SCHOOL OF NURSING

GRADUATE PROGRAMS

Doctor of Nursing Practice (DNP)
• Nurse Anesthesia
• Family Nurse Practitioner
• Psychiatric Nurse Practitioner

Master of Science in Nursing
• Clinical Nurse Leader
• Nurse Practitioner (Family, Psychiatric)
• Healthcare Management

2012-13
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## 2012-13 ACADEMIC CALENDAR - GRADUATE SCHOOL

Classes are offered on weeknights and Saturdays to accommodate those in the program who are employed full time. Refer to the schedules that are distributed each semester for calendar changes.

### Fall 2012

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 5</td>
<td>Registration begins for all Graduate programs for Fall, 2012</td>
</tr>
<tr>
<td>July 9</td>
<td>Applications for Degree are due for August graduation - all schools</td>
</tr>
<tr>
<td>Sept. 3</td>
<td>Labor Day – University holiday</td>
</tr>
<tr>
<td>Sept. 4</td>
<td>Classes begin for all schools</td>
</tr>
<tr>
<td>Oct. 8</td>
<td>Columbus Day - University holiday</td>
</tr>
<tr>
<td>Oct. 19</td>
<td>Last day of course withdrawal</td>
</tr>
<tr>
<td>Nov. 21 - 25</td>
<td>Thanksgiving Recess</td>
</tr>
<tr>
<td>Nov. 26</td>
<td>Classes resume for all schools</td>
</tr>
<tr>
<td>Dec. 3</td>
<td>Applications for degree are due for January 30th graduation - all schools</td>
</tr>
<tr>
<td>Dec. 21</td>
<td>Registration begins for all Graduate Studies Programs for Spring, 2013</td>
</tr>
<tr>
<td></td>
<td>Last day of classes/exams for all graduate programs</td>
</tr>
<tr>
<td>Jan. 2 - 16</td>
<td>Graduate Business Winter Intersession</td>
</tr>
</tbody>
</table>

### Spring 2013

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 21</td>
<td>Martin Luther King, Jr. Day - University Holiday</td>
</tr>
<tr>
<td>Jan. 22</td>
<td>Classes begin for all schools</td>
</tr>
<tr>
<td>Feb. 18</td>
<td>President's Day - University holiday</td>
</tr>
<tr>
<td>March 8</td>
<td>Last day of course withdrawal</td>
</tr>
<tr>
<td>March 11 - 15</td>
<td>Spring Recess - all schools</td>
</tr>
<tr>
<td>March 18</td>
<td>Classes resume - all schools</td>
</tr>
<tr>
<td>March 28 - 31</td>
<td>Easter Recess all Graduate programs</td>
</tr>
<tr>
<td>April 1</td>
<td>Registration begins for all Graduate and Continuing Studies Programs for Summer, 2013</td>
</tr>
<tr>
<td></td>
<td>Applications for Degree are due for May graduation - all schools</td>
</tr>
<tr>
<td></td>
<td>Classes resume - all Graduate programs</td>
</tr>
<tr>
<td>May 10</td>
<td>Last day of classes/exams for all graduate programs</td>
</tr>
<tr>
<td>May 18</td>
<td>Baccalaureate Mass</td>
</tr>
<tr>
<td>May 19</td>
<td>63rd Commencement Graduate Ceremony - 3 p.m.</td>
</tr>
</tbody>
</table>

### Summer 2013

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 8</td>
<td>Registration begins for all Graduate Programs for Fall, 2013</td>
</tr>
<tr>
<td></td>
<td>Applications for Degree are due for August 30th graduation (All schools)</td>
</tr>
</tbody>
</table>
A Message from the President

Dear Student,

Welcome to Fairfield University, and thank you for your interest in our graduate and professional programs.

As a student at Fairfield you will learn from our first-class faculty, who are leaders in their fields, with a strong personal commitment to the education of men and women who share their passion for making a difference in the world. Fairfield is consistently ranked as one of the top master’s level universities in the Northeast and provides advantages to our graduate and professional students that lead to success in their future endeavors. The graduates of our professional and master’s programs go on to successful and fulfilling careers, as global leaders in business, education, engineering, nursing, and countless other professions where they are sought after for their intellectual acumen, professional skills, and strength of character.

What distinguishes Fairfield from many other colleges and universities is that as a Jesuit institution, we are the inheritor of an almost 500-year-old pedagogical tradition that has always stressed that the purpose of an education is to develop students as “whole persons” - in mind, body, and in spirit. These Jesuit values are integral to our graduate and professional programs. It is our mission at Fairfield to form men and women who are prepared to be global citizens, confident in their capacities, trained to excel in any circumstance, and inspired to put their gifts at work to transform the world for the betterment of their fellow men and women.

A Fairfield education will shape you in this manner, preparing you to meet future challenges. We invite you to browse through the catalog of courses and take the first step towards your Fairfield education.

Sincerely,

Jeffrey P. von Arx, S.J.
President

Fairfield University Mission

Fairfield University, founded by the Society of Jesus, is a coeducational institution of higher learning whose primary objectives are to develop the creative intellectual potential of its students and to foster in them ethical and religious values, and a sense of social responsibility. Jesuit education, which began in 1547, is committed today to the service of faith, of which the promotion of justice is an absolute requirement.

Fairfield is Catholic in both tradition and spirit. It celebrates the God-given dignity of every human person. As a Catholic university, it welcomes those of all beliefs and traditions who share its concerns for scholarship, justice, truth, and freedom, and it values the diversity that their membership brings to the University community.

Fairfield educates its students through a variety of scholarly and professional disciplines. All of its schools share a liberal and humanistic perspective, and a commitment to excellence. Fairfield encourages a respect for all the disciplines - their similarities, their differences, and their interrelationships. In particular, in its undergraduate schools, it provides all students with a broadly based general education curriculum with a special emphasis on the traditional humanities as a complement to the more specialized preparation in disciplines and professions provided by the major programs. Fairfield is also committed to the needs of society for liberally educated professionals. It meets the needs of its students to assume positions in this society through its undergraduate and graduate professional schools and programs.

A Fairfield education is a liberal education, characterized by its breadth and depth. It offers opportunities for individual and common reflection, and it provides training in such essential human skills as analysis, synthesis, and communication. The liberally educated person is able to assimilate and organize facts, to evaluate knowledge, to identify issues, to use appropriate methods of reasoning, and to convey conclusions persuasively in written and spoken word. Equally essential to liberal education is the development of the aesthetic dimension of human nature, the power to imagine, to intuit, to create, and to appreciate. In its fullest sense, liberal education initiates students at a mature level into their culture, its past, its present, and its future.

Fairfield recognizes that learning is a lifelong process and sees the education that it provides as a foundation upon which its students may continue to build within their chosen areas of scholarly study or professional development. It also seeks to foster in its students a continuing intellectual curiosity and a desire for self-education that will extend to the broad range of areas to which they have been introduced in their studies.
Fairfield University overview

Fairfield University offers education for an inspired life, preparing students for leadership and service through broad intellectual inquiry, the pursuit of social justice, and cultivation of the whole person: body, mind, and spirit.

A comprehensive university built upon the 450-year-old Jesuit traditions of scholarship and service, Fairfield University is distinguished by a rigorous curriculum, close interaction among faculty and students, and a beautiful, 200-acre campus with views of Long Island Sound.

Since its founding in 1942 by the Society of Jesus (the Jesuits), the University has grown from an all-male school serving 300 to a comparatively ranked coeducational institution serving 3,300 undergraduate students, 1,300 graduate students, and more than 800 part-time students enrolled for degree completion programs as well as personal and professional enrichment courses.

Fairfield offers over 40 undergraduate majors, 17 inter-disciplinary minors, and 38 graduate programs. The University is comprised of five schools: the College of Arts and Sciences, the Charles F. Dolan School of Business, and the schools of Engineering, Graduate Education and Allied Professions, Nursing. Students benefit from an academic environment of an outstanding faculty, a rich array of study abroad, internship, and service opportunities, and the resources and reputation of a school consistently ranked among the top regional universities in the north by the U.S. News & World Report.

In the past decade, more than 60 Fairfield students have been named Fulbright scholars, and the University is among the 12 percent of four-year colleges and universities with membership in Phi Beta Kappa, the nation's oldest and most prestigious academic honor society.

Fairfield is located one hour north of New York City at the center of a dynamic corridor of educational, cultural and recreational resources, as well as leading corporate employers.

Diversity Vision Statement

As a Jesuit and Catholic institution, Fairfield University strives to be a diverse learning community of culturally conscious individuals who value University values and celebrates different perspectives within a commitment to the God-given dignity of the human person. As an expression of its dedication to the service of faith and the promotion of justice, the Fairfield community seeks to create an environment that fosters a deep understanding of cultural and human diversity. This diversity enriches its members, both as individuals and as a community, and witnesses to the truth of human solidarity.

Fairfield University is committed to promoting dialogue among differing points of view in order to realize an integral understanding of what it is to be human. The University recognizes that transcending the nation’s political and social divisions is a matter of valuing diversity and learning respect and reverence for individuals, in their similarities and their differences. Fairfield will continue to integrate diversity in all facets of University life; academic, administrative, social, and spiritual - as together, the community seeks to realize a vision of the common good.

Campus Services

The DiMenna-Nyselius Library is the intellectual heart of Fairfield’s campuses and its signature academic building, combining the best of the traditional academic library with the latest access to print and electronic resources. Carrels, leisure seating, and research tables provide study space for up to 900 individual students, while groups meet in team rooms, study areas, or convene for conversation in the 24-hour cafe. Other resources include a 24-hour, open-access computer lab with Macintosh and Intel-based computers; a 24-hour print and computer lab featuring Windows-based computers only; two dozen multimedia workstations; an electronic classroom; a 90-seat multimedia auditorium; photocopiers, microform readers, and printers; and audiovisual hardware and software. Workstations for the physically disabled are available throughout the library.

The library’s collection includes more than 365,000 bound volumes, 290,000 e-books, 528 journal and newspaper subscriptions, electronic access to 53,000 full-text journal and newspaper titles, 18,000 audiovisual items, and the equivalent of 110,000 volumes in microform. To borrow library materials, students must present a StagCard at the Circulation Desk. Students can search for materials using an integrated library system and online catalog. Library resources are accessible from any desktop or off campus at www.fairfield.edu/library. From this site, students use their NetID to access their accounts, read full-text journal articles from more than 170 databases, submit interlibrary loan forms electronically, or contact a reference librarian around the clock via IM, e-mail, Skype, or “live” chat.

The library has an Information Technology Center consisting of a 30-seat, state-of-the-art training room, a 12-seat conference/group study room with projection capability, and 10 collaborative workstations. Also, the IT Help Desk serves as the central office for technical assistance.

During the academic year, the library is open Monday through Thursday, 7:45 a.m. to midnight; Friday, 7:45 a.m. to 10:30 p.m.; Saturday, 9 a.m. to 9 p.m.; and Sunday, 10:30 a.m. to midnight with an extended schedule of 24/7 during exam periods.

The Rudolph F. Bannow Science Center houses advanced research facilities that foster the development of science learning communities, engage students in experiential learning, and invite collaborative faculty and student research in biology, chemistry, computer science, mathematics, physics, and psychology.

The John A. Barone Campus Center (BCC) is the social focal point of University activities and offers students a place to relax, socialize, and study during the day. Students can pick up a cup of coffee at the cafe; shop at the StagShop; visit the StagCard office; watch a game from the campus radio station, WVOF-FM 88.5, at work in their glass-enclosed studio; or grab meals at one of the dining facilities. For BCC hours check the University Activities website at www.fairfield.edu/universityactivities.

The Fairfield University Bookstore, located at 1499 Post Road in downtown Fairfield, offers students a unique location to purchase textbooks and other reading materials as well as apparel, gifts and supplies. Starbucks adjoins the bookstore and offers free public Wi-Fi.

The Early Learning Center provides an early care and education program based on accepted and researched theories of child development; individualized programs designed to meet the needs of each child; a curriculum that is child-oriented and emergent by the children; and teachers who staff a curriculum that specializes in educational training in child development and developmentally appropriate practice with young children, including health, safety, and nutritional guidelines.

The Center is open all year from 7:30 a.m. to 5:30 p.m. for children aged 6 weeks to 5 years. Children may be enrolled on a full or part-time basis depending upon space availability. Registration takes place every March. For tuition details, registration requirements, or other information, call the Center at (203) 254-4028 or visit www.fairfield.edu/earlychildhood.

Aloysius P. Kelley, S.J. Center, Located on Loyola Drive, the Kelley Center houses the offices of Undergraduate and Graduate Admission, the Registrar, Financial Aid, Enrollment Management, Academic and Disability Support Services, New Student Programs, as well as the Career Planning Center.

The Career Planning Center open to graduate students and offers career information, online job listings, and career counseling services. The Center also invites leaders from the community to recruit on campus. Graduate students who wish to leverage their master’s degrees in a career transition should meet with a career planning counselor one year before graduation.

Campus Ministry, located in lower level of the Egan Chapel of St. Ignatius Loyola, strives to be a home for students of all faith traditions who are interested in exploring and enriching their spiritual lives. Rooted in the Catholic faith and solidly rooted in the Jesuit tradition, Campus Ministry is committed to the development of the whole person, because a healthy spiritual life is an essential element of the Fairfield University experience.

There are a wide variety of popular programs offered including retreats, musical, Eucharistic, and liturgical ministries, and many social justice advocacy programs that Fairfield’s students are welcome to join. Urban, national, and international student volunteer programs take place during the University’s winter, spring, and summer breaks. All students are invited to participate in all programs, regardless of their faith tradition.

In an effort to meet the spiritual needs of our non-Catholic students Campus Ministry co-sponsors a host of services such as Shabbat services. A Muslim Chaplain Intern is also available to provide support to our Muslim students. The staff also offers opportunities for one-on-one conversation, pastoral counseling, and spiritual direction. For more information on events, programs and a schedule of liturgies, go to www.fairfield.edu/studentlife/religion.html

Computing Services at Fairfield are state-of-the-art. High-speed fiber-optic cable, with transmission capabilities of 1 gigabit per second, connects classrooms, residence hall rooms, and faculty and administrative offices, providing access to the Windows and Macintosh environments, various databases, and other on-campus resources.

Twelve computer labs, supported by knowledgeable lab assistants and open 14 hours a day for walk-in and classroom use, offer hardware and software for the Windows and Macintosh environments. All campus buildings are connected to the Internet, and all residence hall rooms have Internet connections, cable television, and voicemail. Students are issued individual accounts in StagWeb, a secure Web site where they can check e-mail, register for courses, review their academic and financial records, and stay tuned to campus-wide announcements.

Administrative Computing (Elicuus) is located in Dolan 110 East and provides support for the integrated administrative system, Banner. Additionally, Administrative Computing supports StagWeb, the campus portal that enables students to access their e-mail, grades, calendars, course schedules and other types of information.

Computing and Network Services (CNS), located on the first and second floors of Dolan Commons, provides lab support, technical advice, classroom technology applications, and small lab page assistance.

All computing and network infrastructure on campus, the telecommunications system, hardware and software support for faculty and staff desktops/laptops, and operational support for public computer labs fall within the jurisdiction of CNS. Office hours are 8:30 a.m. to 4:30 p.m. and the Help Desk number is (203) 254-4069 or cns@fairfield.edu.

Fairfield University
The Department of Public Safety (DPS) is responsible for the safety of people and property on campus. Officers patrol campus by bike, foot, and vehicle 24 hours a day, 365 days a year. The Department of Public Safety is authorized to prevent, investigate, and report violations of State or Federal Law and University regulations. In addition, officers are trained to provide emergency first aid and are supplemental first responders for the Town of Fairfield. Public Safety officers also oversee the flow of traffic on campus and enforce parking regulations. Any student, faculty member, or employee of Fairfield University should report any potential criminal act or other emergency to any officer or representative of DPS immediately by calling (203) 254-4090 or visiting Loya Hall, Room 2.

Arts and Minds Programs
Fairfield University serves as an important hub for students and visitors from the region seeking entertaining and inspiring cultural events and activities. The Regina A. Quick Center for the Arts houses the Alyosius P. Kelley, S. J. Theatre, the Lawrence A. Wien Experimental Theatre, and the Thomas J. Walsh Art Gallery. Various departments also host exhibitions, lectures and performance programs throughout the academic year, including the popular lecture series Open Visions Forum. The new Bellarmine Museum of Art is located in Bellarmine Hall and displays a rich and varied collection of paintings, sculpture and decorative arts objects. Not only is the Museum a showcase for significant art objects, but it serves as a learning laboratory for students and members of the regional community. All Fairfield students receive free or discounted tickets for arts events. For a cultural calendar visit http://www.fairfield.edu/arts.

The Office of Graduate Student Life
This office is established to help foster a sense of community among graduate students by organizing and planning intellectual, cultural, and social events, recreational outings, Jesuit service learning and other activities. Each semester, the Office of Graduate Student Life located in the Barone Campus Center, publishes a calendar with a variety of events and programs for graduate students, a graduate student e-newsletter, and keeps students involved with updated social media. The Graduate Student Assembly is an advisory board of graduate students from each program, working to assist and advocate for the graduate student experience and the Jesuit character of our programs. The graduate student assembly acts as the liaison between the graduate student body and the University administration.

Athletics and Recreation
Fairfield is a Division I member of the National Collegiate Athletic Association (NCAA) and competes in conference championship play as a charter member of the Metro Atlantic Athletic Conference (MAAC). The men’s and women’s basketball teams play most of their games at Bridgeport’s Webster Bank Arena at Harbor Yard, considered one of the top facilities in collegiate basketball. Discounted tickets for Fairfield Stags games are available to graduate students. For tickets or other information, call the athletics ticket office box or visit www.fairfieldstags.com. In addition, soccer, lacrosse, and other athletic events are held on campus and are free to graduate students. The Leslie C. Quick Jr. Recreation Complex, a multi-purpose facility also known as the RecPlex, features a 25-meter, eight-lane swimming pool; a field house for various sports; a whirlpool; saunas in the men’s and women’s locker rooms; and racquetball courts. Other amenities are two cardio theatres, a weight room, and group fitness classes. The Department of Recreation also oversees the outdoor tennis and outdoor basketball courts. Graduate students may join the RecPlex on a per semester basis by presenting a current StagCard, proof of current registration, and paying the appropriate fee. For membership information and hours, call the RecPlex office at (203) 254-4141.

Other Requirements
NetID
A NetID is your username and password combination that provides you access to a variety of University online services, including Gmail and StagWeb.
- Your NetID username is not case sensitive
- It is generated from University records, and it is a combination of your first, middle, and last names or initials
- Your NetID is not the same as your Fairfield ID number, which is on the front of your StagCard
Your NetID will remain active until you graduate. You will need to change your password every 90 days.
To activate (or ‘claim’) your NetID account, you will need to log in to the Fairfield University NetID Manager Web site: http://netid.fairfield.edu. For more detailed information, including step-by-step instructions, visit www.fairfield.edu/netid.
You will need your eight-digit Fairfield ID number to activate your NetID, which can be found on the front of your StagCard, or in the upper right-hand corner of your student schedule.
After claiming your NetID, visit http://mail.student.fairfield.edu to log in. Please check your Gmail account regularly, and be sure to use it to communicate with all University officials (faculty, staff, etc.). Your e-mail address follows this format: netid@student.fairfield.edu. If your name is John Smith, and your NetID is john.smith, then your e-mail address is john.smith@student.fairfield.edu.

The StagCard
All students are required to obtain a StagCard, the University’s official identification card. With the StagCard, graduate students can gain access to the University’s computer labs, the library, StagPrint, and much more. Graduate students can also purchase a membership to the Quick Recreational Complex, which requires a valid StagCard for entry.
To obtain a StagCard students need a valid, government-issued photo identification card. Also, proof of course registration will expedite the issuance of the card, but is not required. Please note: Returning students can use their existing StagCard.
The StagCard Office is located in the Barone Campus Center. Office hours are: Monday, Wednesday, Thursday, and Friday from 8:30 a.m. to 4:30 p.m.; Tuesday from 11 a.m. to 7 p.m. Note: Summer hours may vary from those listed in this catalog. For more information, you may check the Web site: www.fairfield.edu/stagcard, e-mail the office at stagcard@fairfield.edu, or call (203) 254-4099.

StagWeb (http://stagweb.fairfield.edu)
All graduate students are issued individual accounts for StagWeb, a secure website used to view course schedules, access library services remotely, register for classes, pay tuition, view and pay tuition bills, print unofficial transcripts, and much more.
Students may also register their cell phone number for entry into the StagAlert system, Fairfield University’s emergency notification system. Click on the “Enter Cell Phone Number” link in the upper right-hand corner of the My StagWeb tab and follow the prompts.
Students can log in to StagWeb with their Net ID and password, and the account will be available within 24 hours of registering for classes for the first time. For assistance with StagWeb call the help desk at (203) 254-4069 or e-mail helpdesk@fairfield.edu.

Parking on Campus
All vehicles must be registered with the Department of Public Safety and display a current vehicle registration sticker. For graduate students, the fee for this is included as part of tuition. However, graduate students must register their vehicle. To do so, students complete and submit the online registration form available on StagWeb. Students should then bring a copy of the submitted application to Public Safety (Loya Hall, Room 2) with proof of enrollment and their state vehicle registration. A pamphlet detailing traffic and parking regulations will be provided with the registration sticker. Vehicles parked in fire lanes, handicapped spaces, or service vehicle spots are subject to fines and may be towed at the owner’s expense. Vehicles of disabled persons must display an official state handicapped permit.
Fairfield University is fully accredited by the New England Association of Schools and Colleges, which accredits schools and colleges in the six New England states. Certification by one of the six regional accrediting associations in the United States indicates that the school or college has been carefully evaluated and found to meet standards agreed upon by qualified educators. Additional accreditations include:

- AACSB International – The Association to Advance Collegiate Schools of Business (Charles F. Dolan School of Business)
- Accredited by the Engineering Accreditation Commission of ABET, http://www.abet.org (School of Engineering)
- B.S. Mechanical engineering
- B.S. Electrical engineering
- B.S. Computer engineering
- B.S. Software engineering
- American Chemical Society (College of Arts and Sciences)
- B.S. in Chemistry
- Commission on Accreditation of Marriage and Family Therapy Education of the American Association for Marriage and Family Therapy (Graduate School of Education and Allied Professions, GSEAP)
- Marriage and Family Therapy program
- Commission on Collegiate Nursing Education (School of Nursing)
- Undergraduate Nursing Programs
- Masters Nursing Programs
- Connecticut State Department of Higher Education (GSEAP)
- Council for Accreditation of Counseling and Related Educational Programs (GSEAP)
- Counselor Education programs
- National Association of School Psychologists (NASP) (GSEAP)
- School Psychology

Program approvals include:

- Connecticut State Office of Financial and Academic Affairs for Higher Education
  - Elementary and Secondary Teacher certification programs
  - Graduate programs leading to certification in specialized areas of education
  - School of Nursing programs
- Connecticut State Department of Education and National Council for the Accreditation of Teacher Educators (NCATE)
  - Elementary and Secondary Education
  - Special Education
  - TESOL/Bilingual Education
  - School Counseling
  - School Library Media
  - School Psychology
- Connecticut State Board of Examiners for Nursing Undergraduate Nursing programs
- Council on Accreditation of Nurse Anesthesia Educational Programs

The University holds memberships in:

- AACSB International – The Association to Advance Collegiate Schools of Business
- American Association of Colleges for Teacher Education
- American Association of Colleges of Nursing
- American Council for Higher Education
- American Council on Education
- ASEE – American Society for Engineering Education
- Association of Catholic Colleges and Universities
- Association of Jesuit Colleges and Universities
- Connecticut Association of Colleges and Universities for Teacher Education
- Connecticut Conference of Independent Colleges
- Connecticut Council for Higher Education
- National Action Council for Minority in Engineering
- National Association of Independent Colleges and Universities
- National Catholic Educational Association
- New England Business and Economic Association

**ACCREDITATIONS**

Fairfield University is fully accredited by the New England Association of Schools and Colleges, which accredits schools and colleges in the six New England states. Certification by one of the six regional accrediting associations in the United States indicates that the school or college has been carefully evaluated and found to meet standards agreed upon by qualified educators. Additional accreditations include:

- AACSB International – The Association to Advance Collegiate Schools of Business (Charles F. Dolan School of Business)
- Accredited by the Engineering Accreditation Commission of ABET, [http://www.abet.org](http://www.abet.org) (School of Engineering)
- B.S. Mechanical engineering
- B.S. Electrical engineering
- B.S. Computer engineering
- B.S. Software engineering
- American Chemical Society (College of Arts and Sciences)
- B.S. in Chemistry
- Commission on Accreditation of Marriage and Family Therapy Education of the American Association for Marriage and Family Therapy (Graduate School of Education and Allied Professions, GSEAP)
- Marriage and Family Therapy program
- Commission on Collegiate Nursing Education (School of Nursing)
- Undergraduate Nursing Programs
- Masters Nursing Programs
- Connecticut State Department of Higher Education (GSEAP)
- Council for Accreditation of Counseling and Related Educational Programs (GSEAP)
- Counselor Education programs
- National Association of School Psychologists (NASP) (GSEAP)
- School Psychology

Program approvals include:

- Connecticut State Office of Financial and Academic Affairs for Higher Education
  - Elementary and Secondary Teacher certification programs
  - Graduate programs leading to certification in specialized areas of education
  - School of Nursing programs
- Connecticut State Department of Education and National Council for the Accreditation of Teacher Educators (NCATE)
  - Elementary and Secondary Education
  - Special Education
  - TESOL/Bilingual Education
  - School Counseling
  - School Library Media
  - School Psychology
- Connecticut State Board of Examiners for Nursing Undergraduate Nursing programs
- Council on Accreditation of Nurse Anesthesia Educational Programs

The University holds memberships in:

- AACSB International – The Association to Advance Collegiate Schools of Business
- American Association of Colleges for Teacher Education
- American Association of Colleges of Nursing
- American Council for Higher Education
- American Council on Education
- ASEE – American Society for Engineering Education
- Association of Catholic Colleges and Universities
- Association of Jesuit Colleges and Universities
- Connecticut Association of Colleges and Universities for Teacher Education
- Connecticut Conference of Independent Colleges
- Connecticut Council for Higher Education
- National Action Council for Minority in Engineering
- National Association of Independent Colleges and Universities
- National Catholic Educational Association
- New England Business and Economic Association

**COMPLIANCE STATEMENTS AND NOTIFICATIONS**

Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act

Fairfield University complies with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. This report contains a summary of the Fairfield University Department of Public Safety’s policies and procedures along with crime statistics as required. A copy of this report may be obtained at the Department of Public Safety office, located on the ground floor of Loyola Hall, Room 2 or by accessing our website at [www.fairfield.edu/clery.](http://www.fairfield.edu/clery) The Department of Public Safety is open 24 hours per day, 365 days a year. The University is in compliance with the Student Right to Know and Campus Security Act (PL 110-542).

Fairfield is a drug-free campus and workplace.

Catalog

The provisions of this catalog are not to be regarded as an irrevocable contract between Fairfield University and the students. The University reserves the right to change any provision or any requirement at any time. The course listings represent the breadth of the major. Every course is not necessarily offered each semester.

Non-Discrimination Statement

Fairfield University admits students of any sex, race, color, marital status, sexual orientation, gender identity, religion, age, national origin or ancestry, disability or handicap to all the rights, privileges, programs, and activities generally accorded or made available to students of the University. It does not discriminate on the basis of sex, race, color, marital status, sexual orientation, gender identity, religion, age, national origin or ancestry, disability or handicap in administration of its educational policies, admissions policies, employment policies, scholarship and loan programs, athletic programs, or other University-administered programs.

Notification of Rights Under FERPA

In accordance with the Family Education Rights and Privacy Act (FERPA) as amended, Fairfield University provides the following notice to students regarding certain rights with respect to their educational records. FERPA rights apply to students “in attendance” (regardless of age) and former students. For purposes of Fairfield University’s FERPA policy, a student is considered “in attendance” the day the student first attends a class at Fairfield University. That is the day that the FERPA rights described in this policy go into effect for the student.

The rights afforded to students with respect to their education records under FERPA are:

- The right to inspect and review the student’s education records within 45 days of the day the University receives a request for access. Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
- The right to request the amendment of the student's education records that the student believes are inaccurate or misleading. Students may ask the University to amend the record that they believe is inaccurate or misleading. They should write to the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
- The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

1. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff), a person or company with whom the University has contracted (including but not limited to, an attorney, auditor, collection agent, or a provider of e-mail, network or other technological services (e.g., Google, Gmail), a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
2. FERPA does make exceptions for disseminating information to students' parents or legal guardians, including if the student is under 21 years old and the disclosure concerns the student’s violation of University policy concerning the possession or use of alcohol or a controlled substance.
c. FERPA permits the non-consensual disclosure of personally identifiable information from education records in connection with a health or safety emergency.

d. FERPA permits the non-consensual disclosure of education records in compliance with a lawfully issued subpoena or court order.

e. Another exception that permits disclosure without consent is the disclosure of directory information, which the law and Fairfield University define to include the following: a student’s name, home address including e-mail address, telephone number, date and place of birth, visual image (photographs); dates of attendance, major and minor, enrollment status, class year, degrees/awards received, other institutions attended, and weight and height information for members of athletic teams.

This exception related to directory information is subject to the right of the student to object to the designation of any or all of the types of information listed above as directory information in his or her case, by giving notice to the Office of the Dean of Students on or before September 15 of any year. If such an objection is not received, Fairfield University will release directory information when appropriate.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

   Family Policy Compliance Office
   U.S. Department of Education
   400 Maryland Avenue, S.W.
   Washington, DC 20202-4605

The Title II Higher Education Reauthorization Act Report is available online at www.fairfield.edu/tilereport.
A Message from the Dean

On behalf of the faculty and staff it is my pleasure to welcome you as a member of our School of Nursing community where excellence, innovation and creativity are ideas we put into practice daily. In the Jesuit tradition, the School of Nursing strives to educate the next great generation of advanced health care professionals - morally reflective health care leaders and scholars who strive to improve the health and well-being of all people, with sensitivity to cultural differences and issues of justice.

The challenge before graduate education in nursing today is to be inter-disciplinary, transformative and committed to improving the health care system. We, in the School, take this challenge seriously by providing every student with an educational experience that is both individualize and empowering, and provides opportunities to gain the knowledge, skills and attitudes needed to be successful leaders.

You have chosen Fairfield for your graduate education because of the excellence of our programs and our outstanding faculty. As you gain new knowledge and skills, you will experience the dedication our faculty members have to your development. I encourage you to get to know them - they are leaders not only of the School, but of the entire nursing profession. As leaders and scholars, they contribute internationally recognized research and life-saving knowledge for the benefit of society.

The School of Nursing offers cutting edge graduate programs leading to a Masters of Science in Nursing (MSN) or a Doctorate of Nursing Practice (DNP). The DNP is a clinical doctorate in an advanced specialty of nursing practice. Graduates are clinical experts who have the knowledge and skills to be effective and practical change agents. Advanced coursework in leadership, systems management, research translation, population health, informatics and health policy provide the foundation for skill development. Our goal is to prepare the next generation of nurse leaders with a sufficient breadth of expertise to effectively collaborate as partners with other health care providers to enhance quality and safety. The DNP program has two entry options - BSN to DNP or MSN to DNP; and three tracks - family nurse practitioner, psychiatric nurse practitioner and nurse anesthesia. The MSN program offers three tracks- clinical nurse specialist, family nurse practitioner and psychiatric nurse practitioner.

We are delighted to provide you with the educational foundation necessary to support your personal objectives toward your lifelong journey of professional development and urge you to take advantage of all that the School offers!

Lynn Babington, Ph.D., RN
Dean and Professor, School of Nursing

SCHOOL OF NURSING

The School of Nursing

Doctor of Nursing Practice (DNP) Program

The School of Nursing Graduate Program offers degrees at the master’s and doctoral levels. The Doctor of Nursing Practice is a practice-focused doctorate comparable to advanced clinical degrees in other health disciplines such as Medical Doctor (MD), Doctor of Pharmacy (PharmD), Doctor of Public Health (DrPH), and Doctor of Physical Therapy (DPT). The degree represents the highest academic preparation for nursing practice, focusing on expanded scientific knowledge related to providing comprehensive direct care across all settings. Grounded in clinical practice, the DNP moves the focus of advanced practice nursing from the level of the individual patient to the population level by using a cross-population perspective to assess, manage, and evaluate common problems. The DNP is the preferred degree for advanced practice nursing (AACN, 2004). The DNP is expected to become the standard in advanced nursing practice by 2015.

The practitioner tracks prepare candidates to provide quality healthcare services to all members of the community, with an emphasis on meeting the unique healthcare needs of culturally diverse and underserved populations. Clinical experiences in a variety of hospitals and agencies in surrounding communities allow for synthesis of clinical judgment, assessment, diagnostic skills, and theory.

The School of Nursing has long been recognized for its commitment to individualizing instruction and educational experiences. Each student is assigned to a faculty advisor who works closely with students to mentor progression through the program. Academic counseling, individualized academic advising, and career planning are integral to the advisement process. Faculty members in the School of Nursing are exceptionally qualified by academic and clinical preparation. Many faculty are currently practicing in advanced practice roles.

For BSN-DNP students, we currently offer advanced practice specialties in family and psychiatric nurse practitioner and nurse anesthesia. The BSN-DNP program requires 72-75 course credits for completion, depending on the selected track students enter. Students entering with a MSN are required to complete a minimum of 31 credits.

The DNP Family Nurse Practitioner Track

The Family Nurse Practitioner track prepares advanced practice nurses to provide holistic care to individuals of all ages from newborn babies to older adults. Students work in all care settings with a focus on delivering health promotion and disease prevention to people with acute and chronic disease. Graduates of this program are eligible to diagnose and manage the care of patients across the life span and in all settings except critical care. Students have clinical prac-tica in nearby city and rural clinics, private practices, hospitals, and settings that employ advanced practice nurses or MDs. The DNP Family Nurse Practitioner track requires 72 credits of coursework and completion of a clinical portfolio.

The DNP Psychiatric Nurse Practitioner Track

The Psychiatric Nurse Practitioner track prepares advanced practice nurses to provide care in a wide variety of settings - institutional, community-based, and private practice. Students learn to care for individuals suffering from a variety of mental disorders, including mood disorders, anxiety disorders, and thought disorders. Clients range in age from the adolescent to the older adult, and are from diverse ethnic and socio-economic groups. Students learn to assess, diagnose, treat, and evaluate outcomes. Medication management is an important part of the curriculum. Students’ clinical practice sites span the state and provide experiences in hospitals, clinics, private practices, correctional facilities, and schools. The DNP Psychiatric Nurse Practitioner track requires 74 credits of coursework and completion of a clinical portfolio.

The DNP Nurse Anesthesia Track

The Nurse Anesthesia track prepares students as expert clinicians for every stage and in every setting in which anesthesia is delivered to patients. Because nurse anesthetists are responsible for direct patient care, students gain hands-on experience in a variety of regional (neuraxial and peripheral blocks) and general anesthesia techniques under the supervision of CRNA and M.D. faculty. In addition to “routine” surgical cases, nurse anesthesia students enhance their preparation by participating in trauma, major burn, and high-risk obstetrical cases. Upon graduation, students are eligible to sit for the certification examination administered by the Council on Certification of Nurse Anesthetists. Successful completion of this examination allows the new graduate to practice as a nurse anesthetist in all patient care settings. The DNP Nurse Anesthesia track requires 75 credits and a completion of a clinical portfolio.

Note: A total of 1,000 practicum/immersion hours is required for the DNP with the exception of the Nurse Anesthesia program which requires a minimum of 1,200 hours. For MSN to DNP students, these hours include documented hours of supervision in an MSN program.
The School of Nursing
Master of Science in Nursing Program
The School of Nursing is admitting students into the MSN program in three tracks: Clinical Nurse Leader, Family Nurse Practitioner and Psychiatric Nurse Practitioner. All specialties lead to a master of science in nursing degree and fulfill academic requirements toward certification through the American Nurses Association. All specialties are designed to develop leaders to care for individuals suffering from a variety of mental disorders including mood disorders, anxiety disorders, and thought disorders. Clients range in age from the adolescent to the older adult, and from diverse ethnic and socio-economic groups. Students learn to assess, diagnose, treat, and evaluate outcomes. Medication management is an important part of the curriculum. Students’ clinical practice sites span the state and provide experiences in hospitals, clinics, private practices, correctional facilities, and schools. The MSN Psychiatric Nurse Practitioner track requires 49 credits of coursework, including 12 credits (600 hours) of practicum experience.

The Clinical Nurse Leader Track - MSN
This specialty track will allow baccalaureate-prepared nurses in clinical practice to achieve graduate level competency in the clinical management of cohorts of patients in a variety of settings. The Clinical Nurse Leader (CNL) is an advanced education nurse generalist role recently created by the American Association of Colleges of Nursing in response to an urgent call for better patient outcomes and improved coordination in the delivery of healthcare services. CNLs will provide leadership in designing unit-level changes to move patients toward evidence-based systems of care that will provide the highest quality of care for a specific patient population. The program is comprised of 38 credits that incorporate 9 credits of practicum experience.

The Family Nurse Practitioner Track - MSN
The Family Nurse Practitioner track prepares advanced practice nurses to provide holistic care to individuals of all ages from newborn babies to older adults, including women’s health. Students work in all care settings with a focus on delivering health promotion and disease prevention to people with acute and chronic disease. Graduates of this program are eligible to diagnose and manage the care of patients across the life span and in all settings but critical care. Students have clinical practice in nearby city and rural clinics, private practices, hospitals, and settings that employ advanced practice in Nurse Practitioner (NP) roles or other roles. The MSN Family Nurse Practitioner track requires 47 credits of coursework, including 12 credits (600 hours) of practicum experience.

The Psychiatric Nurse Practitioner Track - MSN
The Psychiatric Nurse Practitioner track prepares advanced practice nurses to provide care in a wide variety of settings - institutional, community-based, and private practice. Students learn to care for individuals suffering from a variety of mental disorders including mood disorders, anxiety disorders, and thought disorders. Clients range in age from the adolescent to the older adult, and from diverse ethnic and socio-economic groups. Students learn to assess, diagnose, treat, and evaluate outcomes. Medication management is an important part of the curriculum. Students’ clinical practice sites span the state and provide experiences in hospitals, clinics, private practices, correctional facilities, and schools. The MSN Psychiatric Nurse Practitioner track requires 49 credits of coursework, including 12 credits (600 hours) of practicum experience.

Healthcare Management Track - MSN
Fairfield University is suspending applications to the Healthcare Management Track while the program is under review.

The MSN healthcare management track is intended to provide an opportunity for non-practitioner graduate education for nursing professionals. The program of study is conducted in collaboration with the Charles F. Dolan School of Business. This track prepares the professional nurse to manage organized healthcare services and develop and implement strategies to improve compliance and quality outcomes in healthcare. Competency in basic office software (e.g., Microsoft Office) is required. Graduates have a broad depth of knowledge in a wide range of management, leadership, and quality issues affecting healthcare systems. Students gain experience through practical work experience in administration and management of healthcare organizations, performance improvement, and other positions requiring a nursing management education and experience. Potential employers include hospitals, nursing homes, and managed care organizations. The MSN Healthcare Management track requires 39 credits of coursework, including 6 credits (300 hours) of practicum experience.

The Nurse Anesthesia Track - MSN
The Master of Science in Nursing (MSN) anesthesia track is being phased out, and any new applicants must apply to the DNP program. This track prepares advanced practice nurses to provide anesthesia care in every setting in which anesthesia is delivered. The Fairfield University & Bridgeport Hospital Master Nurse Anesthesia Program is a full-time, 29-month program offering a Master of Science in Nursing degree from Fairfield University and a Master of Science in Anesthesia from Bridgeport Hospital. After a spring and summer of academics, students begin their clinical practica and continue to take required academic courses until the May graduation date.

All practica are held at Bridgeport Hospital and focus on the perioperative evaluation and management of patients undergoing anesthesia. Students gain hands-on experience with a variety of regional (neuralaxial & peripheral blocks) and general techniques under the supervision of CRNA and MD faculty. In addition to the routine surgical cases, nurse anesthetists gain experience in trauma, major burn, and high-risk obstetrical cases. The MSN Nurse Anesthesia track requires 52 credits of coursework, including eight credits of practicum.

Clinical Practice; Health and Professional Requirements; Certification
Practicum Application
All students who plan to enroll in practicum courses must complete the application form one semester prior to the semester in which they wish to enroll. Application packets are available in the School of Nursing office. Deadline for submitting all practicum enrollment, March 1 for a fall enrollment, and Oct. 1 for the following spring enrollment. No contracts will be initiated with affiliated agencies until a complete practicum application on file. Students registering late are not guaranteed placement; thus, progression in the program may be hindered. Due to contractual and insurance limitations, (1) all clinical hours must be completed within the official course timeframe, and (2) an incomplete will not be granted for practicum courses.

Health and Professional Requirements
All students in the DNP and MSN programs must provide proof of current Connecticut RN or APRN licensure and, if born after 12/31/56, documentation of measles and mumps upon application to the program. In addition, prior to starting clinical practicum courses, students must provide documentation of the following health and professional requirements. With the exception of the OSHA requirement, all documentation is submitted directly to Certifiedbackground.com (which requires a copy of both your APRN and RN license must be provided)

• Current Connecticut RN License (For all MSN & DNP Students)
• Current Connecticut DNP license (For all MSN- DNP students)
• Current Connecticut APRN license (For all MSN- DNP Students). Please note a copy of both your APRN and RN license must be provided.
• Cardiopulmonary Resuscitation. Healthcare Provider CPR/AED for Lifeguards Certification is the minimum requirement. Please note that the American Heart Association certifies for two years. Students must remain certified throughout the program.

• Student Nurse Practitioner Liability Insurance (For all MSN-DNP & MSN Students in the Family & Psychiatric Nurse Practitioner Tracks).
• Professional RN Liability Insurance (For MSN Students in the CNL Track).
• Professional APRN Liability Insurance (For MSN- DNP Students)
• OSHA certification. Fairfield University School of Nursing OSHA training requirements must be met each year prior to clinical practice.
• Annual physical examination and non-reactive Mantoux test.
• Immunizations. Proof of immunization/titre must be provided for hepatitis B, measles, mumps, rubella, varicella, and diphtheria-tetanus.

Arrangements for clinical practice will not be made until all health and professional requirements are met and students are cleared for clinical by Certifiedbackground.com.

Certification
The DNP and MSN degrees fulfill the academic requirements toward certification by the American Nurses Credentialing Center (ANCC), the American Association of Nurse Anesthetists (AANA) Council on Certification, the American Academy of Nurse Practitioners (AANP) and the Commission on Nurse Credentialing (CNC). Certification by the American Nurses Credentialing Center (ANCC), the American Association of Nurse Anesthetists (AANA) Council on Certification, the American Academy of Nurse Practitioners (AANP) and the Commission on Nurse Credentialing (CNC) is required for all Certifications. Students in the CNL Track) .

Professional RN Liability Insurance (For MSN- DNP Students)

• OSHA certification. Fairfield University School of Nursing OSHA training requirements must be met each year prior to clinical practice.

• Annual physical examination and non-reactive Mantoux test.
• Immunizations. Proof of immunization/titre must be provided for hepatitis B, measles, mumps, rubella, varicella, and diphtheria-tetanus.

Arrangements for clinical practice will not be made until all health and professional requirements are met and students are cleared for clinical by Certifiedbackground.com.

Certification
The DNP and MSN degrees fulfill the academic requirements toward certification by the American Nurses Credentialing Center (ANCC), the American Association of Nurse Anesthetists (AANA) Council on Certification, the American Academy of Nurse Practitioners (AANP) and the Commission on Nurse Credentialing (CNC). Certification by the American Nurses Credentialing Center (ANCC), the American Association of Nurse Anesthetists (AANA) Council on Certification, the American Academy of Nurse Practitioners (AANP) and the Commission on Nurse Credentialing (CNC) is required for all Certifications. Students in the CNL Track) .
Program Options
All tracks are designed for full- or part-time study. Curriculum plans are included in the following pages of this catalog. Program options are as follows:

MSN Students: RNs with a Bachelor’s Degree in Nursing

Clinical Nurse Leader, Nurse Practitioner and Healthcare Management Tracks

Basic computer literacy is a prerequisite for graduate nursing courses. The clinical nurse leader, nurse practitioner, and healthcare management tracks have been specifically developed to accommodate the needs of adult students with full-time work schedules. Applicants for a master’s degree must hold a bachelor’s degree in Nursing. A quality point average of 3.0 or higher is preferred. All applicants must have a professional nursing license to practice in the state of Connecticut.

DNP and MSN Students: RNs with a Non-Nursing Bachelor’s Degree

Registered nurses with a non-nursing bachelor’s degree may be admitted directly to the School of Nursing MSN or DNP graduate program. Students in this program earn an MSN or DNP, but do not earn a bachelor of science in nursing degree. Registered Nurse (RN) applicants to the MSN or DNP programs with a non-nursing bachelor’s degree are assumed to have met all American Nurse Association (ANA) standards. The confering of the bachelor’s degree as well as professional nursing practice as an RN provides support for meeting several of the AACN essentials, including liberal education for practice, quality care and evidence-based practice. Other essentials of baccalaureate education are challenged and built upon through the MSN or DNP core courses. RN applicants to the MSN or DNP programs with a non-nursing bachelor’s degree will be required to take Public Health Nursing and earn a grade of ‘B’ or better (3.0) upon acceptance into the graduate degree program and prior to commencing their graduate coursework.

Admission Policy - Doctor of Nursing Practice (DNP)

There are 3 tracks available in the BSN-DNP program: Family Nurse Practitioner, Psychiatric Nurse Practitioner, and Nurse Anesthesia. Admission procedures vary by program. Applications to these graduate programs are accepted on a rolling basis and are reviewed by the Graduate Admission Committee.

Entry with a BSN: Applicants for the DNP at Fairfield must hold a baccalaureate degree in nursing from a regionally accredited college or university (or the international equivalent) with a grade point average of 3.0 or higher overall and in the nursing major. RN applicants who have a non-nursing bachelor’s degree will be considered on an individual basis and may be required to complete select prerequisites to be eligible for admission to the DNP program; however RN applicants who have a non-nursing bachelor’s degree are not eligible for the Nurse Anesthesia Track.

Entry with a MSN: Applicants for the DNP must hold a master’s degree in nursing from a regionally accredited college or university (or the international equivalent), with a grade point average of 3.2 or higher overall and in the nursing major, and be eligible for APRN licensure in the state of Connecticut.

Admission Procedures - Doctor of Nursing Practice

Family Nurse Practitioner Track

Psychiatric Nurse Practitioner Track

Applications are accepted on a rolling basis and are reviewed by the Graduate Admission Committee. Students seeking admission for BSN or MSN entry to the Family Nurse Practitioner or Psychiatric Nurse Practitioner Tracks must complete the following procedure. Submit:

1. A completed application. Apply online at www.fairfield.edu/sonapp
2. A non-refundable $60 application fee
3. A professional resume. Applicants are required to submit a current resume that includes employment and educational history.

4. A personal statement:
   - Discuss a practice problem in your field that, in your experience, has a broad impact on patient care outcomes
   - State professional goals for the next 5-10 years
   - Explain how a DNP will help you reach your goals
5. Official transcripts verifying completion of an undergraduate degree (BSN entry) and Master’s degree (MSN entry). All foreign transcripts must be evaluated by an approved evaluating service which can be found at www.fairfield.edu/eval
6. Two professional letters of recommendation, one of which must be from a current supervisor or professor who can assess one’s current clinical expertise and academic potential, accompanied by the University recommendation forms.
7. Copy of current RN license; licensure to practice in the state of Connecticut will be required upon admission.
8. Copy of APRN license and certificate of national certification in the advanced specialty (for Nurse Practitioner MSN applicants only)
9. Documentation of the number of supervised clinical hours completed in previous MSN program (for MSN applicants only)

*At total of 1,000 practicum/immersion hours is required for the DNP. For MSN to DNP students, these hours include up to 600 documented hours of supervision in an MSN program.

Nurse Anesthesia Track

Applications to this graduate program are accepted on a rolling basis and are reviewed by the Graduate Admission Committee.

Nurse Anesthesia applicants must meet the following requirements before applications will be processed:

1. A baccalaureate degree in nursing from a regionally accredited college or university (or the international equivalent).
2. Two semesters of biology, one semester of chemistry, one semester of microbiology, and one semester of college math. Physics is strongly recommended.
3. Minimum undergraduate GPA of 3.0 with a science GPA of 3.0.
4. Registered Nurse license to practice in the United States at the time of application. A Connecticut RN license will be required upon admission.
5. A minimum of one year’s experience as a RN in a critical care setting (ER does not fulfill this criteria).
6. Current BCLS, ACLS & PALS certification (must be maintained while in the program).

7. GRE - Analytical writing score of 4 or better. Composite scores will be reviewed in relation to the overall application.

The following requirements should be sent directly to:
Bridgeport Hospital Nurse Anesthesia Program
267 Grant Street Bridgeport, CT 06610-0120

1. A completed Bridgeport Hospital application form available at www.bnnap.org
2. A non-refundable application fee of $60 to the Bridgeport Hospital Nurse Anesthesia Program - please make checks payable to BNNA
3. Copy of your current RN license
4. Official transcripts for all coursework from all universities and/or nursing program(s)
5. Three (3) professional performance evaluations, including one from your current supervisor and two others from individuals who can assess your clinical expertise in an acute care setting. (Performance evaluation forms included in the application packet must be used.)
6. A three-(3) page, double-spaced, typed paper stating your career goals and future contributions to the profession of nurse anesthesia

7. A current resume
8. Official report of GRE scores
9. Copy of current immunization record, including evidence of a PPD

Applicants who have been advised that they meet the minimum requirements for admission by the Bridgeport Hospital Nurse Anesthesia program administration will then be required to complete the Fairfield University graduate application prior to interview and pay the additional $60 application fee. Apply online at www.fairfield.edu/sonapp. This application and fee must be received by the Office of Graduate & Continuing Studies Admission prior to the interview process.

For additional information, contact the Office of Graduate and Continuing Studies Admission at Fairfield University, 1073 North Benson Road, Fairfield, CT, 06824-5195; telephone: (203) 254-4184, or visit the University website at www.fairfield.edu.

For information on the Graduate Record Exam, call 1-866-473-4373, or visit the website www.gre.org

SCHOOL OF NURSING GRADUATE ADMISSION
Admission Policy - Master of Science in Nursing Degree Program

Individuals may apply to the graduate program to pursue a master of science in nursing degree. Applicants for a master’s degree must hold a bachelor’s degree in nursing from a regionally accredited college or university (or the international equivalent) with a quality point average of 3.0 overall and in the nursing major. All applicants must have a current RN license. Once accepted/fully matriculated, all Nurse Practitioner/Professional Nurse Leader students licensed in another state must provide a copy of current Connecticut RN licensure. RN applicants who have a non-nursing bachelor’s degree will be considered on an individual basis and may be required to complete select prerequisites to be eligible for the MSN program.

Admission Procedures - Master of Science in Nursing Degree Program

Clinical Nurse Leader and Nurse Practitioner Tracks

Applications to the graduate program are accepted on a rolling basis. Applications are reviewed by the Graduate Admission Committee.

Students seeking admission must complete the following procedure. Submit:

1. A completed application. Apply online at www.fairfield.edu/sonapp
2. A non-refundable $60 application fee
3. A professional resume
4. A personal statement
   - Discuss a practice problem in your field that, in your experience, has a broad impact on patient care outcomes
   - State professional goals for the next 5-10 years
   - Explain how an MSN will help you reach your goals
5. Official transcripts from all universities/colleges attended
6. Two professional letters of recommendation, one of which must be from a current supervisor or professor, who can assess one’s current clinical expertise and academic potential, accompanied by the University recommendation forms.

Measles and Rubella Immunization

Connecticut Law requires that students born after December 31, 1956 provide proof of Measles and Rubella Immunization. This includes two doses of measles vaccine administered at least one month apart (the second dose must be given after December 31, 1979) and one dose of rubella vaccine after the student’s first birthday. The exception to this is students who provide laboratory documentation of immunity to measles and rubella. Although this is not required to complete an application, you must provide proof of immunization prior to course registration. Please keep in mind that this process can take some time, and that you must be in compliance before registration. Immunization verification information should be submitted directly to the University’s Health Center. You can download the necessary form at www.fairfield.edu/immunization. Any questions regarding this policy should be directed to the University Health Center by calling (203) 254-4000, ext 2241.

International Students

International applicants must also provide a certificate of finances (evidence of adequate financial resources in U.S. dollars) and must submit certified English translations and course-by-course evaluations, done by an approved evaluator (found on our website at www.fairfield.edu/eval) of all academic records. All international students whose native language is not English must demonstrate proficiency in the English language by taking either TOEFL or IELTS exams. A TOEFL composite score of 550 for the paper test, 213 for the computer-based, or 80 on the internet based test is strongly recommended for admission to the graduate school. Scores must be sent directly from the Educational Testing Service. An IELTS score of 6.5 or higher is strongly recommended for admission to the graduate school. Scores must be sent directly from the IELTS.org (Fairfield’s ETS code is 3390). TOEFL and IELTS may be waived for those international students who have earned an undergraduate or graduate degree from a regionally accredited U.S. college or university. International applications and supporting credentials must be submitted at least three months prior to the intended start date.

Students with Disabilities

Fairfield University is committed to providing qualified students with disabilities an equal opportunity to access the benefits, rights, and privileges of its services, programs, and activities in an accessible setting. Furthermore, in compliance with Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, and Connecticut laws, the University provides reasonable accommodations to qualified students to reduce the impact of disabilities on academic functioning or upon other major life activities. It is important to note that the University will not alter the essential elements of its courses or programs.

If a student with a disability would like to be considered for accommodations, he or she must make this request in writing and send the supporting documentation to the director of Academic and Disability Support Services. This should be done prior to the start of the academic semester and is strictly voluntary. However, if a student with a disability chooses not to self-identify and provide the necessary documentation, accommodations need not be provided. All information concerning disabilities is confidential and will be shared only with a student’s permission. Fairfield University uses the guidelines suggested by CT AHEAD to determine disabilities and reasonable accommodations.

Send letters requesting accommodations to: Director of Academic and Disability Support Services, Fairfield University, 1073 North Benson Road, Fairfield, CT 06824-5195.
The University’s Trustees reserve the right to change tuition rates and the fee schedule and to make additional changes whenever they believe it necessary. Full payment of tuition and fees, and authorization for billing a company must accompany registration. Payments may be made in the form of cash (in person only), check, money order, credit card (MasterCard, VISA, or American Express), or online payment at register.fairfield.edu/bursar.

All checks are payable to Fairfield University. Degrees will not be conferred and transcripts will not be issued until students have met all financial obligations to the University.

**Self-Evaluation Exam - students will be required to take the SEE Exam in January of the junior and senior years.**

**Nurse Anesthesia Track Living Expenses**

Students are responsible for all personal expenses while in the program. There are a limited number of hospital dormitory rooms available at Bridgeport Hospital that may be rented through the hospital’s engineering coordinator on a first-come, first-served basis.

**Deferred Payment**

During the fall and spring semesters, eligible students may defer payment on tuition as follows:

1. For students taking fewer than six credits: At registration, the student pays one-fourth of the total tuition due plus all fees and signs a promissory note for the remaining tuition balance. The promissory note payment due date varies according to each semester.

2. For students taking six credits or more: At registration, the student pays one-fourth of the total tuition due plus all fees and signs a promissory note to pay the remaining balance in three consecutive monthly installments.

Failure to honor the terms of the promissory note will prevent future deferred payments and affect future registrations.

**Reimbursement by Employer**

Many corporations pay their employees’ tuition. Students should check with their employers. If they are eligible for company reimbursement, students must submit, at in-person registration, a letter on company letterhead acknowledging approval of the course registration and explaining the terms of payment. The terms of this letter, upon approval of the Bursar, will be accepted as a reason for deferring that portion of tuition covered by the reimbursement. Even if covered by reimbursement, all fees (registration, processing, lab, or material) are payable at the time of registration.

Students will be required to sign a promissory note, which requires a $25 processing fee. Acknowledging that any outstanding balance must be paid in full prior to registration for future semesters. A guarantee that payment will be made must be secured at the time of registration with a MasterCard, VISA, or American Express credit card. If the company offers less than 100 percent unconditional reimbursement, the student must pay the difference at the time of registration and sign a promissory note for the balance. Letters can only be accepted on a per-semester basis. Failure to pay before the next registration period will prevent future deferred payments and affect future registration.

**Refund of Tuition**

All requests for tuition refunds must be submitted to the appropriate dean’s office immediately after withdrawal from class. Fees are not refundable. The request must be in writing and all refunds will be made based on the date notice is received or, if mailed, on the postmarked date according to the following schedule. Refunds of tuition charged on a MasterCard, VISA, or American Express must be applied as a credit to your charge card account.

- Before first scheduled class: 100 percent
- Before second scheduled class: 90 percent
- Before third scheduled class: 80 percent
- Before fourth scheduled class: 60 percent
- Before fifth scheduled class: 40 percent
- Before sixth scheduled class: 20 percent
- After sixth scheduled class: No refund

Refunds take two to three weeks to process.

**Financial Aid**

**Advanced Education Nursing Traineeships**

A limited number of Advanced Education Nursing Traineeships, made possible through federal legislation, may become available through the School of Nursing. The Division of Nursing of the U.S. Public Health Service awards these funds to universities on a competitive basis, and they provide funds to be used toward tuition and fees for full- and part-time students. For information, please contact the School of Nursing office.

**Nurse Anesthesia Traineeships (Available only to Nurse Anesthesia Students)**

A limited number of Nurse Anesthesia Traineeships, made possible through federal legislation, are available to second-year Nurse Anesthesia students through the School of Nursing. The Division of Nursing of the U.S. Public Health Service awards these funds to universities on a competitive basis, and they provide funds to be used toward tuition and fees for full-time students. For information, please contact the School of Nursing office.

**Assistantships**

A limited number of part- and full-time University graduate assistantships are available to assist promising and deserving students. Assistantships are awarded for one semester only and students must reapply each semester for renewal of an assistantship award. Renewal of an award is based on academic performance and previous service performance, and is at the discretion of the hiring department.

**Federal Direct Stafford Loans**

Under this program, graduate students may apply for up to $20,500 per academic year, depending on their educational costs. Beginning July 1, 2012, interest payments are no longer subsidized by the federal government during graduate student enrollment.

When a loan is unsubsidized, the student is responsible for the interest and may pay the interest on a monthly basis or opt to have the interest capitalized and added to the principal. There is a six-month grace period following graduation or withdrawal, before loan payments must begin.

**How to Apply for a Direct Stafford Loan**

**Step One:** Complete a Free Application for Federal Student Aid (FAFSA) online at http://www.fafsa.ed.gov indicating your attendance at Fairfield University (Title IV code 001385).

**Step Two:** Complete the required Entrance Counseling and Master Promissory Note (MPN) at www.studentloans.gov.

**Step Three:** Financial Aid administrators at Fairfield University will process your loan once your file is finalized, entrance counseling has been completed, and the MPN is signed. You will be notified of the approval of the loan via the Notice of Loan Guarantee and Disclosure Statement.

**Loan Disbursement**

- Your loan will be disbursed according to a schedule established by Fairfield University and federal guidelines. Disbursement will be made in two installments for the year and transferred electronically to your University account.
- The total amount of the funds (minus any origination fees) will be outlined in the Notice of Loan Guarantee and Disclosure Statement sent to you by the Department of Education.

If you have any questions, please contact the Office of Financial Aid at (203) 254-4125 or finaid@fairfield.edu.
Alternative Loans
These loans help graduate and professional students pay for their education at the University. For further information view online at: www.fairfield.edu/gradloans.

Tax Deductions
Treasury regulation (1.162-5) permits an income tax deduction for educational expenses (registration fees and the cost of travel, meals, and lodging) undertaken to maintain or improve skills required in one’s employment or other trade or business; or meet express requirements of an employer or a law imposed as a condition to retention of employment job status or rate of compensation.

Veterans
Veterans may apply VA educational benefits to degree studies pursued at Fairfield University. Veterans should consult with the Office of Financial Aid regarding the process and eligibility for possible matching funds through Fairfield’s Veterans Pride Program. Information about the program, including free tuition for some veterans, is available at www.fairfield.edu/veterans. The University Registrar’s office will complete and submit the required certification form for all VA benefits.

Consumer Information
Federal regulations require colleges to inform students of their prospects for “gainful employment” when receiving federal financial aid for non-degree programs. The disclosures were mandated to assist students in choosing programs of study and in determining whether the programs meet their needs and to prevent them from taking on debt in exchange for programs that fail to get them adequate job. To find more about Gainful Employment Disclosures, go to www.fairfield.edu/about/about_gainful_employ.html.

SCHOOL OF NURSING GRADUATE ACADEMIC POLICIES AND GENERAL REGULATIONS

Academic Advising and Curriculum Planning
Track Coordinators advise all fully matriculated students in their respective tracks. Students must meet with their advisor during their first semester of enrollment to plan a program of study. The advisor must be consulted each subsequent semester regarding course selection. The advisor’s signature of approval on the University registration form is required. Students must register no later than one week prior to the first day of class.

Information about state certification requirements may be obtained from specific certification organization websites or graduate faculty advisors.

Student Programs of Study
All programs of study must be planned with an advisor. In granting approval, the advisor will consider the student’s previous academic record and whether the prerequisites set forth for the specific program have been met. Should a student wish to change his or her track or concentration, this request must be made in writing and approved by the advisor and the dean.

Academic Freedom and Responsibility
The statement on academic freedom, as formulated in the 1940 Statement of Principles endorsed by the AAUP (American Association of University Professors) and incorporating the 1970 interpretive comments, is the policy of Fairfield University. Academic freedom and responsibility are here defined as the liberty and obligation to study, to investigate, to present, interpret, and discuss facts and ideas concerning all branches and fields of inquiry.

Freedom of Expression
As an academic institution, Fairfield University exists for the transmission of knowledge, pursuit of truth, development of students, and the general well-being of society. Free inquiry and free expression are indispensable to the attainment of these goals. Fairfield University recognizes that academic freedom, freedom of expression, and responsibility are required to realize the essential purposes of the University. Academic freedom and responsibility (distinguished from freedom of expression) are herein defined as the liberty and obligation to study, to investigate, to present, interpret, and discuss facts and ideas concerning all branches and fields of inquiry.

Student Rights
As constituents of the academic community, students should be free, individually and collectively, to express their views on issues of institutional policy and on matters of general interest to the student body.

Fairfield University students are both citizens and members of the academic community. As citizens of a private institution, Fairfield’s students enjoy the same freedom of speech; peaceful assembly, and right of petition that students at other private institutions enjoy as accorded by law, and as members of the academic community, they are subject to the obligations which accrue to them by virtue of this membership. Faculty members and administration officials should ensure that institutional powers are not employed to deprive students of their rights as accorded to them by law and University policy. At the same time, the institution has an obligation to clarify those standards which it considers essential to its educational mission and its community life. These expectations and regulations should represent a reasonable regulation of student conduct.

As members of the academic community, students should be encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. They do this within the requirements of the curriculum and the courses in which they are enrolled.

The professor in the classroom and in conference should encourage free discussion, inquiry, and expression. Student performance should be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. This means that students are free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study they elect to complete. Students in professional programs are expected to understand and uphold the standards required in their profession.

Students bring to the campus a variety of interests previously acquired and develop many new interests as members of the academic community. They should be free to organize and join associations to promote their common interests. Students and student organizations should be free to examine and discuss all questions of interest to them and to express opinions publicly and privately. Students should be allowed to invite and to hear any person of their own choosing. Those procedures required by an institution before a guest speaker is invited to appear on campus should be designed only to ensure that there is orderly scheduling of facilities and adequate preparation for the event, and that the occasion is conducted in a manner appropriate to an academic community. Guest speakers are subject to all applicable laws, and to the University policies on harassment and discrimination.

Students should always be free to support causes by orderly means which do not disrupt operations of the institution. At the same time, it should be made clear to the academic and larger community that in their public expressions or demonstrations, students or student organizations speak only for themselves and not the institution.

Student Responsibilities
Freedom of expression enjoyed by students is not without limitations. The rights set forth herein must be balanced against and considered in the context of the following responsibilities:

• Students have the obligation to refrain from interfering with the freedom of expression of others.

• Students have the responsibility to respect the rights and beliefs of others.

• Student organizations are subject to the conditions of Fairfield University as a Jesuit, Catholic institution.

• Students have the responsibility to support learning, and when learning, to engage others in a respectful dialogue, to never threaten the safety or security of others, and to comply with all University policies prohibiting harassment, hate crimes, and discrimination.

All policies in this Handbook and the actions taken under them must support Fairfield University’s Mission Statement and the Statement on Academic Freedom.

Academic Honesty
All members of the Fairfield University community share responsibility for establishing and maintaining appropriate standards of academic honesty and integrity. As such, faculty members have an obligation to set high standards of honesty and integrity through personal example and the learning communities they create. It is further expected that students will follow these standards and also encourage others to do so.

Students are sometimes unsure of what constitutes academic dishonesty. In all academic work, students are expected to submit materials that are their own and to include attribution for any ideas or language that is not their own. Examples of dishonest conduct include but are not limited to:

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Academic Policies and General Regulations

Falsification of academic records or grades, including but not limited to any act of falsifying information on an official academic document, grade report, class registration document or transcript.

Cheating, such as copying examination answers from materials such as crib notes or another student's paper.

Collusion, such as working with another person or persons when independent work is prescribed.

Inappropriate use of notes.

Falsification or fabrication of an assigned project, data, results, or sources.

Giving, receiving, offering, or soliciting information in examinations.

Using previously prepared materials in examinations, tests, or quizzes.

 Destruction or alteration of another student's work.

 Submitting the same paper or report for assignments in more than one course without the prior written permission of the professor.

 Appropriating information, ideas, or the language of other people or writers and submitting it as one's own to satisfy the requirements of a course - commonly known as plagiarism. Plagiarism constitutes theft of intellectual property. Assignments (compositions, term papers, computer programs, etc.) acquired either in part or in whole from commercial sources, publications, students, or other sources and submitted as one's own original work will be considered plagiarism.

 Unauthorized recording, sale, or use of lectures and other instructional materials.

In the event of such dishonesty, professors are to award a grade of zero for the project, paper, or examination in question, and may record an F for the course itself. When appropriate, expulsion may be recommended and a notation of the event is made in the student's file in the academic dean's office. The student will receive a copy.

Students in the Nurse Anesthesia Track are subject to all Bridgeport Hospital and Fairfield University policies and procedures. Bridgeport Hospital and Bridgeport Anesthesia Associates have the right to remove a student from assignment at Bridgeport Hospital after it has been determined by Bridgeport Hospital that such removal is in the best interest of the Hospital and of patient safety. The appeal of such removal of a student and all clinical and/or administrative grievances shall be addressed according to the policies and procedures set forth in the Bridgeport Hospital Nurse Anesthesia Practice Manual. In addition, the Student Program Grievance shall be addressed according to the policies and procedures set forth in the Fairfield University School of Nursing Graduate Program Catalog/Handbook.

Honor Code
Fairfield University's primary purpose is the pursuit of academic excellence. This is possible only in an atmosphere where discovery and communication of knowledge are marked by scrupulous, unqualified honesty. Therefore, it is expected that all students taking classes at the University adhere to the following Honor Code:

"I understand that any violation of academic integrity wounds the entire community and undermines the trust upon which the discovery and communication of knowledge depends. Therefore, as a member of the Fairfield University community, I hereby pledge to uphold and maintain these standards of academic honesty and integrity."

University Course Numbering System
Undergraduate
- 01-99 Introductory courses
- 100-199 Intermediate courses without prerequisites
- 200-299 Intermediate courses with prerequisites
- 300-399 Advanced courses, normally limited to juniors and seniors, and open to graduate students with permission

Graduate
- 400-499 Master's and Certificate of Advanced Study courses, open to undergraduate students with permission
- 500-599 Master's and Certificate of Advanced Study courses
- 600-699 Doctoral courses, open to qualified Master's students

Option for Graduate Level Courses
Fairfield University undergraduates, with permission, could take a graduate course for undergraduate credit and as part of their undergraduate load. It would appear on their undergraduate transcript. A student could later petition to have those courses provide advanced standing in their graduate program and it would be up to the faculty to determine if the credits should apply to the graduate program at that point. A student might receive credit for these courses as part of a graduate program if the student did not apply the credits to complete the undergraduate degree.

An undergraduate student who has advanced beyond degree requirements and permission would take a graduate level course for graduate credit as part of their regular undergraduate load. The number of graduate courses a full-time undergraduate would take would be limited to two. The five year pre-structured programs would follow their own required sequence.

Registration for graduate courses is on a space available basis, with preference given to graduate students.

Undergraduates with permission to enroll in a graduate course may petition to register in late August for the fall and early January for the spring.

Normal Academic Progress
Academic Load
A full-time graduate candidate will normally carry nine credits during the fall or spring semester. Twelve credits is the maximum load permitted. During summer sessions, full-time candidates are permitted to carry a maximum load of 12 credits. Candidates who work full time or attend another school may not be full-time. Such individuals are ordinarily limited to six credits during the fall or spring semesters and nine credits during the summer sessions.

Academic Standards
Students are required to maintain satisfactory academic standards of scholastic performance. Candidates for a master's degree or certificate must maintain a 3.00 grade point average.

Auditing
A student who wishes to audit a graduate course may do so only in consultation with the course instructor. A Permission to Audit form, available at the dean's office, must be completed and presented at registration during the regular registration period. The academic credit awarded and a grade notation (AU) is recorded on the official transcript under the appropriate semester and course name. The tuition for auditing is one-half of the credit tuition, except for those hands-on courses involving the use of a computer workstation. In this case, the audit tuition is one-half of the credit tuition. Conversion from audit to credit status will be permitted only after the third class and with the permission of the course instructor.

Matriculation/Continuation
To remain in good academic standing, a student must achieve a 3.00 cumulative quality point average. A student whose cumulative quality point average falls below 3.00 in any semester is placed on academic probation for the following semester. Students on academic probation must meet with their advisors to make program adjustments to their course load. If, at the end of the probationary semester, the student’s overall average is again below 3.00, he or she will be dismissed.

Standards for Admission and Progression
At Fairfield University School of Nursing, students are required to successfully complete clinical practice in order to progress. Students seeking admission in the School of Nursing, the student understands the program eligibility and progression requirements.

I. Disability Statement
Consistent with its mission and philosophy, Fairfield University School of Nursing does not discriminate on the basis of disability. In accordance with the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act, the University will assist students in making reasonable accommodations that allow an otherwise qualified student with a disability to meet essential eligibility requirements in order to participate in its programs. Candidates for the nursing program must be able to meet minimum standards for clinical practice, with or without reasonable accommodations. To receive accommodations on the basis of disability, the student must self-identify, provide documentation of the disability, and request accommodation from the Office of Academic and Disability Support Services. The decision regarding appropriate accommodations will be based on the specifics of each case. Accommodations must specifically address the functional limitations of the disability. An accommodation will not be made in those situations where the accommodation itself would fundamentally alter the nature of the program, cause undue hardship on the school, or jeopardize the health or safety of others. For further information, refer to the Fairfield University Office of Academic & Disability Support Services.

II. Eligibility Requirements
The curricula leading to degrees in nursing at Fairfield University requires students to possess essential non-academic skills and abilities required to engage in clinical practice. It is within the sole determination of Fairfield University and the School of Nursing to assess and determine whether a student meets these skills and functions. Eligibility Requirements for participation and completion in the nursing program shall include, but are not limited to, the following six capabilities.

Critical Thinking
Critical thinking ability sufficient for clinical judgment; student must be able to examine, interpret, analyze, and synthesize material for problem solving and evaluation of patient situations and own performance.

Ability to assess, plan, establish priorities, implement and evaluate patient outcomes.

Ability to calculate appropriate dosages for specific medications.

Ability to use good judgment in establishing priorities and making appropriate decisions in client care.

Interpersonal & Communication
Relationship & communicative abilities appropriate for interacting sensitively with individuals, families, and groups from a variety of social, cultural, and intellectual backgrounds. Ability to accurately and clearly communicate verbally or in writing patient status and response to care, both orally and in writing.
• Interpersonal skills to communicate effectively with patients/ families and members of the healthcare team.
• Ability to gather and record patient data concerning history, health status and response to care.
• Ability to give follow verbal and written reports and directions to patients, families, and members of the health care team.

Sensory Abilities
Ability to reliably identify, and obtain information in order to assess, plan, provide and evaluate nursing interventions; student must possess adequate sensory abilities or be able to demonstrate appropriate and safe compensation for deficits.

Physical Health and Abilities
Physical health and stamina sufficient to provide care to diverse patient populations.
• Sufficient energy and ability to manage a typical patient assignment in a variety of settings for a full seven hour clinical day.
• Physical health necessary to care for those who are immuno-compromised, incapacitated, and/or otherwise vulnerable.

Time to Complete Degree
Students are expected to complete all requirements for the DNP and MSN programs within five years after beginning their course work. MSN to DNP students are expected to complete all requirements for the DNP program within three years after beginning their course work. Each student is expected to make some annual progress toward the degree to remain in good standing. A student who elects to take a leave of absence must submit a request, in writing, to the dean.

Applications for and Awarding of Degrees
All students must file an application for the doctoral and master's degrees in the dean's office by the published deadline. Graduate students must successfully complete all the requirements for the degree in order to participate in commencement exercises. Refer to the calendar for the degree application deadline.

Graduation and Commencement
Diplomas are awarded in January, May, and August (see calendar for application deadlines). Students who have been awarded diplomas in the previous August and January, and those who have completed all degree requirements for May graduation, are invited to participate in the May commencement ceremony. Graduate students must successfully complete all requirements for the degree in order to participate in commencement.

Disruption of Academic Progress
Academic Probation/Dismissal
A student whose overall grade point average falls below 3.00 in any semester is placed on probation for the following semester. If the overall grade point average is again below 3.00 at the end of that semester, the student will be dismissed. An student who receives two course grades below 3.00 or B will be excluded from the program.

Grades
Any student who earns a grade of C or less must repeat the course. A student who earns a B- may be required to repeat the course at the discretion of the faculty/graduate program director/dean. This program policy is effective with the 2010-2011 academic year for all students. Any student who earns less than a B twice will not be allowed to continue in the program. Practicum courses in the DNP and MSN programs are given a letter grade. For the Nurse Anesthesia Program, any student who earns a grade below C (2.0) will be dismissed.

Course Withdrawal
Students who wish to withdraw from a 14- to 15-week course before its sixth scheduled class must do so in writing or in person at the Registrar's Office. Written withdrawals are effective as of the date received or postmarked. In-person withdrawals are made in the Registrar's Office by completing and submitting a Change of Registration form.

Those who wish to withdraw from a course after the sixth scheduled class must submit a written statement of their intention to the dean for approval to withdraw without academic penalty. Failure to attend class or merely giving notice to an instructor does not constitute an official withdrawal and may result in a penalty grade being recorded for the course. In general, course withdrawals are not approved after the sixth scheduled class. In extreme cases, exceptions may be approved by the dean.

Continuous Registration
Graduate students matriculated in a degree program who wish to interrupt their education for a given term must file for Continuous Registration status with the Registrar's Office in order to maintain their active student status. Continuous Registration allows graduate students to use of the library, computing facilities and access to faculty advising. Students may remain on Continuous Registration status for up to two successive terms. Students who do not register for Continuous Registration status will be assumed to be inactive. Students deemed inactive are required to secure reinstatement from the dean in order to continue their enrollment.

Readmission
If a student has been inactive for three terms or longer, students must submit a written update to the dean for reinstatement. Depending on the individual circumstances, it may be necessary to complete a full application for readmission. A review of past work will determine the terms of readmission.

All honorably discharged veterans who have interrupted their Fairfield education to serve in the military will be readmitted and may apply for financial aid.

Course Grading System
Grades; Academic Average
The work of each candidate is graded on the following basis:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>4.00</td>
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<tr>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
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<tr>
<td>B-</td>
<td>2.67</td>
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<tr>
<td>C+</td>
<td>2.33</td>
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<tr>
<td>C</td>
<td>2.00</td>
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<tr>
<td>F</td>
<td>0.00</td>
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<tr>
<td>I</td>
<td>Incomplete</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawn without penalty</td>
</tr>
</tbody>
</table>

The grade of incomplete is given at the discretion of individual professors. Normally, all coursework must be completed within 30 days after the last class in the course for which a student has received an incomplete grade, after which the "I" becomes an "F." No change of grade will be processed after a candidate has graduated. Any request for the change of an earned letter grade is at the discretion of the original teacher of the course and must be recommended in writing to the dean by the professor of record within one calendar year of the final class of the course or before graduation, whichever comes first. A candidate may request an extension of the one-year deadline from the dean of their school if he or she can provide documentation that extenuating circumstances warrant an extension of the one-year deadline. Such an extension may be approved only if the professor of record agrees to the extension and an explicit date is stipulated by which the additional work must be submitted. A candidate who wants to withdraw from a course without academic penalty after the approved deadline must request permission from the dean. Generally, however, permission to withdraw from a course is not given after the last day to withdraw without penalty. For the DNP and MSN programs, B- and lower grades are given a letter grade of W (Withdrawn without penalty).
Grade Reports

Grade reports for all graduate students are issued electronically by the Registrar via the student’s web portal (my Fairfield) at the end of each semester.

Scholastic Honors

Alpha Sigma Nu
Alpha Sigma Nu, the national Jesuit honor society, serves to reward and encourage scholarship, loyalty, and service to the ideals of Jesuit higher education. To be nominated for membership, graduate students must have scholastic rank in the top 15 percent of their class, demonstrate a proven concern for others, and manifest a true concern and commitment to the values and goals of the society. The Fairfield chapter was reactivated in 1981 and includes outstanding undergraduate and graduate students who are encouraged to promote service to the University and provide greater understanding of the Jesuit ideals of education.

Sigma Theta Tau
Membership in Sigma Theta Tau, the international honor society in nursing, is conferred on nurses and nursing students who have demonstrated excellence in and commitment to nursing. Standards for membership include demonstrated excellence in scholarship and/or exceptional achievement in nursing. The criteria for induction of Fairfield University graduate students are as follows:

- Completion of one-fourth of graduate coursework by the end of spring semester
- An overall grade point average of at least 3.5 at the end of the spring semester for all courses taken at Fairfield University

The Fairfield chapter, Mu Chi, was established in 1992 and currently includes more than 500 students and alumni of the School of Nursing. Members of Mu Chi are committed to fostering nursing leadership, research and creativity.

Academic Grievance Procedures

Purpose

Procedures for review of academic grievances protect the rights of students, faculty, and the University by providing mechanisms for equitable problem solving.

Types of Grievances

A grievance is defined as a complaint of unfair treatment for which a specific remedy is sought. It excludes circumstances that may give rise to a complaint for which explicit redress is neither called for nor sought, or for which other structures within the University serve as an agency for resolution.

Academic grievances relate to procedural appeals or to academic competence appeals, or to issues of academic dishonesty. Procedural appeals are defined as those seeking a remedy where no issue of the quality of the student’s work is involved. For example, a student might contend that the professor failed to follow previously announced mechanisms of evaluation. Academic competence appeals are defined as those seeking a remedy because the evaluation of the quality of a student’s work in a course is disputed. Remedies would include but not be limited to awarded grade changes, permission to take make-up examinations or to repeat courses without penalty.

Academic dishonesty appeals are defined as those seeking a remedy because of a dispute over whether plagiarism or cheating occurred. Remedies would include but not be limited to removal of file letter, change of grade, or submitting new or revised work. Academic dishonesty appeals are defined as those seeking a remedy because of a dispute over whether plagiarism or cheating occurred. Remedies would include but not be limited to removal of file letter, change of grade, or submitting new or revised work.

Time Limits

The academic grievance procedures defined here must be initiated within one semester after the event that is the subject of the grievance.

Informal Procedure

Step one: The student attempts to resolve any academic grievance with the faculty member, department chair, or other individual or agency involved. If, following this initial attempt at resolution, the student remains convinced that a grievance exists, she or he advances to step two.

Step two: The student consults the chair, or other individuals when appropriate, bringing written documentation of the process up to this point. If the student continues to assert that a grievance exists after attempted reconciliation, he or she advances to step three.

Step three: The student presents the grievance to the dean of the school in which the course was offered, bringing to this meeting documentation of steps one and two. If the dean’s attempts at mediation prove unsuccessful, the student is informed of the right to initiate formal review procedures.

Formal Procedure

Step one: If the student still believes that the grievance remains unresolved following informal procedures, she or he initiates the formal review procedure by making a written request through the dean of the school in which the course was offered for a formal hearing in the Senior Vice President for Academic Affairs’ office. Such a request should define the grievance and be accompanied by documentation of completion of the informal process. It should also be accompanied by the dean’s opinion of the grievance.

Step two: The Senior Vice President for Academic Affairs determines whether the grievance merits further attention. If not, the student is so informed.

- If, however, the grievance does merit further attention, the Senior Vice President for Academic Affairs determines whether it is a procedural, competence, or academic dishonesty appeal.
- If it relates to a procedural matter, the Senior Vice President for Academic Affairs selects a dean (other than the dean of the involved school) to chair a grievance committee.
- If it relates to an academic competence matter, the Senior Vice President for Academic Affairs requests from the dean the names of two outside experts to serve as a consultant panel in determining the merit of the student’s grievance.
- If it relates to academic dishonesty, the Senior Vice President for Academic Affairs will convene a committee comprised of a dean and two faculty from outside the department in which the course was offered to review the material and the sanctions.

In addition, in some instances it may be possible for the Senior Vice President for Academic Affairs to settle the grievance.

Step three: For procedural appeals, the grievance committee takes whatever steps are deemed appropriate to render a recommendation for resolving the grievance. The committee adheres to due process procedures analogous to those in the Faculty Handbook.

For competence appeals, the Senior Vice President for Academic Affairs contacts the outside panel members and requests that they review the case in relation to its content validity.

For academic honesty appeals, the Senior Vice President for Academic Affairs requests that the committee present a written report of its findings relating to the validity of the charge and the sanctions.

Step four: The recommendation from either the grievance committee or the panel is forwarded to the Senior Vice President for Academic Affairs in written form, accompanied, if necessary, by any supporting data that formed the basis of the recommendation.

Step five: The Senior Vice President for Academic Affairs renders a final and binding judgment, notifying all involved parties. If the grievance involves a dispute over a course grade given by a faculty member, the Senior Vice President for Academic Affairs is the only University official empowered to change that grade, and then only at the recommendation of the committee or panel.

Structure of the Grievance Committee

The structure of the Grievance Committee is the same as the existing Academic Honesty Committee, as follows:

- Two faculty members are selected from a standing panel of eight faculty members elected by the general faculty. The faculty member against whom the grievance has been directed proposes four names from that panel; the student strikes two of those names, and the two remaining faculty members serve.
- Two students are selected from a standing panel of eight students elected by the student government. The student(s) (grievant(s) propose four names from that panel; the faculty strike two of those names; the two remaining students serve.
- In the event that a faculty member or student selected through the foregoing process is unable to meet, another elected member of the panel serves as an alternate.

- The committee is chaired by a dean (other than the dean of the school in which the course was offered) to be selected by the Senior Vice President for Academic Affairs. The dean so selected has no vote except in the event of a tie, and is responsible for overseeing the selection of the review committee, convening and conducting the committee meetings, and preparing the committee’s report(s) and other appropriate documentation.

- The election of committee members should take into account the possible need for response on 24-hour notice (particularly at the time of Commencement), and availability should, in such instances, be a prime consideration in member selection.

Due Process Procedure

a. Both the student and the faculty member have the right to be present and to be accompanied by a personal advisor or counsel throughout the hearing.

b. Both the student and the faculty member have the right to present and to examine and cross-examine witnesses.

c. The administration makes available to the student and the faculty member such authority as it may possess to require the presence of witnesses.

d. The hearing committee promptly and forthrightly adjudicates the issues.

e. The full text of the findings and conclusions of the hearing committee are made available in identical form and at the same time to the student and the faculty member. The cost is met by the University.

f. In the absence of a defect in procedure, recommendations shall be made to the Senior Vice President for Academic Affairs by the committee as to possible action in the case.

g. At any time should the basis for an informal hearing appear, the procedure may become informal in nature.

Transcripts

Graduate transcript requests should be made in writing to the University Registrar’s Office in the Kelley Center. There is a $4 fee for each copy (taxed transcripts are academic policies and general regulations 33
Student Records

Under the Family Educational Rights and Privacy Act passed by Congress in 1974, legitimate access to student records has been defined. A student at Fairfield University, who has not waived that right, may see any records that directly pertain to the student. Excluded by statute from inspection is the parents’ confidential statement given to the financial aid office and medical records supplied by a physician.

A listing of records maintained, their location, and the means of reviewing them is available in the dean’s office. Information contained in student files is available to others using the guidelines below:

1. Confirmation of directory information is available to recognized organizations and agencies. Such information includes name, date of birth, dates of attendance, address.
2. Copies of transcripts will be provided to anyone upon written request of the student. Cost of providing such information must be assumed by the student.
3. All other information, excluding medical records, is available, provided members of the University on a need-to-know basis; prior to the release of additional information, a staff member must prove his or her need to know information to the office responsible for maintaining the records.

The School of Nursing Philosophy

Philosophy

The Philosophy of the School of Nursing flows from the Mission Statement of Fairfield University, and gives definition to the Jesuit ideals of social responsibility, truth, and justice. The faculty views nursing as the art and science of reflective practice in caring for vulnerable populations. Individuals are biological, psychological, social, and spiritual beings who are unique members of families and of larger social systems. Interaction and communication within these systems influence health and well-being. Health is a dynamic process of physical, mental, spiritual, and environmental harmony that enables people to affirm and pursue their own life goals. Optimum health begins with nurturing and promoting one’s own emotional and spiritual growth, which then extends to respect and caring for others. Health and well-being are influenced by many variables including quality of life. When recovery from illness is not possible, death itself is viewed as the final opportunity for growth.

Students are viewed as holistic individuals who are seeking to develop multifaceted roles and who are accountable for their learning. Each student brings unique qualities that contribute to the strength and diversity of the program. Along with planned educational experiences, faculty offer support, guidance and mentoring throughout the learning process. Students are encouraged to develop their individual strengths and identify areas of interest as they progress throughout the curriculum. Students emerge as qualified baccalaureate-prepared entry-level practitioners or master's/doctorally prepared advanced-level practitioners, who integrate theory and research into their practices and use a critical approach to problem solving. Because society is rich with diverse religious, ethnic, and cultural groups, nurses are professionals who must be prepared to work with those whose beliefs and values may be different from their own. In order to be sensitive to others, it is first necessary to know and accept one’s own values and beliefs. Students and faculty demonstrate mutual respect for the rights of others and appreciation of these differences.

The School of Nursing Mission & Purpose

In keeping with the mission of Fairfield University to develop men and women for others, the School of Nursing builds on a tradition of innovation and a commitment to provide the very best nursing education, scholarship, and professional service locally, nationally, and internationally. The School of Nursing is committed to leadership in nursing. The discovery, transmission, and use of knowledge are at the core of our work.

Knowledge of health and illness in individuals, families, groups, and communities, both locally and internationally, provides the context for our charge. The ultimate test of our vision will be the results of contributions of faculty and graduates over time.

Guiding Principles for the Undergraduate and Graduate Programs

Ethics and Social Responsibility

Commitment to social responsibility, truth, and justice is inherent in the Jesuit ideal and underscores the need to provide care to vulnerable populations; that is, those populations that experience actual or potential threats to health or well-being. Provision of care to vulnerable populations is a particular concern to nursing.

Nurses have a moral and ethical obligation to provide and advocate for optimal health care for all members of society regardless of differences in culture, race, gender, socioeconomic status, religion, and age. Nurses consider the interplay of health and social issues as they care for clients in various stages of health and illness. Students confront the range of ethical dilemmas and value conflicts inherent in care delivery, and develop an understanding and acceptance of self and others.

Holism

Human beings are unique individuals who grow in complexity throughout life. Holism is an approach to assessment and management of patient-centered care that considers the biological, psychological, sociocultural, and spiritual needs of patients, and searches for the deeper and more complex roots of illness beyond the individual. Interactions among and between people and the environments in which they live are considered in planning and providing quality nursing care. The holistic approach supports and relies upon the therapeutic nurse-patient relationship and a focus on wholeness, harmony and healing.

Reflective Practice

Nurses diagnose human responses to actual and potential health problems, identify individual strengths and nursing care needs, and plan and deliver culturally sensitive care that promotes, maintains, or restores health. Nursing practice integrates scientific problem solving with holistic caring. Reflective practice emphasizes a combination of rational and intuitive processes that allow students to discover the links between theory and practice, help them to develop their skills in creating holistic, individualized, and flexible plans of care.
and enhance their acceptance of professional responsibility. It incorporates approaches such as reflection-on-action, reflection-in-action, and reflection-before-action. Reflective practice leads to greater awareness of individual beliefs, biases, and existing knowledge base, development of creative and critical thinking processes, changes in perspectives, attitudes, and behaviors, and enhanced personal and professional identity development. The establishment of a pattern of reflective practice encourages lifelong learning and ultimately advances the discipline of nursing through greater knowledge production and opportunities for leadership.

Professionalism
Characteristics of professional nursing practice include critical thinking, clinical reasoning, decision-making, and accountability. Behaviors integral to professional nursing’s role are advocacy, political activism, effective communication, collegiality, commitment to life-long learning, scholarship, and the upholding of standards as defined by the profession. Nurses function as integral members of interprofessional teams and collaborate with other health care providers, patients, family and community members. Their role involves responsibilities for teaching, making referrals, and strategizing to shape health policy at local, state, national, and international levels. The purpose of this collaborative, interprofessional activity is to improve care and address quality and safety issues through education, consultation, and management. Professional nursing practice combines holistic care with evidence-based practice. Nursing research is viewed as the investigation of issues of concern in nursing practice with the aim of answering complex questions and developing knowledge to improve care at various levels. Leadership and management skills are essential to shape the future of health care, and help others attain goals and foster a professional identity as an advanced nursing professional with specialized knowledge.

DNP Program Outcomes
A graduate of the Fairfield University School of Nursing DNP program will be able to:

1. Independently provide culturally sensitive and evidence-based care to individuals and populations in a defined area of advanced nursing practice.
2. Demonstrate critical thinking at the highest level of practice and accountability in the management of healthcare systems, considering ethical, legal, and socially just patient-centered care.
3. Translate research into practice through critique of existing evidence, evaluation of outcomes, and implementation of projects that contribute to the development of best practices.
4. Integrate science and theory from nursing and related disciplines within a reflective practice framework to inform clinical judgments, resolve dilemmas in healthcare, and serve as a patient care advocate.
5. Evaluate patient, population, and healthcare system outcomes, assessing contribution and cost-effective strategies to achieve quality improvement.
6. Analyze the use of healthcare information systems and patient care technology to assure quality healthcare outcomes.
7. Lead collaborative interprofessional relationships and partnerships to transform healthcare delivery systems and improve health.
8. Assume a leadership role in the analysis, development, implementation, and evaluation of policies to improve healthcare delivery and outcomes at the local, regional, national, and international levels.

Master of Science in Nursing Program Outcomes
A graduate of the Fairfield University School of Nursing Master of Science in Nursing program will be able to:

1. Provide advanced nursing assessment, diagnosis, and management to achieve individual and system identified outcomes with respect for cultural diversity and the unique characteristics of the individual, family, and community.
2. Develop cost-effective holistic patient care including information systems for healthcare delivery.
3. Use an ethical framework to guide the integration of nursing science and theory to inform clinical judgments, resolve dilemmas in healthcare, and serve as a patient care advocate.
4. Negotiate a role within the healthcare delivery system that provides for collaboration, interdependence, and a professional identity as an advanced nursing professional with specialized knowledge.
5. Communicate effectively in the provision of comprehensive care and leadership in a variety of settings.
6. Provide advanced nursing care and management of healthcare delivery systems using research, evidence-based protocols, care models, and scholarly debate.
7. Consistently demonstrate critical thinking at an advanced level in clinical practice and in the management of healthcare systems, using the tenets of social responsibility, truth, and justice.
8. Demonstrate continuous self-growth as evidenced by active participation in professional activities.
9. Assume a leadership role within the healthcare system to influence the quality of healthcare delivery through local, regional, and national policies.

GRADUATE COURSES REQUIRED FOR DNP

**BSN to DNP**

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**Specialty Courses:**

- Family Nurse Practitioner (25 credits)
- Adult Health I (3)
- Adult Health II (4)
- Practicum in Adult Health I (4)
- Care of Children & Families (3)
- Practicum in Care of Women, Children & Families (4)
- Care of At-Risk Populations (3)
- Practicum in Care of At-Risk Populations (4)
- Psychiatric Nurse Practitioner (27 credits)
- Psychopathy (3)
- Mental Health Nursing of Individuals Across the Lifespan (3)
- Practicum I: PMHNP (4)
- Mental Health Nursing of Groups & Families Across the Lifespan (3)
- Practicum II: PMHNP (4)
- Primary Mental Health Nursing Across the Lifespan (3)
- Practicum III: PMHNP (4)
- Group Work: Theory and Practice (3)

**MSN to DNP**

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In the final two semesters of the curriculum plan, students must register for 1-credit of practice dissertation advisement. Students who have not completed their dissertation must continue to register for 1-credit advisement each semester until completion.

**MSN to DNP**

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- Practicum III: PMHNP (4)
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In the final two semesters of the curriculum plan, students must register for 1-credit of practice dissertation advisement. Students who have not completed their dissertation must continue to register for 1-credit advisement each semester until completion.

- GSEAP course

Healthcare Management (39 credits)
(for fully matriculated students ONLY - not accepting any new applications for this program)

Graduate Core Courses (12 credits)
- NS 501 Epidemiology and Health Promotion (3)
- NS 605 Advanced Healthcare Policy (3)
- NS 608 Application of Nursing Theory & Research Methods to Practice (3)
- NS 610 Advanced Nursing Roles and Reflective Practice (3)

Practitioners Core Courses (10 credits)
- NS 604 Advanced Health Assessment (4)
- NS 640 Advanced Physiology and Pathophysiology (3)
- NS 641 Advanced Pharmacology (3)

Specialty Courses (16 credits)
- NS 521 Clinical Nursing Leadership (4)
- NS 522 Advanced Research & Informatics (3)
- NS 523 Quality Outcomes Management I (4)
- NS 524 Quality Outcomes Management II (5)

Clinical Nurse Leader
Graduate Core Courses (12 credits)
- NS 501 Epidemiology and Health Promotion (3)
- NS 605 Advanced Healthcare Policy (3)
- NS 608 Application of Nursing Theory & Research Methods to Practice (3)
- NS 610 Advanced Nursing Roles and Reflective Practice (3)

Practice Core Courses (10 credits)
- NS 604 Advanced Health Assessment (4)
- NS 640 Advanced Physiology and Pathophysiology (3)
- NS 641 Advanced Pharmacology (3)

Specialty Courses (16 credits)
- NS 521 Clinical Nursing Leadership (4)
- NS 522 Advanced Research & Informatics (3)
- NS 523 Quality Outcomes Management I (4)
- NS 524 Quality Outcomes Management II (5)

Psychiatric Nurse Practitioner (27 credits)
- NS 650 Psychopathology (3)
- NS 652 Mental Health Nursing of Individuals Across the Lifespan (3)
- CN 456 Group Work: Theory and Practice* (3)
- NS 660 Practicum I: PMHNP (4)
- NS 661 Mental Health Nursing of Groups & Families Across the Lifespan (3)

Nurse Anesthesia
(for students matriculated prior to May 2011 ONLY)

Graduate Core Courses (9 credits)
- NS 501 Epidemiology and Health Promotion (3)
- NS 605 Advanced Healthcare Policy (3)
- NS 608 Application of Nursing Theory & Research Methods to Practice (3)

Practice Core Courses (10 credits)
- NS 604 Advanced Health Assessment (4)
- NS 640 Advanced Physiology and Pathophysiology (3)
- NS 641 Advanced Pharmacology (3)

Graduate Core Courses (12 credits)
- NS 501 Epidemiology and Health Promotion (3)
- NS 605 Advanced Healthcare Policy (3)
- NS 608 Application of Nursing Theory & Research Methods to Practice (3)
- NS 610 Advanced Nursing Roles and Reflective Practice (3)

Specialty Courses (27 credits)
- MG 400* Organizational Behavior (3)
- MG 500* Managing People for Competitive Advantage (3)
- NS 536 Managed Care & Case Management (3)
- IS 500* Information Systems (3)
- MG 503* Legal and Ethical Environment of Business (3)
- MG 507* Negotiations and Dispute Resolution (3)
- MK 400* Marketing Management (3)
- NS 535 Practicum in Healthcare Systems I (3)
- NS 537 Practicum in Healthcare Systems II (3)

* Charles F. Dolan School of Business courses

* A Charles F. Dolan School of Business course

** A GSEAP course

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### Specialty Courses (33 credits)

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<td>Human Anatomy &amp; Physiology for Nurse Anesthetists</td>
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<td>Clinical Practicum II</td>
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<td>NSAN 584</td>
<td>Professional Aspects of Nurse Anesthesia Practice</td>
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<td>NSAN 585</td>
<td>Clinical Practicum V</td>
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### Family Nurse Practitioner Track - BSN to DNP (Full Time)

#### First Year

**Fall Semester**
- **NS 605** Advanced Healthcare Policy: 3 credits
- **NS 610** Advanced Nursing Roles & Reflective Practice: 3 credits
- **NS 640** Advanced Physiology & Pathophysiology: 3 credits

**Spring Semester**
- **NS 601** Epidemiology and Biostatistics: 3 credits
- **NS 604** Advanced Health Assessment: 4 credits
- **NS 608** Application of Nursing Theory & Research Methods to Practice: 3 credits

**Summer Semester**
- **NS 611** Clinical Prevention & Strategies for Change: 3 credits
- **NS 641** Advanced Pharmacology: 3 credits

#### Second Year

**Fall Semester**
- **NS 613** Finance & Quality Management in Healthcare Organizations: 3 credits
- **NS 614** Information Technology for Healthcare Improvement: 3 credits
- **NS 642** Adult Health I: 3 credits

**Spring Semester**
- **NS 612** Research Translation for Clinical Practice: 3 credits
- **NS 615** Leadership & Interprofessional Collaboration: 3 credits
- **NS 643** Adult Health II: 4 credits

**Summer Semester**
- **NS 644** Practicum in Adult Health I: 4 credits
- **NS 687** DNP Immersion*: 2 credits

#### Third Year

**Fall Semester**
- **NS 645** Care of Children and Families: 3 credits
- **NS 646** Practicum in Care of Women, Children and Families: 4 credits
- **NS 687** DNP Immersion*: 3 credits
- **NS 699** DNP Seminar†: 1 credit

**Spring Semester**
- **NS 647** Care of At-Risk Populations: 3 credits
- **NS 648** Practicum in Care of At-Risk Populations: 4 credits
- **NS 687** DNP Immersion*: 3 credits
- **NS 699** DNP Seminar†: 1 credit

*A total of 1000 practicum/immersion hours are required for the DNP (1 credit = 50 hours).

In the final two semesters of the curriculum plan, students must register for 1 credit of DNP Seminar advisement. Students who have not completed their portfolios must continue to register for 1 credit advisement each semester until completion.

**Family Nurse Practitioner Track – BSN to DNP (Part Time)**

#### First Year

**Fall Semester**
- **NS 610** Advanced Nursing Roles & Reflective Practice: 3 credits
- **NS 640** Advanced Physiology & Pathophysiology: 3 credits

**Spring Semester**
- **NS 604** Advance Health Assessment: 4 credits
- **NS 608** Application of Nursing Theory & Research Methods to Practice: 3 credits

**Summer Semester**
- **NS 611** Clinical Prevention & Strategies for Change: 3 credits
- **NS 641** Advanced Pharmacology: 3 credits

#### Second Year

**Fall Semester**
- **NS 614** Information Technology for Healthcare Improvement: 3 credits
- **NS 642** Adult Health I: 3 credits

**Spring Semester**
- **NS 601** Epidemiology and Biostatistics: 3 credits
- **NS 643** Adult Health II: 4 credits

**Summer Semester**
- **NS 644** Practicum in Adult Health I: 4 credits

#### Third Year

**Fall Semester**
- **NS 645** Care of Children and Families: 3 credits
- **NS 646** Practicum in Care of Women, Children, & Families: 4 credits

**Spring Semester**
- **NS 612** Research Translation for Clinical Practice: 3 credits
- **NS 615** Leadership & Interprofessional Collaboration: 3 credits
- **NS 687** DNP Immersion*: 2.5 credits

*In the final two semesters of the curriculum plan, students must register for 1 credit of DNP Seminar advisement. Students who have not completed their portfolios must continue to register for 1 credit advisement each semester until completion.*
**Summer Term**

**NS 605** Advanced Healthcare Policy 3 credits
**NS 667** DNP Immersion* 2-5 credits

**Fourth Year**

**Fall Semester**

**NS 613** Finance & Quality Management in Healthcare Organizations 3 credits
**NS 648** DNP Immersion* 2-5 credits
**NS 699** DNP Seminar† 1 credit

**Spring Semester**

**NS 647** Care of At-Risk Populations 3 credits
**NS 648** Practicum in Care of At-Risk Populations 4 credits
**NS 699** DNP Seminar† 1 credit

Total Credits: 72

*A total of 1,000 practicum/immersion hours are required for the DNP (1 credit=50 hours).

† In the final two semesters of the curriculum plan, students must register for 1-credit of DNP Seminar advisement. Students who have not completed their portfolios must continue to register for 1-credit advisement each semester until completion.

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**Psychiatric Nurse Practitioner Track - BSN-DNP (Full Time)**

**First Year**

**Fall Semester**

**NS 605** Advanced Healthcare Policy 3 credits
**NS 610** Advanced Nursing Roles & Reflective Practice 3 credits
**NS 640** Advanced Physiology & Pathophysiology 3 credits

**Spring Semester**

**NS 601** Epidemiology and Biostatistics 3 credits
**NS 608** Application of Nursing Theory & Research Methods to Practice 3 credits

**Summer Semester**

**NS 611** Clinical Prevention & Strategies for Change 3 credits
**NS 612** Research Translation for Clinical Practice 3 credits
**NS 641** Advanced Pharmacology 3 credits

**Second Year**

**Fall Semester**

**NS 613** Finance & Quality Management in Healthcare Organizations 3 credits

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**Second Year**

**Fall Semester (6 credits)**

**NS 614** Information Technology for Healthcare Improvement 3 credits
**NS 650** Psychopathology 3 credits

**Spring Semester (6 credits)**

**NS 615** Leadership & Interprofessional Collaboration 3 credits
**NS 687** DNP Immersion* 2-5 credits
**CN 455** Group Work Theories and Practice 3 credits

**Summer Semester**

**NS 652** Mental Health Nursing of Individuals Across the Lifespan 3 credits
**NS 660** Practicum I: PMHNP 4 credits
**NS 687** DNP Immersion* 2-5 credits

**Third Year**

**Fall Semester**

**NS 661** Mental Health Nursing of Groups and Families Across the Lifespan 3 credits
**NS 662** Practicum II: PMHNP 4 credits
**NS 699** DNP Seminar† 1 credit

**Spring Semester**

**NS 663** Primary Mental Health Nursing Across the Lifespan 3 credits
**NS 664** Practicum III: PMHNP 4 credits
**NS 687** DNP Immersion* 2-5 credits
**NS 699** DNP Seminar† 1 credit

* A total of 1,000 practicum/immersion hours are required for the DNP (1 credit=50 hours).

† In the final two semesters of the curriculum plan, students must register for 1 credit of DNP Seminar advisement. Students who have not completed their portfolios must continue to register for 1 credit advisement each semester until completion.

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**Psychiatric Nurse Practitioner Track – BSN to DNP (Part Time)**

**First Year**

**Fall Semester (6 credits)**

**NS 610** Advanced Nursing Roles & Reflective Practice 3 credits
**NS 640** Advanced Physiology & Pathophysiology 3 credits

**Spring Semester (7 credits)**

**NS 604** Advanced Health Assessment 4 credits
**NS 608** Application of Nursing Theory & Research Methods to Practice 3 credits

**Summer Term (6 credits)**

**NS 611** Clinical Prevention & Strategies for Change 3 credits
**NS 641** Advanced Pharmacology 3 credits

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**Second Year**

**Fall Semester (7 credits)**

**NS 661** Mental Health Nursing of Groups and Families Across the Lifespan 3 credits
**NS 662** Practicum II: PMHNP 4 credits

**Spring Semester (8 credits)**

**NS 612** Research Translation for Clinical Practice 3 credits
**NS 615** Leadership & Interprofessional Collaboration 3 credits
**NS 687** DNP Immersion* 2-5 credits

**Summer Term (5 credits)**

**NS 605** Advanced Healthcare Policy 3 credits
**NS 687** DNP Immersion* 2-5 credits

**Fourth Year**

**Fall Semester (8 credits)**

**NS 613** Finance & Quality Management in Healthcare Organizations 3 credits
**NS 687** DNP Immersion* 2-5 credits
**NS 699** DNP Seminar† 1 credit

**Spring Semester (8 credits)**

**NS 663** Primary Mental Health Nursing Across the Lifespan 3 credits
**NS 664** Practicum III: PMHNP 4 credits
**NS 699** DNP Seminar† 1 credit

Total Credits: 31-38

*A total of 1,000 practicum/immersion hours is required for the DNP with the exception of the Nurse Anesthetists program which requires a minimum of 1,200 hours. For MSN to DNP students, these hours include documented hours of supervision in an MSN program.

† In the final two semesters of the curriculum plan, students must register for 1 credit of DNP Seminar advisement. Students who have not completed their dissertations must continue to register for 1 credit advisement each semester until completion.

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**Nurse Anesthetists Track**

**First Year**

**Summer Semester (9 credits)**

**NS 605** Advanced Healthcare Policy 3 credits
**NSAN 670** Human Anatomy & Physiology for Nurse Anesthetists 3 credits
**NSAN 673** Chemistry & Physics for Nurse Anesthetists 3 credits
Fall Semester (9 credits)
- NS 610 Advanced Nursing Roles & Reflective Practice
- NS 614 Information Technology for Healthcare Improvement
- NSAN 671 Pharmacologic Strategies in Anesthesia Practice
- NSAN 672 Basic Principles of Nurse Anesthesia Practice

Spring Semester (13 credits)
- NS 601 Epidemiology and Biostatistics
- NS 604 Advanced Health Assessment
- NS 508 Application of Nursing Theory & Research Methods to Practice
- NSAN 672 Basic Principles of Nurse Anesthesia Practice

Second Year
Summer Semester (7 credits)
- NS 611 Clinical Prevention & Strategies for Change
- NSAN 674 Advanced Principles of Nurse Anesthesia Practice
- NSAN 675 Clinical Orientation/Specialty Rotations

Fall Semester (7 credits)
- NS 613 Finance & Quality Management in Healthcare Organizations
- NS 640 Advanced Physiology & Pathophysiology
- NSAN 676 Clinical Practicum I
- NS 687 DNP Immersion*

Spring Semester (7 credits)
- NS 612 Research Translation for Clinical Practice
- NS 615 Leadership & Interprofessional Collaboration
- NSAN 677 Clinical Practicum II
- NS 687 DNP Immersion*

Third Year
Summer Semester (8 credits)
- NS 641 Advanced Pharmacology
- NS 687 DNP Immersion* 2-5 credits
- NSAN 679 Clinical Correlation Conference I
- NSAN 680 Clinical Practicum III

Fall Semester (6 credits)
- NS 699 DNP Seminar I
- NS 681 Clinical Correlation Conference II
- NS 682 Clinical Practicum IV
- NSAN 690 Nurse Anesthesia DNP Immersion*

Spring Semester (9 credits)
- NASAN 683 Clinical Correlation Conference III
- NSAN 685 Clinical Practicum V

Second Year
Fall Semester (6 credits)
- NS 608 Application of Nursing Theory & Research Methods to Practice
- NS 642 Adult Health I

Spring Semester (7 credits)
- NS 605 Advanced Healthcare Policy
- NS 643 Adult Health II

Summer Term (4 credits)
- NS 644 Practicum in Adult Health I

Third Year
Fall Semester (7 credits)
- NS 645 Care of Children & Families
- NS 646 Practicum in Care of Women, Children & Families

Spring Semester (7 credits)
- NS 647 Care of At-Risk Populations
- NS 648 Practicum in Care of At-Risk Populations

Total Credits: 47

Psychiatric Nurse Practitioner Track
First Year
Fall Semester (9 credits)
- NS 605 Advanced Healthcare Policy
- NS 610 Advanced Nursing Roles & Reflective Practice
- NS 640 Advanced Physiology and Pathophysiology

Spring Semester (6 credits)
- NS 501 Epidemiology and Health Promotion
- NS 608 Application of Nursing Research & Theory Methods to Practice

Second Year
Fall Semester (7 credits)
- NS 604 Advanced Health Assessment
- NS 650 Psychopathology

Spring Semester (6 credits)
- NS 641 Advanced Pharmacology [Prereq: NS 640]
- CN 455 Group Work: Theories & Practices [Prereq: NS 650]

Total Credits: 38

Family Nurse Practitioner Track
First Year
Fall Semester (6 credits)
- NS 610 Advanced Nursing Roles & Reflective Practice
- NS 640 Advanced Physiology and Pathophysiology

Spring Semester (7 credits)
- NS 501 Epidemiology and Health Promotion
- NS 604 Advanced Health Assessment

Summer Term (3 credits)
- NS 641 Advanced Pharmacology

Total Credits: 38

Clinical Nurse Leader Track
First Year
Fall Semester (6 credits)
- NS 610 Advanced Nursing Roles & Reflective Practice
- NS 640 Advanced Physiology and Pathophysiology

Spring Semester (7 credits)
- NS 501 Epidemiology and Health Promotion
- NS 604 Advanced Health Assessment

Second Year
Fall Semester (6 credits)
- NS 608 Application of Nursing Theory & Research Methods to Practice
- NS 642 Adult Health I

Spring Semester (7 credits)
- NS 605 Advanced Healthcare Policy
- NS 643 Adult Health II

Summer Term (4 credits)
- NS 644 Practicum in Adult Health I

Total Credits: 75

* A minimum of 1,200 practicum/immersion hours are required for the DNP.
† In the final two semesters of the curriculum plan, students must register for 1-credit of DNP Seminar advisement. Students who have not completed their portfolios must continue to register for 1-credit advisement each semester until completion.

Total Credits: 75
### The School of Nursing Graduate Program

#### Summer Term (7 credits)
- **NS 662** Mental Health Nursing of Individuals Across the Lifespan 3 credits
- **NS 660** Practicum I: PMHNP 4 credits

#### Third Year
- **Fall Semester (7 credits)**
  - **NS 661** Mental Health Nursing of Individuals Across the Lifespan 3 credits
  - **NS 662** Practicum II: PMHNP 4 credits
- **Spring Semester (7 credits)**
  - **NS 652** Mental Health Nursing of Families Across the Lifespan 3 credits
  - **NS 654** Practicum III: PMHNP 4 credits

#### Total Credits: 49

### Healthcare Management Track

For fully matriculated students ONLY

* Competency in basic office software (e.g., Microsoft Office) is required

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<tr>
<th>First Year</th>
<th>Fall Semester (6 credits)</th>
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<tbody>
<tr>
<td></td>
<td><strong>NS 605</strong> Advanced Healthcare Policy</td>
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<tr>
<td></td>
<td><strong>NS 610</strong> Advanced Nursing Roles &amp; Reflective Practice</td>
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<th>Spring Semester (6 credits)</th>
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<tr>
<td><strong>NS 501</strong> Epidemiology and Health Promotion</td>
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<tr>
<td><strong>NS 608</strong> Application of Nursing Research &amp; Theory Methods to Practice</td>
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<tr>
<td></td>
<td><strong>MG 400</strong> Organizational Behavior</td>
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<td><strong>MG 503</strong> Legal &amp; Ethical Environment of Business</td>
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<td><strong>IS 500</strong> Information Systems</td>
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<th>Spring Semester (6 credits)</th>
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<tbody>
<tr>
<td><strong>NS 536</strong> Managed Care &amp; Case Management</td>
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<tr>
<td><strong>MG 500</strong> Managing People for Competitive Advantage</td>
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<tr>
<td></td>
<td><strong>MK 400</strong> Marketing Management</td>
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<td><strong>NS 635</strong> Practicum in Healthcare Systems I</td>
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<td><strong>MG 557</strong> Negotiations and Dispute Resolution</td>
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<td><strong>NS 537</strong> Practicum in Healthcare Systems II</td>
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| Total Credits: 49 |

### Nurse Anesthesia Track

(for students matriculated prior to May 2011 ONLY)

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<tr>
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<td><strong>NS 604</strong> Advanced Anatomy</td>
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<td><strong>NSAN 570</strong> Human Anatomy &amp; Physiology for Nurse Anesthetists</td>
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<td></td>
<td><strong>NSAN 571</strong> Pharmacologic Strategies in Anesthesia Practice</td>
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<th>Fall Semester (7 credits)</th>
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<tbody>
<tr>
<td><strong>NS 501</strong> Epidemiology and Health Promotion</td>
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<tr>
<td><strong>NS 640</strong> Advanced Physiologic &amp; Pathophysiology</td>
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<tr>
<td></td>
<td><strong>NS 507</strong> Managed Care &amp; Case Management</td>
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<td><strong>NSAN 572</strong> Basic Principles of Nurse Anesthesia Practice</td>
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<tr>
<td></td>
<td><strong>NSAN 576</strong> Clinical Correlation Conference III</td>
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<td><strong>NSAN 577</strong> Clinical Correlation Conference IV</td>
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| Total Credits: 52 |

### Summer Term (6 credits)
- **NSAN 579** Clinical Correlation Conf. III 1 credit
- **NSAN 580** Clinical Practicum III 2 credits
- **NSAN 584** Professional Aspects of Nurse Anesthesia Practice 3 credits

### Fall Semester (6 credits)
- **NS 605** Advanced Healthcare Policy 3 credits
- **NSAN 582** Clinical Practicum IV 2 credits

### Third Year
- **Spring Semester (6 credits)**
  - **NS 578** Capstone in Nurse Anesthesia 2 credits
  - **NSAN 583** Clinical Correlation Conference V 2 credits
  - **NSAN 585** Clinical Practicum V 2 credits

| Total Credits: 52 |
Graduate Course Descriptions

NS 501 Epidemiology and Health Promotion - Core
This course introduces the concepts of promotion and illness prevention for Master's-prepared nurses within an ecological framework. Students use epidemiological, social, biological, cultural, and environmental data to draw inferences regarding populations in relation to issues such as healthcare access and health disparities. Models of health promotion and integrative health strategies are examined risk factors for illness are identified, and self-management strategies are explored. Ethical issues that influence health outcomes are addressed. (42 theory hours) Three credits.

NS 521 Clinical Nursing Leadership
This course provides evidence-based knowledge and skills to maximize the development of one’s leadership potential in evolving and challenging healthcare systems. Discussion and clinical application will focus on supporting students to develop their ability to be collaborative, knowledge-based decision-makers and facilitators in the complex healthcare teams. Students will investigate the role of the leader and the role of nursing in future of the healthcare industry. Clinical conferences provide the framework for exploring students’ experiences in transitioning to the NLN role and their role in creating the future of nursing. Prerequisite: NS 523. (250 clinical hours) Five credits.

NS 533 Practicum in Healthcare Systems I
Practicum experiences provide students with the opportunity to apply management and nursing theory in learning-specific settings. Students meet with faculty to share their experiences in the work setting as they relate to the role of the nurse administrator and to review progress toward meeting objectives. The student is expected to help students integrate classroom theory in learning-specific settings including acute care, home healthcare, long-term care, managed care organizations, political environments, public health, education, and other environments. Faculty members work with preceptors in a collaborative arrangement to move the student toward increasing independence and accountability in practice. The student and the faculty develop specific practicum sub-objectives to meet the needs of the student. (Prerequisites: NS 505, NS 510, NS 608, NS 534, NS 536, MG 400, MG 500, MG 503, IS 500) Pre-Requisites: MK 400. (150 clinical hours) Three credits.

NS 534 Quality Outcomes Management II
Students in this course design, implement and evaluate the interdisciplinary role of the clinical nurse leader (CNL) in design systems for the effective management and evaluation of patient outcomes across the continuum of care. Under the mentorship of faculty and an agency preceptor, students complete, as their capstone project, an evidence-based organizational change that builds upon a clinical problem examined in previous courses. Projects integrate best practices, principles of effective leadership and negotiation skills, use of information systems to evaluate patient outcomes, and theories of organizational behavior in the design of their healthcare initiative. Clinical conferences provide a venue to analyze students' experiences in transitioning to the CNL role and to explore their role in creating the future of nursing. Prerequisite: NS 523. (250 clinical hours) Five credits.

NS 535 Practicum in Healthcare Systems II
Practicum experiences prepare students with the opportunity to apply management and nursing theory in learning specific settings. Students meet with faculty to share experiences in the work setting as they relate to the role of the nurse administrator and to review progress toward meeting objectives. The student is expected to help students integrate classroom theory in learning-specific settings including acute care, home healthcare, long-term care, managed care organizations, political environments, public health, education, and other environments. Faculty members work with preceptors in a collaborative arrangement to move the student toward increasing independence and accountability in practice. The student and the faculty develop specific practicum sub-objectives to meet the needs of the student. (Prerequisites: NS 505, NS 510, NS 608, NS 534, MG 400, MG 500, MG 503, IS 500) Pre-Requisites: MK 400. (150 clinical hours) Three credits.

NS 536 Advanced Care & Case Management
Students explore theories of risk management, risk identification, and prevention in a variety of healthcare systems including managed care organizations, hospital systems, office practices, urgent care centers, and behavioral health systems. The theoretical, contextual, and integrative knowledge development and case management across the continuum of care are explored. Students study performance improvement processes related to risk management. Students analyze process performance through data collection, analyzing current performance, and maintaining improvement and review requirements of accrediting agencies along with principles of managed care, outcomes, and documentation. Students work on a risk management or performance improvement project. (42 theory hours) Three credits.

NS 537 Practicum in Healthcare Systems III
This practicum builds upon experiences gained in NS 535 to expand student opportunities to apply nursing and healthcare management principles in a variety of clinical settings. Students develop specific projects related to the practicum sub-objects that lead to increasing independence and accountability in practice. Students collect, analyze, and present data that impact patient care, and the ability to incorporate the nursing process. The capstone is an analysis, synthesis, and utilization of knowledge from previous coursework and projects. Prerequisite: NS 535, Pre-/ Co-Requisites: NS 610, MG 507. (150 clinical hours) Three credits.

NS 598 Independent Study in Nursing
Through individually designed projects or activities, students work with a faculty member to study a specific area in depth. Prerequisite: permission of the instructor and dean. One to five credits.

NS 601 Epidemiology and Biostatistics
This course presents epidemiological principles and biostatistical methods for the presentation and analysis of health-related data. Data from a variety of sources will be used to explore issues about the health status of populations. Biostatistical techniques are used to examine relationships among contributing factors for population health status and to evaluate health services and programs. Epidemiological methods for conducting studies will be discussed in detail, with an emphasis on group and population methods. Ethical issues related to the application of biostatistics and data privacy, such as IRB requirements, genomics, population genetics, clinical trials, and public health epidemiological studies are addressed. (42 theory hours) Three credits.

NS 604 Advanced Health Assessment
This core course focuses on the holistic and comprehensive health assessment of individuals and families from diverse populations. Its purpose is to provide a foundation for primary prevention and health promotion through appropriate screening and risk assessment. The course also includes history-taking, advanced physical examination, and the introduction of laboratory assessment data. The course provides students with the opportunity to develop the comprehensive assessment skills required for advanced nursing practice and advanced education generalist roles. Case analysis is used to integrate critical thinking and develop differential diagnostic skills and treatment plans for clients across environments of care. All students participate in a 1-credit nursing lab, which provides an opportunity to develop comprehensive health assessment skills at an advanced level. Lab fee: TBD – approx. $500. (Prerequisite: demonstrated competency in basic health assessment prior to registration.) (28 theory hours and 56 lab hours) Four credits.

NS 605 Advanced Healthcare Policy
This course focuses on the analysis of healthcare policy, principles that impact practice-level and system-wide practice initiatives influencing quality of care delivery. Principles of healthcare financing and its impact on healthcare delivery development across all stakeholders are evaluated. Students gain skills in participating in institutional, local, state, federal, and international health policy, influencing policy-making involved in healthcare. Current health policy is analyzed and new proposals debated on issues ranging from access for the uninsured to palliative care, mental health parities to long-term care reimbursement, and pay for performance to entry level education for health professionals. Analysis and debate consider differences in nations and cultures. (42 theory hours) Three credits.

NS 608 Application of Nursing Theory & Research Methods to Practice
This course prepares advanced nurses to identify practice problems and critique current research for relevance and application to practice. An overview of the philosophy of science and knowledge development in relation to the development of nursing science and middle range theories will be presented. Basic concepts of qualitative and quantitative research methods will be examined. Students identify a practice problem to address a clinical question derived from a problem identified within a specific population or setting, and develop a plan for implementing an evidence-based practice project. Pre-Requisites: NS 611 (42 theory hours) Three credits.

NS 609 Role Reflective Practice for MSN-DNP Students
This online module course introduces reflective practice and portfolio development for the doctoral of nursing practice student. The methods, processes, applications, benefits, and limitations of reflective practice are examined. Advanced practice roles of expert clinician, collaborator, educator, teacher, consultant, advocate, researcher and manager are addressed through exemplars of reflective practice, self-awareness, and partnership are promoted as integral to reflective advanced nursing practice. Students gain experience in the use of an electronic portfolio in order to track ongoing doctoral competencies throughout the program. (14 theory hours) One credit.

NS 610 Advanced Nursing Roles and Reflective Practice
This course examines advanced nursing roles within a reflective practice model. The methods, processes, applications, benefits, and limitations of reflection and reflective practice are discussed. Advanced nursing roles of expert clinician, collaborator, educator, teacher, consultant, advocate, researcher, and manager are addressed through exemplars of reflective practice. A critical analysis of the history of advanced nursing practice and reflective practice are discussed. In addition, practice roles are addressed in the context of cultural, ethical, professional, credentialing, regulation, legal, ethical, and cultural considerations. Communication, self-awareness,
Clinical Prevention & Strategies

For Change

This course presents models of health promotion and illness prevention that synthesize psychological, biophysical, cultural, and social dimensions in order to develop, implement, and evaluate prevention interventions for at-risk individuals and populations. A patient-as-partner approach is used, along with a community partnership approach to care coordination. Students examine self-care and well-being across the life span. Advanced practice interventions, based on behavioral theories as well as neuroscience, research, evidence-based practice, and federal guidelines, are examined to identify barriers to adherence, assist in modification of lifestyle and related behaviors, enhance resiliency, and increase well-being and optimal functioning at the individual level. Social determinants of health, current Healthy People 2010, and the developing Healthy People 2020 documents are examined as a basis for moving beyond individual interventions to institutional, local, state, and national change to support individual health promotion activities. Evaluation methods appropriate for the strategies identified are applied within a service learning component of the course. (42 theory hours) Three credits.

Research for Clinical Practice

This course focuses on the critical analysis, synthesis and application of qualitative and quantitative research methods for improvement of outcome indicators at the individual and population levels. Emphasis will be placed on current paradigms of scholarship, including Boyer’s Model of Scholarly Nursing and the philosophy of reflective practice, bridging the gap between research and practice, evaluation of research findings for the application in evidence-based practice and analytical approaches to research translation using interactive models. The utilization of databases and information technology for generation and evaluation of research will be examined, and ethical and legal considerations will be addressed as they relate to the utilization of healthcare research. Students will develop a Practice Dissertation proposal based upon a previously identified practice problem within their area of specialization that will form the basis of their practice dissertation. Prerequisite: NS 608 (42 theory hours) Three credits.

Finance & Quality Management in Healthcare Organizations

This course focuses on finance and quality management in complex healthcare systems. Students develop the ability to make informed decisions about the financial management of acute and chronic disease is discussed. Students analyze case studies of hospital operations. (42 theory hours) Three credits.

Advanced Pharmacology

This course focuses on the pharmacotherapeutic principles of drugs most commonly prescribed by advanced practice nurses and evaluated by advanced education nurses and other health professionals. This course is designed for the advanced practice nurse and advanced education nurse in educating and counseling patients across the life span with regard to medication use is discussed. The content is designed to meet the pharmacology requirement for APRN licensure in Connecticut. Prerequisite: NS 640. (42 theory hours) Three credits.

Career Health I

This course focuses on the healthcare of the adolescent, adult, and older adult, particularly regarding the assessment, diagnosis, treatment, management, and evaluation of risk factors and problems across environments of care. Management of both the physical and behavioral mental health issues common to adult acute and chronic health problems is included. The identification and clinical management of abnormal findings generated from age-appropriate screenings and cultural assessments are addressed. Case studies depicting problems encountered from adolescence through adulthood are discussed. Emphasis is placed on critical thinking and clinical judgment as they relate to the development of appropriate differential diagnoses and approaches to the management of problems. Nationally accepted evidence-based practice guidelines are followed. Prerequisites: NS 501 or NS 601, NS 604, NS 640; Pre-Co-Requisite: NS 608, NS 610. (42 theory hours) Three credits.

Adult Health II

This course continues its focus on the healthcare of the adolescent, adult, and older adult. Particular emphasis is placed on the development of collaborative approaches to the management of problems. Nationally accepted evidence-based practice guidelines are followed. Prerequisite: NS 642. (56 theory hours) Four credits.

Care of Children and Families

The assessment, diagnosis, treatment, management, and evaluation of risk factors and problems of children and families across environments of care are addressed. Consideration is given to the unique needs of culturally diverse patients, as well as the management of both physical and behavioral mental health manifestations commonly associated with acute and chronic health problems. The identification and clinical management of abnormal findings generated from age-appropriate assessments are a focus within this course. Emphasis is placed on critical thinking and clinical judgment as they relate to the development of appropriate differential diagnoses and approaches to the management of health problems. Nationally accepted evidence-based practice guidelines are followed. Family theory is studied along with the impact of illness and violence on the family. Prerequisite: NS 643; Co-Requisite: NS 646. 42 theory hours. Three credits.

Practicum in Care of Women, Children, and Families

Students synthesize theoretical learning about prevention, exacerbation, complications, and remission of acute and chronic illnesses in caring for families from diverse backgrounds in varied care environments under the supervision of a nurse practitioner, nurse midwife, or physician. Clinical conferences provide an opportunity for discussion and sharing of issues encountered in the practicum as they relate to the diagnosis, treatment, management, and prevention of illness. Ethical and cost implications of selected interventions, as well as health disparities, are examined. The advanced practice role components of clinical practice, consultation, collaboration, and education are discussed. Prerequisites: NS 644; Co-Requisite: NS 645. (200 clinical hours) Four credits.

Care of At-Risk Populations

This course focuses on the complex management of healthcare problems experienced by special populations across the lifespan. The impact of issues such as mistreatment, abuse, homelessness, and end-of-life concerns on healthcare needs are examined. Students explore issues of healthcare delivery across environments of care as they integrate all aspects of the advanced practice nurse role. A capstone project represents analysis, synthesis, and utilization of knowledge from previous coursework and practice experiences. Prerequisite: NS 645; Co-Requisite: NS 646. (48 theory hours) Three credits.
NS 648 Practicum in Care of At-Risk Populations
Students deliver primary services to special popula-
tions with complex health problems in a variety of
settings in this practicum. Clinical conferences provide
opportunities to share experiences encountered in the
clinical setting as they relate to health and social
problems, management, health promotion, risk assess-
ment, and the role of the nurse practitioner providing
primary healthcare services to individuals and families
from special populations. The clinical experience helps
students integrate advanced practice nurse role com-
ponents into the clinical management of complex actual
or potential health problems. Peer group discussion,
faculty-preceptor collaboration, and faculty, preceptor,
and self-evaluations facilitate increasing independence
and accountability in clinical practice. Students com-
plete a capstone project that reflects critical thinking,
decision-making skills, and the ability to assess, plan,
Implement, and evaluate. The capstone project ana-
yzes, synthesizes, and uses knowledge from previous
courses/experiences. Pre/Co-Requisite: NS 647. (200
clinical hours) Four credits.

NS 650 Psychopathology
This course examines theories and the dynamics of
personality to understand influences that shape
human behavior. Theories examined include cognitive,
behavioral, development, psychodynamic and self-
psychology as they relate to DSM IV-TR classifications.
Neurobiological bases of psychopathology are present-
ated. (42 theory hours) Three credits.

NS 652 Mental Health Nursing of Individuals
Across the Lifespan
This course provides with an overview of individual
psychological development and mental health from
lifespan using a trauma-informed framework for practice. Emphasis is on the development of empathy and therapeutic rela-
tionships through the integration of reflective practice.
Evidence-based techniques appropriate for all age
groups are discussed which include short-term psycho-
dynamic, interpersonal, cognitive-behavioral, EMDR,
and motivational interviewing. Ethical, legal and ethnol-
cultural considerations as they relate to DSM IV-TR classifications.
Clinical experiences are designed to support the treatment of individu-
als with psychiatric disorders are discussed. Prerequisite:
NS 661, NS 647, NS 610, NS 640, NS 641, NS 650, CN 455; Co-Requisite: NS 660. (42 theory hours) Three credits.

NS 660 Practicum I: PMHPN
This clinical course gives the student the opportunity to
develop assessment, diagnostic skills, and treatment
plans with individuals experiencing acute mental health
problems. Students conduct comprehensive health assessments,
triage, crisis intervention. Clinical sites may include emergency
rooms, outpatient clinics, home healthcare settings. Supervision is
provided by the preceptor in the clinical agencies as
well as by course faculty. Pre/Co-Requisite: NS 652.
(200 clinical hours) Four credits.

NS 661 Mental Health Nursing of Families
Across the Lifespan
This course addresses the basic tenets of group and
family therapy across the lifespan for the psychiatric-
mental health nurse practitioner. Students examine
major concepts of group development, dynamics, and
leadership techniques, as well as approaches to family
(including the works of Bowen, Haley and Minuchin),
with opportunities to reflect upon choice of techniques
appropriate for different age groups and the role of
the therapist. Videotape and experiential exercises are
used to enhance understanding and apply spiritual and
ethno-cultural considerations are addressed. Prerequisite:
NS 652; Co-Requisite: NS 662. (42 theory hours) Three
credits.

NS 662 Practicum II: PMHPN
This clinical course gives the students the opportunity to
develop skills in working with individuals, groups,
and families. Focus is on ongoing mental healthcare that
includes psychotherapy and pharmacotherapy. These
experiences are designed to enhance student skills in
assessment, diagnosis, and psychotherapy. Students
co-lead groups, do individual brief psychotherapy, and
work with families. Clinical sites may include a wide
range of settings, such as inpatient, community mental
health centers, drug rehabilitation programs, and men-
tal health agencies. Supervision is provided by precep-
tors in the clinical agency, as well as by course faculty. Prerequisite: NS 660; Pre/Co-Requisite: NS 661. (200
clinical hours) Four credits.

NS 663 Primary Mental Health Nursing Across the
Lifespan
This course is designed to develop increasing indepen-
dence in primary mental health nursing with an emphasis
on psychopharmacology. Building on knowledge from preceding coursework, stu-
dents apply theories, multifaceted treatment modalities,
cultural and spiritual considerations in the management
of complex and/or chronically ill vulnerable populations
across the lifespan. Current research is examined to
investigate the latest knowledge and approaches for the
treatment of mental health problems and psychiatric
disorders. Prerequisite: NS 661; Co-Requisite: NS 664. (42 theory hours) Three credits.

NS 664 Practicum III: PMHPN
This final clinical course gives students the opportunity
to further integrate primary mental health skills and the
graduate program core content in working with
vulnerable populations. Focus is on evidence-based
and comprehensive care necessary for the promotion
of optimal mental health, prevention, and treatment
delivering mental health problems and psychiatric
Disorders. Experience are designed for supportive
and education purposes as an advanced practice psychiatric
nurse. Clinical sites include a wide range of set-
tings, such as outpatient clinics, shelters, prisons,
inpatient settings, long-term care and home healthcare.
Supervision is provided by preceptors in the
academic, as well as by course faculty. Prerequisite: NS 660; Co-Requisite: NS 663. (200 clinical hours) Four
credits.

NS 667 DNP Immersion
DNP graduates are healthcare leaders who will care
for a cohort of patients within their specialty, while
also using a cross-population perspective to assess,
manage and evaluate common problems. The immer-
sion experience prepares the graduate in the design,
delivery, and evaluation of evidence-based care incor-
porating advanced practice nursing competencies. In
addition, students will provide leadership in promoting
evidence-based practice in the advanced practice
specialty while functioning as a practice specialist/con-
sultant in the resolution of clinical problems. The DNP
immersion experience requires a minimum of 1,000
practicum hours, post-baccalaureate, and incorporates
completion of a clinical portfolio at the end of the
program. (100 to 250 clinical hours) Two to five credits.

NS 668 DNP Independent Study in Nursing
Through individually designed projects or activities,
students work with a faculty member to study a specific
area in depth. Prerequisite: Permission of the instruc-
tor, DNP Program Director and/or dean. One to three
credits.

NS 669 DNP Seminar
The DNP seminar is designed to provide students with
the opportunity to synthesize knowledge as they transi-
tion into advanced practice nursing at the doctoral level.
The seminar reflects integration of all course work
and experiential learning in order to demonstrate the students’ integration and utilization of evidence-based practice, finance, management, quality improvement, informatics, leadership, ethics, and reflective practice in the management of individual patients, populations and health care systems. Students will be given an opportuni-
ty to conduct workshops and give case presentations
developed during immersion experiences, present
manuscripts and present practice guidelines, and participate in the peer review process to demonstrate expertise
decision making skills in their individual area of specialization. One credit.

Nurse Anesthesia Track Courses

NSAN 570 Human Anatomy & Physiology

This course provides an in-depth presentation of the various spe-
cialties within clinical anesthesia practice. Attention is
on the practical clinical considerations involved in
administering anesthesia and providing appropriate
Patient monitoring in specialty anesthesia practice. Focus is
on thoracic anesthesia, cardiac anesthesia, neuroanesthesia,
obstetrical anesthesia and pediatric anesthesia. The important pathophysiology of specialty clinics will be presented. Issues within
a specialty field will be addressed, including the rationale
behind current approaches in clinical case manage-
ment. Three credits.

NSAN 575 Clinical Orientation/Specialty Rotations
Clinical orientation is designed to introduce the student to the
hands-on basics of Nurse Anesthesia practice. Emphasis is
placed on anesthesia equipment setup and
preparation, basic airway management skills
and basic regional anesthesia skills. In addition, each
student will take part in an orientation to the PACU,

NSAN 571 Pharmacologic Strategies in Anesthesia Practice
This course provides a comprehensive review of the pharmacokinetics and pharmacodynamics of drugs
used in anesthesia practice. Students focus upon the
mechanisms of drug action, anesthetics, intravenous anesthetics, and neuromuscular blocking
agents. Special attention is placed upon the compara-
tive pharmacology of all anesthetic agents as well as
their effects on all organ systems. Emphasis is on
the practical applications of the anesthetic agents through case presentations and group discussion.
Three credits.

NSAN 572 Basic Principles of Nurse Anesthesia Practice
This course provides an introduction to anesthesia practice. Emphasis is on pre-anesthesia assess-
ment, patient monitoring, and management of patients
receiving anesthesia. Students learn basic airway
management skills, basic fluid and blood replacement
calculations, and basic regional anesthesia techniques.
Students also master the anesthesia machine and
anesthesia breathing systems. Hands-on workshops
are used to complement lecture and enhance student
learning. Three credits.

NSAN 573 Chemistry & Physics for Nurse Anesthetists
This course provides a detailed discussion of basic
organic, inorganic, and biochemical principles, as
well as basic physical principles, as they relate to
anesthesia practice. Special attention is placed on the
behavior of gases and gas laws, principles of diffusion,
principles of laminar and turbulent flow and resistance,
and the biochemical basis of cellular function. In
addition, basic principles of light and electricity are discussed, with a focus on operating
room safety and use of biomedical equipment. Three
credits.

NSAN 574 Advanced Principles of Nurse Anesthesia Practice
Provides an in-depth presentation of the various spe-
cialties within clinical anesthesia practice. Attention is
on the practical clinical considerations involved in
administering anesthesia and providing appropriate
Patient monitoring in specialty anesthesia practice. Focus is
on thoracic anesthesia, cardiac anesthesia, neuroanesthesia,
obstetrical anesthesia and pediatric anesthesia. The important pathophysiology of specialty clinics will be presented. Issues within
a specialty field will be addressed, including the rationale
behind current approaches in clinical case manage-
ment. Three credits.

NSAN 575 Clinical Orientation/Specialty Rotations
Clinical orientation is designed to introduce the student to the
hands-on basics of Nurse Anesthesia practice. Emphasis is
placed on anesthesia equipment setup and
preparation, basic airway management skills
and basic regional anesthesia skills. In addition, each
student will take part in an orientation to the PACU,
anesthesia, pain service, anesthesia preoperative holding, and anesthesia and sedation therapy service. These rotations introduce the student to the adjacent hospital services necessary for the care of the patient during the perioperative period. One credit.

NSAN 576 Clinical Practicum I
Clinical Practicum I is designed for the novice practitioner to integrate academic knowledge with basic practice application. Emphasis is on basic airway management, function and application, care of equipment, preoperative assessment and evaluation, intraoperative management, and post-anesthesia management for the healthy ASA class I and II patient. Students work side by side with a certified anesthesia provider at all times. One credit.

NSAN 577 Clinical Practicum II
This clinical practicum provides experience for the beginning intermediate student practitioner who has demonstrated successful completion of Clinical Practicum I. Clinical Practicum II deals with the incorporation and integration of knowledge, skills and objectives for a more comprehensive and complex range of patients and surgeries. Emphasis is placed on the development of independent critical decision-making skills as the student begins to gain independence in practice. One credit.

NSAN 578 Capstone in Nurse Anesthesia
This course provides nurse anesthesia students with the opportunity to apply knowledge, and apply knowledge from previous courses/experiences in the anesthesia program. Students select an at-risk population of relevance to the academic program and identify a practice problem. Based upon a thorough review of existing literature, students propose solutions to reduce risk and explore these solutions with the course faculty and the preceptor in their clinical setting. Students then implement and evaluate the preferred solution and present their findings to faculty and peers. The capstone project promotes reflective critical thinking, decision-making skills, and the ability to implement the nursing process at the advanced practice nursing level. Two credits.

NSAN 579 Clinical Correlation Conference I
This purpose of this course is to provide an integrated knowledge for clinical practice and preparation for professional practice. The course reviews major academic and clinical areas in anesthetic practice. This review includes a combination of lectures, exams, seminar discussions and anesthetic case management discussions. Two credits.

NSAN 580 Clinical Practicum III
This course provides experience for the intermediate student practitioner in order to incorporate and integrate advanced academic knowledge, clinical skills and critical decision making for a more comprehensive range of patients. Successful completion of Clinical Practicum III, the student will demonstrate the ability to manage the anesthesia care of the ASA class I-V and IE-VE with supervision. Student independence is encouraged as the intermediate anesthesia provider works alone with attending physicians for health uncomplicated procedures, and is supervised for more complex cases. Two credits.

NSAN 581 Correlation Conference II
This purpose of this course is to provide an integrated knowledge for clinical practice and preparation for professional practice. The course reviews major academic and clinical areas in anesthetic practice. Students analyze anesthetic case management in seminar-style discussions. One credit.

NSAN 582 Clinical Practicum IV
This clinical practicum is designed to allow the advanced student practitioner to integrate all previously attained knowledge and clinical skills into anesthesia practice for all elective and emergency ASA class I-V patients. At the completion of Clinical Practicum IV, the advanced student practitioner will be able to: formulate, implement and evaluate a plan for perioperative anesthesiology for adult and pediatric ASA I-V and ASA IE-VE patients; demonstrate critical thinking skills in a diverse range of clinical situations and patient care venues, work in a collaborative effort with other members of the anesthesia and surgical care team; develop an appropriate anesthetic plan as a team leader and collaborative member in cardiopulmonary resuscitation, and exhibit ethical and professional behavior in anesthetic practice. Two credits.

NSAN 670 Human Anatomy & Physiology
This course presents an in-depth study of human anatomy and advanced physiologic principles as they relate to the anesthetic practice. An overview of cellular physiology and functions is presented. Special attention is placed on the cardiovascular, respiratory and renal systems, as well as the normal neuroendocrine response to stress. Tests of respiratory and cardiovascular function are reviewed and their analysis discussed. Three credits.

NSAN 671 Pharmacologic Strategies in Anesthesia Practice
This course presents a comprehensive study of the pharmacokinetics, pharmacodynamics and pharmacogenetics of drugs utilized in anesthesia practice. Students will study the basic mechanisms of action of inhalational anesthetics, intravenous anesthetics, and neuromuscular blocking agents. Special attention will be placed upon the comparison of the different agent modalities of all anesthetic agents as well as their effects on all organ systems. Emphasis will be placed on the practical applications of the anesthetic agents through case presentations and group discussion. Three credits.

NSAN 672 Basic Principles of Nurse Anesthesia Practice
This course provides an introduction to the fundamentals of anesthesia management utilizing currently accepted best practices and standards of care across the life span. Emphasis is placed on pre-anesthesia assessment, patient monitoring, perioperative management, and collaboration as a member of the anesthesia care team. Students learn basic airway management fundamentals, basic fluid and fluid replacement calculation, and basic regional anesthesia techniques. Students also master the anesthesia machine and anesthesia breathing systems. Hands-on workshops are utilized to complement lecture and enhance student learning. Three credits.

NSAN 673 Chemistry & Physics for Nurse Anesthetists
This course covers a detailed discussion of basic organic, inorganic and biochemical principles, and basic physical principles as they related to nurse anesthesia practice. Emphasis is placed upon the behavior of gases and the gas laws, principles of diffusion, gas flow and resistance, acid-base balance, and the bio-chemical processes necessary for basic cellular function. In addition, the basic principles of energy, light, electricity and radiation are discussed with a focus on operating room safety and the use of biomedical equipment. Group discussion is utilized to facilitate the application of these principles to the clinical setting. Three credits.

NSAN 674 Advanced Principles of Nurse Anesthesia Practice
This course provides candidates for the various specialties within clinical anesthesia practice as well as the management of patients with significant comorbidities. Focus is on developing critical clinical considerations involved in administering anesthesia and providing appropriate patient monitoring in specialty anesthesia practice for thoracic, cardiac, neurosurgical, obstetrical and pediatric procedures. The important pathophysiology of specialty clinical case types will be presented. Current best practices within an anesthesia subspecialty will be addressed as it relates to clinical case management. Students apply current best practices in the development of disease specific anesthetic plans of care. Three credits.

NSAN 675 Clinical Orientation/Specialty Rotations
Clinical orientation is designed to introduce the student to the hands-on basics of nurse anesthesia practice. Emphasis will be placed on anesthesia equipment setup and drug preparation skills and basic regional anesthesia skills. In addition, students will begin the process of developing patient specific care plans and the evaluation and utilizing current best practices. Students also take part in an orientation to the PACU, anesthesia pain service, anesthesiology service, and anesthesia testing and respiratory therapy service. These rotations introduce the student to the adjacent hospital services necessary for the care of patients during the perioperative period. Current standards of care and codes of ethical practice will also be explored. One credit.

NSAN 676 Clinical Practicum I
Clinical Practicum I is designed for the novice practitioner to integrate academic knowledge with basic practical application. Emphasis will be placed on basic airway management, function and usage of anesthesia equipment, pre-operative assessment and evaluation, intra-operative management and post-anesthesia management for healthy ASA class I and class II patients. The student works side by side with a certified anesthesiologist provider at all times. One credit.

NSAN 677 Clinical Practicum II
This clinical practicum provides experience for the beginning intermediate student practitioner who has demonstrated successful completion of Clinical Practicum I. Clinical Practicum II deals with the incorporation and integration of knowledge, skills and objectives for a more comprehensive and complex range of patients and surgeries. Emphasis is placed on the development
of independent critical decision making skills as the students begins to gain independence in practice. One credit.

NSAN 679 Clinical Correlation Conference I
The course provides students with the opportunity to integrate knowledge necessary for professional nurse anesthesia practice utilizing comprehensive case presentations, which integrate and discuss current anesthesia topics, equipment, techniques and practices involved in current anesthesia case management. Ethical considerations as they apply to specific case management will be discussed. Students will be required to present cases for review. An emphasis will be placed on the anesthesia management for pediatric & obstetrical procedures. One credit.

NSAN 680 Clinical Practicum III
This course provides opportunities for the intermediate student practitioner in order to incorporate and integrate advanced academic knowledge, clinical skills and critical decision making for a more comprehensive range of patients. At the completion of Clinical Practicum III the student will demonstrate the ability to manage the care of the ASA class I-V and IE-VE with supervision. Student independence is encouraged as the intermediate anesthesia provider works alone with attending physicians for unhealthy uncomplicated procedures and supervised for more complex cases.

NSAN 681 Clinical Correlation Conference II
This course provides students with the opportunity to integrate knowledge necessary for professional nurse anesthesia practice utilizing comprehensive case presentations, which integrate and discuss current anesthesia topics, equipment, techniques and practices involved in current anesthesia case management. Ethical considerations as they apply to specific case management will be discussed. Students will be required to present cases for review. An emphasis will be placed on the anesthesia management for cardiovascular and thoracic procedures. One credit.

NSAN 682 Clinical Practicum IV
This clinical practicum is designed to allow the advanced student practitioner to integrate all previously attained knowledge and clinical skills and critical thinking into anesthesia practice for all elective and emergency ASA class I-V patients. At the completion of Clinical Practicum IV the Advanced Student Practitioner will be able to formulate, implement and evaluate a plan for perioperative anesthesia care for adult and pediatric ASA I-V and ASA IE-VE patients; demonstrate critical thinking skills in all clinical situations and patient care venues, work in a collaborative effort with other members of the anesthesia and surgical care team, function as a leader and collaborative member in cardiopulmonary resuscitation, and exhibit ethical and professional behavior in anesthesia practice. Two credits.

NSAN 680 Clinical Practicum V
This final clinical practicum is designed to allow the Complex Practitioner to demonstrate the integration of all previous knowledge, skills and objectives, for the anesthesia management of all ASA I-V and ASA IE-VE patients. At the completion of Clinical Practicum V the student will be able to function as an independent practitioner and will have met all of the requirements in order to sit for the national certification examination. The complex practitioner will be able to formulate, implement and evaluate a plan for perioperative anesthesia care for adult and pediatric ASA I-V and ASA IE-VE patients; demonstrate critical thinking skills in all clinical situations and patient care venues, work in a collaborative effort with other members of the anesthesia and surgical care team, function as a leader and collaborative member in cardiopulmonary resuscitation, and exhibit ethical and professional behavior in anesthesia practice. Two credits.

NSAN 690 Nurse Anesthesia DNP Immersion
DNP graduates are healthcare leaders who will care for a cohort of patients within their specialty, while also using a cross-population perspective to facilitate, manage and evaluate common problems. The immersion experience prepares the graduate in the design, delivery, and evaluation of evidence-based care incorporating advanced practice nursing competencies. In addition, students will provide leadership in promoting evidenced-based practice in the advanced practice specialty while functioning as a practice specialist/consultant in the resolution of clinical problems. "The DNP immersion experience requires a minimum of 1000 practicum/immersion hours, post-baccalaureate, and incorporates completion of a Practice Dissertation at the end of the program. Four credits.

NSAN 697 Nurse Anesthesia DNP Seminar
The DNP seminar is designed to provide students with the opportunity to synthesize knowledge from the transition to advanced practice nursing at the doctoral level. The seminar reflects integration of all course work and experiential learning in order to facilitate the students’ integration and utilization of evidence based-practice, finance, management, quality improvement, informatics, leadership, ethics, and reflective practice in the management of individual patients, populations and health care systems. Students will be given an opportunity to participate in workshops and give case presentations developed during immersion experiences, present manuscripts and/or practice guidelines, and participate in the peer review process to demonstrate expertise and development of their individual area of specialization. One credit.

CN 455 Group Work: Theory and Practice
This course focuses on the broad methodology of group work and theories in interpersonal and multicultural contexts. Candidates observe the nature of their interactions with others and enhance their knowledge about the nature of groups and the current theories and models. Understanding of group work with substance abusers will be explored. Prerequisite: NS 650. Three credits.

School of Business Courses

IS 500 Information Systems
This course provides a managerial perspective on information systems and technologies, and their enabling roles in business strategies and operations. The course uses case studies to facilitate discussions of practical applications of the classroom and online learning to current organizational needs. The course emphasizes value creation and decision making. Prerequisite: NS 485.

School of Management

MG 503 Legal and Ethical Environment of Business
This course helps students be more responsible and effective managers of the gray areas of business conduct that call for normative judgment and action. The course is designed to develop skills in logical reasoning, argument, and the incorporation of legal, social, and ethical considerations into decision-making. The course teaches the importance of legal and ethical business issues and enables students to make a difference in their organizations by engaging in reasoned consideration of the normative aspects of the firm. Using the case method, the course provides an overview of current topics, including the legal process, corporate governance, employee rights and responsibilities, intellectual property and technology, and the social responsibility of business to its various stakeholders.

MG 507 Negotiations and Dispute Resolution
This course uses the theories of negotiation and alternative dispute resolution, along with extensive experiential exercises, to build individual negotiation skills and to help students manage disputes from a business perspective. The course emphasizes ways of managing both internal and external disputes. (Prerequisite: MG 500).

MK 400 Marketing Management
This course examines analytical and managerial techniques applied in the marketing function, with an emphasis on the development of a conceptual framework necessary to plan, organize, direct, and control the product, price, promotion, and pricing of the firm. The course also considers the relationship of marketing to other units within the firm.
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Prospect, Conn.

Richard Murphy '71, PA-C, MBA
Director, PA Program
Tufts University
Charlestown, Mass.

Sally Ann Nestor '91, RN, BSN, OCN
Trumbull, Conn.

Carol O'Neill '76, BSN, CRRN, MA
Westlake, CA

Sally Pilkerton, P'04, P'95, BSN, RN
Pottomac, Md.

Carole A. Pomarico, MSN, RN, MA
Assistant Professor
Fairfield University
Southport, Conn.

Kathleen B. Russo, R.T.R.
Fairfield, Conn.

Claudia Schechter
Owner
Schechter Foundation
Fairfield, Conn.

Olivia F. Weeks '95, BS, RN
Emergency Room Nurse
Stamford Hospital
Stamford, Conn.

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Special Assistant to the President and Alumni Chaplain

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Associate Vice President for Academic Affairs

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Associate Vice President for Academic Affairs

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Dean, School of Engineering

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George E. Collins, S.J.,
Director of Campus Ministry

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Vice President for University Advancement

Rama Sudhakar, M.A.
Vice President for Marketing and Communications

Karen A. Pellegrino, M.A.
Dean of Enrollment

Administrators Emeriti

Aloysius P. Kelley, S.J., Ph.D.
1979-2004
President Emeritus

Jeanne M. Novotny, Ph.D.
2002-2011
Dean, School of Nursing, Emerita

Phylis E. Porter, MSN
1970-1989
Associate Professor of Nursing, Emerita
Dean, School of Nursing, Emerita

António Simões, Ed.D.
1991-2006
Dean, Graduate School of Education and Allied Professions, Emeritus
<table>
<thead>
<tr>
<th>Name</th>
<th>Class Year</th>
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<tbody>
<tr>
<td>William L. Atwell</td>
<td>P'08</td>
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<tr>
<td>John F. Baldovin</td>
<td>S.J.</td>
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<tr>
<td>Terence A. Baum</td>
<td>S.J.</td>
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<tr>
<td>Thomas G. Benz</td>
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<td>Stephen E. Bepler</td>
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<td>Joseph R. Bronson</td>
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<td>Frank J. Carroll III</td>
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<td>David H. Chafey Jr.</td>
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<tr>
<td>Kevin M. Corlisk</td>
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<td>Timothy J. Conway</td>
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<td>Sheila K. Davidson</td>
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<td>William P. Egan</td>
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<td>Thomas A. Franko</td>
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<td>Peter J. Gillen</td>
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<td>Patricia E. Glassford</td>
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<td>Brian P. Hull</td>
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<td>Paul J. Huston</td>
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<tr>
<td>Jack L. Kelly</td>
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<td>Susan Robinson King</td>
<td>M.A. 73</td>
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<td>Michael E. McGuinness</td>
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<td>Andrew J. McMahon</td>
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<td>John C. Meditz</td>
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<td>Einer L. Morrell</td>
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<td>The Most Reverend George V. Murry, S.J.</td>
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<td>Biff J. O'Reilly</td>
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<tr>
<td>Christopher C. Quick</td>
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<td>Rosellen W. Schmuir</td>
<td>74</td>
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<tr>
<td>Jeffrey P. von Arx</td>
<td>S.J., President</td>
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**Trustees Emeriti**

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<tr>
<td>Dr. E. Gerald Corrigan</td>
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<tr>
<td>Charles F. Dolan</td>
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<td>Aloysius P. Kelley</td>
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<td>Roger M. Lynch</td>
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