

NURS 7120: **DNP Pediatric Acute Care Nursing Practicum I**
Practicum focus is on decision-making skills in the management of pediatric patients in a variety of settings with commonly occurring acute and chronic alterations in health patterns. Aspects of health promotion, screening and early detection, and high quality, cost-effective care are emphasized. **270 clinical hours** **Prerequisites:** NURS 5102, NURS 5103, NURS 5120, NURS 5121
NURS 7125: **DNP Pediatric Primary Care Nursing Practicum I**
Provides a background in health promotion. Students learn a variety of clinical modalities including physical and developmental assessment techniques; approaches to facilitate children's growth and development; and management strategies for common developmental concerns. Public policy initiatives and research findings are integrated into clinical practice. **270 clinical hours** *Prerequisites:* NURS 5102, NURS 5103, NURS 5120, NURS 5121; *Corequisites:* NURS 5123, NURS 5228

NURS 7140: **DNP Adult-Gerontology Primary Care Psychiatric Nursing Practicum**
Application of knowledge and clinical skills as an adult-gerontology primary care nurse practitioner in the management of acute and chronic psychiatric problems and promotion of mental health in adults across the lifespan. Emphasis is on assessment, diagnosis, and interventions, as well as application of primary care and case management services in a diverse setting in collaboration with inter-professional health care providers. **180 clinical hours** *Prerequisites:* NURS 5102, NURS 5103, NURS 5305, NURS 5306; *Corequisite:* NURS 5246

NURS 7180: **DNP Adult-Gerontology Acute Care Nursing Practicum I**
Provides the evidenced-based clinical foundation for advanced practice in adult-gerontology acute care nursing. Management of commonly occurring acute and chronic alterations in health patterns, health promotion, screening and early detection, and delivery of cost effective, high quality care are emphasized for adults across the lifespan. **270 clinical hours** *Prerequisites:* NURS 5102, NURS 5103, NURS 5305, NURS 5306; *Corequisite:* NURS 5185

NURS 7210: **Evidence-Based Practice for Doctor of Nursing Practice**
This course provides foundational knowledge for applying analytic skills and evidence-based practice principles within a theoretical context to address significant health care issues that improve the care of individuals, families and populations. Course emphasis is on generating knowledge regarding the process of clinical scholarship in the translation of evidence to practice. *Prerequisite:* admission to the Doctorate of Nursing Practice Program or consent by course coordinator

NURS 7211: **Quality Outcomes Management**
This course prepares DNP students with the knowledge, skills, and tools needed for continuous quality improvement and safety of health care systems. Identification and development of quality and core measure indicators are addressed. Students apply a microsystems approach that promotes organization/system wide improvement and achievement of quality outcomes. *Prerequisite:* admission to the Doctorate of Nursing Practice Program or consent by course coordinator

NURS 7212: **Integration of DNP Competencies**
This course provides synthesis and integration of the DNP Essentials, and prepares students for evidence-based APRN practice. Students will employ evidence-based strategies to improve individual and population health, enhance patient experience and reduce costs within the ever-evolving health care system.

NURS 7213: **DNP Clinical Management of Family Reproductive Health**
Application of expanded knowledge and clinical skills in the advanced practice registered nursing management of selected health care problems and reproductive health throughout the lifespan. Clinical experiences focus on the primary health care concerns of adolescents, adults in the childbearing years and their families, and reproductive health care of older adults. **180 clinical hours** *Prerequisites:* NURS 5102, NURS 5103, NURS 5305, NURS 5306; *Corequisite:* NURS 5114

NURS 7214: **DNP Clinical Management of the Adult and Family Practicum**
Application of expanded knowledge and clinical skills in the advanced practice registered nursing management of selected health care problems of adults. Clinical experiences focus on the primary health care concerns of adults and their families. **270 clinical hours** *Prerequisites:* NURS 5102, NURS 5103, NURS 5305, NURS 5306; *Corequisite:* NURS 5115
NURS 7215: DNP Clinical Management of the Child and Family Practicum
Application of expanded knowledge and clinical skills in the advanced practice registered nursing management of children with selected health care problems. Clinical experiences focus on the primary health care concerns of children, newborn through adolescent, and their families. 270 clinical hours Prerequisites: NURS 5102, NURS 5103, NURS 5305, NURS 5306; Corequisite: NURS 5110

NURS 7220: DNP Pediatric Acute Care Nursing Practicum II
Implement and evaluate interventions directed toward promoting, restoring, and maintaining the health of pediatric patients with commonly occurring acute and chronic alterations in health patterns. Legal and ethical practice standards, community resources, and case management strategies will be incorporated into practice. Practice will occur in selected specialty areas. 90 clinical hours Prerequisites: NURS 5123, NURS 5228, NURS 7120; Corequisite: NURS 5222

NURS 7225: DNP Pediatric Primary Care Nursing Practicum II
Provides practical clinical experiences in primary care settings and specialty clinics. Focus is on special populations in pediatrics, individual and family assessment, and acute and chronic illness management. Adolescent health, reproductive health and high risk newborn care clinical experiences will be provided. 90 clinical hours Prerequisites: NURS 5123, NURS 5228; Corequisite: NURS 5324

NURS 7240: DNP Adult-Gerontology Primary Care Nursing Practicum I
Emphasis on assessment, diagnosis, and therapeutic interventions in the management of adults with acute and chronic health problems across the lifespan. Nursing management in a variety of settings, in collaboration with other health care providers, is stressed. Students use diagnostic skills, psychomotor skills, procedures, and pharmacological and non-pharmacological interventions. 270 clinical hours Prerequisites: NURS 5246, NURS 7140 or consent; Corequisite: NURS 5140

NURS 7280: DNP Adult-Gerontology Acute Care Nursing Practicum II
Implement and evaluate interventions directed toward promoting, restoring, and maintaining the health of adults across the lifespan with commonly occurring acute and chronic alterations in health patterns. Legal and ethical practice standards, community resources, and case management strategies will be incorporated into practice. Practice will occur in selected specialty areas. 90 clinical hours Prerequisite: NURS 5185, NURS 7180; Corequisite: NURS 5285

NURS 7320: DNP Integrated Practicum for Acute Care Pediatric Nurse Practitioners
The pediatric nurse practitioner’s role in acute care is emphasized through guided experiences to develop clinical competence and role integration. Students provide direct care, and are supervised by nurse practitioners or physician preceptors, as approved by clinical faculty. Minimum 360 clinical hours Prerequisites: NURS 5222, NURS 5228, NURS 7120, NURS 7220; Corequisite: NURS 5223

NURS 7325: DNP Integrated Practicum for Primary Care Pediatric Nurse Practitioners
The pediatric nurse practitioner’s role in acute or primary care is emphasized through guided experiences to develop clinical competence and role integration. Students provide direct care, and are supervised by nurse practitioners or physician preceptors, as approved by faculty. 360 clinical hours Prerequisites: NURS 5123, NURS 5228, NURS 7125, NURS 7225

NURS 7340: DNP Adult-Gerontology Primary Care Nursing Practicum II
Clinical application of nursing management of health concerns in a variety of settings based on aging and health theories. Focus on process of health promotion, risk reduction, and restorative nursing intervention protocols in addressing health behaviors of adults with increasingly complex acute and chronic illnesses across the lifespan. 270 clinical hours Prerequisites: NURS 5140, NURS 5246, NURS 7140, NURS 7240
NURS 7380: DNP Adult-Gerontology Acute Care Nursing Practicum III
Apply, with increasing competency, theoretical concepts from Adult-Gerontology Acute Care Nursing theory courses in the management and referral of adults with commonly occurring chronic and acute alterations in health patterns. Clinical competence and role integration for the Adult-Gerontology Acute Care Nurse Practitioner in the acute care setting are emphasized. 360 clinical hours Prerequisites: NURS 5185, NURS 5285, NURS 7180, NURS 7280

NURS 7401: Advanced Nursing Clinical Practice
Students will demonstrate the ability to effectively translate and integrate evidence-based findings into nursing practice. DNP students will demonstrate expertise, specialized knowledge, and increased responsibility and accountability for management of individuals, families and populations with complex health care needs. 360 clinical hours

NURS 7551: DNP Psychiatric-Mental Health Nursing Practicum I
This course applies advanced theoretical knowledge of advanced psychiatric mental health nursing practice, with focus on the management of mental illness in the context of the family and cultural diversity, and in various practice settings. Clinical experience emphasizes the assessment, diagnosis, treatment, and management of individuals diagnosed with psychiatric disorders per the Diagnostic and Statistical Manual of Mental Disorders (DSM-5). 180 clinical hours Prerequisites: NURS 5102, NURS 5103, NURS 5305, NURS 5306; Corequisites: NURS 5151, NURS 5155

NURS 7552: DNP Psychiatric-Mental Health Nursing Practicum II
This course applies theoretical foundations for advanced practice psychiatric mental health registered nursing practice, focused on the therapeutic role. Clinical experience emphasizes the use of therapeutic modalities to develop therapeutic communication skills and provide culturally diverse competent care to individuals, groups, and families across the lifespan. 180 clinical hours Prerequisites: NURS 5151, NURS 5155, NURS 7551; Corequisite: NURS 5257

NURS 7553: DNP Psychiatric-Mental Health Nursing Practicum III
This course applies theoretical foundations for advanced psychiatric mental health nursing practice, with emphasis on the management of mental illness in the context of the family and cultural diversity, and in various practice settings. Clinical experience emphasizes the assessment and diagnosis of children, adolescents, and older adults with psychiatric disorders per the Diagnostic and Statistical Manual of Mental Disorders (DSM-5). 360 clinical hours Prerequisites: NURS 5151, NURS 5155, NURS 5257, NURS 7551, NURS 7552; Corequisite: NURS 5355
POST-MASTER’S to DNP
POST MASTER’S TO DNP

Admission Requirements

Students with a master’s degree with APRN certification (NP, CNM, CNS, CRNA) or a master’s in nursing administration may apply to the Post-Master’s DNP program. Applicants for the post-master’s DNP with a clinical specialty must be certified and licensed as an APRN before registering for classes.

All required admission documents must be received or postmarked by the College of Nursing Student Services Office by May 1.

The number of applicants accepted in any College of Nursing program is based on available resources.

Applicants for DNP graduate study in the UAMS College of Nursing must meet the following requirements:

1. Complete the application for the College of Nursing found on the College of Nursing website.
2. Provide official transcripts reflecting all graduate work in nursing (must be in sealed envelopes from the issuing institution).
3. Provide current curriculum vitae or resume.
4. Submit a statement of professional career goals.
5. Provide proof of a master’s degree in nursing from a CCNE or NLNAC accredited institution.
6. Provide proof of a cumulative graduate nursing degree GPA of at least 3.0.
7. Provide evidence of an unencumbered Arkansas or unencumbered compact state RN license. All UAMS College of Nursing (CON) students who are or have been licensed as a nurse (LPN, RN, RNP, APRN, etc.) must maintain that nursing license “in good standing” with the appropriate State Board of Nursing throughout their enrollment in the College of Nursing. Students may not continue to be enrolled in any courses or have any contact with patients/clients, if their license is expired, encumbered, probationary, suspended, or surrendered. It is the student’s ethical and professional obligation to inform the CON Student Services Office immediately upon any change in licensure status. Failure to do so will be considered a breach of the CON Scholastic Non-Cognitive Performance Standards and the CON Honor Code, and the student will be dismissed from the CON.
8. Provide proof of an unencumbered advanced practice nursing license if master’s degree is in an APRN role. National certification for nursing administration applicants is desirable but not required.
9. Present proof of hours of precepted (supervised) graduate clinical hours.
10. Admission to the Post-Master’s Doctor of Nursing Practice program is competitive. Students will be ranked by graduate GPA. An individual interview and essay may also be a part of the admission process. Selection of participants is based on space and availability of resources. Highest GPA and interview scores are given priority consideration.
11. A standardized entrance exam is NOT required for entry (GRE/MAT).
12. Applicants who have attended a previous graduate nursing school or another health related profession school must have a letter submitted from that school that includes a statement regarding the student's standing at the previous school. Applicants who have been previously dismissed from a program or who are not in good standing will not be considered for admission. Admission will not be considered for anyone who earned a "NC", or "C" in any two graduate nursing courses or a "D", "F", "WD" or "WF" in any graduate nursing course.
13. The CIA official language field listing to determine whether the TOEFL exam is required for international applicants who declare English as their first language. If English is listed as the official language of their country of birth on the CIA listing, the student will not be required to complete the TOEFL exam as an admission requirement. If the applicant was not born in the United States or in a country where English is the official language, the applicant may document their English proficiency in one of two ways:
   a. An official TOEFL score of at least 550 or above on the paper-based exam, or 213 or above on computer-based exam, or a minimum score of 20 in each section of the iBT is required. The test must have been taken within the last two (2) calendar years of admission. Official TOEFL exam score report reflecting successful completion must be received no later than one (1) month past the application deadline date. Only TOEFL test scores received directly from ETS will be accepted as valid. Testing information is available at http://ets.org.
   b. If the applicant’s entire educational experience has been in the United States, the applicant does not have to take the TOEFL. To document this, the applicant must provide records/transcripts from the time that the applicant entered school in the seventh grade through
high school, and college. If the applicant cannot provide this documentation, the applicant may appeal first to the College of Nursing Admissions and Progression Committee, and then to the Dean of the College of Nursing.

14. Evaluation of Foreign Transcripts – If the degree was earned outside of the United States, the applicant must have all international transcripts evaluated by a credentialing entity that is a member of NACES (The National Association of Credential Evaluation Services www.naces.org) (e.g., www.wes.org or www.ece.org). The evaluation must include proof of the equivalency of a United States degree and an equivalent GPA that is based on a 4.0 grading system.

NOTE:

1. A student must show proof of current cardiopulmonary resuscitation (CPR) certificate. The only acceptable courses are American Heart Association (Health Care Provider) or American Red Cross (Professional Rescuer). ACLS will not be accepted for CPR certification. However, ACLS is required prior to beginning clinical specialty courses for Adult-Gerontology Acute Care Nurse Practitioner, Adult-Gerontology Primary Care Nurse Practitioner, and Family Nurse Practitioner students. Pediatric Nurse Practitioner students will be required to have PALS certification. Course coordinator of each specialty will check students for proof of ACLS certification.
2. Show proof of current TB test and completed Hepatitis B immunization series.
3. All students will be charged annually at registration for liability insurance.

Transfer Credits

The College of Nursing will permit a student to transfer up to twelve (12) credits of graduate credits from another accredited graduate school in the United States, provided that the grades are "B" or better, and the subjects are acceptable to the department concerned, as a part of the student's program. The Associate Dean for Academic Programs or Associate Dean for Practice of the College of Nursing should be petitioned for requesting transfer of credit hours and may be petitioned on a case by case basis to consider additional transfer credits. A student will not be permitted to transfer credit from another institution for any comparable course that has been registered for twice at UAMS. Graduate nursing courses will be evaluated for transfer if copies of course syllabi, a transfer request fee, and an official transcript reflecting the completed coursework are sent to the College of Nursing Student Services Office for processing. The six year completion time for DNP degree begins with the oldest course that is to be applied to the degree.
Sample DNP Program of Study (For students admitted for fall 2017 or later.)

5-Semester Program of Study

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<tr>
<th>Semester</th>
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<tr>
<td>Fall I</td>
<td>NURS 7112: Health Care Informatics</td>
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<td>NURS 7118: Roles and Professional Development for DNP</td>
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<tr>
<td>Spring I</td>
<td>NURS 7114: Health Care Analytics for Nursing Practice</td>
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<td>NURS 7117: Leadership in Health Policy &amp; Advocacy</td>
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<td>NURS 7210: Evidence-based Practice</td>
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<td>NURS 5205: Quantitative Epidemiology I*</td>
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<td>NURS 7920: Doctor of Nursing Practice Practicum (180 clock hours)</td>
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<td>NURS 7212: Integration of DNP Competencies</td>
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7-Semester Program of Study

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*Course credit hours vary depending on clock hour requirements.
**Spring II**

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**Summer II**

NO COURSEWORK

**Fall III**

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**Spring III**

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Total Program Credits = 32  
Total Practicum Clock Hours = 540

Students with fewer than 500 practicum hours in their master’s program will enroll in DNP practicum a third time or take independent study as needed to complete 1000 post-BSN practicum hours.

* Credit may be transferred in from an approved graduate level epidemiology course.

**Post-Master's to DNP Course Descriptions** (For students admitted for fall 2017 or later.)

**NURS 5205: Quantitative Epidemiology I**  
This course is an introduction to the history and methods of epidemiology. Specific areas of acute and chronic disease epidemiology illustrate epidemiologic methods such as risk factor analysis, surveillance systems, and etiology of disease. Quantization of morbidity and mortality within populations is addressed. Students are given an overview of study design, data analysis, and inferences to evaluate epidemiologic studies for relevance for application to practice.  
Prerequisite: none (prerequisite for non-degree seeking students: prior course in Statistics)

**NURS 7111: Economics for Complex Organizational Systems**  
This course prepares the student to utilize strategic planning and advanced project management tools and technologies for planning and managing health care resources within an analytic framework for accountability. Strategic planning frameworks, human resource management theories, financial planning conventions, and project management strategies are applied to practice-level and system-wide health care quality initiatives.

**NURS 7112: Health Care Informatics**  
This course examines the role of nursing informatics in translating data to evidence for nursing practice through meaningful use of electronic health records data and clinical decision support systems. Students will experience knowledge discovery in databases by utilizing data modeling, mining, and management techniques and technologies. Prerequisites: admission to the Doctorate of Nursing Practice Program or consent by course coordinator.
NURS 7114: Health Care Analytics for Nursing Practice
This course prepares the Doctor of Nursing Practice to systematically apply strategic approaches for managing, analyzing and presenting health care data for evidence-based practice in nursing. Within the framework of scientific inquiry, students will develop the competencies needed to select and perform appropriate statistical techniques for describing phenomena, exploring relationships, and comparing groups. An overview of major concepts in statistics, including the distinction between parametric and nonparametric statistics, principles of measurement, and the interpretation of inferential statistical significance, is introduced and applied using contemporary analytic methods.

NURS 7117: Leadership in Health Policy & Advocacy
This course emphasizes the leadership role of doctorally-prepared nurses in transforming healthcare through healthcare policy, advocacy and the delivery of healthcare services. Using advanced communication skills, students will advocate to health policies that promote access, equity, quality and cost across disciplines and in multiple populations locally to globally.

NURS 7118: Roles and Professional Development for Doctor of Nursing Practice
This course integrates discussion and analysis of the evolution of the role of the doctor of nursing practice (DNP), contemporary health care system issues which may be addressed by the DNP-prepared nurse, and professional career planning. Course content is designed to facilitate the student’s development through the DNP program. Prerequisite: admission to the Doctorate of Nursing Practice Program

NURS 7210: Evidence-Based Practice for Doctor of Nursing Practice
This course provides foundational knowledge for applying analytic skills and evidence-based practice principles within a theoretical context to address significant health care issues that improve the care of individuals, families and populations. Course emphasis is on generating knowledge regarding the process of clinical scholarship in the translation of evidence to practice. Prerequisite: admission to the Doctorate of Nursing Practice Program or consent by course coordinator

NURS 7211: Quality Outcomes Management
This course prepares DNP students with the knowledge, skills, and tools needed for continuous quality improvement and safety of health care systems. Identification and development of quality and core measure indicators are addressed. Students apply a microsystems approach that promotes organization/system wide improvement and achievement of quality outcomes. Prerequisite: admission to the Doctorate of Nursing Practice Program or consent by course coordinator

NURS 7212: Integration of DNP Competencies
This course provides synthesis and integration of the DNP Essentials, and prepares students for evidence-based APRN practice. Students will employ evidence-based strategies to improve individual and population health, enhance patient experience and reduce costs within the ever-evolving health care system.

NURS 7920: Doctor of Nursing Practice Practicum (180-360 clock hours)
Students will demonstrate the ability to effectively translate and integrate evidence-based findings into nursing practice. DNP students will demonstrate expertise, specialized knowledge, and increased responsibility and accountability for management of individuals, families and populations with complex health care needs and/or complex health care organizations. Prerequisite: admission to the Doctorate of Nursing Practice Program
Sample DNP Program of Study (Full-Time Program)  (For current students enrolled prior to January 2017.)

<table>
<thead>
<tr>
<th>Semester 1- Fall</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 7110: Leading &amp; Managing Complex Health Care Systems</td>
<td>3</td>
</tr>
<tr>
<td>NURS 7210: Evidence-Based Practice for Doctor of Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 7211: Quality Outcomes Management</td>
<td>3</td>
</tr>
</tbody>
</table>

Total 9

<table>
<thead>
<tr>
<th>Semester 2- Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 7111: Health Care Resource &amp; Project Management</td>
<td>3</td>
</tr>
<tr>
<td>NURS 7113: Synthesizing Evidence for Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 7114: Health Care Analytics for Nursing Practice</td>
<td>3</td>
</tr>
</tbody>
</table>

Total 9

<table>
<thead>
<tr>
<th>Semester 3- Summer</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 7411: DNP Project I</td>
<td>2</td>
</tr>
<tr>
<td>(1 credit = 90 clock hours)</td>
<td></td>
</tr>
<tr>
<td>NURS 5205: Quantitative Epidemiology I *</td>
<td>3</td>
</tr>
</tbody>
</table>

Total 5

<table>
<thead>
<tr>
<th>Semester 4- Fall</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 7112: Health Care Informatics</td>
<td>3</td>
</tr>
<tr>
<td>NURS 7412: DNP Project II</td>
<td>3</td>
</tr>
<tr>
<td>(1 credit = 90 clock hours)</td>
<td></td>
</tr>
</tbody>
</table>

Total 6

<table>
<thead>
<tr>
<th>Semester 5- Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 7413: DNP Project III</td>
<td>4</td>
</tr>
<tr>
<td>(1 credit = 90 clock hours)</td>
<td></td>
</tr>
</tbody>
</table>

Total 4

Total credits for program 33 = 5 semesters

* Credit may be transferred in from an approved Graduate level Epidemiology Course.

Full-time study may not be possible and is not recommended if the student also works full-time.
Sample DNP Program of Study (Part-Time Program) *(For current students enrolled prior to January 2017.)*

<table>
<thead>
<tr>
<th>Semester 1- Fall</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 7110: Leading &amp; Managing Complex Health Care Systems</td>
<td>3</td>
</tr>
<tr>
<td>NURS 7210: Evidence-Based Practice for Doctor of Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total 6</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 2- Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 7111: Health Care Resource &amp; Project Management</td>
<td>3</td>
</tr>
<tr>
<td>NURS 7114: Health Care Analytics for Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total 6</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 3- Summer</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 5205: Quantitative Epidemiology I</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total 3</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 4- Fall</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 7112: Health Care Informatics</td>
<td>3</td>
</tr>
<tr>
<td>NURS 7211: Quality Outcomes Management</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total 6</strong></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 5- Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 7113: Synthesizing Evidence for Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total 3</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 6- Summer</th>
<th>Credits</th>
</tr>
</thead>
</table>
| NURS 7411: DNP Project I  
(1 credit = 90 clock hours) | 2 |
| **Total 2** | |

<table>
<thead>
<tr>
<th>Semester 7- Fall</th>
<th>Credits</th>
</tr>
</thead>
</table>
| NURS 7412: DNP Project II  
(1 credit = 90 clock hours) | 3 |
| **Total 3** | |

<table>
<thead>
<tr>
<th>Semester 8- Spring</th>
<th>Credits</th>
</tr>
</thead>
</table>
| NURS 7413: DNP Project III  
(1 credit = 90 clock hours) | 4 |
| **Total 4** | 33 |

**Total credits for program 33 = 8 semesters**

* Credit may be transferred in from an approved graduate level epidemiology course.
DNP Course Descriptions (For current students enrolled prior to January 2017.)

The courses of instruction to be offered in the Doctor of Nursing Practice degree program are described on the following pages. An enrollment of at least 5 students is required for course implementation.

NURS 5205: Quantitative Epidemiology I
This course is an introduction to the history and methods of epidemiology. Specific areas of acute and chronic disease epidemiology illustrate epidemiologic methods such as risk factor analysis, surveillance systems, and etiology of disease. Quantization of morbidity and mortality within populations is addressed. Students are given an overview of study design, data analysis, and inferences to evaluate epidemiologic studies for relevance for application to practice. Prerequisite: none (prerequisite for non-degree seeking students: prior course in Statistics)

*Credit may be transferred in from an approved graduate level epidemiology course.

NURS 5801: Independent Study (1-3)
Provides opportunity to pursue study to meet individual student needs. May repeat to a maximum of 6 credit hours. Prerequisite: consent

NURS 7110: Leading and Managing Complex Health Care Systems
This course emphasizes the leadership role of Doctor of Nursing Practice graduates in transforming health care using strategic planning methods for initiating and implementing evidence-based practices that impact health care policy and the delivery of health care services. Using a systems leadership approach, students will develop outcomes management skills based on decisions that are goal centered and data driven. Prerequisites: admission to the Doctorate of Nursing Practice Program or consent by course coordinator

NURS 7111: Health Care Resources & Project Management
This course prepares the student to utilize advanced project management tools and technologies for planning and managing health care resources within an analytic framework for accountability. Human resource management theories, financial planning conventions, and project management strategies are applied to practice-level and system-wide health care quality initiatives. Prerequisite: admission to the Doctorate of Nursing Practice Program or consent by course coordinator

NURS 7112: Health Care Informatics
This course examines the role of nursing informatics in translating data to evidence for nursing practice through meaningful use of electronic health records data and clinical decision support systems. Students will experience knowledge discovery in databases by utilizing data modeling, mining, and management techniques and technologies. Prerequisites: admission to the Doctorate of Nursing Practice Program or consent by course coordinator

NURS 7113: Synthesizing Evidence for Nursing Practice
This course prepares nurses to build communities of intra- and inter-professional health care experts for collaboratively identifying and appraising various sources of information from scientific research, clinical data, and professional expertise for use in evidence-based nursing practice. Prerequisite: admission to the Doctorate of Nursing Practice Program or consent by course coordinator

NURS 7114: Health Care Analytics for Nursing Practice
This course prepares the Doctor of Nursing Practice to systematically apply strategic approaches for managing, analyzing and presenting health care data for evidence-based practice in nursing. Within the framework of scientific inquiry, students will develop the competencies needed to select and perform appropriate statistical techniques for describing phenomena, exploring relationships, and comparing groups. An overview of major concepts in statistics, including the distinction between parametric and nonparametric statistics, principles of measurement, and the interpretation of inferential statistical significance, is introduced and applied using contemporary analytic methods.
NURS 7210: Evidence-Based Practice for Doctor of Nursing Practice
This course provides foundational knowledge for applying analytic skills and evidence-based practice principles within a theoretical context to address significant health care issues that improve the care of individuals, families and populations. Course emphasis is on generating knowledge regarding the process of clinical scholarship in the translation of evidence to practice. 
Prerequisite: admission to the Doctorate of Nursing Practice Program or consent by course coordinator

NURS 7211: Quality Outcomes Management
This course prepares DNP students with the knowledge, skills, and tools needed for continuous quality improvement and safety of health care systems. Identification and development of quality and core measure indicators are addressed. Students apply a microsystems approach that promotes organization/system wide improvement and achievement of quality outcomes. 
Prerequisite: admission to the Doctorate of Nursing Practice Program or consent by course coordinator

NURS 7411: DNP Project I
The first of a three-course series in which DNP students design, implement, manage, evaluate, and disseminate a student-developed analytic and scholarly project proposal. Emphasis is on designing an evidence-based project using methods that ensure strong internal and external validity. Students will derive a project protocol ready for IRB submission. Prerequisites: NURS 7113, NURS 7210

NURS 7412: DNP Project II
The second of a three-course series in which DNP students design, implement, manage, evaluate and disseminate the results of a student-developed analytic and scholarly project. Emphasis is placed on the execution and management of the student's final DNP Project designed to translate evidence for advancing nursing practice. During this phase, students will apply leadership and organizational systems thinking concepts to the execution of their project using the design and methods identified in the DNP Project I course. Prerequisite: NURS 7411

NURS 7413: DNP Project III
Third of a three-course series that prepares the DNP student to evaluate and disseminate the findings of their student-developed analytic and scholarly project planned and implemented in DNP Project I and II. The DNP Project is designed to translate research into advancing nursing practice to improve population health outcomes. Prerequisite: NURS 7412
THE DOCTOR OF PHILOSOPHY IN NURSING (PhD)
THE DOCTOR OF PHILOSOPHY IN NURSING

The program leading to the Doctor of Philosophy with a major in Nursing Science (PhD) in nursing was approved by the Arkansas Department of Higher Education, fall 1995, and was implemented fall 1997.

Graduates of the doctoral program are prepared to advance the art and science of nursing through research and scholarship. They are expected to assume leadership positions in academic and health care settings and to influence nursing practice, health care delivery, and the social awareness of nursing’s contributions to the health care arena. Selected coursework and educational activities are designed to help students develop knowledge in a specialized nursing area, develop and test theories, and acquire the skills and experience for conducting research that is relevant to their area of interest. The program is directed by a competent cadre of faculty with funded research and is facilitated by required and elective coursework, independent study, and research activities.

Students pursuing the Doctor of Philosophy in Nursing Science are considered to be students in the Graduate School who are taking courses offered by the faculty of the College of Nursing. Accordingly, the UAMS Graduate School Catalog is to be considered the primary catalog for all students in the PhD program. All provisions in the UAMS Graduate School Catalog and the UAMS Graduate School Handbook, including grievance procedures, are the authorities applicable to students pursuing the Doctor of Philosophy in Nursing.

Additional details of the policies and requirements pertaining to the nursing PhD program are presented in the current UAMS College of Nursing Catalog and the current UAMS College of Nursing Student Handbook. The UAMS Graduate School Catalog, and the UAMS Graduate School Handbook provide specific information on the doctoral program, which is posted on the College of Nursing website. These program specific procedures, course requirements, and criteria for satisfactory academic progress are applicable to all students pursuing the Doctor of Philosophy in Nursing degree. For clarification on certain issues, please contact the Graduate School Office. In some instances, the requirements by the College of Nursing supersede those of the Graduate School.

Characteristics of the PhD Graduate

Upon completion of the PhD in nursing, the graduate will be able to:

1. Develop theoretical systems and empirical explanations of phenomena related to nursing.
2. Synthesize knowledge from nursing and other disciplines as a basis for generating and augmenting nursing knowledge.
3. Use methods of systematic inquiry to develop and implement a research program that addresses processes germane to client outcomes.
4. Provide leadership to positively influence the discipline of nursing.

Admission Requirements

Applications are accepted by the UAMS Graduate School. The application deadline is April 1 of each year for receipt of the completed applications and all documents for the PhD program and June 15 and November 15 for the BSN to PhD program.

The number of applicants accepted in any College of Nursing program is based on available resources.

In addition to the general requirements for admission to the UAMS Graduate School, applicants for graduate study in the University of Arkansas for Medical Sciences College of Nursing must meet the following requirements:

1. Applications are made through the Gateway for UAMS Students (GUS). The link to GUS is found on the Graduate School website under: Prospective Students/Application. Information on the admissions process is provided on this link. The GRE is NOT required for admission to the PhD in Nursing program.
2. Request that official transcripts from any and all colleges and universities attended be sent directly to the Graduate School. The Address is provided on the website.
3. Provide evidence of current unencumbered licensure as a registered nurse.
4. Hold a master’s degree in nursing from an NLNAC or CCNE accredited program and show documentation of a minimum GPA of 3.65 in all coursework for the master’s degree. Applicants desiring admission with a BSN are eligible and, if accepted, will enroll in the BSN to PhD program.

5. If you were not born in the U.S. or in a country where English is the official language, an official TOEFL score of at least 560 or above on the paper-based exam, or 213 or above on computer-based exam, or a minimum score of 20 in each section of the iBT is required. The test must have been taken within the last two (2) calendar years of admission. Official TOEFL exam score report reflecting successful completion must be received no later than one (1) month past the application deadline date. Only TOEFL test scores received directly from ETS will be accepted as valid. Testing information is available at http://ets.org

6. Provide proof of current TB test and completed Hepatitis B immunization series.

7. Submit example of scholarly written work (see guidelines in application form).

8. Request three (3) references, some of which should be completed by doctorally-prepared individuals. A form for official references is included in the application packet and is sent to those individuals who will be providing references.

9. The application packet requires written essay responses to questions regarding professional goals, research interests, and personal growth.

10. After all the above materials are reviewed, the applicant will interview with graduate faculty members to gain faculty approval for admission. At that time, the applicant will be asked to write a brief essay on a selected topic.

**Additional Requirements for Registration**

1. A minimum of 1,000 verified clinical hours are required prior to admission to a clinical course, but students may enroll in non-clinical courses while meeting the clinical hour requirement. This form must be notarized and may be obtained from the College of Nursing Student Services Office website. This stipulation applies only to BSN to PhD students.

2. All students must show a current cardiopulmonary resuscitation (CPR) certificate. Acceptable courses are American Heart Association (Health Care Provider) or American Red Cross (Professional Rescuer). ACLS will not be accepted for CPR certification.

3. All students will be charged annually at registration for student liability insurance.

4. All students must complete and maintain a current annual criminal background check.

**Qualifying**

The student will take written and oral doctoral comprehensive examination (DCE) after the completion of all core required coursework before beginning work on the dissertation.

**Dissertation and Final Examination**

Each candidate must complete a doctoral dissertation. Each doctoral candidate must register for a minimum of eighteen (18) hours of doctoral dissertation. See the UAMS College of Nursing Doctoral Handbook for more information.

The candidate’s final examination for the Doctor of Philosophy, the dissertation defense, will be oral and will be primarily concerned with the field of dissertation but may also include other aspects of the candidate’s graduate work.

**Financial Assistance Information**

A limited number of Professional Nurse Traineeships from the Division of Nursing and other scholarships are available to graduate students. In addition, graduate student assistantships are available for guided research and teaching experiences. Doctoral students are also assisted in applying for National Research Service Awards
from the National Institutes of Health and other awards. The Graduate Nursing Student Loan/Scholarship Program, as established by Act 787, is available for Arkansas residents with loans converting to scholarships for graduates teaching in Arkansas nursing scholars. For additional opportunities, please consult the UAMS Student Bursar’s Office and the financial link on the College of Nursing website.

**Grading Scale**

The following grading scale is effective for the UAMS graduate nursing program (5000, 6000, and 7000 series courses):

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
</tr>
<tr>
<td>B</td>
<td>80-89.99%</td>
</tr>
<tr>
<td>C</td>
<td>75-79.99%</td>
</tr>
<tr>
<td>D</td>
<td>70-74.99%</td>
</tr>
<tr>
<td>F</td>
<td>&lt;70%</td>
</tr>
</tbody>
</table>

NOTE: Grades are not rounded.

**Progression, Probation, Dismissal, or Withdrawal**

In addition to the policies outlined by the Graduate School, the following policies apply. The following standards are higher than those required by the UAMS Graduate School.

1. Only one (1) letter grade of “C” will be allowed for any coursework toward the doctoral degree. A student with a second letter grade of “C” will be recommended for dismissal from the UAMS Graduate School and the College of Nursing. If a grade less than a “C” is made in a nursing course, the student will be recommended for dismissal from the UAMS Graduate School and the College of Nursing.

2. A student who leaves the University voluntarily before the end of a semester or summer term must file and have accepted by the Registrar a Petition for Withdrawal from Registration. The registration/change deadlines for dropping courses apply to withdrawal as well. Students who fail to withdraw officially will receive “Fs” in the classes for which they are registered but fail to complete. All students who withdraw from the Graduate School must complete this process. Failure to complete the process will result in inability to receive an official transcript. A withdrawal form can be obtained from the UAMS Graduate School or College of Nursing Doctoral Handbook.

3. BSN to PhD students who are enrolled in health assessment, theory, and practicum courses; all clinical specialty courses; and nursing administration practicum courses must earn at least a grade of “B”. If a student makes a letter grade of “C” in any of these courses and it is the student’s first letter grade of “C”, the course must be repeated. If a “C” is earned for health assessment theory, the student must retake the course and must also validate that he/she has kept current with the associated clinical skills with a comprehensive physical exam. Should the student not pass the comprehensive exam, the student must retake the course and must also validate that he/she has kept current with the associated clinical skills with a comprehensive physical exam. Should the student not pass the comprehensive exam, the student will earn an “F” and be dismissed from the program. If a grade of “B” or better is not earned, when the student retakes any of the above listed courses, the student will be dismissed from the UAMS Graduate School and the College of Nursing.

Credit from any course repeated will apply to the degree only once. Even though a course where the letter grade of “C” is earned is repeated, the “C” counts as the first “C” and the policy about the number of “C’s applies. In computation of GPA, all courses pursued at this institution for graduate credits that are part of the degree program (including any repeated courses) shall be considered.

4. A student taking graduate courses may register for a course only twice. If a grade is not received after two (2) registrations, the student may not register for the course again.

5. A student who voluntarily leaves the UAMS College of Nursing before the end of the semester or summer term must complete the Add/Drop/Withdrawal Form found on the College of Nursing website. Students who fail to officially withdraw will receive an “F” in the classes for which they are registered but which they failed to complete. An exit interview and a Campus Clearance Form must also be completed by the student before the withdrawal is considered official.
Students who elect to re-enter the College of Nursing program must submit a Request to Re-Enter Program Form found on the College of Nursing website. Re-admission may be granted on a space-available basis.

6. Re-admission will not be considered for any student dismissed from the College of Nursing at UAMS.

7. Exceptions will be determined by the dean on an individual basis.

NOTE: All paper work required by the UAMS Graduate School must be completed as outlined in the Graduate School catalog and student handbook.

**Computerized Web-Based Evaluations for Courses/Faculty**

**Course/Faculty Evaluation Policy**

Web-based evaluations are conducted to assist the faculty in improving their courses and their teaching strategies. Students have a professional responsibility and obligation to complete these evaluations. All students registered for a course in the College of Nursing each semester or summer session must, as a part of the course requirements, complete the course/faculty evaluation form to ensure ongoing quality improvement in the educational program.

As members of the student body enrolled in a professional program of study, all students are required to complete the course/faculty evaluations as a part of their preparation for the professional role. The College of Nursing Scholastic Non-Cognitive Performance Standards guides the student in an understanding of these expectations. Failure to complete the evaluation process will result in a review, based on these standards, of the student’s performance by administration.

**Course/Faculty Evaluation Procedure**

1. The policy and procedure for Course/Faculty Evaluations will be included in the UAMS College of Nursing Student Handbook, UAMS College of Nursing Catalog, College of Nursing website, and all course syllabi. Students in all programs will be held responsible for this policy.

2. A review of the policy and procedure for Course/Faculty Evaluations will be given at the time of orientation to the program (if applicable) for students at all levels.

3. All enrolled students will be notified through their UAMS email account of the date and time period that the Course/Faculty Evaluations form will be available for each course offering each semester. Weekly reminders will be sent to every student.

4. The Course/Faculty Evaluation form for all courses (7 ½ week and full semester courses) will be posted for completion for a period of two (2) weeks toward the end of the semester.

**Course/Faculty Evaluation Form**

Course/Faculty Evaluations are used by each nursing program in the College. They are created based on a critical review of the literature and evaluation tools used on campus and at other schools. The consistency of the evaluations will ensure over time that the student understands the meaning of each of the components and, therefore, will improve the reliability and validity of the tool. The evaluation includes a Likert Scale and a comments section where students may comment in specific detail on any of the various tool components. The evaluations are computerized, and a program allows for the creation of reports on faculty and course evaluation data.

**CURRICULUM**

The curriculum leading to the Doctor of Philosophy with a major in Nursing Science can be completed through a full-time or part-time program of study; however, full-time study is highly encouraged. Full-time study requires a minimum of ten (10) semester hours for the fall and spring semesters. Part-time study requires a minimum of six (6) semester hours for the fall and spring semesters.

The program consists of a minimum of sixty (60) semester hours of coursework beyond the master's degree, including eighteen (18) semester hours of doctoral dissertation registration.
1. Scientific Perspective (8 semester hours)
   NPHD 6105: Issues Influencing Research
   NPHD 6109: Theoretical Systems in Nursing Research
   NPHD XXX: Culture of Health

2. Research Tools (14 semester hours)
   NPHD 6102: Qualitative Methodology in Nursing Research
   NPHD 6103: Quantitative Methodology in Nursing Research
   BIOS 5013: Biostatistics I or approved course (replaces Data Management & Analysis I)
   BIOS 5212: Biostatistics II or approved course (replaces Data Management & Analysis II)
   SPSS or SAS labs for 2 credit hours

3. Research Experience (25 semester hours)
   NPHD 6112: Synthesizing the Literature
   NPHD 6113: Preliminary Studies and Grant Development
   NPHD 6116: Research Practicum
   NPHD 6201: Dissertation Seminar
   Taken for a minimum of 2 semesters for 1 credit hour per semester (2 credit hours). Included in the overall requirement for 18 semester hours of dissertation.
   NPHD 6202: Doctoral Dissertation (16 hours)

4. Support Courses (10 semester hours)
   NPHD 6110: Leadership in Health Care Systems (or approved course substitute)
   NPHD 6115: Leadership in Health Care Systems Field Experience

   Electives: minimum of six (6) hours to include:
   a. HPMT 5104: Health Economics
   b. NURS 5205: Quantitative Epidemiology I (if not taken with master's courses)

PhD Course Descriptions

The courses of instruction to be offered in the Doctor of Philosophy degree program are described on the following pages. An enrollment of at least 5 students is required for course implementation.

NPHD 6101: Independent Study: (1-6)
   Provides opportunity to pursue study to meet individual student needs. May repeat to a maximum of 6 credit hours. Prerequisite: consent

NPHD 6102: Qualitative Methodology in Nursing Research
   Examines the philosophical foundation for and methodological issues in using qualitative approaches for scientific inquiry and knowledge development. Strategies for enhancing scientific and methodological rigor are explored. Prerequisite: consent, if not a CON PhD student

NPHD 6103: Quantitative Methodology in Nursing Research
   Examines the philosophical foundation for and characteristics of designs and methods associated with quantitative approaches to scientific inquiry and knowledge development. Characteristics of effective design and methods and strategies for enhancing the scientific and methodological rigor are explored. Prerequisite: none

NPHD 6105: Issues Influencing Research
   Examines the professional, financial, sociopolitical, ethical, and legal issues that affect the conduct of nursing research. The roles of health policy and funding priorities in developing a program of nursing research are examined. Prerequisite: consent, if not CON PhD student

NPHD 6108: Qualitative Data Analysis, Theory and Practicum
   Course examines approaches to collecting, reducing, managing, and analyzing qualitative software packages used in data management. Explores qualitative software packages used in data management. The practicum portion of the course includes practice sessions for interviewing, coding data, establishing inter-rater agreement, and developing themes. Prerequisite: NPHD 6102 or consent (for interdisciplinary students).
NPHD 6109: **Theoretical Systems in Nursing Research**  
Analyzes the relationship of theoretical systems to nursing research. The application of theoretical systems to nursing and strategies for using them in research are evaluated.  
*Prerequisite: none*

NPHD 6110: **Leadership in Health Care Systems**  
Examines the theoretical underpinning of leadership knowledge, principles, skills, and competencies needed to lead inter-professional teams and health care system change to improve the health of society. This course provides students with an overview of the United States health care system and the financing and organization of health care. Steps used in the policy process will be discussed.  
*Prerequisite: none*

NPHD 6111: **Topics in Nursing: (1-6)**  
Discussion and advanced study on selected topics not covered in general courses. May repeat up to a maximum of 6 credit hours.  
*Prerequisite: consent*

NPHD 6112: **Synthesizing the Literature**  
Develops the skills to synthesize the literature in clinical nursing research. This course may also be available by Internet in some semesters.  
*Prerequisites: NPHD 6102, NPHD 6103, NPHD 6105, NPHD 6109, or consent.*

NPHD 6113: **Preliminary Studies and Grant Development**  
Develops skills needed to conduct preliminary pilot studies and prepare a grant proposal.  
*Prerequisites: NPHD 6109, NPHD 6102, NPHD 6103, NPHD 6112, BIOS 5013 or NPHD 6106 and BIOS 5212 or NPHD 6114, or consent.*

NPHD 6115: **Leadership in Health Care Systems Field Experience**  
This course invites students to engage in a leadership/policy related experience. Students will choose a topic and respective client that will be used for a policy analysis exercise. This course should be taken within one (1) to two (2) semesters following NPHD 6110: Leadership in Health Care Systems. This is a field-based experiential course.  
*Pre or Corequisite: NPHD 6110.*

NPHD 6116: **Research Practicum (1)**  
Develop research skills needed to conduct dissertation study.  
*Prerequisite: NPHD 6102, NPHD 6103, BIOS 5013 or equivalent, BIOS 5212 or equivalent, SPSS or SAS lab 2 credit hours, or consent. Pre or Corequisite: NPHD 6109, NPHD 6112.*

NPHD 6201: **Doctoral Dissertation Seminar: (1-10)**  
Each student must enroll in one (1) hour of dissertation seminar in each of the two (2) semesters (fall, spring) following successful completion of the DCE. The student is expected to complete and successfully defend the dissertation proposal at the completion of the second semester. These two (2) hours are part of the 18 required dissertation hours.  
*Prerequisite: candidacy status and consent*

NPHD 6202: **Doctoral Dissertation: (1-10)**  
Each student must complete a minimum of eighteen (18) dissertation hours and be enrolled in dissertation hour(s) each semester (including summer after passing DCE). The number of hours each semester will be determined in conjunction with the dissertation chair.  
*Prerequisite: candidacy status and consent.*

NPHD XXX: **Culture of Health**

BIOS 5013: **Biostatistics I (replaces old # NUSC 6254 Data Management & Analysis I)**  
Introductory topics in descriptive biostatistics and epidemiology, database principles, basic probability, diagnostic test statistics, tests of hypotheses, sample-size estimation, power of tests, frequency cross-tabulations, correlation, non-parametric tests, regression, randomization, multiple comparisons of means and analysis of variance for one and two-factor experiments.

BIOM 5108: **Special Topics in Biometry (1-3) (on demand)**  
Advanced work in specialized fields such as bioassay, multivariate analysis, time series, etc.  
*Credit, 1 to 3 hours per semester, limit of 9 hours. Prerequisite: consent*
BIOS 5212: Biostatistics II (replaces old # NUSC 6264 Data Management & Analysis II)
Multiple regression and linear models for analysis of variance. Experimental Designs with factorial arrangement of treatments, repeated measures, and multiple covariates. Introduction to logistic and non-linear regression. *Prerequisite: BIOS 5013*
DOCTOR OF PHILOSOPHY IN NURSING
BSN to PhD
DOCTOR OF PHILOSOPHY IN NURSING BSN TO PhD

Entry into the PhD Program with BSN*

The BSN to PhD program is designed to prepare the applicant for a nursing career as an educator, a researcher, or an administrator. It is not designed to prepare a certified nurse practitioner or clinical nurse specialist. Because the programs have different goals and are offered by different colleges, it is important to be certain of the goal you wish to pursue. Students entering the BSN to PhD program earn a PhD in Nursing Science degree; the BSN student completing the PhD degree in nursing CANNOT earn a master’s degree from the College of Nursing. If a student wishes to earn a master’s degree, he or she must withdraw from the UAMS Graduate School, and then apply for admission to the College of Nursing. After acceptance is granted to the College of Nursing, the student must complete all requirements for the master’s degree before reapplying to the PhD program. Admission to the College of Nursing is NOT guaranteed nor is re-admission to the PhD program.

Admission: The applicant with a BSN will need to meet all the admission requirements for the PhD program and must have 1000 hours of documented clinical nursing practice before enrolling in any clinical course. Students may enroll in non-clinical courses while meeting the clinical hour requirement. In addition, an applicant will need approval from the master’s specialty coordinator of the applicant’s chosen clinical, administrative, or nursing education specialty. Please review the Doctor of Philosophy in Nursing section of this catalog for a complete description of admission requirements.

Program of Study: The program of study for a person entering the BSN to PhD program will include a minimum of eighty-one (81) credit hours. The program of study will include all the core courses for the doctoral program, six (6) hours of electives, and eighteen (18) hours of dissertation study. The student must select a nursing science, clinical, or administrative specialty at the master’s level. Nursing education courses may be added to either track. Taking the BSN entry pathway into the PhD program will shorten the student’s program of study for the PhD degree by approximately 20 credit hours.

The credit hours required for completing the clinical track vary depending on the selected specialty. The specialty areas are Adult-Gerontology Acute Care Nurse Practitioner; Adult-Gerontology Primary Care; Family Nurse Practitioner; Psychiatric-Mental Health Nurse Practitioner; Primary Care Pediatric Nurse Practitioner; and Acute Care Pediatric Nurse Practitioner.

* Also applicable to individuals with non-nursing master's degree.
### Requirements for BSN to PhD: Clinical Specialization

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#### Clinical Theory & Practicum Courses as required by the specialty

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**Electives 6 hours minimum**

**Dissertation 18 hours**

**Minimum Credit Hours** variable depending on clinical specialty

### Requirements for BSN to PhD: Clinical Specialization with Education

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**Clinical Specialization Theory & Practicum Courses (time line will vary)**

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**Electives 6 hours minimum**

**Dissertation 18 hours**
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**Electives 6 hours minimum**  
**Dissertation 18 hours**

## Requirements for BSN to PhD: Administration Specialization with Education

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**Electives 6 hours minimum**  
**Dissertation 18 hours**
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### Requirements for BSN to PhD: Science Specialization with Education

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**Electives 6 hours minimum**

**Dissertation 18 hours**
ADMINISTRATION

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Dean, College of Public Health

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Dean, Graduate School

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Dean

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Associate Dean for Academic Programs

Stacy Hoyle, MHSA  
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Donna Gullette, PhD, RN, ACNP-BC, APRN  
Associate Dean for Practice

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Associate Dean for Research & Co-Director, PhD Program

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Director, BSN Program

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Director, RN-BSN Program

Teresa Whited, DNP, RN, APRN, CPNP-PC  
Director, MNSc Program

Leonie DeClerk, DNP, RN, APRN, FNP-BC  
Director, DNP Program

Christina Bricker, PhD, RN, APRN, FNP-BC, FAHA  
Co-Director, PhD Program

Christy Low  
Director of Development
Claudia Beverly, PhD, RN, FAAN
Director, Hartford Center of Geriatric Nursing Excellence

Amanda Spinks, MPA
Director of Student Services

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Maeghan Arnold, 2016, Clinical Instructor
BSN, University of Central Arkansas; MNSc, University of Arkansas for Medical Sciences

Claudia Barone, 1991, Professor
BS, Russell Sage College; MSN, University of Virginia; EdD, University of Arkansas at Little Rock; DNP, University of Arkansas for Medical Sciences

Sondra Bedwell, 2003, Clinical Assistant Professor
BSN, Murray State University; MNSc, PhD, University of Arkansas for Medical Sciences

Albrey Berber, 2017, Clinical Instructor
BSN, Arkansas Tech University; MNSc, University of Arkansas for Medical Sciences; DNP, East Carolina University

Kelly Betts, 2008, Assistant Professor
BSN, University of Arkansas for Medical Sciences; MNSc, EdD, Walden University

Claudia Beverly, 1976, Professor
BSN, University of Central Arkansas; MNSc, University of Arkansas for Medical Sciences; PhD, University of Tennessee at Memphis

Christina Bricker, 2015, Assistant Professor
BSN, Harding University; MNSc, PhD, University of Arkansas for Medical Sciences

Darlene Byrd, 2016, Clinical Assistant Professor
BA, Ouachita Baptist University; BSN, MNSc, University of Arkansas for Medical Sciences; DNP, University of Tennessee Health Science Center

Natalie Pate Capps, 2003, Clinical Assistant Professor
BSN, University of Arkansas, Fayetteville; MNSc, University of Arkansas for Medical Sciences

Patricia Cowan, 2015, Dean and Professor
BSN, University of Missouri; MN, University of Kansas; PhD, University of Tennessee Health Science Center

Karan Cox, 1998, Clinical Assistant Professor
BSN, Arkansas State University; MSN, Delta State University

Veneine Cuningkin, 2014, Clinical Assistant Professor
BSN, University of Arkansas for Medical Sciences; MSN, University of Phoenix; DNP, Union University

Ashley Davis, 2015, Clinical Instructor
BSN, MNSc, University of Arkansas for Medical Sciences

Leonie DeClerk, 2013, Clinical Assistant Professor
BSN, University of Arkansas, Pine Bluff; MNSc, University of Arkansas for Medical Sciences; DNP, Rush University

Pam DeGravelles, 2015, Clinical Assistant Professor
BSN, Louisiana State University Medical School of Nursing; Med, Northwestern State University; MSN, University of Phoenix; PhD, University of Arkansas for Medical Sciences

Charlotte Dillon, 2003, Clinical Assistant Professor
BS, University of Central Arkansas; MNSc, University of Arkansas for Medical Sciences
Beverly English, 2011, Clinical Assistant Professor
BSN, Baylor University; MNSc, University of Arkansas for Medical Sciences

Deena Garner, 2015, Clinical Instructor
BBA, University of Arkansas at Little Rock; MNSc, University of Arkansas for Medical Sciences

Jennifer Gernat, 2015, Clinical Instructor
BS, Penn State University; MNSc, University of Arkansas for Medical Sciences

Neena Grissom, 1981, Clinical Assistant Professor
BSN, University of Arkansas for Medical Sciences; MSN, University of Alabama at Birmingham

Donna Gullette, 2005, Professor
BSN, Northwest Louisiana University; MSN, Northwestern State University; PhD, University of Alabama

Lauren Haggard-Duff, 2017, Clinical Assistant Professor
BSN, Lincoln University; MSN, University of Missouri, Columbia; PhD, Capella University

Melodee Harris, 2013, Clinical Assistant Professor
BSN, Excelsior College; MSN, Concordia University of Wisconsin; PhD, University of Arkansas for Medical Sciences

Tamisha Henderson, 2012, Clinical Instructor
BSN, MSN, MHA University of Phoenix

Seongkum Heo, 2011, Associate Professor
BSN, MSN, Pusan National University; PhD, University of Kentucky

Lisabeth Hoffman, 2016, Clinical Instructor
BSN, MSN, University of Central Arkansas

Marilyn Faye Hughes, 2011, Clinical Instructor
BSN, MNSc, University of Arkansas for Medical Sciences

Josephine Jackson, 2013, Clinical Instructor
BSN, Alcorn State University; MSN, Mississippi University for Women

Sara Jones, 2009, Assistant Professor
BSN, PhD, University of Arkansas for Medical Sciences

Maryalice Kelly, 2017, Clinical Assistant Professor
BSN, University of Arkansas, Fayetteville; MSN, Vanderbilt University

Judy Labonte, 2016, Clinical Assistant Professor
BSN, Baptist Memorial College of Health Sciences; MSN, Mississippi University for Women; PhD, University of Arkansas for Medical Sciences

Alisa Lancaster, 2011, Clinical Instructor
BSN, MNSc, University of Arkansas for Medical Sciences

Leanne Lefler, 2006, Associate Professor
BSN, Arkansas Tech University; MSN, University of Central Arkansas; PhD, University of Arkansas for Medical Sciences

Ellyn Matthews, 2015, Associate Professor
BSN, Georgetown University; MSN, The Catholic University of America; PhD, Rutgers, The State University of New Jersey

Laura Mayfield, 2014, Clinical Instructor
BS, University of Central Arkansas; ADN, University of Arkansas, Little Rock; MNSc, University of Arkansas for Medical Sciences
Leslie McCormack, 2015, Clinical Instructor
BSN, University of Arkansas, Fayetteville; MSN, Frontier Nursing University

Jean McSweeney, 1994, Professor
BSN, Cameron University; MSN, The University of Texas at Arlington; PhD, The University of Texas at Austin

Donna Middaugh, 1988, Clinical Associate Professor
BSN, University of Nebraska, Omaha; MSN, University of Texas at San Antonio; PhD, Kennedy-Western University

Anita Mitchell, 2008, Associate Professor
BSN, University of Arkansas for Medical Sciences; MSN, University of Mississippi; PhD, University of Mississippi Medical Center

Traci Motes, 2015, Clinical Instructor
BSN, MNSc, University of Arkansas for Medical Sciences

Corey Nagel, 2017, Assistant Professor
BSN, University of Arkansas for Medical Sciences; MS, MPH, PhD, Oregon Health & Science University

Angela Norman, 2016, Clinical Assistant Professor
BSN, MSNc, University of Arkansas for Medical Sciences; DNP, University of Tennessee Health Science Center

Amy Leigh Overton-McCoy, 2016, Clinical Assistant Professor
BSN, MNSc, University of Arkansas for Medical Sciences; PhD, Capella University

Becky Patterson, 2006, Clinical Associate Professor
BSN, Medical College of Virginia; MSN, University of North Carolina; DSN, University of Alabama at Birmingham

Larronda Rainey, 2008, Clinical Assistant Professor
BSN, University of Central Arkansas; MNSc, University of Arkansas for Medical Sciences

Fermin Renteria, 2005, Clinical Assistant Professor
BSN, Henderson State University; MNSc, University of Arkansas for Medical Sciences

Leah Richardson, 2014, Clinical Instructor
BSN, Arkansas Tech University; MSN, University of Phoenix

Martha Rojo, 2015, Clinical Assistant Professor
BSN, California State University; MSN, University of Southern California; PhD, University of Arkansas for Medical Sciences

Janet Rooker, 2004, Clinical Associate Professor
BSN, MNSc, University of Arkansas for Medical Sciences

Janet Shirley, 2007, Clinical Assistant Professor
BSN, University of Arkansas for Medical Sciences; MSN, Arkansas State University

Sharon Stevenson, 2016, Clinical Assistant Professor
BS, Biology, University of Arkansas, Pine Bluff; MNSc, University of Arkansas for Medical Sciences; DNP, University of Tennessee Health Science Center

Kimberly Stickley, 2017, Clinical Instructor
BSN, University of Arkansas for Medical Sciences; DNP University of Tennessee Health Science Center

Joan Tackett, 2011, Clinical Instructor
BSN, MNSc, University of Arkansas for Medical Sciences

Mark Tanner, 2012, Clinical Assistant Professor
BS, Brigham Young University; BSN, MNSc, DNP University of Arkansas for Medical Sciences
Linda Tate, 2016, Clinical Assistant Professor
BSN, MSN, Arkansas State University; PhD, University of Arkansas for Medical Sciences

Pao-Feng Tsai, 1999, Professor
BS, Kashsiung Medical College; MS, Institute of Public Health, National Yang-Ming College; MSN, Wayne State University; PhD, Wayne State University

Susanne Tullos, 2005, Clinical Instructor
BA, East Texas State University; MSBA, Texas A & M University; MNSc, University of Arkansas for Medical Sciences

Ralph J. Vogel, 2013, Clinical Assistant Professor
BSN, Eastern Washington State University; CPNP, Children’s Hospital of Philadelphia; MSN, University of Tennessee; PhD, University of Tennessee

Nicole Ward, 2013, Clinical Assistant Professor
BSN, Arkansas Tech University; MNSc, University of Arkansas for Medical Sciences

Sherri Ward, 2014, Clinical Assistant Professor
BSN, MNSc, University of Arkansas for Medical Sciences

Teresa Whited, 2015, Clinical Assistant Professor
BSN, MS, University of Oklahoma; DNP, Texas Christian University

Channoah Williams, 2016 Clinical Assistant Professor
BSN, University of Arkansas, Pine Bluff; MSN, Arkansas State University; DNP, Samford University

Angela Willis, 2015, Clinical Instructor
BSN, University of Arkansas at Little Rock; MNSc, University of Arkansas for Medical Sciences; DNP, University of South Alabama

Trish Wright, 2012, Assistant Professor
BPS, University of Memphis; BSN, Harding University; MPH, PhD, University of Arkansas for Medical Sciences

Emeritus Faculty

Ann Coleman, 2013, Professor
BSN, University of Mississippi; MSN, PhD, The University of Texas at Austin

Mary Hartwig, 2013, Associate Professor
BSN, University of Minnesota; MNSc, University of Washington; PhD, University of Tennessee

Patricia Heacock, 2002, Associate Professor
BS, West Texas State University; MSN, University of Texas System School of Nursing; PhD, The University of Texas at Austin

Linda C. Hodges, 2007, Dean and Professor
BSN, University of Virginia; MNSc, Emory University; EdD, University of North Carolina at Greensboro

Cheryl Schmidt, 2015, Associate Professor
BSN, MSN, Ohio State University; PhD, University of Pittsburgh

Elaine Souder, 2013, Professor
BSN, MSN, University of Pennsylvania; PhD, Boston College

Patricia J. Thompson, 2007, Associate Professor
BS, University of Central Arkansas; MNSc, University of Arkansas for Medical Sciences; PhD, The University of Texas at Austin

Sophronia Williams, 1997, Associate Professor
BSN, MSN, Washington University
Adjunct Faculty Appointments

Gary Lloyd Bevill, 2016, Adjunct Clinical Assistant Professor; Founding partner of SAMA HealthCare, Inc., El Dorado, AR; MD, University of Arkansas for Medical Sciences

Sonya Canfield, 2010, Adjunct Instructor; Staff Charge Nurse, Emergency Department, St. Vincent Infirmary North; BSN, MNSc, University of Arkansas for Medical Sciences

David Davila, 1998, Adjunct Assistant Professor; Director, Baptist Health Sleep Disorders Center; MD, Louisiana State University School of Medicine

Shannon Finley, 2012, Adjunct Assistant Professor; Quality Assurance Coordinator, Quality Management MSN, University of Central Arkansas

Mary Helen Forrest, 2015, Adjunct Clinical Professor; Chief Nursing Officer, University of Arkansas for Medical Sciences; BSN, University of Central Arkansas; MNSc, University of Arkansas for Medical Sciences

Angela Green, 2001, Adjunct Associate Professor; Vice President, Performance Improvement, Arkansas Children’s Hospital; Clinical Associate Professor, University of Arkansas for Medical Sciences; BSN, Auburn University; MSN, University of South Alabama at Mobile; PhD, University of Arkansas for Medical Sciences

Theresa Horton, 2014, Adjunct Instructor; Director of Education, South Central Center on Aging, Pine Bluff, AR; BSN, University of Arkansas at Monticello; MNSc, University of Arkansas for Medical Sciences

Debra Jeffs, 2012, Adjunct Assistant Professor; Director of Academic Nursing Education, Arkansas Children’s Hospital; BSN, MS, Russell Sage College; PhD, University of Massachusetts at Amherst-Worcester

Jannas Ashlee Johnson-Hennington, 2016, Adjunct Clinical Instructor; APRN, The Point, Outpatient Behavioral Health Services; MNSc, University of Arkansas for Medical Sciences

Tammy Jones, 2011, Adjunct Assistant Professor; Director, University of Arkansas for Medical Sciences Center for Nursing Excellence; BSN, PhD, University of Arkansas for Medical Sciences

Janie Kane, 2007, Adjunct Instructor; Pediatric Clinical Nurse Specialist, Arkansas Children’s Hospital; BSN, St. Louis University; MS, Boston College

Robin McAtee, 2012, Adjunct Clinical Instructor; Associate Director, Arkansas Aging Initiative, University of Arkansas for Medical Sciences Donald W. Reynolds Center on Aging; BSN, Henderson State University; MHSA, University of Arkansas at Little Rock; PhD, University of Arkansas for Medical Sciences

Linda Carol McIntosh, 2016, Adjunct Clinical Instructor; APRN, ARcare; BSN, University of New York; MNSc, University of Arkansas for Medical Sciences

Barbara McWilliams, 2010, Adjunct Instructor; Pediatric Nurse Practitioner, Regional Center-SW, All for Kids Pediatric Clinic; BSN, MNSc, University of Arkansas for Medical Sciences

Deborah L. Porchia, 2011, Adjunct Instructor; Pediatric Nurse Practitioner, Regional Center-SW, All for Kids Pediatric Clinic; BSN, Henderson State University; MNSc, University of Arkansas for Medical Sciences

Latrina Prince, 2017, Adjunct Clinical Instructor; Research Associate, University of Arkansas for Medical Sciences, Center for Health Literacy; BBA, University of Arkansas at Little Rock; MEd, EdD, University of Arkansas at Fayetteville

Angela Scott, 2007, Adjunct Instructor; Pediatric Clinical Nurse Specialist, Arkansas Children’s Hospital; BSN, Arkansas State University; MNSc, University of Arkansas for Medical Sciences

James Meek Sheppard, 2016, Adjunct Clinical Assistant Professor; Founding partner of SAMA HealthCare, Inc., El Dorado, AR; MD, University of Arkansas for Medical Sciences
W. Newton Suter, 1995, Adjunct Professor; Department of Educational Leadership, University of Arkansas at Little Rock; BA, University of California at Riverside; MA, San Francisco State University; PhD, Stanford University

Howard Turney, 1995, Adjunct Professor; Director, School of Social Work, University of Arkansas at Little Rock; BBA, University of Central Arkansas; MSW, University of Arkansas at Little Rock; PhD, Florida State University

Marlene Walden, 2015, Adjunct Associate Professor; Nurse Scientist Manager, Arkansas Children’s Hospital; BSN, Texas Woman's University; MSN, University of Texas Health Science Center-Houston; PhD, The University of Texas, Austin

Secondary Faculty Appointments

Mike Anders, 2011, Associate Professor, College of Health Related Professions, Department of Respiratory and Surgical Technologies, University of Arkansas for Medical Sciences; BS, Louisiana State University; MPH, Tulane University; PhD, University of Arkansas

April Carpenter, 2017, Clinical Instructor, Department of Pediatrics, Arkansas Children’s Hospital; BSN, MNSc, University of Arkansas for Medical Sciences

Ronni Chernoff, 1986, Professor; Director, Arkansas Geriatric Education Center; Associate Director for Education, GRECC, Central Arkansas Veterans Healthcare System; Director of Education, Donald W. Reynolds Center on Aging, University of Arkansas for Medical Sciences; BS, Cornell University; MS, ME, Columbia University; PhD, University of Pennsylvania

Jose Albert Fontanilla, 2016, Clinical Assistant Professor; Department of Geriatrics, University of Arkansas for Medical Sciences; MD, University of Santo Tomas, Philippines

Kristie B. Hadden, 2015, Assistant Professor; UAMS Regional Programs Director of Research; BS, Radford University; MS, PhD University of Arkansas for Medical Sciences

Laura H. Hays, 2017, Clinical Instructor, Department of Pediatrics, Arkansas Children’s Hospital; BSN, MNSc, University of Arkansas for Medical Sciences

D. Micah Hester, 2015, Professor; Chief, Division of Medical Humanities, College of Medicine; BA, Pomona College; MA, PhD, Vanderbilt University

Laurie Ann Lee, 2017, Clinical Instructor, Department of Pediatrics, Arkansas Children’s Hospital; BSN, University of Hawaii School of Nursing; MNSc University of Arkansas for Medical Sciences; DNP, University of Alabama

Pearl McElfish, 2015, Assistant Professor, Director of the Office of Community Health and Research, Co-Director of the Center for Pacific Islander Health; BA, Arkansas Tech University; MA, University of Central Arkansas; MBA, John Brown University; PhD, University of Arkansas, Fayetteville

Kent D. McKelvey, 2006, Associate Professor; Director of Predoctoral Education, Department of Family and Preventive Medicine, University of Arkansas for Medical Sciences; MD, University of Arkansas for Medical Sciences

Ambre’ Pownall, 2017, Clinical Instructor; Department of Neurosurgery, University of Arkansas for Medical Sciences; BSN, University of Arkansas, Fayetteville; MSN, Northern Kentucky University

Sally Puckett, 2017, Clinical Instructor; Department of Urology, Arkansas Children’s Hospital; BSN, MNSc, University of Arkansas for Medical Sciences

Sarah J. Rhoads, 2013, Associate Professor; College of Medicine, Department of OB/GYN, Education Director, Center for Distance Health & Angels; BSN, MNSc, PhD, University of Arkansas for Medical Sciences; DNP, University of Tennessee Health Science Center

Angela J. Smith, 2017, Clinical Instructor; College of Medicine, Department of Pediatrics; BSN, MNSc, University of Arkansas for Medical Sciences
Dennis Sullivan, 2000, Professor; Geriatrics and Internal Medicine in the College of Medicine, Executive Vice Chairman, Donald W. Reynolds Department of Geriatrics, University of Arkansas for Medical Sciences; Director, Geriatric Research Education and Clinical Center, Central Arkansas Veterans Healthcare System; MD, Wayne State University