

# BACHELOR OF SCIENCE IN NURSING

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The undergraduate nursing program at Quinnipiac University prepares students with the knowledge, skills and attitudes to provide holistic care for diverse individuals, families and populations across the lifespan.

Achievement of the student learning outcomes (p. 4) enables graduates to practice as nurse generalists within complex healthcare systems. The curriculum is framed using The American Association of Colleges of Nursing (AACN) *Essentials of Baccalaureate Education* (2021).

## Technical Standards for School of Nursing Students

Quinnipiac University School of Nursing provides the following technical standards to inform incoming and enrolled students of the performance abilities and characteristics that are necessary to successfully complete the requirements of the nursing curriculum and provide effective and safe healthcare. The student must meet technical standards with or without reasonable accommodations and maintain related satisfactory demonstration of these standards for progression throughout the program and graduation from the program.

An individual must be able to independently, with or without reasonable accommodation, meet the following technical standards of general abilities, and those specifically of key areas for technical standards in nursing include having abilities and skills in the areas of: (1) Observation, (2) Communication, (3) Motor, (4) Intellectual, Conceptual, Integrative, Quantitative, (5) Behavioral-Social, and (6) Ability to Manage Stressful Situations.

### General Abilities

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

### Specific Key Areas

#### 1. Observational Ability

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

#### 2. Communication Ability

The student must communicate effectively to elicit information and to translate that information to others. Each student must have the ability to read, write, comprehend and communicate effectively within the English language to facilitate communication with patients, their family members and other professionals in healthcare settings. In addition, the student must be able to present information in a professional, logical manner and provide patient counseling and

instruction to effectively care for patients and their families. The student must possess verbal and written communication skills that permit effective communication with instructors and students in the classroom, laboratory and clinical settings.

#### 3. Motor Ability

The student must be able to perform gross and fine motor movements with sufficient coordination needed to perform complete physical examinations utilizing the techniques of inspection, palpation, percussion, auscultation and other diagnostic maneuvers. A student must develop the psychomotor skills reasonably needed to perform or assist with procedures, treatments, administration of medication, and management and operation of diagnostic and therapeutic medical equipment, and such maneuvers to assist with patient care activities such as lifting, wheelchair guidance and mobility. The student must have sufficient levels of neuromuscular control and eye-to-hand coordination as well as possess the physical and mental stamina to meet the demands associated with extended periods of sitting, standing, moving and physical exertion required for satisfactory and safe performance in the clinical, laboratory and classroom settings including performing CPR, if necessary. The student must possess the ability of manual dexterity that would be required for certain activities, such as drawing up solutions in a syringe.

#### 4. Intellectual, Conceptual, Integrative and Quantitative Abilities

The student must be able to develop and refine problem-solving skills that are crucial to practice as a nurse. Problem solving involves the abilities to measure, calculate, reason, analyze and synthesize objective and subjective data, and to make decisions, often in a time-urgent environment, that reflect consistent and thoughtful deliberation and sound clinical judgment. Each student must demonstrate mastery of these skills and possess the ability to incorporate new information from peers, teachers and the nursing and medical literature to formulate sound judgment in patient assessment, intervention, evaluation, teaching, and setting short- and long-term goals.

#### 5. Behavioral, Social and Professional Attributes

Compassion, integrity, motivation, effective interpersonal skills and concern for others are personal attributes required of those in the nursing programs. Personal comfort and acceptance of the role of a nurse functioning under supervision of a clinical instructor or preceptor is essential for a nursing student. The student must possess the skills required for full utilization of the student's intellectual abilities; the exercise of good judgment; the prompt completion of all responsibilities in the classroom, laboratory and clinical settings; and the development of mature, sensitive and effective relationships with patients and other members of the healthcare team. Each student must be able to exercise stable, sound judgment and to complete assessment and interventional activities. The ability to establish rapport and maintain sensitive, interpersonal relationships with individuals, families and groups from a variety of social, emotional, cultural and intellectual backgrounds is critical for practice as a nurse. The student must be able to adapt to changing environments; display flexibility; accept and integrate constructive criticism given in the classroom, laboratory and clinical settings; effectively interact in the clinical setting with other members of the healthcare team; and learn to function cooperatively and efficiently in the face of uncertainties inherent in clinical practice. The student must demonstrate intent and desire to follow the ANA Standards of Care and Nursing Code of Ethics.

#### 6. Ability to Manage Stressful Situations

The student must be able to adjust to and respond effectively to stressful situations in both the classroom and clinical settings, including emergency situations. The student will experience multiple stressors while in the nursing program. Stressors may be (but are not limited to) personal, patient/family care, faculty/peer and/or program-related.

## Accessibility and the School of Nursing Technical Standards

The Quinnipiac University School of Nursing maintains a strong institutional commitment to equal educational opportunities for qualified students with disabilities who apply for admission and/or who are already enrolled. Our core values include: belonging, collaboration, compassion, curiosity, and integrity. These core values translate into our work with students, including those with disabilities. The mission of the School of Nursing is to develop exceptional, practice-ready nurses as leaders in holistic care through innovative and inclusive education.

The Technical Standards are not intended to deter any candidate for whom reasonable accommodation will allow equal access to Quinnipiac University programs and services and fulfillment of the complete curriculum. A reasonable accommodation is a modification or adjustment to an instructional activity, facility, program or service that removes barriers and enables a qualified student with a disability to have an equal opportunity to participate in all Quinnipiac University student activities.

Decisions regarding reasonable accommodation are determined on a case-by-case basis taking into consideration each student's disability-related needs, supporting medical documentation, history of use of accommodations and program requirements. While Quinnipiac University will make every effort to work with students with disabilities to accommodate their disability-related needs, Quinnipiac University is not required to provide accommodations that fundamentally alter the student learning outcomes or waive essential program requirements.

The Office of Student Accessibility (OSA), located in the Learning Commons on Mount Carmel and North Haven, provides students with disabilities a confidential review within the interactive accommodation process to determine whether there are any reasonable accommodations that would provide equal access to the student learning outcomes. The OSA serves prospective and current students with disabilities affecting mobility, vision, hearing and learning as well as physical or mental health challenges. The OSA can be contacted at 203-582-7600 or by emailing [access@qu.edu](mailto:access@qu.edu)

### The BS in Nursing requires a minimum of 120 credits for degree completion.

The below requirements are for students entering their first year of the traditional BSN program in Fall 2025. Students who entered in previous catalog years should follow that catalog's nursing curriculum requirements.

Code	Title	Credits
<b>University Curriculum (<a href="http://catalog.qu.edu/academics/university-curriculum/">http://catalog.qu.edu/academics/university-curriculum/</a>)<sup>1</sup></b>		<b>46</b>
Courses required for BSN Curriculum that also count in the UC		
MA 275	Biostatistics	
or MA 206	Statistics for the Behavioral Sciences	

BIO 104 & 104L	Fundamental Life Processes and Fundamental Life Processes Lab (required)	
PS 101	Introduction to Psychology	
CHE 106 & 106L	Chemical Principles with Biological Applications and Chemical Principles with Biological Applications Lab	
<b>Nursing Major Requirements</b>		<b>15</b>
BIO 211	Human Anatomy and Physiology I	
BIO 211L	Human Anatomy and Physiology Lab I	
BIO 212	Human Anatomy and Physiology II	
BIO 212L	Human Anatomy and Physiology II Lab	
BMS 213	Microbiology and Pathology	
BMS 213L	Microbiology and Pathology Lab	
HSC 262	Nutrition in Health and Illness	
<b>Elective Course</b>		<b>1</b>
<b>Professional Component Nursing Courses</b>		<b>60</b>
NUR 370	Systems-Based & Evidence-Based Practice	
NUR 372	Professionalism and Communication I	
NUR 374	Person-Centered Preventative Care	
NUR 376	Fundamentals of Person-Centered Care	
NUR 377	Healthy Adults	
NUR 378	Preventative Care	
NUR 379	Nursing Scholarship	
NUR 398	Clinical Judgment and Health Assessment I: Fundamentals	
NUR 396	Ethics and Compassionate Care	
NUR 384	Person-Centered Restorative Care	
NUR 386	Pathophysiology and Pharmacotherapy	
NUR 388	Informatics and Healthcare Technology	
NUR 385	Maternal, Child, and Family Health	
NUR 387	Complex Needs	
NUR 389	Continuous Quality Improvement	
NUR 392	Clinical Judgment and Health Assessment II	
NUR 394	Restorative Care	
NUR 470	Inclusive Care and Advocacy	
NUR 474	Person Centered Chronic and Palliative Care	
NUR 476	Policy, Compliance, and Finance	
NUR 471	Complex Needs and Palliative Care	
NUR 469	Collaborative Inquiry and Teams-Based Solutions	
NUR 488	Chronic and Palliative Care	
NUR 494	Nurses As Advocates	

NUR 472	Professionalism and Communication II: Interpersonal Partnerships	
NUR 489	Transition to Professional Practice	
NUR 454	Nursing Capstone	
NUR 497	Licensure Preparation for Professional Practice	
	Population Focused Clinical Elective	
	Practice Focus Elective 1	
	Practice Focus Elective 2	
<b>Total Credits</b>		<b>120</b>

<sup>1</sup> The University Curriculum consists of a minimum 46 credits as outlined in the following curriculum structure. Specific credit and course requirements for the UC may vary by major. The BSN major has Major Course and Professional Component Nursing course requirements that will also count within the UC. A total of 120 credits is required.

The curriculum for the professional component is subject to modification as deemed necessary by the nursing faculty to provide students with the most meaningful educational experience and to remain current with professional standards and guidelines. Nursing courses must be taken in the sequence presented in the curriculum and students must successfully complete one semester before progressing to the next. Initial placement in mathematics is determined by examination.

Graduates are eligible to take the NCLEX-RN® examination, and qualify for entry-level nursing positions or graduate study. Those students contemplating applying for graduate study in nursing at Quinnipiac should refer to the Graduate Studies (<http://catalog.qu.edu/graduate-studies/nursing/>) section of the catalog.

Course	Title	Credits
<b>First Year</b>		
<b>Fall Semester</b>		
BIO 104 & 104L	Fundamental Life Processes and Fundamental Life Processes Lab (UC Natural Science + Lab)	4
EN 101	Introduction to Academic Reading and Writing (UC First Year Writing)	3
PS 101	Introduction to Psychology (UC Social Science)	3
	Humanities UC Course	3
FYS 101	First-Year Seminar (UC Foundations of Inquiry)	3
<b>Credits</b>		<b>16</b>
<b>Spring Semester</b>		
EN 102	Academic Writing and Research (UC First Year Writing)	3
CHE 106 & 106L	Chemical Principles with Biological Applications and Chemical Principles with Biological Applications Lab	4
MA 275	Biostatistics	3
	Fine Arts UC Course	3
	Social Science UC Course	3
<b>Credits</b>		<b>16</b>

## Second Year

### Fall Semester

BIO 211 & 211L	Human Anatomy and Physiology I and Human Anatomy and Physiology Lab I	4
BMS 213 & 213L	Microbiology and Pathology and Microbiology and Pathology Lab	4
	Humanities UC Course	3
	UC Course	3
<b>Credits</b>		<b>14</b>

### Spring Semester

BIO 212 & 212L	Human Anatomy and Physiology II and Human Anatomy and Physiology II Lab	4
HSC 262	Nutrition in Health and Illness	3
	UC Course	3
	UC Course	3
	Elective	1
<b>Credits</b>		<b>14</b>

## Third Year

### Fall Semester

NUR 370	Systems-Based & Evidence-Based Practice	1.5
NUR 372	Professionalism and Communication I	1.5
NUR 374	Person-Centered Preventative Care	1.5
NUR 376	Fundamentals of Person-Centered Care	1.5
NUR 377	Healthy Adults	3
NUR 378	Preventative Care	1.5
NUR 379	Nursing Scholarship	1.5
NUR 398	Clinical Judgment and Health Assessment I: Fundamentals	1.5
NUR 396	Ethics and Compassionate Care	1.5
<b>Credits</b>		<b>15</b>

### Spring Semester

NUR 384	Person-Centered Restorative Care	1.5
NUR 386	Pathophysiology and Pharmacotherapy	1.5
NUR 388	Informatics and Healthcare Technology	1.5
NUR 385	Maternal, Child, and Family Health	3
NUR 387	Complex Needs	3
NUR 389	Continuous Quality Improvement	1.5
NUR 392	Clinical Judgment and Health Assessment II	1.5
NUR 394	Restorative Care	1.5
<b>Credits</b>		<b>15</b>

## Fourth Year

### Fall Semester

NUR 470	Inclusive Care and Advocacy	1.5
NUR 474	Person Centered Chronic and Palliative Care	1.5
NUR 476	Policy, Compliance, and Finance	1.5
NUR 471	Complex Needs and Palliative Care	3
	Population-Focused Clinical Elective	3
NUR 469	Collaborative Inquiry and Teams-Based Solutions	1.5
NUR 488	Chronic and Palliative Care	1.5
NUR 494	Nurses As Advocates	1.5
<b>Credits</b>		<b>15</b>

**Spring Semester**

NUR 472	Professionalism and Communication II: Interpersonal Partnerships	1.5
NUR 489	Transition to Professional Practice	3
NUR 454	Nursing Capstone	3
NUR 497	Licensure Preparation for Professional Practice	1.5
Practice Focus Elective 1		3
Practice Focus Elective 2		3
<b>Credits</b>		<b>15</b>
<b>Total Credits</b>		<b>120</b>

## Student Learning Outcomes

Upon completion of the program, the BSN graduate will demonstrate the following competencies:

1. Apply critical thinking skills to analyze information and evidence, enabling effective communication and enhanced decision making.
2. Demonstrate adaptive thinking when faced with challenges by exhibiting flexibility, creativity, and critical analysis.
3. Utilize ethical frameworks and uphold professional values in nursing practice.
4. Deliver equitable, holistic, person-centered, and evidence-informed care coordinated to improve the health of diverse communities and populations.
5. Demonstrate the application of quality improvement principles to improve safety and contribute to a culture that prioritizes self, patient, provider, and work environment well-being.
6. Apply knowledge of informatics and healthcare technologies to understand their role in data-informed decision-making and the enhancement of secure, efficient, effective, and regulated healthcare delivery.
7. Utilize holistic self-care practices that promote well-being and lifelong learning.
8. Demonstrate leadership practice that reflects advocacy for patients and the nursing profession.

## Admission Requirements: Undergraduate Nursing

The requirements for admission into the undergraduate nursing program are the same as those for admission to Quinnipiac University.

### Advanced Standing/Placement

The Policy for Advanced Standing/Placement, as stated in this catalog, applies to students seeking admission into the undergraduate nursing program. Advanced standing or placement is considered for entering first-years who have completed college-level credit courses through a recognized college or university, and/or achieved an acceptable score on an appropriate examination of:

1. The Advanced Placement Program of the College Entrance Examination Board;
2. The International Baccalaureate; or
3. The College Level Examination Program.

## Transfer Students from Other Colleges/Universities

Transfer students should apply for admission by mid-November for the spring (January) semester or by June 1 for fall (August) entry. Official transcripts from all institutions attended must be provided. The nursing program looks for a cumulative and science minimum grade point average of 3.00 for consideration. Transfer into the professional component of the nursing program can occur only in the fall junior year term. Quinnipiac works closely with the community colleges in Connecticut and elsewhere and recommends that students follow a transfer curriculum of study if their plan is to move to a four-year university. Students may wish to arrange an admissions appointment to discuss program requirements.

## Transfer Students from Other Majors within Quinnipiac

Students who have earned credit at Quinnipiac and wish to apply for matriculation into the nursing program are invited to apply for transfer. Undergraduate enrollment is evaluated on a semester-by-semester basis. Limited space has become available and transfer applicants are evaluated for admission. The transfer applicant must be a student in good standing and have a minimum cumulative and science GPA of 3.00. Transfer into the professional component of the nursing program can occur only in the fall junior year term. Email [transfERNursing@qu.edu](mailto:transfERNursing@qu.edu) for more information.

## Preprofessional Progression Policy

1. Students must complete all preprofessional component courses, including all sciences, prior to starting the professional component in the fall of the junior year.
2. Students must earn a C or better in BIO 104, BIO 104L, CHE 106, CHE 106L, BMS 213, BMS 213L, BIO 211, BIO 211L, BIO 212 and BIO 212L to progress to the professional component in the fall of the junior year.
3. Students must take BIO 211, BIO 211L, BIO 212 and BIO 212L at Quinnipiac University. They may not be taken at other universities unless taken prior to matriculation.
4. A student who fails to meet the minimum grade for any prerequisite course is able to repeat the course **once** the next time it's offered (at the student's expense) to attain the required grade. If the student does not attain the minimum grade, they will be required to change majors.
5. A minimum cumulative grade point average of 3.00 is required for progression from the sophomore year to the junior year.
6. A minimum science grade point average of 3.00 is required for progression from the sophomore year to the junior year.
7. A student who does not meet the preprofessional progression requirements will be required to transfer to another major.

## Professional Progression Policy

1. To progress and remain in good standing, junior and senior nursing students must attain a semester GPA of 2.67 (B-) and receive a grade of C+ or higher in each classroom and laboratory experience (77 or higher) and a Pass (P) in all clinical practica.
2. A student who receives less than a C+ (77) in one nursing course (C, C-, D, F) is unable to progress to the next semester. This student will be given the opportunity to repeat the failed nursing course at the time of the next course offering and at the student's expense.
3. A student who receives less than a C+ (77) in more than one nursing course (C, C-, D, F) will not be permitted to progress in the program and will be required to change their major out of nursing.



4. A student who receives a grade of Incomplete (I) in any nursing course (lecture, lab or practicum) must meet ALL course requirements for conversion to a letter grade or Pass (P) before the start of the subsequent semester or according to a specific written academic plan approved by the program director or designee. Failure to do so will require the student to withdraw from the nursing major.
5. A student who earns grades of C+ or better in all nursing courses yet has less than a 2.67 semester GPA will be placed on academic probation and will develop an academic plan to progress in the nursing major. This student must achieve a 2.67 semester GPA by the end of the next semester. The student who does not meet these academic criteria will be required to change their major out of nursing.
6. A student must achieve a 2.67 semester GPA and a cumulative GPA of 2.67 in the final semester to meet the graduation requirements for the Bachelor of Science in Nursing.
7. A student who is performing at an unsatisfactory level either academically or clinically at the mid-semester point will be notified by the program director. Written notification will be sent to the student via email. Any student who is having difficulty with academic performance and needs help with study skills or test-taking strategies will be advised to utilize the resources offered by the Learning Commons and School of Nursing.
8. At the end of each semester, course grades and semester and cumulative GPAs for each nursing student are reviewed by the program director.

## Appeal Process

A student who wishes to appeal a progression decision must write a letter via email to the director of the undergraduate nursing program within five business days of receiving notice of their inability to progress.

1. Appeals will be considered by the Progression Appeal Committee, chaired by the senior associate dean.
2. Decision and procedural actions will be communicated in writing via email to the student.

The full policy for progression appeal is available in the Undergraduate Student Handbook and Policy Manual located in the Student Community on Blackboard.

A student wishing to appeal a course grade should follow the grade appeal process (<http://catalog.qu.edu/university-policies/procedure-appeal-final-grade/>) detailed in the University Catalog.

## Eligibility for Licensure

Graduates are eligible for registered nurse licensure in Connecticut or other states upon satisfactory achievement of the National Council Licensure Examination for Registered Nurses (NCLEX-RN®). In accordance with the Connecticut General Statutes (Sec. 19a-14), the State of Connecticut may deny licensure to applicants who have been convicted of a felony or have committed an act which would not confirm to the accepted standards of practice of the profession, including abuse or excessive use of drugs or alcohol. Students should be aware of what the licensure requirements are in the State in which they intend to apply for licensure. A copy of the statute is available for review in the School of Nursing Dean's Office.

The Quinnipiac BS in Nursing program meets the State of Connecticut education requirements for a Registered Nurse License. For information about other states, see the Professional Licensure and Certification

Disclosures page in the catalog. Applicants should investigate requirements prior to accepting an offer of admission to Quinnipiac for the BS in Nursing program. The licensure boards in each state establish their own requirements for licensure or certification for their state. The state professional licensing boards will make decisions on whether or not an individual is eligible for license based on regulation in place at time of application for licensure. Please see the National Council State Board of Nursing website for more guidance on Registered Nurse Licensure as well as the licensure requirements and contact information for each state/ jurisdiction.

The Bachelor of Science in Nursing program, Master of Science in Nursing program and Doctor of Nursing Practice program at Quinnipiac University are accredited by the Commission on Collegiate Nursing Education ([aacnnursing.org/CCNE](http://aacnnursing.org/CCNE)).

## Clinical Requirements

Students must arrange their own transportation to and from clinical agencies. CPR certification for the healthcare provider or professional rescuer must be obtained prior to enrolling in the first nursing course and maintained throughout the program. The School of Nursing has additional health and clinical readiness requirements in addition to those required by the university. A criminal background check and drug screening are required. Incoming and current students will be advised that final program acceptance and continuation is dependent on a successful background investigation and clearance.

### **NUR 370. Systems-Based & Evidence-Based Practice. 1.5 Credits.**

This essentials course introduces learners to the principles of evidence-based practice and systems-based thinking as applied to nursing. Students will explore how organizational structures and the nurse's role as a change agent influence the delivery of quality care and the development of innovative solutions to complex health problems.

**Prerequisites:** Students required to follow their individual program pathway.

**Offered:** Every year, Fall

### **NUR 372. Professionalism and Communication I. 1.5 Credits.**

This essentials course establishes the foundational principles of professional communication and interprofessional collaboration within the nursing context. Students will examine team dynamics, develop strategies for effective communication and collaboration in care-oriented teams, and articulate the distinct role of nursing in patient-centered care planning. The course emphasizes the importance of respectful communication and collaborative practice, incorporating patient, family, and community perspectives.

**Prerequisites:** Students required to follow their individual program pathway.

**Offered:** Every year, Fall

### **NUR 374. Person-Centered Preventative Care. 1.5 Credits.**

This essentials course examines the multifaceted influences on preventative care, integrating individual patient characteristics, social determinants of health, and evidence-based guidelines. Students will develop comprehensive nursing strategies for health promotion and disease prevention, employing a holistic approach across all stages of life.

**Prerequisites:** Students required to follow their individual program pathway.

**Offered:** Every year, Fall

**NUR 376. Fundamentals of Person-Centered Care. 1.5 Credits.**

This applied course focuses on developing professional responsibility, effective communication, and a caring approach, integrating the principles of giving and receiving feedback to foster a strong safety culture. Students will learn through hands-on practice, simulations, and interactive learning, building a foundation for providing compassionate and person-centered care.

**Prerequisites:** Students required to follow their individual program pathway.

**Offered:** Every year, Fall

**NUR 377. Healthy Adults. 3 Credits.**

This clinical course provides hands-on experience in applying nursing knowledge to the care of healthy adults. Students will develop essential clinical reasoning skills, practice delivering compassionate and caring interventions, and professional behaviors within diverse healthcare settings.

**Prerequisites:** Students required to follow their individual program pathway.

**Offered:** Every year, Fall

**NUR 378. Preventative Care. 1.5 Credits.**

This applied course focuses on the implementation of person-centered preventative care. Students will apply evidence-based guidelines, considering individual patient characteristics and social determinants of health, to develop and deliver comprehensive nursing strategies for health promotion and disease prevention across the lifespan.

**Prerequisites:** Students required to follow their individual program pathway.

**Offered:** Every year, Fall

**NUR 379. Nursing Scholarship. 1.5 Credits.**

This inquiry course will integrate principles of nursing knowledge, including developing questions and gathering evidence for promoting optimal health outcomes. In this project-based course, students will develop skills needed to successfully address relevant clinical/community-based needs, collaborate with others, and develop leadership.

**Prerequisites:** Students required to follow their individual program pathway.

**Offered:** Every year, Fall

**NUR 398. Clinical Judgment and Health Assessment I: Fundamentals. 1.5 Credits.**

This applied course introduces the skills of health assessment and clinical judgment for nursing practice. Students will learn systematic techniques for comprehensive health assessment, including physical examination and health history taking, emphasizing the importance of

**Prerequisites:** Students required to follow their individual program pathway.

**Offered:** Every year, Fall

**NUR 396. Ethics and Compassionate Care. 1.5 Credits.**

This applied course explores the essential intersection of ethics and compassionate care in professional nursing practice. Students will define and examine compassionate care as acting with caring, empathy, and respect in ways meaningful to the patient. The course will delve into ethical principles that guide nursing behavior.

**Prerequisites:** Students required to follow their individual program pathway.

**Offered:** Every year, Fall

**NUR 384. Person-Centered Restorative Care. 1.5 Credits.**

This essentials course prepares nursing students to provide person-centered restorative care across the lifespan. Students will integrate nursing knowledge to support patients in their recovery from diverse health conditions, developing the skills to deliver compassionate, effective, and holistic care that promotes well-being.

**Prerequisites:** Students required to follow their individual program pathway.

**Offered:** Every year, Spring

**NUR 385. Maternal, Child, and Family Health. 3 Credits.**

This clinical course provides experience in applying nursing knowledge to the care of both maternal and pediatric populations. Students will develop clinical reasoning skills relevant to the unique needs of mothers, children, and their families, practice delivering compassionate and developmentally appropriate care.

**Prerequisites:** Students required to follow their individual program pathway.

**Offered:** Every year, Spring

**NUR 386. Pathophysiology and Pharmacotherapy. 1.5 Credits.**

This essentials course provides an introduction to pathophysiological processes and the pharmacological principles essential for nursing practice. Students will explore common diseases across the lifespan and the medications used for health maintenance and illness treatment, emphasizing mechanisms of action, therapeutic effects, and nursing considerations.

**Prerequisites:** Students required to follow their individual program pathway.

**Offered:** Every year, Spring

**NUR 388. Informatics and Healthcare Technology. 1.5 Credits.**

This essentials course examines the role of technology and informatics in healthcare. Students will explore the importance of interoperable systems for data exchange, analyze how informatics supports data-driven decision-making and enhances care delivery, and investigate crucial strategies for information security and patient privacy.

**Prerequisites:** Students required to follow their individual program pathway.

**Offered:** Every year, Spring

**NUR 387. Complex Needs. 3 Credits.**

This clinical course provides experience in the nursing care of adults with complex health needs. Students will develop advanced clinical reasoning skills to manage complex patient conditions, practice delivering compassionate and holistic care, and refine professional behaviors in demanding healthcare environments.

**Prerequisites:** Students required to follow their individual program pathway.

**Offered:** Every year, Spring

**NUR 389. Continuous Quality Improvement. 1.5 Credits.**

This inquiry course will evaluate principles of continuous quality improvement (CQI) and cultural safety. Students will explore quality standards, assess strategies for promoting a culture of safety, and integrate nursing knowledge and nursing standards to promote optimal patient outcomes.

**Prerequisites:** Students required to follow their individual program pathway.

**Offered:** Every year, Spring

**NUR 392. Clinical Judgment and Health Assessment II. 1.5 Credits.**

This applied course emphasizes the integration of comprehensive health assessment and clinical reasoning skills to provide holistic and culturally sensitive care for patients with complex needs across the lifespan.

**Prerequisites:** Students required to follow their individual program pathway.

**Offered:** Every year, Spring

**NUR 394. Restorative Care. 1.5 Credits.**

This applied course focuses on developing skills in person-centered restorative care. Nursing students will utilize nursing principles to actively engage in supporting patients' recovery from various acute health conditions across the lifespan, enhancing their ability to promote comprehensive patient well-being.

**Prerequisites:** Students required to follow their individual program pathway.

**Offered:** Every year, Spring

**NUR 470. Inclusive Care and Advocacy. 1.5 Credits.**

This essentials course examines the critical role of inclusive care and advocacy in advancing social justice and equitable health outcomes. Students will examine how to build inclusive environments where all perspectives are valued and respected. The course will empower students to become strong advocates, acting in the best interests of individuals, communities, and the profession to dismantle barriers to equitable care.

**Prerequisites:** Students required to follow their individual program pathway.

**Offered:** Every year, Fall

**NUR 474. Person Centered Chronic and Palliative Care. 1.5 Credits.**

This essentials course provides nursing students with the essential skills and nursing knowledge to deliver person-centered chronic and palliative care. Students will learn to support patients in managing chronic conditions and navigating end-of-life, fostering a holistic approach to care that enhances quality of life and well-being across all ages.

**Prerequisites:** Students required to follow their individual program pathway.

**Offered:** Every year, Fall

**NUR 476. Policy, Compliance, and Finance. 1.5 Credits.**

This essentials course provides nursing students with a comprehensive understanding of leadership, resource management, healthcare policies, ethics, and compliance in nursing practice. Students will explore strategies for effective resource allocation, decision-making, and team management while ensuring adherence to ethical and legal standards in patient care.

**Prerequisites:** Students required to follow their individual program pathway.

**Offered:** Every year, Fall

**NUR 471. Complex Needs and Palliative Care. 3 Credits.**

This clinical course offers practical experience in providing person-centered nursing care to adults facing chronic illnesses and requiring palliative care. Students will develop advanced clinical reasoning skills, practice delivering compassionate care aligned with patient values and preferences and cultivate professional behaviors in sensitive settings.

**Prerequisites:** Students required to follow their individual program pathway.

**Offered:** Every year, Fall

**NUR 469. Collaborative Inquiry and Teams-Based Solutions. 1.5 Credits.**

This inquiry course will promote understanding of research methodology and knowledge generation from multiple professional lenses. Students will develop skills and knowledge necessary to integrate methods and perspectives from multiple disciplines to address complex problems.

**Prerequisites:** Students required to follow their individual program pathway.

**Offered:** Every year, Fall

**NUR 488. Chronic and Palliative Care. 1.5 Credits.**

This applied course provides nursing students with experiences in delivering person-centered chronic and palliative care across the lifespan. Students will apply nursing skills and knowledge to actively support patients in managing chronic conditions and providing end-of-life care, developing and refining skills to promote physical, emotional, and psychological well-being and enhance quality of life.

**Prerequisites:** Students required to follow their individual program pathway.

**Offered:** Every year, Fall

**NUR 494. Nurses As Advocates. 1.5 Credits.**

This applied course provides nursing students with a comprehensive exploration of the nurse's role as an advocate. Students will examine the principles and skills of effective advocacy, understanding how to lead change and promote optimal outcomes for individuals, communities, and the healthcare workforce across diverse healthcare settings and within the nursing profession.

**Prerequisites:** Students required to follow their individual program pathway.

**Offered:** Every year, Fall

**NUR 461. Practice Focus Elective I (Essentials). 1.5 Credits.**

**Prerequisites:** Students required to follow their individual program pathway.

**Offered:** Every year, Spring

**NUR 462. Practice Focus Elective II (Essentials). 1.5 Credits.**

**Prerequisites:** Students required to follow their individual program pathway.

**Offered:** Every year, Spring

**NUR 472. Professionalism and Communication II: Interpersonal Partnerships. 1.5 Credits.**

This essentials course advances professional communication and professionalism skills by focusing on the critical role of interprofessional partnerships in nursing. Students will learn to cultivate effective communication with individuals and across diverse healthcare teams. The course will also address the ongoing process of professional identity formation, supporting students in developing confidence and embodying nursing values as they navigate interprofessional collaborative environments to deliver high-quality, individualized patient care.

**Prerequisites:** Students required to follow their individual program pathway.

**Offered:** Every year, Spring

**NUR 454. Nursing Capstone. 3 Credits.**

This nursing capstone course provides a framework within which the student intentionally reflects upon and integrates the experiences that represent the meaning of their collegiate learning. Each student designs a final signature work, which demonstrates a scholarly representation of those experiences. For traditional BSN students only.

**Prerequisites:** Traditional BSN Program: Take NUR 400, NUR 401, NUR 408, NUR 424, NUR 425, NUR 426, NUR 430L.

**Corequisites:** Traditional BSN Program: Take NUR 428, NUR 429, NUR 432, NUR 433, NUR 450L.

**Offered:** Every year, Spring

**NUR 489. Transition to Professional Practice. 3 Credits.**

This capstone clinical course prepares the nursing student for professional practice. Students will apply and synthesize clinical reasoning skills in increasingly complex patient care scenarios, deliver comprehensive and compassionate care that reflects professional nursing values, and function as integral members of interprofessional healthcare teams.

**Prerequisites:** Students required to follow their individual program pathway.

**Offered:** Every year, Spring

**NUR 497. Licensure Preparation for Professional Practice. 1.5 Credits.**

This course provides a structured and comprehensive review of essential nursing content and test-taking strategies to maximize student preparedness for the National Council Licensure Examination for Registered Nurses (NCLEX-RN). Through focused content review, practice examinations mirroring the NCLEX format, and targeted strategy development, students will refine their knowledge base, enhance exam readiness, and build confidence in their ability to achieve successful licensure as Registered Nurses.

**Prerequisites:** Students required to follow their individual program pathway.

**Offered:** Every year, Spring

**NUR 465. Practice Focus Elective I (Applied). 1.5 Credits.**

**Prerequisites:** Students required to follow their individual program pathway.

**Offered:** Every year, Spring

**NUR 466. Practice Focus Elective II (Applied). 1.5 Credits.**

**Prerequisites:** Students required to follow their individual program pathway.

**Offered:** Every year, Spring

**NUR 473. Population-Focused Clinical Elective. 3 Credits.**

This clinical course offers practical experience in providing person-centered nursing care to a select patient population, providing students with the continued development of advanced clinical reasoning skills, practice delivering compassionate care aligned with patient values and preferences, and cultivate professional behaviors in student-selected clinical settings.

**Prerequisites:** Students required to follow their individual program pathway.

**Offered:** Every year, Fall

## Curriculum Notes

General Education course descriptions are listed in the College of Arts & Sciences and School of Health Sciences catalog sections.